

SEVENTH INTERNATIONAL CONFERENCE
ON THE DEVELOPMENT AND ASSESSMENT
OF INTERCULTURAL COMPETENCE



JANUARY 23-26,
2020

icc.arizona.edu

INTERNATIONALIZING THE CURRICULUM: THE ROLE OF INTERCULTURAL COMPETENCE

TUCSON, ARIZONA, AND ONLINE

Loews Ventana Canyon Resort



Hosted by the **Center for Educational Resources in Culture, Language and Literacy (CERCLL)** at the **University of Arizona**, the 2020 Intercultural Competence conference will take stock of current models for internationalizing curricula as well as the genealogies of these discussions. Papers, roundtables, posters and pre/post-conference workshops will include accounts of best practices and hands-on experiences with some of them, as well as critical examinations of current trends, and conceptual think pieces around what it might mean to internationalize higher education.



KEYNOTE AND PLENARY PRESENTATIONS

ADRIANA DIAZ, University of Queensland

The (In)visibility of Languages in Universities' Internationalization Processes

MARIANNE A. LARSEN, Western University

Internationalization of Higher Education – Moving Towards Global Learning for All

SHARON STEIN, University of British Columbia

*Internationalization and the Educational Challenges of
Imagining Alternative Global Futures*



WORKSHOP AND CONFERENCE REGISTRATION SCHOLARSHIPS AVAILABLE

Attendees may register separately for these 3-hour professional development workshops offering practical applications in language instruction. See the conference website for complete workshop details:

**9 hours of Continuing Education
available at the workshops**

icc.arizona.edu/workshops

Pre- and Post-Conference Workshops

Thursday January 23, 2020

Teaching Intercultural Competence in the Language Classroom, Divya Chaudhry (Vanderbilt University), María Luján Stasevicius (Rice University), and Kevin Garcia Cruz (Sage Hill School)

Internationalizing the Curriculum through Introspective International Experiences: Short-Term Programs, Adrián Arroyo Pérez, Nadia Alvaez Mexia, and Suzanne Panferov Reese (University of Arizona)

Intercultural Language Learning Through Scenarios: A Workshop for L2 Educators, Dianna L. Murphy (University of Wisconsin-Madison), Dan E. Davidson (American Councils for International Education), Karen Evans-Romaine (University of Wisconsin-Madison), Maria D. Lekic (American Councils for International Education) and Stephen Tschudi (University of Hawai'i at Manoa)

Understanding and Leveraging Student Motivation for Teaching IC in the L2 Classroom, Tim Jansa (Georgia State University)

Sunday January 26, 2020

Intercultural Competence: An Educator's Verb, Kris Aric Knisely and Janice McGregor (University of Arizona)

Hands-On and Open-Minded: Transformative Intercultural Experiences through Object-Based Learning, Anne Tiballi (University of Pennsylvania Museum of Archaeology and Anthropology), and Teresa Gimenez (University of Pennsylvania)

Using Thinking Routines to Develop Intercultural Competence, Yerko Antonio Sepulveda-Larraguibel (Texas Tech University)

Internationalizing the Community College Curriculum, Lisa Adeli and Clea Conlin (University of Arizona)

**Student/K-12/Community College
Scholarship Application Deadline
November 1, 2019**

**Early Bird registration rate
ends December 2, 2019**

ORGANIZED BY the Center for Educational Resources in Culture, Language and Literacy

CO-ORGANIZED BY the Second Language Acquisition and Teaching Program

CO-SPONSORED BY the College of Humanities, College of Social and Behavioral Sciences, UA Global, the Center for Middle Eastern Studies, and the Center for Latin American Studies, all at the University of Arizona; and by the Center for Advanced Language Proficiency Education and Research at Pennsylvania State University; the Center for Advanced Research on Language Acquisition at the University of Minnesota; the Center for Applied Second Language Studies at the University of Oregon; the Center for Open Educational Resources and Language Learning at the University of Texas at Austin; the National Foreign Language Resource Center at the University of Hawaii at Manoa; and the Center for Urban Language Teaching and Research at Georgia State University.