IAIE preparations for the November 11-15, 2019 conference in full swing

Another Brick in the Wall: Transforming Education focuses on sharing insights pertaining to the school subject areas of citizenship education and history education and the academic fields of Intercultural Education, Multicultural Education, Human Rights Education, Citizenship Education, and Education for Democracy and Global Education. Participants are academics, teachers and students.

The program for the workshops and field trips is now online.

The deadline for submissions has unfortunately passed, but we hope that the many fieldtrips, workshops and presentations will encourage you to register.

Keynote speakers will be Jim Cummins, Martha Montero-Sieburth, Margarita Machado-Casas and Maurice Crul.

Introducing The IASCE-Cooperative Learning Strand at the Conference in Amsterdam

Since 1979 IASCE (International Association for the Study of Cooperation in Education) has supported the development and dissemination of research on cooperative learning, as well as practice.

The connection between cooperative learning and intercultural education was clear from the beginning and many IAIE members may remember IASCE strands and workshops at previous IAIE conferences, such as in Sodertlje, Verona, Ioannina, Athens, Torino, Budapest, and Angers. All are welcome to attend the workshops and papers offered by the IASCE strand and experience the various ways cooperative learning can contribute to the intercultural classroom.

IASCE will be represented by Yael Sharan, Jill Clark, and Ferenc Arato as co-chairs of Strand 3: Cooperative Learning and other interactive learning approaches.
Call for Book Chapters for Handbook on Caribbean Education

Editors Eleanor Blair, Western Carolina University, Cullowhee, NC, USA and Ken Williams, School for International Training, Brattleboro, VT, USA.

The proposed volume brings together leading scholars in Caribbean education to focus on 21st century issues and concerns, specifically as they relate to educational research, theory, policy, and practice.

Each chapter will provide perspectives on the history and sociology of the Caribbean recognizing that each island has its own unique story.

The Handbook will attempt to capture the breadth and depth of knowledge about Caribbean education while providing a comprehensive description of the current educational landscape and direction for future work and needs.

Please submit an abstract of 300-400 words which provides a summary of your proposed chapter, and submitted by January 1, 2020 to ejblair@email.wcu.edu or Ken.Williams@sit.edu.

Meeting Foreignness. Foreign Languages and Foreign Language Education as Critical and Intercultural Experiences by Paola Giorgis

Amazon link

How is “foreignness” defined by language? Who has the power to define the ‘foreigner’ as such, on which grounds, from which positioning, for which purposes?

This book reflects on the concept of Foreignness from a special lens, that of foreign languages and Foreign Language Education; this work shows how such experience can problematize, question, and challenge meanings, assumptions, and representations ordinarily taken-for-granted.

An original interdisciplinary approach, combining Critical Linguistics, Foreign Language Education, Intercultural Studies, and Critical Pedagogies, together with integrated theoretical references, practices and research methodologies examines how ‘foreignness’ has been and is addressed, portrayed, or questioned along with practical activities.
Introducing the Center of Intercultural Dialogue

https://centerforinterculturaldialogue.org/

An important reference to be spread around in the field of Intercultural studies as an academic field is the link to the Center of Intercultural Dialogue, which contains many materials connected with critical and intercultural issues.

The website signals several events, publication opportunities, calls for conferences, job ads, etc. linked to intercultural issues.

Key Concepts in Intercultural Dialogue, offers materials in many different languages.

Islamic Education for Immigrant Muslims in the Postmodern and Post-Secular Europe

In this article by Najwan Saada we explore the challenges of Islamic education for immigrant Muslims in the postmodern age in western European societies. We look at how teachers may apply liberal and critical pedagogies in Islamic education in order to enable Muslim teenagers to establish their critical religious identities.

We then discuss the promise of liberal Islamic education in developing the immigrant Muslim students’ capacities of moral and religious reasoning, reflective and critical identities and deliberative skills.

Finally, we explain the potential and implications of critical pedagogy in Islamic education, and how this may contribute to more justice within Islam and the larger society.
**Book Release: Multicultural Education: Issues and Perspectives**


This work has been revised to reflect current and emerging research, theories, and practices related to the education of students from different cultural, racial, ethnic, language, gender, religious, and social-class groups.

This book also includes chapters on sexual and gender minorities and students with disabilities.

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**European Commission’s Joint Research Centre research project on Teachers’ Intercultural Competence: Innovation for Diversity (2019-2020)**

The European Commission’s Joint Research Centre aims at improving its understanding of the values and political identities of European citizens in order to reinforce EU values and identity through the better design and implementation of EU policies.

The one-year research project Innovation for Diversity, starting in the fall of 2019, will contribute to developing knowledge on innovation practices and models in the field of teachers’ intercultural competence (IC) for inclusive education in a context of diversity.

The final output will include a series of policy recommendations to support educational policy designers and other stakeholders.

Contact: clara.centeno@ec.europa.eu

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**Call for Proposals for the 6th International Colloquium on Languages, Cultures, and Identity in School and Society, Soria, Spain, July 1-3, 2020.**

The Colloquium revolves around topics concerned with multilingualism-related and multiculturalism-related issues, and their impacts on the interactions among the different levels of society. It also focuses on language ideologies, policies, and practices, third and cross-cultural kids, as well as ethnic and cultural identity issues among others.

Please visit [www.languagecultureidentity.com](http://www.languagecultureidentity.com) and "Submit a Proposal." Deadline for submissions: January 31, 2020 @5pm PST

For more information, please visit [www.languagecultureidentity.com](http://www.languagecultureidentity.com) or email [Francisco Ramos, Colloquium](mailto:Francisco.Ramos@ceu.edu)
Save the date: 2021 IAIE conference at Kibbutzim College of Education in Tel-Aviv on June 27-30, 2021

The theme of the conference is “Intercultural Education in the Information Age” with a global focus on inclusion of minoritized and marginalized groups.

It will include strands on collaborative teaching and learning, language awareness, peace education and evaluation.

We are seeking individuals, organizations and companies that would like to advertise, present and support the conference. With MOFET, IASCE and Ben Gurion University.

Find out more >

Collaborative Learning in a Global World

Edited by Miri Shonfeld, Kibbutzim College of Education and David Gibson, Curtin University.

Global changes have only just begun to impact education. Researchers and policy makers largely agree that today’s students require skills in shared knowledge construction and multicultural teamwork.

Educational systems in several different countries are placing more emphasis on these skills and their implementation. Collaborative learning presents a significant challenge for many teachers and students.

The book surveys the current state of the field and provides theoretical guidance and practical examples to help bridge gaps in research, development and practice.

Read the book link for more information.