

**The 10th International Conference on the Development and Assessment of Intercultural Competence
*Intercultural Competence in a Rapidly Changing World: Supporting Sustainable Futures for All***

February 27 – March 1, 2026

A hybrid event at the University of Arizona and online

Schedule-in-Brief and Event App Details

(See presentation summaries in the Cvent platform sessions and on the ICC website, here:

[https://icc.cercll.arizona.edu/presentations/.](https://icc.cercll.arizona.edu/presentations/))

Cvent: What's in the App?

How to Access ICC Details and the Sessions:

ICC registrants should use the Cvent event platform for the conference schedule with presentation summaries, virtual posters, speaker bios, attendee list (with profiles, when attendees have completed them), announcements and live event discussion feed (the links will be in the sessions in the app during the conference), maps, free Sun Link public transportation details, parking and restaurant guides, cosponsor details, and more. Also, don't miss the welcome message from CERCLL Director Beatrice Dupuy!

All sessions have a room assigned to them in the app (and on this schedule). If you are with us in Tucson, you can watch the sessions in those rooms, regardless of whether individual presenters are here in-person or virtually. Virtual attendees access livestream for all sessions in the app. Everyone can access recordings in the app later.

All registrants have been sent an app invitation. *Be sure to use the email address with which you registered for ICC* to access Cvent. You can access it on either a computer in a browser, or on a mobile device in the app.

◆ **Access the Cvent attendee hub *website* on a computer:** <https://cvent.me/Oaw9D0>.

◆ **Download the app to your mobile device using the QR code or here:**
<https://mobile-event.cvent.me/kuiYnENOZOb>.



Thank you to the cosponsors of ICC 2026:

ICC 2026 is organized by the Center for Educational Resources in Culture, Language and Literacy (CERCLL), a Title VI Language Resource Center at the University of Arizona. It is co-sponsored by the College of Humanities and supported by the University of Arizona's Provost's Investment Fund, Second Language Acquisition and Teaching Program, College of Social and Behavioral Sciences, Center for Latin American Studies, and Center for Middle Eastern Studies at the University of Arizona; and by three other Language Resource Centers—the Center for Advanced Language Proficiency Education and Research (CALPER) at Pennsylvania State University, the Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota, and the National Foreign Language Resource Center (NFLRC) at the University of Hawaii at Manoa.

CALPER and NFLRC contributed to the K12 educator and graduate student registration scholarships.

Learn more about these contributors in Cvent!

About Papers, Symposia, and Plenary Presentations: February 27 and 28

Environment and Natural Resources Building (ENR2) on the University of Arizona Campus (1064 East Lowell Street) and Online

Times on this document are Arizona (MST, UTC-7). The Cvent app enables display of virtual attendees' local time.

Each session is two hours long. Regular sessions usually contain four papers; each paper is 20 minutes, followed by discussion. For example, the first sessions on Friday are: paper 1 (8:00-8:30 AM MST including discussion), paper 2 (8:30-9:00 AM), paper 3 (9:00-9:30 AM), paper 4 (9:30-10:00 AM).

A symposium is a collection of papers on a common theme that were submitted together by the authors. These are two-hour session slots with three to four papers; timing in symposia may not follow the regular session format above.

Handouts and Presentation Slides:

If presenters have shared these, you can access them in their session in Cvent.

A Note on Authors:

Paper titles are followed by the names of their authors. Where there are co-authors on in-person presentations, one or more speakers are physically present in Tucson. All speakers are in the conference app—see their profiles for bios and other details.

Session Chairs:

Each session has one or two chairs—mostly student volunteers. They are responsible for normal chair duties, and monitoring virtual attendee interaction in the Cvent app.



Virtual Posters

Available on demand in the Cvent App with asynchronous chat throughout the conference

- ◆ *The Arts as a Bridge: Insights from Diverse Adult EFL Classrooms in Ireland* - Eirini Polychronaki (Trinity College Dublin, Ireland)
- ◆ *Creative Pathways to Intercultural Growth Through Service Learning* - Diana Ruggiero (University of Memphis, USA)
- ◆ *Enhancing Intercultural Competence in Taiwanese Fifth Graders via Penpals* - Mei-Yi Wu (Taipei Municipal Xinglong Elementary School, Taiwan)
- ◆ *Historical Literacy for Studying Abroad: Japan's Ties with Hawaii and Korea* - Mitsuko Takei (Hiroshima Shudo University, Japan), Kenta Babasaki (Hiroshima Shudo University, Japan), and Saki Miyauchi (Hiroshima Shudo University, Japan)
- ◆ *Media Curation of Culture Integrated into Language and Culture Courses* - Seung Eun Chang (Georgia Institute of Technology, USA)
- ◆ *Perceptions of AI in Developing Intercultural Communicative Competence* - Zeynep Saka Lloyd (Syracuse University, USA)
- ◆ *Reflection in Intercultural Communication: Learning from Critical Incidents* - Nguyen B. Ngoc Jade (Yuan Ze University, Taiwan) and I-Chung Ke (Yuan Ze University, Taiwan)

Schedule-in-Brief

Summaries and bios are in the App. All times printed here are local time in Arizona/MST/UTC-7.

Times can be displayed in Arizona time or attendees' local time in Cvent.

Pre-Conference: Thursday February 26

Marriott University Park hotel (880 East 2nd Street, Tucson, AZ 85719)

5:30 – 6:30 PM **Registration Lite**, Marriott lobby

Friday February 27:

Environment and Natural Resources Building (ENR2) on the University of Arizona Campus (1064 East Lowell Street) and Online

Enter the ENR2 building on the north side at the main entrance, or on the east side next to the parking structure.

7:30 AM – 6:00 PM **Registration**, courtyard outside Slot Canyon

7:30-10:15 AM **Coffee and tea**, courtyard outside Slot Canyon

8:00-10:00 AM **Sessions 1-3:**

Session 1 - Strand: Curriculum (In-Person)	Session 2 - Strand: Curriculum (Virtual)	Session 3 - Strand: Assessment (In-Person)
Room: S210	Room: S215	Room: S225
<i>Narrative Competence and Intercultural Competence in US Medical Spanish</i> - Juan Pablo Cominguez (Columbia University, USA)	<i>Empathy Through AI: Transformative Writing in EFL for Intercultural Growth</i> - Sabina A. Nowak (University of the National Education Commission, Poland)	<i>Multiliteracies, the Portfolio, and Equitable Assessment for Understanding</i> - Amy Walgren Thomas (Arizona School for the Arts, USA)
<i>Intercultural Health Communication: Educating for Sustainable Futures</i> - Gabriela Valdez (University of Arizona, USA)	<i>Integrating Spanish and Sustainability: Free Access and Real-World Impact</i> - Maria Galvan-Santibanez (University of Michigan, USA) and Federico Fabbri (University of Michigan, USA)	<i>Culminating Intercultural Learning Experiences: The Capstone Seminar</i> - Elsa Belmont Flores (Brown University, USA)
<i>Designing Ethical AI Tools for Inclusive Language Teaching</i> - Caroline Scheuer Neves (University of Arizona, USA)	<i>Leveraging Discussions with Guest Speakers in the Virtual Classroom</i> - Sarah Dietrich (Southeast Missouri State University, USA)	<i>Embedding Intercultural Competence in Summer Study Abroad</i> - Mina Soroosh (University of Southern California, USA)
CANCELLED – <i>Transborder Telecollaboration: Learning About Oneself Through the Other</i> - Yuri Kumagai (Smith College, USA)	<i>Multilingual Storytelling in Teacher Sustainability Education</i> - Dennis Tark (University of Rostock, Germany)	
CANCELLED: <i>Preparing Students to Dialogue Regarding the SDGs in Virtual Exchanges</i> - Isabel María Kentengian (College of New Jersey, USA)		

10:00 - 10:15 AM Coffee break, courtyard outside Slot Canyon

10:15 AM - 12:15 PM Sessions 4-6:

<p>Session 4 - Strand: Curriculum (In-Person) Room: S210</p> <p><i>Role Models Kindle Motivation, Listening Skill and Intercultural Competence</i> - Jack Pudelek (Rikkyo University, Japan)</p> <p><i>Shaping Identity and Action: Intercultural Growth in Mexican Students</i> - Gloria Angelica Ortiz (Universidad Popular Autónoma del Estado de Puebla, Mexico)</p> <p><i>Enhancing Multidialectal Sociopragmatic Competence in L2 Arabic</i> - Mahmoud Azaz (University of Arizona, USA) and Ayman Mohamed (Michigan State University, USA)</p> <p><i>Exploring the Link Between Language Learning and Intercultural Competence</i> - Janel Pettes Guikema (Grand Valley State University, USA) and Majd Al-Mallah (Grand Valley State University, USA)</p>	<p>Session 5 - Symposium (Virtual): Multilingual Parent Authors as Local Educators for Global Learning Room: S215</p> <p><i>Global and Local Funds of Knowledge: Chinese and U.S. Teacher Candidate Views</i>, by Laura B. Liu (Indiana University Columbus, USA), Fabiana Costa (Bartholomew Consolidated School Corporation, USA), Amy Shasanmi (Indiana University Indianapolis, USA), and LaShawnda Kirk (Indiana University Columbus, USA)</p> <p><i>Translanguaging in South African English Classrooms: The Role of Parents</i> - Grace Mavhiza (STADIO Higher Education, South Africa)</p> <p><i>Funds of Knowledge as Ways of Language: Podcasting in Teacher Education</i> - Clara Vaz Bauler (Adelphi University, USA)</p>	<p>Session 6 - Strand: Service/Community-based learning (In-Person) Room: S225</p> <p><i>The Role of Intercultural Competence in Creating a Sustainable World</i> - Sandhya Shanker (Ohio State University, USA)</p> <p><i>Sociability as a Praxis: "You Just Get to Sit Down and Talk to People"</i> - Marina Feldman (Rutgers University Graduate School of Education, USA)</p> <p><i>Sustainable Intercultural Community Engagement On and Off-Campus</i> - Claudia Kunschak (Ritsumeikan University, Japan)</p> <p><i>Building Bridges: Service Learning Alongside Catholic Sisters in Africa</i> - Rosemary Shaver (Africa Sisters Education Collaborative/Marywood University, USA), Sarah Martin (Africa Sisters Education Collaborative/Marywood University, USA), and Isabelle Samantha Henry (Africa Sisters Education Collaborative/Marywood University, USA)</p>
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12:15 – 1:30 PM Lunch break (on your own)

Don't forget to view the Virtual Posters in Cvent!

Each poster has a single image file with a short video by the author; they are listed on page 2 of this schedule. You can leave your written comments and questions for the authors in their session in Cvent, and they should respond to those throughout the conference.

1:30 - 3:30 PM

Sessions 7-10:

<p>Session 7 - Strand: Curriculum (In-Person) Room: S107</p> <p><i>Scaffolding the Design and Implementation of Virtual Field Experiences</i> - Jill Castek (University of Arizona, USA), Yousra Abourehab (University of Arizona, USA), Mimoun Akhiat (University of Arizona, USA), and Yulia Mikheeva (University of Arizona, USA)</p> <p><i>Effects of YouTube Algorithms on College Students' Intercultural Awareness</i> - I-Chung Ke (Yuan Ze University, Taiwan)</p> <p><i>Fostering Digital Citizenship in Teacher Education – An AI-Based Approach</i> - Markus Ritter (Ruhr-University Bochum, Germany) and Nils Mueller (Ruhr-University Bochum, Germany)</p> <p><i>How Do We Know? Fostering Global Leaders Through Graduate Study Abroad</i> - Sharon Radd (St. Catherine University, USA) and Ericka Schmidt (St. Catherine University, USA)</p>	<p>Session 8 - Symposium (In-Person): K-16 Pipeline Building: A Summer Program on and for Sustainability Room: S225</p> <p><i>Background and Context: Why K-16 Pipeline Building?</i> - Wenhao Diao (University of Arizona, USA)</p> <p><i>Blending Language, Literacy, and STEM in the Curriculum on Sustainability</i>, by Wenjing (Grace) Xie (Chandler Unified School District, USA)</p> <p><i>Meeting College-Level Language Learning Goals for High School Students</i>, by Yanlin Wang (Texas Tech University, USA)</p>	<p>Session 9 - Strand: Theoretical Approaches (Virtual) Room: N604</p> <p><i>Cultural Competence in LIS Research: Toward Inclusive, Sustainable Change</i> - Michele A. L. Villagran (San Jose State University, USA)</p> <p><i>Beyond Anthropocentrism: For an Ecocentric Intercultural Language Pedagogy</i> - Luigia Maiellaro (Northeastern University, USA)</p> <p><i>Contextual Operationalization of IC in First-Year Writing Courses Across Institutions</i> - Phuong Minh Tran (Embry-Riddle Aeronautical University, Daytona Beach, USA)</p> <p><i>Bridging Languages, Building Resilience</i> - Tiasia O'Brien (co:census, USA) and Nygel Jones (co:census, USA)</p>	<p>Session 10 - Symposium (Virtual): Exploring Contested Spaces of Culture Through Translation Room: S215</p> <p><i>Translating for Good: A Theoretical Framework</i> - Stephanie Ravillon (Brown University, USA)</p> <p><i>Translation and Translanguaging as Tools for the Development of Intercultural Competence and Critical Literacies</i> - Elsa Amanatidou (Brown University, USA)</p> <p><i>Migration Speaks: Translation and Testimony for Social Change</i>, by Claudia Esposito (University of Massachusetts, USA)</p>
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3:30 – 3:45

Coffee break, courtyard outside Slot Canyon

3:45 - 5:45 PM

Sessions 11-14:

Session 11 - Strand: Curriculum (In-Person) Room: S210	Session 12 - Strand: Curriculum (Virtual) Room: S215	Session 13 - Strands: Technology/Exchange (Virtual) Room: N604	Session 14 - Strands: Policy & PD (In-Person) Room: S225
<i>Social Support as a Pathway to Sustainable Intercultural Learning</i> - Anita Gregory (Tiffin University, USA)	<i>Social Justice and EFL Materials in the Global South: An Argentine Case</i> - Ana Cecilia Cad (Universidad Nacional de Córdoba, Argentina) and	<i>Junior High Intercultural Skills Through Virtual Collaboration</i> - Joe Mary G. Ibañez (Benjamarachutit School, Thailand)	<i>What if? Language Teachers' Speculative Scenarios for Sustainable Futures</i> - Christelle Palpacuer Lee (Graduate School of Education, Rutgers The State University of New Jersey, USA), Erin
<i>Indigeneity, Sustainability, and Activism in Kanaky and Ma'ohi Nui</i> - Karen Turman (Harvard University, USA)	María Gimena San Martín (Universidad Nacional de Cordoba, Argentina)	<i>The Impact of Bilingual COIL on Community Building</i> - Tetsuya Takeno (Konan University, Japan), Shari Yamamoto (Konan University, Japan), and Kazuhiro Nomura (Konan University, Japan)	Kearney (Graduate School of Education, State University of New York at Buffalo, USA), Sarah Woodward-Jones (University at Buffalo, USA), and Aminah Raysor (University at Buffalo, USA)
<i>World Music and Soundscapes: Linking Culture, Nature, and Sustainability</i> - Min-Jung Son (Korea National University of Education, Republic of Korea)	<i>Linguistic Sustainability: Designing Multilingual Curricula for SDG</i> - Tamer Osman (Shanghai International Studies University, China)	<i>From UX to LX: Building Better Language Learners Through Design Thinking</i> - Ruben Dawagne (Michigan State University, USA)	<i>Exploring the Evolving Ethical Stances of Future L2 Teachers Toward AI</i> - Kristen Michelson (Texas Tech University, USA)
<i>The Development of Global Citizenship Through Virtual Exchange</i> - Diane Ceo-DiFrancesco (Xavier University, USA), Gloria Pacas (Universidad Centroamericana, El Salvador), Oscar Mora (Pontificia Universidad Javeriana Cali, Colombia), and Xóchitl León Oyarzábal (Universidad Iberoamericana, México)	<i>Empathy and Intercultural Approaches to Sectarianism in Northern Ireland</i> - John-Guy Perrem (Muroran Institute of Technology, National University Japan)	<i>Intercultural Competence Through COIL in Intermediate Japanese Courses</i> - Kazuaki Nakazawa (Yuan Ze University, Taiwan) and Reiko Habuto Iileji (Ball State University, USA)	<i>Promoting Global Sustainability with Literacies-Oriented Approaches</i> - Alberta Gatti (City University of New York, CILC, USA) and Borbala Gaspar (University of Arizona, USA)
	<i>Assessing Intercultural Competence in Language Education Using AI</i> - Weejeong Jeong (Indiana University Bloomington, USA), Sun-Kwang Bae (Defense Language Institute Foreign Language Center, USA), Joshua McGraw (Indiana University Bloomington, USA), and Elijah Kim (Indiana University Bloomington, USA)		CANCELLED - <i>Teaching Across Borders: Urban Refugee Teacher Education in Thailand</i> - Shannon Tanghe (Metropolitan State University, USA)

5:45 – 6:00 PM

Break

6:00 – 7:00 PM **Plenary 1: Building Cultures of Hope: On the Transformative Power of Critical Hope and Eco-cosmopolitanism in Cultural Learning** - Ricardo Römheld (University of Münster). Dr. Chantelle Warner (Associate Dean of Academic and Faculty Affairs, University of Arizona College of Humanities) will welcome participants prior to the plenary. Dr. Römheld is introduced by Dr. Beatrice Dupuy, CERCLL Director. Room: S107

7:00-8:15 PM **Reception** with DJ Logan Phillips (for in-person attendees, selected in registration). ENR2 Rooftop

Saturday February 28:

Environment and Natural Resources Building (ENR2) and Online

8 AM – 5:00 PM **Registration**, courtyard outside Slot Canyon

8:30 - 10:30 AM **Sessions 15-18:**

Session 15 - Strand: Curriculum (In-Person) Room: S210	Session 16 - Strand: Curriculum (Virtual) Room: S215	Session 17 - Strands: Technology and Exchange (Virtual) Room: 225	Session 18 - Strands: Policy & PD (In-Person) Room: S107
<i>Intercultural Storytelling as Pedagogy to Foster Awareness and Narrative</i> - Ke Zhao (Shanghai University of Finance and Economics, China) and Huiyu Tan (Shanghai University of Finance and Economics, China, and University of Helsinki, Finland)	<i>Child Tales as Decolonial Resources for Future History Teachers</i> – Erika Tiburcio Moreno (Complutense University of Madrid, Spain)	<i>Exploring Netiquette of Pakistani Social Media Users</i> - Laraib Fatima (Air University, Islamabad, Pakistan) and Fizza Farrukh (Air University, Islamabad, Pakistan)	<i>Data-Driven Approaches to Sustainable Models for Language Teacher Education</i> - Onur Ural Burns (University of Arizona, USA)
<i>Fostering Competence for Democratic Culture through CLIL in Japan</i> - Hongtao Jing (Kanto Gakuin University, Japan)	<i>Enhancing Intercultural Competence in EFL Learners Through Literary Texts</i> - Samira Moussaoui and Muneer Al-Hadhrani (both Sultan Qaboos University, Oman)	<i>Together Alone: Interculturality in ELF Virtual Exchange in Canada and Jordan</i> - Hiba Ibrahim (York University, Canada)	<i>How Communication Happens in a Multicultural Staff: A Language School in VA</i> - Lia Herrera-Lasso (ICA Language Services and Creighton University, USA)
<i>Intercultural Language Education Through Sustainability</i> - Teresa Gimenez (University of Pennsylvania, USA)	<i>Plurilingualism and Interculturalism in Mexico's New Primary School Texts</i> - Gonzalo Isidro Bruno (Independent Researcher, Mexico)	<i>Do Virtual Exchanges Build Students' Intercultural Competence?</i> - Susana Pérez Castillejo (University of St. Thomas, USA) and Tzu-Yiu Chen (Universidad de Barcelona, Spain)	<i>Engaging International Students in a College Classroom</i> - Angelina Serratos (University of Arizona, USA)
	<i>Cognitive Sociolinguistics of Satire in the Intercultural Classroom</i> - Sadia Khan (Aligarh Muslim University, India) and Bairam Khan (Vanderbilt University, USA)	<i>Serious Games Design Principles for Intercultural Education in EFL Context</i> - Helen Zipei Liu (University of Auckland, New Zealand)	<i>A Model Proposal of Intercultural Empathy for Higher Education</i> - Ivett Guntersdorfer (University of Salzburg, Österreich) and Irina Golubeva (University of Maryland at Baltimore County, USA)

10:30 – 13:45 PM Coffee break, courtyard outside Slot Canyon

10:45 AM - 12:45 PM Sessions 19-22:

<p>Session 19 - Strand: Curriculum (In-Person) Room: S107</p> <p><i>Leveraging Dissonant Edges to Foster Sustainable Intercultural Competence</i> - Stephanie Mikulasek (George Mason University, USA)</p> <p><i>Intercultural Sensitivity Development in Short-Term Study Abroad</i> - Hossam Elsherbiny (Rice University, USA), Helade Scutti Santos (Rice University, USA), and Robae Joseph (Rice University, USA)</p> <p><i>Understanding IC in Chinese Higher Education Through Students' Critical Reflexivity</i> - Huiyu Tan (Shanghai University of Finance and Economics, China, and University of Helsinki, Finland), and Ke Zhao (Shanghai University of Finance and Economics, China)</p> <p><i>Development of Intercultural Awareness Training for Study Abroad Students</i> - Anastasia Stavridou (University of Manchester, United Kingdom) and Nanna Pedley (University of Manchester, United Kingdom)</p>	<p>Session 20 - Strands: Exchange and Service/Community learning (Virtual) Room: S210</p> <p><i>Gender, Identity, and Performativity in Pakistani Series Burka Avenger</i> - Maheen Nadeem (Air University Islamabad, Pakistan) and Fizza Farrukh (Air University Islamabad, Pakistan)</p> <p><i>An Initiative to Enhance Intercultural Competence and Its Assessment Tools</i> - Kazumi Matsumoto (Ball State University, USA)</p> <p><i>Interactional Functions of Student Tellings in Arabic Study Abroad</i> - Seth McCombie (Brigham Young University, USA)</p> <p><i>Cultural and Language Experiences in a TESL Program with Ecuador Immersion</i> - Freyca Calderon (Pennsylvania State University, USA), Kevin Donley (Georgetown University, USA), Maure Carolina Aguirre Ortega (Pennsylvania State University, USA)</p>	<p>Session 21 - Strand: Technology (In-Person) Room: S215</p> <p><i>Generative AI: A Viable Option for Developing Pragmatic and IC Competence?</i> - Robert Godwin-Jones (Virginia Commonwealth University, USA)</p> <p><i>Building Communicative Skills and SDG Engagement in Plain-Japanese COIL</i> - Jana M. Townsend (Hiroshima Shudo University, Japan) and Hiroko G. Hino (Arizona State University, USA)</p> <p><i>Developing Intercultural Competence Through Student-AI Interactions</i> - Yesul (Rosa) Han (University of Virginia, USA) and Yunjeong Chang (University at Buffalo, USA)</p> <p>NB. The following presentation moved from session 21 to session 1: <i>Designing Ethical AI Tools for Inclusive Language Teaching</i> - Caroline Scheuer Neves (University of Arizona, USA)</p>	<p>Session 22 - Strand: Theoretical Approaches (Virtual) Room: S225</p> <p><i>Beyond Borders: A Progressive Learning Journey at Deggendorf Institute of Technology</i> - Michelle J. Cummings-Koether (Deggendorf Institute of Technology, Germany), and Jessica Ohnesorg (Deggendorf Institute of Technology, Germany)</p> <p><i>Bilingual Pragmatic Competence, Intercultural Style, Identity, and ICC</i> - Hyoun-A Joo (Georgia Institute of Technology, USA)</p> <p><i>The Meeting of Culture and Joy: ICC and FLE Among Tunisian Undergraduates</i> - Mohamed Ala Sghaier (Faculty of Humanities and Social Sciences of Tunis, Tunisia)</p> <p><i>Redesigning Education for Future Speech Pathologists: Disrupting Systems</i> - Traci M Love (Southside Chatter Collective, LLC, USA)</p>
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1:00 – 2:15 PM **Lunch at the Turkish Kebab House** (for those who selected this option during the registration process), 810 E. University Boulevard

2:15 – 2:30 PM **Coffee and Tea Available**, Courtyard outside Slot Canyon

CANCELLED - Plenary: When Intercultural Competence Isn't Enough: Hospicing Modernity and the Limits of Translation - Vanessa de Oliveira Andreotti (University of Victoria, Canada)

2:30 - 4:30 PM **Sessions 23-26:**

Session 23 - Strand: Curriculum (Virtual) Room: S210	Session 24 - Strand: Curriculum (In-Person) Room: S215	Session 25 - Strand: Professional Development (Virtual) Room: S225
<i>Sustainability at the Core: Intercultural German for Global Citizenship - Budimka Uskokovic (Ohio State University, USA)</i>	<i>Multilingual Peace Education for Sustainable Intercultural Global Competence - Yousra Abourehab (University of Arizona, USA)</i>	<i>Transformative Intercultural Learning in Southeast Asian Exchange Programs - Tinh Mai Phuc (Can Tho University, Vietnam)</i>
<i>From Survival to Agency: Language Learning for a Sustainable Future - Kaitlyn Ricks (College of Western Idaho, USA)</i>	<i>Welcoming Resettled Families to Schools: A Community-Informed PD Model - Xiaowen Qiu (Rutgers Graduate School of Education, USA), Marina Feldman (Rutgers Graduate School of Education, USA), and Mary E Curran (Rutgers Graduate School of Education, USA)</i>	<i>Navigating New Standards: K-12 World Language Teachers Teaching Culture - Seyyedeh Mobina Hosseini (State University of New York at Buffalo, USA)</i>
<i>Navigating Intercultural Relationships via Ethnographic Journals - Carl Ruest (University of British Columbia, Canada)</i>	<i>Confronting Post-Truth Mediascapes in the German Classroom - Bridget Levine-West (University of Vermont, USA)</i>	<i>Telecollaborative Professional Development for Intercultural Competence and Positive Peace in EFL - SoYoung Han (Cyber Hankuk University of Foreign Studies, South Korea) and Didem Ekici (University of San Francisco and College of Alameda, USA)</i>
<i>Fostering Intercultural Citizenship in Global English Classrooms - Gareth Humphreys (Sojo University, Japan)</i>	<i>Modeling a Divided Berlin in German and Russian Language Classes - Irina Walsh (Bryn Mawr College, USA) and Margaret Strair (Bryn Mawr College, USA)</i>	<i>Fostering Professional Development for Sustainability-Focused L2 Pedagogy - Laura Florand (Duke University, USA) and Sandra Valnes Quammen (Duke University, USA)</i>

4:30 – 4:45 PM **Cold refreshment break**, courtyard outside Slot Canyon

4:45 – 5:45 PM **Plenary 2: Intercultural Communication in Action: Exploring Conflict Styles and Fostering Empathy through Virtual Exchange** - Irina Golubeva (University of Maryland, Baltimore County, USA). Dr. Golubeva is introduced by Dr. Beatrice Dupuy, CERCLL Director. Room: S107

Don't forget to view the Virtual Posters in Cvent!

Each poster has a single image file with a short video by the author; they are listed on page 2 of this schedule. You can leave your written comments and questions for the authors in their session in Cvent, and they should respond to those throughout the conference.

Sunday March 1: Post-Conference Workshops

Environment and Natural Resources Building (ENR2) and Online

Registration is separate from conference registration.

Details: <https://icc.cercll.arizona.edu/workshops/>

The workshops are not accessed through Cvent; attendees registered for a virtual workshop will receive a zoom link that is just for the workshop they are attending. They can access the virtual workshop anywhere they are located using their own computer or tablet, but we will also have a room in ENR2 where they can go if they don't want to use their own device elsewhere.

8:30 AM – 12:30 PM **Registration**, courtyard outside the workshop rooms on the second floor of ENR2

9:00 AM – 12:00 PM:

<p>VIRTUAL - <i>Slow-Looking and Poetic Dive for Equity, Diversity and Inclusion, and Intercultural Competence</i>, presented by Natalia Marakhovsk (Mariupol State University, Ukraine). Room: S210</p>	<p>IN-PERSON - <i>Bridging Worlds: Teaching Language and Culture Through Translation</i>, presented by Sarah Albrecht (University of Houston-Downtown, USA). Room: S215</p>	<p>IN-PERSON - <i>Language Connected: Cultural Catalysts for Global Citizenship</i>, presented by Dulce Estévez, Alma Mota, Analú Aguirre, and Brigette Walters (all at the University of Arizona, USA). Room: S225</p>
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12:00 – 1:00 PM: **Lunch break** (on your own)

1:00 – 4:00 PM: VIRTUAL – *What's Your Mortar? Resilience That Hits Back*, presented by Tomina Ward (TWARD Motivation LLC, USA). Room: S225

Questions? Stop by the registration desk, send us an email at cercll@arizona.edu, or message us in the Cvent app.

Thank you for joining us for ICC 2026, and for the last two decades!

CERCLL's team at this event: Beatrice Dupuy, Director; Kate Mackay, Associate Director; Marisol Aguirre, Outreach Coordinator; Amanda Le, Outreach Assistant; Brady Lary, Student Assistant; Yvonne Bourgeois, Technology Lead; Jesus Osorio, Technology Assistant.