

**CALL FOR CHAPTER PROPOSALS**  
**Proposal Submission Deadline: April 10, 2015**  
**Full Chapters Due: June 15, 2016**

**Engaging Dissonance:  
Developing Mindful Global Citizenship in Higher Education**

An edited volume by:

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*Submissions should be submitted electronically to:*

<https://www.hetl.org/emerald-global-citizenship-submission-form/>

**Keywords**

Mindful global citizenship, intercultural pedagogy, international higher education, diversity and equity, and global learning technologies

**Focus and Scope**

This volume will explore the internationalization of higher education in the context of global citizenry and intercultural competencies. This volume will focus on presenting dissonance as a means to facilitating students' openness to complexity and development of intercultural skills or their experiences in the classroom. This volume will provide educators with a conceptual and practical resource that focuses on the critical role of

cognitive complexity/dissonance in the education of global citizens and the enactment of intercultural pedagogy. Addressing the tensions and complexities of varying viewpoints and experiences with equity and intercultural work will challenge readers to think critically about the implications of individual practice as well as unit and institutional structures and support in relation to desired college equity and intercultural goals.

## **Introduction**

The increased mobility of students in higher education brings unprecedented diversity to college classrooms across the globe (Brooks & Waters, 2011; de Wit, 2008; Gurin, Dey, Hurtado, & Gurin, 2002). With current ethnic, racial, and religious conflicts around the world, it is even more urgent that we focus on effectively engaging this diversity in our undergraduate classrooms. It is well-documented that the presence of cultural or ethnic diversity in classrooms can support intercultural development and more effective communication across difference; however, this does not happen naturally or as a simple result of that diversity. Rather, demographic diversity must be engaged by an intentional “pedagogy that facilitates learning in a diverse environment” and “extensive and meaningful informal interracial interaction” (Gurin et al., 2002, p. 359).

While faculty articulate a growing awareness of the changing populations and their impact on teaching and learning in higher education there is evidence of a disconnect between this awareness and inclusive and intercultural teaching practices. Practitioners need more accessible and substantive practical models for effectively engaging diversity with the goal of supporting equitable learning outcomes and intercultural development. While there is no one-size-fits-all or magical formula for this work, there are pedagogical principles and approaches, technological tools, and frameworks that scholar-practitioners have found useful in supporting and at the same time harnessing the strengths of diverse student populations.

## **Audience**

This book will benefit all faculty, faculty developers, administrators, and staff in international higher education and those working with diverse institutional and classroom environments.

## **Outline**

Part I: Theory and Principles

Part II: Successful Practices

Part III: Policies and Strategies

## **Submission**

Researchers and practitioners are invited to submit a chapter proposal (up to 500 words) that explains how the proposal fits with the focus and scope of the book.

### **Important Dates**

May 6, 2015:	Send out notifications of acceptance
July 15, 2015:	Authors send full contact info & bios to editors
Nov 1, 2015:	Authors send complete drafts to editors
Dec 15, 2015:	Editors provide feedback on drafts to authors
Feb 22, 2016:	Authors send full complete chapters to editors
Feb 22, 2016:	Authors send 250-word chap. overview to editors
Feb 22, 2016:	Authors send publication agreements to editors
Mar 2 – Apr 8, 2016:	Authors to peer review assigned chapters
Apr 8, 2016:	Authors send assigned reviews to editors
Apr 15, 2016:	Authors receive peer reviews from editors
June 15, 2016:	Authors send final revised chapters to editors

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