

Third Place Learning: Reflective Inquiry Into Intercultural and Global Cage Painting

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A volume in **Teaching <~> Learning Indigenous, Intercultural Worldviews:
International Perspectives on Social Justice and Human Rights**

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The hybridity and dynamism of today's interconnected, interdependent and culturally diverse world pose challenges and opportunities for learning and communication. This book introduces an approach to facilitate global learning opportunities while facing these challenges. The approach is based on the *cage painting* metaphor for dialogic coconstruction of meaning and understanding of multiple perspectives. Resolving disorienting dilemmas or preconceptions requires a dialectic flow of thinking since the root of the problem may be situated deep within a person's beliefs and values.

Such experiences might be transformative in their nature, involving: a change in the person's perspective; better understanding the culture of themselves and other people; reflection and bodymindful inquiry into one's worldview— *third place learning*. Misunderstandings are more prevalent when using technology—global reach—between people from distant locations or different cultures. To prepare people for these challenges, the authors offer a Web 2.0-based instructional design blueprint. Depending on the context and content of the planned activities, the cage painting and global learning processes may be facilitated simultaneously or sequentially. The approach to improving intercultural/global communication and collaboration presented in this book has attracted the interest of educators in different disciplines as well as human resource leaders. This approach emerged from six years of studying ways in which authors and their colleagues from 25 different countries integrated global learning into classrooms in a range of discipline areas. In this book the authors explore the competences needed to communicate interculturally and to avoid the effects of preconceptions on communication and collaboration.

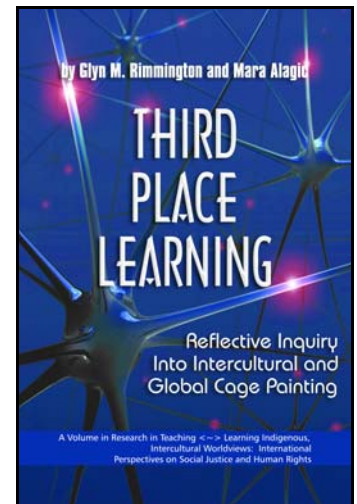
CONTENTS: Acknowledgments. Abstract. Foreword, J. Michael Adams and Angelo Carfagna. Preface. Introduction. 1. Intercultural and Global Communication Competencies. 2. Cage Painting Learning Environment. 3. Third Place Processes: Theoretical Framing. 4. Global Learning Models and Emerging Blueprint. 5. Conclusion: Further Reflective Inquiry Into the Third Place Learning. References. About the Authors. Index.

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For readers new to the field of multicultural education and human relations education, the recency of these publications heralded as seminal may be confusing, for certainly the concepts building the field of multicultural education and human relations education have been around much longer. True. But, for the first time, we found the conceptual framework, guiding principles, and critical works across disciplines and fields in Smith's encyclopedic organization. Because of the comprehensive nature of Pritchey Smith's knowledge bases, they have been employed as the organizing themes for this volume. I would clarify that I have not burdened authors to study Smith's analysis and then apply it to their works; the categorization is my own. And, as is true of any topic, the interpretation and application may be broadly applicable. One of my major goals in founding this series has been to further develop the knowledge bases with voices from those in the trenches (literally and figuratively) and at the chalkface—while proverbial for some parts of the world, chalk remains a teaching staple in many regions of the world. The pages of the Teaching <~> Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights book series will be used to build the knowledge bases for diversity concerning places and peoples, philosophies and positionalities not commonly appearing in the professional literature on education.

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