

A Call for Papers:

Cosmopolitan Education

We would like to invite you to write a theoretical or research paper based for a specially themed issue of the *International Journal for Talent Development and Creativity* (IJTDC) issue. This issue will explore perspectives on teaching and learning, curriculum design, innovative education, themes, projects, and ideas related to Cosmopolitanism/Multicultural Education. The idea of cosmopolitan education speaks to a more creative, inclusive, diverse, and meaningful learning climate that encourages emotional and social awareness, an appreciation for diversity, an extension of global knowledge, and a commitment to peace and planetary sustainability. How do we break down harmful stereotypes and misconceptions that too often exclude and marginalize learners? What theoretical and practical pathways do we need to explore as we work toward a transformative vision of education today?

Stan van Hooff (2009, p. 83) writes:

A person with a cosmopolitan outlook would respond to the vital needs of others, whether they are near or far and irrespective of their nationality, race, caste, religious commitments, gender or ethnicity. The cosmopolitan outlook refuses to allow the distance, difference or anonymity of those who suffer oppression, poverty or catastrophe to obscure the responsibility we all have to respond to their needs.

Kwame Anthony Appiah (2006, pp. xviii-xix) writes,

Thoroughgoing ignorance about the ways of others is largely a privilege of the powerful. The well-travelled polyglot is as likely to be among the worst off as among the best off—as likely to be found in a shantytown as at the Sorbonne. So cosmopolitanism shouldn't be seen as some exalted attainment: it begins with the simple idea that in the human community, as in national communities, we need to develop habits of coexistence: conversation in its older meaning, of living together, association.

Dr. David Hanson, Professor and Director, Program in Philosophy and Education, Teachers' College, Columbia University writes:

One of the words we hear a lot about these days is “globalization.” The term describes a process of migration, trade, communications and exchange across borders that has been going on for millennia. “Cosmopolitanism” is a less familiar word but it, too, describes a process that is very old. Cosmopolitanism represents a creative response on the part of people to the realities of globalization and cultural change. In this response, people learn how to develop what I call reflective openness to the world combined with reflective loyalty to the local. In other words, cosmopolitanism (unlike “universalism”) does not imply sacrificing local culture and tradition. Yet neither does it mean sacrificing the immense opportunities to learn and grow that the world provides. Instead,

cosmopolitanism means learning to inhabit the “crossroads” where individual and cultural differences meet. It means learning to learn from other people, a process much richer and more enduring than merely “tolerating” them, as important as that aim can be.



Dr. Hanson highlights the value of embracing cosmopolitan education as an important step in building bridges and a re-visioning of teaching and learning in a changing and globalizing world.

Call for Papers

Due: February 25, 2022

The special issue will involve an international collaboration. *The International Journal for Talent Development and Creativity* highlights a transdisciplinary and creative approach that is open to educational innovation.

In this co-edited special issue, Dr. Ghada Sfeir and I are inviting you to write a paper (approximate word count: 4000-8000 words) that delineate your understanding of cosmopolitanism with the context of education. The above quotations might serve as a catalyst or guide for your writing ideas. You can explore and interrogate the contesting conceptions of cosmopolitanism and cosmopolitan education in potentially transformative ways that encourage the “equal moral worth” of every individual.

Contesting definitions of Cosmopolitanism and Multicultural Education: List of Topics to Be Considered as an area of focus, but not limited to:

- Cosmopolitan educational initiatives
- Curriculum Applications
- Global Citizenship Education
- Emotionally and Socially Engaged Learning
- Anti-racist Pedagogies
- BIPOC themes
- Social Justice Education
- First Nation, Metis, and Inuit Education/Ways of Knowing/Pedagogies
- Education for Human Rights
- Global Competence
- Multicultural Education
- Environmental Education and Planetary Sustainability
- Transcultural literacies
- Transcultural learning
- Transformative learning
- Visionary and transformative education
- Transdisciplinary & Innovative Education Curriculum Approaches
- Cosmopolitanism and Religious Studies
- Creative Learning Approaches
- Pedagogies of Possibility
- Conceptions of Identity, Belonging, and Home
- Arts-based Pedagogies that encourage awareness and empathy
- Learning Spaces (Expanding contexts of learning)
- Lifelong Learning
- Hybrid Learning Technologies
- Asset-based learning (growth vs. fixed mindset to educational design, etc.)
- Place-based learning

Please send your papers to:

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(Please use the APA 7th edition as a guide for writing).

Approximate Time Line:

- Deadline for Manuscripts: February 25, 2022
- Length of Article: Approx. 4,000 to 8,000 words
- Publication Date: Early June, 2022

The *IJTDC* will be indexed with Érudit (Concordia University) and ERIC. Both platforms are in the process of uploading the current and past issues of the journal. Your students/colleagues will be able to access your article through the Open Journal Systems (OJS).

<http://www.ijtdc.net/>

Thank you again, and please feel free to contact me for further details or if you have any questions.

Sincerely,

Dr. Karen Magro

- Many thanks to Ms. Jocelyne Scott for her research work and editorial assistance for this issue.