

Edited by Cameron White, Blerim Saqipi. Assistant editor: Abbey Bachmann

Intercultural Education

Kosovo Stories of Struggle and Resilience

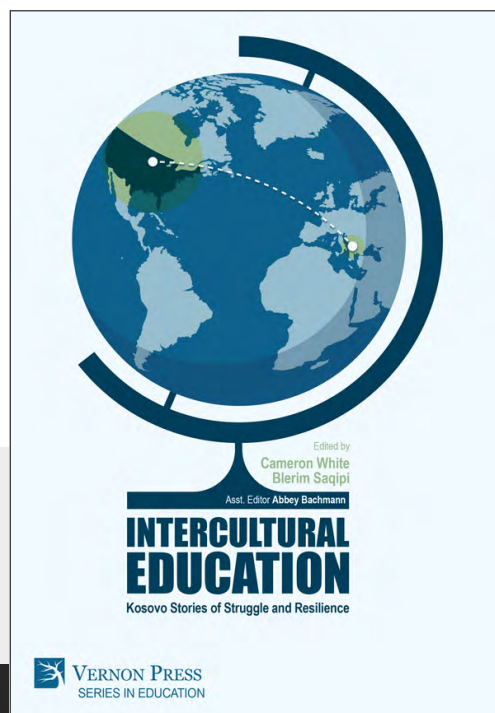
SERIES IN EDUCATION

About the editor

Cameron White, PhD, is Professor of Social and International Education at the University of Houston. His teaching, research and service focus on critical social, international, and intercultural education in a local to a global context. He has much intercultural and international experience in Latin America, Europe, Asia and the U.S., including partnerships, program development, study abroad, teaching, and research. Dr White has authored and edited eleven previous books, numerous articles and presentations, and has been recognized as a Fulbright Scholar and Fulbright Specialist among other international education grants.

Blerim Saqipi is Assistant Professor at the University of Prishtina's Faculty of Education in Kosovo. He holds a PhD in Education and teaches courses on education policy and reform, teacher development, and research methods. His research interest is focused on the development of teacher professionalism as it relates to the socio-cultural and educational context. In addition,

his research centers on understanding the phenomena of comparison and policy transfer in small and developing education systems with an emphasis on teacher education policy and practice.



Summary

“Intercultural Education: Kosovo Stories of Struggle and Resilience” offers stories that challenge traditional conceptions regarding often unknown or ignored histories. The efforts and fortitude of Kosovo and its people provide a thought-provoking case study to learn from history. Kosovo still suffers from issues of poverty, development, and global recognition. The ongoing story of education in Kosovo comes alive with educators sharing individual perspectives regarding their struggles and resolve as students, teachers and parents. Although the focus is on Kosovo, the hope is that an intercultural awareness arises in place of the traditional international understanding. Celebrating culture, perspective, difference, and similarity is a primary focus of this book, which aspires to encourage readers to build bridges through intercultural education. This collection will be of interest both to faculty, students, researchers, and scholars in education and cultural studies, and to members of international education organizations.

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