

## EAO Report

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Originally, I outlined four specific outcomes that I wanted to achieve in relation to the Global Affairs workshop in Germany. These included: the development of modules to be embedded in early education foundation courses (EDUC 2120), a course I coordinate for the Bagwell College of Education), the development of a course on global education issues for the new EdS/EdD in TESOL, coordinating a professional development opportunity for area in-service and pre-service teachers on the issue of refugee and migrant students and families, and the completion of a manuscript on refugee narratives in an interfaith TEFL course in Amman, Jordan. I've made progress on three of these goals, thanks in part to the positive experience I had during this workshop. Because I no longer coordinate EDCU 2120, I decided to focus my curricular energies on the graduate level (see below). In addition to these goals, I've had some unexpected benefits and outcomes from my participation in this workshop. First, this workshop afforded me a chance to get to know my colleagues across campus – these relationships have inspired new projects that are currently in planning stages. I was able to make a meaningful professional contact with a professor and scholar in Germany (who was one of the invited guests at the center). Together we are working on potential scholarship and teaching project ideas. Finally, I've started the process of developing a study abroad proposal for a 10-day Maymester in Otzenhausen for INED 7781 (Cultural Issues for TESOL Teachers).

I have developed a draft course on immigrants and refugee issues in TESOL/TEFL that will be submitted to various curriculum committees over the next few weeks. This course will be a required course in the new TESOL EdS/EdD program (also under review). The EAO experience helped me make important connections between U.S. immigration issues and the European context – with a focus on the migrant/refugee crisis. My CETL Faculty Learning Community on Islamophobia in Higher Education was funded this year. We are developing a 2-part series of events for the spring on issues of interfaith dialogue, refugee education, and Muslim identities. While this is a slight deviation from the original theme, my time in Germany helped me think about different ways to approach this type of event for a KSU community audience. Our FLC feels that it is crucial to name and work against Islamophobia in order to open up conversations about the equitable treatment of refugees (especially important in schools). Lastly, I was invited to submit a chapter to an upcoming Routledge book on public education in the Middle East. I'm working on my chapter draft. My learning in Otzenhausen has had a direct impact on putting my hands on references and data about refugees and migration in the MENA region.