

„Researching multiculturalism – potential and challenges“

Ort und Zeit: Raum KL 24/222, 18.1.2016 von 18:00-20:00 Uhr

The presentation embraces key aspects of researching culturally diverse societies and communities specifically for heterogeneity of their cultural components such as linguistics, ethnics, national, confessional and lifestyle patterns. Such complexity must be taken into account while preparing, conducting and then processing data from intercultural field research. On one hand, it can significantly contribute to the abundance and reliability of the research results, but on the other hand it can also generate obstacles and challenges to a researcher dealing with such reality. Both issues will be tackled relying on own, 15-year long experience of field research in multicultural Bosnia-Herzegovina.

The specific aspects to be covered within this topic comprise

- 1) Outline of the cultural diversity of the contemporary Bosnia-Herzegovina;
- 2) Qualitative ethnography as a useful tool of intercultural education research;
- 3) Specificity of indigenously oriented research of multiculturalism;
- 4) Challenges to in-depth interviews and participant observation in a multicultural setting;
- 5) Advantages of researching multicultural societies within the framework of qualitative methodology.

Dr Justyna Pilarska (1979), assistant professor (Institute of Pedagogy, University of Wroclaw, Poland), PhD in social science, graduated in educational sciences and oriental studies (Jagiellonian University Poland), researcher and lecturer at the Institute of Pedagogy, University of Wroclaw, Co-founder of the Journal “Multicultural Studies”. She teaches cross-cultural education, intercultural methodology, Bosnian multiculturalism and Bosnian Islam, and informal cross-cultural learning. Dr Pilarska is author of a monograph on contemporary Bosnian identity and over 30 articles (contributions in journals and monographs) in Polish and English, regarding the issue of social capital for cross-cultural education, potential of intercultural education in culturally diverse communities in the context of religious radicalization, religious identity, cultural borderlands, qualitative methodology.