CEDER 2019
Call for Chapter Proposal

Crossing Boundaries/Crossing Borders:
Narratives of Intercultural Experiences

**Deadlines**

- Brief Chapter Proposal Submission: Dec. 1, 2018
- Full Chapter Proposal Submission: Feb. 1, 2019
- Final Full Chapters: May 1, 2019
- Target Book Release: Fall 2019

**2018/19 Editors**

- Dr. Lynn Hemmer
- Dr. Phyllis Robertson
- Dr. Jana Sanders
- Associate Editor Dr. Alissa Mejia

“Despite the urgency around social justice increasingly expressed by the education, global, and scholarly communities – as well as the growing and needed emphasis on diversity and cultural literacy in educators’ pre- and in-service learning experiences-inequity continues to pervade our educational institutions and broader society (AERA, 2015, 2016; UCEA 2014, 2017).”

—Drago-Severson and Blum-DeStefano (2017)

In response, we offer this issue of the Yearbook as evidence of work centered on and honoring the development of intercultural competencies through interactions and explorations of diverse perspectives, via crossing boundaries and borders.

**Background**

Study abroad and education abroad experiences have emerged as an educational framework that taps into experiential learning helping to prepare students, faculty, and staff to understand and develop their own intercultural sensitivity and cultural responsiveness. These experiences currently are considered by institutes of higher education as high-impact educational practices that help to increase rates of student engagement and retention. In the broadest sense, these experiences are defined as a temporary predefined educational sojourn (Kingninger, 2009) and often thought of for undergraduate and graduate students who “physically leave their home countries to engage in college study, cultural interaction, and more in the host country” (McKeown, 2009, p. 12). While study abroad and education abroad programs remain a dominant template for faculty and students to cross borders, we include crossing boundaries and borders within our own communities – real and imagined – as a means to provide opportunities for teaching and learning. We theorize teaching and learning in unfamiliar environments, is to not simply describe a popular notion of multiculturalism, but rather a unique opportunity for individuals, who are positioned in different institutional, disciplinary, and life world settings, to question, explore, and de/construct sociocultural and pedagogical dimensions of identity based on engagement with landscapes full of socio/political/cultural/linguistical and historical meanings.

**Submission**

- http://ceder.tamucc.edu
CEDER Call for Chapter Proposal, continued:

This is a proposal for the 2019 CEDER Yearbook, a peer-reviewed publication indexed in EBSCO and Books in Print, which is widely available to university libraries and the general public. The Consortium for Educational Development, Evaluation and Research (CEDER) is the research and development arm of the College of Education and Human Development at Texas A&M University-Corpus Christi.

Possible Categories (taxonomy)
Policies, Identity, Reflective practices, Pedagogy, Curriculum, Leadership, Partnerships, Teacher Education

Keywords
Study Abroad, cross-cultural experiences, teaching and learning, identity

Submission Procedure
Individuals are invited to submit a chapter proposal of 500 to 1,000 words clearly explaining the context, purpose, design/methodology/approach, findings, research limitations/implications (if applicable) and originality/value. Authors will be notified by December 15, 2018 about the status of their proposal and sent chapter guidelines. Full chapters are expected to be submitted on or before February 1, 2019. All submitted chapters will undergo a double-blind peer review. Contributors may also be requested to serve as reviewers for this project.

There are no submission or acceptance fees for manuscripts submitted to the CEDER Yearbook. The submitted chapters should be original, unpublished, and not in consideration for publication elsewhere at the time of submission.

Goals
With this edition of the CEDER Yearbook the editors wish to explore and highlight relevant issues of experiential learning for faculty and students who have crossed boundaries and borders to teach and learn at the theory, policy, and practice levels. This Yearbook looks for empirical, conceptual and theoretical contributions to the area of research when crossing real and imagined boundaries and borders to teach and learn. Rather than mere description of programs, we invite work with an emphasis on critical and explanatory evaluation that contextualizes and considers the transferability of theories and practices. We particularly welcome contributions with an explicit focus on experiential learning, international perspectives, the intersections between partnerships and IHEs, especially those institutions serving students of color, and research methodologies undertaken by faculty and students alike to explore different theoretical frameworks and models being utilized, the benefits, gains and challenges encountered when teaching and learning in unfamiliar environments.

The information in this Yearbook will benefit educators, decision-makers, policymakers, as well as leaders in faculty and student development programs as well and international student departments.

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