

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:

Dr. Patrick Blessinger

Executive Director and Chief Research Scientist, International HETL Association and
Adjunct Associate Professor, School of Education, St. John's University (NYC)

Dr. Amy Lee

Department Chair and Associate Professor, College of Education and Human
Development, University of Minnesota

Dr. Rhiannon D. Williams

Research Associate and Graduate Program Recruitment Coordinator, College of
Education and Human Development, University of Minnesota

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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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Please direct any inquiries you may have to:

Dr. Patrick Blessinger at patrickblessinger@gmail.com

OR

Dr. Rhiannon Williams at will1395@umn.edu