

Reflexivity In Language And Intercultural Education Rethinking Multilingualism And Interculturality Routledge Studies In Language And Intercultural Communication

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Intercultural learning in non-formal education: theoretical frameworks and starting points Jun 25 2019 Intercultural learning has long held a central role in European youth work and policy, especially in international youth exchanges. The expectations placed on intercultural learning as a process, as an educational and social objective and, lastly, as a political attitude in relation to diversity remain fully relevant in Europe today. Several factors are necessary for the development of quality youth work, including the capacity to put knowledge and research to good use and, similarly, to present youth work in ways that actors in other social and policy fields can understand. The work of the partnership between the European Commission and the Council of Europe in the field of youth in the areas of youth-worker training and of intercultural dialogue - in particular the Euro-Mediterranean co-operation activities - has provided many examples of successful experiences in intercultural learning in youth work and of difficulties in communicating about such work. This essay by Susana Lafraya is a contribution to enlarging the circle of communication on intercultural learning experience through youth work. The connections that she makes between non-formal learning, youth work and intercultural theory sum up much of what has been said in the youth work field in the past years. It is translated and published here with the intention of adding one more stone to the edifice of intercultural learning and non-formal education.

Multilingual and Intercultural Education in Sports Sciences May 05 2020

Telecollaboration 2.0 Jul 27 2019 Telecollaboration, or online intercultural exchange, has become widely recognised as an effective way to promote the development of intercultural communicative competence and language skills. However, the study and implementation of new 2.0 environments such as wikis, Skype, virtual worlds and gaming for telecollaboration is still in its infancy. How can these multilingual, multimodal, collaborative environments be used to promote language and intercultural learning? What are the implications for teachers and learners and what new literacies are required? Do they offer an added-value? This book seeks to answer these questions and many more by bringing together the experience and expertise of researchers and practitioners alike. The authors offer critical stances, new frameworks and practical case studies to help the reader 'navigate' the world of Telecollaboration 2.0. *International Perspectives on Intercultural Education* May 17 2021 International Perspectives on Intercultural Education offers a comprehensive analysis of intercultural education activity as it is practiced in the countries of Australia, New Zealand, Malaysia, The Netherlands, Romania, Spain, England, South Africa, Ghana, Nigeria, the United States, Canada, and Mexico. Chapters by key scholars and practitioners from these nations inform the reader of current educational practice related to diversity. An overall concern of each chapter is how intercultural approaches can be employed to solve the difficulties faced by both individuals and schools while maintaining the cultural integrity of the child.

Intercultural education as a project for social transformation. Linking theory and practice towards equity and social justice. Inter Network Malta Conference Proceedings Sep 28 2019 The INTER Network, created in 2007 with the financial support of the European Commission (REF.: 134367-LLP-1-2007-1-ES-COMENIUSCNW), aims to improve quality of education and contribute to innovation in schools by: • Assisting them in adoption/implementation of an intercultural approach. • Fostering the reflection on cultural diversity and providing a scenario in which to cooperate, exchange and elaborate practical tools for initial and in-service teacher training. The INTER Network intends to create a learning community where teaching and learning are conceived as an active and cooperative process. We think that we learn mostly by experience and when we establish links between theory and practice. The cooperation with others is a priority to clarify concepts or procedures, and to learn from others' expertise. This Conference aims to deeply explore Intercultural Education theory and practice within the context of societal transformation, equity and social justice. The term "Intercultural Education" has frequently appeared in academic papers on education and contemporary society. Educational policies and regulations, and the communications media have also started to this type of terminology. Its rapid spread and use, however, have had one negative effect, confusion: it seems to be treated as a magic word, the very use of which has the effect of invoking modernity. However, what is being discussed are other kinds of measures and concepts which have also been known by other names such as: compensatory education, special programs, education for indigenous peoples, education for immigrants, and events to celebrate cultural differences, just to name a few.

Chinese Overseas Students and Intercultural Learning Environments Jan 25 2022 What happens when East travels West? In today's increasingly globalized world, these collisions are becoming increasingly common in universities - especially due to the growth of migratory students. As the largest international population studying abroad in the world, Chinese students' learning experience in an intercultural environment calls for more attention. This book covers an array of problems common to Chinese students studying abroad and explores how these students academically adjust to an intercultural environment. It also highlights how they familiarize themselves with the education system, ranging from the types of courses, academic tasks and examinations to the structure of the education as a whole in the host country, as they negotiate the gulf between academic expectations at home versus those in the host university environment and communicate with domestic lecturers and students.

Intercultural Education in the European Union Oct 10 2020

Intercultural Learning in Language Education and Beyond Jul 31 2022 This book provides a contemporary and critical examination of the theoretical and pedagogical impact of Michael Byram's pioneering work on intercultural communicative competence and intercultural citizenship within the field of language education and beyond. The chapters address important theoretical and empirical work on the teaching, learning, and assessment of intercultural learning, and highlight how individual language educators and communities of practice enact intercultural learning in locally appropriate ways. The book offers comprehensive, up-to-date and accessible knowledge for researchers, teachers, teacher-trainers and students.

Deep Culture Dec 12 2020 This is a straightforward guide to understanding the hidden cultural challenges of adapting to life abroad. Combining intercultural theory with the lived experiences of sojourners, it reviews key concepts, introduces a cultural learning model, explains hidden barriers to intercultural sensitivity, and brings clarity to debates about globalization and cultural difference. This is an essential resource for sojourners and educators. It presents a clear model for understanding intercultural adaptation. It uses sojourners' experiences to illustrate intercultural learning.

The Globalisation of Intercultural Education Nov 03 2022 This book examines the intersection of globalisation and intercultural education by focusing on the trajectory of education policy: from development to adoption and implementation. The centrality of the nation-state has been constrained by a wide range of new socio-cultural, political and economic phenomena over the past decade such as globalisation, Europeanisation, modernisation, and global recession. The main implications of these developments have only just begun to unfold, and continue to be debated by policy-makers, academics, and educators. However, it is widely accepted that global socio-political and economic developments have allowed supranational institutions, functioning across nation states rather than within them, to perform many state functions with regards to education policy development and implementation. Yet, much remains unknown (and under-researched) about the impact of these still-nascent developments on the trajectory of intercultural education. This book sets out to fill in this gap by examining the intersection of globalisation and intercultural education through macro-micro integration. After all, for modern societies to establish social cohesion, education research should examine issues of citizenship, democracy, and intercultural education under the lens of globalisation.

You, Me and Diversity Mar 03 2020

Intercultural Education, Folklore, and the Pedagogical Thought of Rachel Davis DuBois Jul 19 2021 This book provides a history of the Quaker educator and intercultural education pioneer Rachel Davis DuBois (1892-1993) that explores the period in which DuBois lived and the key works she created. The opening section establishes the disciplinary contexts of her work, education, and folklore, and the subsequent sections present DuBois' pedagogical methods as they were developed and exemplified by her programs. Throughout the narrative, Rosenberg includes reflections on her own experience as a practitioner of the intercultural and folklife education DuBois championed.

Negotiating Intercultural Relations Aug 27 2019 The goal of fostering positive intercultural relations has taken on increased importance in a wide range of societal, educational, and business contexts. This has created growing demand for educational provision that raises awareness of the role of language, culture, and psychological dynamics in processes of communication and rapport management. This volume, inspired by Helen Spencer-Oatey's multidisciplinary approach to intercultural research, provides insights into the dynamic and negotiated nature of intercultural relations, informed by current theory and research in linguistics, psychology, and intercultural education. Written by an international group of prominent intercultural researchers, chapters demonstrate that intercultural interaction is highly dependent on the contextual expectations that individuals bring to communication, the social identities that are perceived to be relevant, and how individuals position themselves and others as cultural beings. They show how cultural norms and social identities are negotiated in the micro context of interpersonal interaction and in the macro sociocultural context. The volume provides intercultural researchers and educators with multidisciplinary insights into how intercultural relationships are established, maintained, and threatened.

[Social Justice and Intercultural Education](#) Sep 20 2021 This book enhances our understanding of the ways in which educational and socio-cultural issues are explored and untangled within various complex European societies, and highlights the need for ongoing dialogue between different communities and societies.

Reflexivity in Language and Intercultural Education Nov 10 2020 With the impact of accelerated globalization, digital technologies, mobility, and migration, the fields of Applied Linguistics, Language, and Intercultural Education have been shifting. One shift in need of further exploration is that of systematic

and coherent reflexivity in researching language and culture. This unique and timely book thus examines the significance of reflexivity as an integral process, particularly when researching the multifaceted notions of multilingualism and interculturality in education. It also contributes to current critical approaches to representations of languages and cultures in identity politics. As such, the authors offer innovative ways of engaging with reflexivity in teaching, learning, and research through multimodal and complex ways. The chapters span a diverse range of educational settings in Asia, Australia, Europe, and North America.

Where Do You Stand? Aug 08 2020 This publication takes up the many and often controversial debates about the nature, content, methods and political significance of intercultural learning in and for the European youth field. Its starting point is the current depoliticisation of intercultural learning in this field, and especially in the programmes of the European Commission and the Directorate of Youth and Sport of the Council of Europe over the last several years. At the same time, the elevation of “intercultural dialogue” to panacea for all societal problems, from civil war to educational failure, is putting the mobilisational value of intercultural learning to the test.

Literary Texts and Intercultural Learning Nov 30 2019 This book offers new perspectives on the pedagogical value of literary texts. The book is, in the first place, a theoretical study - speculative in nature - about the inherent connection between reading and interculturality. The author argues that reading literary texts may open up a passage to a 'third place', a space in which a student can learn more about their own identity and ultimately arrive at a more nuanced understanding of otherness. Some of the skills implicated in the construction of textual understanding can facilitate intercultural learning, opening up opportunities for a pedagogical approach in which the reading of literary texts develops a student's intercultural perspective and fosters reflection on cultural difference. The author explores the pedagogical potential of the book's theoretical premises through a sustained classroom-based example.

Intercultural Education in American Schools Apr 03 2020

Intercultural Experience and Education Oct 02 2022 This edited volume explores the educational significance of intercultural experience. It offers a broader conception of interculturality than commonly found in the area of foreign language teaching. Contributors represent a diverse range of academic and professional interests. The aim of the book is to encourage dialogue and interchange across this range, and beyond, to stimulate thinking about the educational value of intercultural experience.

Writing Postcolonial Histories of Intercultural Education Jan 01 2020 Bringing together a group of international researchers from two educational sub-disciplines - History of Education- and -Intercultural Education- - the contributions to this volume provide insights into the (pre-)history of intercultural issues in education across a vast range of historical, national-geographical and political contexts. The anthology takes its readers on a fascinating journey around the globe, presenting case studies from Asia, Africa, Europe and America. The coherence of the journey is found in recurring themes and questions, such as: How does the discourse on -multiculturalism- or -intercultural learning- construct the <I>norm and the <I>Others in these educational settings? Who has the power of definition? And what are the functions and effects of these processes of <I>Othering?''

Human Diversity in Education Mar 15 2021 This eighth edition of Human Diversity in Education: An Intercultural Approach continues to focus on the preparation of teachers and other human-service providers who not only can teach and interact more effectively with the wide diversity of students they are certain to encounter, but are also able to transmit this knowledge and skill to the individuals in their charge. The book continues to provide a broad treatment of the various forms of diversity common in today's schools, including nationality, ethnicity, race, religion, gender, social class, language acquisition and use, sexual orientation, health concerns, and disability. We also maintain its research-based approach, with an increased cross-cultural and intercultural emphasis. We continue to stress that it is both at the level of the individual teacher as well as the organizational structure of the school where significant change must occur with regard to how diversity is understood and accommodated.

Intercultural Education in European Classrooms Aug 20 2021 This book brings together the latest writings of leading educators and academics in the field of second/additional language learning along with the work of innovative teachers. From North America: Jim Cumminson, Learning to Read in a Second Language; Wayne Thomas and Virginia Collieron, Accelerated Learning for all Students. From the UK: Constant Leung, Second Language Pedagogy; Viv Edwards, Multilingual Word-processing in a Primary School; Tim Parker, Assessment and Planning for Second Language Learning; Susan Jaïne, Synthesising New Knowledge About Language Learning. From Europe: Kostas Mangos, What Racism Did to One Pupil in a Greek School; Banna Hirvonen, Bilingual Teaching in a Russian-Finnish Class; Joke Kypriotak, Parental Participation Using Mother Tongue in Rotterdam; Maria Tanini, Adaptation to Classroom Language by Primary Pupils in Rome. This collection generated by the Intercultural Education Project UK, combines leading edge research with best classroom practice. It is an invaluable resource for all teachers of English as an additional language, for curriculum planners and for teacher educators and their students.

Intercultural Encounters in Education Sep 08 2020 What kind of cultural encounters enhance cultural awareness and intercultural competence in educational contexts? This volume highlights the potential of different types of (inter)cultural encounters for intercultural learning and developing critical (cultural) awareness in education. The book's articles explore the potential of critical reading of classical and other culturally relevant texts, as well as physical or virtual encounters with people from other cultures as part of course activities for the development of intercultural competence. (Series: Intercultural Education / Interkulturelle Padagogik - Vol. 13) [Subject: Education, Cultural Studies]

Education and Intercultural Narratives in Multicultural Classrooms Feb 11 2021 l volume presenta un'ampia varietà di prospettive teoriche e di ricerca sull'educazione interculturale, di tipo linguistico pedagogico e sociologico. Questi contributi evidenziano anzitutto che gli atteggiamenti etnocentrici sono ancora diffusi in molte realtà educative europee e che quindi richiedono interventi efficaci per favorire un'educazione interculturale efficace. In secondo luogo, sottolineano tre aspetti particolarmente rilevanti nel rendere efficace l'educazione interculturale: le azioni dialogiche da parte dei docenti e esperti, la promozione della partecipazione attiva dei giovani e la creazione di condizioni di adattamento effettivamente interculturale. Il volume spiega come la molteplicità delle narrazioni e la varietà dei linguaggi possano essere costruite nell'interazione tra docenti e studenti, e fornisce suggerimenti per un uso attento del linguaggio, che permetta di mediare tra le diverse prospettive culturali e linguistiche.

Intercultural Education Jun 29 2022 Published in 1997, this volume is a result of a number of European Union and Council of Europe initiatives. The major stimulus came from an intensive course held in Lisbon in 1994 as part of two Erasmus networks exploring the nature of intercultural studies on a European-wide basis. Although the concepts of multiculturalism and interculturalism have frequently been discussed within a British context, this book draws on the interlocking and comparative perspectives of specialists in education and teacher training in several European countries including Spain, France, Italy, Britain and the Netherlands. Educational policies and theories of identity are compared and there are special sections in multilingualism, teacher training, curriculum development, relationships between different ethnic groups and a vision of the future of intercultural education in Europe. The issues discussed in the book are significant in the development of modern societies as they seek to come to terms with the revolution in intercultural relations brought about by mass communications and global transport. The world is rapidly having to come to terms with cultural and social differences which can no longer be kept separate in their protective groups.

Ideas for Intercultural Education Oct 29 2019 Written by a cross-cultural pair of authors, Ideas for Intercultural Education takes a critical look at present approaches to international education, focusing on the intercultural potential that it offers but mostly fails to deliver. The underlying premise of this profound, engaging book is that international education can be a transforming intercultural experience for hosts as well as visitors. Drawing on a review of the worldwide literature, especially studies from the United States, and two large interview programs with international students, the book dissects the obstacles and points the way to solutions in the classroom and beyond.

Handbook of Research on Bilingual and Intercultural Education Oct 22 2021 "This book focuses on bilingual and intercultural processes in educational contexts"--

Intercultural Education and Its Effects on Immigrant Integration Jan 31 2020 Master's Thesis from the year 2009 in the subject Pedagogy - Intercultural Pedagogy, grade: A, The University of Kansas, language: English, abstract: This thesis addresses the topic of intercultural education and immigrant integration as it relates to the secondary school system in Germany. Student and teacher surveys were conducted in Hamburg, Germany. The results showed that students have frequent contact with people from various backgrounds and that many acknowledge the importance of intercultural education. However, while some noteworthy programs have been implemented, there remains room for improvement from the federal level down to the local level.

Education for Intercultural Citizenship Dec 24 2021 Uses country and international case studies to examine citizenship education from the perspective of interculturality.

Guide for the development and implementation of curricula for plurilingual and intercultural education Apr 15 2021 Understanding and experiencing the diversity of languages and cultures is both an aim of and a resource for quality education Plurilingual and intercultural education is a response to the needs and requirements of quality education, covering the acquisition of competences, knowledge and attitudes, diversity of learning experiences, and construction of individual and collective cultural identities. Its aim is to make teaching more effective and increase the contribution it makes both to school success for the most vulnerable learners and to social cohesion. This guide is intended to facilitate improved implementation of the values and principles of plurilingual and intercultural education in the teaching of all languages – foreign, regional or minority, classical and language(s) of schooling.

Education and Intercultural Identity Feb 23 2022 Education and Intercultural Identity offers a dialogue between influential authors Zygmunt Bauman and Agostino Portera that reflects on and discusses contemporary events and issues relating to the crisis of global normativity, education and intercultural identity. Centered around a previously unpublished dialogue between Bauman and Portera, the book contains an extended introduction by Riccardo Mazzeo that traces key themes in the dialogue and highlights the importance of education in our globalized world. The book highlights that intercultural and multicultural education is the best developed model to meet modern day challenges that include religious pluralism, pollution, and conflict. It also contains timely material relating to significant issues affecting society today; including the refugee crisis, rising authoritarian nationalism, and the risks and challenges of globalisation and sustainability. This book will be of great interest for academics, scholars and students in the fields of intercultural education, sociology and the sociology of education.

Online Intercultural Education and Study Abroad Mar 27 2022 With the increasing focus on international education and study abroad programmes, Online Intercultural Education and Study Abroad meets the need for a text that addresses ways in which technology may be harnessed to enhance student experience. Combining case studies with theoretical insights, this book critically investigates the effectiveness of a fully online study abroad intervention that was designed to optimise intercultural learning in an international context. Intercultural education researchers and practitioners are provided with theory-based practical ideas such as eLearning strategies and online mentoring tips to help students maximise their intercultural education journey, intercultural competence development, and social engagement while abroad. Both practical and research-focused, this volume considers a wide range of topics, including: Contemporary notions of experiential learning Guided critical reflection through e-mentoring A social constructivist orientation towards eLearning pedagogy Tools to help understand and measure learner development abroad Online Intercultural Education and Study Abroad is suitable for both novice and experienced study abroad practitioners, researchers, and administrators. Satisfying the growing interest in using eLearning within study abroad programmes, this book will be a necessary point of reference for any institution that aims to enhance international educational experience, especially through the use of technology.

Religious Diversity and Intercultural Education Sep 01 2022 This reference book is intended to help teachers, teacher administrators, policy makers and others deal with the important issue of religious diversity in Europe's schools. The religious dimension of intercultural education is an issue that affects all schools, whether they are religiously diverse or not, because their pupils live and will work in increasingly diverse societies. The book is the main outcome of the project 'The Challenge of intercultural education today: religious diversity and dialogue in Europe', developed by the Council of Europe between 2002 and 2005. It is in four parts: theoretical and conceptual basis for religious diversity and intercultural education; educational conditions and methodological approaches; religious diversity in schools in different settings; examples of current practice in some member states of the Council of Europe.

Going Performative in Intercultural Education Jun 05 2020 Over the last two decades drama pedagogy has helped to lay the foundations for a new teaching and learning culture, one that accentuates physicality and centres on performative experience. Signs of this 'performative turn' in education are especially strong in the field of foreign/second language teaching. This volume introduces scholars, language teachers, student teachers and drama practitioners to the concept of a performative foreign language didactics. Approaching the subject from a wide variety of contexts, the contributors explore the extent to which performative approaches, emphasising the role of the body as a learning medium, can achieve deep intercultural learning. Drama activities such as improvisation, hot seating and tableaux are shown to create rich opportunities for intercultural encounters that transport students beyond the parameters of conventional language, literature and culture education.

Migration and Intercultural Education in Europe Jan 13 2021 This bibliography presents a selection of the European literature on migration and intercultural education published in 1988. 1225 titles have been selected for entry on the basis of their relevance to the overall issue and their availability. They have been classified according to a list of key words referring to the following areas: migration processes, education of migrants, and social and linguistic status of new ethnic communities.

Intercultural and Multicultural Education Jun 17 2021 By addressing intercultural and multicultural education in a global context, this volume brings together the dynamic discussions and lively debate of intercultural and multicultural education taking place across the world. Not content with discussion of theory or practice at the expense of the other, this collection of essays embodies dialogical praxis by weaving together a variety of epistemologies, ideologies, historical circumstances, pedagogies, policy approaches, curricula, and personal narratives. Contributors take readers to the countries, schools, and nongovernmental agencies where intercultural education and multicultural education, either collectively or singularly, are active (often central) concepts or practices in the daily educational undertaking and discourse of society. Readers are also informed about how intercultural education and/or multicultural education within a country came to be and will learn about the debates over intercultural education and/or multicultural education at both the government and local level.

Critical Autoethnography and Intercultural Learning Jul 07 2020 Critical Autoethnography and Intercultural Learningshows how critical autoethnographic writing in a field such as intercultural education can help inform and change existing research paradigms. Engaging story-telling and insightful analysis

from emerging scholars of diverse backgrounds and communities shows the impact of lived experience on teaching and learning. Different areas of intercultural learning are considered, including language education; student and teacher mobilities; Indigenous education; backpacker tourism; and religious learning. The book provides a worked example of how critical autoethnography can help shift thinking within any discipline, and reflects critically upon the multidimensional nature of migrant teacher and learner identities. This book will be essential reading for upper-level students of qualitative research methods, and on international education courses, including language education.

Intercultural Education in the European Context May 29 2022 This book offers a comparative analysis of the intercultural theories and practices developed in the European context. Bringing together work on the United Kingdom, France, Germany, Italy, Spain, Greece, The Netherlands and Sweden, it examines specific approaches to intercultural education. Offering a broad framework for the study of intercultural education as adopted in European settings, the book highlights the contribution of education to the development of a fair, democratic and pluralistic Europe.

Intercultural Education Apr 27 2022 First Published in 1997. Routledge is an imprint of Taylor & Francis, an informa company.

Decolonising Intercultural Education Nov 22 2021 At the centre of Decolonising Intercultural Education is a simple yet fundamental question: is it possible to learn from the Other? This book argues that many recent efforts to theorise interculturality restrict themselves to a variety of interpretations within a Western framework of knowledge, which does not necessarily account for the epistemological diversity of the world. The book suggests an alternative definition of interculturality, framed not in terms of cultural differences, but in terms of colonial difference. It brings analysis of the Latin American concept of interculturalidad into the picture and explores the possibility of decentering the discourse of interculturality and its Eurocentric outlook, seeing interculturality as inter-epistemic rather than simply inter-cultural. Decolonising Intercultural Education will be of interest to educational practitioners, researchers and postgraduate students in in the areas of education, postcolonial studies, Latin American studies and social sciences.

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