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Nota di contenuto	Introduction. Why 'Chinese' stories of interculturality? -- Chapter 1. Approaching interculturality: Culture and civilization as discursive and reflexive tools -- Chapter 2. Exploring and explaining experiences of interculturality -- Chapter 3. 'Doing' interculturality together -- Chapter 4. Making interculturality work together, as group/community

members -- Chapter 5. Learning to 'do' interculturality -- Chapter 6. Pondering over language and interculturality -- Chapter 7. Conclusions.

Sommario/riassunto

This unique book starts from the premise that students, scholars, and educators should be given access to a form of global education that is genuinely global. Using the notion of interculturality as change and exchange as a basis, the authors examine fifty discourse instruments (e.g. idioms, neologisms, slogans) related to what they call 'Chinese stories of interculturality'. China, like other countries, has a rich and complex history of intercultural encounters and her engagement with the notion today, which shares similarities and differences with glocal discourses of interculturality, deserves to be unpacked and familiarized with. By so doing, digging into the intricacies of the Chinese and English languages, the reader is empowered to unthink, rethink and especially reflect on their own take on the important notion of interculturality. Fred Dervin is Professor of Multicultural Education at the University of Helsinki, Finland and Distinguished and Visiting Professor at different universities around the world. Dervin has written extensively about interculturality in (teacher) education, proposing to systematise the use of critical and reflexive perspectives. Mei Yuan is Associate Professor at the School of Education, Minzu University of China. Yuan has led many research projects on Minzu and intercultural education and is recipient of many awards for her contributions to 'minority' education. Sude is Professor at the School of Education, Minzu University of China. His research interests include multicultural education, diversity in teacher education and intercultural competence in superdiverse institutions and he is considered as one of the most influential scholars in the field of Chinese Minzu education. Ning Chen is Lecturer at Tianjin Academy of Fine Arts (China) and Visiting Scholar at the Faculty of Educational Sciences of the University of Helsinki, Finland. Chen specialises in diversity in higher education. .
