Number 6 October 2010

Newsletter

INTER Network. Intercultural Education. Teacher Education and School Practice

Education and Culture DG
Lifelong Learning Programme

This project has been funded with support from the European Commission. This publication reflects the views only for the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

INTER NETWORK
Intercultural education. Teacher training and school practice.

The Inter Network

The INTER Network, created in 2007 with the financial support of the European Commission, aims to improve the quality of education and contribute to innovation in schools by assisting them in the 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.

Teachers can make a difference in schools by transforming their own practices and ideas about education and cultural diversity.

Contents of this Newsletter

Network Announcements.....p.1
Interview with Paul Gorski.....p.2
Workshop on Racism.....p.3
Network Publications.....p.4
Training and Courses.....p.5
Conference Announcements.....p.6
Calls for Papers.....p.8
Miscellaneous announcements.....p.10
Book and website reviews.....p.13

Newsletter Editor: Patricia Mata
Email: pmata@edu.uned.es

Network Announcements

The 3rd INTER Network Conference was held in Malta on September 16th-18th. Around 100 people attended this event, which took place in the National Curriculum Centre thanks to the support of the Directorate for Education. More than 40 interesting contributions, including papers, workshops and posters, were discussed, together with the inspiring presentations of our two key speakers Teresa Aguado, Full Professor on Intercultural Education at the National University of Distance Education (Spain) and Paul Gorski, founder of EdChange and Assistant Professor of Integrative Studies at George Mason University.

Conference proceedings will be soon available at the Network site:
http://www.internetwork.up.pt

3rd INTER Network Conference, Malta

Interview: Interview with Paul Gorski

Interview by Inés Gil Jaurena

Q1: Can you tell us briefly about your present position and what your responsibilities in the field of intercultural education?

I am the founder of EdChange (http://www.EdChange.org) and an assistant professor of Integrative Studies at George Mason University (U.S.), where I teach courses on social justice education, animal rights, and environmental justice. I also serve on the board of directors of the International Association for Intercultural Education. My sense of my responsibility in the field of intercultural education is captured by the mission of EdChange. I feel responsible for pushing the dialogue forward; for encouraging people to do more than "celebrate diversity" or "learn about cultures" and to see intercultural education as a means to human rights.

Q2: What research and/or training do you undertake?

I provide professional development training to educational and community organizations all over the world. Usually these workshops focus on creating equitable learning environments. I help them examine how systemic inequities, like racism or sexism, and hegemonies, such as Christian hegemony or hetero-normativity, are present in their organizations; how these inequities and hegemonies affect people's experiences in their organizations; and how to make their organizations more equitable and just for all people.

Q3: What attracted you to this topic?

I feel very lucky about this. I was attracted to these topics because I experience so much growth personally by working on them. But also, I had a lot of experiences in my life which pulled my interest toward intercultural education. For example, I grew up with a xenophobic father and spent a lot of my childhood trying to reconcile his attitudes with the fact that two of my primary male role models were men of color. In fact, one of those men, Mr. Hill, was my biggest inspiration for wanting to be an educator.

Q4: What is you approach to cultural diversity and social justice?

I see cultural diversity as a given--as something that exists. Social justice is about creating equitable conditions in the context of that diversity. In my opinion, equitable conditions cannot be achieved without a serious examination of systems of power and privilege, including economic systems.

Q5: What are, in your view, the greatest challenges for the field in the coming years?

The greatest challenge is always the existing hegemony. As neoliberalism and globalization take hold, and as people see the globalization of corporate capitalism as inevitable, I see people who call themselves "intercultural educators" capitulating, so that the whole discourse and theoretical framework shifts to the right, becoming less transformative and more hegemonic. So the greatest challenge is, as it always is, maintaining the transformational integrity of intercultural education even as it becomes less and less politically expedient.

Q6: Which resources, websites, etc. would you recomend to people and specially teachers interested in intercultural education?

For Web sites, I would recommend the educational resources available through Oxfam and Amnesty International. I also encourage people to visit the Institute for Humane Education, which is the one organization I have found which does a good job examining the intersections of human rights, animal rights, and environmental justice. In fact, I would encourage all educators or activists interested in interculturalism to find whatever ways possible to explore these sorts of intersections. And of course, I invite everybody to visit the EdChange web sites.

Workshop on Racism

Following the experience initiated a year before (April 2009) with the workshop on "Racism: What it is and how to deal with it", a new workshop titled "Teachers' Intercultural Competences. Student Integration and Racism Prevention" was held in the Complutense University in Madrid, Spain. It took place on April 28 and 29, and May 5 and 6, from 4.30 pm until 8.30 pm, and was organized around the following sessions:

- **Introductions**
- **Teacher Intercultural competences**
- **Integration and participation**
- **Racism and racism prevention**
- **Strategies and tools for antiracist Education**
- **Conclusion and evaluation**

The design and development of this experience was directly linked with the following research projects:

1. Inter Network. Intercultural Education: Teacher Training and School Practice,supported by the European Union (Ref: 134367-LLP-2007-ES-COMENIUS-CNW. http://internetwork.up.pt/)

2. Social Participation Strategies and Racism Prevention in Schools II, supported by the Spanish Ministry of Science and Innovation (FFI2009-08762. www.proyectos.cchs.csic.es/integracion)

Thus the experience was directly linked with these research projects, since it was framed by them, and at the same time, it was aimed to disseminate the results of the projects in Initial Teaching Training in the Complutense School of Education. One of the most important goals of both projects is to transfer the knowledge generated by them into the society at large. The Workshop was an adequate way to do it because of the issues we dealt with and also because of the targeted audience.

The workshop was coordinated by Caridad Hernández, but other members of the projects' team, i.e. Patricia Mata, Margarita del Olmo, Inés Gil Jaurena, and five others enriched these subjects and the general perspective offering a session on "On line resources, networks and teams working on Intercultural education and Racism", "Linguistic Intercultural competences", and "Intercultural literature resources to work in classrooms"

The workshop proposed the following specific objectives:

- To reflect on the relevance of Intercultural competencies for teachers
- To analyze the students' integration and participation, and also the meaning and implication of these concepts
- To improve awareness in racism and in the need of racism prevention
- To find out relationships among intercultural competences, students participation, and racism prevention
- To get familiar with proposals and strategies to work about racism, intercultural competences, and student participation.

Network Publications

Intercultural Education, 21.4 (2010)
Special Issue: FOCUS: The Scope of Diversity: From the Perspectives of Southern European Intercultural Policies; Guest Edited by Margarita del Olmo

Gil Jaurena, Inés. (2010). Cultural diversity in compulsory education: an overview of the context of Madrid (Spain), en Intercultural Education, vol. 21, nº 4. ISSN: 1469-8439 (edición electrónica), ISSN: 1467-5986 (edición en papel). Pp. 299-315.
This paper examines educational practices in Spain and in particular Madrid. With this contextual frame as the starting point the following issues are discussed: the 'official' conceptualization of cultural diversity, educational policies and resolutions related to cultural diversity, and school programs and resources facilitated by educational authorities to address diversity. The analysis was undertaken using an intercultural approach

Del Olmo, Margarita. (2010). The effects of the 'Welcome Schools' Program in Madrid, Spain: an ethnographic analysis, en Intercultural Education, vol. 21, nº 4. ISSN: 1469-8439 (edición electrónica), ISSN: 1467-5986 (edición en papel). Pp. 341-350.
The aim of this paper is to share the conclusions of a recent ethnographic study carried out in Madrid from 2005 to 2008 to analyze the effects of a program implemented by the Community of Madrid, Spain, to address diversity in schools. The Program was given an English name - 'Welcome Schools' - and was aimed at preparing children recently arrived from outside Spain for entry into the regular school system. The Program was implemented through different measures, including (in English) 'Linking Classrooms.' Linking Classrooms are separate classrooms for immigrant children in regular schools where they are taught Spanish for a period of up to nine months, after which the children are supposed to enter the regular school system (preferably in the same school, but this is not always possible) and follow the Program without any other official support. This paper aims at analyzing the aims of the Welcome Schools Program and, given these, what the Program solves and what it leaves unresolved. The paper ends with a general discussion of immigrant student opportunities with respect to participation in the host society.

Training and Courses

NEW MASTER'S DEGREE IN INTERCULTURAL EDUCATION UNED (SPAIN)
It will start officially in October 2011, but pre-registration is required (around June 2011).
For more information, please check: http://www.uned.es/grupointer

The MA in Intercultural Education is the result of a cooperation project within the Alfa Programme (European Commission) between European and Latin American institutions dealing with Higher or Third level education. Its main aim is to improve the quality of education delivered at this level and generate a space for Euro-Latin American cooperation within the area of Intercultural Education.

It is an official Master's degree, according to the regulations of the Bologna process (ECTS scheme), and will be initially imparted by UNED (Spain), which will award the final qualifications, although the academics come from different institutions (most of which were partners in the Euro-Latinamerican project). The majority of courses will be offered both in Spanish and English.

*** Which are its main objectives?**
The main objective of the Master's is to train professionals and researchers to be able to project the intercultural focus in the educational and social arena. More specifically the Master's sets out to:

1. Understand the opportunities that diversity has to offer to benefit society and overcome the challenges
2. Provide the necessary elements to analyse the structure of social inequality which legitimises itself through differences
3. Critically reflect on intercultural education as a strategy for dealing with conflict
4. Build understanding by means of an international exchange network of intercultural experiences
5. Develop attitudes, abilities and skills for intercultural communication
6. Develop skills for autonomic and cooperative learning
7. Use new technologies as a tool to favour intercultural exchanges

*** Who is it aimed at?**
This programme is open to any person who fulfils the required conditions and is interested in intercultural education. The selection criteria include a previous third level qualification (not an essential condition), professional experience, social and personal motivation, interest and personal expectations.

*** What further opportunities does it offer?**
It offers a professional working route or a path geared towards continuing studies towards Doctorate level.

*** What structure does it follow?**
It is organised into 4 modules

- Conceptual and epistemological
- Methodological
- Scenarios and practices
- Masters Thesis and internship

It has 2 main itineraries

- Intercultural studies (towards Doctorate)
- Intercultural Education in practice (Professional route)

In both cases, the student must fulfil 90 ECTS credits, to complete the Master's.

Conference and Meeting Announcements

http://www.pages.usherbrooke.ca/aric/
From June 19th to 23rd June, the 2011 ARIC congress will be celebrated at the Université de Sherbrooke, Eastern Townships, Quebec. A French-speaking nation in bilingual and multicultural Canada, a cultural and linguistic minority in the heart of America, Quebec is walking through these diversities. Traditionally being a society of immigration, Quebec is a space where the first nations have lived together with the French community since long back, but also with English communities, ancient immigrants, refugees and newcomers from all origins. That is why researchers, practitioners, decision-maker, thinkers and students from all over the world are being invited to ARIC's 13th international congress at Sherbrooke to an intercultural and scientific debate about the diversities of 21st century under the light of intercultural research advancements.

Le congrès 2011 de l'ARIC a lieu du 19 au 23 juin à l'Université de Sherbrooke, dans les Cantons de l'Est au Québec. Nation francophone au sein du Canada bilingue et multiculturel, minorité linguistique et culturelle au cœur des Amériques, le Québec est traversé par les diversités culturelles, linguistiques et religieuses. Société traditionnelle d'immigration, c'est un espace où cohabitent avec des réussites mais aussi des échecs, communautés des premières nations et communauté française de longue date mais aussi communautés anglophones, anciens immigrants, réfugiés et nouveaux arrivants de toutes origines. Voilà pourquoi chercheurs, praticiens, décideurs, penseurs et étudiants du monde entier sont invités au 13ème congrès international de l'ARIC à Sherbrooke, pour un débat scientifique interculturel et international sur les diversités du XXIème siècle à la lumière des avancées de la recherche interculturelle.

VII SIMPOSIO: Lengua, Educación e Inmigración - 18-19 de noviembre de 2010
Girona (España) http://web2.udg.edu/ice/simposi/esp/programa.html
Los conferenciantes que intervendrán en esta edición son: Cameron McCarthy, de la Universidad de Illinois (EUA); Walter Actis, del Colectivo Ioé y Stella Dadzie, escritora y consultora educativa del Reino Unido. Se contará además con la participación de profesionales que analizarán proyectos y experiencias prácticas llevadas a cabo sobre educación antirracista y convivencia intercultural.

The International Association for the Study of Cooperation in Education will be holding its next international conference at The University of Queensland, Brisbane, AUSTRALIA from 25-27 November, 2010. The theme of the conference is: Cooperative Learning: Pedagogy, Policy, and Practice. A call for paper presentations and workshops will be made early next year. Registrations will open in March, 2010. The conference email is: **iasceconference@uq.edu.au** (Yael Sharan)

Hellenic Adult Education Association (HAEA) is a scientific non-profit association and is seated in the city of Athens, Greece. HAEA today has approximately 900 members, mainly adult trainers, students of post-graduate diplomas in adult education and high school teachers. The mission of the association is the elaboration of the scientific thought, action, research, information and the dialogue for Adult Education.

On May 28th-29th, 2011 organizes in Athens, in collaboration with Teachers College of Columbia University the 9th International Transformative Learning Conference.

pedagogical approaches stating that ArtBased Learning helps the learners to develop their creative skills and their capacity of critical thinking.

- 1st International Conference of Adult Education, Athens, 22-23 October 2004. Among the speakers were Sally Brown, Peter Jarvis, Phil Race, Alan Rogers.
- 2nd International Conference “Adult Education & Social Competences”, Athens, 16-18 December 2005. Among the speakers were Olesen Henning Salling.
- 3rd International Conference “Adult Educators: Their Education and Professionalization”: It will take place in Piraeus, 14-16 March 2008. Among the speakers there will be Brian Findsen and representatives of the Swedish organization ABF.

NATIONAL ACTIVITIES

Accreditation of Greek Trainers of Continuing Vocational Training. National project under the auspices of The Minister of Employment and Social Protection. Members of the HAEA, most of them scientists cooperating with the Greek Open University, one of the partners who undertook the project, worked under the guidance of Pr A. Kokkos, President of HAEA and Professor of Greek Open University in Adult Education. They researched the training needs, designed the training program and the training material, while some members of HAEA were certified as Trainers of Trainers and others as Evaluators. The program is still in progress and 14.000 Adult Educators have been trained or are about to be trained (300 hours) and hopefully accredited (enter the register of EKEPIS, The National Accreditation Centre for Continuing Vocational Training).

2004-2010 Seminars

- 5 one-day seminars with Jack Mezirow, Jane Thomson, Colin Grifin, Peter Jarvis, Knud Illeris
- Train the trainer seminars (focusing on participating methods and techniques in adult education)
- Workshops for adult trainers and high school teachers (focusing on communication and communication skills)
- 8 seminars “Theory and Applications of Transformative Learning”
- Preconference activities in Athens and Thessaloniki with Michel Alhadeff-Jones on Transformative Learning.

PUBLICATIONS

The scientific Journal “Adult Education” (20 volumes published already): It is the only scientific journal for adult education issues in Greece. The International Advisory Committee of the journal is formed by scientists with general recognition within international scientific milieu of Adult Education. These are: Brown Sally, Griffin Colin, Jarvis Peter, Race Phil, Rogers Alan, Fay Richard

Contact Information:
Address: P.O. BOX 13692, 10310, Athens, Greece
Website: www.adulteduc.gr - e-mail: adulteduc@adulteduc.gr, adulteduc2@gmail.com

---

9th International Transformative Learning Conference
Athens, 28-29 May 2011 – with pre-conference 27 May and post-conference 30 May
Hotel Classical Athens Imperial, Karaiskaki Square

9th International Transformative Learning Conference is being held in Europe for the first time. Some of the most important Universities of the field are co-sponsors, such as Columbia University, Michigan State

University, Stockholm University, University of Warwick and more, as well as Greek Ministry of Education, Lifelong Learning and Religious Affairs, Hellenic Open University and the American College of Greece. The Conference is being hosted be Hellenic Adult Education Association

The Theme

The aim of this conference is to provide an opportunity to reinterpret through the lens of transformative learning theory the nature of contemporary political, economical, social, psychological, cultural or environmental crisis, as experienced individually and collectively. The theme for the conference is Transformative Learning in Time of Crisis: Individual and Collective Challenges. The emergence of crisis represents both an opportunity and a challenge for professionals in the field of education.

Call for Papers

Keynote speakers and plenary sessions will center on the conference theme. In addition to sessions dealing with individual and collective experiences of crisis, proposals are invited in all dimensions of research, theory and practice dealing with transformative learning. We invite you to submit proposals in four categories: paper presentations, innovative experiential sessions, symposia and roundtable. The proposals should be between 800-1200 words and should be submitted until November 16th, 2010.

Participation

The fees for the conference are 125 € per person and they include conference attendance, proceedings, coffee breaks and lunches during the conference. Additionally, optional activities are being organized:

a) On May 27th guided tours to Acropolis or City of Athens and discussion of the experience late in the afternoon.
b) On May 30th guided trips to Delphi or Aegina. Registration deadline is until March 31st 2011.

To see more (full package of information) and register to the conference visit: **www.tlcathens2011.gr**

Calls for Papers

International Advances in Education: Global Initiatives for Equity and Social Justice

Series Editors: Elinor L. Brown, University of Kentucky
Rhonda Craven, University of Western Sydney
George McLean, Catholic University of America
Publisher: Information Age Publishing
Volume 1, Poverty and Social Class
Volume Editors: Elinor L. Brown, University of Kentucky, elbrown@uky.edu
Paul C. Gorski, George Mason University, gorski@edchange.org

Series Mission Statement

Our purpose as series editors is to provide an international research based seven volume themed series focused on identifying, examining and sharing educational policies and practices that improve the academic and social success of disenfranchised groups around the globe. Because our goal is to reach an international audience, editors and contributors from diverse countries, academic disciplines and cultural backgrounds will be represented in each volume.

Volume 1 (Poverty and Social Class) Statement of Purpose

In this volume, the volume editors seek examples of ways in which theory, research, and practice related to poverty, social class, and economic conditions have been engaged to facilitate justice and equity in diverse social and cultural contexts-- focused on formal and informal education and educational outcomes. We are particularly interested in chapters which examine how equitable access to educational opportunity can positively influence the lives of disenfranchised and marginalized groups around the globe.

The volume will be divided into sections as follows:

Section I

Theory: theoretical frameworks for class-equitable schooling compiled from a history of scholarship and practice and considering the perspectives and ideologies of both dominant and non-dominant groups. Topics will focus on the political, educational, social, and organizational principles and directives related to class, poverty, and economic justice that are shaping education for the 21st century.

Section II

Research: original innovative research based on the systematic collection and analysis of data related to informal education, formal educational access, achievement, and engagement across socioeconomic strata.

Section III

Practice: exemplary practices and programs found in academic, community, and workplace environments designed to enhance the development of skills, knowledge and operational effectiveness related to class, poverty and economic justice. These may be case studies, narratives, pedagogical applications or technical reports that involve putting theory and research into practice.

Themes may include, but are not limited to, the following:

1. Education that nurtures both the disenfranchised and the privileged;
2. The benefits of equitable educational opportunities for poor, low-income, and working class people;
3. Larger social benefits of affording equitable educational opportunities both the disenfranchised and the privileged;
4. Education for non-exploitive and non-exploited citizenship versus reinforcing existing economic and social class structures;
5. Educational and political policies and practices targeting equity and social justice for poor, low-income, and working class people; ,
6. Effective educational programs that promote class equity and economic justice;
7. Effective educational programs that promote global harmony, awareness and concord, and
8. The role of social class as 'educators' in the liberation of majorities from the strictures of their own experience and perceptions.

Chapters are invited on any of the above, or related, themes. If you would like to contribute a chapter to this volume please email an expression of interest to Prof. Elinor L. Brown elbrown@uky.edu.

Your expression of interest should consist of a title, author contact details (including position, institution, e-mail and postal address), and a 500 word summary of your proposed topic indicating how this topic addresses the mission of the volume.

Expressions of interest should be received by Tuesday, December 10, 2010. Authors of accepted proposals will be notified by Friday, January 14, 2011 on the status of their proposals and sent chapter guidelines. Full chapters are due by Wednesday, April 13, 2011.

Miscellaneous Announcements

IASCE ACHIEVEMENT AWARD FOR OUTSTANDING CONTRIBUTIONS TO SERVICE AND ACTIVISM

Presented to Alan Wilkins

In recognition of his role in disseminating and applying the thinking and practice of cooperation into a wide range of sectors in the United Kingdom and internationally, IASCE is pleased to present Alan Wilkins with an Achievement Award for his outstanding service and activism in the area of cooperation. Mr. Wilkens coordinated the first-co-operative education conference in the United Kingdom in 1987 and established a template for over 30 subsequent national events. What is distinctive about a UK perspective on co-operative approaches to learning is that pedagogic practice is aligned with co-operative values.

Within this context, Mr. Wilkins articulated the links between co-operative behavior, structures and values. Amongst his professional roles, he was Head of Learning at the UK Co-operative College. Subsequently he has formed Co-operative Learning and Development Associates, a training co-operative committed to keeping co-operative learning approaches vibrant and at the leading edge. Mr. Wilkins' sustained commitment to co-operative approaches and his focus on the alignment of behaviors, structures and values in a variety of sectors combine to make his work an exemplar of commitment to an examination of systems thinking and community based co-operative enterprise.

IASCE ELIZABETH COHEN AWARD FOR OUTSTANDING DISSERTATION

Presented to Isabella Pescarmona

In recognition of an ethnographic study that explored teachers' professional identity as they implemented cooperative learning in classrooms, IASCE is pleased to present Isabella Pescarmona with an Elizabeth Cohen Award for Outstanding Dissertation.

Dr. Pescarmona's study represents a two-year observation of educational innovation through the introduction, production, and assessment of original Complex Instruction teaching units in a new social, cultural, and political context. Her work provides insights into the effects of this innovation on the choices, strategies, and changes in teachers' professional identity and on their students' competences. It also analyzes the potential role of Complex Instruction in multicultural classrooms.

Dr. Pescarmona's dissertation--completed as part of her studies at the Department of the Science of Education at the University of Torino, Italy--documents the work of an emerging scholar with a command of the research in comparative education and strong knowledge and well-developed practice in Complex Instruction. The IASCE congratulates Dr. Pescarmona and recognizes the potential of this study to encourage future study in cooperative learning.

The International Association for the Study of Cooperation in Education maintains a website at www.iasce.net
Please visit our website to access our newsletter, membership application, resource links, and information about future events. The IASCE Achievement Awards are announced in conjunction with the organization's conferences. Details about past awardees, future award opportunities, procedures, and the Call for Nominations are available at our website.

The International Association for the Study of Cooperation in Education (IASCE)
The IASCE Achievement Awards and the Elizabeth Cohen Outstanding Dissertation Award

Presented at the IASCE Conference "Cooperative Learning: Pedagogy, Policy and Practice"
25-27 November, 2010 - The University of Queensland Brisbane, Australia

Building on the work of the early pioneers in cooperative learning, the International Association for the Study of Cooperation in Education (IASCE) was founded in 1979 to promote the development and dissemination of research in, and practice of, cooperative learning. The founders of the IASCE valued both quantitative and qualitative research; they also sought to promote professional reflection, case studies, attentive observation, teacher exchange, and action research on cooperation in all levels in education. Since its founding, the organization has deliberately chosen to include all system levels in education. This ensured that, along with the varieties of classroom-based, cooperative-learning models and strategies that were supported by continuous research, the organization would also support the examination of more macro-system levels such as organizational development of school faculties, cooperative school-based community relations, and community-based, co-operative enterprise.

Now, in 2010, IASCE is proud to announce:

- the first recipients of the IASCE Achievement Awards. These awards honor distinguished researchers and practitioners of cooperative learning whose work contributes to the IASCE mission.

- the second recipient of the IASCE Elizabeth Cohen Award for Outstanding Thesis or Dissertation. This award recognizes researchers in the early stages of their careers who demonstrate strong potential for contributions to the field.

IASCE LIFETIME ACHIEVEMENT AWARD

Presented to Richard Schmuck

In recognition of his tireless activism, scholarship, and leadership, IASCE is pleased to present Richard Schmuck with a Lifetime Achievement Award for sustained and outstanding contributions to the field of cooperative learning.

Dr. Schmuck was the keynote speaker at the first international conference on cooperative learning, at which IASCE was founded. His address focused on themes that extended the dimensions of cooperative learning beyond the classroom, to include strategies that engage students in school-wide governance and encourage cooperation among students, teachers, and administrators to establish cooperative cultures.

Dr. Schmuck was the elected first president of IASCE and, throughout the 31 years of IASCE's history, he has been a stalwart supporter of the association. He has attended and contributed to many IASCE conferences. He has been a prolific writer, authoring many articles and books on the theme of cooperation in education. He has chaired doctoral dissertations for many who went on to serve in schools and colleges across the US and in 15 other countries. Dr. Schmuck continues to consult and teach in school districts, community colleges, and universities worldwide.

IASCE ACHIEVEMENT AWARD FOR OUTSTANDING CONTRIBUTIONS TO RESEARCH

Presented to Robyn Gillies

In recognition of her extensive and original research, IASCE is pleased to present Robyn Gillies with a Research Achievement Award for her outstanding contributions to the field of cooperative learning.

Dr. Gillies is a widely respected researcher in the areas of learning sciences, classroom discourse, instruction, and student behavior. One important feature of her published work is a consistent focus on building connections between the theories that underlie the study of group dynamics and their practical applications

to classrooms. Dr. Gillies has worked extensively in schools and her research has provided insights in a broad range of areas, including assessment practices for measuring the outcomes of cooperative learning, the role and value of group experiences in the promotion of socialization and peer friendships, the role of the teacher in designing and facilitating cooperative learning, and the critical importance of interactional styles in facilitating learning.

Dr. Gillies is an elected member of the IASCE Board of Directors and an associate professor in the School of Education at The University of Queensland, Brisbane, Australia. The quality, breadth, and applied nature of her research combine to make her work an exemplar of a professional dedicated to the sustained study of cooperative learning.

IASCE ACHIEVEMENT AWARD FOR OUTSTANDING CONTRIBUTIONS THROUGH THE CREATION OF COOPERATIVE INSTRUCTIONAL MATERIALS

Presented to Spencer Kagan

In recognition of his development and dissemination of cooperative learning instructional materials that facilitate the implementation of cooperative learning in the classroom, IASCE is pleased to present Spencer Kagan with an Achievement Award for his outstanding contributions to the field of cooperative learning.

Dr. Kagan is founder and director of Kagan Publishing and Professional Development. Through this organization, he has disseminated a wide variety of materials that reflect the vital connection between the vast fields of ongoing research and the practice of cooperative learning. He supports a firm and wide base for the sustainability of cooperative learning practices. His contributions have included Cooperative Learning - a comprehensive teacher-training manual that has been translated into many languages, workshops and training sessions facilitated by him and his team, and the publication of teacher-oriented materials by many additional authors.

Dr. Kagan participated in the first international conference in 1979 and has supported IASCE since that time. His sustained focus on cooperative learning and his work with teachers worldwide combine to make his work an exemplar of commitment to the dissemination of cooperative learning.

Book and Website Reviews

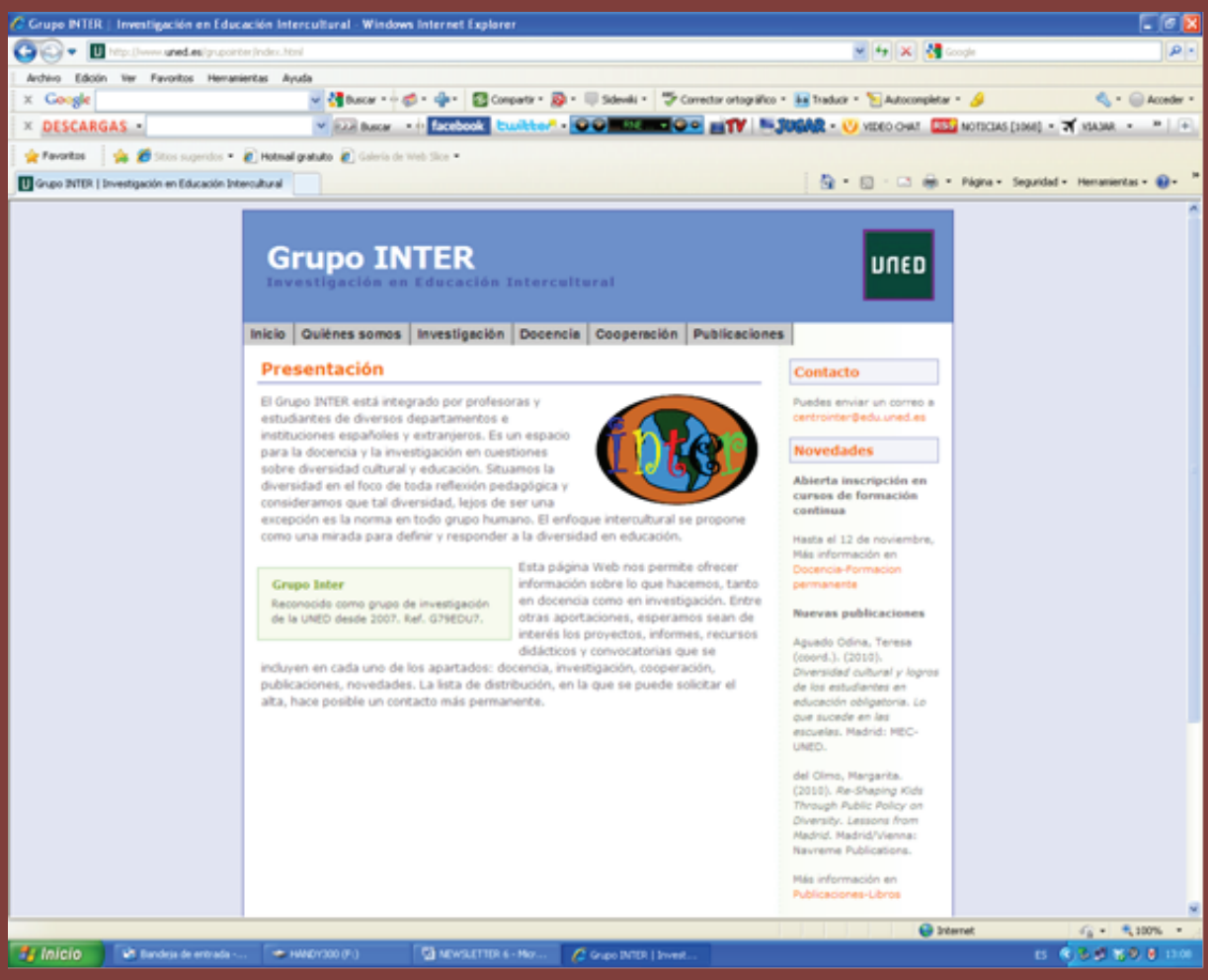
Re-Shaping Kids Through Public Policy in Madrid
Margarita del Olmo
Series navreme|publications No. 11, ISBN 978-9989-192-19-7. 164 p.
Vienna, July 2010. Dowload: http://hdl.handle.net/10261/26301
This book is about how a recently implemented policy of the Community of Madrid -aimed at integrating recently arrived immigrant students into the regular system - affects the lives of the students, and what its effects on their future schooling are. It is based on three-year-long ethnographic fieldwork in a school in Madrid, but framed in a broader comparative analysis, which deals with similar policies in Spain. Since immigration in Spain is a very recent process (which started in 1980s), to more cases of analysis have been selected whether this is not the case: Vienna, Austria and Texas, US have dealt with the integration of immigrant students in schools for a long time, and both have developed and tested similar policies whose analysis enriches the case of Spain by comparison.

Dilemas éticos en Antropología. Las entretelas del trabajo de campo etnográfico. [Dilemmas on Ethics and Anthropology. The Seams in Ethnographic Fieldworks]
Margarita del Olmo (ed.) Madrid: Trotta. 2010. ISBN 978-84-9879. 358 pp.
Each chapter in this book is supposed to be an invitation to open the discussion on ethics in Anthropology, from a different point of view. Some perspectives overlap while others are in contradiction. This is so because we didn't try to solve anything, but to honestly show what we have to deal with in our fieldworks, focusing on what we weren't able to solve or solve only in a provisional way. We have taken the cloths of our fieldworks and turned it over to look at the seams, focusing on mistakes and patches. This has demanded from us an exercise in humility that has been painful at times to show what as anthropologists we usually keep to ourselves

Diversidad cultural y logros de los estudiantes en educación obligatoria. Lo que sucede en las escuelas [Cultural diversity and student's achievement at compulsory education. What happens in schools].
Aguado Odina, Teresa (coord.) Madrid: MEC-UNED. Estudios del CREADE nº 4. ISBN: 978-84-369-4858-5.
La educación, de forma prioritaria en la etapa obligatoria, debe atender a la diversidad cultural de los estudiantes. La escuela sigue siendo hoy por hoy una vía insustituible para lograr objetivos valiosos en sociedades que defienden principios de participación y justicia social. Este documento presenta un resumen de la investigación sobre la diversidad cultural de los estudiantes realizada durante el periodo 2003/2006. El grupo de investigación está constituido por profesores y estudiantes miembros del Grupo INTER de investigación en educación intercultural, adscrito como Centro de Investigación al Instituto Universitario de Investigación de la UNED. El informe se ha estructurado en diez capítulos, en los que se apunta la finalidad, el plan de trabajo y la metodología, se analizan los resultados de la investigación y se discuten las oportunidades, obstáculos y desafíos planteados en el estudio en torno a dichas cuestiones

Intercultural and Multicultural Education. Enhancing Global Interconnectedness
Carl A. Grant & Agostino Portera (eds.)
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.

New INTER Group website!! (English version available soon) - http://www.uned.es/grupointer



For correspondence about the newsletter: contact Patricia Mata (pmata@edu.uned.es)