



Liora Bresler

Liora Bresler is a Professor at the College of Education, University of Illinois, Champaign, and recently the Hedda Anderson Chair in Lund University, Sweden (Visiting). Bresler has published 120+ book chapters and papers in music, visual art, and educational journals and edited 16 special issues in such journals as *Educational Theory*, *Research Studies in Music Education*, and the *International Review of Qualitative Research*. She has written and edited books on the arts in education, including the *International Handbook of Research in Arts Education* (Bresler, 2007, Springer). Her work was translated to German, French, Portuguese, Spanish, Hebrew, Slovenian, Lithuanian, Finnish, Korean, and Chinese. Bresler is the editor of the book series “*Landscapes: Aesthetics, the arts and education*” (Springer) and the co-founder of the *International Journal of Education and the Arts*.

Intercultural travels: Tourists, habitat dwellers, and interpretive zoners

In this talk I discuss different kinds of intercultural, interdisciplinary travels, each with their distinct style of social interactions and practices. Disciplines are cultures of their own, some more homogenous than others, complete with their value systems, languages, etiquette, and customs. Academic interculturality in the arts and arts education is manifested in the increasing crossing of intellectual and artistic genres, media, and institutional boundaries. I address the uses, ethos and structures of academic tourism, constructed to enhance perspectives on one’s work and minimize culture shock; the immersion in languages, ways of doing and interacting and the full commitment involved in shifting habitats; and the mutual learning across disciplines in interpretive zones as researchers bring together their various areas of knowledge, cultural background and beliefs, to forge new meanings through the process of joint inquiry. Rather than the hierarchy of the “goldilocks model” (too little, too much, just right), each serves particular research goals and researcher’s circumstances and proclivities.

I consider relevant pedagogies to support students’ research quests and aspirations as they pursue the “great work of their life” (Cope, 2012). Rather than the exclusive focus on disciplinary contents, vocabulary and skills, academic interculturality requires the cultivation of dispositions and habits of mind. These include interplay between expertise and “beginner’s mind” and a “three-pronged connection” attuned to both subject matter and respective communities of practice. Based on my own learning and teaching experiences of each of these travels, I reflect on the outer and inner journeys they engender, and what it can mean for identity and evolving academic career.