

Alliance for International Education World Conference

Melbourne
7-9 July 2010



International Learning: Learning to be International *a world of views*

AIE Statement of Purpose

The Alliance for International Education brings together all those who are committed to advancing international and intercultural understanding through education. It promotes collaborative ventures that enhance the learning of relevant concepts, skills and values.

Call for Proposals

An abstract of the proposed presentation, not exceeding 300 words, together with the names and full contact addresses for the conference presenters, should be sent to jack.levy@umb.edu to arrive no later than 15 December 2009. Submissions may be sent at any time prior to the deadline. They will be subjected to peer review and successful applicants will be notified within four weeks of receipt of the submission.

Those submitting proposals should bear in mind that the total time available during the conference for each presentation will be a maximum of 20 minutes. Presentations should relate to the overall theme of the conference, and may be based on evidence gained from research or other projects already completed, information about on-going programmes or ideas for innovative schemes or topics for future exploration. (*continued overleaf*)

Submit conference proposals to:

jack.levy@umb.edu

or visit:

www.intedalliance.org



Call for Proposals

All presentations should be in English, since simultaneous translation services will not be available unless provided by the presenter. In order to allow for maximum representation only one proposal will be accepted per presenter.

In particular, submissions will be welcomed in the following areas, though alternative topics within the conference theme will also be considered. The conference strands (parallel sessions in cognate areas) will be determined from the topics listed below.

1. Curricular Approaches to International Learning

Curricular/instructional principles and approaches; designed and delivered programmes

2. Assessment of International Learning

Diagnosis of learner needs and preferences; reflection and self-learning; evaluation of the transfer of international learning from classroom to field

3. Drivers of International Learning

Catalysts, change agents such as global information flow, technology, migration, immigration, economic factors, demographics

4. International Learning and the Formation/Reflection of Identity

Development and reflection of worldviews, identity as a contributor and outcome of international learning from the local, to the national and the global

5. Culture Learning

Developing multilingualism and multiculturalism and other culture learning strategies; knowledge, skills, attitudes and values within international learning; building community and understanding across borders

6. International Learning and Brain Behaviour

The influence of cognitive science on learning to be international; information processing, memory and cognition; creation and retention of knowledge, emotional intelligence

7. Technology and International Learning

How technology enhances international learning and learning to be international

8. International Learning, Social Consciousness and Action

A sharing of ideas and practices that address global human and social problems in proactive and engaging ways

We look forward to receiving your proposals!



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