

Online Intercultural Exchange An Introduction For Foreign Language Teachers Languages For Intercultural Communication And Education

This volume provides a broad examination of how technology and globalisation have influenced contemporary higher education institutions and how moves towards internationalisation within and between educational providers continue to be a force for change in this context. Showcasing the varied responses to and utilisation of new technologies to support international teaching and learning endeavours at a range of higher education institutions, this book introduces content from around the world, emphasising the global importance of the internationalisation of education. Featuring contributions from some fresh young voices alongside the work of experienced and internationally renowned scholars this collection critically scrutinises the potential of information and communication technologies (ICTs) on the capacities and patterns of university education; assesses and refines the contention that ICTs are facilitating the (re-)shaping of university practices as well as challenging traditional educational models and learning strategies; provides a comprehensive portrait of the ways in which ICT use engages higher education providers, society, and individuals to facilitate potentially more democratic, globally focussed access to knowledge generation, creation, investigation, and consumption processes through internationally focussed education; and examines the differing pace and scope of change in international educational practice and context between and within countries and disciplines. With an international range of carefully chosen contributors, this book is a must-read text for practitioners, academics, researchers, administrators, policymakers, and anyone interested in the future of the university in an information age.

Telecollaboration, or online intercultural exchange, has become widely recognised as an effective way to promote the development of intercultural communicative competence and language skills. However, the study and implementation of new 2.0 environments such as wikis, Skype, virtual worlds and gaming for telecollaboration is still in its infancy. How can these multilingual, multimodal, collaborative environments be used to promote language and intercultural learning? What are the implications for teachers and learners and what new literacies are required? Do they offer an added-value? This book seeks to answer these questions and many more by bringing together the experience and expertise of researchers and practitioners alike. The authors offer critical stances, new frameworks and practical case studies to help the reader 'navigate' the world of Telecollaboration 2.0.

This book argues that Angola and Brazil were connected, not separated, by the Atlantic Ocean. Roquinaldo Ferreira focuses on the cultural, religious and social impacts of the slave trade on Angola. Reconstructing biographies of Africans and merchants, he demonstrates how cross-cultural trade, identity formation, religious ties and resistance to slaving were central to the formation of the Atlantic world. By adding to our knowledge of the slaving process, the book powerfully illustrates how Atlantic slaving transformed key African institutions, such as local regimes of forced labor that predated and coexisted with Atlantic slaving and made them fundamental features of the Atlantic world's social fabric.

An accessible introduction to some of the methods and theoretical approaches for investigating foreign language (FL) interaction and exchange in online environments.

For artists, scholars, researchers, educators and students of arts theory interested in culture and the arts, a proper understanding of the questions surrounding 'interculturality' and the arts requires a full understanding of the creative, methodological and interconnected possibilities of theory, practice and research. The International Handbook of Intercultural Arts Research provides concise and comprehensive reviews and overviews of the convergences and divergences of intercultural arts practice and theory, offering a consolidation of the breadth of scholarship, practices and the contemporary research methodologies, methods and multi-disciplinary analyses that are emerging within this new field.

The Routledge Handbook of Language and Intercultural Communication provides a comprehensive historical survey of language and intercultural communication studies with a critical assessment of past and present theory, research, and practice, as well as an insight into future directions. Drawing on the expertise of leading scholars from different parts of the world, this second edition offers updated chapters by returning authors and many new contributions on a broad range of topics, including reflexivity and criticality, translanguaging, and social justice in relation to intercultural communication. With an emphasis on contemporary, critical perspectives, this handbook showcases the varied range of issues, perspectives, and approaches that characterise this increasingly important field in today's globalised world. Offering 34 chapters with examples from a variety of languages and international settings, this handbook is an indispensable resource for students and scholars working in the fields of intercultural communication, applied linguistics, TESOL/ TEFL, and communication studies.

Providing an overview of how online technology is being used for foreign language learning, this title assesses three different models of telecollaboration and covers theoretical approaches to online intercultural exchange as well as practical aspects.

Medieval Authorship and Cultural Exchange in the Late Fifteenth Century is a multidisciplinary study of late medieval authorship and the military orders, framed as a whodunit that uncovers the anonymous author of the 'Utrecht Chronicle of the Teutonic Order'. Through a close analysis of the Utrecht Chronicle of the Teutonic Order and its manuscripts, and by exploiting a wide range of scholarly techniques, from traditional philology and extensive codicological examinations to modern digital humanities techniques, the book argues that the recently resurfaced Vienna manuscript is actually an author's copy, written in direct cooperation with the original author. This important assertion leads to a reinterpretation of the text, its sources and composition, authorship, and the context in which it was conceived. It allows us to associate the text with an upsurge of historiographical activities by various military orders across the continent, seemingly in response to the publication and aggressive dissemination of the account of the Siege of Rhodes by Guillaume Caoursin in 1480. Furthermore, the text can be positioned at the crossroads between different cultural spheres, ranging from the Baltic region to the Low Countries, spanning French, German, Dutch, and Latin linguistic traditions. This book will appeal to scholars and students of medieval history, as well as those interested in cultural history and the military religious orders.

Computer-based technologies can enhance language learning and help students embrace the complexities of an additional language. Due to rapid technological changes, innovative teaching approaches and strategies are necessary in order to successfully integrate new technologies within language teaching. Explorations of Language Teaching and Learning with Computational

Assistance provides cutting-edge research which evaluates, improves, and applies effective pedagogy in the fields of computer-assisted language learning (CALL) and foreign language learning. It expands on the principles, theories, design, and implementation of computer-assisted language learning programs.

The ability to effectively communicate with individuals from different linguistic and cultural backgrounds is an invaluable asset. Learning a second language proves useful as students navigate the culturally diverse world; however, studying a second language can be difficult for learners who are not immersed in the real and natural environment of the foreign language. Also, changes in education and advancements in information and communication technologies pose a number of challenges for implementing and maintaining sound practices within technology-enhanced language learning (TELL). *Cross-Cultural Perspectives on Technology-Enhanced Language Learning* provides information on educational technologies that enable language learners to have access to authentic and useful language resources. Readers will explore themes such as language pedagogy, how specific and universal cultural contexts influence audio-visual media used in technology-enhanced language learning (TELL), and the use of English video games to promote foreign language learning. This book is a valuable resource for academicians, education practitioners, advanced-level students, and school administrators seeking to improve language learning through technology-based resources.

Irish inhabitants of the 'four obedient shires' - a term commonly used to describe the region at the heart of the English colony in the later Middle Ages - were significantly anglicised, taking on English names, dress, and even legal status. However, the processes of cultural exchange went both ways. This study examines the nature of interactions between English and Irish neighbours in the four shires, taking into account the complex tensions between assimilation and the preservation of distinct ethnic identities and exploring how the common colonial rhetoric of the Irish as an 'enemy' coexisted with the daily reality of alliance, intermarriage, and accommodation. Placing Ireland in a broad context, Sparky Booker addresses the strategies the colonial community used to deal with the difficulties posed by extensive assimilation, and the lasting changes this made to understandings of what it meant to be 'English' or 'Irish' in the face of such challenges.

Intercultural Language Activities offers practical teaching ideas which encourage learners to reflect on their own language and culture, as well as that of others. Topics covered in the fourteen chapters include childhood, food, sport, icons, politics and body language. The book also helps learners mediate in situations of cultural misunderstanding and start web-based intercultural exchanges. It examines interview techniques, how people present themselves, and ways to interpret cultural symbols and characteristics, such as those found in postcards, advertisements and online newspapers. In engaging with these topics, learners become intercultural explorers and raise their level of communicative competence. This is an invaluable resource for any teacher who wishes to combine language learning with cultural exploration. In addition, the accompanying CD-ROM provides print-friendly photocopyable worksheets and reading texts which can be put to immediate use.

International perspectives on intercultural learning are presented within a framework of cultures of learning related to education and language learning and use in academic contexts. Intercultural learning involves learners travelling to learn in a place where other cultures of learning are dominant and to which they are usually expected to adapt.

This volume provides a state of the art overview of Online Intercultural Exchange (OIE) in university education and demonstrates how educators can use OIE to address current challenges in university contexts such as internationalisation, virtual mobility and intercultural foreign language education. Since the 1990s, educators have been using virtual interaction to bring their classes into contact with geographically distant partner classes to create opportunities for authentic communication, meaningful collaboration and first-hand experience of working and learning with partners from other cultural backgrounds. Online exchange projects of this nature can contribute to the development of learner autonomy, linguistic accuracy, intercultural awareness, intercultural skills and electronic literacies. Online Intercultural Exchange has now reached a stage where it is moving beyond individual classroom initiatives and is assuming a role as a major tool for internationalization, intercultural development and virtual mobility in universities around the globe. This volume reports qualitative and quantitative findings on the impact of OIE on universities in Europe and elsewhere and offers comprehensive guidance on using OIE at both pedagogical and technological levels. It provides theoretically-informed accounts of Online Intercultural Exchanges which will be relevant to researchers in Computer Assisted Language Learning, Computer-Mediated Communication, or Virtual Education. Finally, contributors offer a collection of practitioner-authored and practically-oriented case studies for the benefit of teachers of foreign languages or in other subject areas who wish to engage in developing the digital literacy and intercultural competences of their learners.

Public Internet discussion forums offer opportunities for intercultural interaction in many languages on a vast range of topics, but are often overlooked by language educators in favour of purpose-built exchanges between learners. The book investigates this untapped pedagogical potential.

At the centre of this book is the exploration of how logic-in-use both leads to a particular understanding of the phenomena of interest (such as opportunities for learning specific processes) and shapes a particular view of what evidence counts in constructing claims. The contributions brought together here invite readers to explore the processes involved in developing and studying educational innovations, and to uncover the interdependent conceptual and epistemological actions, processes and practices of instructors, programme developers and students. Taken together, the book brings forward an argument related to the reflexive turn – the understanding that researchers in the social sciences construct, rather than find, phenomena of interest. Therefore, this book creates the potential to examine not only the logic-in-use developed by different researchers, but also to examine the complex nature of particular phenomena of interest to the researcher themselves. This book was originally published as a special issue of *Pedagogies: An Educational Journal*.

Late Antiquity is the land of plenty for scholars interested in intercultural exchange, and yet the subject still lacks systematical investigation. The study of late antique historiography allows for a particularly rewarding approach. Late antique historiographical texts testify to contemporary attitudes towards contacts between different cultures, religions, languages; but they were also impacted on by intercultural exchange, mostly in the form of translation or adaptation of sources imported from other cultural areas. The six contributions gathered in this volume present case studies focused on the Mediterranean region and Western Asia, crossing religious, linguistic and political borders in a chronological framework that goes from the fourth to the eleventh centuries. Besides showcasing the results that can be harvested with such a twofold analytical approach to late antique historiography, they also pinpoint the methodological challenges researchers are likely to meet when venturing in the mainly uncharted field of intercultural exchange in Late Antiquity.

Journal of Virtual Exchange is an online, open-access, peer-reviewed journal aimed at practitioners and researchers in the field known variously as telecollaboration, virtual exchange, or online intercultural exchange. It is the official journal of UniCollaboration, the international academic organisation dedicated to supporting and promoting telecollaboration and virtual exchange in higher education.

A comprehensive introduction to the multidisciplinary field of intercultural communication, drawing on the expertise of leading scholars from diverse backgrounds.

"This book explores the potential of utilizing medical data through the implementation of developed models in practical applications"--Provided by publisher.

At the heart of this volume lies an exploration of what actually happens to languages and their users when cultures come into contact. What actions do supra-national institutions, nation states, communities and individuals take in response to questions raised by the increasingly diverse forms of migration experienced in a globalized world? The volume reveals the profound impact that decisions made at national

and international level can have on the lives of the individual migrant, language student, or speech community. Equally, it evaluates the broader ramifications of actions taken by migrant communities and individual language learners around issues of language learning, language maintenance and intercultural contact. Reflecting Jan Blommaert's assertion that in a world shaped by globalization, what is needed is 'a theory of language in society... of changing language in a changing society', this volume argues that researchers must increasingly seek diverse methodological approaches if they are to do justice to the diversity of experience and response they encounter.

The theme selected for the 2019 EuroCALL conference held in Louvain-la-Neuve was 'CALL and complexity'. As languages are known to be intrinsically and linguistically complex, as are the many determinants of learning (additional) languages, complexity is viewed as a challenge to be embraced collectively. The 2019 conference allowed us to pay tribute to providers of CALL solutions and to recognize the complexity of their task. We hope you will enjoy reading this volume as it offers a rich glimpse into the numerous debates that took place during EuroCALL 2019. We look forward to continuing those debates and discussions with you at the next EuroCALL conferences!

The issue of intercultural learning has been tackled, amongst others, in the fields of education, language education and applied linguistics. In spite of the extensive literature on the subject, there is still much which needs to be done to address the ways in which linguistics itself can contribute to intercultural education. The 8 chapters by internationally-renowned scholars highlight different ways of using it both in the classroom and in researching intercultural education. The following approaches are covered: Critical Discourse Analysis, Énonciation, Conversation Analysis and Pragmatics. The introduction to the volume also offers a useful and comprehensive survey of the debates around the polysemic notion of the 'intercultural'. The book will appeal to an international readership of students, scholars and professionals across a wide range of disciplines, interested in making intercultural education more effective.

This book examines the relationships between online visual interfaces and language use in educational contexts and the features that underpin them to explore the complex nature of online communication and its implications for educational practice. Adopting a case study approach featuring a global range of examples, the volume uniquely focuses on multimodal intercultural interactions, with a particular interest in videoconferencing, to look at how they project and reflect particular cultural values and tendencies concerning language use and how they elucidate the complex cultural identifications and affiliations inherent in intercultural encounters. The book employs a diverse range of theoretical and research frameworks to highlight the dynamic connections between digital technology, social life, and language use, and the ways in which they can inform language education, making this an ideal resource for students and scholars in applied linguistics, communication studies, media studies, information studies, and education.

"This international and interdisciplinary book presents research from a wide range of disciplines (business, communication, education, governance, law, marketing, microbiology, mining, music, nursing, pharmacy, philosophy, psychology and sociology) utilizing varied technologies to achieve high quality, practical and successful communication"--Provided by publisher.

Contemporary Computer-Assisted Language Learning (CALL) is a comprehensive, one-volume work written by leading international figures in the field focusing on a wide range of theoretical and methodological issues. It explains key terms and concepts, synthesizes the research literature and explores the implications of new and emerging technologies. The book includes chapters on key aspects for CALL such as design, teacher education, evaluation, teaching online and testing, as well as new trends such as social media. The volume takes a broad look at CALL and explores how a variety of theoretical approaches have emerged as influences including socio-cultural theory, constructivism and new literacy studies. A glossary of terms to support those new to CALL as well as to allow those already engaged in the field to deepen their existing knowledge is also provided. Contemporary Computer-Assisted Language Learning is essential reading for postgraduate students of language teaching as well as researchers in related fields involved in the study of computer-assisted learning.

The Art of Teaching Russian offers Russian-language practitioners current research, pedagogy, and specific methodologies for teaching the Russian language and culture in the twenty-first century. With contributions from the leading professionals in the field, this collection covers the most important aspects of teaching the Russian language.

As the world becomes more globalized, student populations in educational settings will continue to grow in diversity. To ensure students develop the cultural competence to adapt to new environments, educational institutions must develop curriculum, policies, and programs to aid in the progression of cultural acceptance and understanding. Multicultural Instructional Design: Concepts, Methodologies, Tools, and Applications is a vital reference source for the latest research findings on inclusive curriculum development for multicultural learners. It also examines the interaction between culture and learning in academic environments and the efforts to mediate it through various educational venues. Highlighting a range of topics such as intercultural communication, student diversity, and language skills, this multi-volume book is ideally designed for educators, professionals, school administrators, researchers, and practitioners in the field of education.

Books on intercultural communication are rarely written with an intercultural readership in mind. In contrast, this multinational team of authors has put together an introduction to communicating across cultures that uses examples and case studies from around the world. The book further covers essential new topics, including international conflict, social networking, migration, and the effects technology and mass media play in the globalization of communication. Written to be accessible for international students too, this text situates communication theory in a truly global perspective. Each chapter brings to life the links between theory and practice and between the global and the local, introducing key theories and their practical applications. Along the way, you will be supported with first-rate learning resources, including: • theory corners with concise, boxed-out digests of key theoretical concepts • case illustrations putting the main points of each chapter into context • learning objectives, discussion questions, key terms and further reading framing each chapter and stimulating further discussion • a companion website containing resources for instructors, including multiple choice questions, presentation slides, exercises and activities, and teaching notes. This book will not merely guide you to success in your studies, but will teach you to become a more critical consumer of information and understand the influence of your own culture on how you view yourself and others.

This book explores the nature of intercultural communicative competence (ICC), a set of abilities required to promote sojourner engagement with diversity during study abroad and other educational exchange experiences. A highly original contribution to the intercultural communication literature, this book bases its multinational perspective of ICC on an extensive literary search in six languages and spanning 50 years to identify ICC's multiple components, to develop a comprehensive assessment tool, and to assess its

development and impact on exchange participants in multiple countries.

This work builds on the assumption that language learning and teaching needs to be made more relevant to the 'glocalised' digital world we live in. Its authors argue that staff in Higher Education (HE) must prepare students for effective online interaction and explores the digital, linguistic and critical intercultural components of 'global citizenship'. The book pivots around an innovative research study; linguistic politeness frameworks are revisited to analyse the written online exchanges on an Online International Learning (OIL) - or intercultural telecollaborative - project between the UK and France. Through the use of cyberpragmatics, and inspired by Meyer and Land's 'threshold concept pedagogy', the authors examine the challenges and solutions identified by an 'expert student' in managing rules of engagement and intercultural awareness when interacting online. This book will appeal to students and scholars of applied linguistics, education, sociolinguistics and intercultural communication, and provide a valuable resource for teacher trainers, language teachers and educators across the world.

Redefining Tandem Language and Culture Learning in Higher Education provides an overview of a specific type of learning, called tandem language and culture learning, which was created and developed in Europe after the Second World War, before reaching other continents. Through focusing on higher education, the authors demonstrate how, despite institutional constraints, language educators can make better use of this practice in such contexts as internationalisation, physical and virtual mobility, lifelong learning and intercultural education. This book comprises 16 chapters which examine how tandem language and culture learning is currently being institutionalised in higher education thus showing how the founding principles of the tandem approach have been revisited, which learning outcomes (intercultural, linguistic, professional) tandem learning may bring about, and which key issues must be addressed (assessment, counselling, resources) when setting up tandem programmes. The various contributions present up-to-date tandem studies from both European and non-European perspectives. Highlighting tandem learning's potential to promote multilingual and multicultural learning on a global scale, this volume will be of particular interest to students and researchers in intercultural communication, language education, multilingualism, and applied linguistics.

Online Intercultural Exchange Policy, Pedagogy, Practice Routledge

The informative and wide-ranging essays in this second volume of Borgo Perspectives on Intercultural Communication, by authors from Britain, Bulgaria, Germany, India, Russia and Spain, look at intercultural communication in action--whether in television or the movies, in the press, on the internet, in student life, in school, in the work of translators and interpreters, or simply in the attempt to communicate with "the Other." The seventeen pieces include: FRANCIS JARMAN: Intercultural Communication; ARIT BREEDE: Studying Abroad to Encounter the Other?; VASCO DA SILVA: Qualitative Approaches to Students' Intercultural Experience; BERENIKE KUSCHEL, ELKE BOSSE & IOULIA GRIGORIEVA: Go.Intercultural!; HELENA DRAWERT: Biographical Research; JOACHIM GRIESBAUM: Using Social Information and Communication Tools to Foster Intercultural Exchange and Learning; THOMAS MANDL: Encountering Others Online; MARIA MÖSTL, CHRISTA WOMSER-HACKER & JOACHIM GRIESBAUM: Self-Expression in Online Networks; FRANCIS JARMAN: The Hildesheim Intercultural Film Database; ANNE-KRISTIN LANGNER: Casting Shows and Culture; MANJU RAMANAN: Growing "Other"wise; DETELINA METZ & MADELEINE DANOVA: Encountering the Other; HANSJÖRG BITTNER: Words and Phrases; JESÚS BAIGORRI JALÓN & CONCEPCIÓN OTERO MORENO: Understanding the Other; FRANCIS JARMAN: Put the Signs Up, Take the Signs Down; EKATERINA SOFRONIEVA: In Quest of the Language Bridge; KLAUS SCHUBERT: Reducing Otherness. Francis Jarman has authored nine books for Borgo Press, including plays, a science fiction novel, a collection of essays, and three anthologies of essays by other writers. He lives and works in Germany.

Dancers as Diplomats chronicles the role of dance and dancers in American cultural diplomacy. In the early decades of the Cold War and the twenty-first century, American dancers toured the globe on tours sponsored by the US State Department. Dancers as Diplomats tells the story of how these tours shaped and some times re-imagined ideas of the United States in unexpected, often sensational circumstances-pirouetting in Moscow as the Cuban Missile Crisis unfolded and dancing in Burma shortly before the country held its first democratic elections. Based on more than seventy interviews with dancers who traveled on the tours, the book looks at a wide range of American dance companies, among them New York City Ballet, Alvin Ailey American Dance Theater, the Martha Graham Dance Company, Urban Bush Women, ODC/Dance, Ronald K. Brown/Evidence, and the Trey McIntyre Project, among others. During the Cold War, companies danced everywhere from the Soviet Union to Vietnam, just months before the US abandoned Saigon. In the post 9/11 era, dance companies traveled to Asia and Latin America, sub-Saharan Africa and the Middle East.

Introducing Language and Intercultural Communication is a lively and accessible introduction for undergraduates who are new to the study of intercultural communication, with a particular emphasis on the language dimension. Incorporating real-life examples from around the world and drawing on current research, this text argues against cultural stereotyping and instead provides students with a skill-building framework to enhance understanding of the complexities of language and intercultural communication in diverse international settings. Readers will learn to become more attuned to power relations and the ways in which sociopolitical forces can influence language choice/attitudes and the intercultural communication process. Features new to this edition include: Revised in-text discussion questions and the introduction of multiple exercises and examples that aim to engage students and provide a more interactive experience; New material that takes account of key social, cultural, and political events such as the refugee crisis, Brexit and the rise of populism in many parts of the world Updated theoretical constructs that reflect recent trends in this area of study such as criticality in intercultural communication An updated Companion Website featuring suggested readings, links to media resources and real-world intercultural scenarios for students, as well as additional in-depth instructor

resources featuring test materials, PowerPoints, key terms, extended chapter outlines, and sample assignments and syllabi Refreshed references and glossary to enhance understanding of key terms and concepts. This is the essential text for undergraduate students who are new to the field of intercultural communication.

This volume surveys the crucial role of cities in shaping cultural exchange in early modern Europe.

Modern technology has enhanced many aspects of life, including classroom education. By offering virtual learning experiences, educational systems can become more efficient and effective at teaching the student population. Multilingual Writing and Pedagogical Cooperation in Virtual Learning Environments is a critical scholarly resource that examines experiences with virtual networks and their advantages for universities and students in the domains of writing, translation, and usability testing. Featuring coverage on a broad range of topics such as collaborative writing, project-based learning, and writing and translation practices, this book is geared towards administrators, teachers, professors, academicians, practitioners, and researchers seeking current research on multilingual writing and pedagogical cooperation in virtual learning environments.

TESOL Teacher Education in a Transnational World critically examines theories and practices in contemporary TESOL teacher education to shed new light on the intersection of transnationalism and language teacher education. It emphasizes the scholarship of transnational mobility of language teachers, and showcases critical research from diverse contexts. The book fills a critical research gap by more fully examining the theory and practice of teacher education in a changing time when national identities and cross-border mobilities continue to figure prominently in scholarly discussions. Through a diverse set of epistemological, historical and theoretical perspectives along with methodological innovations, contributors of this volume not only index the dynamism of the scholarship of teacher education, but they also offer new forums for lively pedagogical debates.

Featuring contributions from diverse educational and geographical contexts, including Europe, Asia, North America, and Latin America, the book moves the existing scholarship forward to more fully examine TESOL teacher education in relation to transnationalism. This book will be of great interest to academics, scholars, post-graduate students, teacher educators, policymakers, curriculum specialists, administrators, and other stakeholders interested in language teacher education, TESOL and applied linguistics

This book explores how identities emerge and are negotiated by young people in online facilitated dialogue, a form of virtual exchange. It offers a framework for this type of exploration based on the assumption that both the situated context and the technologies mediating online interactions influence, but do not necessarily determine, the interactions taking place and the participants' identity orientations. Identity is viewed not as fixed and static, but rather multiple and fluid as interactants position themselves in relation to one another. This framework is then applied to the analysis of one specific virtual exchange context, and the interactions over several weeks of a group of participants from a wide range of backgrounds.

This book provides new insights into the relationship of the field of arts and cultural management and cultural rights on a global scale. Globalisation and internationalisation have facilitated new forms for exchange between individuals, professions, groups, localities and nations in arts and cultural management. Such exchanges take place through the devising, programming, exhibition, staging, marketing, and administration of project activities. They also take place through teaching and learning within higher education and cultural institutions, which are now internationalised practices themselves. With a focus on the fine, visual and performing arts, the book positions arts and cultural management educators and practitioners as active agents whose decisions, actions and interactions represent how we, as a society, approach, relate to, and understand ourselves and others. This consideration of education and practice as socialisation processes with global, political and social implications will be an invaluable resource to academics, practitioners and students engaging in arts and cultural management, cultural policy, cultural sociology, global and postcolonial studies.

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