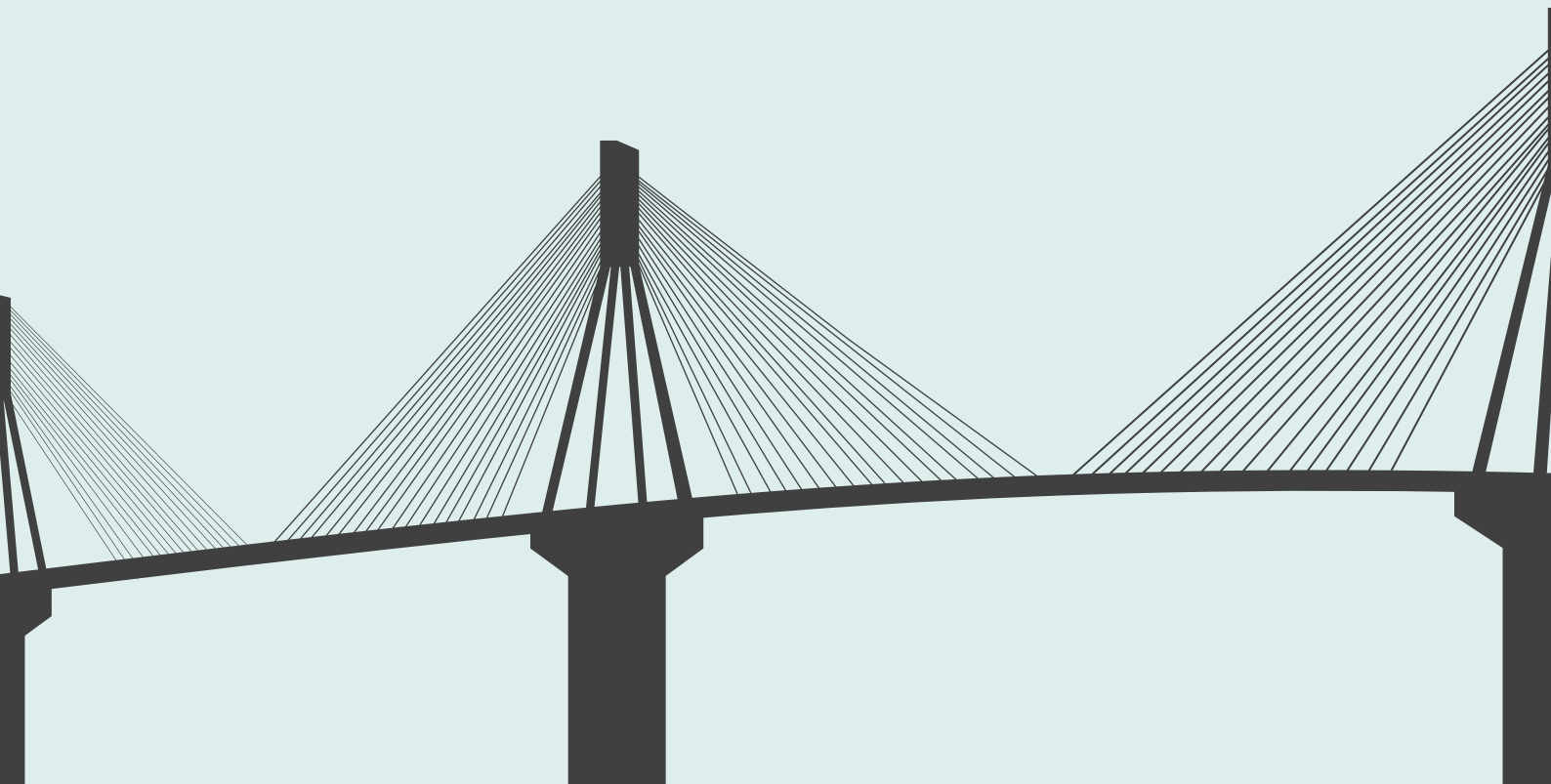Nineteenth International Conference on

Diversity in Organizations, Communities & Nations

Border Crossing Narratives:
Learning from the Refugee Experience

5–7 June 2019

University of Patras
Laboratory of Sociology and Education, Department of
Educational Sciences and Early Childhood Education
Patras, Greece

UNIVERSITY OF
PATRAS
ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΑΤΡΩΝ
Department of Educational Sciences
& Early Childhood Education
Laboratory of Sociology & Education

COMMON GROUND

Diversity in Organizations,
Communities & Nations

Nineteenth International Conference on
Diversity in Organizations, Communities & Nations

"Border Crossing Narratives: Learning from the Refugee Experience"

5–7 June 2019 | University of Patras | Patras, Greece

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Department of Educational Sciences
& Early Childhood Education
Laboratory of Sociology & Education

COMMON GROUND

Designed by Ebony Jackson and Brittani Musgrove

Dear Delegates,

Welcome to the Nineteenth International Conference on Diversity in Organizations, Communities & Nations at the University of Patras, Greece. It is an honor to chair this conference and continue a long-standing collegial relationship with Common Ground started in the 1990s. As of 2018 I serve as the editor of the network, which gives me a great sense of responsibility and commitment to work towards expanding knowledge sharing and dialogue across various disciplines related to diversity.

This conference addresses a wide variety of themes concerning diversity taking into consideration local, national, and global trends. This year's special focus theme is "Border Crossing Narratives: Learning from the Refugee Experience." Our aim is to share and reflect on the new intercultural/ubiquitous learning constructed from the refugee experience. Refugee presence in Europe has challenged ethnocentric senses of nation building and the practicalities of service provision (humanitarian aid, asylum and integration policies). Socioeconomic crises as well as the rise of populism and cultural racism have accentuated skepticism towards the "other." Border control regulations came to force to prevent the mixing with "others" and as a safeguard to fix and romanticize national and cultural identities in Europe. Nevertheless, human mobility is a crucial determinant of globalized societies and it will continue to be in the future. Modern border crossers transform our national/collective storytelling as transcend diverse "territories" within organizations, communities, and nations. These territories are defined by both physically marked borders (spatial) and intangible lines (symbolic, imaginary, temporal, or epistemological borders) that are often invisible in space. The proliferation of border crossing narratives connects individual experiences to the larger narratives of nation building and can, thus, be apprehended as a performative renegotiation towards an inclusive citizenship and a democratic and equitable society.

At this conference we are privileged to host several well-known scholars from Greece, Italy, and Australia who will address refugee experience and border crossing narratives in educational, sociopolitical, and anthropological contexts. We also give a forum to scholars and field experts to address challenges of intercultural education in diverse formal and non-formal settings. I would like to thank all of them for honoring us with their presence as Plenary Speakers or discussants in the special focus panels.

I also would like to thank the members of the Advisory Committee, the Forum on Intercultural Dialogue and Learning team (Spyridoula Giaki, Annila Mammou, Ariadni Kouzeli & Nefeli Kikira) and my colleague Georgia Parparousi for their insight and enthusiasm in organizing the conference. Also, I would like to thank community partners who provide delegates with the opportunity to experience diversity in local context. Mr. Efthymios Kotzas, Mayor and Mr. Petros Giannakopoulos, Deputy Mayor of Ancient Olympia, Greece, Mr. George Aggelopoulos, Coordinator of Myrsini Refugee Camp, Ms. Georgia Manolopoulou and Ms. Anastasia Koumousi from the Archeological Museum of Patras, Mr. Nikos Papageorgiou, Coordinator of KINISI/STEKI Voluntary Committee, Greece, and Ms. Andriana Tavatzi, Art Director of Oropaidio, Patras, Greece.

This conference is under the auspices the University of Patras and hosted by the Laboratory of Sociology and Education (Department of Educational Sciences and Early Childhood Education). I would like to deeply thank the Rector of the University, Professor Venetsana Kyriazopoulou, the Vice Rector of the University, Professor Nikos Karamanos, the Dean of the Faculty of Humanities and Social Sciences, Professor Vasilis Komis, the Head of the Department, Professor Marianna Kondyli, and the Director of the Laboratory, Professor Amalia Ifanti for their support.

I am grateful to all of you for sharing your work at this conference. Finally, I thank my Diversity in Organizations, Communities & Nations Research Network colleagues Professor Bill Cope (Common Ground Founder & President), Professor Mary Kalantzis (Common Ground Founder), Dr. Phillip Kalantzis-Cope (Common Ground Chief Social Scientist), and Sara Hoke (Common

Ground Conference Producer), who have immensely helped to organize and produce this event with great dedication and expertise.

I wish you all the best for this conference, and I hope it will provide you every opportunity for meaningful dialogue and knowledge sharing with colleagues from around the globe.

Yours sincerely,

Dr. Eugenia Arvanitis
Assistant Professor in Interculturality and Otherness, Department of Educational Sciences and Early Childhood Education, University of Patras, Greece
Conference Chair, Nineteenth International Conference on Diversity in Organizations, Communities & Nations
Editor, Diversity in Organizations, Communities & Nations Journal Collection

Dear Diversity in Organizations, Communities & Nations Conference Delegates,

Welcome to Patras and to the Nineteenth International Conference on Diversity in Organizations, Communities & Nations. My colleagues and I from Common Ground Research Networks are honored to have you join us for this year's conference.

Over the course of three and a half decades, Common Ground has given voice to many thousands of scholars—speakers and authors with things to say about the world and who are saying them in order to change the world.

Common Ground has a strong commitment to providing opportunities for people like you to meet, share, and learn from each other. Across its range of research networks, Common Ground is deeply concerned with the critical issues of our time including, among other things, the nature of social change, the relationships of the human species to nature, the process of knowledge creation, the changing shape of organizations, and the dynamics of learning. These raise big-picture questions which in turn demand an interdisciplinary perspective, something that is often neglected in discipline-based conference, journal, and institutional structures.

Throughout its history, Common Ground has worked to develop new approaches to knowledge community building, including interactive conference formats, criterion-referenced peer review, and online social knowledge media. As a media innovator, we are creating the spaces and technical conditions in which, collectively, we can explore human differences and diversity, and their varied manifestations in organizations, communities, and nations.

While conference inspiration may fade with time, Common Ground offers a means for keeping inspiration alive through CG Scholar, an online environment for knowledge working and learning. We encourage all conference participants to explore CG Scholar—an internet venue for intellectual interaction and imagination.

I am grateful to all of you for sharing your work at this conference. I'd like to thank this year's Conference Chair, Dr. Eugenia Arvanitis, who has poured such a phenomenal amount of work into this conference. Additionally, I thank my colleagues Sara Hoke, Rae-Anne Montague, and Helen Repp, who have helped organize and produce this meeting with great dedication and expertise.

We wish you all the best for this conference, and we hope it will provide you every opportunity for dialogue with colleagues from around the corner and around the globe.

Best wishes,

Dr. Bill Cope
President
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CG COMMON GROUND

Founded in 1984, we are committed to building new kinds of knowledge communities, innovative in their media and forward thinking in their messages.

Heritage knowledge systems are characterized by vertical separations—of discipline, professional association, institution, and country. Common Ground Research Networks takes some of the pivotal challenges of our time and curates research networks which cut horizontally across legacy knowledge structures. Sustainability, diversity, learning, the future of humanities, the nature of interdisciplinarity, the place of the arts in society, technology's connections with knowledge, the changing role of the university—these are deeply important questions of our time which require interdisciplinary thinking, global conversations, and cross-institutional intellectual collaborations.

Common Ground Research Networks are meeting places for people, ideas, and dialogue. However, the strength of ideas does not come from finding common denominators. Rather, the power and resilience of these ideas is that they are presented and tested in a shared space where differences can meet and safely connect—differences of perspective, experience, knowledge base, methodology, geographical or cultural origins, and institutional affiliation. These are the kinds of vigorous and sympathetic academic milieus in which the most productive deliberations about the future can be held. We strive to create places of intellectual interaction and imagination that our future deserves.

Common Ground Research Networks offer integrated programs of action: international conferences, scholarly journals, book imprints, and online dialogue spaces using our path-breaking social knowledge software, *CGScholar.com*

Aging & Social Change Research Network	The Arts in Society Research Network	Books, Publishing & Libraries Research Network	Climate Change: Impacts & Responses Research Network
Communication and Media Studies Research Network	Constructed Environment Research Network	Design Principles & Practices Research Network	Diversity in Organizations, Communities & Nations Research Network
e-Learning & Innovative Pedagogies Research Network	Food Studies Research Network	Global Studies Research Network	Health, Wellness & Society Research Network
The Image Research Network	The Inclusive Museum Research Network	Interdisciplinary Social Sciences Research Network	The Learner Research Network
New Directions in the Humanities Research Network	On Sustainability Research Network	Organization Studies Research Network	Religion in Society Research Network
Spaces & Flows Research Network	Sports & Society Research Network	Technology, Knowledge & Society Research Network	Tourism and Leisure Research Network

Diversity in Organizations, Communities & Nations Research Network

Exploring the forms and futures of human difference and diversity

Founded in 2000, the Diversity in Organizations, Communities & Nations Research Network is brought together by a shared interest in human differences and diversity, and their varied manifestations in organizations, communities, and nations.

Conference

The annual conference is built upon three key features: Internationalism, Interdisciplinarity, and Inclusiveness. Conference delegates include leaders in the field, as well as emerging artists and scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

You have already begun your engagement in the Diversity in Organizations, Communities & Nations Research Network by attending the conference, presenting your work, and interacting face-to-face with other members. We hope this experience provides a valuable source of feedback for your current work and the possible seeds for future individual and collaborative projects, as well as the start of a conversation with research network colleagues that will continue well into the future.

Publishing

The Research Network enables members to publish through two media. First, network members can enter a world of journal publication, unlike the traditional academic publishing forums—a result of the responsive, non-hierarchical, and constructive nature of our member based peer review process. The Diversity in Organizations, Communities & Nations Journal Collection provides a framework for member based double-blind peer review, enabling authors to publish into an academic journal of the highest standard, but also to participate in the validation of knowledge that is produced by the research network. The second publication medium is through the Diversity in Organizations, Communities & Nations Journal Collection Book Imprint, where we publishing cutting edge books in print and electronic formats.

We encourage you to submit an article for review and possible publication in the collection. In this way, you may share the finished outcome of your presentation with other participants and members of the network. As a member, you will also be invited to review others' work and contribute to the development of the research network knowledge base as a Reviewer. As part of your active membership in the network, you also have online access to the complete works (current and previous volumes) of journal and to the book imprint. We also invite you to consider submitting a proposal for the book imprint.

Membership

As a Diversity in Organizations, Communities & Nations Research Network member you have access to a broad range of benefits, tools, and resources:

- Digital subscription to the Diversity in Organizations, Communities & Nations Journal Collection for one year.
- Digital subscription to the book imprint for one year.
- One article publication per year (pending peer review).
- Participation as a reviewer in the peer review process, with the opportunity to be listed as a Reviewer.
- Subscription to the e-newsletter, providing access to news and announcements for and from the Research Network.
- Option to add a video presentation to the research network YouTube channel.
- Free access to the Scholar social knowledge platform, including:
    - ◊ Personal profile and publication portfolio page;
    - ◊ Ability to interact and form communities with peers away from the clutter and commercialism of other social media;
    - ◊ Optional feeds to Facebook and Twitter;
    - ◊ Complimentary use of Scholar in your classes—for class interactions in its Community space, multimodal student writing in its Creator space, and managing student peer review, assessment, and sharing of published work.

Individuals ascribe meanings to their personae, or meanings are ascribed to them by others and through processes of social categorization

Theme 1: Identity and Belonging

- Classified as exclusionary, either on a person to person affective basis, or through systemic or structural exclusion—hence classifications such as racism, sexism
- Inclusive remedies are prescribed to the injustices of differences, including equity, access, multiculturalism, tolerance, and recognition
- Dimensions of individual differences (ethnicity, gender, race, socio-economic, indigenous, religion, sexual orientation, disability)
- Cultural history, oral history, and cultural 'renaissance'
- Dynamics of diversity (inclusion, exclusion, assimilation, integration, pluralism)
- Social justice, injustice, and redress
- Media representations of identities or groups
- Intercultural relations
- Experiences with "the other" (tourism, travel, exchanges, aid missions)
- Exclusionary 'isms': racism, sexism, heterosexism, ageism, ableism, nationalism, capitalism
- The '-isms' with agendas: feminism, anti-racism, multiculturalism, socialism

The varied backgrounds and attributes of learners have an enormous impact on their engagement with learning and their educational and social outcomes

Theme 2: Education and Learning in a World of Differences

- Learner differences cross dimensions that are material (social class, geographical locale, and family), corporeal (age, race, sex and sexuality, and physical and mental capacities) and symbolic (culture or ethnicity, language, gender, affinity, and persona)
- Strategies for negotiating these differences, from the microdynamics of pedagogy, to the agendas of curriculum, the nuances of assessment, the organizational structures of the educational institution and its relations with the communities it services
- Dimensions of individual differences in learning
- Inclusive education
- Educational policies and practices related to diversity
- Curricular and instructional frameworks for addressing diversity
- Educating teachers, administrators, community members in diversity
- The role of ethics in education
- Language diversity and learning new languages
- Service or experiential learning and intercultural understanding
- Multicultural, cross-cultural, international, and global education

‘Managing diversity’ has emerged as a distinct agenda in the business and economics of diversity

Theme 3: Organizational Diversity
- Organizational diversity in private, public, and community organizations, including workplace culture, recruitment and promotion, human resource development, team work and relationships with diverse clienteles
- Explorations of the impact of government and regulatory policies on the workplace
- Local and global diversity, as well as the full range of issues of diversity arising in workplaces, from gender, to sexual orientation, to culture and language, to disability
- Management: employment policies and practices
- Beyond legislative and regulatory compliance: disabilities, workplace harassment, discrimination
- Design issues related to access and accommodation of diverse needs
- Mediation: cultural assumptions and practical outcomes
- Markets and diversity: niche markets, customization and service values
- Leveling the playing field: global economics, fair trade, outsourcing, and equal opportunity

Examining the processes of governance and democracy in diverse communities

Theme 4: Community Diversity and Governance
- Consequences of global human movement (e.g., immigrants, refugees) on local communities
- The development in response of multicultural policies and practices
- Community self-governance and community capacity development
- Democracy and diversity: questions of representation and voice
- Defining human necessities and insuring access: housing, medicine, food, water
- Human rights, civil rights
- ‘Mainstreaming’ or ‘integration’ versus services based on unique cultural identities
- The politics of community leadership: challenges for local government
- The globalization of human rights and local sovereignty

Nineteenth International Conference on
Diversity in Organizations, Communities & Nations

5–7 June 2019
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Patras, Greece

Border Crossing Narratives:
Learning from the Refugee Experience

Border Crossing Narratives: Learning from the Refugee Experience

The special focus of the 2019 Diversity Conference will address intercultural learning in the wake of global refugee experience. In times of crisis, the refugee presence challenges senses of nation and the practicalities of service provision. We find the "global other" confronting both our identities and our institutions. Socioeconomic crisis accentuates differences and skepticism towards the "other." These modern border crossers bring the challenges of globalization and ubiquitous learning into our doorstep. They prompt the social psyche to collective storytelling. What are the refugee stories? And how much do they influence challenge or extend national narratives of citizenship? Does the mix of "natives" and "foreigners" create an everyday global awareness? Or How much does the refugee presence alter the nature and dynamics of territorially-defined governance systems?

The refugee experience involve a multifaceted border crossing through diverse 'territories' within organizations, communities and nations. These territories are defined by both physically marked borders and intangible lines, often invisible in space (symbolic, imaginary, temporal, or epistemological borders). Spatial and intangible borders can be seen from particular, embodied viewpoints, and might be crossed by the gaze and other senses, before being crossed by the body. Border crossing may be successful or unsuccessful and it always offers an occasion for story or narration. The proliferation of narratives connects individual experiences to the larger narratives of nation building and can, thus, be apprehended as a performative renegotiation towards an inclusive citizenship. Border crossing and its narratives are politically defined in public discourse. The reactions coming from different stakeholders, from humanitarian to racist, alert societies to the need to address diversity in an open and democratic way. To this end, narratives are important to influence policy decisions and create a localized cultural response to diversity and equitable service provision.

Difference and Identity

In an earlier modernity, organizations, communities and nations tried to ignore differences. When they could not be ignored, they were pushed over to the other side of a geographical border, or an institutional boundary, or the normative divide of 'deviance'. Difference was addressed via categorization and separation. In slightly more open moments stringent rules of conditional entry were imposed, such as assimilation or integration. In both instances, however, singular similarity was posited as the norm for successful community.

Here is a typical catalog of dimensions of difference: material conditions (social class, locale, family); corporeal attributes (age, race, sex, sexual orientation, and physical and mental abilities); and symbolic differences (affinity and persona, culture, language, and gender – this concept capturing an amalgam of gender and sexual identification). These were the categories that marked out lines of separation or exclusion in the past.

Increasingly today, these categories have become the focus of agendas of recognition-in-difference or programs that redress historic and persisting injustice. They present themselves in our late modernity as insistent demographic realities. These differences have become living and normative realities, buttressed by an expanded conception of human rights.

However, as soon as we begin to negotiate differences in good faith, we find ourselves confounded by these very categories. We discover that the gross demographic groupings used in the first instance to acknowledge differences are too simple for our needs. We find that we are instead dealing with an inexhaustible range of intersectional possibilities – where gender and race and class meet, for instance. We face real-world specificities which artificially align people who would formally seem to fit within the ostensible categorical norm.

In fact, if you take on any one of the categories, you will find that the variation within that group is greater than the average variation between groups. There are no straightforward norms. Rather, you find yourself in the presence of differences which can only be grasped at a level that defies categorization: different life narratives (experiences, places of belonging, networks), different personae (attachments, orientations, interests, stances, values, worldviews, dispositions, sensibilities); and different styles (aesthetic, epistemological, learning, discursive, interpersonal).

The gross demographics might tell of larger historical forces, groupings and movements. But they don't tell enough to provide a sufficiently subtle heuristic or guide for our everyday interactions. The gross demographic categories also find themselves in lists which, in times so sensitive to difference, all-too-often come to sound like a glib litany.

So what do we do to rise above the glibness and the sometimes justified accusations of platitudinous 'political correctness'? For history's sake, we need to address the gross demographics, but also today, a lot more.

Diversity as a Program of Action

Difference is the stuff of identities, human realities to be found in the social world. Diversity is a program of action. It is the stuff of normative agendas, where difference becomes the basis of social projects aimed at inclusion. This is where difference, the insistent reality, becomes diversity the agent of change. Many an historical and contemporary response to difference is hardly worthy of the name 'diversity'—racism, discrimination and systematic inequity. As a normative agenda and social program, diversity stands in contradistinction to systems of exclusion, separation or assimilation.

Divergence and Agency

And another distinction. 'Difference' is a found social object. 'Diversity' is the mode of recognition of that object. 'Divergence' describes a dynamic peculiar to some social contexts, such as the societies of 'first peoples' and the just-now unfolding phase of modernity. These are places where there is an endogenous, systematic, active and continuous tendency for individual social agents and groups to differentiate themselves. This is in direct contrast to the earlier modern societies where homogenization was the norm, or at best tokenistic recognition of differences.

We live today in a time affording greater scope for agency, and this allows us to make ourselves more different. And because we can, we do. Take for instance the rainbow of gender identifications and expressions of sexuality in the newly plastic body; or the shades of ethnic identity and the juxtapositions of identity which challenge our inherited conceptions of neighborhood; or the locale that highlights its peculiarities to tourists; or the panoply of identities supported by the new, participatory media; or the bewildering range of products anticipating any number of consumer identities and product reconfigurations by consumers themselves.

Globalization and Diversity

The normative agenda of diversity has become all the more pressing as we enter a moment we might call 'total globalization'. This is the moment when the global becomes a primary domain of action and representation of commerce, governance and personality. There have been other moments of globalization, to be sure. First, there was a moment when gathering and hunting societies came to live across and speak about most of the earth's habitable lands. Then came a moment of farming, writing and the formation of societies on four continents so unequal that their rulers could afford to order buildings substantial enough to leave the ruins of 'civilization'. Later, there was modern imperialism, industrialism and nationalism. Then now, is this a new moment?

If there is a new moment, it is one on which there is no place that cannot be reached in person by modern transport, in conversation through modern communications, in representation through modern media, or by products and services through modern markets. And because they can be reached, almost invariably they are reached. The incipient fact of total globalization brings with it a normative agenda for diversity: the agenda of globalism.

Today's agendas of difference, diversity, divergence and globalization play themselves itself through in the heartlands of the emerging world order—the heartlands of commerce, governance and personality. Here we find paradoxes at play across the world of differences: the paradox of convergence which fosters divergence and the paradox of universalization which accentuates difference.

Economics of Diversity

In the domain of production, distribution and exchange, diverse labor forces work in organizations that increasingly defy national borders and strive to take their capital and commodities to the ends of the earth. Far from the founding logic of industrialism (mass production, mass markets, the lowest common denominator logic of deskilled workforces and one-size-fits-all view of consumers), the new commerce talks of mass customization, complementarities amongst the persons on diverse teams, catering to niche markets and staying close to customers in all their variability.

We could go so far as to claim that a new systems logic might be emerging in this, a kind of 'productive diversity'. To make such a claim would be to go way beyond, or even dispense with, regimes of affirmative action and demographically defined regulatory compliance. It would also be to set an equity agenda for productive life, in which even minimalist approaches to diversity and incremental approaches to inequality are, as a general rule, an improvement on unreflective discrimination.

Governing Diversity

In the realm of civic life, local and national communities daily negotiate the differences resulting from immigration, refugee movement, settlement and indigenous claims to prior ownership and sovereignty. At the same time, communities increasingly recognize and negotiate a plethora of other intersecting and sometimes contrary differences.

Going beyond multiculturalism at the local and national level, it may be possible in this moment to create a kind of 'civic pluralism', a new way of living in community based on multiple layers of sovereignty and multiple citizenship. Not only does this transcend the old civic—the nation-state of more or less interchangeable identical individuals and its legitimating rhetoric of nationalism. It also promises to move beyond trivializing and marginalizing forms of multiculturalism, and to address afresh the nature and forms of 'human rights'.

Diverse Personalities

Difference sits deep in our consciousness, our epistemologies, our subjectivities and our means of production of meaning. No longer can we assume there to be a universal personality, either normal or deviant but remediable. What is universal today is a humanity of personalities in the plural (the full range of our differences) and in the multiple (the layered complexity of the differences within us). Every individual is a unique intersection of attributes whose nature and source may be ascribed to groups and socialization. This bit of gender, that bit of race, the other bit of socio economic group—this is the stuff of our personalities in the plural and the multiple. Together, these manifest themselves as the complexity of our dispositions, our sensibilities, our identities.

Diversity in Organizations, Communities & Nations | Advisory Board

The principal role of the Advisory Board is to drive the overall intellectual direction of the Diversity in Organizations, Communities & Nations Research Network and to consult on our foundational themes as they evolve along with the currents of the field. Board members are invited to attend the annual conference and provide important insights on conference development, including suggestions for speakers, venues, and special themes. We also encourage board members to submit articles for publication consideration to Diversity in Organizations, Communities & Nations Journal Collection as well as proposals or completed manuscripts to the Diversity in Organizations, Communities & Nations Book Imprint.

We are grateful for the continued service and support of these world-class scholars and practitioners.

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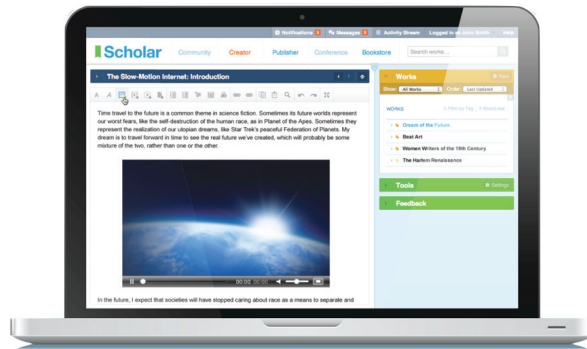
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- **Image**: Add a photograph of yourself to this page; hover over the avatar and click the pencil/edit icon to select.
- **Publisher**: All Common Ground community members have free access to our peer review space for their courses. Here they can arrange for students to write multimodal essays or reports in the Creator space (including image, video, audio, dataset or any other file), manage student peer review, co-ordinate assessments, and share students' works by publishing them to the Community space.

Scholar

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Use **Scholar** to Support Your Teaching

Scholar is a social knowledge platform that *transforms the patterns of interaction in learning by putting students first,* positioning them as knowledge producers instead of passive knowledge consumers. **Scholar** provides scaffolding to encourage making and sharing knowledge drawing from multiple sources rather than memorizing knowledge that has been presented to them.

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A collaborative research and development project between Common Ground and the College of Education at the University of Illinois, **Scholar** contains a research network space, a multimedia web writing space, a formative assessment environment that facilitates peer review, and a dashboard with aggregated machine and human formative and summative writing assessment data.

The following **Scholar** features are only available to Common Ground Research Network members as part of their membership. Please visit the CGScholar Knowledge Base for further information (https://cgscholar.com/cg_support/en).

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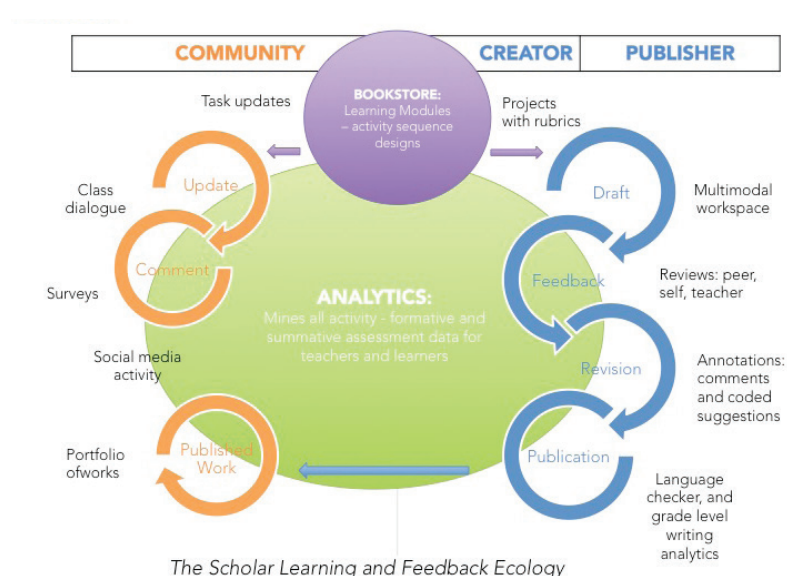
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Diversity in Organizations, Communities & Nations Journal Collection

Committed to being a definitive resource exploring the forms and futures of human difference and diversity

Diversity in Organizations, Communities & Nations Journal Collection
Exploring the forms and futures of human difference and diversity.

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Ulrich's Periodicals Directory

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Community Website:
ondiversity.com

Bookstore:
ijd.cgpublisher.com

About

The Diversity in Organizations, Communities & Nations Journal Collection creates a space of discussion for anyone with an interest in, and concern for, mediating cultural difference and diversity. The collection examines the realities of difference and diversity today, empirically and critically as well as optimistically and strategically, touching upon the topics of globalization, identity, and social group formation. At a time of virulent reactions to difference and globalization (ethno-nationalism, racist backlash, parochialism, and protectionism), there is a pressing need to reflect critically on the shape and the possibilities of the normative agendas of diversity and globalism. They aim to be a place for thinking about and discussing these pressing matters, and in ways that range from the "big picture" and the theoretical to the practical and everyday business of negotiating difference and diversity in organizations, communities, and civic life.

The collection is relevant for academics, educators, and research students in the fields of globalization, nationalism, anthropology and cultural studies, tourism studies, ethnic studies, indigenous studies, gender studies, disability studies, LGBTQ studies, diversity management, public administrators and policy-makers, private and public sector leaders, diversity management, equal employment opportunity, human resource development, and workplace trainers and change agents—anyone with an interest, and concern for, mediating cultural difference.

Collection Editor

Eugenia Arvanitis, Assistant Professor of Interculturality & Diversity in Education, University of Patras, Greece

Reviewers

Articles published in the Diversity in Organizations, Communities & Nations Journal Collection are peer reviewed by scholars who are active members of the Diversity in Organizations, Communities & Nations Research Network. Reviewers may be past or present conference delegates, fellow submitters to the collection, or scholars who have volunteered to review papers (and have been screened by Common Ground's editorial team). This engagement with the research network, as well as Common Ground's synergistic and criterion-based evaluation system, distinguishes the collection's peer review process from journals that have a more top-down approach to refereeing. Reviewers are assigned to papers based on their academic interests and scholarly expertise. In recognition of the valuable feedback and publication recommendations that they provide, reviewers are acknowledged as Reviewers in the volume that includes the paper(s) they reviewed. Thus, in addition to the collection's Editors and Advisory Board, the Reviewers contribute significantly to the overall editorial quality and content of the collection.

Diversity in Organizations, Communities & Nations | **Collection Titles**

The International Journal of Diversity in Organizations, Communities & Nations: Annual Review

About: *The International Journal of Diversity in Organizations, Communities, and Nations: Annual Review* features the best articles from the Diversity Collection and mediates cultural difference and diversity in today's societies.

The International Journal of Community Diversity

About: *The International Journal of Community Diversity* examines the processes of governance and democracy in diverse communities. It explores the consequences of global human movement (e.g., immigrants, refugees) on local communities, and, in response, the development of multicultural policies and practices. It also investigates community self-governance and community capacity development.

The International Journal of Diverse Identities

About: *The International Journal of Diverse Identities* exposes the social, historical, cultural, and psychological dynamics of identity.

The International Journal of Diversity in Education

About: *The International Journal of Diversity in Education* compares strategies for negotiating cultural differences in the classroom, from the microdynamics of pedagogy, to the agendas of curriculum and assessment.

The International Journal of Organizational Diversity

About: *The International Journal of Organizational Diversity* includes analyses of the impact of government and regulatory policies on workplace diversity and discusses various management practices that promote and encourage inclusivity.

The Publication Process

Our long-time authors are no-doubt familiar with using our CGPublisher system to submit and track the progress of articles for publication. After fifteen years of dependable service, we are making preparations to give CGPublisher a well-deserved retirement. As we preparing for this exciting change, some of the familiar processes will be changing. Authors will still receive messages throughout each phase of the publication process and can visit the CGScholar Knowledge Base (https://cgscholar.com/cg_support/en) with any questions or concerns.

Step 1: Review the Requirements

All article submissions must meet the Article Requirements listed on our Author Guidelines page: http://cgnetworks.org/support/author-guidelines. Before submitting your article, please thoroughly review these requirements, and revise your article to follow these rules. Initial submissions that do not meet these requirements will be returned to the author(s) for revision.

Step 2: Upload the Submission

Once you have revised your initial submission to meet the article requirements, please visit our Article Submission page: http://cgnetworks.org/support/submit.

Step 3: Checking Progress

Once your article is received, you will receive updates on the status of its progress. Authors can learn the status an article by contacting articlestatus@cgnetworks.org and status updates will be sent via email from articlestatus@cgnetworks.org.

Step 4: Initial Submission Accepted for Peer Review

Submitted articles are then verified against the Article Requirements (listed in the Author Guidelines). If your article satisfies these requirements, your identity and contact details are then removed, and the article is matched to two appropriate referees and sent for review. Please note, during this time authors are eligible to be selected as a reviewer for other articles in this same stage. Full details regarding the rules, expectations, and policies on peer review can be found on our Publication Ethics page listed under the Peer Review Policies section and our Publication Ethics and Malpractice Statement section: http://cgnetworks.org/journals/publication-ethics.

Step 5: Peer Review Decision

When both referee reports are returned, and after the referees' identities have been removed, you will be notified by email and provided with the reviewer reports. Articles that have been rejected once in the peer review process are allowed a second opportunity to be reviewed by two new reviewers. To be reviewed by two new reviewers, you will need to make revisions based on the comments and feedback of the first round of review, and these changes must be detailed using a change note: https://cgscholar.com/cg_support/en/docs/41-change-note. If an article is not accepted by peer review after this second opportunity, it will be withdrawn from consideration.

Step 6: Membership Confirmation

If your article has been accepted or accepted with revisions, it will enter the membership confirmation stage. We require at least one author associated with the article to have a unique Network Membership or Conference registration: https://cgscholar.com/cg_support/en/docs/33-how-to-register. Please note, a paid conference registration includes a complimentary Research Network Membership, which will allow you to skip this step.

Step 7: Publication Agreement

Next you will be asked to accept the Publishing Agreement. If you are interested in Hybrid Open Access, this step is the best time to register for Open Access Publication: https://cgnetworks.org/journals/hybrid-open-access.

Step 8: Prepare the Final Submission

After the publication agreement is final, you will have thirty days to complete any revisions to your final submission and return your article. Please ensure your final submission meets the Final Submission Requirements before returning your article: http://cgnetworks.org/support/final-submission-downloads-and-guides. This includes such criteria as the correct the use of the Chicago Manual of Style (seventeenth edition) and the other listed requirements: https://cgnetworks.org/support/chicago-manual-of-style-citations-quick-guide. Articles that have been accepted with revisions will require a change note to be included with the final submission. Articles that do not meet these requirements will be returned for revision until these requirements are satisfied.

Step 9: Final Checks ("Ready for Typesetting" in CGPublisher)

Once we have received the final submission of your article, our Publishing Department will give your article a final review. During this step, CGPublisher users will see a workflow status listed as "Ready for Typesetting," indicating that the final submission is ready for inspection.

Step 10: Copy Editing and Proof Inspection

If the final submission meets the Final Submission Requirements, the article will enter Copy Editing. During Copy Editing, our editorial staff will note minor problems with citations, references, grammar, spelling, or formatting. The author(s) will be responsible for correcting these noted problems. Careful adherence to the article template and the citation style guide will greatly minimize the need for corrections. After all copy editing notes have been resolved, we will create a typeset proof for the author(s) to inspect.

Step 11: Article Publication

Individual articles are published "Web First" to our CGScholar DOI: https://cgscholar.com/bookstore. After web-first publication, complete journal issues follow annually, biannually, or quarterly depending on the journal. Web-first published articles include a full citation and a registered DOI permalink. Be sure to keep your CGScholar profile up-to-date (https://cgscholar.com/identity) and add your ORCID iD (https://orcid.org/register) to maximize your article visibility.

Submission Timeline

You may submit your article for publication to the journal at any time throughout the year. The rolling submission deadlines are as follows:

- Submission Round One – 15 January
- Submission Round Two – 15 April
- Submission Round Three – 15 July
- Submission Round Four – 15 October

Note: If your article is submitted after the final deadline for the volume, it will be considered for the following year's volume. The sooner you submit, the sooner your article will begin the peer review process. Also, because we publish "Web First," early submission means that your article will published with a full citation as soon as it is ready, even if that is before the full issue is published.

Hybrid Open Access

All Common Ground Journals are Hybrid Open Access. Hybrid Open Access is an option increasingly offered by both university presses and well-known commercial publishers.

Hybrid Open Access means some articles are available only to subscribers, while others are made available at no charge to anyone searching the web. Authors pay an additional fee for the open access option. Authors may do this because open access is a requirement of their research-funding agency, or they may do this so non-subscribers can access their article for free.

Common Ground's open access charge is $250 per article–a very reasonable price compared to our hybrid open access competitors and purely open access journals resourced with an author publication fee. Digital articles are normally only available through individual or institutional subscriptions or for purchase at $5 per article. However, if you choose to make your article Open Access, this means anyone on the web may download it for free.

Paying subscribers still receive considerable benefits with access to all articles in the journal, from both current and past volumes, without any restrictions. However, making your paper available at no charge through Open Access increases its visibility, accessibility, potential readership, and citation counts. Open Access articles also generate higher citation counts.

Institutional Open Access

Common Ground is proud to announce an exciting new model of scholarly publishing called Institutional Open Access.

Institutional Open Access allows faculty and graduate students to submit articles to Common Ground journals for unrestricted open access publication. These articles will be freely and publicly available to the whole world through our hybrid open access infrastructure. With Institutional Open Access, instead of the author paying a per-article open access fee, institutions pay a set annual fee that entitles their students and faculty to publish a given number of open access articles each year.

The rights to the articles remain with the subscribing institution. Both the author and the institution can also share the final typeset version of the article in any place they wish, including institutional repositories, personal websites, and privately or publicly accessible course materials. We support the highest Sherpa/Romeo access level—Green.

For more information on how to make your article Open Access, or information on Institutional Open Access, please visit the CGScholar Knowledge Base for further information (https://cgscholar.com/cg_support/en).

International Award for Excellence

The Diversity in Organizations, Communities & Nations Journal Collection presents an annual International Award for Excellence for new research or thinking in the area of diversity. All articles submitted for publication in the Diversity in Organizations, Communities & Nations Journal Collection are entered into consideration for this award. The review committee for the award is selected from the International Advisory Board for the collection and the annual International Conference on Diversity in Organizations, Communities & Nations. The committee selects the winning article from the ten highest-ranked articles emerging from the review process and according to the selection criteria outlined in the reviewer guidelines.

Award Winner, Volume 18

Mogamat Noor Davids, University of South Africa, Pretoria, South Africa

For the Article

"Re-imagining Cosmopolitanism in Post-Apartheid South Africa: Reviving Historical 'Cosmubuntuism' in Forced Removal Spaces for a Democratic Future," *The International Journal of Community Diversity*, Volume 18, Issue 1

Abstract

While the colonial-apartheid governance was obsessed with "segregation" as a policy imperative, culturally diverse communities were established in many South African urban spaces. When the National Party came to power in 1948, these culturally mixed spaces became prime targets for destruction as they represented the antithesis of apartheid segregation: integration. With the promulgation of the Group Areas Act (1950), places like District Six, South End, Fietas (Pageview), and many others, were bulldozed to the ground and their inhabitants were forcibly removed to resettle in separate, racially exclusive townships. Given the post-1994 democratic transformation and its subsequent struggle to undo the legacy of colonial-apartheid, those cultural mixed spaces represent the best examples of what contemporary South Africa needs to aspire to become a democratic society. Considering the contestation around the concept "cosmopolitan" to describe culturally integrated living spaces, this paper defines those historical communities as "cosmubuntu" communities, emerging from pre-colonial Ubuntu communities. An argument is constructed that "cosmubuntu" communities go beyond Eurocentric cosmopolitanism, but also grew out of the Khoi-san expression "!ke e: /xarra //ke"—"diverse people unite"—which informs the African humanist philosophy of Ubuntu: "I am human through other humans" Using the historical case study methodology, this article conceptualises "cosmubuntuism" and illustrates its manifestations in three communities destroyed by forced removals: Fietas (Pageview), District Six, and South End. Forced removals literature is employed to answer the research question: what are the manifestations of "cosmubuntuism" in pre-apartheid South Africa and how can this concept encapsulate "unity in diversity" in a post-apartheid South Africa? Recommendations are made to integrate the history of "cosmubuntuism" and forced removals in a post-apartheid curriculum.

Research Network Membership and Personal Subscriptions

As part of each conference registration, all conference participants (both virtual and in-person) have a one-year digital subscription to the Diversity in Organizations, Communities & Nations Journal Collection. This complimentary personal subscription grants access to the current volume as well as the entire backlist. The period of complimentary access begins at the time of registration and ends one year after the close of the conference. After that time, delegates may purchase a personal subscription.

To view articles, go to https://cgscholar.com/bookstore and select the "Sign in" option. An account in CGScholar has already been made on your behalf; the username/email and password are identical to your CG Publisher account. After logging into your account, you should have free access to download electronic articles in the bookstore. If you need assistance, select the "help" button in the top-right corner, or visit the CGScholar Knowledge Base for further information (https://cgscholar.com/cg_support/en).

Journal Subscriptions

Common Ground offers print and digital subscriptions to all of its journals. Subscriptions are available to the Diversity in Organizations, Communities & Nations Journal Collection and to custom suites based on a given institution's unique content needs. Subscription prices are based on a tiered scale that corresponds to the full-time enrollment (FTE) of the subscribing institution.

For more information, please visit:
- https://ondiversity.com/journal/hybrid-open-access
- Or contact us at subscriptions@cgnetworks.org

Library Recommendations

Use our website to recommend that your institution subscribe to the Diversity in Organizations, Communities & Nations Journal Collection: https://cgscholar.com/cg_support/en/docs/58-institutional-subscriptions.

Diversity in Organizations, Communities & Nations Book Imprint

Aiming to set new standards in participatory knowledge creation and scholarly production

Call for Books

The Tourism & Leisure Studies Research Network is setting new standards of rigorous academic knowledge creation and scholarly publication. If your book is a brilliant contribution to a specialist area of knowledge that only serves a small intellectual community, we still want to publish it.

Book Proposal Guidelines

Books should be between 30,000 and 150,000 words in length. They are published simultaneously in print and electronic formats. To publish a book, please send us a proposal including:

- Title
- Author(s)/editor(s)
- Draft back-cover blurb
- Author bio notes(s)
- Table of contents
- Intended audience and significance of contribution
- Sample chapters or complete manuscript
- Manuscript submission date

Submit proposals by email to books@cgnetworks.org. Please note the book imprint to which you are submitting in the subject line.

What We Publish?

We welcome proposals or completed manuscripts between 30,000 words and 150,000 words in length that fall into one of the following categories:

New Works

We accept proposals that are individually or jointly authored books.

Collections

Edited collections addressing a clear theme or collections of articles previously published in Common Ground Research Networks journals.

Classics

Re-issued or out-of-copyright classics with new introductions.

Why Publish With Us?

We're not focused solely on the size of potential markets or competition from other books. We're only interested in the quality of the work.

Inclusive

Submissions from across national origins, experiences, and disciplinary perspectives.

Broad or Niche

We are not driven solely by potential sales, but by the quality of the work. Books on niche topics or specialized subjects are welcome.

Better Feedback

Our process pairs authors with reviewers specialized in the area topic.

Diversity in Organizations, Communities & Nations

About the Book Imprint

Author Support

Meet The Author ▸ **Registration**
Notify us two months prior to the conference if you plan on attending. ▸ **Book Launch**
At the conference you are able to hold a meet and greet with delegates to promote your book.
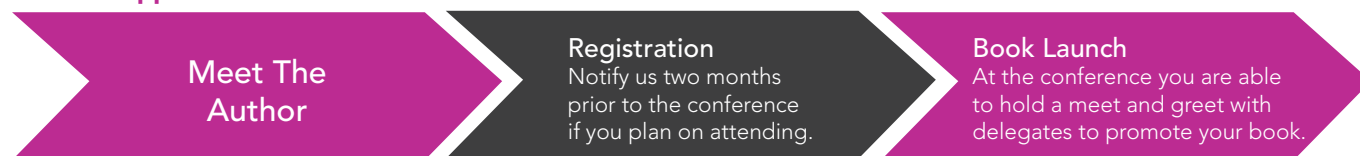
Five Minute Q&A Video

Newly published authors are encouraged to send in a five minute video about themselves that will allow them to interact with their readers. Once approved, the video will be uploaded to scholar, and shared through Common Ground Research Networks social media.

- What made you write about this subject?
- What is your favorite chapter of the book?
- What is your writing process like?
- What is the message that you would take away from your book?

Promoting Yourself

Advertise with a flyer

Contact a local bookstore

Send out a mailing

Common Ground works with our authors to promote their publishings, but we also urge them to market themselves.

Contact a local radio station

Social Media

Your book as part of a curriculum

Scholar Account

Every author is given a Common Ground Scholar Account. This account will allow learners to represent their knowledge multi-modally in the 'cloud' - with text, image, audio, video and dataset, all in the one space. A space to interact with people who have read or who are interested in your book. Scholar acts as your own scholarly social network for you to promote your book and interact with peers in a similar field of study.

Call for Book Reviewers

Common Ground Research Networks is seeking distinguished peer reviewers to evaluate book manuscripts.

As part of our commitment to intellectual excellence and a rigorous reviewing process, Common Ground sends book manuscripts that have received initial editorial approval to peer reviewers to further evaluate and provide constructive feedback. The comments and guidance that these reviewers supply is invaluable to our authors and essential part of the publication process.

We recognize the important role of reviewers by acknowledging book reviewers as members of the Editorial Review Board for a period of at least one year. The list of members of the Editorial Review Board will be posted on our website.

If you would like to review book manuscripts, please send an email to books@cgnetworks.org with:

A brief description of your professional credentials

A list of your areas of interest and expertise

A copy of your CV with current contact details

Beyond the Difference: The Importance of Inclusive Leadership

Grethe van Geffen
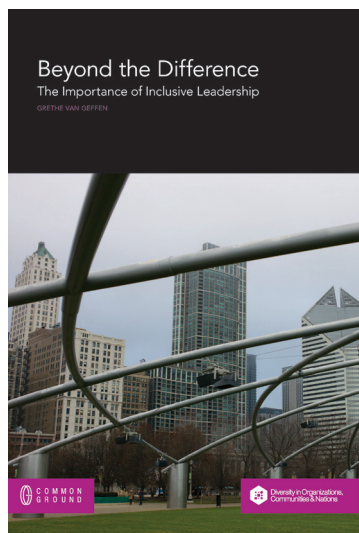
Day after day, organisations are confronted with new incidents concerning diversity and inclusion. They suddenly find themselves in the frontline of daily news – mostly unprepared. Pressure in society, also from media and politicians, urges them to come up with an immediate, well thought-out response. The majority of today's leaders did not start their career in a diverse organisation. Nevertheless, they find themselves in the middle of diversity storms.

Beyond the Difference is about leadership in a time where values seem to conflict and major societal developments threaten social cohesion. What can leaders do to make progress in a context of paradoxes, uncertainty, and dilemmas? This book supports managers and policy makers toward an effective and successful approach of inclusive leadership in their organisation. It also offers you the tools you need to create an inclusive climate in your organization.

"One must dare to appoint people who are very different. Of course, explanation is needed when such appointments are made. Also discuss uncertainty; inclusive leadership means that leaders dare to be vulnerable."
—Fawzia Nasrullah, CEO of Dutch youthcare institution Youké

"You become an inclusive leader when you do your work with passion: it's that simple! Once you have tasted the richness of the international, you understand more. The corporate philosophy should be that the company performs better as the leadership becomes more inclusive. However, when there is nothing to suggest that the role and activities of the inclusive leader are recognized and valued, it is not going to work."
—Marij Urlings, director of Domain Education & Innovation, Inholland University of Applied Sciences.

Author Bio:

Grethe van Geffen is expert in diversity & inclusion, decision-making processes, and change management. She has published 13 books and numerous articles. Her company, Seba (1997), has broad experience in different sectors such as health care, police force, large corporations, local and national government, and NGOs. She has given workshops in Austria, Belgium, China, Denmark, Germany, Great Britain, Jordan, Malawi, Morocco, the Netherlands, Poland, Tunisia and the United States of America and is fluent in four languages. Private activities include chairmanship of the Dutch Mensa Foundation and board membership of the Amsterdam Andalusian Orchestra.

Outside In: Voices from the Margins

Barbara A. Baker and Joyce de Vries (eds.)
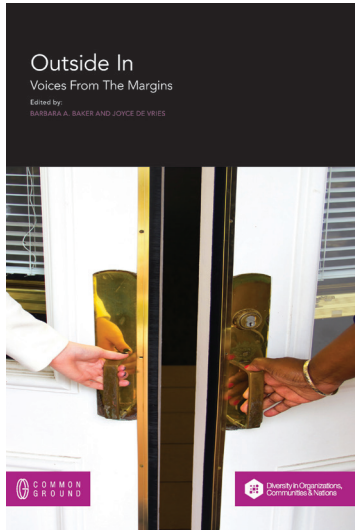
Part of the antiquated organizational structure of many institutions of higher education, particularly in the Deep South, is that they continue to be administrated by mostly men, setting up conceptual challenges to the very inclusion, diversity, and equity for which the universities are seemingly calling. This volume addresses this irony by granting the power of speaking one's own truth to those who have most closely experienced the repercussions of exclusion, particularly from the decision-making and policy-setting arenas of university administrations. The narratives included in *Outside In: Voices from the Margins* are written by academic practitioners who claim their agency within their work environments by acknowledging that they have experienced this exclusion because of some facet of their humanness such as their gender and/or ethnicity. The essays provide specific examples of instances, events, and situations in which the authors found themselves outside of the majority, often shut out of the like-minded comradery and typically hierarchical movement through academe that perpetuates a predominantly male leadership. By contextualizing these experiences within their academic disciplines and indicating the effect that their exclusion has had on their teaching, outreach, and research projects, the authors have created experientially-infused discipline content intended to drive change within their areas of expertise, across their disciplines, and throughout their academic communities. In so doing, the authors summon a collective intention to move from their perceived positions outside of the decision-making spheres of academe toward the full possibility of inclusion for themselves and future generations of academics.

Editor Bios:

Barbara A. Baker, Executive Director of the Women's Leadership Institute at Auburn University, has published five books and several articles on topics ranging from leadership to literature. A member of Auburn's graduate faculty, she teaches course in Women's Leadership, Women's and Africana Studies, Community and Civic Engagement, and in the Honors College.

Joyce de Vries is professor of Art History and former Director of Women's Studies (2011–2017) at Auburn University. Her research focuses on women, diversity, and inclusion in academia; feminist analysis of contemporary visual culture, and gender, material culture, and the domestic realm in Early Modern Italy.

Diversity in Organizations, Communities & Nations Book Imprint
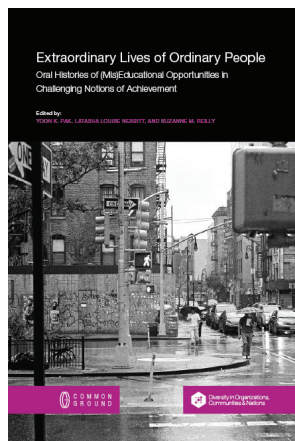
Extraordinary Lives of Ordinary People: Oral Histories of (Mis) Educational Opportunities in Challenging Notions of Achievement

Yoon K. K. Pak, LaTasha Louise Nesbitt, and Suzanne M. Reilly (eds.)

DOI: 10.18848/978-1-61229-923-5/CGP

This book is aimed at researchers in education and in the social sciences discipline interested in expanding understandings of educational experiences as a formation of systemic inequity through oral histories.
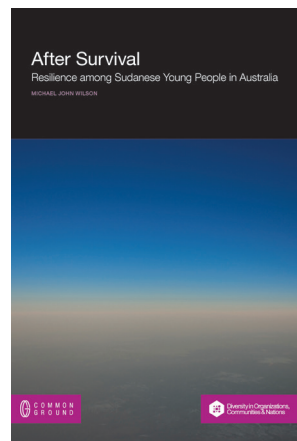
After Survival: Resilience among Sudanese Young People in Australia

Michael Wilson

DOI: 10.18848/978-1-61229-697-5/CGP

The life experiences of Sudanese young people in Australia provide us with excellent and engaging examples of how humanity more generally can develop and maintain capacities of resilience in response to human-induced and environmental crisis, both now and into the future.

Welfare, Social Work and an Indigenous Community: Mission to Town

Meaghan Katrak

DOI: 10.18848/978-1-61229-798-9/CGP

This book examines social work and its engagement with an Indigenous community in north west Victoria, Australia from the late 1960's from an historical perspective.
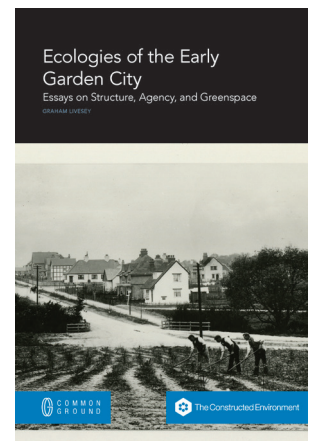
Welcoming the Stranger: Narratives of Identity and Belonging in an Iranian Diaspora

Mammad Aidani

DOI: 10.18848/978-1-86335-765-4/CGP.

This book allows Iranians to speak through their stories of displacement and cultural trauma. Their voices bring to the fore questions about identity, hospitality, displacement and language which challenge how the West welcomes people who 'come knocking on the door'.

Diversity in Organizations, Communities & Nations Conference

Curating global interdisciplinary spaces, supporting professionally rewarding relationships

Conference History

Founded in 2000, the International Conference on Diversity in Organizations, Communities & Nations has a history of bringing together scholarly, government, and practice-based participants with an interest in the issues of diversity and community. The conference examines the concept of diversity as a positive aspect of a global world and globalized society. Diversity is in many ways reflective of our present world order, but there are ways of taking this further without necessarily engendering its alternatives: racism, conflict, discrimination, and inequity. Diversity as a mode of social existence can be projected in ways that deepen the range of human experience. The conference seeks to explore the full range of what diversity means and to explore modes of diversity in real-life situations of living together in community, supporting a move away from simple affirmations that 'diversity is good' to a much more nuanced account of the effects and uses of diversity on differently situated communities in the context of our current epoch of globalization. In addition to linguistic, cultural, ethnic, and 'racial' diversity, the conference pursues its well-established interest in other aspects of diversity, including the intersecting dynamics of gender, sexual orientation, (dis) ability, locale, and socio-economic background.

The International Conference on Diversity in Organizations, Communities & Nations is built upon four key features: Internationalism, Interdisciplinarity, Inclusiveness, and Interaction. Conference delegates include leaders in the field as well as emerging scholars, who travel to the conference from all corners of the globe and represent a broad range of disciplines and perspectives. A variety of presentation options and session types offer delegates multiple opportunities to engage, to discuss key issues in the field, and to build relationships with scholars from other cultures and disciplines.

Past Conferences

- 2000 - University of Technology, Sydney, Australia
- 2001 - Deakin University, Woolstores Campus, Geelong, Australia
- 2003 - East-West Center, University of Hawai'i' at Manoa, Honolulu, USA
- 2004 - University of California, Los Angeles, USA
- 2005 - The Central Institute of Ethnic Administrators, Beijing, China
- 2006 - New Orleans, USA
- 2007 - VU University Amsterdam, Amsterdam, The Netherlands
- 2008 - HEC Montreal, Montreal, Canada
- 2009 - Riga International School of Economics and Business Administration, Riga, Latvia
- 2010 - Queen's University Belfast, Belfast, Northern Ireland
- 2011 - University of the Western Cape, Cape Town, South Africa
- 2012 - University of British Columbia, Vancouver, Canada
- 2013 - Charles Darwin University, Darwin, Australia
- 2014 - Institute for Gender and Diversity in Organizations, Vienna University of Economics and Business, Vienna, Austria
- 2015 - The University of Hong Kong, Hong Kong SAR, China
- 2016 - The University of Granada, Granada, Spain
- 2017 - University of Toronto, Chestnut Conference Centre, Toronto, Canada
- 2018 - University of Texas at Austin, Austin, USA

Plenary Speaker Highlights

The International Conference on Diversity in Organizations, Communities & Nations has a rich history of featuring leading and emerging voices from the field, including:

- **Douglas Brinkley**, Professor, Rice University, Houston, USA (2006)
- **Lisa Coleman**, Chief Diversity Officer and Special Assistant to the President, Harvard University, Cambridge, USA (2017)
- **Hon. Joan Kirner**, Former Premier of Victoria, Australia (2001)
- **Marcia Langton**, Professor, University of Melbourne, Melbourne, Australia (2000)
- **Walter Mignolo,** Professor, Duke University, Durham, USA (2003)
- **Brendan O'Leary**, Professor, University of Pennsylvania, Philadelphia, USA (2003)
- **Aihwa Ong**, Professor, University of California, Berkeley, USA (2005)
- **Crain Soudien**, CEO, Human Sciences Research Council (HSRC), South Africa (2011)
- **Rob Walker**, Professor, University of Victoria, British Columbia, Canada (2005)

Past Partners:

The International Conference on Diversity in Organizations, Communities & Nations had the pleasure of working with the following organizations:

Australian Multicultural
Foundation,
Carlton, Australia (2001)

Charles Darwin University,
Darwin, Australia (2013)

City of Amsterdam,
Amsterdam, The Netherlands
(2007)

City of Montreal,
Montreal, Canada (2008)

Deakin University, Melbourne,
Australia
(2004–2007)

International Institute for
the Inclusive Museum (iiiM)
(Network Partner)

Louisiana State University,
Baton Rouge, USA (2006)

Ministère de l'immigration et
des communautés culturelles
du Québec,
Quebec, Canada (2008)

RMIT University,
Melbourne, Australia
(2000–2010)

The Globalization Research
Center,
University of Hawai'i at
Manoa,
Honolulu, USA (2003)

The University of Hong Kong,
Hong Kong (2015)

Ulster University,
Coleraine, UK (2010)

Ulster University,
Coleraine, UK (2010)

University of Technology,
Sydney, Australia
(2000–2001)

University of the
Western Cape,
Cape Town, South Africa
(2011)

Victorian Multicultural
Commission,
Melbourne, Australia (2001)

Vienna University of
Economics and Business,
Vienna, Austria (2014)

Xavier University of Louisiana,
New Orleans, USA (2006)

Become a Partner

Common Ground Research Networks has a long history of meaningful and substantive partnerships with universities, research institutes, government bodies, and non-governmental organizations. Developing these partnerships is a pillar of our Research Network agenda. There are a number of ways you can partner with a Common Ground Research Network. Please visit the CGScholar Knowledge Base (https://cgscholar.com/cg_support/en) to become a partner.

Conference Principles and Features

The structure of the conference is based on four core principles that pervade all aspects of the research network:

International

This conference travels around the world to provide opportunities for delegates to see and experience different countries and locations. But more importantly, the International Conference on Diversity in Organizations, Communities & Nations offers a tangible and meaningful opportunity to engage with scholars from a diversity of cultures and perspectives. This year, delegates from over 22 countries are in attendance, offering a unique and unparalleled opportunity to engage directly with colleagues from all corners of the globe.

Interdisciplinary

Unlike association conferences attended by delegates with similar backgrounds and specialties, this conference brings together researchers, practitioners, and scholars from a wide range of disciplines who have a shared interest in the themes and concerns of this network. As a result, topics are broached from a variety of perspectives, interdisciplinary methods are applauded, and mutual respect and collaboration are encouraged.

Inclusive

Anyone whose scholarly work is sound and relevant is welcome to participate in this network and conference, regardless of discipline, culture, institution, or career path. Whether an emeritus professor, graduate student, researcher, teacher, policymaker, practitioner, or administrator, your work and your voice can contribute to the collective body of knowledge that is created and shared by this network.

Interactive

To take full advantage of the rich diversity of cultures, backgrounds, and perspectives represented at the conference, there must be ample opportunities to speak, listen, engage, and interact. A variety of session formats, from more to less structured, are offered throughout the conference to provide these opportunities.

Plenary

Plenary speakers, chosen from among the world's leading thinkers, offer formal presentations on topics of broad interest to the community and conference delegation. One or more speakers are scheduled into a plenary session, most often the first session of the day. As a general rule, there are no questions or discussion during these sessions. Instead, plenary speakers answer questions and participate in informal, extended discussions during their Garden Conversation.

Garden Conversation

Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.

Talking Circles

Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and then engage in extended discussion about the issues and concerns they feel are of utmost importance to that segment of the community. Questions like "Who are we?", "What is our common ground?", "What are the current challenges facing society in this area?", "What challenges do we face in constructing knowledge and effecting meaningful change in this area?" may guide the conversation. When possible, a second Talking Circle is held on the final day of the conference, for the original group to reconvene and discuss changes in their perspectives and understandings as a result of the conference experience. Reports from the Talking Circles provide a framework for the delegates' final discussions during the Closing Session.

Themed Paper Presentations

Paper presentations are grouped by general themes or topics into sessions comprised of three or four presentations followed by group discussion. Each presenter in the session makes a formal twenty-minute presentation of their work; Q&A and group discussion follow after all have presented. Session Chairs introduce the speakers, keep time on the presentations, and facilitate the discussion. Each presenter's formal, written paper will be available to participants if accepted to the journal.

Colloquium

Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by a moderator. A single article or multiple articles may be submitted to the journal based on the content of a colloquium session.

Innovation Case Studies

Researchers, governmental, or industry innovators present research, products or services. All presentations should be grounded in presenter's research experience. Promotional conversations are permissible, however, products or services may not be sold at the conference venue.

Focused Discussion

For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended "roundtable" conversation between an author and a small group of interested colleagues. Several such discussions occur simultaneously in a specified area, with each author's table designated by a number corresponding to the title and topic listed in the program schedule. Summaries of the author's key ideas, or points of discussion, are used to stimulate and guide the discourse. A single article, based on the scholarly work and informed by the focused discussion as appropriate, may be submitted to the journal.

Workshop/Interactive Session

Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate—all involving substantial interaction with the audience. A single article (jointly authored, if appropriate) may be submitted to the journal based on a workshop session.

Poster Sessions

Poster sessions present preliminary results of works in progress or projects that lend themselves to visual displays and representations. These sessions allow for engagement in informal discussions about the work with interested delegates throughout the session.

Virtual Lightning Talk

Lightning talks are 5-minute "flash" video presentations. Authors present summaries or overviews of their work, describing the essential features (related to purpose, procedures, outcomes, or product). Like Paper Presentations, Lightning Talks are grouped according to topic or perspective into themed sessions. Authors are welcome to submit traditional "lecture style" videos or videos that use visual supports like PowerPoint. Final videos must be submitted at least one month prior to the conference start date. After the conference, videos are then presented on the community YouTube channel. Full papers can based in the virtual poster can also be submitted for consideration in the journal.

Virtual Poster

This format is ideal for presenting preliminary results of work in progress or for projects that lend themselves to visual displays and representations. Each poster should include a brief abstract of the purpose and procedures of the work. After acceptance, presenters are provided with a template, and Virtual Posters are submitted as a PDF or in PowerPoint. Final posters must be submitted at least one month prior to the conference start date. Full papers can based in the virtual poster can also be submitted for consideration in the journal.

Wednesday, 5 June

8:00–9:00	Conference Registration Desk Open
9:00–9:20	Conference Opening—Dr. Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, and President, Common Ground Research Networks, Champaign, IL, United States; Dr. Eugenia Arvanitis, Assistant Professor, Laboratory of Sociology and Education, Department of Educational Sciences and Early Childhood Education, University of Patras, Patras, Greece, and Editor, Diversity in Organizations, Communities & Nations Research Network, Common Ground Research Networks, Champaign, IL, United States
9:20–10:50	Welcome Address—Dr. Venetsana Kyriazopoulou, Professor and Rector, University of Patras, Patras, Greece; Mr. Dimitris Avramopoulos, European Commissioner for Migration, Home Affairs and Citizenship; Dr. Michael Paroussis, Associate Professor and Deputy Dean, Faculty of Humanities and Social Sciences, University of Patras, Patras, Greece; Dr. Marianna Kondyli, Professor and Head, Department of Educational Sciences and Early Childhood Education, University of Patras, Patras, Greece
9:50–10:25	Plenary Session—Dr. Eugenia Arvanitis, Assistant Professor, Laboratory of Sociology and Education, Department of Educational Sciences and Early Childhood Education, University of Patras, Patras, Greece, and Editor, Diversity in Organizations, Communities & Nations Research Network, Common Ground Research Networks, Champaign, IL, United States *"Refugees' Narratives: Liminality and Home Construction"*
10:25–11:00	Plenary Session—Dr. Soula Mitakidou, Professor, Department of Primary Education, Aristotle University of Thessaloniki, Thessaloniki, Greece *"Unpacking the Refugee Experience: The Educational Challenge"*
11:00–11:30	Garden Conversation
11:30–11:35	Transition Break
11:35–12:20	Talking Circles Room 1 - Identity and Belonging Room 2 - Education and Learning in a World of Differences Room 3 - Organizational Diversity Room 4 - Community Diversity and Governance
12:20–13:10	Lunch
13:10–14:50	Parallel Sessions
14:50–15:10	Coffee Break
15:10–16:50	Parallel Sessions
16:50–17:00	Transition Break
17:00–18:40	Parallel Sessions
18:40–20:10	Welcome Reception

Thursday, 6 June

8:30–9:00	Conference Registration Desk Open
9:00–9:10	Daily Update—Dr. Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, and President, Common Ground Research Networks, Champaign, IL, United States
9:10–9:45	Plenary Session—Dr. Eleni Skourtou, Professor, Department of Primary Education, and Director, Language, Literature and Folks Culture Lab, University of the Aegean, Mytilene, Greece *"Diversity as a Lifetime Theory Making Process: The Scholar's Voice"*
9:45–10:15	Garden Conversation
10:15–10:35	Museum Presentation on Diversity
10:35–11:50	Tour of the Archaeological Museum of Patras
11:50–12:40	Lunch
12:40–13:40	Border Crossing Narratives Panel
13:40–16:40	Community Tours

Friday, 7 June

8:30–9:00	Conference Registration Desk Open
9:00–9:10	Daily Update—Dr. Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, and President, Common Ground Research Networks, Champaign, IL, United States
9:10–9:45	Plenary Session—Dr. Maria Gindidis, Lecturer, Department of Education, Monash University, Melbourne, Australia *"Many Faces, Many Voices: Honouring Voice and Visibility through Transmedia/Experiential Story Telling – The Refugee Experience in Australian Schools"*
9:45–10:20	Plenary Session—Dr. George Androulakis, Professor, Department of Primary Education, and Director, Greek Language and Multilingualism Lab, University of Thessaly, Volos, Greece *"Developing Culturally Responsive and Effective Language Skills for Adult Refugees' Well-being"*
10:20–10:50	Garden Conversation
10:50–12:30	Parallel Sessions
12:30–13:20	Lunch
13:20–14:05	Parallel Sessions
14:05–14:15	Transition Break
14:15–15:55	Parallel Sessions
15:55–16:15	Coffee Break
16:15–17:55	Parallel Sessions
17:55–18:30	Closing Session and Awards Ceremony

Special Events

Pre-Conference Tour: Community Tour and Forum on Intercultural Dialogue and Learning

Tuesday, 4 June | Time: 8:00–16:30 (8:00 AM-4:30 PM) | Duration: Approximately 8.5 hours | Cost: US$30

Meeting Location: Front Entrance of the University of Patras - Conference and Cultural Centre (University Campus Rion Achaia 265 04, Greece)

Begin the day with bus transport from Patras to Lehaina where you will visit the refugee camp of Myrsini and have the opportunity to speak with refugees, staff, and volunteers. The bus will then continue to Ancient Olympia for a forum with local authorities on policies on integration and other related issues. Following lunch, participants will enjoy a guided tour of the ancient archaeological site of Olympia.

Panel Opening:

Efthymios Kotzas, Mayor of Ancient Olympia, Greece

Moderator:

Dr. Eugenia Arvanitis, Assistant Professor of Interculturality & Diversity in Education, University of Patras, Patras, Greece

Panelists:

Dr. Stathis Balias, University of Patras, Patras, Greece
Petros Giannakopoulos, Deputy Mayor of Ancient Olympia, Greece
Grigoris Alexopoulos, Deputy Prefecturer, Western Greece

Conference Welcome Reception

Wednesday, 5 June | Time: Directly following the last session of the day | Cost: Complimentary to all conference delegates

Location: University of Patras - Conference and Cultural Centre

Common Ground Research Networks and the Diversity in Organizations, Communities & Nations Conference will be hosting a welcome reception at the University of Patras directly following the last parallel session of the first day, 5 June. The reception will feature local artists and students of the University of Patras performing a diverse repertoire of ethnic music:

- Ioannis – Eirinaios Bebelis
- Sofia Douklia
- Penny Georgopoulou
- Ariadni Kouzeli
- Georgia Parparousi, Coordinator

Join other conference delegates and plenary speakers for drinks, light hors d'oeuvres, and a chance to converse.

Second Day Sessions and Conference Tours

Thursday, 6 June | Times: 9:00–13:40 (sessions) and 14:00–16:00 (tours) | Cost: Complimentary with conference registration but please book one of the afternoon tours in advance.

Location: Sessions will be held at the Archaeological Museum of Patras. The tours will depart from the museum in the afternoon.

The second day of the Nineteenth International Conference on Diversity in Organizations, Communities & Nations will be held at the Archaeological Museum of Patras, one of the most prominent museums in Greece. Following keynote presentations and the Border Crossing Narratives Panel, join one of two afternoon tours that will examine the 2019 Special Focus, "Border Crossing Narratives: Learning from the Refugee Experience." Transportation will be provided and comfortable walking footwear is recommended.

Conference Dinner: Sailing Club of Patras

Thursday, 6 June | Time: 21:00 (9:00 PM) | Cost: US$35

Location: Sailing Club of Patras, Marina Terpsitheas, Patra 264 41, Greece

Founded in 1980, the Sailing Club of Patras is one of the largest sailing clubs in Western Greece. Located on the Gulf of Patras, the Sailing Club offers gorgeous views of the sea while its restaurant serves the freshest seafood available.

Dinner will begin with a bountiful array of salads and appetizers, including graviera (fried cheese), calamari, and fish. The main course will be seafood spaghetti, followed by an assortment of desserts and tentura, a liqueur traditionally produced in Patras. Wine, beer, and non-alcoholic drinks are included.

Closing Session and Award Ceremony

Friday, 7 June | Time: Directly following the last session of the day

Location: University of Patras

Come join the plenary speakers and your fellow delegates for the Nineteenth International Conference on Diversity in Organizations, Communities & Nations' Closing Session and Award Ceremony, where there will be special recognition given to those who have helped at the conference as well as announcements for next year's conference. The ceremony will be held at the University of Patras directly following the last session of the day.

- **Achilleas Kameas,** Hellenic Open University, Greece
- **Amalia Ifanti,** University of Patras, Greece
- **Anastasia Kesidou,** University of Thessaloniki, Greece
- **Angelo Tramoundanis,** National Centre of Social Research, Greece
- **Aspasia Chatzidaki,** University of Crete, Greese
- **Christos Govaris,** University of Thessaly, Greese
- **Chryssi Vitsilaki,** University of the Aegean, Greece
- **Eugenia Arvanitis,** University of Patras, Greece (Conference Chair)
- **Georgia Parparousi,** University of Patras, Greece
- **Gerasimos Koustourakis,** University of Patras, Greece
- **Giorgos Mavromatis,** University of Thrace, Greece
- **Giorgos Nikolaou,** University of Patras, Greece
- **Giorgos Panagiotopoulos,** Technological Institute of Western Greece
- **Kostas Magos,** University of Thessaly, Greece
- **Kostas Tsioumis,** University of Thessaloniki, Greece
- **Maria Kabeza,** University of Patras, Greece
- **Maria Papadopoulou,** University of Thessaly, Greece
- **Maria Poulou,** University of Patras, Greece
- **Marina Tzakosta,** University of Crete, Greece
- **Nektaria Palaiologou,** University of Western Macedonia, Greece
- **Nektarios Stellakis,** University of Patras, Greece
- **Nikos Fotopoulos,** University of Peloponnese, Greece
- **Pandelis Kyprianos,** University of Patras, Greece
- **Roula Tsokalidou,** University of Thessaloniki, Greece
- **Stathis Balias,** University of Patras, Greece
- **Vasileia Kazoulli,** University of the Aegean, Greece
- **Vasiliki Chryssanthopoulou,** University of Athens, Greece

Refugee Panel

The Refugee Panel will be held during the Pre-Conference Community Tour and Forum on Intercultural Dialogue and Learning. The panel will feature representatives from refugee camps and various local government authorities.

Panel Opening:
- Efthymios Kotzas, Mayor of Ancient Olympia, Greece

Moderator:
- Dr. Eugenia Arvanitis, Assistant Professor of Interculturality & Diversity in Education, University of Patras, Patras, Greece

Panelists:
- Dr. Stathis Balias, University of Patras, Patras, Greece
- Petros Giannakopoulos, Deputy Mayor of Ancient Olympia, Greece
- Grigoris Alexopoulos, Deputy Prefecturer, Western Greece

Border Crossing Narratives Panel

The Border Crossing Narratives Panel will feature academics and experts who will discuss the 2019 Special Focus, "Border Crossing Narratives: Learning from the Refugee Experience."

Moderator:
- Dr. Amalia Ifanti, University of Patras, Greece

Panelists:
- Dr. Maurizio Ambrosini, Full Professor of Sociology of Migrations, Faculty of Political, Economic and Social Sciences, University of Milan, Italy
- Dr. Vassiliki Chryssanthopoulou, University of Athens, Greece
- Dr. Jackie Huggins, AM FAHA, Historian and Author, Co-Chair, National Congress of Australia's First Peoples, Australia
- Dr. Giorgos Tsimouris, Panteion University of Social and Political Sciences, Greece

Museum Presentation on Diversity

"Archaeological Museum of Patras Hugs Diversity"

The Museum Presentation on Diversity will be held on the second day of the conference. The presentation will feature representatives from the Archaeological Museum of Patras.

- Koutsoumbeliti L., MSc Archaeologist
- Manolopoulou G., MSc Museologist
- Kotsaki Al., MA Conservator of Antiquities

Diversity Panel

The Diversity Panel will be held during one of the conference tours, Option A: Visit to Community Migrant Group of Patras. Representatives from various universities in Greece will discuss current challenges of intercultural and refugee education.

Panel Host:

- Nikos Papageorgiou, KINISI/STEKI Voluntary Committee, Greece

Moderators:

- Dr. Mary Kalantzis, University of Illinois at Urbana-Champaign, Illinois, United States
- Dr. Julia-Athena Spinthouthakis, University of Patras, Greece

Panelists:

- Dr. George Nikolaou, University of Patras, Greece
- Dr. Roula Tsokalidou, Aristotle University of Thessaloniki, Greece

Diversity in Music

The Nineteenth International Conference on Diversity in Organizations, Communities & Nations will feature local student artists from the University of Patras performing a diverse repertoire of ethnic music during the Conference Welcome Reception.

- Ioannis – Eirinaios Bebelis
- Sofia Douklia
- Penny Georgopoulou
- Ariadni Kouzeli
- Georgia Parparousi (coordinator)

George Androulakis, Professor, Department of Primary Education, and Director, Greek Language and Multilingualism Lab, University of Thessaly, Volos, Greece

"*Developing Culturally Responsive and Effective Language Skills for Adult Refugees' Well-being*"

George Androulakis studied linguistics and sociolinguistics at the Universities of Athens and Paris 7 from 1985 to 1995, when he obtained his PhD on bilingual discourse of the Greek community in Paris. He did postdoctoral research and taught linguistics, sociolinguistics, and language teaching at seven Universities in France and in Greece. He is now professor of sociolinguistics and language teaching and director of the Greek language and multilingualism lab at the University of Thessaly. He has been visiting professor at the Universities of Toronto, Strasbourg, and Manchester. From 2016 to 2018, he served as vice-president for academic and international affairs of the Hellenic Open University. His research priorities include issues of language contact in migrant communities, language policy, task-based language teaching, intercultural education, as well as open and distance education. He was the academic coordinator of many European projects, and he has been invited many times by the European Commission and the Council of Europe as an expert and evaluator of language projects.

Eugenia Arvanitis, Assistant Professor, Laboratory of Sociology and Education, Department of Educational Sciences and Early Childhood Education, University of Patras, Patras, Greece, and Editor, Diversity in Organizations, Communities & Nations Research Network, Common Ground Research Networks, Champaign, IL, United States

"*Refugees' Narratives: Liminality and Home Construction*"

Dr. Eugenia Arvanitis is Assistant Professor of Interculturality & Diversity in Education at the University of Patras, Greece. She teaches at the Post Graduate Program "LRM Language Education for Refugees and Migrants" of the Hellenic Open University. Dr. Arvanitis has worked for a number of divisions in the Greek Ministry of Education and Religious Affairs (2006-2012), and she has been involved in policy development for intercultural, adult, and immigrant education (e.g. drafting working papers and expressions of interest for major national programs funded by the European Commission through the National Strategic Framework of Reference).

Dr. Arvanitis lived for a decade in Australia gaining valuable experience in multicultural educational and ethnic language maintenance policies. Her PhD research involved an in-depth analysis of teaching practices and educational policies in Australia in the late 1990s with particular emphasis on Greek language classes and after-hours schools in Victoria. During 2001-2004, she was coordinator of the Greek Language and Cultural Studies Program (BA International Studies) at the School of International and Community Studies, RMIT University and the Manager of the Australian-Greek Resource and Learning Center at RMIT University, Melbourne.

Since 2015, Eugenia has coordinated the Forum on Intercultural Dialogue and Learning at the University of Patras, Greece, which attracts funding from Greek organizations and the European Commission. She also acts as an Intercultural Expert at the Intercultural Cities Network, a world-wide program run by the Council of Europe. Eugenia was a visiting researcher and scholar at the National Europe Center, Australian National University, and the Fulbright Foundation at the University of Illinois (2017). She is an Associate & Research Partner in several scientific organisations such as PASCAL International Observatory, the International Association for Intercultural Education, the European Society for Research on the Education of Adults (ESREA), and the University of Illinois (Common Ground: Scholar & Learning by Design project teams). In recent years, she has focused on the dissemination of the Learning by Design. She supports the web based platforms 'Nea Mathisi' and 'Scholar,' which support professional and intercultural learning in school-based activities. This has involved collaborative work with a number of other Greek academics, school administrators, and teachers to co-design and evaluate a set of interactive WEB2 tools aimed at developing cutting edge pedagogical practices that enhance leaner performance and intercultural capacities of both teachers and students.

Maria Gindidis, Lecturer, Department of Education, Monash University, Melbourne, Australia

"Many Faces, Many Voices: Honouring Voice and Visibility through Transmedia/Experiential Story Telling – The Refugee Experience in Australian Schools"

Dr. Maria Gindidis currently holds the position of chief examiner and lecturer of core units for the Masters of Teaching and Pre-service Education courses. She also leads the Principal Preparation program for Monash, teaching and designing graduate leadership programs for future school leaders in Victoria (Australia), Indonesia, and China. Maria is an accredited school reviewer for the Department of Education, assisting schools with strategic planning and improvement targets. She also consults in a number of schools developing and coaching school leaders and teachers to include brain-based learning strategies for brain compatible classrooms.

Dr. Gindidis has managed major projects for the Victorian Department of Education and was the state coordinator of the Bilingual Schools Initiative involving 15 schools across Victoria. Her dissertation won the prestigious Michael Clyne Award for outstanding research in the area of immigrant languages, and recently, she was awarded an inaugural grant to research and design transmedia storytelling for refugee children.

She is an international education and conference speaker on topics involving the practical integration of multimedia in languages and engaging second languages learners. She has delivered many local and international workshops in multi-literacies, thinking curriculum, and has extensively worked as an educational consultant in government as well as independent and Catholic schools across Victoria, Australia. Her international lectures have included Japan, Singapore, Canada, Dubai, and the United States (Harvard University, Boston).

Soula Mitakidou, Professor, Department of Primary Education, Aristotle University of Thessaloniki, Thessaloniki, Greece

"Unpacking the Refugee Experience: The Educational Challenge"

Christodoula "Soula" Mitakidou is professor of second/foreign language teaching and cross-cultural education in the Department of Social and Cultural Studies, School of Primary Education at Aristotle University of Thessaloniki, Greece. She received her BA from the English Department of Aristotle University of Thessaloniki, her MA from McGill University of Montreal, Canada, and her PhD from the School of Early Childhood Education of Aristotle University, Thessaloniki, Greece. Her research interests and publications focus on the many aspects of diversity, including the education of children from vulnerable social groups and, in particular, the teaching of Greek as a second language for language minority children and cross-cultural/inclusive education and literacy development through children's literature. Her teaching experience covers a wide age range from preschool to graduate school students. She has also worked extensively with teachers through in-service workshops. She has presented, often as an invited speaker, at numerous conferences, seminars, and training symposiums. For the past eight years, she has participated as a member of the Scientific and Coordinating Team in the program, The Education of Roma Children in the Regions of Western Macedonia, Central Macedonia, Eastern Macedonia, and Thrace. For the past two years, she has been the scientist responsible for Aristotle University of Thessaloniki for the Erasmus+, KA2 program, Managing the Refugee and Migrant Flows through the Development of Educational and Vocational Frames for Children and Adults.

Eleni Skourtou, Professor, Department of Primary Education, and Director, Language, Literature and Folks Culture Lab, University of the Aegean, Mytilene, Greece

"Diversity as a Lifetime Theory Making Process: The Scholar's Voice"

Dr. Eleni Skourtou teaches multilingualism and multiculturalism in education within the Department of Primary Education at the University of the Aegean, Rhodes, Greece. She is director of the Language, Literature and Folks Culture Lab in the same department. She is also a member of the Academic Advisory Committee for the online graduate program, Language Learning for Refugees and Migrants / LRM, at the Hellenic Open University. The city of Rhodes is Eleni's actual laboratory and the field for her scientific work, as well as the site for her community commitment. Eleni studied education at Goethe University in Frankfurt, Germany (Johann Wolfgang Goethe Universität) and she holds a PhD from the same university in bilingual education. Her main research interests are language education, second language learning, bilingualism and education of minority children, literacy/orality/multiliteracies, and text and meaning making. Her actual research and commitment is in the field of Roma children education and of refugee (children and adults) education.

Sotiria Asanaki

Sotiria Asanaki recently graduated from the Department of Educational Science and Early Childhood Education (ESECE) at the University of Patras. Her undergraduate thesis concerned the intercultural competency development in early childhood examining an online platform created by the Graduate School of Education of the Harvard University. She has already obtained work experience in kindergartens in Patras and Athens, Greece and Cairo, Egypt. She is currently preparing for her masters in the field of educational research. She is interested in alternative pedagogical methods and intercultural education. As a volunteer, she has worked closely with children and teenagers implementing her academic knowledge and her cultural concerns.

Laura Cutler

Laura has been in the field of early childhood for over ten years. She holds a bachelor of science degree from the University of Delaware and a master of arts degree from the University of Maryland. Laura previously taught kindergarten and first grade and is currently a PhD student in the Department of Human Development and Family Sciences at the University of Delaware. She instructs undergraduate courses and is co-chair of the Men in Families Focus Group for the National Council on Family Relations. Laura's research interests focus on contexts that promote early literacy, father participation in early literacy experiences, children's literature, and gender identity development in early childhood.

Georgia Fountoulaki
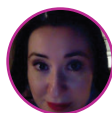
Georgia Fountoulaki is an independent researcher, author, and an education officer at the Greek NGO, We Need Books. She is a highly motivated professional with international experience, a strong academic background, and a genuine interest in the intercultural sector. She holds a bachelor's degree in European culture studies, and she is specialized in the history of immigration with an MA in arts, offered by the University of Tasmania, Australia. She is currently following a second MEd in language education for refugees and migrants, offered by the Hellenic Open University. As part of her MEd, she is researching issues related to intercultural education, educational material design, migration, and culture. She brings both her living and working experience abroad in multicultural environments, as well as in a refugee camp in Athens, to her intercultural educational research.

Spyridoula Giaki

Spyridoula Giaki is a PhD student in the Department of Educational Studies and Early Childhood Education (DESECE) at the University of Patras, Greece. She explores teachers' intercultural competence and social capital. She has previous expertise with European projects, working as project manager at NGO's and vocational training centers. Currently, she is working as an admin and media associate at the Intercultural Forum, Laboratory of Sociology & Education, DESECE, Univerisity of Patras. She also manages the erasmus projects of the Forum and undertakes related research.

Maria Gouvi

Maria Gouvi studied German language and literature at Aristotle University of Thessaloniki. Afterwards, she continued her studies at Trier University, Germany, acquiring the Additional Certificate in Teaching German as a Foreign Language. She has a master's degree in teaching German as a foreign language (DaF) from Hellenic Open University. Since September 2008, she has been working as a German teacher at a high school in Patras. Since October 2018, she has been attending the Postgraduate Programme of Hellenic Open University titled "Language Education for Refugees and Migrants," expecting to discover new tools to reflect upon her teaching practices.

Sabrina Gupta

Sabrina Gupta is an associate lecturer in the School of Psychology and Public Health and Assistant Course Advisor for the Bachelor of Health Science Program at La Trobe University. Sabrina completed her PhD in 2017 titled "Ethnicity, Cardiovascular Disease & Diabetes: A Comparison between South Asians and Anglo Australians in Victoria, Australia." In this research she examined migration, ethnicity, lifestyle, CVD and diabetes, and the relationship with the healthcare system. She lectures in both undergraduate and post-graduate health science courses and one of the subjects that she co-coordinates is multicultural perspectives of health and well-being in which culturally and linguistically diverse populations and their health are considered.

Matthew Houdek

Matthew Houdek studies the rhetorics of race, racism, and racialization in the United States. Specifically, his research centers on the normalization of racialized violence in public discourse and culture, and the radical meaning-making practices that counter such erasures, elisions, and obfuscations. Other interests include public memory, precarity, temporality, and prison writing. Houdek's work has been published in communication studies' top journals, including the *Quarterly Journal of Speech, Communication and Critical/Cultural Studies*, and the *Journal of International and Intercultural Communication*. He received his PhD from the University of Iowa in 2018 and is currently a lecturer at the Rochester Institute of Technology.

Maddie Kurchik

Maddie Kurchik completed her undergraduate degree at the University of Toronto where she majored in sexual diversity studies and minored in both aboriginal studies and English literature. She then went on to complete her master's degree in women and gender studies at Trinity College Dublin. At present, Maddie is a second-year PhD student in the organization studies group at the University of Edinburgh Business School. Maddie locates her doctoral research at the axis between organization, technology, and gender. Her broader research interests include intersectionality, gender and work, recruitment, company culture, and toxic techno-cultures.

Susan Lewis

Susan Lewis has been in the field of early childhood for over 18 years. She holds a bachelor of science degree in early childhood education and special education and a master of arts degree in applied technology in education. Susan previously taught preschool special education in both Delaware and Arizona public school systems. She most recently served as the curriculum and assessment program coordinator for the Delaware Institute for Excellence in Early Childhood Education Professional Development department. Susan is currently a first-year PhD student in human development and family sciences at the University of Delaware, and her research interests focus jointly on early childhood special education and teacher development.

Di Liu

Di is a PhD student in the Department of Human Development and Family Sciences at the University of Delaware with an interest in early childhood education. Her particular research interests are early childhood teachers' professional development and children's play. Di had some practical experiences in both Chinese and American pre-school and daycare centers with children. When working with teachers and children in different cultures, she finds it important to understand the cultural contexts of early childhood care and education before judging what the best practice is, and then advocating for the best childcare practice. Di plans to apply her education and research experiences from the U.S. to early childhood education and children development contexts in China.

Anila Mammou

Anila Mammou is a graduate of the Pedagogical Department of Primary Education of the University of Rethymno and of the Department of Educational Science and Early Childhood Education of University of Patras. She holds a MSc in special education from the University of Nicosia. Anila is currently a PhD student at the Department of Educational Science and Early Childhood Education of University of Patras. She focuses on Greek minority education in Albanian schools. She is also a member of the Intercultural Forum, Laboratory of Sociology & Education, DESECE, University of Patras. Over the last nine years, she has been working in public primary schools in Greece either as a general education teacher or as a special educator.

Angeliki Mikelatou

Angeliki Mikelatou holds a master's degree in European administration and politics and an Med in adult education. She has worked as a project manager of projects co-financed by the European Social Fund in the EC Business and Innovation Centre of Attika and as a project officer of lifelong learning programs in the Ministry of Employment in Greece. Currently, she is working at the European Aviation Safety Agency in Cologne, Germany. She is also a PhD candidate at the Department of Educational Sciences and Early Childhood Education, University of Patras and a research associate to the Forum on Intercultural Dialogue and Learning (Laboratory of Sociology and Education, DESECE, University of Patras).

Funke Oba

Funke Oba is an assistant professor in the faculty of social work at the University of Regina, Canada. She earned her bachelor's and master's degrees in sociology from the University of Ife and the University of Ibadan in Nigeria, respectively. Upon immigrating to Canada with her family, Funke completed her MSW and PhD degrees at Wilfrid Laurier University. As a doctoral student, Dr. Oba received the Wilfrid Laurier University Teaching Excellence and Outstanding Dissertation awards. She teaches macro-, micro-, policy, and field integration social work courses, which she infuses with stories and case studies from her child welfare, domestic violence prevention, and youth engagement practice. Dr. Oba is passionate about Afrocentric research methodologies, practice models, and pedagogical approaches.

Danielle Riser

Danielle is a fourth-year PhD student in the Department of Human Development and Family Sciences at the University of Delaware. She considers herself an applied researcher, and has focused throughout her graduate career on policy, evaluation, methodology, and statistics. Her research interests center on issues that impact young children with disabilities and their families, with a particular focus on their child care. Through her work with the Center for Research in Education and Social Policy at UD and experience working with various research projects she has gained extensive experience with policy-relevant evaluation, quantitative, qualitative, and mixed methods design, data collection, analysis, and reporting.

Maria Vlachou

Maria Vlachou is a coordinator educational work of preschool education at the Ministry of Education Research and Religious Affairs (Greece) of the Ionian Islands based in Argostoli, Kefalonia. She has worked for 19 years as head manager of kindergartens. She has studied at the Pedagogical Department of Kindergarten of the University of Ioannina. She has a master's degree in the Faculty of Humanities, Department of Preschool Education and Educational Design of the University of the Aegean titled "Models for the Design and Development of Educational Units"; in the direction of "Management of Information and Communication Technologies." She is a PhD candidate at the University of Patras at the Department of Educational and Education in Early Childhood (TEEAPI), School of Humanities and Social Studies. She has participated in international and national conferences on preschool education as a rapporteur on issues related to intercultural education, diversity, diversified pedagogy, and creative writing. She has certification of skills and knowledge in information and communication technologies. She is a writer and has published three poetry collections.

Wednesday, 5 June	
08:00-09:00	**Conference Registration Desk Open**
09:00-09:20	**Conference Opening—Dr. Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, and President, Common Ground Research Networks, Champaign, IL, United States;** **Dr. Mary Kalantzis, Professor, College of Education, University of Illinois, Urbana-Champaign, IL, United States;** **Dr. Eugenia Arvanitis, Assistant Professor, Laboratory of Sociology and Education, Department of Educational Sciences and Early Childhood Education, University of Patras, Patras, Greece, and Editor, Diversity in Organizations, Communities & Nations Research Network, Common Ground Research Networks, Champaign, IL, United States**
09:20-09:50	**Welcome Address—Dr. Venetsana Kyriazopoulou, Rector, University of Patras, Patras, Greece; Dimitris Avramopoulos, European Commissioner for Migration, Home Affairs and Citizenship;** **Dr. Michael Paroussis, Deputy Dean, Faculty of Humanities and Social Sciences, University of Patras, Patras, Greece;** **Dr. Marianna Kondyli, Head, Department of Educational Sciences and Early Childhood Education, University of Patras, Patras, Greece**
09:50-10:25	**Plenary Session—Dr. Eugenia Arvanitis, Assistant Professor, Laboratory of Sociology and Education, Department of Educational Sciences and Early Childhood Education, University of Patras, Patras, Greece, and Editor, Diversity in Organizations, Communities & Nations Research Network, Common Ground Research Networks, Champaign, IL, United States**
	"Refugees' Narratives: Liminality and Home Construction" **Dr. Eugenia Arvanitis is Assistant Professor of Interculturality & Diversity in Education at the University of Patras, Greece. She teaches at the Post Graduate Program "LRM Language Education for Refugees and Migrants" of the Hellenic Open University. Dr. Arvanitis has worked for a number of divisions in the Greek Ministry of Education and Religious Affairs (2006-2012), and she has been involved in policy development for intercultural, adult, and immigrant education (e.g. drafting working papers and expressions of interest for major national programs funded by the European Commission through the National Strategic Framework of Reference).**
10:25-11:00	**Plenary Session—Dr. Soula Mitakidou, Professor, Department of Primary Education, Aristotle University of Thessaloniki, Thessaloniki, Greece**
	"Unpacking the Refugee Experience: The Educational Challenge" **Christodoula "Soula" Mitakidou is professor of second/foreign language teaching and cross-cultural education in the Department of Social and Cultural Studies, School of Primary Education at Aristotle University of Thessaloniki, Greece. She received her BA from the English Department of Aristotle University of Thessaloniki, her MA from McGill University of Montreal, Canada, and her PhD from the School of Early Childhood Education of Aristotle University, Thessaloniki, Greece. Her research interests and publications focus on the many aspects of diversity, including the education of children from vulnerable social groups and, in particular, the teaching of Greek as a second language for language minority children and cross-cultural/inclusive education and literacy development through children's literature. Her teaching experience covers a wide age range from preschool to graduate school students. She has also worked extensively with teachers through in-service workshops. She has presented, often as an invited speaker, at numerous conferences, seminars, and training symposiums. For the past eight years, she has participated as a member of the Scientific and Coordinating Team in the program, The Education of Roma Children in the Regions of Western Macedonia, Central Macedonia, Eastern Macedonia, and Thrace. For the past two years, she has been the scientist responsible for Aristotle University of Thessaloniki for the Erasmus+, KA2 program, Managing the Refugee and Migrant Flows through the Development of Educational and Vocational Frames for Children and Adults.**
11:00-11:30	**Garden Conversation**
	Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.
11:30-11:35	**Transition Break**
11:35-12:20	**Talking Circles**
	Held on the first day of the conference, Talking Circles offer an early opportunity to meet other delegates with similar interests and concerns. Delegates self-select into groups based on broad thematic areas and introduce themselves and their research interests to one another. **Room 1 - Identity and Belonging** **Room 2 - Education and Learning in a World of Differences** **Room 3 - Organizational Diversity** **Room 4 - Community Diversity and Governance**
12:20-13:10	**Lunch**
13:10-14:50	**PARALLEL SESSIONS**

Wednesday, 5 June	
13:10-14:50	**PARALLEL SESSIONS**
Room 1	**Disability Discourse** **The Myth of a Normal Brain: Rewiring Conventional Thinking and the Benefits of Embracing Neurodiversity** Leena Haque, Senior UX Designer, User Experience and Design, BBC, Manchester, United Kingdom Ever considered how hard it is to concentrate in classrooms or in work meetings because the patterns on the walls are alive? Why do the words in an email begin to dance and whirl the closer you get to a deadline? What if you couldn't find the words to properly explain why you do things differently to everyone else? What if you preferred to explain things using pictures instead? Neurodiversity is a relatively new term and focuses on the positive attributes associated with hidden disabilities, such as autism spectrum conditions (ASC), AD(H)D, Dyslexia, Dyspraxia, Dyscalculia, Tourette's and Learning Disabilities to name just a few. The future of workplace diversity is not what you think but how you think. Diversity as a term for employers covers several groups of individuals and considers different genders, ethnicities, religions, sexuality, and disability. However we feel that although these many groups are represented, diversity in the workplace hasn't yet properly understood the need to represent those people with neurological differences. This study offers a unique opportunity for people from diverse backgrounds to connect and learn about these differences in a unique way and understand that there is a huge amount of untapped potential being overlooked by society in general. It is important to have a diverse workforce. Most organisations recognise this need and can understand the benefits that a diverse workforce can bring. We believe Neurodiversity brings different perspectives from different backgrounds to provide diversity of thought, resulting in real creativity and innovation. *Organizational Diversity* **The Invisible Hate Crime: An Exploration of the Underreported Violent Crimes Against People With Disabilities** Judith Babnich, Professor of Theatre, College of Fine Arts, School of Performing Arts, Wichita State University, Wichita, KS, United States This paper examines those facing hate who are often forgotten, people with disabilities. One such example is Jennifer Daugherty from Mount Pleasant, Pennsylvania. Ms. Daugherty suffered with intellectual disabilities. She was kidnapped by six men and women ages seventeen to thirty-six. Over the course of two days she was brutally beaten, sexually abused, and strangled to death. The National Crime Victimization Survey by the Bureau of Justice indicates that people with disabilities are victimized at least 2.5 times more than those without. This author's research includes a discussion of the groundbreaking book Disability Hate Crimes: Does Anyone Really Hate Disabled People? by Mark Sherry and several other key resources. *Identity and Belonging* **Beyond the Ramp: Accessibility Planning for Customer Spaces** Rebecca Muir, Warrnambool Liaison and Campus Librarian, Library, Deakin University, Australia Public libraries have a long tradition, and a valued part to play, in providing a range of services for their diverse communities. However, when it comes to equal access for community members regardless of ability or disability, the conversation in Australia has frequently stagnated around providing ramps, space around collections to navigate, or the provision of different collection types or media. Australia is not characterised by a strong literature base around library services for people with disabilities which, coupled with a lack of legislation and an adage of "do more with less", means that public expectations of access for people with disabilities is not high. Further, public libraries themselves are often faced with complicated decisions as to where to allocate funding across the whole of the community served – with the result that people with a disability may be shut out of a key structure that ironically works to build social justice, equity, and autonomy. This may especially be the case where a person has an invisible disability, meaning that they must declare their disability or themselves as 'disabled' or never receive assistance. Using an interpretive paradigm with qualitative interviews with people with invisible disabilities, this paper aims to broaden the Australian conversation beyond the "accessible ramp" to look at the information behaviour, needs, civic engagement, and social inclusion of people with an invisible disability. *Community Diversity and Governance*

Wednesday, 5 June

13:10-14:50	**PARALLEL SESSIONS**

Room 2 | **Refugee Support and Services**

Refugee Health and Social Outcomes: Experiences of Female Refugees in Jordan and Haiti

Hayley Pierce, Assistant Professor, Sociology, Brigham Young University, Provo, UT, United States

The wellbeing of displaced people is an important humanitarian issue, considering that 65.6 million people are currently forced from their home. As a result, there is a need for a conceptual model to understand consequences of displacement and effective programs to address these consequences. People become refugees for a variety of reasons and research rarely compares across refugee contexts. There are many potential differences and similarities between refugee groups and a lack of proper research comparisons are denying these patterns. This paper initiates discussion of issues that need to be considered in building a framework to understand the effects of displacement by comparing different types and consequences of displacement. Using data from the 2012 Haitian and Jordanian Demographic and Health Surveys, I examine three questions regarding the impact of refugee status on health and social outcomes. First, are displaced women more disadvantaged than residents in terms of reproductive health and domestic violence? Second, is the relative disadvantage influenced by country context? And third, is relative disadvantage influenced by social characteristics? Analysis shows that there is not a reproductive health disadvantage, but there is a domestic disadvantage. Second, although context matters for overall wellbeing, it does not have a big effect on the relative disadvantage. I suggest that if social disadvantage is evident in these two disparate settings, there may be a general pattern. And third, relative disadvantage is evident in all social characteristic sub-groups, implying that displacement exposes women to risks of violence regardless of setting or social characteristic.
2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

In Limbo: Stories from Refugee Settlement programs in Uganda

Kebedech Tekleab, Assistant Professor, Art and Design, City University of New York, Queensborough Community College, NY, United States

In the summer of 2017, I traveled to East Africa to research Refugee Settlement Programs in Uganda and interviewed several refugees from two Settlement Programs, Bidi -Bidi and Nakivale. My research in Africa was part of the larger project I intended to do which focuses on the current global humanitarian crisis, mainly the crisis in the Mediterranean Sea and its coastlands. As African refugees are part of the Mediterranean crisis, I decided to begin my research from the continent. In general, the causes of migration are numerous. They include war, civil unrest, bad governance, climate change, and genocide. These conditions create displacement and death, not to mention the psychological and physical consequences they have on the survivors. Besides, the crisis affects the political and economic policies of nations that are hosting the survivors. It has impacts on values and human relations. In my project, in addition to the policies that continue to taint the politics, the human being that has been cyclically victimized by them remains to be the focus of my work. The stories are told from refugee camps where waiting time is indefinite, life is stagnant, the future is unknown, and despair is the present. My study includes stories of the refugees (six-minute video), the influence of the research in Uganda on my studio work, my works from the current Mexico/US border crisis, and the separation of children from their parents, currently on exhibit in New York: "Crossing Boundaries: Material as Message" along with the general narrative.
2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Syrian Refugees Receiving Information: Dissemination of Medical Resources

Sarah Jernigan, Academic Advisor/PhD Student, Lindner College of Business, University of Cincinnati, Cincinnati, OH, United States
Ahmed Beydoun, Medical Student, University of Cincinnati, Cincinnati, OH, United States
Stephen Kroeger, Associate Professor, University of Cincinnati, Cincinnati, OH, United States
Sevsem Cicek Okay, Graduate Student, University of Cincinnati, OH, United States
Riham Alwan, PEM Fellow, University of Cincinnati, Cincinnati, OH, United States

The Syrian refugee crisis has caused millions of refugees to resettle. Many refugees have unique health needs that may result from their resettlement or previous health conditions. In order to receive the proper medical treatment, refugees require access to information. This study examined how Syrian refugees in the Greater Cincinnati area prefer to receive medical information and the role that interpreters play in the doctor and patient relationship. To address these questions, semi-structured interviews were conducted to collect data; a thematic analysis was utilized to analyze the transcripts. Results indicate that participants prefer to receive relevant medical information in person or via text message. In addition, in-person interpreters were favored over phone interpreters. Recommendations for changes include: multiple modes of communication; tangible document access; using text messages; consistent interpreters; and utilizing videoconferencing.
2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Interviews of War Refugees : Views of Four Refugees

Katerina Palaiologopoulou, Teacher, Sde Patras, Ministry of Education, Patras, Greece
Andreas Zervas, Director, Second Chance School, Patras, Greece
Alexandra Theodorou, Teacher, Sde Patras, Patras, Greece

The purpose of this research is to present interviews of four different refugees, who are in different places: during the war of Kosovo, inside the prison in Greece, and as a student in a school for adults in Greece. The results of research are mainly qualitative. The research method is interview with open-ended questions. What is clear is that the immediacy of the answers is the way in which one can understand and teach the differences between people, the racism, and the prejudices they imply. It is enough to analyze the concepts of "race" and "culture," "ethnicity" and "nationality." The legend of the existence of human beings and their characterization in higher and lower groups is undoubtedly obvious. Racism implies acts based on the belief that a group is superior and that the minority is inferior, they act preserving the superiority of a group through oppression of the minority. Efforts to fight racism and ethnicity are important to be able to distinguish between exact ethnographic generalizations about one a group of people, on the one hand, and stereotypes on the other.
2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Wednesday, 5 June

13:10-14:50	**PARALLEL SESSIONS**

Room 3

Educational Frames

Educational Equality and Equity in China: Moving Beyond Multicultural Education

Ana Garner, Graduate Assistant, Office of International Programs in the College of Education, University of Illinois Urbana-Champaign, IL, United States
Wei Liu, University of Delaware, United States

In contrast to the current political climate that portrays diversity as a new and unique threat to the US and other nations, there has developed many diversity and equity policies in higher education in all parts of the world. Particularly in China, a population with fifty-six established ethnic nationalities and a nation of various geographic regions accommodating different cultures and religions, there have been huge influences from the concept of education equality for marginalized groups, like ethnic minorities. The purpose of this study is to contribute meaningful knowledge and raise awareness on the current multicultural education model in China and its effectiveness and limitations. The research process entailed an exploratory investigation of the social and educational issues for various marginalized groups in China through a collaborative investigation with Faculty of Education at Southwest University in Chongqing. The study's research methods include focus group interviews and thirty-five questionnaires. The preliminary findings show 1) there are conflicting views on China's preferential policies lowering the bar on college admission exams for ethnic minorities between Chinese majority students and Chinese minority students; and 2) there is a correlation between the geographical location of participants and their perceptions of education equality. These findings demonstrate there is a lack of meaningful dialogue on education equity between groups. The findings indicate that we should reconsider the current multicultural education model in China and possibly explore the intercultural education model as an alternative framework to increase the understanding and dialogue between Han Chinese and ethnic minorities.
Education and Learning in a World of Difference

From Subaltern to Full Citizens : The Role of Education in the Establishment of the Muslim Community in South Africa (1652-1990s)

Mogamat Noor Davids, Senior Lecturer, Educational Foundations, University of South Africa, Pretoria, Guateng, South Africa

This paper focuses on the role of education in the establishment of Islam at the Cape since the arrival of Muslims in the mid-seventeenth century. Muslims arrived as political exiles, slaves, and 'free blacks' during the period of Dutch East Indian Company rule (DEIC) and British colonialization. The South African Muslim community forms an integral part of the diverse South African population. As part of the historically oppressed masses, Muslims are regarded as full citizens of the country and they play a significant role socially, politically and economically. Since their early history, Muslims were identified by diverse cultural and religious practices which is better understood in terms of three 'waves of immigration' that took place over a period of 300 years. The presentation describes each migratory movement's cultural contribution that shaped Muslim culture in South Africa. Historically Muslims were engaged in Islamic education which became the main instrument of establishing their religion. This study discusses the history of Muslim education as an integral part of the history of South African education. It describes the first home-based Muslim schools and their subsequent development into fully fledge Muslim state and private schools. Based on the extant literature on Muslim education, the research identified dominant discourses and gaps that form the basis for an argument for further research. The study highlights significant historical events, personalities, and current tendencies in Muslim education, reflective of their class and social position.
Identity and Belonging

The Conception of 'Different Self' in Preschool Pupils' Narratives

Maria Vlachou, PhD Candidate, Department of Educational Science and Early Childhood Education of University of Patras, University of Patras, Patras, Greece
Eugenia Arvanitis, Department of Educational Science and Early Childhood Education of University of Patras, University of Patras, Patras, Greece

This study examines the concept of diversity and how it is perceived by kindergarten pupils. Heterogeneity characterizes the modern nursery classes so is essential to examine how preschool pupils view themselves in relation to others. Identity construction is a life-long process, but early childhood is the critical period for laying the foundation. Self-identity is changed and transformed through interactions with environment and diverse experiences. Personal narrative inquiry has been adopted to illustrates how embody "self" in the interaction to "others". Narratives constitutes a means of organizing one`s self interpersonally. Research data showed that the representation of events in narrative discourse allows experience to become internalized and owned. The on-going stories that children created about themselves are embedded within the social, familiar, and cultural contexts within which transformation of perception occurs. Their stories serve not only as a venue for self-expression and communication with others, but also as a means of creating meaning out of lived experience. Auto-narration allows children to interpret own knowledge about oneself. The use of narratives in the production of intercultural fairytale is proposed as a diversified teaching approach through which conquest of intercultural learning is achieved.
Identity and Belonging

Wednesday, 5 June	
13:10-14:50	**PARALLEL SESSIONS**
Room 4	**Complex Connections**

Softening Borders: Starting with Education

Shirley Wade McLoughlin, Professor of Education; Affiliate Faculty Women and Gender Studies, Education and Women and Gender Studies, Keene State College, Keene, NH, United States

Crossing borders, from geo-political, ethnic, racial, gender and ability related, to others, requires acknowledgement of the perception and presence of borders. It also requires the willingness to accept the individual discomfort that often occurs in initiating these journeys. Reexamining historical and personal narratives within this framework can uncover painful truths not yet confronted by many. Acknowledgement of these truths is critical in developing more inclusive classrooms, communities, and countries. This begins by how we teach our children, and how we present counter-narratives within the nationalistic environments which may exist where we live. This paper addresses the importance of supporting and encouraging higher education faculty, preservice teachers, public school teachers, and administrators as they begin and/or continue their personal and educational journeys towards a more just world. It examines techniques, tools, and teaching approaches that sustain this process. Furthermore, it discusses encountering resistance and how to move forward, hopefully turning that resistance into committed personal, institutional, and community based efforts to provide environments where all individuals can create meaningful, productive lives, and have opportunities to live to their highest potentials.

Education and Learning in a World of Difference

Human Resource Development and Those Left Out

Zoe Karanikola, University of Patras, Patras, Greece
Georgios Panagiotopoulos, University of Patras, Patras, Greece

Over the past quarter century, there has been impressive progress on many fronts of human development though the gains have not been universal and not all lives have been lifted. Millions of people seem to be unable to reach their full potential in life and work mainly because they suffer deprivations in multiple dimensions of human development and there are significant imbalances across countries, ethnic, and, racial groups. In such a context, a great number of significant official texts have been drafted by European and national organizations - texts, which provide policy guidance to member states in order to achieve growth and prosperity. One of them is the 2016 Human Development Report. This study through qualitative analysis of the above mentioned areas tries to capture and investigate the way these policies can contribute to the development of all people and especially those left out. According to the findings, universalism is the principle of the human development approach, but it is not enough. It is necessary to translate it into practice by identifying and breaking down barriers that exclude certain groups. Some universal policies need to be reoriented since there are many disparities. Besides, even though human development is achieved, it does not mean that it is sustained. Progress may be slowed or even reversed. In such a context, people must get empowered even if policies and the relevant actors fail to deliver. They will get stronger when they demand their rights, raise their voices, and seek to redress the situation.

Organizational Diversity

Listening but not Hearing: Challenging Organisational Norms of Inclusion for Marginalised Publics

Vicki Bamford, University of Technology Sydney, Sydney, Australia

This research investigates an organisation's ability to be inclusive in their public communication practices. The focus is an Australian organisation known for its inclusive practice to identify gaps between managers' and clients' experiences of being included. This study examines two of the organisation's minority clients; people who identify with disability and people who come from a non-English-speaking background. These clients, while distinct, share a lack of recognition and representation in organisational communication processes, concurrently they have a right to be included (Thill and Dreher, 2018, Vardemann-Winter, 2011, 2014, Atkin and Rice, 2013). Communicating with diverse clients so they are heard and listened to is complex and challenges communicators to design processes that empower and enable a mutually rewarding exchange. Documenting these processes exposes power relations and privileging that impact whether the less powerful are recognised and communicated with or ignored (Goggin 2009; Weerakkody 2015, Thill, 2015,p.3). The review is achieved through a case study of a for-profit organisation. Data were gathered from the organisation's documentation and interviews with managers on their perspectives for including these clients. Feedback from the organisation's clients reported their experience. A thematic analysis of the data isolated: trusting relationships, norms of practice, and cultural capital as key themes for inclusion. Listening is explored as a process and practice for public communicators to obtain and apply feedback to challenge power relations embedded in processes that exclude people who sit outside the organisation's norm of engagement and privilege the more powerful (Vardemann- Winter, 2014, Macnamara, 2016).

Organizational Diversity

Multiculturalism in the European Union - a Failure Beyond Redemption?

Angeliki Mikelatou, Conference Manager, Corporate Services, European Aviation Safety Agency, Cologne, Germany

Over the last decade, major European leaders have publicly stated that multiculturalism in their countries has failed. Since then, the influence of anti-immigration political discourse and policies in Europe has grown. Far-right parties and leaders who espouse anti-immigrant or openly racist attitudes have risen to power. Immigration coupled with unemployment have amplified feelings of disenfranchisement with democratic institutions and mainstream parties, thus fuelling the rise of the radical right. The question that inevitably emerges and is addressed in this study is whether these recent developments have their roots in the failure of multiculturalism in Europe. To examine this, a systematic literature review is undertaken in order to critically discuss the concept of multiculturalism including the fact that benefits of cultural enrichment are often overstated, while the accompanying social problems are often overlooked. Consequently, issues of cultural identity are explored with focus on the new multipolar world where the most significant differences amongst populations are cultural rather than ideological, political, or economic. This is due to broader socioeconomic and political changes which have led people to identify themselves in terms of culture and the community they belong to rather than their politics and the society they aspire to. Thereafter, the various policies of EU member states towards immigration and hence multiculturalism are analysed and the reasons why these models were unsuccessful are considered. Finally, the consequences of the failure of these models on the present and future of multiculturalism in Europe is examined.

Identity and Belonging

Wednesday, 5 June

13:10-14:50	**PARALLEL SESSIONS**
Room 5	**Women at Work**

A Moment of Truth: Disclosing Pregnancy at Work

Naama Bar On Shmilovitch, PhD Student, Human Services, University of Haifa, Haifa, Israel

Being first-time pregnant at work and not telling about it means intentional concealment of the newly emerging maternal identity to be accumulated over the familiar, professional one. Research shows pregnant employees tend to keep their secret for as long as possible, lest they be perceived as undermining the "recognized order" in the workplace. Recently, scholars have begun to explore the experience of pregnancy in the workplace, focusing mostly on the circumstances after a pregnancy has been disclosed. Pregnancy disclosure represents a turning point of a transformative significance in a woman's working life, as well as a test for her manager and a moment of truth for their relations. Yet, this unique act of pregnancy disclosure has hardly been addressed in research. The current study sheds light on this lack. Placing the disclosure at its center, this study aims to unpack the complexities surrounding this act for both pregnant employees and their managers. Data for this study was derived from in-depth semi-structured interviews with 15 first-time pregnant employees and 15 managers of large organizations and small businesses. Similarities between the act of disclosure that publicizes maternal identity and the process of "coming out of the closet" that informs of sexual orientation are noticeable. Analyzing this unstudied constituency enhances the rising research of pregnancy at work and adds to the study of secrets in organizations.

Identity and Belonging

Reflecting on Board Gender Diversity in South Africa: Change Mechanisms and the Way Forward

Nadia Mans-Kemp, Stellenbosch University, Stellenbosch, South Africa

Although female board representation features high on policy agendas in many countries, the association between gender diversity and good governance is more complex than merely enforcing the appointment of female directors. The directorates of most listed South African companies include less than twenty percent females. Given the country's history of inequality, which impacted women, I joined the academic debate on mechanisms which could address gender imbalances at board level. In Norway, a mandatory forty percent board gender quota is enforced, while a thirty-three percent target applies in the United Kingdom. Semi-structured interviews were conducted with local asset managers to gauge their views on the applicability of these mechanisms in South Africa. Attention was also given to the role of shareholder activists. Interviewees acknowledged that although shareholder activists could play a significant role to enhance board gender diversity, this topic did not (yet) feature on their engagement agendas. Interviewees opposed the introduction of board gender legislation. The King IV Report on corporate governance calls on listed South African companies to set voluntary board gender targets. While companies have the flexibility to determine realistic targets, they are expected to annually report on progress in this regard. Suggestions are offered pertaining to the future enhancement of board gender diversity and possible new research avenues. Companies should develop potential female leaders from the middle to the top of the corporate ladder by offering mentoring and training to expand the director talent pool. Shareholders should furthermore encourage board gender diversity by supporting eligible female candidates.

Organizational Diversity

Women Engineers, Informal Networking and Inequalities in a Project-based Organisation in Australia

Kim Ball, Founder, Consultant, Independent Researcher, and Speaker, Consulting and Research, Connecting for Career Success, Brisbane, Australia

The retention of women engineers has remained a problem world-wide despite more than forty years of research. Women engineers will leave their organisation (e.g. Professionals Australia 2015) and the profession (e.g. Fouad et al. 2011) to attain interesting, challenging work. However, there is little understanding of how this work is attained, particularly in project-based organisations (PBOs). Additionally, analysis of the gender composition of professional networks identifies crucial issues that impact negatively on women's careers (e.g. Xu & Martin 2011), yet there is little knowledge of engineers' informal networking practices within organisations or the impact of these on their careers. To address these gaps, this study asks: How do informal networks impact on professionals' ability for attaining interesting, challenging work in an engineering PBO in Australia? It adopts a critical ethnography methodology incorporating Social and Organisational Network Analysis and traditional ethnographic fieldwork methods framed by Acker's (2006) inequality regimes theory. This study establishes that interesting, challenging work in a PBO is attained through projects where engineers are assigned to project teams through an intraorganisational recruitment and hiring process where connections with powerful and influential people are vital for team assignment. Through this organising process and the general work requirements (Acker 2006)—long work hours and network development out of work hours, plus structural differences in women's and men's informal network relations, women experience inequalities in attaining interesting, challenging work. This study provides recommendations for managers, organisations, and individuals to improve women engineers' retention by lessening gender inequalities and facilitating change.

Organizational Diversity

Women in the Male-dominated Technology Sector: Confidence and Self Advocacy

Madison Winter Kurchik, University of Edinburgh, Edinburgh, United Kingdom

There are many studies about women in the workplace, especially those in male-dominated fields, that identify confidence as a challenge. This paper investigates how women who work in the technology sector characterize themselves, and their efficacy, at different stages in their career. Eighteen qualitative life-history interviews are examined through Interpretative Phenomenological Analysis (IPA). The contributions of this study are twofold. First, by centring women's experiences and voices, this study goes beyond simply identifying confidence as an issue. In fact, the women participants describe a plethora of complex factors that impact their confidence, as well as ways they have attempted to rectify low confidence. Second, the novel empirical illustrations in this study yield opportunities for organizations to better themselves and become more inclusive.

Organizational Diversity

Wednesday, 5 June

13:10-14:50	**PARALLEL SESSIONS**

Room 6	**Leading Change**

Measuring Inclusive Leadership

Marcelle Davis, Wilson Davis Consulting LLC, Richmond, VA, United States

Today's global marketplace has caused the borders between countries to function in a fluid manner. To that end, the dimensions of diversity have moved beyond race and gender and now include many identifiers that are both visible and invisible to the naked eye including, but not limited to, religion, education, family status, sexual orientation, and culture. In order to effectively respond to the needs of their diverse audience, leaders must demonstrate inclusive behavior in a manner that is easily recognizable by anyone who is exposed to them. The leadership model, Grounded, Receptive, Agile, Curious, and Ethical (G.R.A.C.E.), is universal, user friendly, and designed to measure inclusive leadership regardless of industry. It provides a platform for assessment to occur in a manner that is concise and comprehensive regardless of who is leveraging the tool. This paper discusses the G.R.A.C.E model in detail, the benefits of using it, and how it measures up to other leadership models in the marketplace.

Organizational Diversity

Inclusion at Work

Lisa Annese, CEO, Diversity Council Australia, Sydney, New South Wales, Australia

Diversity Council Australia (DCA) has been at the forefront of diversity and inclusion initiatives for over thirty years. Yet, until now there has been little Australian statistical research to prove the value of inclusion to Australian workplaces. DCA wanted to bridge this gap with a nationally representative survey to measure just how inclusive Australian workplaces are, and the impact that inclusion has on employees and Australian organisations. What we found was enlightening. This report provides the first national snapshot of experiences of inclusion by Australian workers and provides an undeniable evidence base for the importance of inclusion to Australian organisations. DCA-Suncorp's Inclusion@Work Index shows once and for all that inclusion is more than just the latest buzzword in business circles. Inclusion is good for employees, good for business, and helps prevent discrimination and harassment. And in a world first – we found that the vast majority of Australian workers support workplaces taking action to be more inclusive. Inclusion at work matters, and ultimately benefits everyone.

Organizational Diversity

Integration of Immigrants in the Labour Market : Comparative Results from Germany and Canada

Silvia Annen, Senior Researcher, Division 4.2 Commercial, Media and Logistics Occupations, Federal Institute for Vocational Education and Training, Germany

The following research derives from a project, which investigates the usability of foreign qualifications and work experience in the German and Canadian labour market by using a mixed methods approach (quantitative analyses of the PIAAC data; case studies). The analysis focuses on the strategies and rationales of employers and employees within the recruiting process. The signaling and the screening approach, the Bourdieusian concept of social and cultural capital, as well as the concept of social closure build the theoretical references. This paper focuses on the German in contrast to the Canadian approach towards the recognition of foreign qualifications. Selected results of twelve case studies conducted in hospitals and ICT companies in both countries are presented. The results prove the assumption of a more difficult access to the labour market within the health sector than within the ICT sector, primarily due to the stronger regulations in health. Furthermore, the results give insights that the labor market access in the health sector is strongly depending on formal qualifications while work experience is an essential prerequisite to enter the ICT-labor market. In the latter, recent work experience matters considerably due to the dynamic nature of the industry and the prevalence of innovation, while in the health sector the depth of work experience and subsequent routine building are valued. The investigations clearly indicate the high relevance of the national labour market situation on the recruiting processes and decisions. Besides, national migration laws highly affect the individuals' recognition and integration process.

Organizational Diversity

Wednesday, 5 June

13:10-14:50	**PARALLEL SESSIONS**

Room 7 | **Facing Challenges**

Creating Inclusive Classrooms Through Experiential Learning: Some Reflections on Teaching World Religions in California

Mugdha Yeolekar, Assistant Professor, Department of Religious Studies, California State University at Fullerton, Hawthorne, CA, United States
Over the past decade, I have taught world religions to international students in Los Angeles. From my conversations with these students, I realized that international students in particular have a challenging time with their studies, research, and social life in a host country. This goes far beyond English proficiency. International students feel lost on university campuses despite being fluent in English in their initial years. For example, a Turkish undergraduate student shared with me that she felt shy to speak up in the classroom. The competitive environment in classroom and her status of a non-native English speaker had led her to insularity of a type. In this paper, I will discuss several ways in which I have used experiential learning as a vantage point to create inclusionary dialogues in my classroom. One of my goals as an instructor is to introduce students to the diversity of human existence and experience by assigning mainstream and folk reading materials. I also aim at creating spaces for direct encounters with the "other." For example, during a discussion of Hindu calendrical festivals, I introduced my students to Holi, the Hindu festival of colors and later I organized a Holi celebration on university campus. Further, my ethnographic assignments such as the "ritual mapping exercise" provide opportunities to engage with the city, the urban landscape, and with diverse populations. Ultimately, this paper will discuss curricular and instructional frameworks that educators can employ in order to create a multicultural, international, and global education.
Education and Learning in a World of Difference

I Didn't Know That Happened in Our Town: White Friends' Strategic Communication About Racial Injustice

Annika Karlsen, Graduate Research Assistant, Human Development Family Science, Universtiy of Georgia, Athens, GA, United States
Jennifer Samp, Professor of Communications, University of Georgia, Athens, GA, United States
The majority of White adults in the United States remain silent and unengaged when it comes to addressing systemic racial oppression and racism in their daily lives. This study considers the modern dominant White racial ideology, known as color-blindness, as it relates to rejecting the salience of racial discussion and discomfort leading White friends avoid discussing controversial racial issues. Data were collected from 86 White dyads (n=172) who self-identified as close friends. Results indicated that White college students who had positive racial attitudes tended to report less anxiety after talking about racial issues with their friend and had longer and better-quality conversations while those who had blatantly negative racial attitudes had shorter conversations and used avoidant communication strategies to deflect, mask, and avoid revealing negative racial attitudes. Implications for educational practices are discussed.
Identity and Belonging

Breaking Down Barriers: Factors that Support English Language Learners Academically at Secondary Alternative Education Schools

Elsie Solis Chang, Assistant Professor, Point Loma Nazarene University, San Diego, CA, United States
This phenomenological study explores the in-depth life experiences of 13 educators who are working with ELL students in alternative education schools. The participants are from six alternative education schools from one district which included community and court schools in Central California. These schools serve students who are expelled, recommended by a school/district, whose parents have requested enrollment and have received district approval, who are on probation/parole, and are homeless. Due to the district's large population of 64.4% Latinos, this study focused on ELL Latino students. ELL Latino students face challenges and struggles; they need a support system that can help them through their educational path. Finding ways to improve achievement and help more Latinos graduate high school and advance to higher education should be high on the nation's policy agenda (Haskins & Tienda, 2011). This qualitative research provides proven key factors that contribute to the academic success of Latino ELLs to Break Down Barriers that many face in alternative education schools.
Education and Learning in a World of Difference

Narrative Negotiation and Navigation at a University Campus: Exclusion and Inclusion of Social Identities

Emma Groenewald, Lecturer, Education, Sol Plaatje University, Kimberley, South Africa
A le Roux
Since South Africa`s transition to democracy in 1994, numerous policies were put in place to address social inequalities caused by apartheid. In order to meet the vision of a transformed higher education, access to higher institutions was increased. The demand for access to higher education precipitated the establishment of two new universities. This paper seeks to understand how students position themselves in a newly established diverse university context. To adjust to the new context, students have to constantly navigate and negotiate while their identities are being re-evaluated and reconstructed. While students bring their own unique stories to the higher education context, the interconnection between race, language, and gender creates opportunities to reconfigure their identities. This study was underpinned by an interpretative approach and a social constructivist paradigm. Four students from different linguistic, racial, and ethnic backgrounds were chosen as participants. Data was generated through reflective exercises and semi-structured interviews. A narrative methodology was used which involved listening and analysing the participants' narratives. Informed by Somer`s (1994) narrative theory and Tajfel and Turner`s social identity theory (1979), the cultural and historical embeddedness of each participant was taken into account. While some students experienced a sense of belonging on campus, others felt marginalised. The students' experiences of exclusion indicate that the transformation vision for higher education has not yet been realised. The narratives highlighted issues of multilingualism, the management of diversity, and the negotiation of a university culture, which in turn, provided suggestions of how higher education institutions can become more equitable.
Identity and Belonging

14:50-15:10	**Coffee Break**
15:10-16:50	**PARALLEL SESSIONS**

15:10-16:50	**PARALLEL SESSIONS**
Room 1	**Changes and Challenges**

Music and Dance as Cultural Dialogue: A Territorial Continuum

Andrew Teirstein, Arts Professor, Tisch School of the Arts, New York University, New York, NY, United States

A border can be represented by a line. But it can also be viewed more expansively, as its own space, fertile with the potential for either confrontation or learning and evolution. This study examines ways that music and dance can engage cultures across borders, in the absence of a common spoken language. Focusing on Translucent Borders, a three-year investigation at New York University, we consider various uses of improvisation at points of cultural juxtaposition. Translucent Borders is a project exploring ways that dancers and musicians act as catalysts for creative engagement across geographic and cultural borders. Beginning in refugee camps in Lesbos in 2016, Translucent Borders has facilitated global conversations between dancers and musicians in Israel, Palestine, Greece, Cuba, and Ghana through interviews, knowledge-sharing circles, improvisation, and performance. The project is a Working Group of NYU's Global Institute for Advanced Study. In June, 2018, the world master dancers and musicians with whom the project has been working will come to the United States for a series of encounters resulting in world premiere performances at the Jacobs Pillow Dance Festival, Lincoln Center, and New York University. This paper articulates some of the inherent tensions in the use of improvisation over the course of the project and the performances in June. For instance: bringing together composers who use written notation, with master musicians who work primarily in a non-notational environment, can raise many challenges to both representative contingents, not just in the various aspects of sound production, but psychologically and territorially.

2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Sense of Belonging: The Impact of Race, Ethnicity, and Culture on Doctoral Education for Students of Colour

Deborah Gabriel, Bournemouth University, Faculty of Media and Communication, Senior Lecturer, Bournemouth, Dorset, United Kingdom

In recent years, the UK higher education sector has been mired in controversies related to the recruitment, retention and progression of students of colour. Studies have sparked much interest in the qualitative and material disparities between White students and students of colour. This highlights the need to more fully understand the nature of the experience of students of colour as it pertains to the university environment, the curriculum and pedagogy, since their voices are rarely 'heard' in educational research. Past studies point to disparities linked to progression onto postgraduate research degrees, and the reality that postgraduate researchers (PGRs) from these groups are the most likely to drop out. This paper is based on a qualitative study that examines the challenges faced by PGR students of colour in achieving a sense of belonging during their journeys on doctoral research programmes at universities in the UK. It explores the processes through which dynamic factors linked to institutional culture and academic practice intersect with race, ethnicity and culture to shape their experiences and how this impacts their sense of belonging. This research draws on critical race theory to centre the ways that racialized dynamics and issues of race, ethnicity and culture manifest in the experiences of PGR students of colour. It explores how processes of inclusion and belonging manifest in relation to their lived experiences. The findings point to an othering process that occurs when dominant, White, Eurocentric, gendered norms prevail and become embedded within institutional cultures, epistemologies, and academic practice.

Identity and Belonging

Aspirations of Female Middle Managers and Barriers To Advancement

Tosha Aquino Giuffrida, Vice President, Operations, Derrel's Mini Storage, Inc.

Nicole Rodriguez, Administrator, Student Affairs, CSU Dominguez Hills, Carson, CA, United States

Nancy Akhavan, Assistant Professor, California State University

Although women have enrolled and graduated at higher rates than men in every collegiate degree (associates, bachelors, masters, doctorate) since 1988, worldwide, women only hold 25 percent of higher leadership positions. Additionally, the literature shows women often have more direct experience for leadership positions than their male counterparts. Yet, gender inequity strongly exists. Traditional barriers, such as the glass ceiling, focused on external constructs preventing the equality of gender leadership is often mentioned in the literature. The researchers will discuss their study on the inequities of females in the workplace and the aspirations of female middle managers as related to career, education, and leadership. Do female middle managers even aspire to advance in leadership? The latest research about female aspirations in higher education and industry will be shared as the researchers will how female middle managers perceive their aspirations and in what ways aspirations may differ between higher education and industry. In addition, findings on significant barriers and supports to career advancement in the workplace will be shared.

Identity and Belonging

Administering the Black Studies Program at a Historically White Institution: The Perspective of an Ex-Program Director

Dawn Duke, Associate Professor of Spanish and Portuguese, Modern Foreign Languages and Literatures, University of Tennessee, Knoxville, TN, United States

This text seeks to examine the role, challenges, and achievements of an Afro-Descendant female academician, who became Chair of the Black Studies Program at a Historically White Institution in the USA. This is the position I held between August 2011 and July 2016 at the University of Tennessee. The Africana Studies Program is dedicated exclusively to the study of Africa and its diaspora. As head of such an ideologically positioned unit, what impact can I, as a Black female professor, have within a structure that was originally designed to exclude such persons as myself? How can we justly measure the successes and failures of such an administrator when the very unit she oversees exists in a constant tension with the institution it serves? In her role as director, how should she perform to guarantee the well-being of her program, in an institutional environment that disfavors its survival, without completely sacrificing the very precepts that motivated its creation and determine its mandate? What administrative measures are needed to construct positive, meaningful relationships among professors and students, in spite of our status as a numerical and ethnic minority or as a community very vulnerable to discrimination and isolation on campus? This text draws attention to national trends even as it is driven by administrative and professional experiences. It examines the benefits, alliances, and respect built throughout the years that favored the growth and development of the program, as well as realities that have continued to hamper its progress and expansion.

Organizational Diversity

Wednesday, 5 June

15:10-16:50	**PARALLEL SESSIONS**
Room 2	**Diversity Leadership**

Leading Diverse Teams: Three Approaches for Promoting Inclusivity and Belonging

Amanda Campbell, Assistant Director of Field Education, Metropolitan State University of Denver, Denver, CO, United States
Kristin Scherrer, Metropolitan State University of Denver, Denver, CO, United States
Susie Ryder, Field Director, Metropolitan State University of Denver, Denver, CO, United States

Promoting inclusivity and belonging is an important task for leaders seeking to capitalize on the rich experiences that diverse teams provide. The field of social work-- a profession that is devoted to ameliorating personal, interpersonal, and societal problems-- provides a unique lens for understanding diversity in teams and tools for leadership. In this study, we examine how three prominent social work theoretical perspectives supply insights for leaders in organizations, communities, and beyond. First, we examine how a systems perspective enables a situated understanding of the team's work in a broader organizational or social context, including attending to organizational, social, economic, political and environmental (others?) factors. Second, we analyze how affirmative approaches provide insight about how to capitalize on team members' diverse strengths and enable opportunities to empower individuals' strengths. Third, we present examples from solution focused brief therapy that promote inclusivity and belonging within teams.

Organizational Diversity

Isolated Leaders of Self-Help Groups in the Internet Age: How Does No-Cost Communication Change Their Organisations?

Tomofumi Oka, Sophia University, Chiyoda City, Tokyo, Japan

I have been researching self-help organisations for over 30 years and have found they have been drastically changed by the advent of the Internet, which has led to group leaders becoming more isolated from other members. As voluntary peer-led organisations in which members share their common experiences to alleviate or solve their problems, self-help groups were once defined by close social interaction. In the Internet age, leaders often prepare meetings by themselves and have less interaction with other members, despite many groups claiming all members participate in group organisational activities. How can we understand the change in these organisations? One way is through the no-cost communication facilitated by the Internet: groups can now send newsletters and make public announcements at no cost. Consequently, the organisations are able to lower subscriptions and it is easier to manage their organisations – but at the cost of human interaction. Modern self-help groups, I argue, can be modelled as being doughnut-shaped, with the leaders positioned at the hole in the middle, isolated by a surrounding void. The widespread phenomenon of "membership apathy" (Pearce, 1980) means many members do not want to take leadership roles in voluntary organisations, and this apathy has been aggravated by the Internet. However, my research has found that because self-help group participants have a strong sense of group identity produced by the commonality of their life situation, some groups have successfully resisted such apathy and adapted to the Internet age.

Identity and Belonging

Dealing with Diversity or Developing a Diversion?: Education in Japan at a Crucial Turning Point

Julian Chapple, Professor, Faculty of International Studies, Ryukoku University, Kyoto, Japan

Despite intense government reluctance and no official immigration policy, Japan is increasingly becoming a more overtly diverse society. While the 'native' population continues a steep downward trend, its foreign population stands at 2.49 million; representing a 7.5% increase since 2012. Yet with all the social demands on accepting diversity, it is telling that Japan's education system still maintains an extremely traditional focus towards assimilation, more than inclusion, in spite of initiatives to foster so-called 'Global jinzai' (human resources). In this study, the challenges facing Japan's education system in terms of dealing with external diversity are outlined. These include issues such as language acquisition and maintenance, identity, cross-cultural competence, etc. Secondly, recent policy initiatives taken in the name of fostering diversity are analyzed. In so doing, the situation of many minority, disabled or ethnic groups, gender and sexually diverse students, and their families becomes apparent and show how the reluctant policies of 'diversion' that exist impact society at large. Based on data collected from interviews with teachers and students, the enormity of the present situation is revealed. Finally, based on data and international examples, possible options for educational policies related to diversity and suggestions of how differences can be utilized for all are introduced. That is, how to accept and include diversity from the outside and educate to respect and foster it from within. Having Programme for International Student Assessment (PISA) now assessing global competence may just be the catalyst for the formation of a new Japanese approach to multicultural education.

Education and Learning in a World of Difference

Academic and Community Partnerships: Creating Learning Environments to Educate on the Impacts of Microaggressions

Claudia Leiras, Associate Professor, Allied Health Sciences, Grand Valley State University, Grand Rapids, MI, United States
Alisha Davis, Assistant Professor, Grand Valley State University, Grand Rapids, MI, United States

Microaggressions are often unconscious statements that affirm stereotypes and are commonly used by dominant/non-target groups to classify individuals in target groups. When used in health care, they can create a greater disparity in health outcomes between white populations and communities of color. Additionally, minorities are constantly exposed to a stigmatizing and discriminating environment due to the messages of the dominant society. It is within the above context, that the investigators through an academic-community collaboration developed and conducted an evidence-based three-part training curriculum for community organization representatives in a deprived, underserved community. The organizations represented varied from those involved in direct patient care (hospitals and primary care practices) to those focusing on community outreach and community engagement for a host of health issues, including, but not limited to offering outpatient mental health services and elderly resources. The three-part training focused on (1) unconscious bias and disparities; (2) exploring microaggressions on a personal and societal level; and (3) intersection of microaggressions, health disparities, and the cultural competency continuum. Participants (n=110) were engaged in several activities to explore their own unconscious bias and microaggressions as well as those of their respective organization. A qualitative analysis grounded in phenomenology was performed identifying the lived experiences of these healthcare workers and their respective healthcare organizations. Post-training evaluations revealed a greater sense of one's owns unconscious bias and microaggressions and how those impacted client interactions. Awareness is a crucial first step in decreasing and eliminating the health disparity gap.

Identity and Belonging

Wednesday, 5 June	
15:10-16:50	**PARALLEL SESSIONS**
Room 3	**Queer Realities**

Queer and Jewish Under the Crown: A Profile of LGBT Jewish Life in Britain

Jonathan Friedman, Professor, History, West Chester University, West Chester, PA, United States

This study addresses the rich history and identity of lesbian, gay, bisexual, and transgender Jews in the United Kingdom. My goal is to shed light on the kind of identity which LGBT Jews have constructed for themselves as both LGBT persons and Jews. My thesis is that although the LGBT Jewish community in the United Kingdom is just as diverse as its counterpart in the United States, there are some interesting and important differences, especially when it comes to age, the impact of Orthodoxy, and perceptions of antisemitism. The Jewish community in the UK is proportionally more Orthodox than the one in the US, which often complicates coming out and expressing one's LGBT identity within more traditional Jewish institutions, although many find a welcoming space within the smaller Reform and Liberal branches of Judaism. Older LGBT Jews who have lived through eras of pervasive legal and social discrimination also convey a different set of historical memories than younger millennials. In many testimonies, regardless of age, concerns remain over the persistence and increase in antisemitism.

Identity and Belonging

Is Inclusion Achieved for Gender Diverse Students?: Macro and Micro Educational Policies Concerning Gender Identity Negotiation in Greece

Martha Petrou, English Teacher, English Studies, Ministry of Education, Petroupolis, Attica, Greece

A growing volume of research evidence agrees that the construction of gender identity is a dynamic process. Schools may function as facilitative environments that support gender negotiation, or as rigid heteronormative regimes where gender diverse students are not welcome. The need for inclusion is imperative and many initiatives have been taken to that end. Yet, not all countries advance at the same pace, so an attempt is made to position Greece in the global discourse of gender identity policies. To what extent have we achieved inclusion for our gender diverse students? Which points have already been adressed and on which ones should we focus in the future? In order for these questions to be answered, a review was conducted of the extant literature on gender identity inclusion policies and legislation. I started by searching the relevant literature, then screening for relevant results. Then, I assessed the findings and extracted the specific data required to synthesize a robust reference point for everyone interested in the topic.

Identity and Belonging

Waiting in Medicalized Gender Transition

Victoria Pitts Taylor, Professor, Feminist, Gender & Sexuality Studies, Wesleyan University, Middletown, CT, United States

As the sociologist Pierre Bourdieu notes, social institutions regulate in part by working "on and through aspirations, on and through time, by controlling time and the rate of fulfillment of expectations." Waiting is a common aspect of medicalized gender transition – trans people seeking hormones or surgery are often made to wait for years. This talk explores temporal dimensions of medicalized gender transition – in particular, the waiting lists, waiting periods, setbacks, refusals, and structural delays imposed on trans patients. Can the attachment constituted in long-term waiting be sustaining, or is it a threat to one's well being? How is waiting managed, accepted, and contested by people who are subjected to it? These questions take on a necropolitical cast in the context of high rates of suicide and violence against trans people. This discussion is part of a broader study that uses critical social theories and an eclectic archive to address waiting as a relation between time, power, and social being. It argues that through regimens of waiting, biopower can enfold people into life-making practices while also rendering them neglected and disposable.

Identity and Belonging

Marginalization Within LGBTQ+ Communities: Strategies for Teaching About Diversity Within Sexual Orientation and Gender Identity Communities

Kristin (K) Scherrer, Metropolitan State University of Denver, Denver, CO, United States
Adjoa Robinson, Lecturer, Social Work, Metropolitan State University of Denver, Denver, CO, United States

Attending to issues of diversity is foundational in higher education. Sexual orientation and gender identity are two important components of human diversity that helping professionals must be knowledgable about. Yet this presents a challenge for educators in regards to how to present information about these identities and do justice to the vast diversity of identities within these communities. In this review, I offer an overview of some of the identities that are often rendered invisible within discussions about sexual orientation and gender identity, with particular focus on bisexual, asexual, gender fluid, and gender queer identities. Example activities and resources to integrate diverse content on sexual orientation and gender identity into practice are provided.

Identity and Belonging

Wednesday, 5 June

15:10-16:50	**PARALLEL SESSIONS**
Room 4	**Strong Foundations**

Gamifying Diversity in the Classroom: Making Explicit the Value of Alternative Perspectives

Micah Modell, Assistant Professor, Technology & Society, SUNY Korea, Incheon, South Korea

Collaborative group work is a popular student-centered method in part because diversity of perspective leads to better solutions (Humes & Reilly, 2008). Studies have shown that heterogeneous teams can outperform homogeneous ones both in the classroom (Cen, Ruta, Powell, Hirsch, & Ng, 2016; Hoffman, 1959; Hoffman & Maier, 1961) and the workplace (Van der Vegt & Janssen, 2003). However, found that, when allowed to self-select, stronger students gravitate to one another, leaving the rest to muddle through together (2004). Furthermore, Tucker (2005) found that, while students preferred self-organized teams and these tended to result in reduced conflict, this came with relatively mundane solutions, while instructor-formed teams exhibited high levels of destructive conflict. They achieved the best results when students were allowed to choose teams while working within diversity-enhancing constraings based on personality test results (Tucker & Reynolds, 2006).The author built upon this work, by developing a method of calculating the differences in student demographics to render a 'diversity points' score. The instructor would subsequently require that a minimum diversity point threshold be met by each group. This method was implemented as part of a web-based collaboration support platform and employed in classrooms over the course of a year and a half in conjunction with in-class discussions of the value of group work – with particular attention paid to diversity.

Education and Learning in a World of Difference

The Pedagogy of Discomfort as an Agent of Change: Outcomes from Student Reflections on Diversity and Social Injustice

Shane McIver, Deakin University, Melbourne, Victoria, Australia

The emergence of phrases such as 'fake news' invite increased scrutiny of factual reporting and the media. Naturally, the media is highly influential given its ability to shape ideas, values and beliefs. University students often look to the media as an additional learning resource, to identify patterns, current trends and information relevant to their areas of academic interest.However, there can be an unnerving dissonance between positions presented by the media versus findings from academic investigation. Negative media examples might range from obvious and incendiary reporting fostering racism and discrimination through to equally damaging covert messages. This reporting might directly oppose fact, yet be adopted through general acceptance and social conditioning. This presentation reports outcomes arising from a research project where undergraduate students ultimately questioned their own values, attitudes and beliefs when comparing media portrayal versus evidence across a diverse range of subjects, including sexualities and identity, the needs of refugees and asylum seekers, justice and injustice, plus other examples that typically evoke strong reactions based on unexamined opinion. In alignment with Boler's (1999) pedagogy of discomfort, critical thinking and informed inquiry displaced preconceived and often narrow perspectives with an increasing awareness of appreciating an alternative and deeper understanding, without slipping into defensive anger, blame, or guilt as part of that experience. Accordingly, the dynamics of a pedagogy of discomfort will be discussed, as well as the underpinning role of reflective practice, given the combination of the two tended to catalyse radical shifts in awareness and personal empowerment.

Identity and Belonging

Identity Texts: Promoting Multiple Identities in Formal Educational Settings of Refugee and Migrant Background Children

Georgia Fountoulaki, Hellenic Open University, Drapetsona, Greece

Argyro Maria Skourmalla, Post-graduate Student, Hellenic Open University, Drapetsona, Greece

Sevasti Paida, Lecturer, Hellenic Open University, Drapetsona, Greece

The current reality in Second Language Acquisition (SLA) classrooms is characterized by super-diversity. Students in today's classrooms compose a multilingual and multicultural total with different needs, expectations, interests, and constraints. These super-diverse classrooms give teachers a multidimensional role. In order to respond to the new reality, scholars searched for ways and methods in which to exploit their students' full potential. To that Cummins (2001) supports that students' performance in the classroom is improved when students feel that their identity is valued in the teaching process. This paper presents an identity text activity that inspired and developed from the researchers' participation on a post-graduate course Language Education for Migrants and Refugees. We applied the activity in two learning environments: a multilingual-multicultural formal educational setting in Athens, a multilingual class in a general education school, and in a formal educational setting in a DYEP class in the island of Chios. The activity's aim, which focused on producing multimodal "products" that students create and "invest their own identities in producing them", was to give them opportunities to participate, to come forward their dual identities and the students to discover who their classmates are. Students were encouraged to share their thoughts using any means and language available to them. The final part of the paper suggests some creative activities that were based on students' identity texts and encourage the development of the multiple languages/identities that exist in these classrooms.

Identity and Belonging

Wednesday, 5 June

15:10-16:50	**PARALLEL SESSIONS**
Room 5	**Teacher Training**

The Phenomenon of Xenophobia in School Environments: Case Study and Proposed Teaching Activities

Aikaterini Maria Karava, Undergraduate Student, ESECE, University of Patras, Patras, Greece
Aikaterini Aitinidi, Student, ESECE, University of Patras, Patras, Greece
Eugenia Arvanitis, Department of Educational Science and Early Childhood Education of University of Patras, University of Patras, Patras, Greece

As undergraduate students in the DESECE, University of Patras and in the course of the lecture Intercultural Training of Teachers, we studied the refugee phenomenon. Through this study, we focused on xenophobia towards refugees and we decided to conduct a study case. The main objective is to reveal the causes of the incident that took place on the 19th of October 2018, at the primary school in Skoytari, Serres. That day 105 children didn't attend school, as a protest indication for the ten refugee children, that registered at school. This case study is intended to answer three main research questions: What are the causes of this xenophobic phenomenon? Does this xenophobic behavior stem from feelings of fear of parents or children themselves? What kind of fears does someone have about a refugee child? The outcome of this study case is a result of joint research (quantitative and qualitative research), based on semi-structured interviews and closed type of questionnaires. The theoretical background used to support and interpret the results of our research is the "theory of the integrated threat", which concerns the fear of the host country, that another ethnic group will prevail. Through this research work we have realized the timeliness of the subject and our duty as future teachers: not only to know in depth such phenomena, but also to combat xenophobia in the educational environments. For this reason, at the end we are putting forward proposals for classroom activities.
Education and Learning in a World of Difference

From Human Rights Curriculum Theories to Children Rights Authentic Actions: A Case-Study in Preliminary Education

Aikaterini Maria Karava, Undergraduate Student, ESECE, University of Patras, Patras, Greece
Eleni Stavropoulou, Student, University of Patras, Patras, Greece
Ioanna Mpekiari, Student, University of Patras, Patras, Greece
Stavroula Karagiannopoulou, Student, University of Patras, Patras, Greece
Ariadni Kouzeli, University of Patras, Patras, Greece
Maria Fragaki, Faculty Member, University of Patras, Patras, Greece

The core aim of this paper is to present a case-study for the promotion of Authentic Learning, with ICT integration in the Preliminary Greek Education and the cultivation of twenty-first century skills to young pupils. Undergraduate students from the Department of Educational Science and Early Childhood Education of the University of Patras, under the mentoring of their teacher, who acted as "critical friend", co-designed and researched the implementation of learning scenarios for the deliberation of concepts such as "diversity", "human rights" to Early Childhood Education. The problematic of this study based on the absence of the practical implementation of those topics in the every-day kindergarten practice. Graduates wanted to explore if authentic learning scenarios with the pedagogical utilization of Open Educational Resources (OER) could cultivate healthy dialogue, resolve differences and respect others personal values, beliefs and attitudes (Curriculum of Studies from Preliminary Education, 2014). Moreover, they wanted to investigate if through the current learning, teaching, and research process would advance their role to a meaningful one in order to meet the challenges that both with their students have to face in a globalized world. A Participatory Action Research took place in kindergartens, infused from critical constructivist and authentic learning theories. The initial research results argue that pupils' interest enhanced from topics that were authentic; could understand better, clarify and analyse the explored concepts, only when they participated actively to the learning activities, solving problems, debating and empathetically acting and finally it is realized that OER technological environments enhanced students interest.
Education and Learning in a World of Difference

Pre-Service Teachers' Multicultural Competence: The Case of Greece

Panagiota Sotiropoulou, Lecturer in Geography, Geography, Loughborough University, Loughborough, United Kingdom

Multicultural competence is a concept used frequently to describe teachers' knowledge, attitudes, and skills related to making educational experiences relevant to all students while also taking into consideration their diverse backgrounds. Despite featuring highly in academic literature and policy agendas worldwide, pre-service teachers' multicultural competence and the factors influencing it are to-date rarely examined. This study uses a mixed-methods approach to capture more holistically the complex concept of multicultural competence and the factors influencing it. The empirical dataset comprises 356 questionnaires completed by final-year undergraduate students of Primary Education from three departments in Greece and six focus group discussions with students recruited out of the same pool of participants, conducted equally across the three departments in which questionnaires were administered. The study's findings show that, although based crudely on the quantitative scalar measurements, Greek pre-service teachers' multicultural competence scores are relatively high, their narratives present a more complex reality, revealing misconceptions around its practical manifestations and a general lack in multicultural teaching knowledge and skills with a social justice orientation. Moreover, the study traces webs of causal connections between multicultural competence and pre-service teachers' sociocultural positionalities, experiences of international mobilities, multicultural encounters as well as experiences of both formal and informal curricula across diverse spaces of learning. In doing so, the study reveals the importance of thinking relationally about the spatialisation of multicultural competence and offers invaluable insights to the academic literature and policy debates around the best ways to prepare multiculturally competent educators.
Education and Learning in a World of Difference

Teaching in a Culturally Diverse Context: What About Teachers' Wellbeing?

Caterina Mamprin, PhD Candidate, Psychopedagogy, University of Montreal, Montreal, Canada

In Quebec (Canada), children who do not speak the language of instruction, French, must enter the school system through reception classes. In those classes, they emphasize French learning so students can integrate the regular curriculum as quickly as possible. From the 2015-2016 school year, the number of reception classes has increased rapidly in the Greater Montreal area due to the significant influx of Syrian refugee students. While the environment may have an influence on teachers' well-being at work (Price and McCallum, 2015), there is little research on reception classes. However, children attending these classes have special needs related to their migration experience in which teachers do not always feel qualified and may experience anxiety (McNeely et al., 2017). In this context we aim better understand how the particular environment of reception classes can influence teachers' wellbeing at work. The data presented in this study were collected from January to June 2018 in a discussion group conducted in a high school of the Greater Montreal. Eight teachers participated in the eight sessions of this activity. The data were also collected through semi-structured interviews with the participants before and after the eight meetings. The questions were formulated according to Dagenais-Desmarais' (2010) concept of psychological well-being at work. The results highlight the challenges and the day-to-day realities experienced by teachers, and also how these can affect their well-being at work. They draw attention to the systemic factors influencing the integration of newcomer students at school.
Education and Learning in a World of Difference

Wednesday, 5 June

Room 6	**Advancing Creativity**

Is the Fashion World Finally Getting Diversity?

Lourdes Susaeta, Universidad Complutense Madrid, Spain
Isabel Garcia Hiljding, Doctotal Student, ISEM Fashion Business School, Spain

This paper identifies the main challenges of diversity management faced by the fashion industry today and introduces diversity management research in the fashion industry. We want to provide to fashion scholars with suggestions to advance knowledge in diversity management. The issue of diversity is a hot topic in the fashion industry at the current moment. From embracing plus-size models to including various cultures, many fashion designers are developing open minds and progressing towards inclusiveness, rather than the exclusive stigma the fashion industry has evolved. For the moment, the academic world has paid little or no attention to research on the subject. It is striking how in other sectors, such as the tourism sector, exists solid research on the topic (Manoharan and Singal, 2017) and diversity fashion academic research remains unexplored. Firstly, we explore the existing central debates in the fashion industry using secondary sources of information. Then, we review the existing diversity management literature in the general business, deeply grounded in sociological, psychological, social-psychological, and management theories. We identify what theoretical debates lie behind these movements around diversity and inclusion in the fashion industry. This study's results provide insight into areas of exploration that can significantly enhance the scholarship on diversity management in the fashion literature.
Organizational Diversity

Lights, Cameras, (and Hopefully) Action: Harnessing Diversity in a Community-University Partnership to Address the History of Racial Oppression and Persistent Inequality through Multi-Media Applications

Jeffry Will, Northeast Florida Center for Community Initiatives, FL, United States

Jacksonville Florida has a long and often sordid history of race relations, stretching from the pre-civil war establishment of Florida as a state, to the present struggles over Black Lives Matter, and debates over the presence of Confederate monuments and dedication. While a few famous icons from the African American community, as well as a few of the more notorious racial confrontations, are well known in local and academic circles, discussions of the depths of the inequality, brutality, and disenfranchisement are often neglected. Local accounts often focus on historical figures who overcame the odds (e.g. James Weldon Johnson), or confrontations that made national news. Less examined is the impact of historical and current discrimination and inequality on black residents. Educating the public about Conferare monuments, or renaming public buildings, bridges and roads named after "city fathers" who were slave owners, openly racist and KKK leaders, as well as on-going structural inequality in the community is virtually non-existent. In this paper, we explore the work of the Race and Injustice in Jacksonville Research Group, a Community-University partnership documenting the social and economic effects of racism and institutional racism. The partners include a diverse collection of faculty and students from the University of North Florida and Local Community Activists addressing racial inequality and race relations. The goals of the Research Group include developing a series of educational and illuminating films, social media outlets, and public presentations to challenge the community to address the long-term impact of the its racial history.
Community Diversity and Governance

Telling Our Education Story Across Borders: A Narrative of our Educational Experience Through PhotoVoice

Kate Wittrock, Professor, School of Education and Social Services, Saint Leo University, Saint Leo, FL, United States

This paper explores the educational experiences of refugees and immigrants at a rural school in Florida. Through PhotoVoice, students use photography and storytelling to provide narratives and tell their story as an English Language Learner in an American School. PhotoVoice puts a camera in the hands of individuals often excluded from the decision-making process in order to capture their voices about their lives, community, and concerns (Wang, Burris, & Xiang, 1996). PhotoVoice challenges the established politics of representation by shifting control over the means for documenting lives from the powerful to the powerless, the expert to the lay person, the professional to the client, the bureaucrat to the citizen, and the observer to the observed (Booth & Booth, 2003). Having participants share stories in their own voice provides meaning and context for the images (Wang, Yi, Tao, & Carovano, 1998) and enriches language learning by ensuring participant involvement in meaningful communicative activities (Gallo, 2001). Cortazzi and Jin (2007) argue that expressing intended meaning and understanding others' meanings is what drives language development. Three main questions are investigated in this paper through the use PhotoVoice (1) How does my school help me navigate cultural differences? (2) What does my school do to help me learn? (3) How does my school help me connect to my community? Pre-service teachers working with the English Language Learners in the after-school program also provide their reflections on working with the students and discuss their experience.
Education and Learning in a World of Difference

The Seal of Biliteracy for High School Students: Bilingual Parents as Role Models - An Illinois Showcase

Joaquin Villegas, Associate Professor Emeritus, Elementary Education/Bilingual, Northeastern Illinois University, Chicago, IL, United States
Maria Vargas, Faculty-Psycholgy, St. Augustine College, Chicago, IL, United States

The State of Illinois is among thirty-three states implementing the Seal of Biiteracy to embrace and value the diversity of languages and cultures of high school graduates. The Seal is awarded to students who have reached level of competency in one or more languages as well as the English language. This seal takes the form of a gold seal that appears on students' transcripts or diplomas of graduating seniors as a statement of accomplishment for future employers and college admission. School districts have created pathways to biliteracy from primary grades to high school. This paper intends to address how parents who learned English as a second language in a bilingual college serve as role models to their children in creating pathways at home to reach a level of biliteracy in their home and target (English) languages.
Education and Learning in a World of Difference

| 15:10-16:50 | **PARALLEL SESSIONS** |
| **Room 7** | **Negotiating Narratives** |

Protecting Access to Education with Performance: The Student Movement in Chile

Alicia Del Campo, Professor of Spanish, RGRLL, CSULB, Long Beach, CA, United States

This paper addresses the political role played by performance and social theatricality in the context of the inequalities in access to high-quality education produced by pervasive neoliberal reforms imposed during military regimes and consolidated during transitional periods in Chile. Performance and social theatricalities have become an essential element of political activism in contexts where re-democratization processes have relied heavily on spectacular democracy rather than participatory democracy. In the case of Chile, the critical discontent with the results of the neoliberal reforms implemented was marked by the eruption of the massive 2011 student movement that almost paralyzed the nation. An essential element of the movement success was their practical use of performance in political action to communicate protesters' demands and to rearticulate the meaning of urban space. This essay demonstrates that these tactics, grounded on a poetics of the body, symbolically re-appropriated the neoliberal city—segregated and consumption driven—and transformed it momentarily into a lively and energized counter-neoliberal space, where a community marked by solidarity and the promotion of social change, emerged. Occupying the city became the overarching modality where students physically occupied public spaces with their bodies through demonstrations, school strikes and occupations, flash-mobs and public interventions. By massively appropriating the city through these various means, the movement became a tangible expression of both the neoliberal malaise and disenfranchisement characteristic of Chile's transitional democracy.

Education and Learning in a World of Difference

Institutional Listening to Refugee Media

Diana Kreemers, PhD Candidate, Faculty of Arts and Social Sciences - School of Arts and Media, University of New South Wales, Sydney, Australia

Various projects facilitate refugees in telling stories on their own terms. Digital and alternative media have opened up opportunities for self-representation. Many authors celebrate the ability of refugee media to give voice to communities, to pluralise voices in the public sphere, and to counter mainstream media representations (Bassel, 2017; Budarick, 2017). This is essential in democratic terms, as media inform public opinion and are key resources in policymaking processes. However, the literature on minority media is unclear on how the amplification of voice and pluralisation of narratives lead to democratic participation and recognition (Fraser, 2003). Dreher (2010; 2017) proposes a focus on 'political listening' to shift some of the responsibility for media impact from the communities involved to the receptiveness and responsiveness of decision makers and opinion leaders. In this paper, I explore how listening by professionals in democratic institutions can lead to recognition for refugees. The paper presents the outcomes of an extensive desk research on refugee media, recognition for minorities, and listening in government communication. I analyse the democratic potential of refugee narratives as defined by literature on community and minority media (Garman & Wasserman, 2018; Nikunen, 2018). This is compared to the ambitions for and practices of listening to government communication (Bickford, 1996; Macnamara, 2016).

2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

The Potential of Children' Stories to Promote Equitable Classroom Integration for Refugee Children: Case Study in an Algerian Secondary School

Sarra Boukhari, PhD Student, Education Departement, University of Bath, Bath, United Kingdom

Refugee studies have lately emerged as a focused area of research yet there is a gap vis-à-vis the integration experiences of diversified refugees in educational settings. The available literature predominantly focuses on the integration of refugees into the host society without substantially considering the diversity factor; thus viewing the refugee community as a homogeneous entity. This study seeks to examine the nature and complexity of refugees' experiences and their relevance to the integration processes. It aims to understand ways that may facilitate integration amongst refugees within mainstream school classrooms. It investigates the possibility of refugee children's stories as a way to explore and deal with different issues of integration in the Algerian secondary school context with both Arab and African refugees. Accordingly, stories are used to develop positive values that could be affected by war and conflict experiences. These stories can potentially boost their understanding of key social concepts that can facilitate acceptance and integration among refugee communities. This study invokes the theoretical framework provided by Jerome Bruner's construction of the narrative through real life experiences. The idea is to voice children' sense making of their own world and integrate it with good values to help them construct a positive narrative. The study incorporates a theoretical perspective that gives account to the LVE (Living Values Educational) model that enables integrating good values within education. Qualitative methods are integrated to investigate the readiness and acceptance of Arab and African refugee children to each other in a classroom in Algiers.

2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

From the Cargo Hold to the US 'Black Ghetto': Racial Heterotopias, Relational Racism, and Preserving the White Nation

Matthew Houdek, Lecturer, University Writing Program, Rochester Institute of Technology, Rochester, NY, United States

I argue that the material and rhetorical construction of the "black ghetto" in the US serves as what Christina Sharpe refers to as "the womb of blackness" – and thus, a condition of possibility for preserving the white nation. These spaces share a fundamental connection to the cargo hold (Moten and Harvey) and the prison (Alexander) and are constructed as empty spaces for casting off the excesses of what is deemed "valuable" within the white nation, epistemologically, ontologically, materially, rhetorically, economically. Therefore, the construction of these spaces of disavowal is required to meet the contingent needs and demands of the US racial state and its deep relations to neoliberal capitalism. Methodically, I appropriate Michel Foucault's contested concept of heterotopia as a heuristic for prying open these spaces. While Foucault's concept is broad and obtuse, I re-animate his concept through race scholarship to contribute to the decolonial project of disrupting Communication Studies ingrained whiteness (Flores, Wanzer-Serrano). Theoretically, through this lens, I begin to think through the relational logics that construct the black ghetto over and thru time as a space of disavowal that has its origin in the cargo hold and the black Atlantic. Critically, I argue that examining these spaces helps to demonstrate the inherent relations between white supremacy, anti-blackness, US state violence, and neoliberal capitalism and which therefore allows us to confront these manifold forces at their intersections in order to create openings for, as Rob Asen writes, "making connections that neoliberalism," and whiteness I add, seeks to deny.

Identity and Belonging

Wednesday, 5 June

15:10-16:50	**PARALLEL SESSIONS**

Room 8 | **Inclusive Practice**

Pre-Kindergarten through High School Completion Diversity and Inclusion: Process and Progress in a Large Suburban School District
Lauren Michels, Second Grade Teacher, Kingsley Elementary School, Naperville Community Unit School District 203, Oak Park, IL, United States
This paper focuses on my graduate degree research and study in education policy, organization, and leadership with a concentration in global studies in education as well as related international experiences, elementary classroom teaching practices, and current initiatives within the School District in which I teach in suburban Chicago. I discuss the use of best practices for teaching global citizenship in the elementary classroom as well as the initiatives of the District's Diversity Advisory Committee, on which I serve. This committee includes administrators, classroom educators, school specialists, and community members. Collaboration among stakeholders led to the hiring of a Director of Diversity and Inclusion for the District. The committee's current and ongoing work includes assessing strengths and opportunities for growth as they relate to the District's culture and climate, curriculum and instruction, student input and voice, recruitment and hiring, academic and discipline disparities, family and community engagement, as well as staff training and development. District outcomes include partnering with diverse stakeholders, creating a social media presence, and revising recruitment efforts. Classroom outcomes include celebrating all students' cultures, creatively engaging all families, promoting student exploration of unknown places and cultures, and using literature to facilitate rich conversations around diversity and inclusion. Next steps for me include facilitating a District professional development course and starting a multicultural club for students. Next steps in the District include a required professional development series starting with the topic of implicit bias and an audit of curriculum for cultural bias.
Education and Learning in a World of Difference

Refugee Experiences Seeking Employment After Resettlement
Carrie Mc Cleese, Associate Professor, Business Administration, Tennessee State University, Nashville, TN, United States
Lisa Baranik, Assistant Professor, State University of New York at Albany, Albany, NY, United States
The current study examines employment rates and predictors of employment among Syrian refugees currently living in Lebanon and Jordan. This paper argues that male and female refugees have different experiences seeking out employment after resettlement due to patriarchal structures and attitudes towards women that are present in the Arab Middle East. The goals of this study were a) to update employment rates among Syrian refugees and b) to examine predictors of employment among male and female refugees. Nationally representative data from 600 refugees and 1400 native-born individuals living in Lebanon and Jordan were used. Native-born individuals living in Lebanon and Jordan were 2.53 times more likely to be employed than refugees. Men were eight times more likely to be employed than women. Finally, attitudes towards women's rights and roles moderated the relationship between refugee status and employment. Among native-born women, a positive attitude towards women's rights and roles predicted employment status, whereas this positive relationship was not found for women refugees. Among refugee men, a positive attitude towards women's rights and roles was linked to a lower likelihood of holding a job. These findings suggest that agencies supporting refugees should communicate realistic expectations about employment during resettlement. This study is the first study to identify attitudes towards women's rights and roles as a predictor of employment among refugee populations and highlights the unique struggles that refugee women face.
2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Erasmus Students - Learning Within a Multicultural Context: The Case of the Greek Language and Culture Laboratory of University of Patras
Eleni Georgoudaki, PhD Candidate/ Administrator, Laboratory of Greek Language and Culture, University of Patras, Patras, Greece
Dimitra Giotopoulou, Greek Language Tutor, University of Patras, Patras, Greece
Argyro Dimitrelou, Greek Language Tutor, University of Patras, Patras, Greece
In this paper we consider the connection between the mobility flows of incoming Erasmus students and the creation of reflective curricula of Greek language and culture courses within a multicultural context. For this purpose, we present key finding from quantitative data provided by digital cartography (GIS) and qualitative data obtained by students and teachers of Greek language and culture courses. The inclusion of language and cultural elements on Erasmus study programmes increases students' satisfaction, creates strong intercultural competencies and understanding of one's own culture, as well as preparing students for global citizenship. It also encourages the active engagement of international students in their host cities. In addition, the adoption of new learning practices, based on multiliteracies model, provide creative ways to express their emotions, experiences, and ideas. The benefits of this approach expand to the host university and the implementation of its internationalization policy as well as to the host city, which gain visibility and useful comments about its functions from an alternative source.
Education and Learning in a World of Difference

One Dance Step, One Dialogue Circle at a Time: Integrating Art and Racial Justice in Canada
Olufunke Oba, Lecturer, Social work/SDS, University of Waterloo, Saskatoon, Saskatchewan, Canada
Decolonization originates in the human consciousness, therefore Frere (2000) emphasized the need to articulate one's cultural identity. Article 30 0f the UN Convention on the Rights of the Child, also highlights the right of children to their own culture especially where their practices differ from those of the host community or the majority. This community participatory qualitative research explores the impact of Black cultural arts in promoting racial justice. Framed by decolonizing and Afrocentric theories, the research employs Black Diaspora music to foster racial justice dialogue circles among high school students. Scholarship shows that exposure to diversity alone does not automatically engender consciousness raising and reflexivity. However, combined with strategic conversations, exposure to "the other" has efficacy in counteracting ahistorical narratives. They jointly promote cultural appreciation, healthy school climate, wellbeing and academic achievement. These are important findings from this study as more African, Caribbean, and Black Identifying (ACBI) families are settling in smaller Canadian cities in response to liberalized immigration laws. Integrating participatory music performance with school and community dialogue on racial justice promotes racial justice, inclusive school climate and more equitable educational outcomes. In this paper, I reflect on my role in the research and proffer recommendations for school administrators and researchers interested in employing racial justice dialogue and music to create inclusive and equitable learning environments.
Education and Learning in a World of Difference

16:50-17:00	**Transition Break**
17:00-18:40	**PARALLEL SESSIONS**

Wednesday, 5 June	
17:00-18:40	**PARALLEL SESSIONS**
Room 1	**Colloquium** **Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or perspectives on an issue. Four or five short formal presentations are followed by commentary and/or group discussion.** **Building Inclusivity at a University after a "Hot Moment" Reveals Structural Concerns: A Case Study in How a Racist Student Video Pushed Syracuse University to Make Change** Jeffrey Mangram, Associate Professor, Education, Syracuse University, Syracuse, NY, United States Bradley Gorham, Associate Professor and Chair, Communications, Syracuse University, Syracuse, NY, United States Carolyn Hedges, Director, Communications@Syracuse, Syracuse University, Syracuse, NY, United States Keith Alford, Professor and Interim Chief Diversity Officer, Syracuse University, Syracuse, NY, United States Hub Brown, Associate Professor/Associate Dean, Newhouse School of Public Communications, Syracuse University, Syracuse, NY, United States In the spring of 2018, a video from a student fraternity's secret initiation ceremony was leaked to the student newspaper at Syracuse University. That video, which included the embrace of racist, sexist, ableist, and anti-Semitic language, set off a campus-wide dialogue about inclusivity on campus. In response, the University engaged in a number of listening sessions and reevaluated what it already knew about itself. Throughout the summer of 2018, faculty and administration met to discuss and plan a series of initiatives to begin to change campus culture around diversity. For the fall 2018 semester, the University implemented a new first-year initiative that included required diversity-related coursework for first-year students, training for faculty, and other initiatives to assess and encourage a culture of inclusivity. The Newhouse School of Public Communications at Syracuse University simultaneously implemented changes to its core curriculum to better work inclusivity into its curriculum. This case study features representatives from the various university organizations who helped assess the issues and lead positive change. It includes specific information from our assessment regimen; discussion of curricular changes and challenges; and institutional barriers and solutions, both for the overall university and for the communications school in particular. We share assessment data and conclusions on what worked, and what still requires attention. *Education and Learning in a World of Difference*
Room 1	**Colloquium** **Colloquium sessions are organized by a group of colleagues who wish to present various dimensions of a project or**

Wednesday, 5 June

17:00-18:40	**PARALLEL SESSIONS**
Room 2	**Workshops** **Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. [45 min. each]** **Enlarging the Boundaries of Educators to Advance the Education of Border Crossers** Mubina Kirmani, Professor, College of Education, Towson University, Towson, MD, United States Barbara Laster, Professor, Educational Technology and Literacy; Elementary Education, Towson University, Towson, MD, United States Border crossing is awakening educators to new cultural and religious realities in classrooms. With the new wave of refugees there is a great need to understand the "other" and create inclusive learning environments so children and families feel safe and secure in their adopted new lands. We, as professors of education and as practicing members of Jewish and Muslim religion within majority Christian communities in the United States, understand what it means to be the "other." We bring 25 years of collaborative professional experience having trained educators to support children and families from different cultural and religious backgrounds in public schools. We listen to and collect vignettes and life stories and use them to sensitize educators to the challenges that children/families from minority cultures and religion face and how educators can become allies and positive role models. This workshop includes a series of anecdotes, vignettes, activities, and questions to help participants understand the perspectives of refugees and new border-crossers. More specifically, participants in the workshop will: 1) Examine vignettes about culturally diverse students/families within educational settings. 2) Actively participate in a Carousel Brainstorming activity to help deconstruct different religious practices and see similarities through use of common themes such as water and light. 3) Voice critical and constructive higher order thinking to promote understanding across diverse students/families. *Education and Learning in a World of Difference* **Build Professional Capacity, Impact Global Communities: Pedagogical Strategies for Successful Global Development** Kimberly Moffett, Faculty, Indiana University, IN, United States Jessica Lee, Assistant Professor, Indiana University, IN, United States Local communities throughout the world are increasingly confronted by the impact of globalization and the influence of significant geopolitical and socio-economic forces. These constituents, especially marginalized groups, are facing unprecedented challenges such as refugee migration, poverty, human trafficking, disease, natural disasters, gender violence, and conflict. Organizations currently in place to address these global issues are endlessly grappling with concerns over priorities, resources, and policy/political implications in their efforts to meet unparalleled human need. It is essential that a pedagogical approach underscoring a rights-based discourse as well as a framework to address privilege and the dynamics of oppression be integrated into professional education preparing students to work effectively with communities and organizations in a global context. This interactive workshop will examine graduate social work curriculum that highlights diversity, human rights, and social justice while emphasizing didactic strategies designed to cultivate a comprehensive knowledge base, encourage cultural humility, and develop a wide-ranging worldview through a critical lens. The primary objectives of the workshop are to share cross-cultural backgrounds in relation to similar teaching experiences, deconstruct content to enhance instructional methods, and glean unique perspectives through participant reflection and dialogue. The facilitators will provide a brief presentation of the overall course content and evaluative data measuring student outcomes then participants will have the opportunity through guided activities to assess course assignments, observe student videos, and experience first-hand course exercises. The ultimate goal is that this workshop will result in professional capacity building as a way to affect positive change in global communities. *Community Diversity and Governance*

Wednesday, 5 June	
17:00-18:40	**PARALLEL SESSIONS**
Room 3	**Workshops** Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. [45 min. each] **Cross Community Experiences: The Ulster Project Delaware** Eileen Starr, Licensed Clinical Social Work Staff, Chapel Street Office, Mid-Atlantic Behavioral Health, LLC Newark, DE, USA For the past 96 years Ireland has been divided, six counties in the North part of the United Kingdom and an independent nation in the South. Despite multiple peace agreements, sectarian violence continues. During the reenactment period in July, traditions dating back to the 17th century exacerbate the escalation. Long held values and historical trauma reinforce division and violence. Research indicates that primary conflict during adolescence impacts personal and social identity (Coon and Mitterer, 2009). Shepard (2007) determined that exposure to long-term violence and community discord impairs development and increases psychiatric symptomology. This research study explores the relationship between the Ulster Project Delaware (UPD) and good will and negative stereotyping of "The Other." UPD is a cross-community integration program for adolescents (ages 14-16) exposed to sectarian violence in Northern Ireland. This study highlights youth's involvement in UPD. For example, the importance of continuing UPD, despite the 1998 Belfast Peace Accord and the official end of "The Troubles" is to offset the on-going consequences of sectarian violence due to historical and intergenerational trauma. Our interactive presentation includes de-identified audio clips from individual interviews sharing not only their experiences as an adolescent participating in UPD, but also their exposure to community violence and the impact in their lives across the lifespan. Implications for the continuation of UPD and associated interventions will also reviewed. Participants will explore implications for practice in their countries. *Identity and Belonging* **Trauma-Informed School Programming: A Response to the Impact of Immigration, Social Upheaval, and Community Violence** Anna Berardi, Professor, School of Education, George Fox University, Newberg, OR, United States Brenda Morton, George Fox University, Newberg, OR, United States This workshop focuses on responding to the effects of relational and socio-political trauma within K12 and higher education settings using Trauma-Informed School Programming (TISP). Traumatized students must prepare for their futures, but social and academic engagement is often exceedingly difficult due to invisible side effects. The data emerging from the International and United States versions of the Adverse Childhood Events (ACE) survey has sounded a startling alarm regarding the impact of trauma as it interferes with psychosocial development across the lifespan. In response, TISP is an integration of neurobiology, traumatology, attachment and cognitive developmental theories to help traumatized persons achieve a sense of safety and stabilization. This is prerequisite to accessing higher order cognitive processes involved in learning and social engagement. Its principles are applicable to all students regardless of age or type of trauma interfering with functioning. The presenters will introduce case examples of the model's application in both k12 and university settings in the United States and Estonia. Examples include trauma related to economic marginalization and violence due to national immigration and race-based policies, and war. ACE data suggests that well over 50% of the world's population is at risk of suffering the consequences of unmitigated trauma caused by abuse, catastrophes, or socio-political violence. TISP provides a way for educational settings to tend to trauma-based wounds in order that those already disadvantaged by acts of neglect and aggression can create needed resiliencies to survive and thrive. *Education and Learning in a World of Difference*

Wednesday, 5 June	
17:00-18:40	**PARALLEL SESSIONS**
Room 4	**Workshops** **Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. [45 min. each]** **Navigating Moral Distress: Social Solutions for Complex Global Challenges** Tami France, Leadership Coach, Manager, Assistant Professor, Human Resources, Mayo Clinic, St. Paul, United States Patricia Greer, University College University of Denver, Denver, CO, United States Jodi Rae Kortje, Director of Operations, Emergency, Critical Care & Medicine Services, Vancouver Health, Vancouver, Canada The global landscape is fraught with increasingly complex social, political and economic forces that have created significant ethical challenges for its citizens on a macro (community), meso (organizational), and/or micro (individual) level. The presence of ethical challenges brought forward by tensions created when differences in organizational (government/business), individual, and professional values are palpable. First responders, professionals, and leaders are navigating situations where they must meet the needs and interests of those affected without violating personal and professional values. When one cannot navigate between these intersecting values, moral distress emerges. Moral distress can occur when one knows the right action to take, but is constrained from taking it. This topic is discussed offering a deeper understanding of impact within the individual, community, and (inter)national systems. Strategies from the healthcare industry are shared to enhance awareness of inclusive collaboration techniques and ultimately well-being. Having a growth and learning mindset, a vision of what collaboration means, and a plan for developing collaborative relationships are elements that shift perspectives to allow for productive outcomes in morally stressful and uncertain situations. This world of global interconnectedness presents a need to understand oneself, one's values, and one's triggers for moral distress. Workshop presenters bring practical ways to apply collaboration and coaching techniques as social solutions. This session begins with a short overview of moral distress and shifts to experiential group and individual exercises. Attendees will leave the session more prepared to face difficult ethical situations in turbulent times, navigating moral distress and increasing positive impact. *Identity and Belonging* **Diversity as an Outcome: Creating an Impactful Theory of Change to Foster Organizational Equity, Inclusion, and Justice** Jessica Howard, Consultant, Dallas, TX, United States Brittany Harris, Florissant, MO, United States Organizations, institutions, and businesses across the globe have vowed their commitment and prioritization to diversity and inclusion in theory. In practice, prioritization of visible diversity traits through short-term recruitment investments have produced tokenism and revolving doors of talent in workplaces. The development of a clear theory of change for diversity and inclusion is a critical component of long-term, sustainable organizational transformation. Rooted in Systems Thinking and Logic Model Frameworks, this workshop offers a practical tool for developing a diversity, equity, and inclusion (DEI) organizational theory of change continuously monitors the intended and unintended impacts of its tactics. Through a series of interactive small-group activities, participants will share professional insights, personal observations, and common challenges in organizational DEI work and co-create practices for 1) integrating DEI theory of change within organizations and 2) monitoring the impacts of those attempts at integration. *Organizational Diversity*

Wednesday, 5 June	
17:00-18:40	**PARALLEL SESSIONS**
Room 6	**Innovation Case Studies** **Researchers, governmental, or industry innovators present research, products, or services. All presentations should be grounded in presenter's research experience. Promotional conversations are permissible, however, products or services may not be sold at the conference venue.** **This Is Who We Are : Unlocking One's Identity One Experience at a Time** Kathleen Mclean, CEO, The Mclean Group, Watervliet, NY, United States The facilitator will explore several frameworks on identity development with participants: People of color racial identity development (William Cross); Bi-racial identity development (W.S. Carlos Poston); White racial identity development (Janet E. Helms). The facilitator will share a professional documentary including several students of diverse backgrounds from her academic institution. The students share their gut-wrenching stories from K14 and beyond on how comments that were perceived to be harmless changed their academic pursuits to fit the lowered expectations by their teachers, advisers, and other personnel that worked with them in their formative years. This session will provide strategies on how to engage students of all identities to make them feel valued, included, and supported in the classroom and beyond. *Identity and Belonging* **In Our Own Voices: Stories from Australians of Middle Eastern Refugee Background** Eugenia Tsoulis, Chief Executive Officer, Settlement Advocacy, Australian Migrant Resource Centre, Adelaide, Australia Hussain Razaiat, President, Australian Hazara Federation, Adelaide, Australia Andrew Hill, Adjunct Professor, School of Art, Architecture and Design, University of South Australia, Adelaide, Australia All the stories are of achievement against all odds. On their journey there had been discrimination, exploitation, abuse and tragedy. This was on top of the calamity which had caused the flight from their homelands in the first instance. As Hamoudi Aldyni said, when facing another boat crossing after two boats had sunk beneath him, and as Chris Sweedy reinforced when he saw the tiny fishing boat his family was about to board having no concessions to safety, it was either death or death. Death at home or death at sea. Whilst for many the landing and settling in a new country was traumatic, mixed within those times was also kindness and support from fellow travellers and longer settled Australians who reached out to ensure that distance between people, and their suffering, was minimised. In building a coherent, tolerant and ultimately self-sustaining community, well-meaning people from all backgrounds understand that we must be self-healing and that we must come together to knit our social ties for the good for all. That in so many cases refugees have had a resettlement experience which ran outside of the model, and in which they missed out on the care and benefits for early social integration, is a matter for much soul searching, and some shame. (From In Our Own Voices Stories of journey and resettlement in Australia, Andrew Hill 2018) *Identity and Belonging* **Learning from Women's Experience of Microaggressions: How Can Leaders and Organizations Address Subtle Discrimination and Internalized Oppression?** Pamela Hopkins, Managing Partner, Founder, Enact Leadership, United States Sindri Anderson, Enact Leadership, United States The session is based on Dr. Hopkins dissertation research on Women's Experiences of Micro Aggressive Acts: Meaning Making and Coping Strategies. Subtle, repeated events of prejudice and discrimination have become embedded in the fabric of many women's lives. Women are subjected regularly to microaggressive acts across, not only gender, but also other dimensions of their identity such as class, age, sexual orientation, religion, citizenship status, ethnicity, race, and so on. The emotional toll of these microaggressions can be significant, and women often minimize and deny their impact, with consequences to their well-being and life outcomes. While the session uses gender and intersectionality for women as the lens into the personal and organizational experience of exclusion, it also contributes to multicultural discourse and to understanding the myriad ways that global work environments foster or undermine individuals' ability to be all of who they are. Understanding this type of discrimination and its insidious effects will help all of us alter the forces in society that continue to marginalize individuals and communities. Underpinning this work is a belief that scholars and practitioners need radically new frameworks and levels of self-awareness to advance a just and equitable society. The session includes an interactive research review and discussion, an introduction to personal experience, and consideration of implications in organizations and the world - including the refugee/immigrant experience, addressing internalized oppression, and privilege-allyship. All are invited to consider how these insights will contribute to better professional practice and scholarship. *Organizational Diversity*

Wednesday, 5 June

Room 7   **Pedagogical Considerations**

Pre-service Teachers' Intercultural Learning Through Pedagogical Encounters with Diverse Others in the Community

Eva Polymenakou, Teaching Fellow, Education, University of Bath, Bath, United Kingdom

Student teachers need to learn how to act appropriately as intercultural educators in a multicultural world. Experiential intercultural learning has been consistently found to be critical toward this end. Nevertheless, the learning opportunities that pedagogical intercultural encounters in the local community may involve for pre-service teachers have barely been investigated in Greece. This paper reports on the results of my thesis that addressed this gap. The study qualitatively explored pre-service teachers' experiences of Pedagogical Intercultural Community Encounters (PICEs). It took place in two departments of pre-school education in Greece, where participants worked on projects that included off-campus encounters with perceived culturally diverse individuals. The latter were mainly of refugee, immigrant, and Roma backgrounds. The data were collected through individual interviews with student teachers and through their reflective written texts. They were analysed thematically, and Dewey's experiential learning theory was applied. PICEs were found to foster pre-service teachers' IL. Specifically, they can enable pre-service teachers to change their own attitudes and to envision changing those of their learners. Secondly, PICEs can help pre-service teachers appreciate the complexity of diversity by pondering over the boundaries of equality, similarity and difference. Thirdly, PICEs constitute a form of praxis, as pre-service teachers are actively involved in their own learning in a way that will also be valuable in their professional educational roles. The study's main contribution consists in conceptualising PICEs as a community-based educational resource that needs its own space in the literature of Intercultural Learning and of Teacher Education.

Education and Learning in a World of Difference

Supporting Refugees' Life Narratives via a Multiliteracy Education Competences Framework

Niki Lambropoulos, HCI Education Researcher, Patras, Greece

Refugees come from a variety of warring countries and most of them have experienced very hard circumstances. They exchange their life narratives around campfires struggling to make sense and meaning of the sudden change in their lives. Refugees are individuals of various nationalities with different social and cultural characteristics as well as diverse economic and cultural capital. The internet and social media diminished obstacles such as the physical and time obstacles but additional competences are required. For example, empathy in such online shared meaning creation is still an issue due to the psychological distance, the communicating and discourse differences, the diverse background and social languages. Hence, this paper proposes a multiliteracy competences framework to activate and support refugees' life narratives for transformative self-expression via shared multimodal communication. The latter is built upon online communities and the sense of belonging. It includes the linguistic, visual, audio, corporal, musical, and alphabetical as well as gestural and spatial modes of meaning making and sharing, already integrated into the everyday media and cultural practices. Such transformed practice is viewed as embedded in authentic learning and active participation in online communities requiring specific multiliteracy education competences according to the participants' lifeworlds, also shaped by participants' multidimensional personalities.

Identity and Belonging

Early Childhood Education on Greek Islands: Supporting Refugee and Asylum Seeking Children in Refugee Centres

Nektarios Stellakis, University of Patras, Patras, Greece
Christina Polyzou, Student, University of Patras, Patras, Greece
Dora Kalantzi, Student, University of Patras, Patras, Greece

Early Childhood Education on Greek Islands was a program that took place on four Aegean islands (Leros, Samos, Chios, Lesvos) during summer 2018. Students from the Department of Educational Sciences and Early Childhood Education (University of Patras, Greece) were employed and worked during summer holidays in the kindergartens inside hotspots. The Program was funded by the Open Society Foundation, through ELKE of the University of Patras (FK 80550). Its main purpose was to offer to refugee children, who reside in the Reception and Identification Centres, various creative activities in order to enhance socialisation, creativity, and learning through play and expression. Moreover, the program aimed to help children get familiar with the Greek language and be ready for primary school. In this study, we focus on this experience and the kindergarten, which is in the school area in Chios RIC.

2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Language Survival Guide - My First Greek: Educational Material Designed by Teachers and Students to Assist Smooth Adaptation and Integration

Dora Tsiagani, Head Teacher, Ministry of Education, Greece

Can mother tongues of students attending a multicultural primary school express their own "voice"? Can they also support the teaching of Greek language? Commencing from the above, teachers and students of the fifth and sixth grade of primary school and the Hellenic Theatre/Drama Educational Network worked together to create the "Language Survival Guide. My First Greek". This guide is comprised of five thematic videos (classroom objects, classroom activities, colours, body, face) where mother tongues (Albanian, Bengali, Chinese, Farsi, Arabic), together with Greek and English, compose a multilingual guide in order to deal with the needs of the specific school as most students (refugees and immigrants) who attend the school speaking different foreign languages. The use of the "Language Survival Guide" and the opportunity to have free access to the school webpage will contribute to enhance the new students language skills and lead to their emancipation and autonomy. At the same time listening to 'other' languages builds up a multilingual culture within a conducive learning environment for effective integration.

Education and Learning in a World of Difference

Wednesday, 5 June	
17:00-18:40	**PARALLEL SESSIONS**
Room 8	**Workshops** Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. [45 min. each] **Connecting the Pieces: Understanding the Diversity Jigsaw** Dale Park, Regional Diversity Advisor, Aged and Disability Services, Eastern Sector Development Team, St Kilda East, Victoria, Australia We are all diverse, created by dimensions of individual difference that connect and intersect. Diversity doesn't exist in the "otherness" or "difference" of someone else, it exists in all of us to create our sense of belonging and our unique identity. The Connecting the Pieces film and Diversity Jigsaw resource articulate the dynamics of diversity and person centred care while also providing an accessible explanation of intersectionality. The Diversity Jigsaw illustrates the dimensions of individual difference that help shape each person's identity and sense of belonging. It promotes them as assets and challenges people to remove deficit approaches to difference from their practice. This interactive workshop will demonstrate the value in implementing an intersectional approach when developing services and working with people to achieve social justice. It will build the capacity of participants to offer a truly person-centred service that understands and responds to the cultural history of individuals, the prejudice and exclusionary actions experienced and the breadth of clients' diversity, interests, preferences and needs. Participants will use the diversity jigsaw to consider how dimensions of individual difference intersect to build a person's unique identity and sense of belonging.They will be supported to recognise and respond to potentially conflicting identities and the challenges that people can experience when reconciling these identities. They will work through questions that challenge them to reflect on their current practice and how to create an inclusive environment that supports, admires, appreciates and celebrates people's identities. *Identity and Belonging* **Workplace Identity Construction: An Intersectional-Identity-Cultural Lens** Lize Annie Eliza Booysen, Professor of Organizational Behavior and Leadership, Graduate School of Leadership and Change, Antioch University, Yellow Springs, OH, United States While the field of workplace identity studies is nascent and fragmented, it has matured in the sense that there are calls for the integration of divergent perspectives across the field and paradigmatic divides (Miscenko & Day, 2015; Sveningsson & Alvesson, 2003, Watson, 2008). Little attention has been paid to integrate intersectionality (Crensaw, 1991), a concept derived from critical feminist thought, into workplace identity research. Intersectionality is useful in conceptualizing work identity because it recognizes the simultaneity of the different social categories individuals belong to that inform their identities and also the ways they structure organizations and people's experiences within them (Andersson, 2008; Roberts & Creary, 2013). Identity work is also relatively new in cross-cultural research, which tends to focus mainly on national culture or cross-cultural comparisons (Klarsfeld, Ng, Booysen, Christianson & Kuvaas, 2016). Consequently, the importance of super-group levels identity influences, such as national culture and societal contextual factors is also not sufficiently explored in workplace identity research.This workshop will extend our thinking on workplace identity by focusing on intersectionality to highlight the significance of an individual's intersections of social locations in the workplace embedded in socio-historical and political contexts. Second, by focusing on the influence of national culture as a macro contextual factor, adding a cross-cultural leadership perspective on how individuals navigate their identities at work. We will explore: How does identity work intersect with cross-cultural research? How does identity work intersect with intersectionality? Can intersectionality be used to also unearth privilege and not only marginalization? *Identity and Belonging*
18:40-20:10	**Conference Welcome Reception**
	Common Ground Research Networks and the Diversity in Organizations, Communities & Nations Conference will be hosting a welcome reception at the University of Patras directly following the last parallel session of the first day, 5 June. The reception will feature local student artists from the University of Patras performing a diverse repertoire of ethnic music: **Ioannis – Eirinaios Bebelis** **Sofia Douklia** **Penny Georgopoulou** **Ariadni Kouzeli** **Georgia Parparousi (coordinator)** **Join other conference delegates and plenary speakers for drinks, light hors d'oeuvres, and a chance to converse.**

Thursday, 6 June	
08:30-09:00	**Conference Registration Desk Open**
09:00-09:10	**Daily Update—Dr. Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, and President, Common Ground Research Networks, Champaign, IL, United States**
09:10-09:45	**Plenary Session—Dr. Eleni Skourtou, Professor, Department of Primary Education, and Director, Language, Literature and Folks Culture Lab, University of the Aegean, Mytilene, Greece**
	"Diversity as a Lifetime Theory Making Process: The Scholar's Voice" Dr. Eleni Skourtou teaches multilingualism and multiculturalism in education within the Department of Primary Education at the University of the Aegean, Rhodes, Greece. She is director of the Language, Literature and Folks Culture Lab in the same department. She is also a member of the Academic Advisory Committee for the online graduate program, Language Learning for Refugees and Migrants / LRM, at the Hellenic Open University. The city of Rhodes is Eleni's actual laboratory and the field for her scientific work, as well as the site for her community commitment. Eleni studied education at Goethe University in Frankfurt, Germany (Johann Wolfgang Goethe Universität) and she holds a PhD from the same university in bilingual education. Her main research interests are language education, second language learning, bilingualism and education of minority children, literacy/orality/multiliteracies, and text and meaning making. Her actual research and commitment is in the field of Roma children education and of refugee (children and adults) education.
09:45-10:15	**Garden Conversation**
	Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.
10:15-10:35	**Museum Presentation on Diversity—Koutsoumbeliti L., MSc Archaeologist; Manolopoulou G., MSc Museologist; Kotsaki Al., MA Conservator of Antiquities**
	"Archaeological Museum of Patras Hugs Diversity"
10:35-11:50	**Tour of the Archaeological Museum of Patras**
	The Archaeological Museum of Patras is one of the most prominent museums in Greece. The museum showcases the history of Patras and the surrounding area with artifacts dating from prehistory through Roman times.
11:50-12:40	**Lunch**
12:40-13:40	**Border Crossing Narratives Panel**
	The Border Crossing Narratives Panel will feature academics and experts who will discuss the 2019 Special Focus, "Border Crossing Narratives: Learning from the Refugee Experience." Moderator: Dr. Amalia Ifanti, University of Patras, Greece Panelists: Dr. Maurizio Ambrosini, Full Professor of Sociology of Migrations, Faculty of Political, Economic and Social Sciences, University of Milan, Italy Dr. Vassiliki Chryssanthopoulou, University of Athens, Greece Dr. Jackie Huggins, AM FAHA, Historian and Author, Co-Chair, National Congress of Australia's First Peoples, Australia Dr. Giorgos Tsimouris, Panteion University of Social and Political Sciences, Greece
13:40-16:40	**Community Tours**

	The two afternoon tours will examine the 2019 Special Focus, "Border Crossing Narratives: Learning from the Refugee Experience."
	
	Group A - Visit to Community Migrant Group of Patras
	14:00-15:00 Discussion with Community Migrant Group representatives, teachers, and students on refugee settlement issues and routes: The Community Migrant Group was established in October 2007 in Patras to support refugee and immigrant rights due to the inhuman living conditions of refugees in the local area and the efforts to evict them using repressive methods.
	15:00-16:00 Diversity Panel with Greek academics to discuss refugee education
	Panel Host: Nikos Papageorgiou, KINISI/STEKI Voluntary Committee, Greece
	Moderators: Dr. Mary Kalantzis, University of Illinois at Urbana-Champaign, Illinois, United States;
	       Dr. Julia Athena Spinthouthakis, University of Patras, Greece
	Panelists: Dr. George Nikolaou, University of Patras, Greece;
	       Dr. Roula Tsokalidou, Aristotle University of Thessaloniki, Greece
	
	Group B - Visit to Oropaidio Art Center
	14:00-15:30 Creative Workshop on refugee border stories, run by Andriana Tavatzi, Art Director of Oropaidio: In this workshop, delegates will view an artistic enactment of refugee routes based on refugee narratives performed by refugees themselves.
	15:30-16:00 Discussion and debriefing

Friday, 7 June	
08:30-09:00	**Conference Registration Desk Open**
09:00-09:10	**Daily Update—Dr. Bill Cope, Professor, College of Education, University of Illinois, Urbana-Champaign, and President, Common Ground Research Networks, Champaign, IL, United States**
09:10-09:45	**Plenary Session—Dr. Maria Gindidis, Lecturer, Department of Education, Monash University, Melbourne, Australia**
	"Many Faces, Many Voices: Honouring Voice and Visibility through Transmedia/Experiential Story Telling – The Refugee Experience in Australian Schools" Dr. Maria Gindidis currently holds the position of chief examiner and lecturer of core units for the Masters of Teaching and Pre-service Education courses. She also leads the Principal Preparation program for Monash, teaching and designing graduate leadership programs for future school leaders in Victoria (Australia), Indonesia, and China. Maria is an accredited school reviewer for the Department of Education, assisting schools with strategic planning and improvement targets. She also consults in a number of schools developing and coaching school leaders and teachers to include brain-based learning strategies for brain compatible classrooms. Dr. Gindidis has managed major projects for the Victorian Department of Education and was the state coordinator of the Bilingual Schools Initiative involving 15 schools across Victoria. Her dissertation won the prestigious Michael Clyne Award for outstanding research in the area of immigrant languages, and recently, she was awarded an inaugural grant to research and design transmedia storytelling for refugee children. She is an international education and conference speaker on topics involving the practical integration of multimedia in languages and engaging second languages learners. She has delivered many local and international workshops in multi-literacies, thinking curriculum, and has extensively worked as an educational consultant in government as well as independent and Catholic schools across Victoria, Australia. Her international lectures have included Japan, Singapore, Canada, Dubai, and the United States (Harvard University, Boston).
09:45-10:20	**Plenary Session—Dr. George Androulakis, Professor, Department of Primary Education, and Director, Greek Language and Multilingualism Lab, University of Thessaly, Volos, Greece**
	"Developing Culturally Responsive and Effective Language Skills for Adult Refugees' Well-being" George Androulakis studied linguistics and sociolinguistics at the Universities of Athens and Paris 7 from 1985 to 1995, when he obtained his PhD on bilingual discourse of the Greek community in Paris. He did postdoctoral research and taught linguistics, sociolinguistics, and language teaching at seven Universities in France and in Greece. He is now professor of sociolinguistics and language teaching and director of the Greek language and multilingualism lab at the University of Thessaly. He has been visiting professor at the Universities of Toronto, Strasbourg, and Manchester. From 2016 to 2018, he served as vice-president for academic and international affairs of the Hellenic Open University. His research priorities include issues of language contact in migrant communities, language policy, task-based language teaching, intercultural education, as well as open and distance education. He was the academic coordinator of many European projects, and he has been invited many times by the European Commission and the Council of Europe as an expert and evaluator of language projects.
10:20-10:50	**Garden Conversation**
	Garden Conversations are informal, unstructured sessions that allow delegates a chance to meet plenary speakers and talk with them at length about the issues arising from their presentation. When the venue and weather allow, we try to arrange for a circle of chairs to be placed outdoors.
10:50-12:30	**PARALLEL SESSIONS**

Friday, 7 June

10:50-12:30	**PARALLEL SESSIONS**
Room 1	**Shifting Boundaries**

Identity As Contributing Factor to Migration Policy/Practices: A Two Country Review

Tina Bryson, Language Educator, Douglas County, United States

B.J. Bryson, James Madison University, Harrisonburg, VA, United States

Human migration is among the most pressing and contentious global concerns that focus on identity and belonging. Who has a right to movement and under what conditions? How are boundaries determined? Who sets policies, enforces policy and who is subsequently impacted by policies that may leave migrants vulnerable to circumstances they do not fully understand in their desperation for safety, freedom, and opportunity. In 2017 an estimated 258 million people were moving within countries, between countries, and across continents (United Nations). The migration starting with the 2010 Arab Spring increased global awareness of migration as large number of people sought passage into Europe through Mediterranean Sea passages. While many countries were initially open to accepting migrants fleeing for specific purposes, others fostered and promoted xenophobic responses based on identity within a context of country nationalism. Such responses are not new and rooted in discriminatory practices recognized globally. This study examines the politics of identity and migration in the responses to Africans seeking to migrate through Spain and Mexican/ Latin American migrants to the United States. Similarities and differences help to illustrate responses to migrants globally. A further examination of increased family and underage migrants additionally impact policy responses. Deeper examination of identity and its impact on policy development is encouraged.

Identity and Belonging

Repairing and Exploiting the Underclass Image: The Role of the State in Asia's Maid Trade in Comparative Analysis

Michelle Phillips, PhD Candidate, Sociology, University of California at Berkeley, Berkeley, CA, United States

With news of their abuse in Asia making headlines worldwide, Indonesian live-in maids working in foreign countries have aptly been described as "modern-day slaves." Often young and with little education, they frequently have little recourse from abuse, as the many laws meant to protect them in practice oppress them – in contrast to the prototypical, often highly educated Filipina maids, who have an experienced state speaking for them (Rodriguez 2010). Aside from vastly different demographics and culture, the Indonesian state also takes a different approach to controlling and protecting its migrant citizens as compared to the Filipino state – but that approach has barely been explored as yet. Migrant domestic workers' identity is defined by a state of limbo – they are citizens of one state but residents of another; paid workers hired on the open market but confined to the intimate sphere of the home; earning more than they would back in their country but still at the bottom of the host state's social hierarchy. Such tensions are not merely the result of case-by-case incidents or even demographic patterns, but of institutional structures (government policies, support networks) that perpetuate inequalities and disadvantages – structures that differ by nationality and in host nations, with very real consequences for maids. My research thus seeks to make an intervention by asking how inequalities between states – particularly in sending and receiving states – affect migrant labor identities and outcomes, and what are the interactive mechanisms by which they affect outcomes.

Identity and Belonging

Racist Attitudes, Outgroups, and the Australian Experienbce

James Forrest, Associate Professor, Geography and Planning, Macquarie University, Sydney, New South Wales, Australia

In 2016, 28 percent of Australians were born overseas, some 18 percent from non-English speaking backgrounds. Since the early 1970s, Australia has adopted multicultural policies as a response to its population diversity, but tensions between multicultural policies and a legacy of Anglo privilege and cultural dominance remain. Underpinning racist attitudes are (i) 'old' vs "new' attitudes to understanding racism; (ii) issues of socicall distance between groups and the formation of outgroups and (iii) contact associated with acceptance or conflict. Focusing on Sydney, Australia's largest immigrant receiving city, this study examines the basis of racist attitudes (ii) social distance between groups and outgroup formation and (iii) levels of acceptance of different groups: Muslims, Africans, Aborigines and Asians. Results are often inconsistent with the generality of social science research in this area. Socio-demographic characteristics are largely unrelated to racism or with levels of acceptance across the city. Degree of presence, in itself, has littler to do with acceptance levels Nor have 'old' or 'new' racism mindsets. Rather we turn to the general area of public discourse and the media. As Jakubowicz (2010) has observed: ' the media play a central role in the production, circulation, and transfornmation of ideas about race.'

Identity and Belonging

Friday, 7 June	
10:50-12:30	**PARALLEL SESSIONS**
Room 2	**Humanness** **Diverse Identities of Self** Indira Junghare, Saint Paul, United States Human beings are both biological and socio-cultural creatures. They develop individually according to their own capacities and social worlds. The self's identity is constructed by concepts of race, gender, nationality, religion, age, and ethnicity. This fragmentation of the self, traditionally understood as a composite of body and mind, has resulted in division, fear, and conflict. Individuals wear diverse faces of identities, which are appearances rather than true substantive realities. Since the Indian worldview evolved from orthodox-heterodox philosophies, which focus on the "wholeness of life," the paper analyses self in the context of its changing nature and diverse identities. The Indian view focuses relatively more on epistemology or the psychological process of introspection in obtaining intuitive knowledge for finding resolutions in the framework of morality and ethics. Any attempt to solve human problems has to be a humanistic approach that will guard human dignity, human rights, and human welfare, not only for individual wellbeing but also for all-inclusive peaceful living. *Identity and Belonging* **Nursing at the Borders in Greece: An Account of an Australian-Greek Nurse Overcoming Barriers in a Refugee Crisis to Provide Nursing Care** Helen Zahos, Griffith University Queensland, South East Queensland, Australia The year 2015 saw a mass exodus of refugees fleeing Syria and surrounding countries affected by conflict. Many refugees did not survive the crossing. As a Greek Australian Nurse seeing images of thousands of refugees arriving in Greece I felt an obligation to help. I spent six weeks on the Greek island of Lesvos. Some days saw arrivals of up to 5000 refugees crossing in rubber boats. Injuries varied, but I was present for the boat accident of 28th October where 300 people were involved in one accident, and in that one night 11 children and 27 adults drowned. I then spent six weeks on the border of FYROM and Greece. I was present for the first border closures and the refugee clashes with the police and army. Our health service faced unparalleled social, political and economic barriers in a tiny geographical region bombarded by need. My focus during the crisis was not on the tens of thousands of people in front of us, but rather that one person that each of us could help. Have you ever covered a person that is shivering cold with a warm blanket? Or held a stranger in your arms that are grieving for their child? Helped another human being, without discrimination, and without expecting anything in return? This for me is Humanity and what nursing represents, and that feeling extends to my ability to apply my skills and knowledge and assist in the refugee crisis, making a difference one person at a time. *2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience* **Experiences of Adolescent Boys Living with Disorders of Sex Development** Annie Temane, Senior Lecturer, Department of Nursing, University of Johannesburg, Johannesburg, South Africa Lizzie Simelane, PhD Candidate, University of Johannesburg, Johannesburg, South Africa Marie Poggenpoel Chris Myburgh South Africa is a country with diverse cultures. Traditional values and beliefs are strong in within these diverse cultures. Culture shapes and influences the meanings of illnesses. Culture influences the value placed by society on different disorders, the presentation of the symptoms, the way individuals and their families manage the disorder, the way the community responds to the disorder, the degree of acceptance, support, stigma, and discrimination. Some culture contexts determine whether gender variation is seen as a disorder needing treatment or an understood and tolerated variation. What is seen in one culture as problematic may not be seen in the same way by another culture? The aim of this study is to explore and describe the experiences of adolescent boys who are diagnosed with disorders of sex development. A case study design was used in the study. Data was collected through in-depth interviews and drawings. The analysis of drawings were done by a registered psychometrist and thematic analysis was utilised for the in-depth interviews. The analysis of data provided a picture of emotional turmoil and social exclusion. The results show there is a need for equity, tolerance, and support for these adolescent boys living with disorders of sex development. *Identity and Belonging*

Friday, 7 June

10:50-12:30	**PARALLEL SESSIONS**

| **Room 3** | **Teaching in Focus** |

Not Turning Tragedy into Tourism: Service Learning in Developing Countries

Wendy Turner, University of Southern Indiana, IN, United States

Developing countries are often noted for the tremendous needs of their inhabitants. Poverty, lack of resources and corruption are often acknowledged by the media, without giving attention to the strengths that these communities possess. Well-meaning persons and groups from wealthy nations may travel to those areas in order to help, but never recognize the tremendous gifts they receive from the residents of that country. The author takes graduate and undergraduate students annually for service-learning trips to Jamaica. She takes the approach that the students are learners and the people of Jamaica are their teachers. After fourteen years of building relationships with agencies and institutions on the island, the author has identified the essential components of successful service-learning activities abroad. She describes the necessary steps that faculty must take in order to ensure that they and their students are not exploiting the tragedies of others. She details how service-learning in developing countries can promote the values of social justice among privileged students.

Education and Learning in a World of Difference

Teacher Roles in Implementing Co-operative Strategies in a Multicultural Class with Roma Children

Pavlina Louizou, Primary Schoool Teacher, Primary Education, Private School Ekpaideftiria G. Zois, Athens, Greece

Christos Govaris, University of Thessaly, Thessaly, Greece

Stavroula Kaldi, University of Thessaly, Thessaly, Greece

This study focuses on teacher roles during the application of specific group cooperative strategies in a mixed ability class where students have different cultural backgrounds. The research is based on the principles of intercultural education and a theoretical framework of cooperative teaching and learning. Five (5) core co-operative teaching methods were implemented, covering both competitive and exclusively cooperative models of team behavior: (a) Teams-Games-Tournaments, (b) Complex Instruction, (c) Group Investigation, (d) Simulation and (e) Think-Pair-Share. It used a qualitative approach and a two-month action research project was applied in a multicultural 5th grade class of Volos, Greece, where both Roma and non-Roma students attended. The research tools for data collection were (a) the instructor researcher's observation diary (fieldnotes) and (b) a team semi-structured interview with the students carried out by the instructor researcher. The results show that the instructor plays many different roles during the application of the aforementioned methods which have different impact on the students. In each of the five methods, a predominant role is highlighted. This role is determined by the number and qualitative assessment of specific reactions that the instructor displays while teaching. In each of the models the teacher role differed: motivator for Group Investigation and Simulation, wanderer for Complex Instruction and Think-Pair-Share and neutral presider for Teams-Games-Tournament. The results are discussed according to the structure of the five cooperative methods as well as the particular form of the class.

Education and Learning in a World of Difference

Initial Teacher Education and Inclusive Education: What About Refugees?

Robyn Cox, Associate Professor, Faculty of Education and Arts, Australian Catholic University, Sydney, Australia

Initial teacher education in Australia has undergone a range of transitions in recent years most of which are connected to a move an Australian Curriculum and a national teaching competence framework. Each of these has made a huge impact on the core business of how education is done in Australia, and at times this has run into controversial spaces. External to these factors is the changing nature of the student population, which is usually captured under the heading of 'Diversity'. This paper seeks to explore this broad heading of 'Diversity' in particularly the preparation of the pre-service teachers to respond to refugee groups who are new to Australia. This paper will investigate the impact of globalisation, in particular the social and psychological impact of migration experiences and the plight of refugees and cultural minorities along with the resulting tensions, barriers, and problems of integration during the settlement process. This exploration will be done using a case study approach documenting the development of a module for initial teacher education students by a cross-disciplinary team.

Education and Learning in a World of Difference

The Wins and the Pitfalls - Designing an Inclusive Learning Environment at a British University Law School: Can White Teaching Staff Really Create an Inclusive Syllabus?

Rachel Nir, Reader in Legal Education and Inclusion, Lancashire Law School, University of Central Lancashire, Preston, Lancashire, United Kingdom

Tina McKee, Senior Lecturer, Lancashire Law School, University of Central Lancashire, Preston, Lancashire, United Kingdom

We are a Law School in a new university in the UK. Fifty percent of our undergraduates come from low socio-economic backgrounds and 48% come from minority ethnic backgrounds. Most lecturers within the School are white. UK law is based on Judeo-Christian origins and key statutes and cases have been determined by white jurists. How easy is it to make a learning environment more inclusive in this context? In 2016/17 we conducted a research project on why student attendance at our law classes was in decline. One of the key findings from the quantitative date was that our students from minority ethnic backgrounds attended more than their equivalent white counterparts but achieved less. The ethnicity attainment gap is well known in UK universities but our Law School data presented an unanticipated and unhappy picture. We adopted a two - pronged approach to begin tackling this. Firstly, we invited an external specialist to spend a day guiding the core first year staff on how to write an inclusive syllabus which would better reflect our student body. Secondly, we set up a student discussion group made up of our postgraduate interns who had just completed undergraduate law degrees and who reflected diverse ethnic backgrounds. We met throughout the academic year and took input and guidance from them as we began to try and adapt the learning environment. Our paper reports on our experiences of this two-pronged approach. How did teaching staff respond? What were the wins and what were the pitfalls?

Education and Learning in a World of Difference

Friday, 7 June

10:50-12:30	**PARALLEL SESSIONS**
Room 4	**Educational Pathways**

Conveying the Racial, Ethnic, and Sexual "Other" in College Classes
Linda Fellag
Arlene Caney, Associate Professor of Music, Music and Humanities, Community College of Philadelphia, PA, United States
Messages from popular culture constantly bombard society with views of the perfect self vs. the imperfect or ridiculed "other." These messages are often mixed with influences of family, friends, religious organizations, media, classroom teachings, laws, and political interpretations. In concert, these strong societal forces enforce the behavior of the dominant group while stigmatizing other behaviors. In light of the current Trump administration, characterized by exclusionary messages, teaching acceptance of "the other" in U.S. college classrooms, whether related to sexuality, race, religion, or ethnicity, becomes a critical means of counteracting growing ultra-conservative influences. The authors illustrate ways to incorporate minority voices into Music and English, disciplines that don't inherently cover minority topics. The objective: to raise student consciousness and promote acceptance and understanding of racial, ethnic, and sexual minorities, especially among ESL and developmental pre-college students. Students experience a comfortable way of looking at "the other," analyzing sources for objectivity, and ultimately broadening their opinions about "others" in their own community.
Education and Learning in a World of Difference

Higher Education and Global Awareness: Effective Teaching and Learning Practices for Developing Global Competencies in Learners
Maria Dezenberg, Provost, Department of Academics & Student Development, Richard Bland College of William & Mary, South Prince George, VA, United States
Elsa Wiehe, Teaching & Learning Expert Consultant, United States
The internationalization of higher education is often pursued for purposes of cross-cultural exchange, new knowledge, and collaboration in response to our dynamic global society. This presentation furthers theoretical discussions on the topic by raising the question of how academic institutions throughout the globe can enhance global awareness with actionable teaching and learning initiatives that develop students' global competencies in preparation for their professional and personal endeavors in today's interdependent social, economic, and political environments. The dynamic, technology-enhanced nature of our society presents a challenge for educators as it is essential that we develop students to function successfully under such globalized circumstances. This signals the need for higher education institutions to engage teaching and learning initiatives that prepare students for the unique challenges that characterize our global setting. Following a brief background on research in global competency development and inclusion, this study highlights a case study taking place in a U.S. college. Findings from this research reveal actionable ways for academic institutions to engage an organic approach to developing global competencies in campus environments. Student and faculty stories are showcased to unveil practical application strategies for engaging students in learning global competencies pertinent to our increasingly interdependent world and the diverse communities we inhabit.
Education and Learning in a World of Difference

Re-Crossing Borders with University Theater
Bibiana Díaz, Assistant Professor, The Department of World Languages & Literatures, California State University, San Bernardino, Anaheim, CA, United States
Ana Cecilia Lara, Associate Professor, Department of English, Theatre, and Foreign Languages, University of North Carolina at Pembroke, NC, United States
Shedding light on the history of refugees is a challenging task. It entails motivating the population to "know the other" and perhaps more importantly "know about the other." This includes understanding their history, motives, fears and the problems that confront them daily. These problems extend beyond geographical borders to impact identity as well. Thus, the immigrant is left to remap both physical and mental space to establish themselves in a new territory. Consequently, many immigrant experiences go untold or ignored even at the college level. Recognizing the importance of these experiences and the stories that encompass them, we created a testimonial based theatre to showcase emerging discourse that challenges anti-immigrant paradigms. In this way we hope to make the story about the other known. The collaboration between California State University, San Bernardino and University of North Caroline at Pembroke, allows first generation college students to perform productions based on their own experiences and those of their relatives. It also allows them to travel and perform before a national and international audience. As Kevin Brown states "Theatre helps us understand people from cultures other than our own. We can learn a lot about people from cultures all around the world by studying their performance traditions. In doing so, we can learn to be less ethnocentric, and more accepting of others." With this project students empower themselves through re-crossing borders with their narratives. They learn to embrace their diversity and to be advocates for immigrants and refugees as "agents of change."
Education and Learning in a World of Difference

Resilience, Transformation, or Empowerment? : Prospects in Language Education for Refugees
Dionyssios Gouvias, University of the Aegean, Greece
Eleni Skourtou, Professor, University of the Aegean, Greece
Vasilia Kazoullis, Associate Professor, Department of Primary Education, University of the Aegean, Greece
Marianthi Oikonomakou, Research Associate, Department of Primary Education, University of the Aegean, Greece
This paper explores the various dimensions relating to the implementation of Greek language lessons for refugees that that have been taking place at the School of Humanities of the University of the Aegean from 2016 to this date. These lessons have been designed to promote, not only the development of survival and adaptation skills to learners living in conditions of uncertainty, but also as an endeavor that can lead to 'transformative learning', 'personal emancipation' and 'social empowerment' through 'critical thinking'.The language and cultural diversity of the group, the mobility of the learners, as well as their unstable present and future has led to the adoption of communities of language learning and empowerment and the utilization of new pedagogical approaches, which reflect the dynamic character of the learners' identities (from economic immigrants to refugees, or even ERASMUS students) and their multiple needs. The field research aims at highlighting the refugee's own experience. The tools used are classroom observation, refugee reflections and implementation of focus-groups. The last two tools enable migrants/refugees to reflect on a number of issues regarding their experiences in Greece (not just Rhodes), their relation to the state agencies and local authorities, their previous learning experiences, their present learning needs and their main aims, as far as future educational and working pathways are concerned. Main target of the study is to highlight possible weaknesses and barriers, as well as challenges and prospects for such a –pioneering for the Greek academic context— educational intervention.
2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

| 10:50-12:30 | **PARALLEL SESSIONS** |
| **Room 5** | **Community Connections** |

Diversifying the University of California 4-H Youth Development Program: Evaluation and Impacts of a Seven-County Latino Initiative

Lynn Schmitt-McQuitty, University of California Cooperative Extension, United States
Steven Worker, Youth Development Advisor, University of California, CA, United States
John Borba, Youth Development Advisor, University of California, CA, United States
Lupita Fabregas, Youth Development Advisor for Diversity, University of California, CA, United States
Russell Hill, Youth Development Advisor, University of California, Merced, CA, United States
Mary Bonaparte Saller, Youth Development Advisor, University of California, CA, United States
Claudia Diaz Carrasco, Youth Development Advisor, University of California, CA, United States

The University of California Cooperative Extension's 4-H Youth Development programs are at the cutting edge of positive youth development knowledge and practice. The 4-H program has a proven record of developing youth. 4-H members make contributions to their communities, are civically active, participate in science programs, make healthy choices, increase their opportunities to attend college, and contribute to improving youth and family quality of life (Lerner, Lerner et al., 2016). In 2015, University of California Agriculture and Natural Resources (UC ANR) understood and accepted the challenge of examining how the 4-H Youth Development Program could better serve diverse audiences by investing $2,000,000 over a period of three years to pilot an intentionally focused effort to develop culturally relevant and responsive programs to welcome Latino youth, families, and volunteers to 4-H. Seven counties (Kern, Merced, Monterey, Orange, Riverside, Santa Barbara, and Sonoma) were selected representing rural, suburban, and urban communities and because they were either a 2013 US Department of Agriculture (USDA) review site or had ongoing successful efforts reaching Latino youth. The UC ANR 4-H Latino Initiative is aligned with the UC ANR Strategic Vision 2025 in providing for healthy families and communities, the Healthy Families & Communities Strategic Plan, the UC ANR 2016-2020 Strategic Plan, particularly with increasing the reach of UC ANR (Goal 2), and the UC ANR public values of ensuring safe and healthy California for all people and communities and contributing to reduced racial and ethnic inequality. This paper reviews the project and its impacts.
Organizational Diversity

Intercultural Competence: A Strategy for Negotiating Differences to Engage Diverse Youth, Families, and Communities

Fe Moncloa, 4-H Youth Development Advisor, Division of Agriculture and Natural Resource, University of California, San Jose, CA, United States

The development of intercultural competence, defined as the ability to work with people from different cultures, is critical to bridge across difference. In the setting of a public university in California, U.S. a team of professionals coalesced to begin to change the organizational culture of a 100 year old youth program that had not adapted well to the demographic change in Californian communities, where 53% of youth are Latino. The Intercultural Development Inventory (IDI©) was used to define baseline data and progress. The team prototyped two educational interventions to sustain the dialogue on topics of diversity, privilege, inclusion, belonging and intercultural relations with 100 personnel. Both interventions included individual coaching using the IDI and a 2-day conference to learn how to apply these concepts to practice. In Cohort 1, participants engaged in six-monthly communities of practice where discussion topics were generated by participants and grounded in intercultural relations by a facilitator. Cohort 2 learned content via recorded webinars followed by structured facilitated conversations in learning circles. Pre-post IDI evaluations of Cohort # 1 revealed that in average participants improved their intercultural competence by one orientation along the continuum. The evaluation of Cohort 2 will be concluded in April 2019. In this presentation, participants will learn the content of these interventions, and why one was most effective and why. These interventions, along with other initiatives, resulted in a 34% increase in Latino youth enrollment in the program between July 2014 and June 2017.
Education and Learning in a World of Difference

Visual Art From a Kids' Point of View: I is for Immigration

Barbara Torre Veltri, Northen Arizona University, Scottsdale, AZ, United States

Michael Polanyi's (1967) research on tacit knowledge, "the belief that creative acts (especially acts of discovery) are shot-through or charged with strong personal feelings and commitments," is employed as the conceptual framework in this study, on how kids view the terms, "refugee" "migration" and "immigration" through their original visual art. Polanyi (1967) termed the pre-logical phase of knowing as "tacit knowledge" and theorized that, "we can know more than we can tell." Movements of people, goods, and capital across borders is the new normal – not only on the European continent, but across the globe (M. Lawn, Keynote Address, ECER Conference 2017). But how do students, in increasingly diverse classrooms process unfiltered messages from media and public discourse that bombard impressionable youth with pejorative terms: illegal, alien, refugees, migrants, border security, walls, and deportation? Do they exclude or include? This study includes a collaboration with the author, U.S. teachers in a 'border state" in the Southwest, a middle school teacher in Italy and a teacher educators in Turkey. This an original project considers student thinking on immigration. Evidence in the form of classroom teacher's action research data, gathered from students in grades 4-8, over a five-year period (2014-2019), representing three countries, suggests that students "know more than they can tell," and their images speak volumes.
Education and Learning in a World of Difference

Climate Change Border Crossing: The Story of the Republic of Marshall Islands

Deborah K. Zuercher, Professor, Teacher Education, University of Hawaii at Manoa, HI, United States
Gregg Nakano, Doctoral Candidate, University of Hawaii, HI, United States
Jelton Anjain, Education Commissioner, Republic of Marshall Islands Public Schools, United States

This study shares the little known narrative of intercultural learning in the wake of the Republic of Marshall Islands' sea-level rising migration and refugee crisis. Kwajalein Atoll is the largest low lying coral atoll in the world. Man-made climate change is accelerating sea level rise, which will destroy Kwajalein's freshwater lens between 2035 – 2065, force migration from the islands and erase these nations' sovereignty. Presenters share the tragic story of United States' nuclear bomb-testing and colonization in the Republic of the Marshall Islands as context to an emerging climate change and sea-level rising crisis of sustainability. Border crossing of the Marshallese to Hawai`i and the U.S. mainland has been unsuccessful. However, this story is prompting a call to empower local Pacific leaders with place-based STEM education so that they might have the sovereignty to solve unique Pacific problems and retain citizenship in their threatened island homes. This narrative is important to influence United States' policy decisions and create a local culturally-responsive education program. The varied backgrounds and attributes of Marshallese teachers and learners has profoundly impacted their engagement with hegemonic United States educational standards and curriculum. Marshallese graduate candidates in the University of Hawai`i STEM PACMED Master of Education degree program are piloting action research studies on the effects of place-based and culturally-responsive instructional interventions and localized curriculum on experiential learning and intercultural understanding. Researchers will share the story of this multicultural, international, exploratory, qualitative case study and model interactive Pacific instructional strategies aimed at respectfully addressing diversity.
2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Friday, 7 June	
10:50-12:30	**PARALLEL SESSIONS**
Room 6	**Shared Experience**

A Cross-Cultural Education Experience : The Case of Greek Graduate Students at the University of Illinois at Urbana-Champaign

Olnancy Tzirides, University of Illinois at Urbana-Champaign, Champaign, IL, United States

The socio-financial crisis that started in Greece in 2009 jointly with the educational and work opportunities offered to people in the globalized society we live in, has led thousands of young Greeks to migrate to other countries seeking a better life (Argeros, 2018). Many of these immigrants have moved to the USA, for graduate level studies in popular US institutions. This paper focuses on the experiences that Greek graduate students face in a large US Midwestern institution. A semi-structured survey questionnaire was distributed to the students of Greek origin during Spring 2019. The results consider the main reasons of migration, as well as the cultural and educational challenges that the students face during their transition from the Greek to the US setting. These results give us an insight into the life of the new generation of Greek immigrants. The information about the reasons that they left Greece is an important source for considering how to stem the brain drain. Finally, based on the students' perspectives about their cross-cultural experience as learners, workers, and citizens, we explore the value of intercultural understanding and diversity in education and society, in general.

Education and Learning in a World of Difference

Recent Refugee Settlement Experiences in Australia: Research Findings and Policy Initiatives

Jock Collins, Professor of Social Economics, Management, UTS Business School, Australia
Carol Reid, Professor of Education, Western Sydney University, Australia
Violet Roumeliotis, Settlement Services International, Australia

Australia has in per capital terms taken in more refugees than most Western countries. The current annual humanitarian intake is 18,000 per year. In addition, Australia took in a one-off cohort of 12,000 refugees from the Syrian Conflict – from Syria and Iraq - most of whom arrived in 2017. That meant that in 2017 Australia had received more than double refugee intake of previous decades. Given that refugee intakes are the most controversial aspect of Australia's immigration program it might have been expected that 2017 was a crisis year in Australian refugee settlement. And yet the reality appears to be much different. The settlement service organisations (including SSI, the major settlement service organisation for refugees arriving in Sydney and NSW) were very stretched in terms of staffing and resources yet coped with he extra caseload. Many of the refugees themselves have settled successfully in Australia (mainly in Sydney, Brisbane and Melbourne) with the major settlement problem related to employment. In this workshop, Violet Roumeliotis will discuss how the settlement services in Australia respond to new refugee arrivals and the innovative programs that SSI has introduced in recent years, including a program designed to assist newly-arrived refugees to set up a business. Jock Collins and Carol Reid will report on the findings of the first year of their research project – funded by the Australian Research Council - on Settlement Outcomes of Syrian Conflict Refugee Families in Australia and interviews with 250 refugee families.

Identity and Belonging

Cultivating Women's Voices and Banishing the Inner Impostor

Amy Landis, Professor, Faculty Fellow for Diversity, Inclusion & Access, CEE, Colorado School of Mines, CO, United States

The impostor phenomenon was first identified by Clance and Imes (1978); people who experience the impostor phenomenon often feel that their achievements are not a result of their competence, despite meeting or exceeding external standards. Although the impostor phenomenon is common among academics and researchers, it disproportionately affects women, minorities, and LGBTQ people. Due to STEM's systemic culture of discrimination, women experience unique communication challenges and stereotypes including uptalk, difficulty speaking up in meetings, interruptions, and unwinnable dichotomy of self-presentation (e.g. women can't be assertive and humble in the STEM workplace without facing consequences). These communication biases also enhance feelings of being an impostor, while a person's inner impostor enhances negative communication stereotypes. This paper summarizes the findings from three workshops focused on impostor and communication. The workshops were developed in collaboration with the Alan Alda Center for Science Communication at Stonybrook University. The goals of the workshop were to 1) explore the prevalence of impostor syndrome in STEM, 2) gain a deeper understanding of their own inner impostor and how it might affect their career 3) understand the body of research around bias toward women in STEM, 4) gain valuable skills in communication that foster career advancement and manage their inner impostor. We reviewed examples of bias against female scientists showing up in diversity statements and how an inner impostor impacted the job application materials of a female scientist. We present results of a survey of women participants on their experiences with communication and the impostor phenomenon.

Identity and Belonging

Greek Educational Minority in Albania and Heterotopia

Anila Mammou, University of Patras, Patras, Greece
Eugenia Arvanitis, Department of Educational Science and Early Childhood Education of University of Patras, University of Patras, Patras, Greece

The establishment of the Albanian state brings a lot of turmoil to Greek-Albanian relations, as the northern part of Epirus is annexed after long term disputes in Albania. The Greeks living in northern Epirus are trapped in Albania and are forced to adapt to the new conditions. Despite the declarations of the Albanian state, the Greek National Minority (GNM) is deprived from its political, religious, and educational freedom and rights (Τσιτσελίκης & Χριστόπουλος, 2003). In the educational sector, the Greek National Minority continues to face serious problems today experiencing a liminal status after a century of its official recognition. The purpose of this study is to reflect on the liminal status experienced by the GNM using the concept of heterotopias (Foucault, 1986). A bibliographic review will be combined with a thorough content analysis of anecdotal data elicited by the GNM educational stakeholders. The GNM stakeholders experience a sense of liminality as they have been trying for decades to integrate and build a sense of liminal belonging. Anecdotal data indicates that Greek minority members in Albania feel a double exclusion as they feel they do not belong neither "here" (Albania) nor "there" (Greece) but somewhere in between (Turner, 1969). The GNM members build their own "other" places, so they can be fully accepted and integrated. These places can be disturbing, intense, incompatible, contradictory, or transforming. Heterotopias are worlds within worlds, mirroring and yet upsetting what is outside. Heterotopias can act as locations for struggle and resistance to oppressed subjectivity.

Identity and Belonging

Friday, 7 June
10:50-12:30	**PARALLEL SESSIONS**
Room 7	**Contemporary Concerns**

The Education of Minors and Unaccompanied Minors Refugees in Greece

Nefeli Kikira, Graduate Student, Department of Educational Science and Early Childhood Education, University of Patras, Patras, Greece

Eugenia Arvanitis, Department of Educational Science and Early Childhood Education of University of Patras, University of Patras, Patras, Greece

This study considers the issue of integration of refugees into the Greek educational system. The first part is the theoretical framework. The work begins with the definition of refugee, according to the Geneva Convention. There are also some contemporary statistical data about worldwide refugee crises. Following are the main international conventions surrounding refugee status. We mention United Nations Universal Declaration of Human Rights, The 1951 Geneva Convention and the 1967 New York Protocol, the Dublin III regulation and the pact among Europe and Turkey. Subsequently, we refer to the unaccompanied minor refugees, international and European conventions related to their status and statistical data about them in Europe and in Greece. Finally, the last part of the theoretical framework refers to the education. We review some of the reasons for the school dropout of refugee population. The second part of the study analyzes the methodological steps for the case study. The research area was the Refugee Hosted Reservation Center, where observation, discussion with the Center's officers, and interviews with seven minor pupils residing in the Center took place. The findings of the survey highlight the status of unaccompanied minor refugees and the reasons why they constitute a category, their recorded experience within the Refugee Hospitality Center, and their experience in the educational system of Greece in relation to their country of origin. Finally, an analysis of the results and proposals for resolving the problems raised is presented.

2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Use of ICTs by Mainstream Greek Orthodox and Minority Muslim Students in Komotini

Keratso Georgiadou, Laboratory Teaching Staff, Department of Language, Literature and Culture of Black Sea countries, Democritus University of Thrace, Komotini, Greece

Mehmet Serif, Minority Primary School Teacher, Greece

This study involves 120 students, boys and girls, ranging from 7 to18 years old, all living in the town of Komotini placed in North-Eastern Greece, both mainstream and minority. In this case, Muslim students aim to identify differences or similarities of the ICT use among them. We approached this research with two communities sharing the same area for living but having different social backgrounds. We wanted to identify if differences in the way of living affects their use of ICTs, which have the capacity to influence new characters for humans and new models of living. The age range was chosen for being pre-adolescence and adolescence development periods, when children usually attend secondary school and start claiming their independence from their parents. During this time, radical attitudes can place them at risk, and some situations can harm their underveloped psychological world. Their responses were categorized by religion, gender and into four different age groups during the analysis, as a means to separate pre-adolescents from adolescents, in anticipation of different interests and dynamics from the four age groups. Our findings identify the different ways in which children technically negotiate their use of ICTs, and reveal the varied meanings and uses of technology such as Internet safety for children, the impacts of use of ICTs and addiction to Internet in their daily lives. It also captures the degree to which parents are aware of their ICT use and their surveillance of their children.

Education and Learning in a World of Difference

The Dialectical Decision of How to Deal with Former Terrorist/Patriot Actors in a Newly Democratized State

Carol Strong, Associate Profeesor, School of Social and Behavioral Sciences / Political Science, University of Arkansas - Monticello, Monticello, AR, United States

What is democracy and what constitutes power and authority in a newly democratized country? Often democracy is defined by a citizen's ability to vote and participate in the political process, but this presupposes that there is an established, stable infrastructure that can withstand the ebb and flow of conflicting public opinion. Equally problematic is reconciling the interests of different groups within society, while at the same time deciding what to do with former activists, especially if the overthrow of the former regime was violent. Should such groups be dismissed as terrorist elements, or do individual actors within their ranks hold potential political capital? Counterintuitively to some, the decision to exclude them from the new government can have negative consequences for the new regime, as they represent a formerly disenfranchised group in society. To find ways to build legitimacy and trust in newly democratized states, this paper develops a more holistic understanding of the use of political violence in contemporary politics (especially when aimed against dictatorial and/or repressive governments). Case studies of the African National Congress (ANC) in South Africa and the Irish Republican Army (IRA) in Northern Ireland will be undertaken and compared against contemporary cases from the MENA region including the Muslim Brotherhood in Egypt and the Supreme Council for Islamic Revolution (SCIRI) in Iraq. The objective is to formulate a list of accurate markers to assess whether or not a former combatant will be able to normalize their actions and become part of a stable, post-transitional, democratic government.

Community Diversity and Governance

| 12:30-13:20 | **Lunch** |
| 13:20-14:05 | **PARALLEL SESSIONS** |

13:20-14:05	**PARALLEL SESSIONS**

Foyer (1st Floor)	**Posters** **Poster sessions present preliminary results of works in progress or projects that lend themselves to visual displays and representations. These sessions allow for engagement in informal discussions about the work with interested delegates.**

Crossing the Workplace Border: Venezuelan Refugees Come to Work in Brazil

Victor De La Paz Richarte Martinez, Professor, Business Administration, ESPM Escola Superior de Propaganda e Marketing, Sao Paulo, SP, Brazil
Alfredo Nastari Livramento, Technical Analyst, SENAC Sao Paulo, Brazil

Brazil has been receiving refugees lately from various countries, mainly Venezuela, Syria, and Haiti. According to the United Nation Refugee Agency (UNHCR, 2019), 33,866 people have applied for recognition of the refugee status in Brazil in 2017. Venezuelans account for more than half with 17,865 requests. The K is a French Company in 72 countries worldwide, with more than 460 thousand employees. The Brazilian unit has 40,000 workers and leads diversity issues with a program that fosters to the inclusion of refugees since 2015, with strong efforts under new leadership in the last 16 months. In order to understand how this innovative diversity management has treated with challenges, this preliminary work interviewed the coordinator of this program, four Venezuelan refugees, and two managers of these workers. Using coding qualitative approach, some outcomes have emerged on this current stage. For management, it is evident that engagement and organizational commitment are the main features that impact the psychological climate of the team. From the refugees perspective, this job is a new start to put their lives in a better way comparing in their countries and it is a bridge to bring their relatives (children, wife and so on) to join them in Brazil. Furthermore, it is important to note that there are challenges for the development of this program on basis of knowledge management due different cultural backgrounds regarding the human interaction in the workplace and the macro level of the human side of the organization.
Organizational Diversity

The Denunciation of Mobbing and the Resilience

Mara Trujillo, ESCASTO, IPN, Professor, Mexico
Fernando Lambarry, Professor, ESCASTO, IPN, Mexico, Mexico

The objective of the study is to analyze the process of denunciation and the resilience of the phenomenon from the relationship between the dissatisfaction with the complaint systems of the institution, also considering the role of family support and the perception of danger of the people who do it. The research is exploratory, and used a sample of women who had issued a complaint in a higher education institution. The dissatisfaction with the main systems that intervene throughout the resilience process was evaluated, as well as the role of danger perception and family support as from defined items. The results of this research establish that in the perception of denunciation is produced mainly in the face of the negative assessment of the institution's regulatory system a resilience that allows the complainants to get ahead.
Organizational Diversity

Beyond the Concept of Belonging: Integration Mechanisms in Refugee Camps and Their Impact on Refugee Children in Greece

Eugenia Arvanitis, Department of Educational Science and Early Childhood Education of University of Patras, University of Patras, Patras, Greece
Myrto Christodoulou, Administrator, Host Center for unaccompanied refugees, Hellenic Red Cross, Kalavryta, Greece

Recent research suggests that integration constitutes a crucial objective both for the resettlement in the new environment and the development of refugees' subjective well-being (Atfield et al, 2007). Considering integration as a "two-way process" that contains the engagement of refugees but also the support of the host country, this study explores how the integration mechanisms as state policy enforce and contribute to this process (Ager and Strang, 2008) The interaction process of refugee children is grounded in its respective social environment. The adoption of (a participatory) observation offers the ground to look through the reactions of refugee children in their everyday habitus (Mason, 2002). Drawing upon the three basic domains of integration (social, economic, and cultural) this research examines the mechanisms that different host centers in Greece use for the integration of unaccompanied refugee children in society. (Council of Europe, 1997) Specifically on-spot research was conducted in a Greek-based host center using a sample of circa 30 unaccompanied refugee children with focus on the services (integration mechanisms), that are provided according to the policy framework of one NGO organization. These services are provisions such as housing, medical health care, financial aid, psychological-psychosocial services, translation services, legal support, and counseling. Results of this research explore the accessibility in the social structures and the configuration of a new identity based on the integration mechanisms, as well as the progress of developing social bonds and bridges in the new society given the fact that refugees deal with new culture, language, and social environment.
Identity and Belonging

This Is My Environment in Athens: A Photovoice Journey

Michael Robinson, Professor, School of Social Work, University of Georgia, Athens, GA, United States

The current study, This Is My Environment (TIME) focuses on using photovoice as a methodology for instituting social change in a community that consists of African Americans of lower socioeconomic status. The study participants are males between the ages of 12 and 17. These men equipped with 35 milimeter cameras, examine their community based on the following prompts: What do I like about my community? What would I like to see changed in my community? and lastly, What changes have you noticed in your community? Their answers are illustrated with photographs. The photos will be displayed in a local art gallery and viewed by community residents and local politicians and activist. The young men will tell the story of their photographs in hope of convincing law makers that these changes are important in their community. Moreover, by working to make changes in their community the young men will develop new pride and thus a protective factor for delinquency. Additionally, this project will teach the young men how to enact social change.
Community Diversity and Governance

Friday, 7 June	
13:20-14:05	**PARALLEL SESSIONS**
Foyer (1st Floor) cont.	**Gender Mainstreaming in Teacher Education in Greece** Ioanna Kitta, Teacher of Physical Education, Primary School, Spain Maria Cristina Cardona, Universidad de Alicante, Spain Gender mainstreaming is of great importance for future teachers' training because of its capacity to address diversity and achieve substantial gender equality. Researchers have shown that the first gender abuses and inequalities happen at school places but teachers lack the right knowledge to detect and treat gender issues. In spite of the country's regulatory framework and adaptation to international agreements and conventions, there is still the hypothesis that training programs for future teachers in Greece do not prepare them correctly and sufficiently to tackle with gender issues. Consequently there is the impression that gender issues are not considered a priority in teacher education. The purpose of this study is to compare the teacher education curricula of the nine Pedagogical Departments in Greece in order to explore the mainstreaming of gender into these programs and evaluate the future teachers' capacity to address gender issues. The methodology documents an analysis of the curricula of the education teacher degrees of the nine Pedagogical Departments. We explore a discrepancy in the curricula in each department and a low level of student competence to deal with gender issues. We conclude that gender courses should be a compulsory part of academic plans and curricula as the society calls for it. *Education and Learning in a World of Difference* **Social Network Analysis of Researchers of Consejo Nacional de Ciencia y Tecnología, Mexico** Fernando Lambarry, Professor, ESCASTO, IPN, Mexico, Mexico Mara Trujillo Flores, Professor, IPN, Mexico The Social Network Analysis (SNA) is a sociological approach to analyze the relationships and interaction patterns of social factors, such as the central nodes that act as centers. Therefore, the present study using SNA measures, aims to analyze the network of female an male authors as well as their collaborators who published their articles in the area of social sciences belonging to the National System of Researchers (SNI) of the National Council of Science and Technology (CONACYT) of Mexico. The investigation is descriptive in nature. Articles published between 2011 and 2015 were examined to fulfill the following objectives: Visualization and analysis of the co-authorship network of the female and male authors of SNI, investigate the performance of the female authors basing on a descriptive analysis, and compare the network formed by the female and male authors in terms of productivity *Organizational Diversity* **Ballet Folklórico : Mexico's Traditional Costumes, History, and Culture** Heather Tomlinson, Associate Professor, Theatre Arts, Eastern Oregon University, La Grande, OR, United States Like most countries, Mexico is rich in history, culture, and diversity. All across Mexico dances are performed the same way they have been for hundreds of years. It is deeply important to Mexicans to remember, preserve, and celebrate their culture and history. Each state in Mexico is unique and has dances that are specific to a particular region or area of the state. The stories of the dances could are influenced by various cultures, religions, separate countries, or the location of the state. The state of Durango performs polka style dances that originated from Europe. Guerrero, which is situated on the water, has a dance titled Pescado, or Fish, which indicates the significance of this resource to the state. The dances in each region of Oaxaca differ tremendously due to the large amount of indigenous people that were isolated from one another due to the terrain. I have had the opportunity to travel throughout many of the Western and Southern states of Mexico to study folkloric dances. For this presentation, I will focus on the dances, stories, and costumes from the Mexican states of Jalisco, Michoacán and Oaxaca. This information should be documented to preserve the knowledge, to provide access of the information to a wider range of people, and show the amount of diversity within the Mexican country and for historical costume purposes. *Community Diversity and Governance*

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Room 1

Virtual Posters
This format is ideal for presenting preliminary results of work in progress or for projects that lend themselves to visual displays and representations. Virtual Posters are submitted by authors who are unable to attend the conference in-person.

Increasing Inclusion Using Trauma-Informed Principles in a Non-Formal Education Setting
Jessica Sprain, UF/IFAS Extension, 4-H Youth Development Agent, UF/IFAS Extension-Osceola County, University of Florida, Kissimmee, FL, United States
4-H Youth Development is a national program that teaches youth life skill development in a non-formal education setting. A recurring problem that is seen in many 4-H Youth development programs is that despite the initial attraction of diverse audiences, participation is not maintained overtime, resulting in a less diverse program population. This problem is due to the lack of sufficient inclusion methods. A way to create a more inclusive environment is the utilization of trauma based practices. Research shows that 46% of youth under the age of 18 in the United States have experienced at least one stressful or traumatic event, also known as an adverse childhood experience. Trauma informed practices are designed to actively resist potential re-traumatization and to promote recovery and resilience to those impacted by trauma. Successful implementation of trauma informed practices has been found in formal education and clinical settings; however, few resources exist for non-formal education. This poster shares a tool-kit of practices to create a trauma informed environment that is based on a review of current literature, professional observation, and experience in a non-formal education setting. Tools will include ways to help youth express emotions, to help youth professionals create a safe environment, and ultimately will help build positive youth adult partnerships. The implementation of these practices in non-formal education has the potential to increase engagement and retention of a wider audience to programs, enhancing inclusion and ultimately diversity.
Identity and Belonging

Language Maintenance and Promotion Through Quality Bilingual Education
Karla Del Carpio Ovando, University of Chiapas, University of Alberta, University of Northern Colorado, Greeley, CO, United States
Language loss is a problem happening everywhere in the world. Every year more and more languages die due to social, political, financial, educational, and governmental pressures. Unfortunately, many times languages are perceived as a simple code of communication when languages mean people since each language represents its speakers. A language represents a community full of history, knowledge, cosmovision, traditions, and stories. Therefore, all languages should be respected, maintained, and promoted. This is one of the reasons why more attention should be given to languages - especially to those at risk of disappearing. In this presentation, it is emphasized that inclusive education can be used as a powerful tool to prevent language loss while preserving and promoting languages through quality bilingual programs and language classes. Examples to achieve this goal will be provided based on the findings of a qualitative research study conducted at a Spanish-Indigenous Tsotsil elementary bilingual school in Chiapas, Mexico. Tsotsil children as well as their instructors have taken the initiative to promote their indigenous language and culture through a variety of activities such as music festivals, poetry contests, theater plays, etc. It was found that participants embrace cultural and linguistic diversity by preserving their own indigenous language, but also by learning Spanish and other languages.
Education and Learning in a World of Difference

Good Intercultural Practice in the European Cultural Sector: The Danish Center of Art and Interculture
Monica Riaza De los Mozos, PhD Student, Culture Management. Cultural Cooperation & Cultural Development., University of Girona, Girona, Spain
Worldwide globalization has facilitated the proliferation of contacts between cultures for years. In this changing landscape, betting on cultural diversity and interculturality requires stimulating dialogue by listening to all opinions, defending and transmitting clear and understandable ideas and principles. Intercultural dialogue presupposes cultural diversity and offers an effective instrument to connect people with different backgrounds, interests and perspectives. It is a way to involve immigrants and refugees from the territory, increasing their participation in cultural and social life. However, we detect that the realization of intercultural dialogue in everyday practices is a challenge in itself and requires changes in established routines and procedures. In this important challenge, we detect that cultural policies, arts and cultural practices can contribute to make positive impacts. The poster presents the good practice of the Danish Center of Art and Intercultural (DCAI) which corroborates the importance of having institutions and organizations that achieve intercultural competences, open themselves to intercultural dialogue and work together with the immigrants themselves and other actors in the cultural sector. Cultures and identities - the basic elements of intercultural dialogue - are never fixed and immutable essences but fluid processes open to transformations in everyday relationships between people of different backgrounds. Individuals are molded and restructured by their relationships with others, just as relationships are shaped and remodeled by the individuals themselves. Projects and practices inspired by intercultural dialogue have the potential to produce new and inclusive values.
Community Diversity and Governance

How to Help International Students Develop Organizational Identification
Panfeng Yu, Master Student, Communication Studies, The University of Alabama, Tuscaloosa, AL, United States
The number of students who travel abroad to pursue their degrees is increasing (Mori, 2000). Given the diversity of cultural contexts and the language barrier, it is more difficult for international students to be involved in their new schools than native students. Many schools are struggling to help international students adapt to new environments. However, there is little research on the development of international students' identification. This is an urgent problem that schools and international students are trying to understand and solve. This research with five Chinese international graduate students at the University of Alabama indicates that schools should explore more targeted activities to help international students to develop organizational identification.
Education and Learning in a World of Difference

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13:20-14:05	**PARALLEL SESSIONS**
Room 1 cont.	**Immigrant Foodways: Diversity Shaping the Global City** Noah Allison, The New School, NY, United States One estimate suggests that by 2050, approximately 67 percent of the world's people will live in cities, as opposed to just over 50 percent today. More people, from more diverse cultural and linguistic backgrounds, subject to more varied conditions of mobility and legal statuses are therefore coming into regular contact with one another in today's growing cities—a concept that Vertovec refers to as super-diversity. Alba and Foner hypothesize that super-diverse neighborhoods will become more common as populations grow more ethnically diverse, an inevitable result of contemporary demographic forces as diversity spreads outside of its current areas of concentration. By examining immigrant operated food businesses in Queens, New York City's largest borough and the nation's most ethnically and racially heterogeneous county, where over 150 different languages are spoken, this paper examines ethnic multiplicity to not only understand how it affects the ongoing dynamics of different modes of social differentiation, but to reveal how super-diversity influences identities, social relations, and everyday urban places in today's growing cities. Insights generated from this paper are important not only because they reveal new meanings concerning everyday life in global cities, but also because they illuminate empirical implications that could influence the way in which cities are imagined, structured, designed, and managed. *Community Diversity and Governance* **Try to Remember, Never Forget : A Brandman University-Wide Interdisciplinary Event with Ruth Sax, Holocaust Survivor and Community Advocate** Tami Lincoln, Assistant Professor, Liberal Studies, Brandman University, Huntington Beach, CA, United States In Spring 2018, Brandman University welcomed Ruthie Sax, Holocaust Survivor and Community Advocate, to speak to faculty, staff and students about her experiences during the Holocaust. Participating faculty collaborated ahead of time to integrate this webinar into course curriculum within the themes of each individual course. This virtual poster session describes the planning, execution, and integration of this event, including learning outcomes and student work samples. *Education and Learning in a World of Difference*
13:20-14:05	
Room 1 cont.	**Immigrant Foodways: Diversity Shaping the Global City** Noah Allison, The New School, NY, United States

Friday, 7 June

13:20-14:05	PARALLEL SESSIONS

| Room 2 | **Virtual Lightning Talks**
Lightning talks are 5-minute "flash" video presentations. Authors present summaries or overviews of their work, describing the essential features (related to purpose, procedures, outcomes, or product). Authors are welcome to submit traditional "lecture style" videos or videos that use visual supports like PowerPoint. After the conference, the videos are made available on the network's YouTube channel.

Territorialization of the Capped Other Halves: Subaltern Identity and Binary of a Citizen and a Refugee
Srija Brahmachary, Mumbai, Maharashtra, India
Partition of India was crafted in the western and eastern frontiers of the subcontinent during the independence from the British colonial rule. However a glare of negligence towards the eastern partition is evident from the narratives and discourses. The negligence has determined the fate of the region's demography and thereby socio-political scenario. The present drive for registering legitimate citizens has pressurized the inhabitants to prove their citizenship through lineage. This paper elucidates the binary of a citizen and an unrecognized trans-border immigrant for the refugee married women. The subaltern experiences here are about being a prey to the systemic violence of identity crisis for women, who after being married are defined by the binary governed by patriarchal norms of the society and immigration laws of the state.
2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Flexible Learning: The Design Thinking Process as a K-12 Educational Tool
Katia Caetano Lord, Owner and Design Director, Design Mind Studio, United States
Flexible Learning is a personal investigation of the relationship between the design-thinking process and standardized primary and secondary education. The problem-solving methods used in graphic design are studied as a means of enhancing skills among K-12 students in the education system—skills that are not generally being developed, some of which are creativity, engagement, collaboration, evaluation, refinement, and presentation techniques. While graphic designers access and synthesize information from clients, a child can also access and synthesize information from his or her teacher. When a client comes with a design request, designers research, create and then present the most appropriate solution. In the classroom, this kind of thinking process is also possible when the teacher offers students the opportunity to solve a problem, usually in the form of a project. In this study, I explain how more intensive and creative application of the design-thinking process can expand the horizons for whole-brain thinking and creative thinking among students.
Education and Learning in a World of Difference

Barriers and Enablers to Self-management Strategies of Type Two Diabetes Among Sudanese Adults
Phoebe Roth, Postgraduate student, School of Psychology and Public Health, La Trobe University, Melbourne, Australia
Sabrina Gupta, La Trobe University, Melbourne, Australia
Clarice Y Tang, Lecturer, School of Allied Health, La Trobe University, Melbourne, Australia
Bruce Rumbold, Senior lecturer, School of Psychology and Public Health, La Trobe University, Melbourne, Australia
Type Two Diabetes (T2D) is a global epidemic, with increased prevalence among Sudanese adults residing in Western developed nations. Australia's diabetes policy emphasises self-management, but provides little insight into how this policy might apply to the many immigrant and refugee communities that make up Australia's diverse population. The primary aim of this study is to explore the knowledge and perceptions around management of T2D among Sudanese adults with T2D living in Victoria, Australia. This qualitative study utilises a constructionist approach. Sudanese adults who self-identified as having T2D were recruited from the community. A face-to-face semi-structured interview was conducted with each participant. Thematic analyses were performed on the data. Results: 12 participants were included in the study. All participants were engaged in some form of self-management for their T2D. Through analysis of the data, several barriers to and enablers of optimal self-management of T2D were identified. Barriers included lack of knowledge on management and possible disease complications, the impact of language in communication, the perceived burden of self-management, incorporating traditional dietary practices in self-management, as well as familial and social obligations. Enablers included positive relationships with health professionals, having support networks, being involved in religious practice, and the use of traditional remedies. The findings highlight the need for Australia's healthcare governance structures to prioritise culturally appropriate provision of health services and resources for Sudanese patients with T2D. These findings may be generalisable to other minority ethnic groups from migrant and refugee backgrounds in Australia and elsewhere.
Community Diversity and Governance

Indigenous Whiteness: What Does Whiteness Theory Tell Us about "Traditional" First Nations Research?
Carey Rutherford, Facilitator, A Talking Game, Calgary, Canada
What does Whiteness Theory tell us about "traditional" First Nations research? Whiteness theory suggests that "race" is an illusory term used largely for oppressive purposes. Using peer-reviewed journal articles that were gathered to study First Nations youth-centred issues, Whiteness Theory is used to assess the "racelessness" of the methods and philosophy of samples from traditional studies of Indigenous groups. Framed by Interpretive Research Synthesis techniques, eight articles studying Indigenous peoples from Australia, the U.S., and Canada, but widely differentiated topics, are analyzed conceptually to determine their synchronicity with the Whiteness Theory approach, or lack thereof. It is noted that elements of this "raceless" community cohesion exists, to greater or lesser degrees, in all of the research that is sampled. Some of this is due to the modernity of the research and some to the empowerment of Indigenous participants, but mostly from the breaking down of barriers (identifying with Others) as Whiteness Theory suggests.
Identity and Belonging |

Friday, 7 June	
13:20-14:05	**PARALLEL SESSIONS**
Room 2 cont.	**Feminism and the Reflection of Diversity in Law: Mutual Recognition** Charlotte Skeet, University of Sussex, United Kingdom There is currently no consistent position taken in relation to the recognition of 'other' law in the UK. Over the last twenty years in the UK there have been calls for even the existing recognitions to be relinquished. Arguments for this position have instrumentalized a rhetoric on women's rights and equality to justify those claims. This paper first argues that recognition in the UK is inconsistent and that current arrangements for recognizing 'other' law are more reflective of former colonial positions in relation to non-state than a 21st century legal system in a diverse society. Second, it is argued that this itself poses a problem for women's rights: flawed presumptions in this popular debate have both instrumentalized women's rights yet failed to address the real issues for equality and human rights as applied to women's lived experience. Finally, the paper advocates James Tully's 'convention of mutual recognition' as the basis for developing a set of principles that can be consistently applied when both making new law and exercising judicial discretion. This paper therefore makes an original contribution by analyzing the current parameters of the debate through feminist critiques of law and by arguing for the concept of 'mutual recognition' to present a rights-based way forward. *Community Diversity and Governance* **Teachers' Perceptions of Refugee Children in Greek Schools: Intercultural Competencies, Social Justice, and Inclusive Education** Evmorfia Kipouropoulou, Adjunct Lecturer, Department of Primary Education, University of Western Macedonia, Greece This research explores primary school teachers' perceptions of refugee children inclusion in Greek schools. More specifically, it focuses on how teachers construct their discourse while talking about refugee students and their intercultural competencies as agents of inclusion and social justice in the context of Inclusive pedagogy. This paper focuses on teachers' discursive construction around the inclusion of refugee children in the Greek educational system, the intercultural communicative competencies that teachers have acquired through their professional development, and on the ways that teachers perceive social justice in the context of inclusive education. Teachers often blame the government for not being prepared and for its inability to educate and train teachers. Therefore, they feel insecure in dealing with the emerging multicultural environment and inclusion of refugee children in their classrooms, while they discuss the need to give refugee children equal educational opportunities. They also negotiate the term social justice as they try to define the context of inclusive education. Twenty-five interviews were conducted as part of this study. They have been interpreted using Critical Discourse Analysis as used by Norman Fairclough, Robert Hodge, and Gunther Kress. *Education and Learning in a World of Difference*
13:20-14:05	
Room 2 cont.	

| 13:20-14:05 | **PARALLEL SESSIONS** |

| Room 3 | **Focused Discussions**
For work that is best discussed or debated, rather than reported on through a formal presentation, these sessions provide a forum for an extended "roundtable" conversation between an author and a small group of interested colleagues. Summaries of the author's key ideas, or points of discussion, are used to stimulate and guide the discourse.

Mutual Learning and Its Effects: A Deeper Look Into Dual Language Immersion Programs in the United States
Griselda Escobedo, University of Illinois Urbana-Champaign, Champaign, IL, United States
When diversity is an everyday normal, equitable policies and programs are needed to appropriately and positively address the needs of the people who use them (Makarova, E., Makarova, E., & Korsakova, T. (2019). The United States of America is a multicultural society and as a country who puts a high value on education, programs that represent the diversity of learners are very crucial for an equitable education system. English Language Learners, especially those from immigrant and refugee backgrounds, have not been adequately supported in their learning as many bilingual programs lack critical pedagogy and community support (Whitney, 2005). However, in the recent decades, Dual Language Immersion Programs have seen an expansion in states across the United States and provide a framework for developing and implementing equitable programs that benefit both English Language Learners and Native English Speakers. This discussion considers the structure of Dual Language Immersion Programs and how they differ from more traditional bilingual programs and policies, and the effects that these programs have on the children and communities they serve as well as some of the issues.
Education and Learning in a World of Difference

A Peer-to-Peer Initiative to Foster Inclusion and Belonging of All Students on a Diverse University Campus
Agnes Gottlieb, Vice President, Student Services, Seton Hall University, South Orange, NJ, United States
When an ugly racist incident threatened to derail the semester, Seton Hall University took a pro-active approach to calm fears and to educate. Among our many responses was a peer-to-peer training program to foster inclusion and belonging among all students on our already diverse campus. We recruited upper-class student leaders to lead discussions about racism and discrimination in all its forms in our freshman-level University Life course, which is a core course required of all new students. In this session, we describe how we secured buy-in for our initiative from current students. The discussion will provide a blueprint for the step-by-step process in which we planned our program, recruited our upper-class discussion leaders, trained them to lead these difficult discussions, and then monitored the success of the conversations that took place in sixty + small class settings. A discussion about our desired outcomes and how we assessed the program through pre-testing and post-testing of the student leaders, the planners, and the new students is also included.
Education and Learning in a World of Difference

Changing Policies and Ideologies of Refugee Resettlement: Analyzing Third Country Resettlement within a Human Rights Framework
Jessica Lee, Assistant Professor, School of Social Work, Indiana University, Indianapolis, IN, United States
Kimberly Moffett, Faculty, Indiana University, Indianapolis, IN, United States
This study provides a comparative discussion of immigration and refugee resettlement policies among the thirty-seven countries that participate in the UN Refugee Agency's resettlement program. The 1951 Convention relating to the status of refugees and the 1967 Protocol outline the legal concept of the "refugee" (UNHCR, 2018). In the United States, the Refugee Act of 1980 adopted the UNHCR's definition of refugees; this has shaped US refugee resettlement policies. It established a presidential privilege for deciding on annual allocation to determine refugee admission numbers for each fiscal year (Uzabakiriko, 2011). Among the resettlement countries, the United States has received the largest numbers of refugees through the UNHCR program. However, due to policy changes since 2016, the number of refugees admitted into the US has sharply declined. Presently, policy changes and nationalist sentiments worldwide are polemical. This focused discussion will examine the social and legal construction of forced migration by posing the question, "who is a refugee?" Using a human rights framework and examples from qualitative data, the presenters will facilitate a timely dialogue on changing immigration policies in multiple countries and analyze the implications for the human rights of refugees worldwide.
2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Navigating New Worlds with Children with Disabilities
Susan Lewis, University of Delaware, Newark, DE, United States
Laura Cutler, University of Delaware, Newark, DE, United States
Di Liu, Doctoral Candidate, Human Development and Family Sciences, University of Delaware, Newark, DE, United States
Danielle Riser, University of Delaware, Newark, DE, United States
Connecting educational systems to the refugee family system is one that is critical to impacting positive outcomes for children and families. Understanding how families of diverse backgrounds are navigating and interacting within new educational contexts, specifically with children with disabilities age birth to five, is the focus of this discussion. Identifying international perspectives of the interplay between the special education system and the child care system, and how coordination across these systems is facilitated in different international contexts is important to our work as educators and policy makers. Identifying barriers both families and education systems face is critical to supporting consistent and collaborative special education services to children with special needs. Navigating the world of child care and formal school systems is another complex layer that can be difficult for many families to face, especially when in a foreign country. Considering perspectives that represent within-group dimensions of individual difference (e.g., ethnicity, race, socio-economics) among families who have children with disabilities is also considered within this focused discussion.
Education and Learning in a World of Difference |

Friday, 7 June	
13:20-14:05	**PARALLEL SESSIONS**
Room 4	**Workshop** Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. [45 min. each] **Sustainable Professional Faculty Development Curriculum Using Mentoring Models for Technology, Diversity, and Ethics** Debby Espinor, Director of Digital Fluency Institute, College of Education/College of Business, George Fox University, Newberg, OR, United States Linda Samek, Provost, Academic Affairs, George Fox University, Newberg, OR, United States Rebecca Hernandez, Newberg, OR, United States Diversity among faculty in universities is often overlooked in our desire to serve students of varied backgrounds and learning styles. At George Fox University, a model for professional development has been shaped to engage all faculty in a variety of themes of pedagogy that integrate diversity as well as technology and adult ethical development. Building on experience with a campus digital fluency initiative, this workshop shares a sustainable professional development model has been developed. It is transferable to mentor the next generation of leaders in many areas in higher education. This model is easily replicated and can transform the work we do on our campuses to provide networks and opportunities for faculty integrating digital technologies, diversity training, and other innovations into the classrooms and academic work. "Mentoring is just-in-time help, insight into issues, and the sharing of expertise, values, skills, and perspectives. Mentors function as a catalyst—an agent that provokes a reaction that might not otherwise have taken place or speeds up a reaction that might have taken place in the future." - Educause, About Mentoring *Education and Learning in a World of Difference*
Room 5	**Workshop** **Meeting the Needs of Secondary Refugee Students with Interrupted Formal Education : Teacher Professional Development in Early Literacy, Language Skills, and Pedagogy** Micki Abercrombie-Donahue Yazmin Pineda Zapata, Assistant Professor, Point Loma Nazarene University, San Diego, CA, United States Patricia Maruca, Assistant Professor, Point Loma Nazarene University, San Diego, CA, United States Elsie Solis Chang, Assistant Professor, Point Loma Nazarene University, San Diego, CA, United States The United States has received over three million refugees in all 50 states since 1975 (UNHCR, 2018). States with the largest populations of refugees included California, Texas, Washington, Ohio, and New York (Cepla, 2019). This study occurred in an urban district within a suburb of San Diego, California with the second highest number of newcomer refugee students from the Middle East (LCAP, 2018). The majority of newcomers spoke Farsi, Swahili, Arabic and Chaldean and have interrupted formal education. Decapua and Marshall (2010) suggested that students with interrupted formal education (SIFE) enter schools with high oral language but minimal Standard Academic English (SAE). SIFE refugees have short periods of time to develop EL proficiency while simultaneously learning literacy and academic content (DeCapua & Marshall, 2010). District data highlighted a need for professional development (PD) that equipped teachers with cultural competency, linguistic knowledge, and pedagogical literacy skills. The researchers implemented a PD series that modeled best practices for teaching SIFE refugees. This study answered one research question: What are the key components to effective PD practices that prepare teachers to work with and support students with disrupted language and literacy skills? This concurrent triangulation mixed methods study utilized an analysis of survey, interview, and document data. The researchers analyzed and triangulated the data to cross-validate the findings (Greene, 2007). Participants will gain practical strategies to engage educators in a reflective process that increases cultural, linguistic, and instructional competence; as well as transform their perceptions of SIFE students' identity, social and academic needs. *Education and Learning in a World of Difference*

Friday, 7 June	
13:20-14:05	**PARALLEL SESSIONS**
Room 6	**Workshop** **The Inclusion Elixir: Making Diversity Work at Work!** Wendy Lundgaard, CEO and Principal Consultant, Executive, Win-Win Workplace Strategies PL, Doncaster East, Victoria, Australia Inclusion can be elusive: difficult to pin down and even more complex in embedding as part of the way we do things around here – those unwritten rules which become the hallmark of workplace culture. Inclusion is highly desirable because research shows it boosts diversity outcomes such as engagement and innovation, but are we clear on what it is? And importantly 'how' we go about creating inclusive work cultures through learning and development interventions and the like. Participants will be immersed in a series of interactive and stimulating activities, using the 4Mat learning design principles (McCarthy, 1980). The session incorporates reflection through self-assessment, experiential learning by exploring concepts such as identity/identity lens and personal bias formation as well as practical exercises which highlight the power of mind-bugs and cognitive hijacks that disrupt objective decision making. These 'ah ha' moments create cognitive dissonance designed to make participants pause and question automatic responses to situations and people which can lead to inadvertent exclusion. Participants will also co-design intentional and inclusive behaviour statements and trial the use of state-of-the-art 'nudge' technology used to track commitments and create 'check-ins' over a thirty-day period. This tool builds accountability beyond the learning environment. It also provides a way for organisations to measure the impact and ROI on learning interventions. By making it personal, and doing this at scale can shift workplace culture, deliver a more inclusive experience for all to thrive. Bring a wi-fi enabled device to the workshop. *Organizational Diversity*
Room 7	**Workshop** **Digital Storytelling for Immigrant and Refugee Students: Claiming Identity and Creating Belonging** Susan Bosher, Professor and Director of ESL, English, St. Catherine University, St. Paul, MN, United States Amy Mars, Humanities Librarian, St. Catherine University, St. Paul, MN, United States Immigrant and refugee students face many challenges in adjusting to life in a new country especially when they are positioned by society in negative ways. In addition, they often encounter new beliefs and practices that challenge their identity and sense of self. This session focuses on digital storytelling as one way to engage students in identity work that helps them reflect on and make sense of their experience of migration and adjustment. The project gives students agency over telling their own story and the opportunity to reflect on and share their story and evolving identity with others. This kind of work develops students' self-confidence, social skills, and language abilities and fosters a sense of belonging to a supportive community. When students feel like they belong, it increases their motivation and sense of competence, and it develops perseverance, all of which supports stronger academic performance. In this study, a brief review of the literature on identity-based ESL instruction is provided. Attendees will view and discuss stories of migration and adjustment that students created as part of a literature course on the immigrant experience. Data regarding students' beliefs about the importance of understanding their own or their family's migration story before and after they completed the project will be shared as well as students' testimonials regarding what creating their migration story meant to them. Information about digital storytelling and strategies for incorporating it into a variety of instructional settings is also included as well as the benefits of students developing multimodal literacies. *Education and Learning in a World of Difference*

Friday, 7 June	
13:20-14:05	**PARALLEL SESSIONS**
Room 8	**Film Screening** **This film screening will include an introduction video followed by the full 14-minute film. Both will be played twice.** **Mare Nostrum: A Short Film** Rana Kazkaz, Assistant Professor, Northwestern University, Qatar I'm a Syrian-American filmmaker, as well as Assistant Professor in Residence at Northwestern University in Qatar. I was living and working in Damascus as a filmmaker when the Syrian Revolution started in March 2011. I wish to express my interest in screening one of my films during the conference. Mare Nostrum (2016, 14 minutes) is a short narrative that has been selected in 85 international film festivals including Sundance and has won 32 international prizes including Best Film at the BBC Arabic Film Festival in 2017. Logline: On a Mediterranean shore, a Syrian Father makes a decision that puts his daughter's life at risk. *2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience*
14:05-14:15	**Transition Break**
14:15-15:55	**PARALLEL SESSIONS**

Friday, 7 June	
14:15-15:55	**PARALLEL SESSIONS**
Room 1	**Cultural Links**

The Transformational Marriage bewteen Ubuntu and Caring

Charlene Downing, Senior Lecturer, Nursing, University of Johannesburg, Johannesburg, South Africa
What is the South-African concept of caring? In Africa, the principle of Ubuntu introduces the concept of belonging and caring. This study analyzes the concept of Ubuntu and places it in a context related to caring. The eight steps of a concept analysis by Walker and Avant were used for the analysis. The review provides an operational definition of Ubuntu and defining attributes of the concept: interrelated principles and deep rootedness in community, respect and dignity, solidarity, spirituality, reciprocity, harmony, mutuality, affinity, and kinship. Antecedents to the concepts include a "we feeling" as the most important prerequisite for Ubuntu to happen. Positive consequences to the concept are full humanness, reconciliation and forgiveness, and survival. There are many similarities between the ethics of nursing care and Ubuntu. Both paradigms emphasize relationships in which respect, compassion, warmth, and understanding are evident. Both value communication, dialogue, and negotiation. The concept of Ubuntu is best summarized by Tutu, "We do need other people and their help to form us in a profound way. You know just how you blossom in the presence of someone who believes in you, and who helps you having faith in yourself, who urges you to great thoughts and yet accepts you as who you are, and not for what you have or can achieve, who does not abandon you because you have failed". This exploration shares recommendations for further application in nursing education, practice, and research.
Identity and Belonging

Dreaming of the Other: The Yemenite Jewish Migratory Experience in Israel Through Their Dreams

William Buse, Director, Counseling, The Juilliard School, NY, United States
This paper examines the consequences of the large-scale emigration to Israel by the Yemenite Jewish population in the late 1940's. The focus for this examination are the nocturnal dreams of this population collected from the three generations that directly and indirectly experienced the emigration. Additionally, the dream content and interpretation are linked analogously with the fate of the henna, a premarital ceremony revered by the Yemenite Jews, as it has changed in form and function over time and space. An ethnographic study of an ethnically homogeneous Yemenite Jewish town in Israel, including extensive interviews establishing the various cultural and political contexts of their dreams over three generations, illuminates the consequences of this populations' adaptation to contemporary Israel society. The author suggests that Yemenite Jewish dream life is a valuable idiosyncratic and prismatic cultural form that reflects highly intimate visions of the self/Other experience and, as such, is intrinsic to the Yemenite Jewish mediation between their history in Yemen and their migratory experience in Israel. The discussion is embellished with the author's photographs from his fieldwork.
Identity and Belonging

A Life in Transition: Refugees' Narratives

Spuridoula Giaki, University of Patras, Patras, Greece
Andriana Tavantzi, Educator, Oropaidio, Greece
Eugenia Arvanitis, Department of Educational Science and Early Childhood Education of University of Patras, University of Patras, Patras, Greece
During the last few years more than 900,000 refugees, predominantly from Syria, Afghanistan, and Iraq have used Greece as an entry point into the European Union, seeking international protection from war, violence, and persecution in their home countries (UNHCR, 2016). According to recent studies for the inclusion of refugees and migrants, life stories are essential to the construction of individual and collective identities and are used as a mean of learning from the refugee experience (Bjertrup et al., 2018). This study focusses on separation, liminality, and reaggregation as the three main stages which represent human transitionality (Van Gennep, 1960). Using narrative inquiry (Arvanitis et al., 2019) three life narratives of refugees living in Patras from Afghanistan and Kashmir were recorded to provide a voice to the voiceless. Research data highlighted refugee's experiences of border crossing mobility and transition, addressing questions as to how refugees perceive and discuss various aspects of the process of separation from their country and of relocation to their new country (Greece); how do they present themselves as individuals in the new country and what kind of boundaries they establish in terms of in-group and out-group belonging. Findings of the research showed that refugees reflected upon experiences in the recent or remote past and recounted emotional, or traumatic events which determined their reconstruction of their identity in the new country. Refugees also relinquished links with their families and focused on the differences with the host country, seeing Greece as a transition country.
2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

| 14:15-15:55 | **PARALLEL SESSIONS** |
| Room 2 | **Playing with Ideas** |

Designing for Diversity: Exploring Geographies of Difference

Sheila Lakshmi Steinberg, Brandman University, Irvine, CA, United States
Lata Murti, Associate Professor, Brandman University, Irvine, CA, United States

This paper presents a unique, innovative approach for teaching about strengths of diversity at the university level through the use of applied examples and creative in-house produced media. Through focusing on social injustice and inequality, and the use of custom-created in-house technologies, educational tools, and approaches we have manifested a model that leads to maximum student engagement around topics of difference in communities. At Brandman University, we have a Center for Instructional Innovation (CII) that assists faculty in the creation of cutting-edge pedagogy, teaching materials, and online teaching strategies across our curriculum. CII partners with faculty to generate authentically engaged learning experiences for students. This study focuses on cross-curricular examples across the Integrated Social Sciences and Sociology curriculum that teach students about the power of diversity and difference. We often root teaching examples to the geographic places and cultures of our students. Our adult-learner students come from around the U.S. as well as internationally, thus having a variety of experiences. In the curriculum examined, we employ the power of narrative and storytelling along with the use of applied data rooted in diverse methodologies to illustrate how students can explore, analyze and learn to solve societal challenges associated with inequality, as well as make use of hands-on global activities rooted in data.
Education and Learning in a World of Difference

Shining a Spotlight on DREAMers

Aasne Daniels, Illinois College, IL, United States

In 2012, President Obama introduced the immigration policy known as DACA, Deferred Action for Childhood Arrivals, which allowed undocumented immigrants who were brought to the US as children to apply for deferment from deportation. President Trump's determination to rescind DACA and the failure of Congress to find a legislative resolution have spread panic among these "DREAMers." Once a DREAMer herself who was finally able to attain citizenship, Illinois College student Karina Donayre had a passion to share the stories of others like her and to educate her community. Even though she had never done theatre previously, she chose this art form as the vehicle for communicating the fears and joys, hardships and triumphs of her fellow border crossers. Many struggled with their identities, with finding a place to belong and call home. This paper tracks The Hidden Project from its inception to its realization, beginning with interviewing undocumented immigrants, curating the hours of interviews into a dramatic work, and finally presenting the play in front of an audience in October 2017. This performance was revelatory, because it illuminated the hearts and minds of not only of these DREAMers but also the US citizens they live among.
Identity and Belonging

Digital Storytelling of Multicultural Diversities: Evaluation of an Intercultural Educational Methodology in Adult Education

Avrokomi Zavitsanou, PhD Student, University of Thessaly, Greece
Vasiliki Makri, PhD Candidate, University of Patras, Patras, Greece
Andreas Zervas, Director of SDE Patras, Patras, Greece
Spiros Papadopoulos, Professor, University of Thessaly, Greece

This paper explores the use of digital storytelling in a group of adult learners with intercultural characteristics in Patras "Second Chance School" (SDE) educational structure. More specifically, the aim of the research is to evaluate this educational practice in terms of enhancing intercultural communication and ability and in terms of conceptualising the learning process through the experience of participants from different cultures, resulting in the creation of a multimodal learning community. SDE, a typical institution of adult education grounded on adult learning theories, displays an open and flexible curriculum determined directly by learners' needs and experiences. The presented methodology was applied in the context of the teaching method of the "Project". In particular, the learning component of the "Project" emphasises the interdisciplinary approach of knowledge, the aim of which is to understand the world and the self, and to seek knowledge in an experiential and exploratory way. Adult learners were invited to create a story with autobiographical features and then use computers to dramatise and present their narrative, using image, text, music, and their own voice. This paper presents all stages of the development of this teaching methodology: the organisation, design and evaluation of the project by the learners themselves. The findings of the study are expected to highlight the importance of autobiographical digital storytelling in illuminating interesting aspects of self-identification through the lens of otherness and in shaping (a) the conditions of mutual social interaction and understanding, (b) self and global awareness, and (c) cultural diversity and pluralism acceptance.
Education and Learning in a World of Difference

Curricular Transformation to Enhance Learnings on Health and Wellbeing Disparities among Multicultural Populations

Sabrina Gupta, La Trobe University, Melbourne, Australia
Susan Chong, La Trobe University, Melbourne, Australia

Australia is a leading 'immigration nation' among OECD countries with approximately 30% of its residents being overseas born. Culturally and linguistically diverse communities (CALD) report lower uptake of health services compared to the mainstream Anglo-Australian population, thus leading to considerable health disparities. Contributing factors include limited knowledge of availability and access to health providers, and perceived racism and misunderstandings. Within this environment, future health practitioners need to be equipped with knowledge and skills in cross-cultural understandings to facilitate enhanced client care and community engagement. The subject 'Multicultural Perspectives on Health and Wellbeing' is offered to health sciences undergraduate students, at La Trobe University, Melbourne to provide them with a broad understanding of issues that influence Indigenous populations and CALD communities' health outcomes. The curriculum reflects contemporary topics such as refugee health, impact of language on health, palliative care and multicultural settings, health and sexual diversity, ethnicity and chronic diseases, drug-use among ethnic communities, and government policies on multiculturalism. To enhance students' learning experience field practitioners and experts from the university's campus-community network engage students through interactive presentations and workshops. The intended learning outcomes focuses on a social determinants approach to examine factors that influence multi-ethnic populations health status, and the use of culturally-appropriate frameworks to propose health promotion strategies. In the subject feedback survey students found the purposively chosen topics and content appealing and the assignments intellectually stimulating. Students have consistently rated the overall quality of the subject highly with a score of '4' out of '5'.
Education and Learning in a World of Difference

| 14:15-15:55 | **PARALLEL SESSIONS** |

| Room 3 | **Supporting Student Success** |

Religious Identity, Spirituality, and College Persistence Among African American and Latinx Students

Felicia Wiltz, Associate Professor, Sociology Department, Suffolk University, Boston, MA, United States

Carmen Veloria, Associate Professor, Suffolk University, Boston, MA, United States

While African American and Latinx students have experienced modest gains in U.S. college enrollment (U.S. Department of Education, 2018 and Krogstad & Fry, 2014), graduation rates among these students lag significantly behind their White and Asian counterparts. According to Inside Higher Ed, African American and Latinx graduation rates were 38% and 45.8%, respectively, as compared to White and Asian rates, which were 62% and 63.2% respectively (Tate, 2017). Much has been written about the various reasons for these disparities and the barriers that contribute to low completion rates of African American and Latinx college students, including the inhospitable environments of predominantly white colleges and universities. This exploratory study seeks to investigate how African American and Latinx students who self identify as religious or spiritual experience college life on predominantly white campuses. While overall religiosity in the United States has declined over the years, African Americans are reported to be more religious than Whites and Latinx (Masci 2018). While younger African Americans are reported to be less religious than older African Americans, they are more religious than other racial groups of their age group (Diamant & Mohamed, 2018). During fall 2018 and spring 2019, we investigate the role that religion and spirituality play in the identity formation and college persistence of African American and Latinx students, many of whom face various exclusionary –isms based on, but not exclusive to, their race and ethnicity. This research has implications for higher education and community organizations, including religious institutions that support these students.

Identity and Belonging

Refugee Access and Equity in Higher Education in Nepal

Monica Lakhwani, Specialist/Adjunct, K-12 Education/ESL, Spalding University, Louisville, KT, United States

A look into social exclusion theory to examine educational inequities of refugees related to higher education in Nepal. Bhutanese refugees lived in Nepal for nearly two decades. Central concepts include sociocultural disparities looking into marginalized groups, socioeconomic challenges, and accessibility issues including outbound mobility. Participants lived experiences regarding access, quality, and opportunity as refugees are explored.

2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Border Crossing for Universities: Creating a Culture of Diversity, Equity, and Inclusion

Jennifer Swann, Professor, Biological Sciences, Lehigh University, Bethlehem, PA, United States

Sarah Stanlick, Professor, Lehigh University, Bethlehem, PA, United States

Over sixty-five million people are seeking refuge worldwide and twelve million have come to the US in the past decade. The current political climate has forced many US immigrants to go underground - seeking refuge in sanctuary cities, counties and states – as well as creating an environment of fear for our undocumented, and first generation students in higher education. In this research, we ask: what is a university's role in engendering acceptance and inclusion for our on- and off-campus communities? We will also provide examples of efforts done in partnership across campus units and with the local community to address the challenges faced by vulnerable populations in their own neighborhoods and workplaces. The Lehigh Valley (a metropolitan area that includes Lehigh University), has welcomed 12,400 from outside the US. Lehigh University has contributed to this diversity, growing the international population to 10% of its student body, while also creating intentional policies, processes, and practices to meaningfully grow our domestic diversity. In this study, we focus on three specific case studies: the creation of Lehigh's Council for Equity and Community and impact on campus culture, programming developed between Lehigh's Martin Luther King Committee and the NAACP, and longstanding work in partnership between Lehigh's Center for Community Engagement and the valley's refugee resettlement partners. These case studies will be framed through a systems-wide inclusion lens, while exemplifying strategies and goals across stakeholders to realize a more diverse, inclusive community on campus and beyond.

2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Diversity and Democratic Educational Leadership in Greek Schools: A Survey of High Schools and Lyceum Teachers of Aitoloakarnania Regional Unity

Georgios Bestias, PhD Student, Deparment of Educational Sciences and Early Childhood Education, University of Patras, Patras, Greece

Efstathios Balias, Professor, University of Patras, Patras, Greece

Theoretical and research interest in issues of diversity in modern multicultural societies is now particularly high. Education is aimed at shaping a society in which the new generations will acquire the knowledge and skills that will enable them to share and adopt democratic attitudes and values, the core of which is respect for diversity. Schools can play a key role in the diffusion of these values in society, especially the respect for diversity, and, therefore, to the strengthening of democracy. Hence, the promotion of respect for diversity is one of the basic and ultimate goals of democratic education in Western societies, particularly in recent years due to the problems of the immigrants' integration. One of the most important educational methods developed internationally in the field of educational research and theory is the educational leadership. In the perspective of this method, the respect for diversity can be cultivated at school through the implementation of a well-articulated and collaborative – democratic model of leadership through which teachers can cultivate the above value by following the curriculum or raising practical issues of promoting it in school life. In this study, we present the results of research, which examines the attitudes of teachers regarding the promotion of diversity in the school environment. The results of our research lead us to the conclusion that the participants think that today's school does not provide sufficient knowledge about democracy and does not adopt appropriate learning methods to promote diversity in the school community.

Community Diversity and Governance

| 14:15-15:55 | **PARALLEL SESSIONS** |

| Room 4 | **Learning Across Borders** |

Raciolinguistic Bilingualism or Normative Monolinguality? : Leveraging the Linguistic Resources of Refugee and Immigrant Students in Arizona

Mary Carol Combs, Professor, Teaching, Learning and Sociocultural Studies, University of Arizona, Tucson, AZ, United States

This study surfaces a paradox in language and education policies in the U.S. border state of Arizona. Migrant and refugee K-12 students resettled in the state speak languages the U.S. State Department considers "critical" (less commonly taught, but valuable for international business, journalism, diplomacy, and military intelligence). Four of these languages are present in contemporary school classrooms in Arizona – Arabic, Chinese, Farsi, and Somali. State schools also serve large numbers of Spanish-speaking students from Mexico and Central America, as well as Chinese, Vietnamese, and Iranian native speakers and heritage learners. Arizona education policy supports school immersion programs to promote critical languages, yet it also prohibits native speakers of these languages from enrolling. This prohibition is counterproductive given that migrant students are the very individuals whose proficiency in these languages would seem to predict the best chance for success in an immersion program. Arizona's critical language policy is also discriminatory. It prioritizes the linguistic training of affluent, mostly white, native English speakers, who are invited to appropriate the first languages of migrant students, while at the same time, forcing migrant students into segregated English only, grammar-based classrooms if they are learning English as a second language. In effect, Arizona policy positions non-native speakers of critical languages as authoritative and native speakers of the same languages as inconsequential, even invisible. This research explores this paradox and analyzes how Arizona's critical language policy contradicts conventional notions of linguistic and cultural capital as the expertise of a particular group.

Education and Learning in a World of Difference

Building Bridges of Cultural Understanding Across Borders: High Impact Dual-Immersion Programs Among Immigrant and Refugee Populations

Micki Abercrombie-Donahue, Point Loma Nazarene University, CA, United States

This grounded theory ethnographic study explored the implementation of two school district dual-immersion programs within an immigrant and refugee community in California. The study explored administrator, teacher, and parent perceptions of two dual-immersion programs designed to help students to develop multilingualism, multi-literacy, and multicultural competence. The researchers identified the key factors that contributed to the development of cultural and linguistic competence and equality of educational opportunity within districts with high concentrations of culturally and linguistically diverse Developing Language Learners (DLL). The study occurred in two school districts with dual-immersion programs serving students in the central valley of California. Educators within research site one served 3,034 students with a 98% Latinx student population (California Department of Education, 2016). Educators in research site two served 992 students with a 91% Latinx student population. This mixed methods ethnographic study explored three major research questions: 1) What are the key components of effective dual-immersion programs? 2) What are the mechanisms used to foster cultural and linguistic competence in dual-immersion programs? 3) What is the role of parental involvement in dual-immersion program improvement? The researchers collected data from student ELPAC and CAASPP test scores and identified areas of strength and weakness in both programs. Utilizing surveys and semi-structured interviews to explore perceptions of the current programs, the researchers identified key areas for improvement. The researchers used the results to create targeted professional development activities that can help the audience to advocate for educational equity, strong linguistic and cultural competence, social justice, and equity.

Education and Learning in a World of Difference

Teaching Language Through the Eyes of Refugees: A Translanguaging Lens

Evi Kompiadou, PhD Candidate, Educator
Maria Paraskeva, Phd Candidate, Educator
Daoud Al Soueis, PhD Candidate, Aristotle University of Thessaloniki
Virginia Arvanitidou, PhD Holder, Educator
Roula Tsokalidou, Professor, School of Early Childhood Education, Aristotle University of Thessaloniki, Thessaloniki, Greece

This paper presents the pilot research and the first conclusions of an innovative language teaching project in non-formal education for adult refugees. It is an action research project attempting to investigate both the factors that hinder as well as those which promote language learning, for the equal socio-linguistic integration of refugees. The project started with field visits in order to investigate the refugee profiles and a study of the needs and expectations of the populations in question. Starting from the proposition that languages are not identified as distinct and entangled entities (Bloomaert & Rampton, 2011), but rather as a continuous and changing network of multilingual choices consistent with the changing multilingual identities and the communication needs of refugees, we apply the educational process of translanguaging (García & Kleyn, 2016, Tsokalidou/Τσοκαλίδου, 2017). Translanguaging, as a creative language synthesis, goes beyond the boundaries of language structures, embraces questions about the composition of values in contemporary multicultural societies, and contributes to a better understanding of the production of bi/multilingual discourse (Tsokalidou, 2017). The educational material focuses on multimodal identity texts (Cummins & Early, 2011, Κούρτη-Καζούλλη & Τζανετοπούλου, 2009, Skourtou et al., 2006), as a flexible and multimodal research tool. The texts emerged gradually through an induction process, in order to respond not only to the needs and expectations of the population, but also to the aims of the research team and the research theoretical framework.

Education and Learning in a World of Difference

Intercultural Competence Development in Early Childhood: A Case Study of "Out of Eden Learn" Project in a Greek Kindergarten

Iria Asanaki, University of Patras, Patras, Greece

This is a study conducted within the framework of the first public kindergarten's participation in an international online programme of Harvard Graduate School of Education. The studied platform is called 'Out of Eden Learn' (OOEL). It gives classrooms the opportunity to communicate and interact with others from diverse cultural environments. The purpose of this research is to find out whether and how the usage of this platform helps children develop intercultural competency in early childhood. Research Questions: 1.Are the goals of the OOEL project being satisfied as we apply it in the Greek kindergarten? Which goals and to which extent are they being determined? 2.Can the OOEL project develop any intercultural/global competencies in children? Which competencies can be developed and to what extent? 3.Can OOEL project be used in Intercultural Education curriculums? Why? How can that be assumed? The framework used draws on intercultural education. The project promotes educational inclusion and bias elimination, acceptance and understanding, empathy and solidarity. "Intercultural differences" as well as "Intercultural and Global Competencies" are central terms of the research as the online project connects students all over the world no matter of their place, nationality, religion, race or financial situation. The adopted method for this study has been based on the qualitative method. The 'interview', 'observation rubrics' for early childhood and 'participatory observation' have been used as research tools. Research results conclude that intercultural skills' development effectively contributes to the children's preparation as responsible members of a global community.

Education and Learning in a World of Difference

Friday, 7 June	
14:15-15:55	**PARALLEL SESSIONS**
Room 5	**Shared Experience**

Cultural Identity and Mental Health: School-to-Work Transitions for Minority Post-Secondary Students

Anne Marshall, Professor, Educational Psychology and Leadership Studies, University of Victoria, Victoria, BC, Canada

Educational and career transitions among for post-secondary students have become increasingly complex and multi-faceted. Cultural minority students have particular strengths, needs, and challenges when navigating school-to-work and school-to-postsecondary transitions. However, most career transition research and counseling programs adopt individually-focused theories, values, and interventions that may not be relevant for these populations. Our team's research and student mentoring projects are informed by social constructionist and relational-cultural theory that integrates relevant cultural and contextual factors to support young adults' cultural identity, mental health, and success in educational and work settings. In this paper, I summarize concepts and issues related to school-to-work transitions from a relational-cultural perspective. I then present results from culturally-informed group and individual interviews with more than 150 cultural minority youth and emerging adults. Issues, options, and interventions to support successful transitions are presented. Six common themes were identified: cultural identity and mental health, mentoring and relational connectedness, respecting diversity, family and community roles, education and work roles, and impact of discrimination. More specific sub-themes included particular cultural perspectives, mental health stressors, and community values. Participant experiences are contrasted to more mainstream or majority student expectations and assumptions related to individuation, choice, affluence, and success. Given our increasingly diverse communities, culturally inclusive theories, models, and curricula benefit all students, even within seemingly similar contexts. Relational support and mentoring were effective cultural practices that were found to support successful transitions and positive mental health. Implications of the research are applied to identity and work development education, research, and practice.

Identity and Belonging

Narratives of Co-existence and Hostility in Multi-ethnic Social Mosaic: Ethnography of Foothill Village in Assam-Nagaland Border

Antora Borah, Research Associate, Research, Council for Social Development, New Delhi, India

Multi-ethnicity is the key to understanding any society in North-East India. The social mosaic of Assam-Nagaland foothills displays a multi-cultural society, which comprises various ethnic communities and immigrant community hails from Bangladesh. This foothill border between Assam and Nagaland is also affected by an age-old border dispute. The study captures the different narratives of co-existence and hostility among various communities living in the fringe. Such an emergent collectivity gives rise to arbitrary state border conflict, corruptions, militarization, and illegal activities and has implications for the functioning of democratic institutions and implementation of development programmes. The pertinent area of inquiry in the present study includes: What kind of socio-economic settings help indigenous communities and Muslim Immigrants Settlers to insulate from larger antagonistic dynamic of nationalism and notion of territory? It also explores how various social institutions bridge the gap between various communities which will offer a possible critique of binary contraction of hill-plain dichotomy and indigene-immigrant dichotomy in foothills of Assam-Nagaland. The study is ethnography of Merapani foothill village in Assam-Nagaland border of Golaghat District. The empirical analysis is done by analyzing existence of multiculturalism and try to capture the narratives of co-existence and hostility among various communities living in the fringe.

2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Beyond the Assumed Minima Moralia of Mutual Respect and Locally Shared Values: Value Premises of Values-based Practice

Panagiotis Alexopoulos, Assistant Professor, Department of Psychiatry, University of Patras, Patras, Greece

Values-based practice (VBP) is a tool to deal with diversity of values in the process of decision-making in health care services. It is assumed to be a skills-based instrument to balance legitimately contrasting values. It remains, however, unclear, how the different values can be judged and weighted to the satisfaction of all involved actors based exclusively on exercise of technical skills and without reference to a set of core values with a global character which are not contingent on the particularities either of the context or of the values implicated in decision-making. The present analytical endeavour is based on a navigation in thorny aspects of decision-making in everyday clinical practice in intercultural settings, which are characterized by the limited common ground of shared values. It is focused on obstacles of VBP implementation that arise from casting doubt on the medical nature of patient's suffering, from power asymmetries, from the uncompromisable insistence on the rightness/importance of actor's own beliefs/views, from arbitrary treatment of the different values, as well as from constraints of VBP actors' autonomy. VBP implementation implicitly or less implicitly presupposes a core set of values of a higher order compared to those in play in decision-making (meta-values). The talk will illustrate the role of reciprocity, mutual regard/dedication to amenability/compromise, illness insight, egalitarian attitude and autonomy as meta-values in VBP implementation. Such insights in the value premises of VBP procedures clarify the substantial nature of VBP and facilitate VBP implementation in intercultural settings.

Organizational Diversity

Exploring Greek Diaspora Entrepreneurs' Characteristics in the Scope of the Mixed Embeddedness Paradigm: Mixed Mode Design Research

Despina Karayanni, University of Patras, Patras, Greece

In this paper we discuss the embeddedness of the Greek Diaspora Entrepreneurs and professionals in the context of the host countries in which they are embedded based upon mixed embeddedness theory (Klossterman et al.1999). We discuss how Greek Diaspora Entrepreneurs encompass the crucial interplay between social, economic, and institutional contexts at the individual, institutional and market, as well as societal levels. Specifically we investigate two propositions: i) how well are the Greek Diaspora adapted in host countries, and ii) what is the contribution of the Greek Diaspora to the hosting social environment through their Diaspora Value Capitals, i.e., the social, cultural, nostos and identity, interplay. To these ends, we developed a research instrument, which included both quantitative and quantitative questions. Data was collected from 148 Greek Diaspora respondents through an online survey between the November 2017 and April 2018, using the online interactive Greek Diaspora associations map list, as the research field. On the whole, our research findings placed evidence on our research hypotheses, suggesting that Greek Diaspora is well adopted in the host environments. Despite the feeling of 'nostos', that urges them to return back to their 'Ithaca', they seem not to be isolated within their limited ethnic communities. On the contrary, they appear to interact with the whole populations, to which they contribute through their rich social and cultural diaspora capital values, for which they are proud. This interplay also results in exploiting new opportunities that their host countries, in turn, provide to Greek Diaspora entrepreneurs and professionals.

Identity and Belonging

| 14:15-15:55 | **PARALLEL SESSIONS** |
| Room 6 | **Negotiation Nuances** |

Diversity and Division in American Indian Nations

Raymond Orr, Associate Professor, Native American Studies, The University of Oklahoma, Norman, OK, United States

American Indian tribal power has typically expanded since the early 1960s. During this period, often referred to as the Self-determination Era, tribes have regained much of their earlier political centrality. As polities, tribes now wield considerable authority over their members and act as intermediaries between members and non-tribal governments. Despite such authority, scholars, leaders, and activists have identified multiple aspects of tribal authority that are imperfect or unduly limited. One rarely addressed limitation is that tribes as polities are "organizationally frozen" and mostly unable to break into smaller units while maintain recognition as legitimate. This essay identifies the inability of tribes to exercise what we call compositional flexibility and break apart to form new polities discrete of the previous tribe. We argue the absence of compositional flexibility is an important but under researched feature shaping politics. This is also odds with characteristics important to traditional forms of governance for many American Indian peoples. This essay examines how tribal division worked in previous periods and then considers how "freezing" tribes may impact political, economic and governance outcomes. It further looks at two instances in which one part of a tribe attempted to leave and be recognized as a new tribe: the Sacred Heart faction of the Citizen Potawatomi Nation and Ganienkeh faction of the Mohawk Nation. Though we are agnostic as to whether greater flexibility is an ultimately desirable political condition for tribes, the inability to divide is a central but less appreciated feature of contemporary American Indian politics.

Community Diversity and Governance

Rising Global Awareness : Venezuelan Diaspora and the Current Refugee Crisis in Colombia

J. R. Pico, Senior Lecturer in Spanish, English and Language Studies, Indiana University Kokomo, IN, United States

Diaspora refers to involuntary mass dispersion of a population from its native territories. Current living standards in Venezuela are incomprehensible under President Maduro and his loyalists' economic management. Oil prices are at an all-time low and inflation is the highest in the world. UN human rights experts reported that by the end of 2017, an average family needed sixty-three times the minimum wage to purchase basic staple foods for their household. Venezuelans feel the effects of devastating poverty in the form of malnutrition and malaria outbreaks, but the report claims they rarely receive treatment services because of medicine and health care shortages. Extreme resource scarcity has bred widespread violence and criminal activity. The disastrous economic meltdown in Venezuela has led to one of the largest refugee crises in Latin American history, with neighboring Colombia receiving the biggest amount of refugees. According to UN Refugee Agency report, Venezuelans irregularly present in Colombia has documented roughly 440,000 entering the country from April 6th to June 8th 2016. Twenty-seven percent of those refugees are children. They claim the numbers have increased to be over one million refugees by October 2018 since Colombia shares an extensive border of 2,219 kilometers with Venezuela and many refugees cross through the jungles because they cannot afford proper documentation such as a passport to leave Venezuela. I am a Humanities Professor from Colombia that lives in Indiana, USA who has researched and studied this human tragedy very closely and would like to share this experience with the world.

2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Deliberating Diverse Refugee Narrations

Sivaram Vemuri, Charles Darwin University, Darwin, Australia

The purpose of this study is to shift the policy debate away from adopting a uniform perspective to refugee management based on the visions of the 'fractured' other to a more inclusive policy of managing diversities. Based on learnings from diverse refugee narratives and adopting an evolutionary perspective of human movements in the context of the history of human kind (Harari. 2005) refugee policy should be broadened and focussed more broadly on managing diversities of human populations. The paper is organized as follows: First, the study identifies the turning points in the symbiosis between refugees and their embeddedness in new societies. This is followed by an examination of the role of hope in such embeddedness. The important role played by hope is examined in the life of refugees when they pursue ways to make a better future for themselves and their families. The research draws upon business psychology literature to examine similarities between hope and entrepreneurial characteristics which leads to an investigation of what is recently referred to as refugee entrepreneurs. Refugee Entrepreneurs (RE) are refugees who are also entrepreneurs. Increasingly they are moving centre stage in deliberations in entrepreneurial literature. Based on the thematic analysis of the case-based topography of RE (Heilbrunn, Freiling and Harima.2019) the study suggests a broad spectrum of refugee narrations. Finally, the exploration focuses on the diversity of narrations of refugee experiences, including RE, and offers guidelines

2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience

Right to a New Home: A Pilot Study of Architectural Filmmaking with Syrian Refugees

Gul Kacmaz Erk, Queen's University Belfast, Belfast, United Kingdom

Right to life, freedom, security, equality, justice and privacy are amongst basic human rights articulated in the United Nations' Universal Declaration (www.humanrights.com). While these concepts are easier to define for a long-term member of society, they are more complicated for new minorities who are forced to displacement because of conflict, war, climate change, economy, etc. Whether they perceive it as permanent or temporary, refugees stay in their new "home" for an average of 26 years (www.unhcr.org/576408cd7.pdf), which urges the need for integration and inclusion. The paper outlines a pilot study concentrating on migration, architecture and the arts (film). This study, which is the "trial and error phase" of a larger practice-based participatory research project, tests the scholars' ideas about the refugees' "lived spaces" including their homes, streets, workplaces, as well as the places they go for education, shopping and leisure. Carried out with refugees who are amongst 3,548,273 registered Syrians in Turkey (https://data2.unhcr.org/en/situations/syria/location/113, updated: 16.08.2018), the study uses filmmaking to understand and share their architectural/urban needs and challenges in Balat, Istanbul. By proposing the refugees an opportunity to make short films about the public and private spaces in their (new) environment, it not only aims to provide them a skill and medium to be heard but also to invite their (Turkish) neighbours to see them as equals. This might be a step in defining misconceptions around these new members of the society, breaking down some of the barriers and, in the long run, towards integration and celebration of diversity.

Identity and Belonging

Friday, 7 June	
14:15-15:55	**PARALLEL SESSIONS**
Room 7	**Late Additions** **Linguistic Relations, Diversity, and Divides : The Role of Languages in Communities and Economies** Maria Elo, Associate professor, Institute of Marketing and Management/International Business & Entrepreneurship, University of Southern Denmark, Odense, Denmark Leo Dana, Professor, Business, MBS, Montpellier, France Theoretically, this paper addresses linguistic diversity from the perspective of the possession of communication skills in particular languages, dialects, and forms of communication. It examines the formal and undocumented, the explicit and tacit use of language and communication. The theory framing includes the language-in-use, i.e. the different purposes and ways of employing communication abilities and skills in different contexts, and switching between them. Contextually, the setting includes linkages both with and across the immediate strong ties, e.g. family and close friends, the more meso-level ties in local communities and groups, and the more macro-level ties on global scale and with other cultures and population. Usually, the language skills are linked to highly skilled and educated expatriates and international managers when diversity is discussed, and very rarely the competences carried by refugees and other disadvantaged people receive any attention. This is a gap in the theoretical understanding of diversity, especially, as refugees and others who are dependent on the assistance and support from various others, through weak ties, they are potentially more connected to diverse cohorts of people across the globe than many managers. Methodologically, this complex real-life phenomenon is approached using ethnographic participant research. The research data is collected in various contexts of interaction. It consists of observations, photos, videos, printed materials, advertisements, correspondence, books and other diverse materials. Data is analysed using a categorization approach sorting out different groups consisting of individuals with similar skill types and heritages, their linguistic use-patterns and other contextual features, such as migratory background. *Identity and Belonging* **Comparison of Music Professors' Experiences with Neurological Disability** Tina Holmes Davis, Assistant Professor, Music Education, Georgia College, Milledgeville, GA, United States Bonnie Von Hoff, Adjunct Voice Faculty, Music, Georgia College, Milledgeville, United States In this auto-ethnographic paper and presentation, we explore and contrast the experiences of two Music Professors with neurological injury, one from birth and the other acquired later in life. Neurological or cognitive struggles are unexpected at the collegiate level and both professors have experienced various kinds of implicit bias as students and professionals. *Education and Learning in a World of Difference* **The Impact of Intercultural Exposure on Intercultural Identity Development: Case Study of Algerian Students in the UK** Amina Guerriche, PhD Researcher, Education, University of Bath, Bath, United Kingdom Study abroad programs grant intercultural immersion opportunities which students perceive as having different cultural norms and practices. Much of the literature on study abroad outcomes focuses on the linguistic proficiency gains, some looked at attitude change towards different cultures, and very few on the impact on the students' intercultural identity. These latter have taken Chinese, American, Australian, and European students as case studies. However, to date no research of this kind has taken Algerian students as a case study. The proposed research will provide new insights on the possible impact that inter-group relations, social contact and discursive practices, and increased cultural exposure may have on the process of intercultural identity development of Algerian students overseas. Furthermore, all previous studies of Algerians have been conducted in contexts such as France, no such investigation has taken place in the United Kingdom. This constitutes my research gap. This research used semi structured and ethnographic interviews and observations to explore how Algerian students living in the UK used their intercultural knowledge adjusting and adapting their behaviors to the host culture's norms and values. It also investigates their experiences of intercultural encounters and how it helped in the development of their intercultural identity. The findings from this research can be used as a platform regarding further research dealing with intercultural identity development through experiential learning and immersion. Recommendations are provided for universities, government agencies, stakeholders, and policy makers involved in education with the aim of enhancing students' adaptability to new cultural settings. *Identity and Belonging*
15:55-16:15	**Coffee Break**
16:15-17:55	**PARALLEL SESSIONS**

Friday, 7 June

16:15-17:55	**PARALLEL SESSIONS**
Room 1	**Workshops** Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. [45 min. each] **Why Assume When You Can Ask?: Modeling Appropriate and Genuine Engagement In the Classroom** Leah Robinson, Director of Academic Support, Office Of Diversity and Inclusion, Wayne State University, Detroit, MI, United States Rahel's first day in the Population, Patient, and Physician course surprised her. As the only student underrepresented in medicine (URM) in her small group, she felt both isolated and powerless by her preceptor's assumptions about her identity and stigmatized by her classmates' silence. Three days later, she was conflicted because her thoughts and emotions about the first day had multiplied. Not only did she not know how to process the experience, she did not know who to talk to in the School of Medicine administration. What is the best way to help the student manage this incident? How can her experience be used as a teachable moment for providing a more inclusive climate and culture in the preceptor's classroom? Was is the big deal anyway? Rahel's journey and revelations are detailed in a book chapter titled "Did Implicit Bias Further Disenfranchise an Underrepresented Student?" in Exploring Campus Diversity: Case Studies and Exercises (in press, 2018). Co-author, Dr. Leah Robinson uses a case study framework to engage participants in this presentation to actively taking multiple points of view, identify underlying assumptions about race, ethnicity, and identity, and develop strategies that enable better communication and inclusion in and out of the classroom. *Identity and Belonging* **The Odyssey of the Mexican/Central American Migrants: A Global Immersion Program** Omar Lopez, Clinical Associate Professor, Field Education, Vice-Chair Dept. of CYF, Director Workforce Development Stipend Programs, Department of Children, Youth and Families (CYF), University of Southern California, Suzanne Dworak-Peck School of Social Work, Los Angeles, CA, United States Sara Jimenez McSweyn, Senior Lecturer, Social Work, University of Southern California, CA, United States Unlike Odysseus, migrants from Mexico and Central America are not trying to go back home, but rather they are leaving it in an increasingly more hostile land. This interactive workshop shares a global immersion course titled "Pathways to Immigration." It induces dialogue where participants share best practices and evaluation strategies for international educational trips. The aforementioned course is designed to increase graduate social work students' understanding of the causes and dynamics of immigration, including the current policies and legislation that impact delivery of services to immigrant families in the United States. The semester course includes a ten-day trip that exposes students to the realities immigrants face through a "backwards migratory journey" starting in Los Angeles then "migrating" to San Diego, across the international border with Mexico through Ensenada, Mexico City, and Puebla City concluding in Coatzingo (a remote migrant sending community). The pedagogy focuses on lived experiences of students and professors while learning from government officials, community leaders, activists, immigrants, professionals and academics who share their experiences and perspectives on immigration from Mexico and Central America to United States. The students' critical thinking pedagogical skills are required to evaluate the narratives and intercultural learning that they are exposed to understand the deeper implications of the immigrant experience. The course also focuses on the development of students' practice skills in the macrosystemic and microsystemic domains to increase their capacity to deliver equitable and culturally informed services. *Education and Learning in a World of Difference*

Friday, 7 June	
16:15-17:55	**PARALLEL SESSIONS**
Room 2	**Workshops** **Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. [45 min. each]** **Narratives of Pain and Transcendence: Problematizing and Performing the Migrant Experience Through Poetry, Sound, and Visual Text** Jacqueline Mullins, PhD Student, University of Arizona, Tucson, AZ, United States Awad Ramdan, PhD Student, University of Arizona, Tucson, AZ, United States Cynthia Ryman, PhD Student, University of Arizona, Tucson, AZ, United States Jose Fonseca, PhD Student, University of Arizona, Tucson, AZ, United States Elizabeth Gaxiola, PhD Student, University of Arizona, Tucson, AZ, United States Mary Carol Combs, Professor, Teaching, Learning and Sociocultural Studies, University of Arizona, Tucson, AZ, United States In the last two years, we have witnessed an unprecedented migration of people from their homelands to other parts of the world. Indeed, global displacement of people is the highest ever recorded - at nearly 250 million, or approximately 3.5 percent of the world's population. The international press and human rights organizations have rightly focused attention on the geo-political and social causes of migration, the anguish and suffering of the migrants themselves, and the frequently violent ideological obstructions to their resettlement in secondary or tertiary countries. This interactive dramatic and spoken word performance enacts the following questions: How do we make sense of global border crossing academically, respectfully, and emotionally? How do we understand and honor the voices of the migrant experience in transnational social spaces, particularly if most of us have not had a parallel experience? This session proposes a multimodal, arts-based, exploration of these questions. Using drama, role-play, sound, visual images and spoken word poetry, we both problematize and perform the complex conceptual and methodological issues in migration, language and education across geographical, linguistic, cultural, and emotional spaces. The audience will collectively participate in a dialogical experience that augments more conventional research "treatments" about communities and nations undergoing internal and external displacement. Global migration and its concomitant human suffering is not merely academic. It is real. Thus, a process that pushes us to think both theoretically and emotionally moves us from stoic to transgressive interpretations of the migration phenomenon. *Education and Learning in a World of Difference* **Mobilizing Communities to Create Systemic Changes: Addressing Food Injustices and Health Disparities** Denise Everson, Family and Consumer Sciences Program Development Coordinator, Cooperative Extension, The University of Georgia, GA, United States Obesity has been described as the "last remaining socially acceptable form of prejudice" (Stunkard and Sobal, 1995) and is considered a "global epidemic" by the World Health Organization (WHO). In 2016, more than 1.9 billion adults (39%) were overweight and 381 million children were overweight or obese, a documented form of malnutrition (WHO). Obesity is correlated with higher incidence of non-communicable diseases, including heart disease, stroke, diabetes and some cancers, which contribute to poverty and hinder economic development (Global Health Observatory). Addressing issues of food injustice, reducing disparities among social groups, and improving access to resources influences health and creates sustainable improvements in health outcomes. In collaboration with community partners at national, state and local levels, both public and private, university faculty are working with at-risk communities to assess needs and develop evidence-based strategies to improve access to healthier foods and increase physical activity, to reduce the rates of obesity and improve economic viability. Education and action-based programs were initiated in communities to improve awareness and well-being. Environmental and systematic changes were implemented to improve access and remove systemic injustices related to health drivers (i.e. Fresh Stop Market, Master Gardener, community gardens). Learners will explore techniques for establishing coalitions that support effective interventions, identify potential partners, and develop an action plan for individual community assessment. After this workshop, participants will have the framework for implementing community-wide initiatives and nurturing systemic change as a way to move from direct education to policy and environmental solutions to create sustainable social change. *Community Diversity and Governance*

Friday, 7 June

16:15-17:55	**PARALLEL SESSIONS**
Room 3	**Workshops** **Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. [45 min. each]** **Iphigenia at Lesvos: Story of a Refugee** Lisa Schlesinger, Associate Professor, Theatre Arts, Co-head, Iowa Playwrights' Workshop, University of Iowa, Iowa City, IA, United States This session will present on Iphigenia at Lesvos: Story of a Refugee, a multimedia performance by a collective of international award-winning artist/scholars from Syria, Lebanon, Greece, Russia, Korea, France, U.S. It is the culminating piece in The Iphigenia Project, a multi-year multimedia collaboration, begun in 2014, in response to the refugee crisis and seen through the lens of the Iphigenia myth. Iphigenia references Euripides' plays and draws from the traditional form of the ancient Greek women's lament from the Trojan and Peloponnesian War epics. It follows the plight of women and children refugees, the routes they travel to escape war, and the histories/stories they carry with them. In Euripides' Iphigenia at Aulis there are two possible outcomes: Iphigenia escapes her death and a sacrificial animal is put in her place or she dies. This performance conceives of the passage between Aulis and her landing at Iphigenia at Taurus, as the refugees' path, a state of "no way forward" and "no way back," according to the ancients, a fate worse than death. The Iphigenia Project evolves over time using interdisciplinary forms including text/film essays, presentations and theatre with the goal of keeping the refugee crisis visible. To date these works have reached the public through public television, national film and literary festivals and publications. Iphigenia at Lesvos, the culminating multimedia performance will be produced at the University of Iowa Partnership in the Arts in 2018, premiere in New York City 2019 and then tour in the U.S. and Europe. *2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience* **Refugee Children: Using Story to Help Refugee Children Navigate Cultural Differences to Gain a Sense of Belonging** Jerri Shepard, Associate Professor, School of Educaiton, Gonzaga University, Spokane, WA, United States Deborah Nieding, Associate Professor, Gonzaga University, Spokane, WA, United States The authors developed a series of stories highlighting animal characters who must overcome considerable cultural challenges in order to fit into new and changing cultural climates. The stories are accompanied by strategies and interventions, which foster a sense of belonging and develop problem solving skills, helping them to navigate new terrain. The process of story telling and strategy development focuses on developing and enhancing resilience in refugee children. *Identity and Belonging*

Friday, 7 June	
16:15-17:55	**PARALLEL SESSIONS**
Room 4	**Workshops** **Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. [45 min. each]** **Intercultural Consciousness: The Value of Cultural Diversity in a World of Differences** De'Andrea Matthews, Director, Office of Diversity & Inclusion, Wayne State University School of Medicine, Detroit, MI, United States Culture is inseparable from the individual. It exists amongst individuals, within institutions, and is interwoven in systems; therefore, it is an essential component of understanding the complexity of diversity. In this workshop, Dr. De'Andrea Matthews will engage participants in a meaningful discourse around cultural attitudes, expressions, and experiences which shape and direct our daily interactions. The Value of Cultural Diversity in a World of Differences is based on Dr. Matthews' book chapter "Intercultural Consciousness: A Premedical Teaching Methodology" in volume 20 of Campus Diversity Triumphs: Valleys of Hope, 2018. *Education and Learning in a World of Difference* **San Diego State University's Short-term International Program in Greece: A Model for Maximizing High Impact Educational Practices and Global Social Justice Awareness for Underserved Populations** Amanda Fuller, Lecturer & Academic Coordinator, Division of Academic Engagement & Student Achievement / Rhetoric & Writing, San Diego State University, San Diego, CA, United States Chris Kjonaas, San Diego State University, San Diego, CA, United States Diversifying global education requires engaging underserved populations of students, offering innovative programming, and focusing study abroad curricula on global issues affecting diverse populations. Attendees will recognize the barriers to study abroad, learn best practices for developing programs geared for underserved students, and discuss the concepts of social justice and global stewardship as they relate to global education. Facilitators will present their case study, a service-learning program related to the Greek refugee crisis, as context for the session. The workshop structure begins with definition of terms and a large group discussion exploring barriers to global education and student mobility. Next, attendees brainstorm in small groups to identify critical components for diversifying global education and promoting global stewardship. Groups share with the larger audience. Facilitators provide an overview of SDSU's short-term study abroad program in Chios, Greece, which includes a partnership with The Home Project, an organization supporting refugees and Greek communities, as well as pre-departure curriculum exploring refugee caravans along the U.S./Mexico border twenty miles south of SDSU. The goal of this hands-on volunteering experience and comparative context is to expose diverse students to the interconnectedness of the global refugee crisis and other critical issues and empower them as students and as global stewards. Facilitators will share results from their quantitative and qualitative assessment of participants' cognitive gains, intrapersonal development, and interpersonal interactions from the program. The workshop concludes with the perspectives of two SDSU student panelists who recently completed the program in Chios, Greece. *2019 Special Focus—Border Crossing Narratives: Learning from the Refugee Experience*

Friday, 7 June

16:15-17:55	**PARALLEL SESSIONS**

| **Room 5** | **Workshops**
Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. [45 min. each]

Increasing Diversity in Graduate Education: Two Models of High-Impact Programs
Noro Andriamanalina, Director of Academic and Professional Development, The Graduate School, University of Minnesota, Minneapolis, MN, United States
Simone Gbolo, Executive Director, Humphrey School of Public Affairs, University of Minnesota/ Public Policy & International Affairs Fellowship Program, Minneapolis, MN, United States
Joel Mixon, Director of Advising and Retention, Humphrey School of Public Affairs, University of Minnesota, Minneapolis, MN, United States
This highly interactive workshop will discuss two programs in the U.S. that focus on increasing diversity in graduate education on two levels—nationally and locally. Nationally, the Public Policy and International Affairs (PPIA) Program promotes inclusion and full participation of underrepresented groups in public service and advances their leadership roles throughout civic institutions serving domestic and international affairs. Through PPIA's Junior Summer Institutes, students engage in rigorous preparation for graduate school in public policy and international affairs hosted by top graduate school programs nationally. The PPIA Graduate School Consortium, comprised of 40 to 50 institutions and professional associations, ensures that future public service leaders reflect our increasingly diverse population to address the societal challenges of our time. Locally, the Community of Scholars Program (COSP) at the University of Minnesota, was recognized by the National Association of Graduate Admissions Professionals for innovative practices in supporting graduate students of color, across disciplines, by building strong networks that promote timely degree completion. COSP initiatives include high-impact mentoring programs utilizing the Individual Development Plan (IDP)—a structured communication tool for student mentees to pursue academic and professional goals with guidance from faculty and staff who serve as mentors. Through small and large group discussions, workshop participants will (1) discuss successes and challenges with current diversity initiatives at their academic institutions, (2) create their own IDP to identify goals to diversify their institutions, and (3) explore strategies to implement goals using a list of effective resources provided by workshop facilitators.
Education and Learning in a World of Difference

The Why and How of Potential Strategies to Embed Diversity and Inclusion in American Universities
Lisa Liseno, Assistant Dean, Director of Program for Instructional Excellence & Fellows Society, The Graduate School, Florida State University, FL, United States
Keisha John, Director of Diversity Programs, University of Virginia, VA, United States
"Diversity" and "Inclusion" are currently popular buzzwords at most institutions of higher education. However many of us struggle with how to meaningfully embed these principles into our work, as educators, researchers, policy makers, and administrators. The first question to ask is why it is important to concern ourselves with these two different, but related, notions, and only after answering this, consider how we will do so. The directors of programs from two American universities (Florida State University and the University of Virginia) will share the why and how of strategies they have employed to embed diversity and inclusion into teaching, mentoring, research, and policy implementation at departmental and institutional levels. Two specific examples that will be discussed are; a summer experiential learning initiative for underrepresented students, and a grant-based campus-wide symposium and book club for faculty, graduate, and undergraduate students that explores why and how to incorporate diversity and inclusion strategies into both teaching and research. The speakers will each present their strategy/example, and attendees will experience samplings of each approach via hands-on demonstrations. The workshop will also include discussion regarding why and how each strategy was implemented, the outcomes, evaluation results, lessons learned, and future plans. Participants will be asked to participate in this discussion, give evaluative feedback, consider how similar approaches may work at their institutions, and share examples of ways they already do, or could incorporate their own strategies for immersing diversity and inclusion at their institutions.
Education and Learning in a World of Difference |

Friday, 7 June	
16:15-17:55	**PARALLEL SESSIONS**
Room 6	**Workshops** **Workshop sessions involve extensive interaction between presenters and participants around an idea or hands-on experience of a practice. These sessions may also take the form of a crafted panel, staged conversation, dialogue or debate – all involving substantial interaction with the audience. [45 min. each]** **How Implicit Bias Impacts Intercultural Interprofessional Relationships** Tanya Greathouse, Metropolitan State University of Denver, Denver, CO, United States Lori Darnel, Metropolitan State University of Denver, Denver, CO, United States Consuelo Elizabeth Mendez-Shannon, Project Director for Hispanic/Latinx Affairs, Office of Diversity and Inclusion, Iowa State University, Ames, IA, United States Dawn Matera Bassett, Metropolitan State University of Denver, Denver, CO, United States Working across differences in organizations, requires one to have awareness of implicit biases and to understand the impact these biases have on intercultural interprofessional interactions. Awareness of these biases promotes multicultural discourse of how race, ethnicity and class can impact relationships. This can be particularly challenging for professionals working on intercultural, interprofessional teams within organizations. Engaging in multicultural conversations while reflecting on implicit biases informed by identities tied to privilege and oppression can feel threatening for all individuals (Boyd, 2008). Implicit bias is the bias in judgment and/or behavior that results from subtle cognitive processes that operate at a level below conscious awareness and without intentional control (Dovidio et al., 2002). Implicit biases inform how we interpret interactions, and if un-processed, they can lead to feelings of guilt and micro-aggressions, potentially impacting interactions in a negative way and negating a sense of belonging. To "rise above the glibness and the sometimes justified accusations of platitudinous 'political correctness'? For history's sake, we need to address the gross demographics, but also today, a lot more." We must recognize our implicit biases and according to Lum (1999), "cultural competency includes acceptance of and respect for cultural differences, analysis of one's own cultural identity and biases, awareness of the dynamics of difference in ethnic knowledge, research and resources to work with clients" (p. 29). When cultivating inclusivity, it is imperative for everyone to develop their capacity to recognize the impact that implicit biases have on intercultural relationships, especially when navigating diversity, privilege and oppression. *Identity and Belonging* **Consciously Unbiased: Changing Mindsets and Building Inclusion** Pei Han Cheng, Assistant Professor, School Psychology, Counseling and Leadership, Brooklyn College, City University of New York, Brooklyn, NY, United States Biologically, we're hardwired to prefer those people who look and sound like us, and who share our interests, experiences, and values. Unconscious processes are instinctual to human survival. However, they also lead us to make faulty assumptions, such as associating good things with certain groups and bad things with other groups. Many biases are unconscious and deeply ingrained. They cause us to engage in microaggressions, which are common, everyday acts of discrimination that, whether intentional or unintentional, leave target persons feel invalidated, slighted, and disrespected. This workshop is designed to help shift our hidden biases and assumptions to cultural humility so we can champion diversity and cultivate inclusivity in organizations and schools. This workshop takes an intersectionality approach to guide participants exploring how overlapping identities, challenges, and social privileges shape their worldview. Through interactive discussions and activities, participants will make contact with one another and engage in both intellectual and emotional learning. They will develop awareness and knowledge to detect and response when microaggressions take place. During skills building, they will learn about mindfulness, validation, and communication strategies for responding to microaggressions and receiving feedback effectively. Before closing, they will complete a concrete action plan for strengthening cultural competence at both individual and organizational levels. *Organizational Diversity*

Friday, 7 June
16:15-17:55	**PARALLEL SESSIONS**
Room 7	**Workshops** **Kiss, Bow, or Shake Hands?: Lost in Translation** Marisa Suhm, Assistant Director, Multicultural Services, Texas A&M University, College Station, TX, United States Students from Texas will be working in a multicultural world, and will hold important leadership positions, but have little international exposure. This workshop will allow conference participants to experience a cross-cultural competence module, similar to modules experienced by Texas college students. The modules consider cultural lenses, perspectives, bias and areas in which cultures differ. We will review ways to enhance cross-cultural communication and build cultural competence. A discussion will follow, on the importance of this type of education. *Education and Learning in a World of Difference*
17:55-18:30	**Closing Session and Awards Ceremony**
	Come join the plenary speakers and your fellow delegates for the Nineteenth International Conference on Diversity in Organizations, Communities & Nations' Closing Session and Award Ceremony, where there will be special recognition given to those who have helped at the conference as well as announcements for next year's conference. The ceremony will be held at the University of Patras directly following the last session of the day.

Micki Abercrombie-Donahue	Point Loma Nazarene University	United States
Aikaterini Aitinidi		
Panagiotis Alexopoulos	University of Patras	Greece
Keith Alford	Syracuse University	United States
Noah Allison	The New School	United States
Maurizio Ambrosini	University of Milan	Italy
Sindri Anderson	Enact Leadership	United States
George Androulakis	University of Thessaly	Greece
Silvia Annen	University of Toronto (OISE)	Canada
Lisa Annese	Diversity Council Australia	Australia
Tosha Aquino Giuffrida	Derrel's Mini Storage, Inc.	United States
Virginia Arvanitidou		Greece
Eugenia Arvanitis	University of Patras	Greece
Iria Asanaki	University of Patras	Greece
Dimitris Avramopoulos	European Commission for Migration, Home Affairs and Citizenship	Greece
Judith Babnich	Wichita State University	United States
Efstathios Balias	University of Patras	Greece
Kim Ball	Connecting for Career Success	Australia
Judith Ballijn	Interact Advisory Services	Netherlands Antilles
Vicki Bamford	UTS	Australia
Naama Bar On Shmilovitch	University of Haifa	Israel
Ioannis – Eirinaios Bebelis	University of Patras	Greece
Anna Berardi	George Fox University	United States
Andrea Berg	Alberta Teachers' Association	Canada
Georgios Bestias	University of Patras	Greece
Lize Annie Eliza Booysen	Antioch University	United States
Antora Borah	Council for Social Development	India
Susan Bosher	St. Catherine University	United States
Sarra Boukhari	University of Bath	United Kingdom
Srija Brahmachary	Tata Institute of Social Sciences	India
Hub Brown	Syracuse University	United States
B.J. Bryson	James Madison University	United States
Tina Bryson	Douglas County	United States
William Buse	The Juilliard School	United States
Amanda Campbell	Metropolitan State University of Denver	United States
Arlene Caney	Community College of Philadelphia	United States
Julian Chapple	Ryukoku University	Japan
Pei Han Cheng	Brooklyn College, City University of New York	United States
Liza Chong-Simandjuntak	University of Curaçao	Netherlands Antilles
Myrto Christodoulou	Hellenic Red Cross	Greece
Vassiliki Chryssanthopoulou	University of Athens	Greece
Jock Collins	UTS Business School	Australia
Mary Carol Combs	University of Arizona	United States
Bill Cope	Common Ground Research Networks	United States
Robyn Cox	Australian Catholic University	Australia
Laura Cutler	University of Delaware	United States
Aasne Daniels	Illinois College	United States
Lori Darnel	Metropolitan State University of Denver	United States
Mogamat Noor Davids	University of South Africa	South Africa
Alisha Davis	Grand Valley State University	United States

Marcelle Davis	Wilson Davis Consulting LLC	United States
Alicia Del Campo	CSULB	United States
Karla Del Carpio Ovando	University of Northern Colorado	United States
Maria Dezenberg	Richard Bland College of William & Mary	United States
Bibiana Díaz	California State University, San Bernardino	United States
Sarah Diaz-Combs	The University of Arizona	United States
Argyro Dimitrelou	University of Patras	Greece
Sofia Douklia	University of Patras	Greece
Charlene Downing	University of Johannesburg	South Africa
Dawn Duke	University of Tennessee	United States
Maria Elo	University of Southern Denmark	Denmark
Griselda Escobedo	University of Illinois	United States
Debby Espinor	George Fox University	United States
Denise Everson	The University of Georgia	United States
Linda Fellag	Community College of Philadelphia	United States
Jose Fonseca	The University of Arizona	United States
James Forrest	Macquarie University	Australia
Georgia Fountoulaki	Hellenic Open University	Greece
Maria Fragaki	University of Patras	Greece
Jonathan Friedman	West Chester University	United States
Amanda Fuller	San Diego State University	United States
Deborah Gabriel	Bournemouth University	United Kingdom
Ana Garner	University of Illinois Urbana-Champaign	United States
Elizabeth Gaxiola	The University of Arizona	United States
Simone Gbolo	University of Minnesota	United States
Keratso Georgiadou	Democritus University of Thrace	Greece
Penny Georgopoulou	University of Patras	Greece
Spuridoula Giaki	University of Patras	Greece
Sean Gilroy	BBC	United Kingdom
Maria Gindidis	Monash University	Australia
Dimitra Giotopoulou	University of Patras	Greece
Bradley Gorham	Syracuse University	United States
Agnes Gottlieb	Seton Hall University	United States
Maria Gouvi	Hellenic Open University	Greece
Denise Grant	Portland State University	United States
Kirsten Gray	University of Technology Sydney	Australia
Tanya Greathouse	Metropolitan State University of Denver	United States
Alphonso Greathouse	Metropolitan State University of Denver	United States
Patricia Greer	University College University of Denver	United States
Emma Groenewald	Sol Plaatje University	South Africa
Amina Guerriche	University of Bath	United Kingdom
Sabrina Gupta	La Trobe University	Australia
Sandra Hanley	Alberta Teachers' Association	Canada
Leena Haque	BBC	United Kingdom
Brittany Harris	Sierra Club	United States
Sandra Healy	Dublin City University	Ireland
Carolyn Hedges	Syracuse University	United States
Rebecca Hernandez	George Fox University	United States
Andrew Hill	University of South Australia	Australia
Sara Hoke	Common Ground Research Networks	United States
Tina Holmes Davis	Georgia College	United States

Pamela Hopkins	Enact Leadership	United States
Matthew Houdek	Rochester Institute of Technology	United States
Jessica Howard		United States
Jackie Huggins	National Congress of Australia's First Peoples	Australia
Amalia Ifanti	University of Patras	Greece
Sarah Jernigan	University of Cincinnati	United States
Keisha John	University of Virginia	United States
Indira Junghare		United States
Gul Kacmaz Erk	Queen's University Belfast	United Kingdom
Dora Kalantzi	University of Patras	Greece
Mary Kalantzis	University of Illinois	United States
Zoe Karanikola	University of Patras	Greece
Aikaterini Maria Karava	University of Patras	Greece
Despina Karayanni	University of Patras	Greece
Annika Karlsen	Universtiy of Georgia	United States
Rana Kazkaz	Northwestern University	Qatar
Vasilia Kazoullis	University of the Aegean	Greece
Nefeli Kikira	University of Patras	Greece
Evmorfia Kipouropoulou	University of Western Macedonia, Greece	Greece
Mubina Kirmani	Towson University	United States
Ioanna Kitta	University of Alicante	Spain
Chris Kjonaas	San Diego State University	United States
Evi Kompiadou		Greece
Marianna Kondyli	University of Patras	Greece
Jodi Rae Kortje	Vancouver Health	Canada
Ariadni Kouzeli	University of Patras	Greece
Diana Kreemers	University of New South Wales	Australia
Madison Winter Kurchik	University of Edinburgh	United Kingdom
Venetsana Kyriazopoulou	University of Patras	Greece
Monica Lakhwani	Spalding University	United States
Fernando Lambarry	IPN	Mexico
Niki Lampropoulos	University of Patras	Greece
Amy Landis	Colorado School of Mines	United States
Ana Cecilia Lara	University of North Carolina at Pembroke	United States
Barbara Laster	Towson University	United States
Jessica Lee	Indiana University	United States
Claudia Leiras	Grand Valley State University	United States
Leiana Lepule		
Susan Lewis	University of Delaware	United States
Tami Lincoln	Brandman University	United States
Lisa Liseno	Florida State University	United States
Di Liu	University of Delaware	United States
Omar Lopez	University of Southern California	United States
Katia Caetano Lord	Kennesaw State University	United States
Pavlina Louizou	Private School Ekpaideftiria G. Zois	Greece
Wendy Lundgaard	Win-Win Workplace Strategies Pty Ltd	Australia
Anila Mammou	University of Patras	Greece
Caterina Mamprin	University of Montreal	Canada
Jeffrey Mangram	Syracuse University	United States
Nadia Mans-Kemp	Stellenbosch University	South Africa
Fragaki Maria	University of Patras	Greece

Amy Mars	St. Catherine University	United States
Anne Marshall	University of Victoria	Canada
Patricia Maruca	Point Loma Nazarene University	United States
Dawn Matera Bassett	Metropolitan State University of Denver	United States
De'Andrea Matthews	Wayne State University School of Medicine	United States
Carrie Mc Cleese	Tennessee State University	United States
Tina Mc Kee	University of Central Lancashire	United Kingdom
Shane McIver	Deakin University	Australia
Kathleen Mclean	The Mclean Group	United States
Shirley Wade McLoughlin	Keene State College	United States
Sara Jimenez McSweyn	University of Southern California	United States
Katie Mercer		
Lauren Elise Michels	University of Illinois	United States
Angeliki Mikelatou	University of Patras	Greece
Soula Mitakidou	Aristotle University of Thessaloniki	Greece
Joel Mixon	University of Minnesota	United States
Micah Modell	SUNY Korea	South Korea
Kimberly Moffett	Indiana University	United States
Fe Moncloa	University of California, Davis	United States
Sigalit Mordoch	Council for Higher Education	Israel
Brenda Morton	George Fox University	United States
Rebecca Muir	Charles Sturt University	Australia
Jacqueline Mullins	University of Arizona	United States
Lata Murti	Brandman University	United States
Elizabeth Musgrove	University of Illinois	United States
Annukka Muuri	City of Turku	Finland
George Nikolaou	University of Patras	Greece
Rachel Nir	University of Central Lancashire	United Kingdom
Olufunke Oba	University of Waterloo	Canada
Takahito Ogino	Toyo University	Japan
Tomofumi Oka	Sophia University	Japan
Raymond Orr	The University of Oklahoma	United States
Katerina Palaiologopoulou	Ministry of Education	Greece
Giorgos Panagiotopoulos	Technological Institute of Western Greece	Greece
Nikos Papageorgiou	KINISI/STEKI Voluntary Committee	Greece
Dale Park	Eastern Sector Development Team	Australia
Michael Paroussis	University of Patras	Greece
Georgia Parparousi	University of Patras	Greece
Arianna Paul	The College of Saint Rose	United States
Martha Petrou	Ministry of Education	Greece
Michelle Phillips	University of California, Berkeley	United States
J. R. Pico	Indiana University Kokomo	United States
Hayley Pierce	Brigham Young University	United States
Yazmin Pineda Zapata	Point Loma Nazarene University	United States
Victoria Pitts Taylor	Wesleyan University	United States
Eva Polymenakou	University of Bath	United Kingdom
Awad Ramdan	The University of Arizona	United States
Hussain Razaiat	Australian Hazara Federation	Australia
Carol Reid	Western Sydney University	Australia
Monica Riaza De los Mozos	University of Girona	Spain
Victor De La Paz Richarte Martinez	ESPM Escola Superior de Propaganda e Marketing	Brazil

Danielle Riser	University of Delaware	United States
Michael Robinson	University of Georgia	United States
Leah Robinson	Wayne State University	United States
Adjoa Robinson	Metropolitan State University of Denver	United States
Markeia Robinson		
Nicole Rodriguez	CSU Dominguez Hills	United States
Phoebe Roth	La Trobe University	Australia
Violet Roumeliotis	Settlement Services International	Australia
Carey Rutherford	A Talking Game	Canada
Susie Ryder	Metropolitan State University of Denver	United States
Cynthia Ryman	University of Arizona	United States
Kristin Scherrer	Metropolitan State University of Denver	United States
Lisa Schlesinger	University of Iowa	United States
Lynn Schmitt-McQuitty	University of California Cooperative Extension	United States
Carlett Serratos		
Jerri Shepard	Gonzaga University	United States
Charlotte Skeet	University of Sussex	United Kingdom
Argyro-Maria Skourmalla	Hellenic Open University	Greece
Eleni Skourtou	University of the Aegean	Greece
Elsie Solis Chang	Point Loma Nazarene University	United States
Panagiota Sotiropoulou	Loughborough University	United Kingdom
Julia Athena Spinthourakis	University of Patras	Greece
Jessica Sprain	University of Florida	United States
Eileen Starr	Mid-Atlantic Behavioral Health, LLC	United States
Sheila Lakshmi Steinberg	Brandman University	United States
Nektarios Stellakis	University of Patras	Greece
Carol Strong	University of Arkansas - Monticello	United States
Marisa Suhm	Texas A&M University	United States
Lourdes Susaeta	Universidad Complutense Madrid	Spain
Jennifer Swann	Lehigh University	United States
Andriana Tavantzi	Oropaidio	Greece
Andrew Teirstein	New York University	United States
Kebedech Tekleab	City University of New York, Queensborough Community College	United States
Annie Temane	University of Johannesburg	South Africa
Alexandra Theodorou		Greece
Merja Tiusanen	City of Turku	Finland
Heather Tomlinson	Eastern Oregon University	United States
Barbara Torre Veltri	Northen Arizona University	United States
Dora Tsiagani	Primary School of Athens	Greece
Giorghos Tsimouris	Panteion University	Greece
Roula Tsokalidou	Aristotle University of Thessaloniki	Greece
Eugenia Tsoulis	Australian Migrant Resource Centre	Australia
Wendy Turner	University of Southern Indiana	United States
Anastasia-Olga Tzirides	University of Illinois at Urbana-Champaign	United States
Carmen Veloria	Suffolk University	United States
Sivaram Vemuri	Charles Darwin University	Australia
Joaquin Villegas	Northeastern Illinois University	United States
Maria Vlachou	University of Patras	Greece
Bonnie Von Hoff	Georgia College	United States
Katrin Welch		

Jeffry Will	Northeast Florida Center for Community Initiatives	United States
Felicia Wiltz	Suffolk University	United States
Pearl Winter	Interact Advisory Services	Netherlands Antilles
Kate Wittrock	Saint Leo University	United States
Mugdha Yeolekar	California State University at Fullerton	United States
Nareen Young	UTS	Australia
Panfeng Yu	The University of Alabama	United States
Helen Zahos	Griffith University Queensland	Australia
Avrokomi Zavitsanou	University of Thessaly	Greece
Andreas Zervas	Second Chance School	Greece
Deborah K. Zuercher	University of Hawaii at Manoa	United States

COMMON GROUND | Conference Calendar

Fourteenth International Conference on the Arts in Society
Polytechnic Institute of Lisbon
Lisbon, Portugal | 19–21 June 2019
artsinsociety.com/2019-conference

Tenth International Conference on Sport & Society
Ryerson University
Toronto, Canada | 20–21 June 2019
sportandsociety.com/2019-conference

Twelfth Global Studies Conference
Jagiellonian University
Kraków, Poland | 27–28 June 2019
onglobalization.com/2019-conference

Seventeenth International Conference on New Directions in the Humanities
University of Granada
Granada, Spain | 3–5 July 2019
thehumanities.com/2019-conference

XVII Congreso Internacional sobre Nuevas Tendencias en Humanidades
Universidad de Granada
Granada, España | 3–5 de julio de 2019
las-humanidades.com/congreso-2019

Seventeenth International Conference on Books, Publishing & Libraries
University of Granada
Granada, Spain | 5 July 2019
booksandpublishing.com/2019-conference

Fourteenth International Conference on Interdisciplinary Social Sciences
Universidad Autónoma Metropolitana
Mexico City, Mexico | 10–12 July 2019
thesocialsciences.com/2019-conference

XIV Congreso Internacional de Ciencias Sociales Interdisciplinares
Universidad Autónoma Metropolitana Unidad Xochimilco
Ciudad de México, México | 10–12 de julio de 2019
interdisciplinasocial.com/congreso-2019

Twenty-sixth International Conference on Learning
Queen's University Belfast
Belfast, UK | 24–26 July 2019
thelearner.com/2019-conference

XXVI Congreso Internacional sobre Aprendizaje
Universidad de Queen
Belfast, Reino Unido | 24–26 de julio de 2019
sobreaprendizaje.com/congreso-2019

Tenth International Conference on The Image
Manchester School of Art,
Manchester Metropolitan University
Manchester, UK | 5–6 September 2019
ontheimage.com/2019-conference

Aging & Social Change: Ninth Interdisciplinary Conference
University of Vienna
Vienna, Austria | 16–17 September 2019
agingandsociety.com/2019-conference

Ninth International Conference on Health, Wellness & Society
University of California at Berkeley
Berkeley, USA | 19–20 September 2019
healthandsociety.com/2019-conference

IX Congreso Internacional de Salud, Bienestar y Sociedad
Universidad de California, Berkeley
Estados Unidos | 19–20 de septiembre de 2019
saludsociedad.com/congreso-2019

Fourth International Conference on Communication & Media Studies
University of Bonn
Bonn, Germany | 26–28 September 2019
oncommunicationmedia.com/2019-conference

IV Congreso Internacional de Estudios sobre Medios de Comunicación
Universidad de Bonn
Bonn, Alemania | 26–28 de septiembre de 2019
medios-comunicacion.com/congreso-2019

COMMON GROUND | Conference Calendar

Ninth International Conference on Food Studies
National Kaohsiung University of Hospitality and Tourism
Kaohsiung City, Taiwan | 24–25 October 2019
food-studies.com/2019-conference

Twelfth International Conference on the Inclusive Museum
Muntref, Museum of Immigration
Buenos Aires, Argentina | 7–9 November 2019
onmuseums.com/2019-conference

Sixteenth International Conference on Environmental, Cultural, Economic & Social Sustainability
Pontifical Catholic University of Chile
Santiago, Chile | 29–31 January 2020
onsustainability.com/2020-conference

XVI Congreso Internacional sobre Sostenibilidad Medioambiental, Cultural, Económica y Social
Pontificia Universidad Católica de Chile
Santiago, Chile | 29–31 de enero de 2020
lasostenibilidad.com/congreso-2020

Fourteenth International Conference on Design Principles & Practices
Pratt Institute, Brooklyn Campus
New York, USA | 16–18 March 2020
designprinciplesandpractices.com/2020-conference

XIV Congreso Internacional sobre Principios y Prácticas del Diseño
Pratt Institute, Brooklyn Campus
Nueva York, Estados Unidos | 16–18 de marzo de 2019
el-diseno.com/congreso-2020

Sixteenth International Conference on Technology, Knowledge, and Society
Illinois Conference Center at University of Illinois Research Park
Champaign, USA | 26–27 March 2020
techandsoc.com/2020-conference

Twelfth International Conference on Climate Change: Impacts & Responses
Ca' Foscari University of Venice
Venice, Italy | 16–17 April 2020
on-climate.com/2020-conference

Thirteenth International Conference on e-Learning & Innovative Pedagogies
University of the Aegean - Rhodes Campus
Rhodes, Greece | 23–24 April 2020
ubi-learn.com/2020-conference

XVI Congreso Internacional de Tecnología, Conocimiento y Sociedadgies
Universidad del Egeo - Campus Rodas
Rodas, Grecia | 23–24 de abril de 2020
tecno-soc.com/congreso-2020

Tenth International Conference on Religion & Spirituality in Society
UBC Robson Square
Vancouver, Canada | 30 April - 1 May 2020
religioninsociety.com/2020-conference

X Congreso Internacional sobre Religión y Espiritualidad en la Sociedad
UBC Robson Square
Vancouver, Canadá | 30 de abril–1 de mayo de 2020
la-religion.com/congreso-2020

Tenth International Conference on The Constructed Environment
University of California Berkeley, Clark Kerr Campus
Berkeley, USA | 13–14 May 2020
constructedenvironment.com/2020-conference

Twentieth International Conference on Knowledge, Culture, and Change in Organizations
University of Illinois at Chicago, Student Center East
Chicago, USA | 27–28 May 2020
organization-studies.com/2020-conference

XX Congreso Internacional de Conocimiento, Cultura y Cambio en Organizaciones
Universidad de Illinois en Chicago, Student Center East
Chicago, Estados Unidos | 27–28 de mayo de 2020
la-organizacion.com/congreso-2020

Thirteenth Global Studies Conference
Concordia University
Montreal, Canada | 4–5 June 2020
onglobalization.com/2020-conference

Twentieth International Conference on Diversity in Organizations, Communities & Nations
University of Milan
Milan, Italy | 10–12 June 2020
ondiversity.com/2020-conference

XX Congreso Internacional sobre Diversidad en Organizaciones, Comunidades y Naciones
Universidad de Milán
Milán, Italia | 10–12 de junio de 2020
ladiversidad.com/congreso-2020

Eleventh International Conference on Sport & Society
University of Granada
Granada, Spain | 18–19 June 2020
sportandsociety.com/2020-conference

Fifth International Conference on Tourism & Leisure Studies
University of Dubrovnik
Dubrovnik, Croatia | 18–19 June 2020
tourismandleisurestudies.com/2020-conference

Fifteenth International Conference on The Arts in Society
NUI Galway
Galway, Ireland | 24–26 June 2020
artsinsociety.com/2020-conference

Eighteenth International Conference on New Directions in the Humanities
Ca' Foscari University of Venice
Venice, Italy | 1–3 July 2020
thehumanities.com/2020-conference

XVIII Congreso Internacional sobre Nuevas Tendencias en Humanidades
Universidad Ca´ Foscari de Venecia
Venecia, Italia | 1–3 de julio de 2020
las-humanidades.com/congreso-2020

Information, Medium & Society: Eighteenth International Conference on Publishing Studies
Ca' Foscari University of Venice
Venice, Italy | 3 July 2020
booksandpublishing.com/2020-conference

Twenty-seventh International Conference on Learning
University of Valencia
Valencia, Spain | 13–15 July 2020
thelearner.com/2020-conference

XXVII Congreso Internacional de Aprendizaje
Universidad de Valencia
Valencia, España | 13–15 de julio de 2020
sobreaprendizaje.com/congreso-2020

Fifteenth International Conference on Interdisciplinary Social Sciences
National and Kapodistrian University of Athens,
Athens, Greece | 20–22 July 2020
thesocialsciences.com/2020-conference

XV Congreso Internacional de Ciencias Sociales Interdisciplinares
Universidad de Atenas
Atenas, Grecia | 20–22 de julio de 2020
interdisciplinasocial.com/congreso-2020

Tenth International Conference on Health, Wellness & Society
Université de la Sorbonne Nouvelle Paris 3
Paris, France | 3–4 September 2020
healthandsociety.com/2020-conference

X Congreso Internacional de Salud, Bienestar y Sociedad
Université de la Sorbonne Nouvelle Paris 3
París, Francia | 3–4 de septiembre de 2020
saludsociedad.com/congreso-2020

Thirteenth International Conference on the Inclusive Museum
Museum of Lisbon
Lisbon, Portugal | 3–5 September 2020
onmuseums.com/2020-conference

ΕΝΩΣΗ ΥΠΟΤΡΟΦΩΝ ΠΡΟΓΡΑΜΜΑΤΟΣ FULBRIGHT
ASSOCIATION OF FULBRIGHT SCHOLARS

Information Meeting, Association of Fulbright Scholars in Greece:

The experience of studying in the USA and the Fulbright educational exchange programs

Guest Speakers:
Associate Professsor Vasiliki Kouskouna (National & Kapodistrian University of Athens)
Angelina Metaxatos, Research Scientist (National Observatory of Athens)
Assistant Professor Ioannis Dimakos (University of Patras)

Friday
7 June 2019
19:00
LIBRARY & INFORMATION CENTER
UNIVERSITY OF PATRAS

UNIVERSITY OF
PATRAS
ΠΑΝΕΠΙΣΤΗΜΙΟ ΠΑΤΡΩΝ
Department of Educational Sciences
& Early Childhood Education
Laboratory of Sociology & Education

Coordination:
Assistant Professor Eugenia Arvanitis,
DESECE, University of Patras
earvanitis@upatras.gr

Training Opera Educational Area to foster Migrants Cultural Integration in Europe
Get Close To Opera
ERASMUS +
KA 2 Strategic Partnership VET

Interactive educational workshop on the social integration of refugees
7 June 2019, 15:30
Library & Information Center, University of Patras

The **Forum on Intercultural Dialogue & Learning of the University of Patras** (Laboratory of Sociology & Education, Department of Educational Sciences and Early Childhood Education) organizes a three-hour training workshop within the framework of the European project "Get Close to Opera" on **Friday 7 June 2019 15:30 at the Library of the University of Patras.**

The **workshop** is addressed to professionals working in educational departments of cultural organizations as well as to educators or students who are active in the field of Art, Music, Theatrical Education and other related artistic fields. By exploiting Gardner's Multiple Intelligence theory and the educational material available on the platform (https://www.getclosetoopera.eu), participants will develop their intercultural and social skills to promote cultural and linguistic integration of migrants / refugees in Europe through experiential activities.

For registrations please visit the link **https://forms.gle/mrN1TZyvCU92o8Cw9** until **Thursday 23 May 2019**.

An information session regarding **Fulbright** funding opportunities, is scheduled after the end of the workshop at 19:00.

For info spgiaki@upatras.gr or 6972052335.

Scientific Coordinator:

Assistant Professor Eugenia Arvanitis,

DESECE, University of Patras.

Twentieth International Conference on

Diversity in Organizations, Communities & Nations

Urban Diversities: Exclusion and Inclusion of Immigrants and Refugees at the Local Level

University of Milan
Milan, Italy
10–12 June 2020

Call for Papers
We invite proposals for paper presentations, workshops/interactive sessions, posters/exhibits, colloquia, innovation showcases, virtual posters, or virtual lightning talks.

Returning Member Registration
We are pleased to offer a Returning Member Registration Discount to delegates who have attended the Diversity in Organizations, Communities & Nations Conference in the past. Returning research network members receive a discount off the full conference registration rate.

OnDiversity.com/2020-Conference

UNIVERSITÀ DEGLI STUDI DI MILANO

Dipartimento di Scienze Sociali e Politiche
Department of Social and Political Sciences

COMMON GROUND

Diversity in Organizations, Communities & Nations