Book Series

Research in Multicultural Education and International Perspectives

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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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- Silent Partners in Multicultural Education
- Growing Up Between Two Cultures
- Democracy and Multicultural Education
- What the West Can Learn From the East
- Culture, Motivation and Learning
- Religion in Multicultural Education
- From Sites of Occupation to Symbols of Multiculturalism
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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

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

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.


Democracy and Multicultural Education
Farideh Salili, The University of Hong Kong; Rumjahn Hoosain, The University of Hong Kong
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 ways, 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.


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


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
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.

Religion in Multicultural Education
Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong


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, linguicism, ablism, 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:

From Sites of Occupation to Symbols of Multiculturalism
Re-Conceptualizing Minority Education in Post-Soviet Latvia
Iveta Silova, College of Education, Lehigh University


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.

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**Language in Multicultural Education**

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


Many books on multicultural education focus on a country and provide in-depth 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.


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**Teaching, Learning, and Motivation in a Multicultural Context**

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


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 METHODOLOGICAL
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


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.


Multicultural Education
Issues, Policies, and Practices
Rumjahn Hoosain, The University of Hong Kong; Farideh Salili, The University of Hong Kong


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.

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