GLOBAL EDUCATION DIGEST

2015 - 2017

COMPILED BY THE DEVELOPMENT EDUCATION RESEARCH CENTRE

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Compiled by the Development Education Research Centre

This digest has been produced as part of the activities of ANGEL, the academic network of global education researchers and academics.
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CONTENTS

INTRODUCTION

Welcome to the first edition of the Global Education Digest, a bibliography of recent published academic and research material relevant to the field of global education. This Digest has been compiled by Development Education Research Centre (DERC) on behalf of Global Education Network Europe (GENE) in the framework of ANGEL activities. ANGEL (Academic Network on Global Education & Learning) is the academic network of global education researchers and academics.

This edition of the Digest builds on previous Development Education Digests (2010-2015) produced by DERC at the Institute of Education, University College London, and which are available on the DERC website (www.ucl.ac.uk/ioe-derc). The Digest is divided into eight themes/ areas of work, and within each we have identified policy reports, books, academic articles and doctoral research related to global education. Items for inclusion were found through keyword searches of Scopus, Web of Science, Google Scholar, and British Library (including ETHOS and Proquest) databases, as well as through informal discussions with colleagues in the field.

The core focus of the Digest is on literature on global education. Selected literature with a focus on related concepts, such as global citizenship, environmental education, and education for sustainable development, has also been included where these have clear links to concerns in global education. However, we have not attempted to comprehensively review literature related to all of the concepts used in these areas of work, as this would have been too big a task for a single publication.

This edition covers material published since 2015 and in the English language. The decision to focus on English language publications is a reflection of DERC's location in the UK and our familiarity with that literature. We are aware that colleagues in other countries have compiled similar bibliographies and annual reviews in other languages (see, for example, the digest series by colleagues in Germany which reviews literature from 1949 to the present; www.eine-welt-unterrichtsmaterialien.de). We would welcome more information on similar publications as well as suggestions about how connections between them might be built in the future.

While we have endeavored to identify all of the relevant articles, books and reports, we are aware that there are bound to be omissions. We would always welcome suggestions for additions, however, and these can be sent directly to Massimiliano Tarozzi (m.tarozzi@ucl.ac.uk).

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ACKNOWLEDGEMENTS

CONTEXT

The second decade of the twenty first century in the field of global education has been characterised by the major expansion of academic and research material, the increased importance given to this area by UNESCO, the inclusion of relevant themes within the United Nations Sustainable Development Goals, and the OECD PISA Global Competence initiative for 2018.

A number of new academic journals have been launched in this field, for example, most notably:

> _Journal of Global Education and Research,_ a new open-access journal published by the Association of North America Higher Education International (ANAHEI)

> _Journal of Global Citizenship & Equity Education_ published by the Centre for Global Citizenship, Education & Inclusion, Centennial College, Toronto, Canada

> _Sinergias - Diálogos educativos para a transformação social_ (Synergies – Educational dialogues for social change), an open-access journal published in Portuguese, English, French and Spanish by a network of universities and civil society organisations in Portugal.

The Development Education Research Centre's own journal, the _International Journal of Development Education and Global Learning_ is also now available open access.

In addition, the term 'global citizenship' has been a theme of more than twenty books in this decade alone. The impact of centres of research in global education in the UK, Finland, Germany, Canada, United States, Italy and Spain can also be seen in the growth in the number of PhDs being produced and major research projects being conducted.

POLICY RELATED RESEARCH

A feature of policy related research since 2015 has been the growing debates around the concept of global citizenship. This has been particularly in response to initiatives from UNESCO and the UN, and the mention of the term in the UN Sustainable Development Goals (Goal 4 target 7). The influence of the concept of global citizenship can be seen particularly in work of Yemini, Torres and Tarozzi. Themes such as inter-cultural understanding, climate change, sustainable development, peace building, gender equality and human rights can also be seen in a range of these publications.

Within Europe, there has been greater recognition of the need to publish research and evaluation reports of projects funded by the European Commission. This can be seen in, for example, the Schools for Future Youth and Global Schools projects. The European Commission's Directorate-General for International Cooperation and Development has also supported projects addressed at civil society actors and local authorities that seek to inform EU citizens about the interconnectedness of the world and empower them to become critically engaged on global development issues (see the EU DEAR (Development Education Awareness Raising) Programme).

In addition to round tables, reports and peer reviews promoted by the Global Education Network Europe (GENE), there have also been some important publications reviewing global education in particular countries. Most notably, this includes GENE reports on Ireland, Cyprus and Belgium, and a number of articles related to practice in Spain, Ireland and in Latin America.

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THEORETICAL & CONCEPTUAL PUBLICATIONS

Recently there has been a major expansion of theoretical texts in the field of global education, including some very influential and important books that move the debates in this field forward.

A critical focus on global citizenship and postcolonial thinking is evident from the work of Andreotti, Pashby and Shultz. Two major books by Tarozzi and Torres also provide excellent introductions to some of the key issues and debates around global citizenship education. Gaudelli's book is important as it brings together a range of theoretical discussions, including references to sustainability and human rights, with examples of classroom practice. Two edited volumes by Davies et.al. also provide an important introduction to international debates on global citizenship education. More broadly, the edited volumes by Maguth and Harshman et. al. demonstrate the range of evidence based research emerging in the fields of global education and global citizenship education. A more philosophical approach, influenced by Critical Realism, can be seen in the volume by Ellis.

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FORMAL EDUCATION

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Themes such as human rights, sustainable development and inter-cultural understanding can be seen from a number of the academic articles that have been published. There have also been a number of PhDs completed in the English language that address how young people learn about global issues including themes such as citizenship and understanding of global poverty.

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Sklarwitz, S. R. (2015). *Perspectives on global citizenship: Q methodology in the classroom* (Doctor of Education). Boston University, Boston, MA, USA. https://hdl.handle.net/2144/16038

Young, J. G. (2016). *An investigation into how a globalised lifestyle, international capital and an international schooling experience influence the identities and aspirations of young people* (Doctor of Education). University of Leicester, Leicester, UK. http://hdl.handle.net/2381/37026

NON-FORMAL EDUCATION

Historically global education emerged out of practice led by civil society organisations and whilst this can be reflected in the articles listed below, it is noticeable that there have been no major publications in this area published in the English language over the past two years.

What is however significant are the examples that pose issues around ways of working and addressing themes such as fundraising, stereotyping and relationship of learning to forms of social action.

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Bergmüller, C. (2016). Global education and the cooperation of NGOs and schools: A German case study. *International Journal of Development Education and Global Learning, 7*(3), 47-62. https://doi.org/10.18546/IJDEGL.07.3.04

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Straubhaar, R. (2015). The stark reality of the 'White Saviour' complex and the need for critical consciousness: a document analysis of the early journals of a Freirean educator. *Compare: A Journal of Comparative and International Education, 45*(3), 381-400. https://doi.org/10.1080/03057925.2013.876306

Tallon, R., Milligan, A., & Wood, B. (2016). Moving Beyond Fundraising and into…What? Youth Transitions into Higher Education and Citizenship Identity Formation. *Policy & Practice: A Development Education Review, 22,* 96-109. https://

www.developmenteducationreview.com/sites/default/files/article-pdfs/Tallon%20et%20al%20Perspectives%2022_0.pdf

Doctoral Theses

Zozimo, J. P. (2016). *Exploring evaluation using social practice theory in development education: a longitudinal in-depth case study* (Doctor of Philosophy). Lancaster University, Lancaster, UK. http://eprints.lancs.ac.uk/id/eprint/81584

INFORMAL EDUCATION INCL. YOUTH WORK, MEDIA & COMMUNITY WORK

Compared to the other areas of education and learning, informal education has been featured less in terms of research related to global education themes. However, there is evidence of engagement with themes that connect to complex identities in the global age, the relationship between experience, engagement and development of a sense of a global identity, and research on minority communities. Social media is a theme that is particualrly beginning to emerge in research alongside lifestyle areas such as music, culture and the arts more widely.

Academic Journal Articles

Balls, E. (2016). Analysing key debates in education and sustainable development in relation to ESD practice in Viet Nam. *International Journal of Development Education and Global Learning*, 8(1), 21-37. https://doi.org/10.18546/IJDEGL.8.1.03

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Gutiérrez, J. (2016). Participatory Action Research (Par) and the Colombian Peasant Reserve Zones: The Legacy of Orlando Fals Borda. *Policy & Practice: A Development Education Review*, 22, 59-76. https://www.developmenteducationreview.com/sites/default/files/article-pdfs/Gutie%CC%81rrez%20Focus22.pdf

Khoo, S., & Walsh, A. (2016). Regenerating Education from Below-Endogenous Tertiary Education in Alternative Development Niches. *Policy & Practice: A Development Education Review*, 22, 10-34. https://www.developmenteducationreview.com/sites/default/files/article-pdfs/Khoo%20and%20Walsh%20Focus22.pdf

Lin, S. (2015). Circulating Discourses of Minority Education: The Linguistic Construction of Modernity in Globalizing Taiwan. *Anthropology & Education Quarterly, 46*(1), 71-87. https://doi.org/10.1111/aeq.12088

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Molz, J. G. (2017). Learning to feel global: Exploring the emotional geographies of worldschooling. *Emotion, Space and Society, 23*, 16-25. https://doi.org/10.1016/j.emospa.2017.02.001

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Scalise, G. (2015). The Narrative Construction of European Identity. Meanings of Europe 'from below'. *European Societies, 17*(4), 593-614. https://doi.org/10.1080/14616696.2015.1072227

Sefa Dei, G. J., & Simmons, M. (2016). Citizenship Education and Embodied ways of Knowing: What can be learned from the voices of Ghanaian youth in schooling and education? *Journal of Global Citizenship & Equity Education, 5*(1). http://journals.sfu.ca/jgcee/index.php/jgcee/article/download/127/205

Smith, S. S. (2017). Slow down and smell the eucalypts: Blue Gum Community School and the slow education movement. *Journal of Global Education and Research, 1*(1), 16-34. https://jger.anahei.org/wp-content/uploads/01-01-03-Slow-Down-and-Smell-the-Eucalypts-Blue-Gum-Community-School-and-the-Slow-Education-Movement-JGER.pdf

Sobré-Denton, M. (2016). Virtual intercultural bridgework: Social media, virtual cosmopolitanism, and activist community-building. *New media & society, 18*(8), 1715-1731. https://doi.org/10.1177/1461444814567988

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Yoshikawa, H., Mistry, R., & Wang, Y. (2016). Advancing Methods in Research on Asian American Children and Youth. *Child Development, 87*(4), 1033-1050. https://doi.org/10.1111/cdev.12576

Doctoral Theses

MacCallum, C. S. (2015). *Sustainable livelihoods to adaptive capabilities: a global learning journey in a small state, Zanzibar* (Doctoral thesis). UCL Institute of Education, London, UK. http://discovery.ucl.ac.uk/id/eprint/10021711

TEACHER EDUCATION & TRAINING OF TRAINERS

The main areas of publication in this area have been related to social justice, sustainable development and intercultural understanding within teacher education. In this sense, teacher education could play a crucial role in implementing GCE policy, as highlighted also by UNESCO. Looking at existing literature on global issues within teacher education, some studies highlight teachers' concern regarding inadequate teaching tools and resources. Others stress teachers' self-perception of not being well-prepared to handle global citizenship or related issues and therefore tending to avoid them in classroom activities. Similarly, others observe that while teachers recognize the importance of global education, they often feel trapped between curricular goals encouraging its incorporation in the classroom and cultural norms of nationalism.

Reports

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Books

Kambutu, J., & Nganga, L. (2016). *Social justice education, globalization, and teacher education*. Charlotte, NC: Information Age.

Book Chapters

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Hagevik, R., Jordan, C., & Wimert, D. (2015). A Phenomenographic Study of Beginning Elementary Science Teachers' Conceptions of Sustainability. In S. K. Stratton, R. Hagevik, A. Feldman, & M. Bloom (Eds.), *Educating Science Teachers for Sustainability* (pp. 17-29). Cham, Switzerland: Springer.

Harshman, J. (2017). Reflexive Pedagogy and Perspective Consciousness in Global Citizenship Education. In A. Lee & R. D. Williams (Eds.), *Engaging Dissonance: Developing Mindful Global Citizenship in Higher Education* (pp. 229-245). Bingley, UK: Emerald Publishing.

Rapoport, A. (2016). In Search of Framework for Teaching Global Citizenship and Social Justice. In J. Rahatzad, H. Dockrill, S. Sharma & J. Phillion (Eds.), *Internationalizing Teaching and Teacher Education for Equity: Engaging Alternative Knowledges Across Ideological Borders* (pp.39-55). Charlotte, NC: Information Age.

Academic Journal Articles

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HIGHER EDUCATION RESEARCH

The growth in interest in the concept of global citizenship and continued engagement with the concept of internationalization are major themes of research and publications in this area. The Ethical Internationalisation in Higher Education project led by Vanessa Andreotti has already resulted in a number of important publications, for instance. The extent to which the theme of global citizenship has become part of the vocabulary and curriculum development in many universities can be seen in the work of Moraes, Shultz and Jooste. There are also increasing bodies of evidence emerging about the ways in which global themes are being reflected within courses that have a distinctly professional and vocational focus, especially in medicine, engineering and business studies. Sustainable Development also remains an important theme within higher education, as can be seen by the publication of the Routledge Handbook edited by Barth et.al.

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INTERNATIONAL VOLUNTEERING, STUDY VISITS & EDUCATIONAL PARTNERSHIPS

Another key feature of global education practice has been the belief that through forms of international experience, learners' knowledge, views and engagement in global issues will increase. International partnerships and forms of linking are therefore a theme of a number of recent publications, including the work of Bell and Allen. Study visits, particularly for teachers, have also been a theme of numerous publications.

International volunteering and its associated area of service learning has been a rich area of research for many years. A number of publications in the past two of years have contained increasingly critical reflection on these initiatives, particularly with reference to themes such as 'emotional tourism'.

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This Global Education Digest is a bibliography of recent published academic and research material relevant to the field of global education. This digest has been compiled by Development Education Research Centre (DERC) on behalf of Global Education Network Europe (GENE) in the framework of ANGEL (Academic Network on Global Education & Learning) activities.

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