GLOBAL EDUCATION DIGEST 2018

COMPILED BY THE DEVELOPMENT EDUCATION RESEARCH CENTRE

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MENU ITEMS ARE HYPERLINKED

INTRODUCTION

Global Education

This second edition of the Global Education Digest provides a reasoned bibliography of academic and research materials relevant to the field of global education that have been published in 2018. 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.

Highlights

2018 saw the publication of a number of significant books in the field of Global Education, many of them related directly to the theme of global citizenship. These include:

Davies,I., L. Ho, D. Kiwan, C. L. Peck, A. Peterson, E. Sant & Y. Waghid (Eds.), *The Palgrave Handbook of Global Citizenship and Education*, (2018) London: Palgrave MacMillan

Handa, N. (2018). *Education for Sustainability through Internationalisation: Transnational Knowledge Exchange and Global Citizenship*. London: Palgrave Macmillan

Misiaszek, G. W. (2018). *Educating the Global Environmental Citizen: Understanding Ecopedagogy in Local and Global Contexts*. London: Routledge.

Misiaszek, L. (2018). *Exploring the Complexities in Global Citizenship Education: Hard Spaces, Methodologies, and Ethics*. London: Routledge.

Reysen, S.& Katzarska-Miller, I. (2018). *The Psychology of Global Citizenship: A Review of Theory and Research*. Lexington Books.

Sant, Edda, Ian Davies, Karen Pashby, Lynette Shultz (2018) *Global Citizenship Education: A Critical Introduction to Key Concepts and Debate.* London: Bloomsbury

Sharma N. (2018) *Value-Creating Global Citizenship Education: Engaging Gandhi, Makiguchi, and Ikeda as Examples*: Springer.

Shultz, L., & Pillay, T. (2018). *Global Citizenship, Common Wealth and Uncommon Citizenships*. Brill - Sense Publishers.

Torres, C. A. (2017). *Theoretical and empirical foundations of critical global citizenship education*. New York: Routledge.

A very important reflective publication on how Global Education has evolved, particularly in North America, and focusing on the contributions of specific academics is:

Kirkwood Tucker, T.F. (2018) *The Global Education Movement: Narratives of Distinguished Global Scholars*: IAP. https://www.infoagepub.com/assets/files/fm/p59e20821370df/9781641130684_FM.pdf

A useful and more practice-focused publication is:

Landorf, H., Doscher, S., & Hardrick, J., Foreword by Musil, C. M. (2018). *Making Global Learning Universal: Promoting Inclusion and Success for All Students*. Stylus

Other themes include:

International volunteering:

Cushner, K. (2018). *Teacher as Traveler: Enhancing the Intercultural Development of Teachers and Students*, Rowman & Littlefield.

Tiessen, R. (2018). *Learning and Volunteering Abroad for Development - Unpacking Host Organization and Volunteer Rationales*. London: Routledge.

Skills:

Bourn, D. (2018) *Understanding Global Skills for 21st Century Professions*, London, Palgrave.

Momentum

In the last decade the number of publications on the theme of Global Education, and related issues, have increased dramatically. These issues have gained momentum worldwide, not only in the political agenda of many European countries, but also within school practice, and academic discourse. In this Digest we will focus on this latter trend, by outlining the growing space that Global Education (GE) occupies within the scholarly discourse. An emblematic example of this is provided by the increasing number of academic publications in the last decade. A search of *Scopus*, the world's largest abstract and citation database of peer-reviewed literature, widely used within the academic community, demonstrates that in the last 10 years, there have been 813 journal articles about this topic (Fig. 1). It also shows that GE has had a significant growing trajectory (from 32 in 2008 to 91 in 2018). Of course, the incremental increases in the number of journals included in the *Scopus* data base have been an impact on this progression.
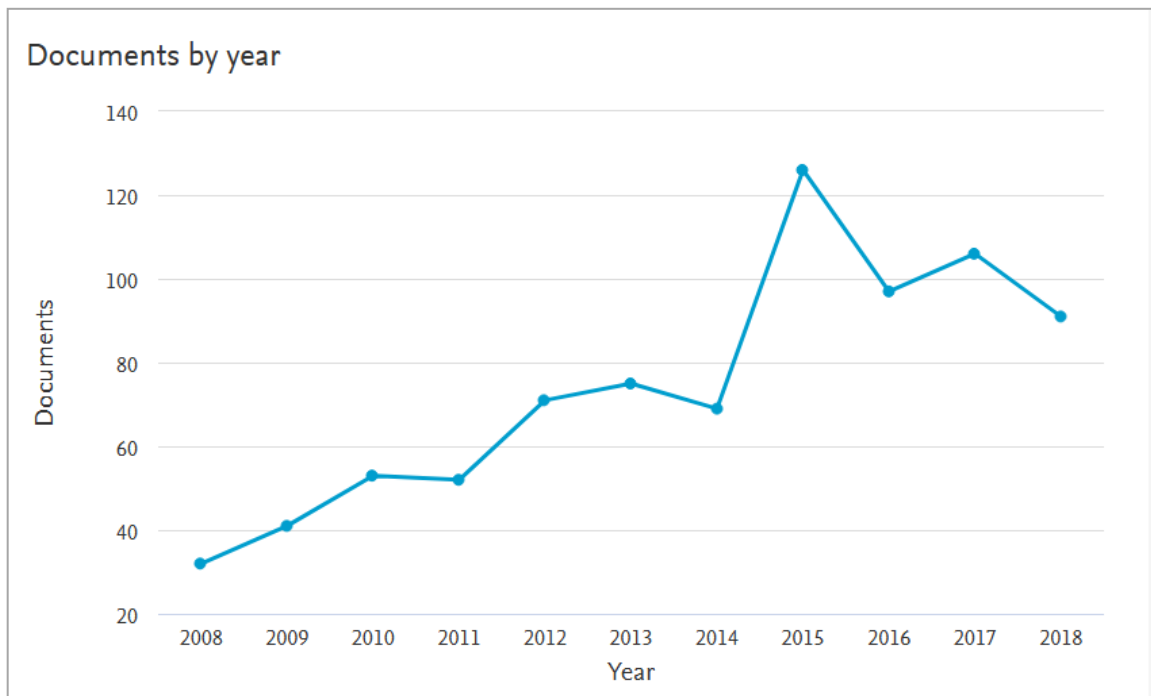

Figure 1 - "Global Education" Articles indexed on Scopus (2008-2018)

However, the overall growth shows a distinct trajectory, although irregular, and the total number of articles is certainly relevant, especially if confronted in absolute terms with other similar topics, namely *Global Citizenship Education* and *Development Education* (Fig. 2). This figure shows that, while its meaning is more ambiguous and vague than these other two terms, and it includes many themes related to comparative and international education, GE is still the most widely used label in absolute terms.

Something else evident from Fig. 2 is that the growth curve of the more precise and less equivocal term *Global Citizenship Education* (GCE) is constant and, especially in the last year, has seen a considerable and sudden rise—to such an extent that, for the first time, *GCE* has overtaken the *Development Education* term that has been largely predominant in the international academic literature (in English) in the last decade.

It is due to this that, in the 2018 Digest, we have preferred to use the entry "GCE" in searching international databases.
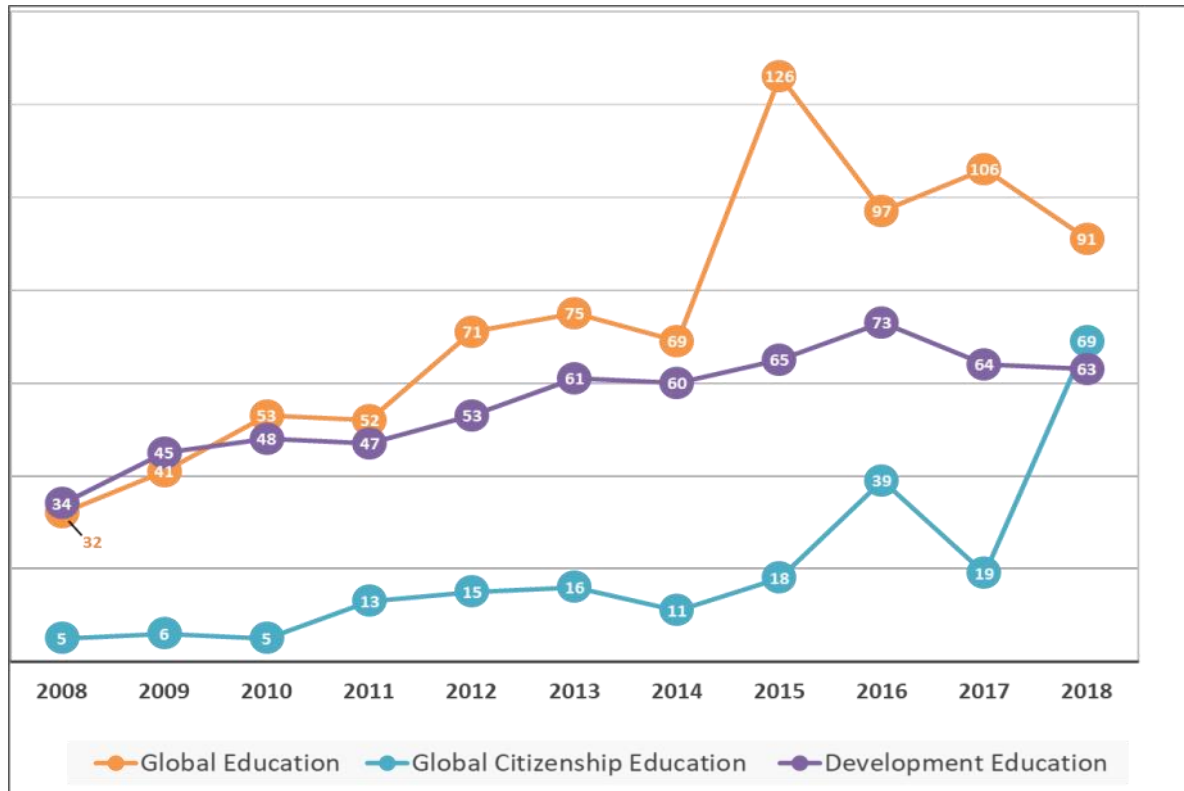
Figure 2 - Number of GE, GCE and DE articles indexed in Scopus (2008-2018)

What this review is about

The Global Education Digest 2018 includes all new publications in the field of Global Education published in the year 2018. It also includes any relevant publications from 2017 that were not yet available when the previous edition of the Digest 2015-2017 was officially launched (February 2018).

Since, as we mentioned earlier, it is widely known that Global Education is a slippery, ill-defined and sometimes obscure concept, in compiling this review of the literature we started by tracing the perimeter of the field and thus we started from a definition. All the publications included in this Digest fall under the following Council of Europe's (COE) North-South Centre definition of *Global Education* (2002):

> *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*

> *Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

The term *Global Education* is understood as an educational approach which aims to explore and analyze dimensions of education which have been influenced by different processes of globalization. According to the COE definition, the term functions as an umbrella that encompasses different fields of education, namely intercultural education, development education, human rights education, education for sustainability, peace education and global citizenship education. But Global Education cannot be reduced to the sum of its parts. On the contrary it refers as an overall educational perspective, a framing paradigm aiming at developing new skills and competences necessary to acquire a *global* vision and responsibility.

The way *Global Education* is being used in this Digest therefore differs from the use being made of this term in other fields where *Global Education* rather refers to global aspects of educational governance or to the analysis of global dynamics and trends in education. Although educational fields are highly interconnected and boundaries are sometimes blurred, this clarification appears fundamental to draw the semantic contours of our understanding of Global Education in order to facilitate the identification of relevant literature and hence improve analysis.

Selection methodology

On the basis of our definition and understanding of *Global Education*, key words were identified in order to conduct systematic bibliographical search, across major international scholarly databases. The term "global education" was included in our searches, used either on its own or coupled with one of the keywords linked to global education according to the above-mentioned definition. These keywords included: *global citizenship education; global citizen; global learning; development education; education for sustainable development; human rights education; intercultural education*. The combination of the term "global education" with its connected sub-themes throughout our search was necessary to identify those items where the global vision and approach outlined in the Council of Europe definition was clearly adopted.

However, we have not attempted to comprehensively review literature related to all of the sub-concepts used in these areas of work, as this would have been too big a task for a single publication, and it would have been inconsistent with the choice to use the concept of GE as an umbrella term.

2018 publications were identified through systematic bibliographical search using a combination of these keywords in the following channels:

1. Literature search in 6 major electronic databases, namely Scopus, Web of Science, Eric, Ethos, Google Scholar, and ProQuest for doctoral theses;

2. Systematic searches in the main academic journals in the field of global education, in order to ensure the acquisition of those items available in academics journals that are not necessarily indexed in international databases:

> *International Journal of Development Education and Global Learning (DERC)*
>
> *Policy & Practice - A Development Education Review*
>
> *Sinergias – diálogos educativos para a transformação social*
>
> *Critical Literacy Theories and Practices Journal*
>
> *Educación Global Research*
>
> *La Piragua*
>
> *Rizoma Freireano*
>
> *ZEP - Journal of International Educational Research and Development Education*
>
> *Journal of Global Education and Research*

3. Special issues of relevant academic journals were also considered in the systematic bibliographical search;

4. Several library catalogues and collections were consulted to identify books and book chapters;

5. Formal audit with key experts at European level and informal discussions with colleagues in the field have been undertaken;

6. A snowballing approach[1] to literature review was also adopted. By this we mean an approach which follows citations of existing texts in the field of global education in order to identify additional relevant resources published in 2018. The snowballing review approach complements the work done through database searches and captures relevant texts which do not necessarily appear in key journals or key word searches.

> *One of the main advantages of snowballing is that it starts from relevant papers and then uses these to drive the further study ... Snowballing should not necessarily be seen as an alternative to database searches. Different approaches to identifying relevant literature should preferably used to ensure the best possible coverage of the literature (Wohlin, 2014: 9).*

A systematic approach to snowballing was adopted in terms of identifying key starter texts and authors in the field of global education. It was carried out mainly via Google Scholar.

We would like to clarify that inclusion of an item in the Digest does not indicate that the project team or involved institutions support the author or concur with any content or conclusions. We do not aim to be arbiters for the GE publishing world, but simply to provide a service and resource to researchers.

Structure

This 2018 edition reflects the structure of the 2015-17 Digest and is divided into eight thematic sections (each of them including relevant literature organized per typology):

Policy related research

Theoretical & conceptual publications

Formal Education

Non-formal education

Informal education including youth work, media & community work

Teacher education & training of trainers
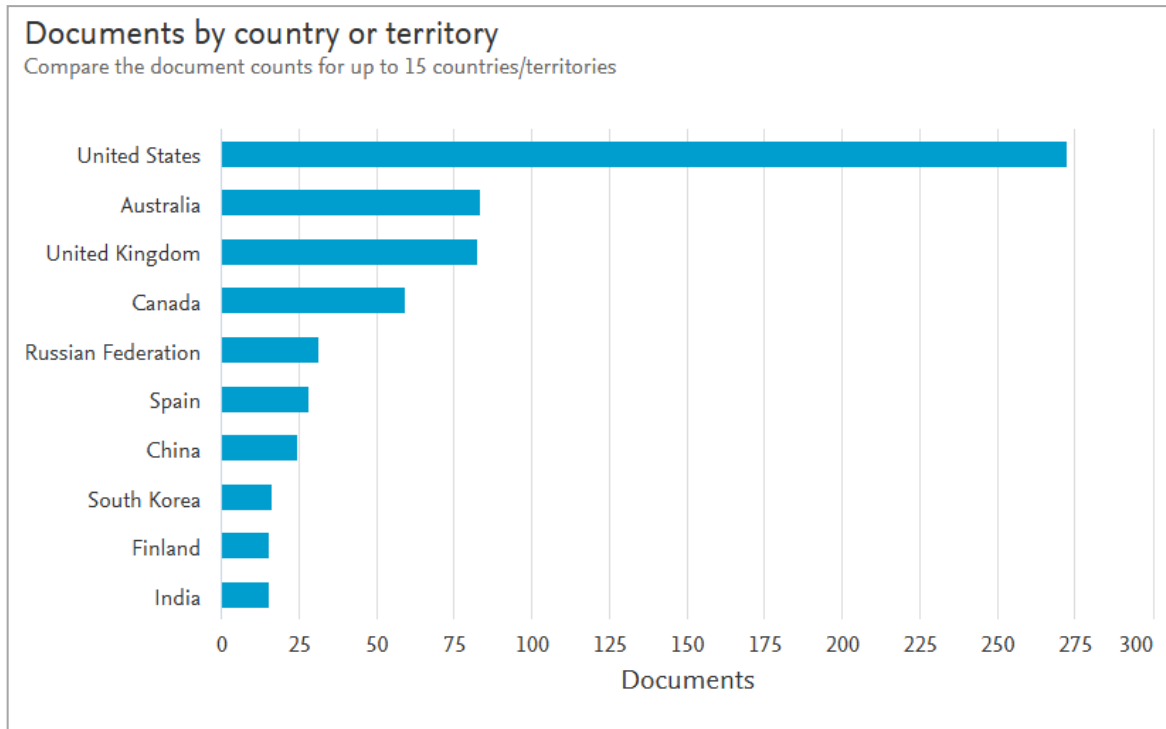
Higher education research

International Volunteering, study visits & educational partnerships

Within each we have included only Academic Journal Articles, Books, Book Chapters, Doctoral Theses and Policy Reports published in the defined timeframe, whose titles and abstracts mentioned the terms related to global education and to its underpinning vision and approach.

Scope and limitations

This edition covers material published from January to December 2018 (with a few exceptions from 2017) and only in the English language. The decision to focus on English language publications is due not only to the DERC's location in the UK and our familiarity with that literature, but because international academic literature tend to use this as a lingua franca for the academic community. We are however conscious of the limitation of this choice, especially for a topic like GE which is global by definition. We are also aware of the potential risks of adopting a north-centered perspective, if not a colonial one. The risk of ignoring important contributions coming from non-English speaking countries is illustrated by an analysis of the origin of GE-related publications according to Scopus database (Fig. 3). It is evident in this figure that more than half of all publications on GE in the last ten years come from English speaking countries.

[1] Wohlin, C. (2014) Guidelines for Snowballing in Systematic Literature Studies and a Replication in Software Engineering. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.709.9164&rep=rep1&type=pdf

Figure 3 - Number of GE publication in Scopus (2008-2018) by country of publication

It is crucial that future editions of this Digest should include bibliographies or annual reviews compiled in languages other than English. Therefore, with the support of GENE and ANGEL members, we are now launching a drive for a broad multilingual Digest. We would welcome more information on similar publications, as well as suggestions about how connections between them might be built.

People interested in volunteering in this multilingual endeavor are also welcome. They can contact the ANGEL secretary at **info@angel-network.net.**

Finally, 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 to directly to Massimiliano Tarozzi (**m.tarozzi@ucl.ac.uk**).

With regards,

    Douglas Bourn and Massimiliano Tarozzi
    Co-Directors, Development Education Research Centre (UCL Institute of Education)

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POLICY RELATED RESEARCH

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