Reinventing Aspects of Multicultural Education under the Shadow of Globalisation

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Purpose
This conceptual analysis employs key points of an imaginary journey of an international multicultural education student, aspiring to attend to their implications for multicultural education in a global framework.

The Article
This essay looks to draw upon insights from an imaginary journey of an international multicultural education student and intends to sensitize multicultural educators to look at three dimensions that could be considered crucial for the reinvention of features of the field under the pressures of globalisation. The author presents these three dimensions as 1) the promotion of multicultural education’s informed spatial flexibility, 2) the utilization of dialectic critical views as navigation tools, and 3) the endorsement of cosmonaut identities for teachers, at the educational and cultural levels. This essay is one attempt to translate into multicultural education theory, ideas that remain central to the macro-level theory of globalisation in education.

What this Means for the Field
Current and future teacher educators would benefit from an informed and focused repositioning of the field of multicultural education that takes into consideration the risks of the uncritical transfer of ideas across different contexts. Instead, educated and crucial integration of ideas and practices in various spatial configurations that support educational theories and practices is proposed.

Citation

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