

CEHS GLOBAL

2020 / YEAR IN REVIEW



College of Education and Human Sciences
Office of Global Exchange



In mid-2020, I contemplated postponing this review. Since late 2019, my plan was to collect the international engagement of our college in a yearbook-style report at the end of the year. In January 2020, I had begun laying out the concept with the Pixel Lab and CEHS communications. Our Spring Break HRTM program, led by Professor Dipra Jha in HRTM, was still planning to go to China, and there seemingly wasn't a care in the world, except for news of a small virus in a region of China. We all know the rest of that story...

Yet, it became clear that moving ahead seemed like the best option. Buoyed by the activity in the college, I saw the CEHS community as resilient, adaptable, and innovative in their approach to the changing landscape. Instead of withdrawing or pulling away from the world stage, CEHS community members pressed ahead with their global connections and collaborations, switching to online formats or in some cases, changing their plans. International Handbooks on Human Trafficking were drafted and published, Memorandums of Understanding with international universities were solidified, travel awards were given and international scholars were hosted, all the while, we continued leading in fascinating ways. Our college celebrated the first study abroad program to host six Gilman awards at once! While we are saddened by the fact that Dr. Mary Willis' NHS Ethiopia/Zambia program was not able to run, we still commend the achievements of the Gilman recipients as well as the guidance of Dr. Willis. Across UNL, there were two faculty Fulbright awards this year, one of which was for Dr. Cody Hollist for his continued academic scholarship in Brazil. Of the nine UNL student Fulbright awards, two of them were CEHS graduates: Taylor Baldwin and Rachel Lux—both veterans of our study abroad programs.

This year was a challenge, and we have a whole host of new terms (e.g., new normal, social distancing, etc.) to describe our shared experience. A bright spot for me in 2020 was being witness to these and other amazing works from all of you in such dire straits. Thank you to all who participated on the world stage, in whatever form. I'm glad that I didn't postpone this review. As it turns out, there is a lot to say about the international work in the college, regardless of conditions. I invite you to look through these pages and appreciate the work of our students, faculty and staff. Doing so, you'll be able to catch a glimpse of the college as I see it in my work, and hopefully come to the same conclusion I do—CEHS is global.

Yours,



Jim Benes
CEHS Global Exchange Coordinator
jbenes@unl.edu



◀ *International Advisory Committee member Scott Napolitano of Educational Psychology leads students on a study abroad experience in China.*

CEHS International Advisory Committee

The CEHS International Advisory Committee is comprised of one faculty member from each of the college's seven departments, and the Global Exchange Coordinator, Jim Benes. The committee's primary operating directive is administering the International Studies Minor in the college. In addition, this committee addresses international missions by providing advice, support and insight to the global focus of the college. Please don't hesitate to reach out to your representative with global engagement questions, concerns, or comments.



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Student International Advisory Committee

The Student International Advisory Committee encourages intercultural involvement and global engagement for the students in the College of Education and Human Sciences. Through student outreach they work to increase the awareness of multicultural engagement in CEHS. As servant liaisons, they represent student voices for global planning in CEHS administration. This committee works closely with the college's Student Advisory Board.



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Gilman Scholars

The Benjamin A. Gilman International Scholarship Program provides grants to undergraduates, allowing them to study or intern abroad. The Gilman aims to help students develop skills that strengthen national security and economic competitiveness. In 2020, three CEHS students were awarded the Gilman for the faculty-led Ethiopia/Zambia program.

While CEHS is celebrating these three amazing students, it is worth noting that UNL students from other colleges were also awarded the Gilman for this program. A total of six Gilman awards were granted for this program, led by Dr. Mary Willis of Nutrition and Health Sciences. This is the largest number of Gilmans ever awarded for a faculty-led program at UNL. Dr. Willis mentors students through the application process, along with Dr. Laura Damuth, UNL Director of National and International Fellowships. This amazing accomplishment is a testament not only to these wonderful students, but to Dr. Willis's mentorship and Dr. Damuth's guidance.



Isabella Martello

Major: Social Science Education

Minors: Geography, History, International Studies

Hometown: Omaha, Nebraska

"I applied for the Gilman because a previous recipient, Rachel Lux, showed a video she created from her trip abroad in Zambia with Dr. Willis. I thought it looked like an amazing trip so I applied and Dr. Willis was so encouraging and helpful. I am so incredibly thankful for the scholarship—studying abroad would not be possible if it wasn't for the Gilman."



April Post

Major: Nutrition, Exercise, and Health Sciences

Minor: International Studies

Hometown: Omaha, Nebraska

"I was born and raised a Husker growing up in Omaha. I applied for the Gilman scholarship because I have long dreamed of studying abroad and knew that I would need to work hard to secure the funding necessary. I am eternally grateful to have received this award because it's going to allow me to fulfill one of my biggest dreams of studying abroad as well as completing my studies towards my minor."



Erin Stocking

Major: Nutrition, Exercise, and Health Science

Hometown: Paxton, Illinois

"I have always wanted to get out and see as much of the world as possible. I applied for the Gilman to continue to make that dream a reality. The Gilman will help me travel to see great sites, experience new cultures, gain college credit, and allow me to apply my major in real life research. Without the Gilman Award, affording an experience like this would not be possible for someone like me."

Fulbright Scholars

The Fulbright is a competitive national award given to students or faculty to teach English overseas or pursue research in other countries. The program allows faculty, students and recent graduates the opportunity to represent the United States as they study, teach, or research abroad in one of over 160 countries. The philosophy behind the Fulbright award is to create international connections with people from the U.S.A. and other countries, so naturally, the award is well-suited for students and faculty in CEHS.

Two of the nine UNL students chosen as Fulbright recipients for the 2020-21 academic year are CEHS graduates. While both of these Fulbright award winners were unable to go on their programs due to COVID-19, we are happy to celebrate their accomplishments. Dr. Cody Hollist was one of two faculty members at UNL to be awarded a Fulbright for international teaching and research in 2020.

CEHS Student Recipients



Taylor Baldwin

Taylor Baldwin graduated from CEHS in May 2020 with a degree in Elementary Education. She received an English Teaching Assistantship to India. Taylor is no stranger to India—while she was obtaining her undergraduate degree, she went on the CEHS program led by Dr. Paul Springer in the department of Child, Youth, and Family Studies, and she participated in the Anubhuti experience.



Rachael Lux

Rachael Lux, a May 2020 graduate with a degree in Nutrition Science. She received an English Teaching Assistantship to Indonesia. While obtaining her undergraduate degree, Rachel participated in the Ready/Set/Go program, and she travelled to Zambia on the CEHS program led by Dr. Mary Willis in the department of Nutrition and Health Sciences.

CEHS Faculty Recipient

Cody Hollist

Dr. Cody Hollist, Associate Professor of Child, Youth, and Family Studies, was granted a Fulbright to research and develop interventions to decrease suicide and self-harm rates in Brazil. This important work in Brazil builds on Dr. Hollist's involvement in the country. In many ways, he stays connected to Brazil, by leading students on study abroad programs, and presenting research at Brazilian institutions. Read more about Dr. Hollist's work under CEHS Faculty International Engagement starting on page 12.



If you are a UNL student interested in the Fulbright Program, contact Laura Damuth, the UNL Director of National and International Fellowships at Nebraska at ldamuth1@unl.edu. If you are a UNL faculty member interested in the Fulbright Program, contact Jim Benes at jbenes@unl.edu.



CYAF Anubhuti

Departed January 6, 2020 | Returned March 3, 2020

Each year, the College of Education and Human Sciences Department of Child, Youth and Family Studies sends students to the Anubhuti School in Jalgaon, Maharashtra, India for a unique teaching experience. The school is part of a philanthropic extension of Jain Irrigation, and invites students from extreme poverty in Jalgaon to attend school free of cost. Students will work across two campuses: Anubhuti I, a boarding school for children ages 10-17, and Anubhuti II, a day school for children ages 5-10. CEHS students participate as classroom assistants in various grades, inserting themselves into the school community and observing the learning strategies of the teachers in Jalgaon. The CEHS students get to know the teachers and staff at the school and participate in local Indian customs and traditions. In 2020, three students travelled to the Anubhuti School to live in India and immerse themselves in the local community for two months.



Yousra Abdulrazig

Department of Teaching, Learning and Teacher Education

“Travelling across the world with two strangers was the biggest leap of faith I’ve ever taken. The moment I walked into the Anubhuti School, I knew it was all going to be worth it. During my time in India, my students taught me the importance of love and the meaning of pure joy. I will forever be grateful for my experience in India and I encourage everyone to study abroad.”



Lauren Dunn

Department of Teaching, Learning and Teacher Education

“I am so happy to have had this experience of a lifetime. I met two people I can call my best friends along with an entire family full of students and staff. I have never felt so much love and appreciation and I am so thankful I got the opportunity to spend time with these children and to learn from them. I will always remember Anubhuti and this experience as I go into my career.”



Kat Turpen

Department of Child, Youth and Family Studies





To help students throughout the process, UNL and CYAF provide . . .

- scholarships,
- assistance in obtaining an appropriate Indian visa,
- hotel accommodations,
- a faculty member to accompany students while travelling to and from India, and
- pre-trip and post-trip meetings.

Jain Irrigation provides students with . . .

- transportation while in India,
- housing at the Anubhuti I campus,
- 3 meals a day, and
- occasional weekend cultural excursions.

There are several travel considerations for this program, including limited internet access, adherence to the Anubhuti schools' ethos, and dress standards. To learn more about the program, including the entire list of travel considerations, check out the CYAF Anubhuti Handbook at cehs.unl.edu/CYAF/ResearchPages/Anubhuti%20Handbook.pdf



NHS Global Research

Students who participate on the Department of Nutrition and Health Sciences' study abroad program, led by Dr. Mary Willis, collect research as part of the course Dr. Willis developed, NUTR/GLST 498b: Global Research Experiences in Nutrition and Health. The students formulate a research project within the scope of the study abroad program and collect data while overseas. They work with Dr. Willis upon their return to publish this research in the University of Nebraska digital commons. This is a fantastic opportunity for CEHS students to understand how the process of collecting, processing, and publishing data is completed.

NUTR/GLST 498b: Global Research Experiences in Nutrition and Health

Students in this program are given the opportunity to structure a global research experience, strengthen research and science communication skills, and enhancing global competency and awareness. This is a self-paced course that can result in publication and is suitable for domestic and international research experiences. Each year, students who participate on the Ethiopia/Zambia study abroad program led by Dr. Mary Willis, students collect data from the field and learn how this can translate into undergraduate research projects. Here are the projects that were published on the University of Nebraska Digital Commons from the 2019 study abroad experience:



Stunting and Infectious Disease in Ethiopian and Zambian Children, **Alyssa Arndt**, go.unl.edu/fi0v



Nutrition and Attendance for Primary School Students in Ethiopia and Zambia, **Lillie Tronnes**, go.unl.edu/w9mq



Iron-Rich Foods, Anemia, and Malaria in Primary School Children in Southern Ethiopia and Zambia, **Julianne Fay**, go.unl.edu/3nx0



Dental Health Factors among Primary School Children in Southern Regions of Ethiopia and Zambia, **Gisselle Hernandez**, go.unl.edu/jgvs



Grains, Grasses, and Tubers: Staple Carbohydrates in the Diets of Middle School Children of Southern Zambia and Ethiopia, **Brianna Juma**, go.unl.edu/ot2r



Protein Availability and Consumption, and Stunting Rates, for Primary School Children in the Southern Regions of Ethiopia and Zambia, **Megan Wackel**, go.unl.edu/jaxb

Visiting Scholars

CEHS regularly hosts international scholars for short-term appointments, right here in Lincoln. Generally, the visiting scholars are faculty at other institutions with whom our faculty have research interests or connections. When the visiting scholars come here, sometimes they bring their spouses or children, and hosting faculty and departments are encouraged to welcome their guests by allowing them to give a presentation of their work to the department and college. Visiting scholars are valued for what they bring to our CEHS community.

If you have questions about hosting a visiting scholar, please contact Jim Benes at jbenes@unl.edu.



Dr. Marvin Gonzales Quiroz

JANUARY 1, 2020 – FEBRUARY 14, 2020

Department: Special Education and Communication Disorders

Hosted by: Dr. Stacie Ray and Dr. Hannah Ditmars

Dr. Marvin Gonzalez was a visiting scholar from the Research Centre on Health, Work and Environment at the National Autonomous University in Nicaragua, León. In Nicaragua, he taught a variety of courses at the Faculty of Medicine and conducts epidemiological research in occupational health and chronic kidney disease of unknown etiology. He worked with Associate Professor of Practice Dr. Stacie Ray and Assistant Professor of Practice Dr. Hannah Ditmars on developing an audiology training program to increase the capacity-building for hearing detection and treatment in Nicaragua. CEHS faculty and students in the department of Special Education and Communication Disorders learned from the perspectives of Dr. Gonzalez during his visit.



Professor Fikadu Reta Alemayehu

JANUARY 1, 2020 – JANUARY 31, 2020

Department: Nutrition and Health Sciences

Hosted by: Dr. Mary Willis

Fikadu Reta Alemayehu, MS is an Assistant Professor in the School of Nutrition, Food Science and Technology/Academic Center of Excellence for Human Nutrition at Hawassa University in Ethiopia. He has travelled to European and African countries to participate in nutrition education programs, trainings, and academic conferences and has authored a number of papers on nutrition-related issues in Ethiopia. He is currently overseeing work funded by the Food and Agriculture Organization of the United Nations regarding school feeding programs. Mr. Alemayehu, with Mr. Kirubel, was in the U.S. to work on an African Research Initiative grant for work on coffee cherry waste streams.



Alazar Kirubel Kora

JANUARY 1, 2020 – JANUARY 31, 2020

Department: Nutrition and Health Sciences

Hosted by: Dr. Mary Willis

Alazar Kirubel Kora, MS, is a lecturer and research scholar in the School of Nutrition, Food Science and Technology/Academic Center of Excellence for Human Nutrition at Hawassa University in Ethiopia. Mr. Kirubel Kora is now the co-leader of the UNL Food Security, Health, and Nutrition education abroad program to Africa. Mr. Kirubel Kora was in the U.S. to work on an African Research Initiative grant for work on coffee cherry waste streams and the Africa education abroad program.



Dr. Akiko Takagi

AUGUST 1, 2020 – APRIL 1, 2021

Department: Teaching, Learning, and Teacher Education

Hosted by: Dr. Ali Moeller

Dr. Akiko Takagi is a visiting scholar from the College of Education, Psychology and Human Studies at Aoyama Gakuin University in Tokyo, Japan. Her research interests include foreign language teacher education, professional teacher development, practitioner research, and qualitative research methodology. She works with Dr. Ali Moeller in the Department of Teaching, Learning, and Teacher Education to investigate mentoring in pre-service teacher education, practitioner research in in-service teacher education, and professional development of teacher educators at the university level.

Hostile Terrain 94

Sites across Nebraska, including on the UNL campus, hosted Hostile Terrain 94, an exhibit on the humanitarian crisis at the US-Mexico border and how it connects with Nebraska stories and communities. Along with a large group of other UNL faculty, students and staff members in CEHS also helped make this exhibit possible on campus. Here are the CEHS faculty and students who collaborated to make this exhibit take place on campus:

CEHS Organizers

Claire Nicholas - Dept. of Textiles, Merchandising & Fashion Design

Jonathan Gregory - International Quilt Museum

Adria Sanchez-Chaidez - Dept. of Textiles, Merchandising & Fashion Design

CEHS Organizing Committee

Ted Hamann - Dept. of Teaching, Learning and Teacher Education

Loukia Sarroub - Dept. of Teaching, Learning and Teacher Education

Other CEHS Faculty Involved

Theresa Catalano - Dept. of Teaching, Learning and Teacher Education

Amanda Morales - Dept. of Teaching, Learning and Teacher Education



Directed by UCLA anthropologist Jason De León, Hostile Terrain 94 is a participatory art project sponsored and organized by the Undocumented Migration Project, a non-profit research-art-education-media collective. The exhibition is composed of ~3,200 handwritten tags that represent migrants who have died trying to cross the Sonoran Desert of Arizona between the mid-1990s and 2019. These tags are geolocated on a wall map of the desert showing the exact locations where remains were found.





Nebraska–Brazil Early Childhood Partnership

In 2016, the Nebraska Center for Research on Children, Youth, Families & Schools (CYFS) and the Maria Cecilia Souto Vidigal Foundation formed a global research partnership to address critical challenges affecting young children's health, well-being and development.

Researchers from the University of Nebraska–Lincoln and several institutions in Brazil completed three pilot impact projects – each conducted jointly in the U.S and Brazil – ranging from supporting families affected by the Zika virus, enhancing preschool science instruction and learning, and creating a culturally relevant screening tool to assess children's development. The pilot work created a bridge to establish additional collaborative projects.

The ongoing partnership continues to expand, enabling researchers from both countries to gain a rich understanding of the similarities and contrasts between the different geographic settings and uncover insights that would not be possible without cross-cultural collaboration.

Research Priority Areas

- Promoting early learning
- Understanding the ecology of development
- Assessing program quality
- Promoting professional development
- Creating a standardized tool to identify developmental delays
- Fostering mindfulness and compassion in caregiving
- Addressing substance use among teens
- Engaging vulnerable communities in family and child development

The Partnership Aims to Benefit

- Children, youth and their families
- Caregivers to young children
- Education professionals and researchers
- Health care professionals
- College students preparing to work in education



LEARN MORE AT [CYFS.UNL.EDU/BRAZIL](https://cyfs.unl.edu/brazil)

CEHS Faculty International Engagement

Our CEHS faculty are globally engaged. This was a challenging year for engaging across borders, but that didn't stop these tenacious and creative faculty. Some of them focused on domestic-international issues, where they worked with international populations closer to home. Also noted here are important events that were postponed or delayed due to the COVID-19 pandemic.



Ajai Ammachathram

Dr. Ammachathram conducted an international Zoom workshop on “*Attitude, skills, and knowledge excellence in the hospitality industry*” organized by the University of Madras, India in May. Over 70 participants, including students, faculty, and industry professionals attended the session.



Steven Barlow

Dr. Barlow published several articles in 2020 that had international research collaborative components. The articles ranged from research on Parkinson's disease to speech performance of Malaysian speakers. Dr. Barlow's research also led to further collaborations and international presentations, such as the development of a diadochkinetic speech video tool with partners in Malaysia.



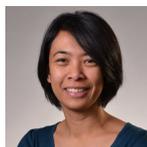
Theresa Catalano

Dr. Catalano is working with doctoral student Peiwen Wang on the discourse and rhetoric centered around President Trump's use of the term “Chinese virus” in the public sphere. Examining online platforms such as YouTube and Weibo, a Chinese equivalent of Twitter, they are focusing on the connection between this discourse and increased racism against Chinese/Asian Americans in the U.S.A. as well as how commenters worked to counter it.



Rochelle Dalla

Dr. Dalla published numerous papers in 2020 on the subject of human trafficking in rural India, as well as gentrification of brothel districts in urban India. Her wide scope and expertise were used to co-edit an international handbook on the subject titled, “*Routledge International Handbook on Human Trafficking: A Multi-Disciplinary and Applied Approach.*” She was an invited panelist hosted by the King's College of London for a panel titled, an “*Interdisciplinary Conversations on Sex Work in India.*” At the virtual 17th annual meetings of the International Human Trafficking & Social Justice Conference, Dr. Dalla presented two papers one titled “*What it is [Human Trafficking] and How You Can Contribute*” and the other “*Sex Trafficking among the Bedia of India: Defying the Dominant Human Trafficking Discourse.*”



Maria de Guzman

Dr. de Guzman and her team are continuing to process data from international research projects in Poland that include a study of new migrants in Poland, which is a somewhat “new receiving” community for migrants from the Philippines. Also, a study on

rural versus urban youths' perceptions around dating violence. These studies are in collaboration with faculty in California State University and the University of Gdansk.



Marilyn Grady

Dr. Grady was an invited speaker for the Cambodian 1st International Conference on Mentoring Educators. Her virtual talk was titled “*Mentoring Practices in Higher Education Leadership*.”



Edmund “Ted” Hamann

Dr. Hamann’s grant titled “*Education, Migration, and Teacher Education*” was accepted this year. The grant will include coordination collaboration and travel between institutions in Mexico and the USA. He will work with other TLTE colleagues, Stephanie Wessels, Theresa Catalano, and Amanda Morales as well as faculty at the University of Nebraska-Kearney, Chandra Diaz and Janet Eckerson.

Also, this year, Dr. Hamann was part of a virtual panel of experts for Mexico’s IV Encuentro de Educación Internacional y Comparada, which was co-sponsored and organized by the Sociedad Mexicana de Educación Comparada, the World Council of Comparative Education Societies, and the Escuela Normal “Miguel F. Martínez”.



Holly Hatton-Bowers

Dr. Hatton-Bowers is collaborating with Dr. Pompéia Villachan-Lyra, a professor at Federal University of Pernambuco in Brazil to collect survey data from early childhood teachers about their well-being. They are collecting surveys from teachers working in both public and private settings in Recife, Brazil. Dr. Hatton-Bowers is also serving as a committee member on Dr. Pompéia Villachan-Lyra’s student’s thesis who will examine the acceptability and feasibility of teaching mindfulness and self-compassion strategies to early childhood teachers working in early childhood programs in Recife, Brazil. In addition, Dr. Hatton-Bowers is working with an early childhood program, Central Kids Ngā Ririki located in Kawerau, New Zealand. With a collaborative team, she is planning to provide a webinar on how their program staff have supported children and families during the pandemic.



Cody Hollist

Aside from being a 2020 Fulbright Scholar (covered elsewhere in this review), Dr. Hollist kept busy on the international stage. In May of 2020, he presented on the COVID-19 impact on families in the USA during the webinar titled, “*International Webinar: Sharing Experiences with International Partners about the COVID-19 Pandemic*” hosted by Cruzeiro do Sul University in Brazil.

Also, Dr. Hollist was the keynote speaker at the inauguration of the Association of Students and Alumni of Marriage and Family Therapy at the Federal University of São Paulo, Brazil. His speech was titled, “*Marriage and Family Therapy in Turbulent and Challenging Times*.”

In November 2020, the University of Nebraska, the University of Nizwa in Oman, Universiti Teknologi Petronas in Malaysia and the Federal University of Rio de Janeiro, Brazil all participated in the Virtual International Seminar titled “*The Global Pandemic: Impact, Issues and Opportunities in 2020 and Beyond*.” Dr. Hollist presented with a talk titled “*U.S. Higher Education & COVID-19 Challenges, Opportunities, and New Ways Forward*.”

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Soo-Young Hong

Elsewhere in this review, the Brazil-CYFS Partnership is highlighted. Dr. Hong is working as part of that team on a project titled, “*Preschool Science Teaching in Action and Reflection (PreSTAR)*.” UNL is partnered with the Maria Cecilia Souto Vidigal Foundation in Sao Paulo, Brazil. Dr. Hong and others examine how teachers build their capacity to incorporate science concepts and practices in their everyday interactions with young children and how facilitators engage early childhood teachers in more sophisticated reflections on their observations of and interactions with children in preschool settings.



International Collaboration for Multilingual Education & Equity (ICMEE)

ICMEE held international webinars with international presenters and participants. These webinars ranged different topics: *Voices of multilingual learners not labeled “ELL” in US schools*, *Teaching migrant students: Finnish teachers’ understandings and attitudes*, and *Learning to Hide: The English learning classroom as sanctuary and trap*. UNL faculty participants in these webinars included **Theresa Catalano**, **Lydiah Kiramba**, **Kara Viesca**, and **Tricia Gray**.



Taeyeon Kim

Dr. Kim was an invited speaker for a Chungnam National University BK21 summer online workshop titled, “*Accountability Narratives from Michigan School Leaders: Utilizing Multiple Qualitative Methods*” in South Korea. In addition, Dr. Kim published an article in the journal *Asia Pacific Education Review* titled, “*Principal instructional leadership for teacher participation in professional development: Evidence from Japan, Singapore, and South Korea*”.



Lydiah Kiramba

As part of the University of Nebraska’s Africa Research Initiative, Dr. Kiramba has a funded project titled “*Migrant, Immigrant and Refugee Populations: A Comparative Study in South Africa and the US*.” It is a collaboration between faculty in TLTE, the University of Nebraska-Omaha (UNO), and the University of Witwatersrand, South Africa. The other TLTE faculty involved are Guy Trainin, Ted Hamann, and Sarah Thomas, the faculty at UNO is Nikitah Imani. This project was however interrupted by COVID-19; and, thus, the international portion has momentarily been halted. The project team is now focusing on Eastern Nebraska with hopes of reviving the South African component soon.



Patty Kuo

Dr. Kuo continues to research fatherhood and father-child relationships using an ongoing longitudinal birth cohort study with her partners at the University of San Carlos in the Philippines. This work is ongoing from 2017.



Kristin Malek

In June 2020, Dr. Malek co-led a global faculty development session for event educators as part of the Worldwide Exhibition for Incentive Travel, Meetings and Events (IMEX group). She also participated in three global event design workshops for continuing educational and professional development.



Ali Moeller

Dr. Moeller travelled to Japan early in 2020 to be the keynote speaker at the Mixed Methods Research Seminar for Language Teaching and Learning Researchers at Aoyama Gakuin University. Tokyo, Japan. While there, she presented many seminars, panel discussions and workshops at Aoyama Gakuin University.

Dr. Moeller is a Yunshan Scholar in China, Guongdong University, since 2016, which is a distinguishing title bestowed to scholars from other universities.

She was also invited by the European Centre for Modern Languages of the Council of Europe and represented the U.S. and the American Council on the Teaching of Foreign Language (ACTFL) at the ECML Conference titled “*Languages at the heart of learning: 25 years of inspiring innovation*” Graz, Austria.



Claire Nicholas

Dr. Nicholas was awarded a grant working along with international colleagues at Dalhousie University titled, “*Gesture & Form: A Field-based Approach to New Methods of Architecture and Handcraft in Textiles Using Augmented Reality Technologies.*” In November, Dr. Nicholas published a journal article in *Hesperis-Tamuda* titled, “*Enmeshed: The Colonial and Post-Colonial Anthropology of Moroccan Textiles and Dress.*”



Elizabeth Niehaus

Dr. Niehaus published several internationally-oriented research articles in 2020, focusing on student mental health in short-term study abroad and student development in tertiary education in Trinidad and Tobago. She also presented her research on *Interacting Across Difference After Short-Term Study Abroad* at the annual meeting of the Association for the Study of Higher Education. In addition to her research, Dr. Niehaus has also contributed to the development of the university-wide Global Strategy, including participating in the faculty Global Strategy Committee and working with graduate students to develop recommendations for the Office of Global Strategies on the potential of virtual engagement to contribute to comprehensive internationalization.



Kevin Pitt

Dr. Pitt helped organize a workshop with researchers from the USA and Europe to be presented at the 2020 International Brain-Computer Interfaces BCI Conference in Brussels, Belgium. The workshop was centered on moving research challenges in the development of brain-computer interfaces for access to alternative communication devices, as well as the means to present results from research. In addition, the workshop aimed to create international collaboration to tackle these important issues in the field. The conference was postponed to 2021 due to COVID-19.



Stacie Ray and Hannah Ditmars

Dr. Ray and Dr. Ditmars continue their humanitarian audiology work in Nicaragua at the Universidad Nacional Autónoma de Nicaragua (UNAN) in Leon. They are now working with Dr. Marvin Gonzalez to set up the equipment and training necessary in Leon to train audiology technicians at UNAN. In addition, they are pursuing a Memorandum of Understanding with UNAN to formalize the relationship. Also, Drs. Ray and Ditmars offer a Nicaraguan study abroad program for graduate students in Audiology each year, but the program has been on hold for several years due to political unrest in the region.



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Shannon Rowen and Dipra Jha

In February 2020, Professor Rowen and Professor Jha worked with CASNR on an education proposal with the Saudi Arabian government. She also participated in informational meetings for the American Pavillion at Cannes Film Festival. In April, Professor Rowen and Professor Dipra Jha worked with the International Council on Hotel, Restaurant and Institutional Education, which has six federations worldwide, on a video for the hospitality industry from graduating seniors. In June, Professor Rowen hosted the International Hospitality Town Hall with international hospitality leaders Peter Russell (U.K.), Lea Lentke (Germany), and Dipra Jha (U.S.A.).



Paul Springer

Dr. Springer is involved in a Community Based Participatory Research Project that analyzes risk and protective factors of families in vulnerable communities in Porto Alegre, Brazil. Partnering with these community stakeholders and other collaborators, he aims to develop more effective interventions that can assist individuals and families in these communities.



Amanda Thomas

Dr. Thomas will participate in an Erasmus+ grant awarded to support work between the TLTE department and Tallinn University in Estonia. Dr. Thomas aims to work with her colleagues at Tallinn to develop a STEM education distance course and continue development of a study abroad program with Dr. Lorraine Males. The Erasmus+ program allows funding for faculty, staff, or graduate student exchange for short-term stays at different European research institutions.



Julie Tippens

Outside of northwestern Iraq, Lincoln is home to one of the largest populations of ethnoreligious Yazidis. As a community-engaged researcher, Dr. Tippens works with several refugee communities in Lincoln. One of her recent projects focused on exploring Yazidi women's resilience in overcoming trauma and adversity using a participatory photovoice method. This research was supported by a Layman Award from the UNL Office of Research and Economic Development.



Julia Torquati

Dr. Torquati gave a keynote address titled "*Children of the Earth: Nurturing Connections with Nature in Urban Settings*" at the Education University of Hong Kong Conference for Research in Early Childhood Education 2020. The conference was presented by the Early Childhood Department at the Education University. The conference was titled, "*Nurturing Young Inquisitive Minds: Learning from Nature and Living.*" The October conference was online due to the COVID-19 pandemic.



Kara Viesca

Dr. Viesca published two articles centered on multilingual learners and multilingual classrooms with international colleagues at European institutions where TLTE has growing partnerships.

Also, Dr. Viesca participated in three virtual international events—one, where she presented her research on multilingual learners in the U.K. and U.S.A. at the

Conference on Multilingualism hosted by Reading University, and the others were presentations in Finland. One of them at the University of Turku on Racial Healing, and the other was at Åbo Akademi University on pedagogical practices with multilingual learners.



Kristy Weissling

This year, Dr. Weissling worked with the Education Abroad Office to create course equivalencies for Speech Language Pathology and Audiology majors at the University of Canterbury in New Zealand. As a result, SLPA undergraduates can take a semester of classes at the University of Canterbury and have that semester directly translate back into their major here at UNL.

In addition, Dr. Weissling was scheduled to give a presentation titled, *“Improving skills and decision making of advanced clinicians using a case study approach”* at the International Society for Augmentative and Alternative Communication in Cancún, Mexico, but it was postponed to 2021 due to COVID-19.



Mary Willis

Dr. Willis has worked for many years toward the accomplishments in 2020. This year, along with the Office of Global Strategies, she finalized a Memorandum of Understanding with Hawassa University in Ethiopia and UNL. Also, she worked on the African Research Initiative project titled, *“Waste Not, Want Not: Creating Natural Preservatives and Nutritional Additives from Commercial Crop Waste in Ethiopia to Improve Food Security and Health.”* This project focuses on identifying important nutrients in crop waste streams in Ethiopia as a method for improving nutrition and food quality. Part of this project was working with two visiting scholars to the U.S.A. from Hawassa University, featured elsewhere in this review. While this project has had roadblocks due to COVID-19, the collaboration continues over Zoom. Dr. Willis and her collaborators were also successful in obtaining an internal grant from Hawassa University titled *“Assessment on Education, Health, Agriculture and Market-related Factors Affecting Nutritional Status of the Community around Lake Hawassa, Ethiopia.”* She looks forward to moving this project forward and publish the resultant data.

Dr. Willis is also an accomplished student mentor—aside from winning the CEHS mentorship award earlier this year, she is also working with a former Rwandan UCARE student on publishing a manuscript based on their previous research titled *“Food Availability in Zambian Markets: Reflections of Colonialism and Contact.”* And of course, Dr. Willis worked on the cancelled study abroad program to Ethiopia/Zambia in the summer of 2020, and helped her applicants obtain a record number of Gilman scholars—six in total for 2020, and one additional Gilman for 2021.



Janos Zempleni

Dr. Zempleni had a successful year, graduating two international PhD students, while he mentored others from India, Nigeria, and China. He also supported two Chinese postdocs. Dr. Zempleni reviewed grant proposals from three different international grants from Israel, China, and the European Research Council.



A Tribute to the Canceled Programs of 2020 and 2021

Our CEHS faculty work with the Education Abroad Office year-round and often for multiple years to organize these international offerings for our students. Most of the time, this work goes unnoticed, and so when a program is cancelled for any reason, it is devastating for all involved. These are the programs that were postponed, cancelled, or altered as a result of the COVID-19 pandemic in 2020 and 2021. All of CEHS study abroad programming is offered on a rotating schedule, so we will see these programs again running in the future.



HRTM Dubai, U.A.E. — *World Fair Expo 2020*

Postponed to Fall 2021

This program and the associated course would allow participants the opportunity to attend the EXPO 2020 World Fair in Dubai. Participants planned to attend lectures and participate in hands-on experiential lessons. In addition, students would have the opportunity to participate on business & industry site visits and network with industry professionals. While in the U.A.E., students would further deepen their understanding of the culture through visits to attractions of historical/cultural significance. In addition, students would have the opportunity to gain first-hand experience about campus life in the Middle East while interacting with students from around the world.

 [Dr. Kristin Malek](#)



HRTM China — *Hospitality Management*

Students attending this faculty-led study abroad program planned to explore the emerging tourism and golf industries in China. The program focuses on elements within the hotel operations, food and beverage, and golf industries and look for meaningful ways in which we can learn about these industries by studying them in a very large emerging market. China has a population of more than 1.4 billion and one of the fastest growing middle-class segments on the planet. This market environment combined with a culture that is quite different from what our students are used to creates a fantastic opportunity to study these areas with a fresh perspective. Students would experience the major Chinese city of Beijing and travel to well-known sites including the Great Wall and the Forbidden City.

 [Professor Dipra Jha](#)



TLTE Finland/Estonia — Comparing STEM Education

Students on this faculty-led program planned to interact with teachers, university faculty/staff, and K-12 students in Finland and Estonia. Visits to local schools would have offered opportunities to interact with teachers and learn more about their STEM instructional practices. Visits would also include STEM industries where STEM education is being implemented in the workplace. A seminar at the Technopol Science Park affords formal interactions with individuals from STEM industries. Students would be able to observe and analyze STEM instructional practices in Finnish and Estonian classrooms, being given the opportunity to compare and contrast STEM-related initiatives in Finland, Estonia, and the U.S.A.

 **Dr. Amanda Thomas**

 **Dr. Lorraine Males**



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TLTE The Netherlands — Immigrant Education in the Dutch Context

Amsterdam is one of Europe’s most progressive and diverse cities that immigrants and refugees from around the world call home. Participants on this program planned to explore how Dutch schools welcome these newcomers. Through multiple school site visits and meetings with teachers, teacher educators, and educational researchers involved with immigrant education in the Netherlands, participants would learn how the Dutch are welcoming newcomer children and compare the Dutch and American schooling systems. In addition, students would enjoy visits to cultural sites which will include a visit to the Anne Frank House, a canal boat ride, a walking tour, and a visit to a traditional Dutch village.

 **Dr. Jenelle Reeves**



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SECD Costa Rica — Educational Perspectives

Students on this program begin this course by learning about the history of Costa Rica and attending a presentation by the Ministry of Education. This program included opportunities to teach in private and public classrooms in Monteverde and to compare that experience with working in schools in the United States. There would also be a guided tour through a cloud forest. Students planned to immerse themselves in the community, staying in the homes of Costa Ricans within Monteverde and allowing them to learn about the cultures and norms.

 **Dr. Sue Kemp**

 **Dr. Kristy Weissling**



Continued on page 20 . . .



TMFD New York City/Montreal – North American Fashion Hubs

Students planned to experience the culture of New York City, learn about the industry, and see the sights of one of the fashion capitals of the world. They would experience the global marketplace that includes Madison Avenue, Fifth Avenue, Soho, and Chelsea neighborhoods. Montreal is the world’s largest French-speaking city outside of Paris. It is also home to the third largest fashion hub in North America - known for its eclectic and innovative style. Students would explore the local fashion and textile industry with expert hosts at the top design showrooms, buying offices, and retail spaces in the city, and sample local culture and cuisine along the way. In between industry site visits, students would enjoy the beauty of Mount Royal Park, eat in restaurants of the picturesque Old Port of Montreal, and shop like a local in the open-air Marche Jean-Talon and boutiques of the artsy Mile End district.

 [Dr. Jennifer Jorgensen](#)

 [Dr. Claire Nicholas](#)



NHS Japan – Nutrition, Exercise, Food, & Culture

The goal of this faculty-led study abroad experience was to introduce UNL students to Japanese culture, specifically sports and exercise, food, and nutrition. This includes, among others, martial arts, school systems, food preparation, consumption and etiquette. Interactions with people in the Japanese community is emphasized. Students planned to experience the middle school system and lunch program in Japan, visit athletic performance-enhancement facilities, explore seafood and fish markets, and participate in a martial arts lesson.

 [Dr. Shinya Takahashi](#)

 [Professor Linda Young](#)



NHS Ethiopia/Zambia – Food Security, Health, & Nutrition

This faculty-led program emphasizes research training with individual and group research data collection. Students planned to conduct research with students and faculty from Hawassa University. Data would be collected in households, middle schools, markets, and health facilities among rural peoples and focused on food security, health and nutrition. Students would be able to visit national parks and take game drives to view some of the world’s remaining mega-fauna: elephants, giraffe, hippo, as well as birds, hoofed mammals, primates, and reptiles. In addition, students would be given the opportunity to see Victoria Falls and take a boat ride on famous Zambezi river.

 [Dr. Mary Willis](#)

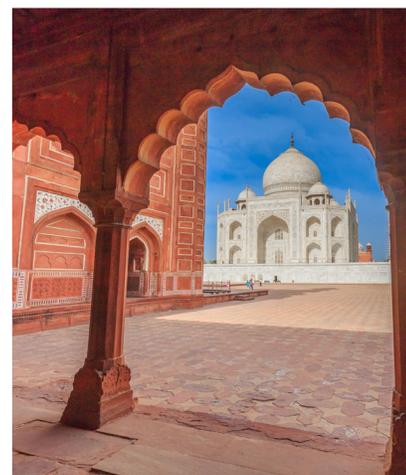


CYAF India — Cultural Perspectives

This program focuses primarily on understanding cultural perspectives in India. Students participate in multiple learning opportunities, including participation in seminars with Indian faculty at the Tata Institute of Social Sciences (TISS), as well as service-learning projects with clients served by NGOs who work with different populations of need in Mumbai, Kolkata, and Bhopal. Students also have the opportunity to engage in multiple sight-seeing and cultural-learning activities including: a tour of Dhobi Ghat, visits to famous landmarks, historical and religious sites, and voyages to beaches, bazaars, and neighborhoods. Students would visit seven different Indian cities including Mumbai, Aurangabad, Jaipur, Kolkata, Ramnagar, Agra, and Delhi. Students would participate in multiple modes of in-country travel, including by: plane, train, bus, boat, and rickshaw.

 **Dr. Richard Bischoff**

 **Dr. Paul Springer**



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TLTE United Kingdom — Teaching Multilingual Learners in the U.K.

Participants on this trip examine how elementary schools and teacher preparation colleges in the United Kingdom deal with an educational challenge quite familiar to most Nebraska teachers: welcoming immigrant students to their classrooms. Through multiple school site visits and meetings with teachers and teacher educators involved with immigrant education in the U.K., participants will examine the British example for welcoming newcomer children.

 **Dr. Stephanie Wessels**

 **Dr. Tricia Gray**



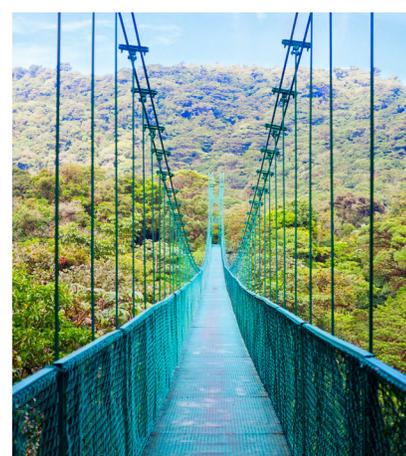
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SECD Costa Rica — Costa Rica Accent Modification Graduate Program

The Speech Language Pathology graduate program planned for another two-week accent modification experience in partnership with the FISERV offices in Heredia and Cartago, Costa Rica for the late spring of 2020. Fifteen graduate students (a record number) and two SLP faculty members were eager to provide English enrichment services to associates at FISERV as well as local travel guides in the Monteverde region. This experience is unique for SLP students working towards their Master of Science degree as they gain a global perspective as well as practicum hours that are required for certification as a speech/language pathologist.

 **Professor Alicia Davis**

 **Dr. Judith Harvey**



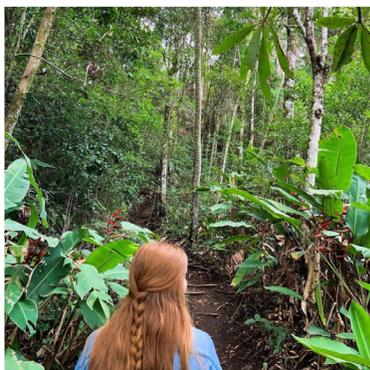
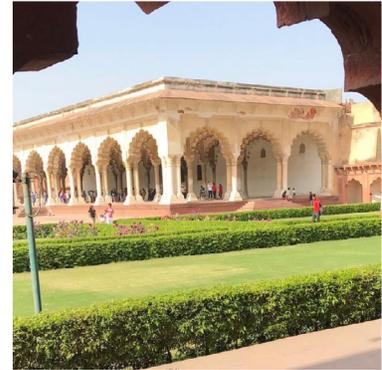
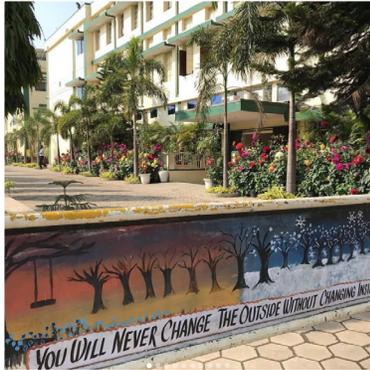
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