call for papers

Another Brick in the Wall: Rethinking Education focuses on sharing insights pertaining to the fields of Intercultural Education, Multicultural Education, Human Rights Education, Citizenship Education, and Education for Democracy and Global Education, when it comes to addressing present day diversity issues.

The international conference will allow teachers, students and academics to share insights and experiences, and to be exposed to the state of the art research on issues relating to diversity and education.

Participants will also be able to gain new knowledge and grow their skill set through training.

organized by:
International Association for Intercultural Education (IAIE)
DENISE

with the support of:
Hellenic Association for Intercultural Education (HAIE)
International Association for the Study of Cooperation in Education
European Association of History Educators (EUROCLIO)
RUTU Foundation
Learn to Change: Change to Learn

in collaboration with:
In collaboration with the Korean Association for Multicultural Education (KAME), the National Association for Multicultural Education (NAME) and the RUTU Foundation

Steering Committee:
Barry van Driel, Mari Varsanyi, Noemi Mena Montes, Maja Nenadovic, Nelleke de Weerd

This conference will focus the challenges and opportunities relating to teaching and learning in diverse environments in the 21st century. The first days of the conference will focus on practical workshops, while the second part of the conference will have more of an academic focus with scholars presenting their research.

Since the conference will take place in a bilingual, international school, the teachers and students of the school will play an active role throughout the conference.

General Program:

Monday, November 11 will offer optional field trips: e.g. an opportunity to visit the Anne Frank House, Take a Black Heritage Tour in Amsterdam, or visit the International Criminal Court in The Hague. These will be coordinated by the coordinating committee of the conference.

Tuesday, November 12 and Wednesday, November 13 will consist primarily of workshops

Wednesday, November 13 to Friday, November 15 will be the main academic conference with some workshops planned.

Strand 1: intercultural competence

This strand focuses on the broader spectrum of the intercultural competence notion in various multicultural settings and environments. Emphasis is given to teachers’ intercultural competence, as part of their professional development.

Intercultural competence is defined in various ways but generally, it is the ability to communicate and behave in appropriate ways with those who have different cultural backgrounds, aiming to co-create shared spaces, teams, and organizations that are inclusive, effective, innovative, and satisfying for all interested parties. Intercultural competence has figured very prominently in the debate about ‘global citizenship’ as an important aspect of modern multicultural societies.

The strand welcomes research, practices and case studies relating to intercultural competences (e.g. skills, behaviours, attitudes, emotions, knowledge) in different national and international settings.

Please send proposals to Nektaria Palaiologou

chairs:  
Nektaria Palaiologou  Ildiko Lazar  
nekpalaioilogou@uowm.gr  ildiko.lazar@gmail.com
Strand 2: bilingualism and multilingual education

This strand focuses on multilingual education programs that successfully address students’ multilingualism, multilingual literacy, and sociocultural competence.

We seek proposals that focus on how language programs implement institutional policies and instructional practices that accomplish program quality and student achievement. More specifically, presenters are invited to consider how one or more of the following principles can ensure quality multilingual programs: program structure, curriculum, instruction, assessment and accountability, staff quality and professional development, family and community involvement, and support from policy makers and resources.

Please send proposals to Yolanda Medina

chairs:
Yolanda Medina
ymedina@bmcc.cuny.edu

Ellen-Rose Kambel
ellen-rose@rutufoundation.org

Strand 3: cooperative learning and other interactive learning approaches

In this strand participants will experience a variety of methods and procedures that facilitate learning in small groups, as opposed to the traditional transmission model that is still quite pervasive. The workshops will demonstrate ways learners of all ages can involve ideas, feelings, experiences, and cultural backgrounds in the learning process.

Participants will be exposed to CL methods and strategies designed to maximize learners’ participation and contributions. The variety of workshops is based on the wealth of research and practice in the field that have proven CL’s benefit to all learners, in all areas of learning. The strand is co-chaired by Jill Clark (IASCE Board member), Yael Sharan, (IASCE Board member and IAIE member), and Ferenc Arato (IAIE and IASCE member).

Please send proposals to Yael Sharan

chairs:
Yael Sharan
ysharan71@gmail.com

Jill Clark
jilliandc@gmail.com

Ferenc Arato
koopcsop@gmail.com
Strand 4: Strand on History Ed. Multiperspectivity in History Teaching

Over the last 25 years, the term multiperspectivity has gained importance in history education and has been a key concept for the work of organizations such as EUROCLIO. On the one hand, advocates find that a multiperspective approach is the only way to respect the complex and multi-layered nature of history amongst diverse societies.

On the other hand, critics fear that a multiperspective approach may lead to relativism and the denial of established facts. In practice, educators who are committed to multiperspectivity have difficulty applying this approach when it concerns topics that are highly emotive or sensitive.

This strand hopes to present evidence-based research regarding how multiperspective approaches can be applied to teaching and learning history in a critical way. Especially, we call for research that focuses on questions that arise when applying multiperspectivity in practice. Example questions may include: What place do extre(mist) or hateful views have in multiperspective approaches? How do/should teachers integrate personal views of history? What kind of assessment is most/least suited to a multiperspective approach?

Please send proposals to Leslie Bash
chairs:
Leslie Bash                                 Steven Stegers
l.bash@ucl.ac.uk                       steven@euroclio.eu

Strand 5: sexual diversity education

This strand focuses on all forms of gender and sexual diversity. Presentations should focus on analyzing how heterosexism, sexism, homo and transphobia and other forms of oppression in these or related contexts, shape and are shaped by educational, societal, and political institutions.

In particular, we seek proposals that highlight how these institutions intersect in school matters such as curriculum and instruction, school climate, teacher education and related topics.

Please send proposals to Fred Carlo Andersen
chairs:
Fred Carlo Andersen                                 Michele Kahn
fred.c.andersen@hiof.no                       michelemkahn@me.com
Strand 6: education relating to migrants and refugees

This strand focuses on both education about migration and migrants, and education for migrants in the receiving countries. We invite papers that focus on the educational backgrounds of migrants before migrating to a new country, their access and adjustment to the educational demands in the receiving country, their educational achievement over time compared to their country counterparts, and the value that education plays in their future endeavors.

Of particular importance is how migrants are integrated (integration seen as a two-way process) into schools, the language expectations they must meet, the curriculum they are exposed to, the support they receive from teachers and their parents, the peer networks they develop, and the educational attainment they achieve.

This strand also invites papers that explore approaches, good practices, formal education or non-formal education (civil society) projects that seek to sensitize mainstream population about migration, integration of migrants into receiving countries, dangers of xenophobia and its various facets.

Please send proposals to Maja Nenadovic

chairs:
Maja Nenadovic  Martha Montero-Sieburth  Noemi Mena Montes
maja@iaie.org  m.a.montero@auc.nl  nohemimena@gmail.com

Strand 7: (global) citizenship education

Rapid changes relating to the globalisation of the economy, environmental issues, sustainability and social-cultural problems will undeniably be the most serious challenges confronting humanity in the coming years. How serious is the international community (and education systems) about achieving some measure of global environmental sustainability and socially sustainable development? How will future citizens, specialists, educators and employees acquire values, attitudes, knowledge and skills to creatively solve problems knowing that traditional schooling doesn’t address such issues.

Given that (global) citizenship education provides an educational path to address cultural diversity, social inequality, respect for the environment and for human rights, we invite papers that focus on educational practices and visions of education that include a plan to address these and related issues: active citizenship as a
practice of democracy, autonomy and open-mindedness through discussion, critical thinking, active citizenship and respect in the context of an endangered planet. Especially papers linking intercultural/multicultural education and respect for the environment/planet are welcome. This connection has rarely been made but is a necessary way forward.

Please send proposals to Miguel Prata Gomes

chairs:
Miguel Prata Gomes  Pascale Mompoint-Gallard
mpratagomes@gmail.com  pascale.mompoint@learntochange.eu

Strand 8: includes education about faiths and worldviews, social justice education, intercultural learning, anti-bias education, education about slavery and colonialism

This strand captures a number of topics that are deemed important for the focus of the conference but are not housed in a particular strand. These topics include, but are not limited to: Human Rights Education, the Intercultural dimension of climate change;

Education relating to faiths and worldviews, Social Justice Education, Intercultural Learning, Anti-bias education, Education about Slavery and Colonialism. Theoretical and practice oriented papers, poster sessions and short workshops are all welcomed.

Please send proposals to Barry van Driel

chair:
Barry van Driel
barry@iaie.org
For each of these strands, we are accepting proposals in the following categories:

- Papers on concluded or ongoing research in intercultural education and related fields
- Theoretical papers
- Posters, particularly on intercultural educational experiences and/or pilot-projects
- Book and audio/video presentations, particularly on didactical material relating to intercultural education and related fields
- Art objects, theater and circus performances, films, etc.
- Inspiring short workshops
- Adaptive e-learning tools

The best paper from each strand (decided by strand chair) will be published in a special issue of the academic journal Intercultural Education. There are also plans to publish the Conference Proceedings.

For each of these categories, we are currently asking for abstracts, which should be sent to the respective strand chairs (see above).

- The abstract should be between 200 and 400 words in length
- Abstracts are to be submitted in English
- The abstract has to specify the name, institutional affiliation and email address of the author(s) as well as the strand to which it is submitted.
- Please specify also the equipment required for your presentation (PC, beamer, DVD player, Internet access, etc.).
- Finally, you are asked to express your commitment to submit a complete version of your presentation once your abstract has been accepted.

All abstracts should be sent by Sept. 1, 2019 directly to the Strand Chair(s). Also indicate a preference of day you would like to present. We cannot guarantee that your presentation can happen on that day, but we will try our best.

Note that the presentations will take place within blocks of 90 minutes. We will attempt to keep the number of presentations to 4 per block, or less. This implies 15 minute presentations plus Q and A. Some strands will utilize a more dynamic World Cafe format at certain times, which will allow for longer presentations. This is at the discretion of the strand chairs.

Also note that we can accept a maximum of 3 authors per paper and that one of those three authors has to attend the conference. If there are more than 3 authors, two authors need to attend and pay conference fees.
Registration and Fees


<table>
<thead>
<tr>
<th></th>
<th>Fees Early Bird (July 1)</th>
<th>Fees Regular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present IAIE Member</td>
<td>200</td>
<td>250</td>
</tr>
<tr>
<td>KAME/NAME Member</td>
<td>250</td>
<td>300</td>
</tr>
<tr>
<td>Regular Attendance</td>
<td>300</td>
<td>350</td>
</tr>
<tr>
<td>University Students, School Teachers, Emeritus</td>
<td>100</td>
<td>150</td>
</tr>
</tbody>
</table>

Esprit School Teachers and Staff
Esprit School Students
Local Community Members Free with registration

There are several small scholarships available to offset some costs of people who cannot afford these fees; please write Barry van Driel at barry@iaie.org

Fees will include:

Included in the price is coffee, tea, and refreshments, as well as the opening reception on Wednesday, November 13.

Some optional programs (Monday Nov.11), reservations needed. Listed on conference site as they are confirmed: a visit to the Anne Frank House and the International Criminal Court. Most likely also a Black Heritage Tour of Amsterdam.

Important deadlines:
Sept 1, 2019: deadline for submitting abstracts
July 1, 2019: deadline for reduced-fee, early bird registration

IAIE official partners

[The Korean Association for Multicultural Education]