

**A study on Instructional Leadership Style of Successful Teachers in
Multicultural Classroom of Preservice Students-Teacher in
University of Karachi, Pakistan.**

Abstract

This research will investigate the role of successful teachers in preservice multicultural classroom of B.Ed. program in department of teacher education (DTE), University of Karachi (UoK), Pakistan. The instructional leadership role of successful teacher in multicultural classroom generally defines a teacher who develops learning capacities in students regarding subject knowledge, nurture critical thinking as instructional leader and promotes diversity and collegiality among students. For this research, instructional leadership style of successful teacher will measure by the students' evaluation, success rate of students in examination, innovation used in instruction as shown in planning log and classroom observation by the coordinator as criteria to measure the success of teacher as instructional leader in multicultural classroom.

This research is a mixed method in nature. This research will use the same criteria for measuring the instructional leadership style of successful teachers as used by UoK included the students' evaluation, success rate of students in examination, innovation used in instruction as shown in planning log and classroom observation by the coordinator. Total thirty participants, twenty four students and six teachers, with equal proportion of gender will participate in DTE from UoK.

Interview, classroom observation, teacher planning log and students' evaluation will be used for qualitative data collection process. The qualitative data in this research will report in themes by looking commonalities in arguments of research participants. For quantitative research, Students' exam scores, teachers' evaluations about the multicultural practices as instructional leadership will be compared through t-test in order to determine the success of teacher as instructional leader in multicultural classroom in DTE, UoK.

Findings will report about the strength, opportunities and challenges related to practicing multiculturalism against the instructional leadership style of successful teacher in DTE, UoK, Pakistan. Finally, this research will significant for educators and researchers to understand about multiculturalism and its dynamics in Pakistan.

Key Words: Instructional Leadership, Successful teacher, Multicultural classroom, Preservice Students-teachers

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“Every class is cultural community” (Knefelkamp, n.d.). A successful teacher defines and correlates his/her instructional leadership role in multicultural classroom as:

“... improve mastery of reading, writing and mathematical skills; subject matter content; and intellectual process skills such as problem solving, critical thinking and conflict resolution by providing content and techniques that are more meaningful to the lives and frames of reference of ethnically different students. Using ethnic materials, experiences and examples as the context for the teaching, practicing and demonstrating mastery of academic and subject matter skill increase the appeal of the tools of instruction, heightens the practical relevance of the skill to be learned and improve students’ time on task...”

(Gay, 1994, p.13)

It appears from above citation that students-teacher with diverse culture bring unique experiences of their life; it might helpful for teacher educators in multicultural class to relate these experiences with curriculum, andragogy and assessment practices. Thus, a successful instructional leader brings balance between technical knowledge of subject matter with ethnicity among students, and blend these two for effective teaching and learning practices for classroom.

Pakistan has diverse population with full of cultural shades. In Pakistan, the aspect of multiculturalism has not been harnessed with effective instructional strategies in teacher education program (Ali, 2011). This situation seems chaotic for teacher educator by considering multicultural class as challenge not as an opportunity. As instructional leader, teacher may bring significant change in knowledge and practice of preservice students-teacher if he/she understands fully about the opportunities and dilemmas involved (Siddiqui, 2010). Hence this research will focus on instructional leadership style of successful teachers in multicultural classroom of preservice students-teachers in 04 years B.Ed. program in UoK, Pakistan.

Statement of the Problem

Teacher Education in Pakistan is significantly ignored area (Memon, 2007). Only 1.76 % of total GDP is allocated on educational sector; 1.2% of total budget in education is used for inservice training programs for teachers which is approximately Rs. 1.9 million (Shami, 2005) but no attention usually pay over preservice training program. These teacher education programs in mainstream education are ineffective for producing instructional leaders in multicultural Pakistani society. Outdated curriculum with no space for cultural enrichment, avoiding ‘culturally responsive pedagogy’ (Gay, 2000) in traditional frame of instructions and poor evaluation practices are the key variables of in-efficacy of these teacher education programs.

Department of Teacher Education (DTE) has established in 2012 in University of Karachi (UoK) with this underpinning notion that Pakistan needs effective instructional leadership in the field of teacher education to harmonize the multicultural society of Pakistan. Merit in admissions and diversity among students were highly focused. UoK had allocated large amount of resources for this purpose. However, internal evaluation report of first semester revealed dismal facts about the success of instructional leadership in multicultural classroom in teacher education program. The criteria used by UoK included the students’ evaluation, success rate of students in examination, innovation used in instruction as shown in planning log and classroom observation by the coordinator. This report revealed that out of six teachers in DTE only two teachers were considered successful to meet the criteria of satisfaction. However, rest of the four teachers was not able to meet effectively with the challenges of multicultural classroom as mentioned in the report. This situation concisely urges to address this issue by a research for appropriate solution.

Research Question

Following question has been frame with respected to above-stated situation:

“What is the role of successful teacher as instructional leader to accommodate multiculturalism among students in 04 B.Ed. Program in Teacher Education Department, University of Karachi, Pakistan?”

Significance of the Problem

There is no research has so far been carried out on success of instructional leadership in multicultural class of B.Ed. in DTE, UoK. This research is crucial for UoK to measure the effectiveness of resources invested in DTE in order to view the acquisition of predetermined objectives related to diversity. Hence the importance of this research becomes gravitational in evaluating whether instructional leadership style in DTE is meeting with societal needs or not. Another rationale of this research is to locate the flaws in existing instructional methodologies for increasing the efficacy of B.Ed. program in Pakistan.

This research will also explore new avenues to prepare existing preservice students-teacher to practice multiculturalism in the real classroom scenario as instructional leaders. Additionally, this program has purposefully designed to impart concrete instructional techniques to preservice students and prepare them to address the needs of education in multicultural society of Pakistan. Therefore, this research may provide guidelines to DTE and its functional procedures about how to harness the skills of effective communication, interpersonal relationship, contextual analysis (Khatoon, 2011), understanding alternative points of view and “frames of reference, and analyzing how cultural conditions affect values, attitudes, beliefs, preferences, expectations, and behaviors” (Teach for America, 2011, p.95) .

Review of Literature

“Multicultural education is an approach to teaching and learning that is based on democratic values that affirm cultural pluralism within culturally diverse societies in an interdependent world” (Ameny, n.d, p.2). It can be inferred that “Multicultural education leads to greater learning because it creates more comfortable, inclusive, supportive environment where students feels validated and their race, ethnicity, gender and other identities are respected and valued” (Teach for America, 2011, p.95) .

A successful instructional leader in multicultural classroom is involved in, “A collaborative practice of teaching which includes coaching, reflection, group investigation of data, study teams, and risk-laden explorations to solve problems” (Blasé and Blasé, 1999, p.1). Bode (2009, p.3) cites Bank (2004) to broad this role as in five specific dimensions as “... content integration, knowledge construction process, prejudice reduction, equity pedagogy, and empowering school culture and social structure” Hence, it seems from

literature that instructional leadership correlates multiculturalism as integral component of teacher education program.

The applicability of Bodes (2009) idea related to five specific dimensions of teacher educator roles to practice multiculturalism seems more generic in nature for Pakistani context. Literature reported different picture of teacher education program in Pakistan as:

The Pakistani perspective on teachers' learning and development stresses upon the technical aspect of teaching profession, which involves subject knowledge and a fixed set of skills required to transfer that knowledge to students. Teachers' leaning in other critical domains such as personal, social and ethical, immensely emphasized in the international literature, have received little or no attention in Pakistani context. (Ali, 2011, p.208).

It can infer that, teacher education program in Pakistan mainly develops teachers in term of teaching expertise. These teachers are not prepared about how to practice multiculturalism in real situation of classroom. Khatoon et al. (2011) supported this idea by arguing that in Pakistan “the current curriculum of pre- service teachers' training of B. Ed lacks elements of training in multicultural classroom” (p.78).

In a research, Ashraf (2005) indicated some other factors which usually influence teacher training program in Pakistan. For instance

Teacher education in developing countries[like Pakistan] faces great challenges attributable to economic constraints, including shrinking resources, the low status of teachers—exacerbated by declining incentives—and an entirely theoretical approach in teacher training programs. These challenges are further intensified by variations in the trainees' cultural, regional, and religious backgrounds and by the lack of collaboration between different education sectors (p.271).

Khatoon et al. (2011, p.78) reported some crucial findings in a research related to assessment of curriculum of teacher education program in Pakistan. This research reports:

1. Prospective teachers are informed about cultural varieties and intercultural issues in Pakistan only through theoretical information/knowledge.
2. Prospective teachers are not trained about instructional methodology and multicultural prejudices, the nature of these prejudices that students may encounter in classroom environment and methods to deal with these prejudices. (p.78).

Literature reports the main reason of multicultural prejudice against teachers' intellectual capacity toward unwillingness as:

“a serious disconnect between our students' intellectual capability, belief structures, and their actual willingness to teach in culturally diverse settings. Moreover, some educators have espoused the view that the most appropriate teachers for culturally diverse classrooms are those individuals who are raised in, and closely connected to those communities (Wiggins, et al. 2007 p.660).

This argument mainly stresses upon that a successful instructional leader should understand cultural differences sensitively. Moreover, diversity of classroom should be seen as opportunity to connect intellectual capability and belief structures of students with willingness to serve in multicultural classroom. Teacher should foster an atmosphere of trust for managing conflicts to successful practice of multiculturalism in classroom (Dunn, 1997). Failure of this situation, otherwise, may raise fear and anxieties about isolation or being deprived or ignorant in the learning process (Gay, 2000).

McIntye (1996, p.354) raised an important question that “Does the way we teach create behavior disorders in culturally different students?”(p.354). McIntye (1996) responded this question as, “Knowledge of a student's background gives important clues to cognitive and behavior styles and culturally different pupils are frequently penalized by teaching practices that contrast with their culturally based cognitive style”(p.370). This primary research shows how this norm is spiral up to higher or professional education. McIntye (1996) has significantly critiqued to the system of education where multicultural practices inside the classroom are known more but practiced less.

Literature suggests five approaches of instructional leadership to practice multiculturalism inside the classroom as:

- (1) Recognize and appreciate the particular cultures and backgrounds represented in your classroom through you and your students.
- (2) Make recognition and appreciation of diverse background, cultures, and perspectives (including those not represented by you or your students) a constant theme of your classroom.
- (3) Consider the potential insights of research on the “cultural learning style” of your students.
- (4) Teach and model norms of positive, inclusive interactions among members of the class.
- (5) Evaluate materials for their inclusiveness and cultural relevance. (Teach for America, 2011, p.97)

It is also suggested in the literature that

Teachers [should] regularly implement programs to ensure students respect and understand each other's differences. A variety of creative and fun activities can be used to promote cultural pride and acceptance. Exercises that allow students to share information about their backgrounds create better social and learning environments (e How. n.d. p.3).

Finally,

To create effective learning environments, instructors must determine how the human aggregate's collective characteristics influence student behavior. Students bring an impressively large number of diverse background knowledge and prior learning experiences to the classroom environment. The instructor may or may not wish to recognize the influence of these experiences; however, they should recognize that these very experiences ultimately dictate the nature of the environment. Instructors can use these idiographic examples of pluralism to enhance the experiences of all classroom learners. Additionally, instead of thwarting students' attempts at sharing their individual experiences and perspectives, instructors should use these opportunities to enhance course subject matter and classroom rapport. (Bonner and Hariston, 2000, p.6)

Research Methodology

This research will be conducted in mixed method paradigm. The quantitative method will compare and contrast the difference of opinion through t-test about the instructional leadership of successful teachers. The scores of students and evaluation from students and department head about the instructional techniques used will be used as quantitative data. Qualitative method will record and analyze the opinion of students and teachers about instructional leadership in multicultural classroom in term of likeness and dis-likeness. Qualitative part will also capture the experiences of students and teachers in multicultural classroom in natural setting and their future role as teacher, teacher educator and researcher.

UoK as universe and DTE as sampling frame will be used. An adequate number (n=30) from teaching staff (n1=6) and students (n2=24) will be identified as sample through simple random sampling with equal proportion of gender. Interview with research participants, observation of classroom practices, questionnaire about instructional strategies used and students score in final exam, internal evaluation report of UoK will be used for data collection process. t-test will be used to compare the mean and standard deviation of students exam scores of successful teachers by SPSS. Participants (teachers and students) would be interviewed about effective instructional leadership style in multicultural classroom. The findings will be discussed in mix method.

In this research all ethical considerations will oblige in order to claim transparency in the process and product of this research. During this research, data protection, confidentiality, anonymity will practice for ensuring protection of research participants from any potential harm.

Implication of Research

This research will potentially support UoK by providing guidelines about showing the potential gap in existing model of instructional leadership in DTE regarding multicultural context. This research will possibly indicate the further avenue of improvement in DTE regarding instruction leadership model by increasing the efficacy of teacher education program. Moreover, the findings of this research may provide guideline for betterment in preservice teacher training program not merely in UoK but other universities in Pakistan. Additionally, this research will share international comparative experience of diversity at preservice level in teacher education program to Dowling College for new area of exploration.

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APPENDIX A

<http://www.inter-disciplinary.net/at-the-interface/diversity-recognition/multiculturalism-conflict-and-belonging/call-for-papers/>

Multiculturalism, Conflict and Belonging

Call for Papers

6th Global Conference



Sunday 16th September 2012 – Wednesday 19th September 2012
Mansfield College, Oxford, United Kingdom



This multi-disciplinary project seeks to explore the new and prominent place that the idea of culture has for the construction of identity and the implications of this for social membership in contemporary societies. In particular, the project will assess the context of major world transformations, for example, new forms of migration and the massive movements of people across the globe, as well as the impact of globalisation on tensions, conflicts and on the sense of rootedness and belonging. Looking to encourage innovative trans-disciplinary dialogues, we warmly welcome papers from all disciplines, professions and vocations which struggle to understand what it means for people, the world over, to forge identities in rapidly changing national, social and cultural contexts.

Papers, workshops and presentations are invited on any of the following themes:

1. Challenging Old Concepts of Self and Other

- ~ Who is Self and who is Other?
- ~ The new value of social diversity and cultural multiplicity; breaking with homogeneity and sameness
- ~ What is the place of difference and alterity, of normality and normalisation in defining identity and membership
- ~ How to account for social membership and cultural identity?
- ~ Making sense of transformations and their effects over culture, identity and membership
- ~ Othering, excluding, stigmatising

2. Nations, Nationhood and Nationalisms

- ~ What does it mean, today, to belong to a nation?
- ~ New migrants, new migratory flows and massive movements from peripheral to central countries
- ~ Resurgence of the local and the diminishing importance of the national
- ~ Are we living post-national realities?
- ~ What is the place of cultural claims in today's forms of social membership?
- ~ Models of multiculturalism and the contemporary experience of multiculturalism(s)
- ~ Assimilation, integration, adaptation and other forms of placing the responsibility of change on the Other

3. Institutions, Organizations and Social Movements

- ~ Evaluating the promises and institutions of post-national governing
- ~ Institutions and organisations that do more for money than for people
- ~ Political battles over globalization
- ~ Social movements, new rebellion and alternative globalizations
- ~ Trans-cultural connections that escape institutional and political intentions or control
- ~ New forms of global exclusion

4. Persons, Personhood and the Inter-Personal

- ~ De-centering individuals and the making of persons; thinking and acting with others in mind and interpersonally
- ~ Tensions, contradictions and conflicts of identity formation and social membership
- ~ New sources and forms of belonging; new tribalism, localism, parochialism and communitarianism
- ~ Bonds of care across boundaries of inequality and exclusion, ideologies and religions, politics and power, nations and geography
- ~ Who am I if not the relation with others?
- ~ Non-recognition as cultural violence

5. Media and Artistic Representations

- ~ The role of new and old media in the construction of cultures and identities, of nations and place
- ~ Production and reproduction of cultural typing and stereotyping

- ~ The contested space of representing culture, identity and belonging
- ~ Art, media and how to challenge the rigid and impenetrable constructions of culture
- ~ Living, being and belonging through art
- ~ Life imitating art and fiction

6. Transnational Cultural Interlacing of Contemporary Life

- ~ What is shared from cultures? How are cultures shared? Who has access to the sharing of cultures?
- ~ Cultural claims and human rights
- ~ Exploring multiculturalism as a plural experience: Shouldn't we be talking about multiculturalisms?
- ~ Living in a context with the cultural markers of a different context: Is that transculturalism?
- ~ Languages, idioms and new emerging forms of wanting to bridge the 'invisible' divide of cultures
- ~ Symbols and significations that connect people to places other than 'their own'
- ~ Culture, identity and belonging by choice

7. New Concepts, New Forms of Inclusion

- ~ Recognition and respect without exclusion
- ~ An ethics for social relations in a new millennium
- ~ What to do with historically old concepts like tolerance, acceptance and hospitality?
- ~ Should not we all be strangers? Should not we all be foreigners?
- ~ Is there any use for cosmopolitanism these days?
- ~ Loving the other within the self; building fluid boundaries of belonging and being

The 2012 meeting of *Multiculturalism, Conflict and Belonging* will run alongside the forth meeting of our project on *Fashion – Exploring Critical Issues* and we anticipate holding sessions in common between the two projects. We welcome any papers considering the problems or addressing issues of Fashion, Multiculturalism, Conflict and Belonging.

Papers will be considered on any related theme. 300 word abstracts should be submitted by Friday 16th March 2012. If an abstract is accepted for the conference, a full draft paper should be submitted by Friday 22nd June 2012.

300 word abstracts should be submitted to the Organising Chairs; abstracts may be in Word, WordPerfect, or RTF formats, following this order:

- a) author(s), b) affiliation, c) email address, d) title of abstract, e) body of abstract, f) up to 10 keywords.

E-mails should be entitled: Multiculturalism Abstract Submission

Please use plain text (Times Roman 12) and abstain from using any special formatting, characters or emphasis (such as bold, italics or underline). Please note that a Book of Abstracts is planned for the end of the year. All accepted abstracts will be included in this publication. We acknowledge receipt and answer to all paper proposals submitted. If you do not receive a reply

from us in a week you should assume we did not receive your proposal; it might be lost in cyberspace! We suggest, then, to look for an alternative electronic route or resend.

Organising Chairs

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The conference is part of the *Diversity and Recognition* research projects, which in turn belong to the *At the Interface* programmes of *Inter-Disciplinary.Net*. It aims to bring together people from different areas and interests to share ideas and explore discussions which are innovative and challenging. All papers accepted for and presented at this conference are eligible for publication in an ISBN eBook. Selected papers may be invited to go forward for development into a themed ISBN hard copy volume.

Please note: Inter-Disciplinary.Net is a not-for-profit network and we are not in a position to be able to assist with conference travel or subsistence.

Style Sheets

In preparing your submissions, please make use of the following style sheets:

*****Updated Style Sheets*****

- [Download Full Style Sheet – v7.4d \(pdf\)](#)
- [Download Chicago Style Reference Sheet – v1.2d \(pdf\)](#)
- [Download Template Document \(Word\)](#)

In preparing your submissions, please make use of the following style sheets:

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Upcoming Events

[EBSCO Deal for Journals](#)

We are thrilled to announce that we have signed a contract with EBSCO to carry all our journal content with EBSCOhost. All of IDN's ISSN journals will now be carried throughout their range of bibliographic database services.

[New Research Projects](#)

As we go into 2012, IDN will be rolling out a number of research-focused events, programmes and days. These will begin in Sydney, Australia in January 2013 with two one-day events on "Transmedia: Storytelling and beyond", and a 3 day event on "Football and Communities" which is being staged in collaboration with Manchester Metropolitan University.

[Stats for July 2012](#)

A busy July saw 1.15 million hits to the web site, with over 55,000 unique visitors. The Alexa Information Company now rank us well inside the top 500,000 most visited sites in its recent update. Thank you to everyone who continues to support our work. It is very much appreciated.

Latest Publications

[Fisher Imprints](#)

Scott Hendrix and Brian Feltham (eds) - *Rational Magic*

Mira Crouch - *War Fare: Sustenance in Time of Fear and Want*

[Inter-Disciplinary Press](#)

Hans T. Sternudd and Angela Tumini (eds) - *How Does It Feel? Making Sense Of Pain*

Cristina Santos and Adriana Spahr (eds) - *Monstrous Deviations in Literature and the Arts*


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Tom Claes and David Seth Preston - *Frontiers in Higher Education*

Elizabeth Anderson, Avril Maddrell, Kate McLoughlin and Alana Vincent (Eds.) - *Memory, Mourning, Landscape*

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