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The purpose of this thematic book series is to provide an outlet for the rapid growth of research in multicultural and international perspectives on educational, psychological and social issues. The series is intended for educators and researchers in social sciences and education as well as students and psycho educational practitioners. Both single authored manuscripts and multiple authored or edited volumes, particularly if they are suitable for adoption in graduate-level courses, are suitable for this series.

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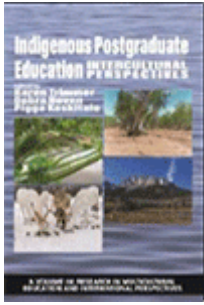
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Indigenous Postgraduate Education Intercultural Perspectives

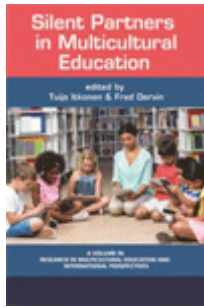
Karen Trimmer, University of Southern Queensland; Debra Hoven, Athabasca University; Pigga Keskitalo, University of Lapland

2020. Paperback 978-1-64802-109-1 \$45.99. Hardcover 978-1-64802-110-7 \$85.99. eBook 978-1-64802-111-4 \$65.

This book focuses on Indigenous participation in postgraduate education. The collaborating editors, from the contexts of Australian, Canadian and Nordic postgraduate education, have brought together voices of Indigenous postgraduate students and researchers about strategies to support postgraduate education for Indigenous students globally and to promote sustainable solution-focused and change-focused strategies to support Indigenous postgraduate students. The role of higher education institutions in meeting the needs of Indigenous students is considered by contributing scholars, including issues related to postgraduate education pedagogies, flexible learning and technologies. On a more fundamental level the book provides a valuable resource by giving voice to Indigenous postgraduate students themselves who share directly the stories of their experience, their inspirations and difficulties in undertaking postgraduate study. This component of the book gives precedence to the issues most relevant and important to students themselves for consideration by universities and researchers. Bringing the topic and the voices of Indigenous students clearly into the public domain provides a catalyst for discussion of the issues and potential strategies to assist future Indigenous postgraduate students.

This book will assist higher education providers to develop understanding of how Indigenous postgraduate students and researchers negotiate research cultures and agendas that permeate higher education from the past to ensure the experience of postgraduate students is both rich in regard to data to be collected and culturally safe in approach; what connections, gaps and contradictions occur at the intersections between past models of postgraduate study and emerging theories around intercultural perspectives, including the impact of cultural and linguistic differences on Indigenous students' learning experiences; how Indigenous students' and researchers' personal and professional understandings, beliefs and experiences about what typifies knowledge and research or adds value to postgraduate studies are constructed, shared or challenged; and how higher education institutions manage the potential challenges and risks of developing pedagogies to ensure that they give voice and power to Indigenous postgraduate students.

CONTENTS: Foreword, *Kaye Price*. Acknowledgements. List of Contributors. **SECTION I: THEORETICAL PERSPECTIVES.** Indigenous Postgraduate Education, *Karen Trimmer, Debra Hoven, and Pigga Keskitalo*. Sa mi Education Challenges in a New Era, *Pigga Keskitalo*. Respect and Challenge: Relational Leadership Through Indigenous Research Postgraduate Supervision, *Michelle M Evans, Annette Gainsford, and Reece George*. Articulating My Own Black History: Success and Inhibiting Factors in an Aboriginal Student's Pathway from Undergraduate to Postgraduate Study, *Graham Akhurst and Katelyn Barney*. Thinking from Another Perspective in an Intercultural Bilingual Teacher Education Program, *Tuija Veintie and Gunilla Holm*. From the Village to a University: A Native in a Context and Brazilian Indigenous Postgraduate Education, *Francisco Apurinã and Pirjo Kristiina Virtanen*. Indigenizing the Higher Degree Research Space: Ampere tyerrtye-areye apurte-irrentye akngerre. Tyerrty-arey-ae antartaremele mwarre anetyeke, (A Place Where People Come Together and Look After Each Other), *Catherine Manathunga, Tracey Bunda, Michael Singh, and Jing Qi*. Indigeneity in the Supervisor-Graduate Student Academic Journey, *Jacqueline Ottmann and Dustin Louie*. We Speak: Indigenous Voices Redefine the Doctoral Experience, *Tracey Bunda, Kathryn Gilbey, Robyn Heckenberg, Raelene Ward, and Aue te Ava*. A Formula for Expanding Consciousness: Reflections on the Story of an Anishinaabeg Man, *Andrew Judge*. **SECTION II: VOICES OF INDIGENOUS POSTGRADUATE STUDENTS.** Indigenous Postgraduate Education: An Aboriginal and Torres Strait Islander Standpoint, *Michael Adams*. Becoming a Sa mi Scholar: Narrating Sa mi Education Researcher's Path, *Pigga Keskitalo*. The Research Higher Degree Journey for Aboriginal Students, *Odette Best, Raelene Ward, Elizabeth Johnston, and Caitlin Easton*. My Journey into the Sa mi Storytelling Tradition, *Hanna Helander*. The Relationships and Connections Behind Three Stories: Aboriginal Students in Higher Degree Research, *Nyssa Murray, Ashleigh Johnstone, Anthony McKnight, Sheelagh Daniels-Mayes, Sam McMahon, and Valerie Harwood*. The Space Between Belonging, *Terralyn McKee*. I Am a Part of Creation: An Anishinaabe Graduate Student. Reflection, *Kimberley Debassige*. Academia and Higher Education: Building Capacity for Indigenous Peoples, *Kajsa Kemi Gjerpe*. Salt Water and Self-Discovery: My Journey, *Linda Wondunna-Foley*. The Voice from Sa mi: Narrative Pathway in Critical Indigenous Educational Research, *Erika Katjaana Sarivaara*. Never Give Up: Language Matters, *Mere Kepa*. My PhD Story: A Lifelong Story of Coincidences, *Torkel Rasmussen*. Afterword: Intercultural Research Must Be Political, *Fred Dervin and Ning Chen*.



Silent Partners in Multicultural Education

Tuija Itkonen, University of Helsinki, Finland; Fred Dervin, University of Helsinki, Finland

2017. Paperback 9781681237213 \$45.99. Hardcover 9781681237220 \$85.99. eBook 9781681237237 \$65.

This volume aims to stimulate interest in the under-researched role of silent partners (SPs) in multicultural education. Silent partners include formal and informal places-spaces in schools (e.g. architecture, classroom facilities, libraries, corridors, playgrounds, canteens), objects (e.g. teaching aids, furniture, wall decorations and overall interior design), interactive technologies (use of devices and applications) but also often taken-for-granted and not immediately visible patterns of thought, ideologies and assumptions.

People involved in education all engage and work with a number of SPs that contribute to the delivery of curricula, but also to social life and well-being in and out of schools. The way places-spaces, objects and technologies influence the school community's experiences of learning, well-being and social justice is rarely observed and problematised in education - hence the adjective 'silent' in the term 'silent partners'.

This book not only fills a significant empirical gap, but it can also inject public debate over future working environments in schools for multicultural education. It will be relevant to both researchers interested in developing their knowledge on these issues from a different perspective but also educators in search of inspiration for multicultural education.

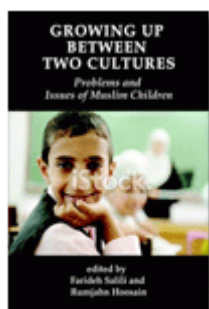
Praise for *Silent Partners in Multicultural Education*:

"How to organize your classroom's configuration in such a manner that all pupils feel welcome and comfortable? While most of those invested in multicultural education focus on the optimization of various linguistic aspects, Itkonen, Dervin and their colleagues give voice to the non-verbal aspects of education. In this book they elaborate how formal and informal places-spaces in schools can unintentionally reflect ideologies and cultural assumptions. They illustrate this perspective with telling examples that come from what is widely perceived as one of the best educational systems in the world. This book is an important, innovative contribution to the question of inclusion of all pupils in our school systems. It provides an eye-opening perspective to researchers in the field, teachers, principals and stakeholders willing to work for social justice in their schools". ~ Emmanuelle Le Pichon, *Vorstman, Researcher and Assistant Professor, Languages, Literature and Communication Department, Utrecht Institute of Linguistics*

"Congratulations are in order for this ground breaking and significant book. As the editors and authors convey convincingly and often poignantly, multicultural education is an increasingly politicised phenomenon that needs all the friends and allies that it can garner. The book's coverage of silent partners in education - objects and technologies operating in specific places and spaces - is therefore timely. Yet, as the book also highlights, these silent partners can exert negative power as well as positive influence on educational outcomes. The book presents a compelling account of the fundamental ambivalence framing these partners and formal educational provision more broadly. Rendering these silent educational partners visible and open to scrutiny is a significant scholarly achievement by the Education for Diversities Research Group in the Department of Teacher Education at the University of Helsinki, Finland, building on their well-deserved reputation for exploring the implicit and tacit and yet impactful dimensions of intercultural education and understanding. The book is appropriately diverse and inclusive in its concerns, with attention being directed at education in Finland, France, and the United States. Likewise the coverage traverses international and national schools, higher education, teacher education and productive methodologies for researching silent partners. This innovative and thought-provoking volume is highly recommended for its originality in helping us to see education for diversities in a new and powerful light." ~ Patrick Alan Danaher, *Professor in Educational Research in the School of Linguistics, Adult and Specialist Education, Associate Dean (Research and Research Training) in the Faculty of Business, Education, Law and Arts, Toowoomba campus of the University of Southern Queensland, Australia; Adjunct Professor in the School of Education and the Arts, Central Queensland University, Australia.*

"Silent partners do not only reflect the ways we conceive of education but they also influence our practices as educators. Being silent, they are often taken for granted. The strength of this book lies in its critical questioning of the notion of silent partners. The chapters enlighten about the untold and the effects they have in an educational environment. The readers, especially in the fields of education and social justice, will definitely acquire a more sensitive perception of how silent partners affect our approaches to multicultural education." ~ Dr. Regis Machart, *Senior Lecturer, Universiti Putra Malaysia; Adjunct Professor, University of Helsinki, Finland*

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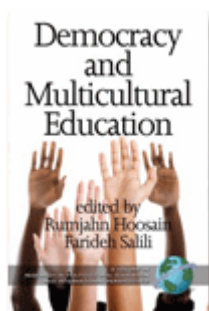
Growing Up Between Two Cultures Issues and problems of Muslim children

Farideh Salili, The University of Hong Kong; Rumjahn Hoosain, The University of Hong Kong

2014. Paperback 9781623966195 \$45.99. Hardcover 9781623966201 \$85.99. eBook 9781623966218 \$65.

This volume deals with social, emotional and educational issues of Muslim children growing up in a Western country. It aims at shedding light on factors that contribute to the successful adjustment of these immigrant children and ways of helping them to adjust to the new life in their new country.

CONTENTS: Preface. **PART I: INTRODUCTION.** Growing up Between Two Cultures: Issues and Problems of Muslim Children, *Farideh Salili and Rumjahn Hoosain*. **PART II: DEMOGRAPHIC CHARACTERISTICS AND ACCULTURATION ISSUES.** Raising Children and Teens of Middle Eastern Born Parents in United States: Transformative Perspective of Intercultural Competency, *Kathleen P. King, Heba Abuzayyad-Nuseibeh, and Hasan Nuseibeh*. Extent of Acculturation Experiences Among High School Muslim Students in the United States, *Shifa Podikunju-Hussain*. Understanding the Cultural Capital of Learners of Muslim Descent, *Myra Daniel*. **PART III: ISSUES RELATED TO THE IDENTITY FORMATION OF THE MUSLIM CHILDREN.** American Muslim Identity: Negotiating the Ummah and the American Public School System, *Leslie Antonette and Lara Taboun*. The Personal Aspirations and Cherished Ideals of Muslim Adolescents Living in Norway and Singapore, *Deborah A. Stiles and Osman Ozturgut*. Trying to Fit In: Ismaili Youth Identity in Post-9/11 Canada, *Hafiz Printer*. **PART IV: THE ROLE OF GENDER IN ACCULTURATION AND IDENTITY FORMATION.** Discourse on Equity and Social Justice in a Muslim High School in Israel: A Case Study, *Khalid Arar*. Gender, Islam, and Refugee Status: Possibilities for Negotiating Hybrid Identities and Contesting Boundaries in Digital Spaces, *Delila Omerbasic*. Stepping in and out of Worlds: Bosnian Muslim Girls' Narratives About Cultural, and Religious Identity Construction, *Lisa Hoffman*. **PART V: EXPERIENCES OF MUSLIM YOUTHS GROWING UP IN A NON-MUSLIM COUNTRY.** The Strengths and Skills of Children: Self-Descriptions of Somali and Local Australian Children, *Agnes E. Dodds, Nadia Albert, and Jeanette A. Lawrence*. Religiosity and Happiness of American-Muslim Youths: An Empirical Study of Faith Maturity and Subjective Well-Being, *Chang-Ho Ji*. "That's Not What I Want for My Children": Islamic Schools as a Parental Response to Childhood Experiences of Mainstream British Schooling, *Farah Ahmed*. Author Index. Subject Index. About the Authors.



Democracy and Multicultural Education

Farideh Salili, The University of Hong Kong; Rumjahn Hoosain, The University of Hong Kong

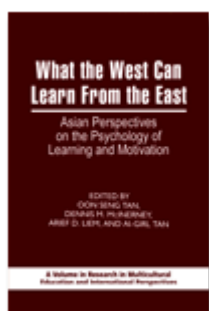
2010. Paperback 978-1-60752-422-9 \$45.99. Hardcover 978-1-60752-423-6 \$85.99. eBook 9781607524243 \$65.

Democratic political systems and the democratic way of life is aspired by most people around the world. Democracy is considered to be morally superior to other forms of political systems as it aspires to secure civil liberties, human rights, social justice and equality before the law for everyone regardless of their gender, culture, religion and national origin. Enshrined in democracy is separation of religion and state, fair and competitive elections of leaders according to a country's constitution which in turn is based on democratic ideals. Democracy aspires for people of different backgrounds to live together with their differences intact, but all contributing towards a better life for all.

In today's increasingly pluralistic societies many people of different cultural and national backgrounds are brought together. Many have migrated from countries with autocratic political systems. Some with religions that require them to behave in different way, others with cultures teaching them values of harmony, collectivism and conformity as opposed to the culture of their host country emphasizing individualism and cherishing differences. Hence, in multicultural societies development of pluralistic democracy, a democracy which includes respect for diversity is essential.

A truly multicultural education which is based on the assumption that different cultures will be equally represented in education goes a long way towards education for democratic citizenship. Such an education would make students aware of issues of human rights and justice and encourage them to define their own values and ways in which they could contribute to a better world. The aim of this volume is to provide a forum for discussion of how multiple social perspectives and personal values can be brought together on common grounds around matters related to democracy. Contributions from research, and scholarly theoretical work as well as presentation of existing creative models of democracy education will be included. Authors from the major democracies will comment on the models and practice of multicultural education in their respective countries, to facilitate discussion and learning from each others' experiences.

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What the West Can Learn From the East Asian Perspectives on the Psychology of Learning and Motivation

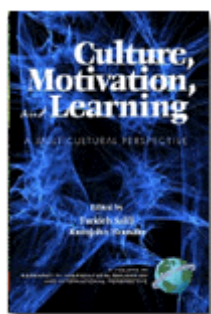
Oon Seng Tan, National Institute of Education, Nanyang Technological University Singapore; Dennis M. McInerney, The Education University of Hong Kong; Gregory Arief D. Liem, University of Sydney; Ai-Girl Tan, National Institute of Education, Nanyang Technological University Singapore

2008. Paperback 978-1-59311-987-4 \$45.99. Hardcover 978-1-59311-988-1 \$85.99. eBook 9781607529989 \$65.

Education, East and West, is today mostly Western in orientation. Asian perspectives remain relatively unrepresented in curricula, pedagogy and administrative structures. This volume has brought together authors researching in Asia who redress this imbalance and describe what the West can learn from the East. Topics covered include conceptions of and approaches to effective learning and teaching, self-regulated learning, perceived causes of success and failure, valuing of education, peer influences and classroom behavior, creativity, teacher commitment, class size, motivation, future goals, and other influences on effective learning. Shared insights from the research and theorizing presented should provide a fascinating perspectives for educators and administrators charged with providing cutting-edge, research-based educational best practices in diverse cultural and social environments internationally.

CONTENTS: West-East and East-West Learning: Some Psychological and Cultural Insights, *Oon Seng Tan, Dennis M. McInerney, Arief D. Liem, and Ai-Girl Tan*. Teaching Creativity as a Demand-Led Competency, *Elena L. Grigorenko and Mei*

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Culture, Motivation and Learning A Multicultural Perspective

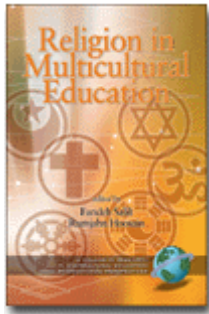
Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong

2007. Paperback 978-1-59311-698-9 \$45.99. Hardcover 978-1-59311-699-6 \$85.99. eBook 9781607526018 \$65.

The influence of culture on learning and motivation has been the topic of much research in recent years. Educational and psychological researchers are now aware that the findings of their studies may not apply to other cultures, and that in this age of globalization and multiculturalism it is very important to examine the applicability of psychoeducational constructs to other cultures. Understanding learning and motivational characteristics of students of diverse backgrounds will enable educators to develop appropriate curriculum and teaching strategies to motivate these students.

The aim of this book is to present research findings and views of scholars and researchers in the field of motivation and learning, from a multicultural and international perspective. Educators and scholars from different parts of the world have examined recent learning and motivation theories in different cultural contexts in order to explore the dynamics of sociocultural processes affecting student motivation. Others have focused on teaching and learning strategies that are known to be effective with culturally diverse students.

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Religion in Multicultural Education

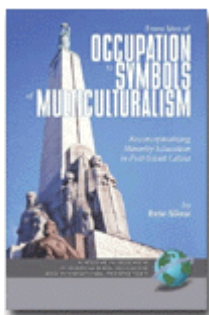
Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong

2006. Paperback 1-59311-489-3 978-1-59311-489-3 \$45.99. Hardcover 1-59311-490-7 978-1-59311-490-9 \$85.99. eBook 9781607527213 \$65.

The National Association for Multicultural Education in Washington, D.C., listed a number of issues that the school curriculum should address with reference to multicultural education, including racism, sexism, classism, linguisticism, ableism, ageism, heterosexism, and religious intolerance. It is noteworthy that of all these issues, religion is about the only one that throughout history people are willing to die for, although whether what is at issue is really religion or other things such as territory is another matter. It is also interesting that all the others have isms in their names but religious issues are characterized by intolerance. Perhaps we should try to understand this intolerance and look at what steps might help to alleviate it.

However, while intolerance might seem a simple thing, understanding what is behind it and how it plays such a crucial role in religion requires what we refer to in the Introduction chapter as a multifaceted approach at multiple levels. It is not enough just to try to dispel stereotypes of followers of other religions, or to point out commonalities in world religions. We should, for example, try to understand and appreciate how adherents of other religions try to answer questions regarding their adaptation to the contemporary environment. It is through understanding how different religions coexist side by side at various levels that we truly come to learn about religion in multicultural education.

CONTENTS: Preface. Introduction: Dimensions of Religion in Multicultural Education, *Rumjahn Hoosain and Farideh Salili*. The Other/Neighbor in World Religions: An Exploration from a Multicultural Education Perspective, *H.S. Wilson*. Islamic Philosophy of Education and Western Islamic Schools: Points of Tension, *Michael S. Merry*. Religious Diversity in Western Canadian Education: Presumptions, Provisions, Practices, and Possibilities, *Kimberly Franklin and Harro Van Brummelen*. Buddhism, Cultural Democracy, and Multicultural Education, *Gerald W. Fry*. Religious Right and "The Right Religion": Multicultural and Educational Impacts, *Cesar Rossatto and Elaine Hampton*. Religious Education and Dialogue with the Religious Other in the Latina Community, *Elizabeth Conde-Frazier*. Unburning the Cross—Lifting the Veil on Christian Privilege and White Supremacy in the United States and Abroad: Building Multicultural Understanding of Religion, Spirituality, Faith, and Secularity in Educational and Workplace Settings, *Christine Clark*. Perspectives and Experiences Working with Religious Issues in U.S. Schools and Society, *Binaya Subedi, Merry M. Merryfield, Khadar Bashir-Ali, and Elvan Gunel*. Blessed Communion: Antiracism, Cultural Competence, and Theological Education in the United States, *Sheryl A. Kujawa-Holbrook*. Reconsidering Moderate Secularism: Constructing a Language of Possibility for Religion in Public Education, *Barbara K. Curry and Neil O. Houser*. About the Contributors.



From Sites of Occupation to Symbols of Multiculturalism Re-Conceptualizing Minority Education in Post-Soviet Latvia

Iveta Silova, College of Education, Lehigh University

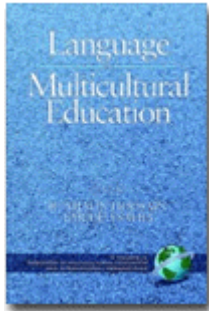
2006. Paperback 1-59311-461-3 978-1-59311-461-9 \$45.99. Hardcover 1-59311-462-1 978-1-59311-462-6 \$85.99. eBook 9781607527770 \$65.

Rarely do we find books in educational research that are both thick in context and rich in theory. Usually books emphasize one over the other. Authors that engage in thick descriptions tend to fall short of explaining what larger theoretical issue their case stands for. Vice versa, authors who make a case for a particular theory do not always describe their case in sufficient detail. *From Sites to Occupation to Symbols of Multiculturalism* is a remarkable exception. The book is a major break-through in case study methodology, multiculturalism and policy borrowing/lending research.

The book investigates a puzzle: how is it that one and the same system, the system of separate schooling for Latvian and Russian speakers, is seen as a site of occupation during one period (1987-1990) and as a symbol of multiculturalism in the next (1991-1999)? The system has stayed in place, but the meaning attached to it has been completely inverted. Is cultural change without structural change possible? Does it mean that the dual school system has become anachronistic, and will eventually disappear in light of the cultural changes of the past decade? The book is the story of a great metamorphosis of

one and the same system of separate schooling that, at first unbelievable, gradually makes sense.

CONTENTS: List of Acronyms. List of Tables. List of Figures. Foreword, Gita Steiner-Khamsi. Acknowledgments. Introduction: Between The (Soviet) Past and The (Western) Future: Education Reform During Political Transformation. **Chapter 1:** Legacies of the Past: The Historical Context of Minority Education Reform. **Chapter 2:** Re-Creating European "Space" in Latvian Education. **Chapter 3:** The New Meanings of Minority Education During the Transition Period: Global Pressures, Local Politics, and Conceptual Disputes. **Chapter 4:** Institutionalizing Integration in Education Policy and Practice: Rebellion Under the Radar. **Chapter 5:** Education Reform at a Crossroads: Broken Promises, Lost Opportunities. Conclusion: Reconciling International Pressures with Domestic Politics: The "National Problem" Re-Conceptualized.



Language in Multicultural Education

Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong

2005. Paperback 1-59311-251-3 978-1-59311-251-6 \$45.99. Hardcover 1-59311-252-1 978-1-59311-252-3 \$85.99. eBook 9781607525035 \$65.

Many books on multicultural education focus on a country and provide indepth discussion of issues pertinent to that country at the time. Alternately, understanding of multicultural education is sought through comparison between a society of special interest and a reference society, often the United States. An interesting recent example is Constructing Multicultural Education in a Diverse Society by Ilghiz Sinagatullin (2003), drawing on the author's knowledge of Russia and more particularly the Republic of Bashkortostan, itself an ethnically and culturally diverse part of Russia. The approach taken in this volume is to focus on an aspect of diversity, and look at its ramifications across the world. This provides an understanding of the nature of multicultural education itself, as well as insights into local issues through the experience of other places.

CONTENTS: English And/or Mother-tongue Instruction: Ambivalence In Post-apartheid South Africa, *Victoria J. Baker*. Understanding The Power Of Words In Multicultural Education And Interactions, *Festus E. Obiakor and Darren J. Smith*. Linguistic And Cultural Heterogeneity In The Classroom: Canada And Beyond, *John Edwards*. Follow-up Study Of Middle School Two-way Students: Language Proficiency, Achievement And Attitudes, *Kathryn J. Lindholm-leary and Annette Ferrante*. Second Language Teaching For Multilingualism And Multiculturalism: Politics, Challenges, And Possibilities, *Ryuko Kubota*. Fostering Equity Curriculum And Pedagogy: Educating Students With Dialectical Variations, *Laurel M. Garrick Duhaney*. Complexity Of Language Issues In School Desegregation: Case Studies Of Latino Students In The U.S. And Roma Students In Bulgaria, *Susan Roberta Katz, Hristo Kyuchukov, and Kevin J. Graziano*. Children As Language Brokers: A Narrative Of The Recollections Of College Students, *Terii L. De Ment, Raymond Buriel and Christina M. Villanueva*. "A L'école On Parle Français": Second Language Acquisition And The Creation Of Community In A Multiethnic Montreal Kindergarten, *Mela Sarkar*. Language Culture And Schooling In The US, *E. Garcia*. The Effects Of Medium Of Instruction On Students' Motivational Orientation And Learning Strategies, *Farideh Salili and Amy Tsui*.



Teaching, Learning, and Motivation in a Multicultural Context

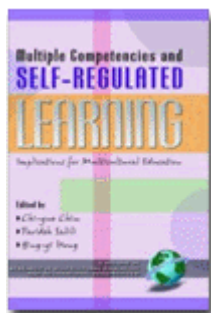
Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong

2003. Paperback 1-931576-94-7 978-1-931576-94-9 \$45.99. Hardcover 1-931576-95-5 978-1-931576-95-6 \$85.99. eBook 9781607527930 \$65.

The volume 3 of this series is designed to present educators with current research and emerging issues in teaching, learning and motivation in a multicultural context. The book is separated into four sections. In the introduction section we have outlined some of the current issues and recent thoughts about the nature of learning, teaching, and school reforms from a multicultural perspective.

CONTENTS: PREFACE. ACKNOWLEDGEMENTS. INTRODUCTION. MULTICULTURAL EDUCATION: ISSUES IN TEACHING, LEARNING, AND MOTIVATION *Farideh Salili and Rumjahn Hoosain* THEORETICAL AND METHODLOGICAL

PERSPECTIVES: ISSUES AND APPLICATIONS IN MULTICULTURAL EDUCATION. HOW DO STUDENTS FROM DIFFERENT CULTURES MOTIVATE THEMSELVES FOR ACADEMIC LEARNING *Monique Boekaerts* A PROCESS-ORIENTED APPROACH TO CULTURE: THEORETICAL AND METHODOLOGICAL ISSUES IN THE STUDY OF CULTURE AND MOTIVATION *Akane Zusho and Paul Pintrich* CULTURE, ATTRIBUTION PROCESSES, AND CONFLICT IN MULTICULTURAL EDUCATIONAL SETTINGS *Hector Betancourt and Gangaw Zaw* A MOTIVATION INTERVENTION FOR AT-RISK YOUTHS *Sandra Graham and April Z. Taylor* CROSS-CULTURAL VALIDATION OF SELF-CONCEPT MEASURES AND THEORETICAL MODEL IN THE CHINESE CONTEXT *Chit-Kwong Kong, Kit-Tai Hau, and Herbert W. Marsh* DOES KNOWLEDGE EXIST IF NOBODY KNOWS ABOUT IT? *Márta Fülöp and Ferenec Marton* MULTICULTURAL PERSPECTIVES ON TEACHING AND TEACHER EDUCATION PROGRAM DIFFERENCES IN VALUES TEACHING IN TEACHER EDUCATION PROGRAMS: CANADA, MEXICO, AND THE UNITED STATES *Ratna Ghosh, Norma Tarrow, and Aurora Elizondo* MULTICULTURALISM IN NEW SOUTH WALES AUSTRALIA - A RETROSPECTIVE AND PROSPECTIVE VIEW *Valentina McInerney and Dennis McInerney* TEACHING IN HIGHER EDUCATION: INTERNATIONAL INITIATIVES PROMOTING QUALITY AND VALUE *Alenoush Saroyan and Marian Jazvac* TEACHER THINKING AND PRACTICE FROM A CHINESE CULTURAL PERSPECTIVE: LESSONS FROM EAST AND WEST *David Watkins* SUCCESS AND FAILURE IN MULTICULTURAL SETTINGS EDUCATION ACHIEVEMENT IN A MULTICULTURAL CONTEXT: DIVERSE DEMOGRAPHICS WITH SHARED FAMILY VALUES: PROFILE ANALYSIS OF U.S. PRESIDENTIAL SCHOLARS *Oliver C.S. Tzang* THE MAKING OF SCHOOL SUCCESS AND FAILURE: THE CASE OF THE NEW IMMIGRANT STUDENTS FROM MAINLAND CHINA *Benjamin K.P. Leung* WHAT DOES LABELING DO TO STEREOTYPING? BEYOND PROTOTYPES AND COGNITIVE ECONOMY *Takashi Yamauchi and Kevin D. McGuire* MANAGING STIGMA: DISIDENTIFICATION FROM THE ACADEMIC DOMAIN *Colette van Laar and Belle Derks*.



Multiple Competencies and Self-regulated Learning Implications for Multicultural Education

Chi-yue Chiu, The University of Hong Kong; Ying-yi Hong, The University of Hong Kong; Farideh Salili, The University of Hong Kong

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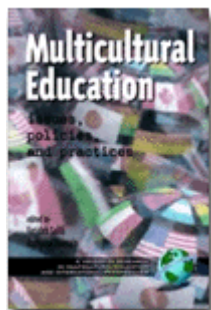
Although cultural diversity in classrooms is hardly a new phenomenon, its influences on teaching and learning are increasingly discussed. Cultural diversity could lead to better learning and democracy outcomes. However, it also poses challenges for educators and schools. For example, research has revealed marked cultural differences in motivation, learning attitudes, thinking styles and school achievement. Attempts have been made to assure teaching and learning quality by designing standardized curricula and giving standardized tests. However, it is questionable whether standardized tests could capture the diverse aptitudes and skills students with different cultural experiences bring to the classroom. It is also question-able whether a standardized curriculum would lead to positive learning outcomes for all.

In 1998, we convened a conference in the University of Hong Kong, and invited experts from different parts of globe to discuss how to apply psychology to enhance learning and teaching quality. Probably because of the cultural diversity of the conference participants, multicultural education emerged as one of the dominant themes in the conference. For example, in the Opening Address, Robert Sternberg argued for the importance of cultural sensitivity in ability testing. In another keynote address, Martin Maehr discussed the implications of motivation research for designing an optimal achievement environment for culturally diverse students. Professor Sternberg's paper is included in this volume, and Professor Maehr's article was published in a previous volume we edited (*Student Motivation: The Culture and Context of Learning*, Plenum, 2001).

The contributors of this volume include psychologists and education researchers from Africa, Asia, Australia and North, and some of them have extensive experiences in multicultural education. Despite their diverse cultural and professional background, the contributors agree that to meet the challenges posed by cultural diversity, educators need to have the sensitivity to multiplicity of student abilities in aptitude and achievement assessment.

CONTENTS: Introduction. The Role of Multiple Competencies and Self-regulated Learning in Multicultural Education. *Chi-yue Chiu and Farideh Salili, and Ying-yi Hong*. PART I: Multiple Competencies. Intelligence Tests as Measures of Developing Expertise. *Robert J. Sternberg*. Authority and Learning in Confucian-Heritage Education: A Relational Methodological Analysis. *David Yau-fai Ho, Si-qing Peng, and Fiona Shui-fun Chan*. Implicit Concept Mapping: Methodology and Applications in Knowledge Assessment. *Eugene V. Aidman*. Analogical Problem Construction as an Indicator of Understanding In Mathematics Problem Solving. *Allan B. I. Bernardo*. The Changing Model of Intellectual Abilities: Effects on Schooling in Hong Kong. *Jimmy Chan*. PART II: Self-Regulated Learning. From Motivation to Self-regulation: Clustering Students' Motivational and Cognitive Characteristics and Exploring the Impact of Social Interaction

on Learning. *Jennifer Archer*. Motivation and Self-regulation: A Cross-Cultural Comparison of the Effect Of Culture and Context of Learning on Student Motivation and Self-regulation. *Farideh Salili, Ho-ying Fu, Yuk-yue Tong, and Diana Tabatabai*. Why Pursue a College Education? The Influence of Early Reflection and Goal Orientation on Adjustment During The First Semester. *Regina Conti*. Motivational Change and Transition in the Transition from Primary School to Secondary School. *Judith MacCallum*. Implicit Theories and Coping with Achievement Setbacks. *Wai-man Ip & Chi-yue Chiu*. Relationship Between Academic Performance and Use of Self-Regulated Learning Strategies Among Form Iv Students in Zimbabwe. *Alex R. Matambo*. An Investigative Research in Teaching and Learning in Chinese Societies. *David Yau-fai Ho, Si-qing Peng, and Fiona Shui-fun Chan*.



Multicultural Education Issues, Policies, and Practices

Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong

2001. Paperback 1-930608-74-8 978-1-930608-74-0 \$45.99. Hardcover 1-930608-75-6 978-1-930608-75-7 \$85.99. eBook 9781607527855 \$65.

The aim of this book is to present some recent research findings on different aspects of multicultural education, thus informing educators of issues, policies and new approaches to multicultural education being used around the world. The chapters that you are about to read document several important themes in multicultural education. The first chapter by the editors presents an introduction and overview of the field of multicultural education by presenting its goals, historical background, assumptions and conceptual framework so as to set the stage for the chapters to follow. Attempting to cover the many views on different aspects of multicultural education goes beyond the scope of this introductory chapter. However, we have presented the historical origin and some of the recent issues and suggestions by prominent scholars including James Bank, Christine Sleeter, Sonia Nieto, Robert Cooper, and Robert Slavin with regards to policies, curriculum contents and teaching approaches in multicultural education.

CONTENTS: Preface. Acknowledgments. Introduction. Multicultural Education: History, Issues, And Practices, *Farideh Salili and Rumjahn Hoosain*. Cooperative Learning Programs And Multicultural Education: Improving Intergroup Relations, *Robert Cooper and Robert E. Slavin*. Understanding The Impact Of Disadvantage On Academic Achievement, *Colette Van Laar*. Academic Adaptation Of Asian Migrant Of Overseas Students In Australia And Canada, *Cynthia Leung*. Students As Cultural Beings: Motivation, Learning And Achievement Among Students Of Diverse Ethnic Background, *Clarence Chihung Ng*. Multicultural Education In Latvia, *Iveta Silova And Guntars Catlaks*. Immigration Policy And Multicultural Education In Australia: Charting The Changes, *Bob Hill and Rod Allan*. Validation Of Multicultural Personality Questionnaire Among An Internationally Oriented Student Population In Taiwan, *Stefan T. Mol, Jan-Pieter van Oudenhoven, and Karen I van der Zee*. Education Needs For Cross-cultural Convergence In Family Legal Duties And Reciprocal Responsibilities, *Oliver C.S. Tzeng*. Literature, A Driving Force In Ethnic Identity And Social Responsibility Development, *Nancy Hansen-Kerning and Donald T. Mizokawa*.



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