

research in global citizenship education research in social education

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Research on Global Citizenship Education in Asia

This edited book provides new research highlighting philosophical traditions, emerging perceptions, and the situated practice of global citizenship education (GCE) in Asian societies. The book includes chapters that provide: 1) conceptions and frameworks of GCE in Asian societies; 2) analyses of contexts, policies, and curricula that influence GCE reform efforts in Asia; and 3) studies of students' and teachers' experiences of GCE in schools in different Asian contexts. While much citizenship education has focused on constructions and enactments of GCE in Western societies, this volume re-centers investigations of GCE amid Asian contexts, identities, and practices. In doing so, the contributors to this volume give voice to scholarship grounded in Asia, and the book provides a platform for sharing different approaches, strategies, and research across Asian societies. As nations grapple with how to prepare young citizens to face issues confronting our world, this book expands visions of how GCE might be conceptualized, contextualized, and taught; and how innovative curriculum initiatives and pedagogies can be developed and enacted.

Research in Global Citizenship Education

Globalization is changing what citizens need to know and be able to do by interrupting the assumption that the actions of citizens only take place within national borders. If our neighborhoods and nations are affecting and being affected by the world, then our political consciousness must be worldminded. The outcomes of globalization have led educators to rethink what students need to learn and be able to do as citizens in a globally connected world. This volume focuses on research that examines how K-12 teachers and students are currently addressing the challenge of becoming citizens in a globally interconnected world. Although there is an extensive body of literature on citizenship education within

national contexts and a growing literature on global education, this volume offers research on the work educators are doing across multiple countries to bring the two fields together to develop global citizens.

Handbook of Research on Promoting Global Citizenship Education

"The focus of this handbook is to explore various ways to empower educators to design and implement a curriculum that incorporates global citizen education"--

Conversations on Global Citizenship Education

This volume offers a remarkable collection of theoretically and practically grounded conversations with internationally recognized scholars, who share their perspectives on Global Citizenship Education (GCE) in relation to university research, teaching, and learning. Conversations on Global Citizenship Education brings together the narratives of a diverse array of educators who share their unique experiences of navigating GCE in the modern university. Conversations focus on why and how educators' theoretical and empirical perspectives on GCE are essential for achieving an all-embracing GCE curriculum which underpins global peace. Drawing on the Freirean concept of "conscientization"

Global Citizenship Education

This open access book takes a critical and international perspective to the mainstreaming of the Global Citizenship Concept and analyses the key issues regarding global citizenship education across the world. In that respect, it addresses a pressing need to provide further conceptual input and to open global citizenship agendas to diversity and indigeneity. Social and political changes brought by globalisation, migration and technological advances of the 21st century have generated a rise in the popularity of the utopian and philosophical idea of global citizenship. In response to the challenges of today's globalised and interconnected world, such as inequality, human rights violations and poverty, global citizenship education has been invoked as a means of preparing youth for an inclusive and sustainable world. In recent years, the development of global citizenship education and the building of students' global citizenship competencies have become a focal point in global agendas for education, international educational assessments and international organisations. However, the concept of global citizenship education still remains highly contested and subject to multiple interpretations, and its operationalisation in national educational policies proves to be challenging. This volume aims to contribute to the debate, question the relevancy of global citizenship education's policy objectives and to enhance understanding of local perspectives, ideologies, conceptions and issues related to citizenship education on a local, national and global level. To this end, the book provides a comprehensive and geographically based overview of the challenges citizenship education faces in a rapidly changing global world through the lens of diversity and inclusiveness.

Citizenship Education and Global Migration

This groundbreaking book describes theory, research, and practice that can be used in civic education courses and programs to help students from marginalized and minoritized groups in nations around the world attain a sense of structural integration and political efficacy within their nation-states, develop civic participation skills, and reflective cultural, national, and global identities.

Handbook of Research on Citizenship and Heritage Education

Cultural competence in education promotes civic engagement among students. Providing students with educational opportunities to understand various cultural and political perspectives allows for higher cultural competence and a greater understanding of civic engagement for those students. The Handbook of Research on Citizenship and Heritage Education is a critical scholarly book that provides relevant and current research on citizenship and heritage education aimed at promoting active participation and the transformation of society. Readers will come to understand the role of heritage as a symbolic identity source that facilitates the understanding of the present and the past, highlighting the value of teaching. Additionally, it offers a source for the design of didactic proposals that promote active participation and the critical conservation of heritage. Featuring a range of topics such as educational policy, curriculum design, and political science, this book is ideal for educators, academicians, administrators, political scientists, policymakers, researchers, and students.

Centering Global Citizenship Education in the Public Sphere

This book brings together key perspectives from scholars in the Global South and Global North to illustrate diverse ways in which the UN's Global Citizenship Education (GCED) agenda can promote social justice and be used as a vehicle for negotiating and learning about diverse and shared objectives in education and the global public sphere. Recognizing the historical function of education as a prominent public sphere site, this book addresses questions around how forms of global education can serve as public sphere sites in various contexts today and in the future. Specifically, it questions established notions of education and proposes new interpretations of the relationship between practices of education and the public sphere to meet the needs of our contemporary turbulent era and a post-2020 world. By offering conceptual analyses, examples of policy and educational practices which promote global learning, democratic citizenship, common good, and perspective-taking, the text offers new critical understandings of how GCED can contribute to the public responsibilities and roles of education. Chapters consider examples such as non-formal adult education at the Mexico–US border, teachers' responsibilities in Japan and Finland, developments in education policy and practices in Brazil, civic religious teachings in Canada, online learning in the United States and China, and support to the participation of women in higher education in Pakistan. Given its unique approach, and the range of case studies it brings together, this book is a timely addition to the literature on education in the global public sphere. It will prove to be an invaluable resource for scholars working at the intersections of global education and transnational education policies, and for teachers involved in global education.

Global Citizenship Education

Drawing on contemporary global events, this book highlights how global citizenship education can be used to critically educate about the complexity and repressive nature of global events and our collective role in creating a just world.

Global Citizen Formation

This book explains the rationale of the changes and challenges of Taiwanese citizenship which emphasizes the various identities in the global and multicultural era. It explores the evolving relationship between the social movements, citizenship, the education of citizens and the young peoples' viewpoints, asking how citizenship has been conceptualised in a dramatic transformation age. How has the curriculum and pedagogy designed to fit the global changes for cultivating young generations with rights and responsibilities to interpret in and adapt for the competence of citizenship? And what outcomes and attainments had the Taiwan's undergraduates' knowledge, attitudes and practices of competency on citizenship?

Educating for Human Rights and Global Citizenship

Essays that highlight the role of education in bringing about inclusive citizenship and human rights norms.

Global Citizenship Education

The essays in this edited collection argue that global citizenship education realistically must be set against the imperfections of our contemporary political realities. As a form of education it must actively engage in a critically informed way with a set of complex inherited historical issues that emerge out of a colonial past and the savage globalization which often perpetuates unequal power relations or cause new inequalities.

Global Citizenship Education in Teacher Education

Global Citizenship Education and Teacher Education brings together scholars and practitioners from all continents to explore the role of teacher education in formulating a practice of citizenship that has a global scope and is guided by critical and emancipatory approaches. By considering educational responses to global challenges —such as global warming, rising levels of inequalities, intensification of armed conflicts, growing streams of international migration, and the impact of neoliberal policies—this book provides valuable analyses for researchers, teacher educators, and educators. The volume examines historical and conceptual issues relating to the incorporation of global citizenship education in teacher education, and presents examples from across the world that showcase main trends in research and practice from across the world. This book is of great interest to graduate and postgraduate

students, researchers, and libraries in the fields of citizenship education, global education, teacher education, international and comparative education, and education policy and politics.

The Wiley Handbook of Social Studies Research

The Wiley Handbook of Social Studies Research is a wide-ranging resource on the current state of social studies education. This timely work not only reflects on the many recent developments in the field, but also explores emerging trends. This is the first major reference work on social studies education and research in a decade. An in-depth look at the current state of social studies education and emerging trends. Three sections cover: foundations of social studies research, theoretical and methodological frameworks guiding social studies research, and current trends and research related to teaching and learning social studies. A state-of-the-art guide for both graduate students and established researchers. Guided by an advisory board of well-respected scholars in social studies education research.

Teaching Global Citizenship

Teaching Global Citizenship brings together perspectives from former and current teachers from across Canada to tackle the unique challenges surrounding educating for global awareness. The contributors discuss strategies for encouraging young people to cultivate a sense of agency and global responsibility. Reflecting on the educator's experience, each chapter engages with critical questions surrounding teaching global citizenship, such as how to help students understand and navigate the tension at the heart of global citizenship between universalism and pluralism, and how to do so without frightening, regressing, mythicizing, imposing, or colonizing. Based on narrative inquiry, the contributors convey their insights through stories from their classroom experiences, which take place in diverse educational settings: from New Brunswick to British Columbia to Nunavut, in rural and urban areas, and in public and private schools. Covering a broad range of topics surrounding the complexity of educating for global citizenship, this timely text will benefit those in education, global citizenship, curriculum development, and social studies courses across Canada. FEATURES: - Grounded in narrative inquiry, experiential learning, and teacher-based research - Includes study questions at the end of each chapter - Written by teachers for teachers with the accessibility of the material, diverse voices, and a broad spectrum of classroom settings in mind.

The Citizen in Teaching and Education

This book examines the importance, and potential, of citizenship education, using extensive qualitative data from England and Sweden. The authors draw on the work of Nira Yuval-Davis and other prominent scholars in the field to frame citizenship as membership of numerous communities, for example disability, ethnicity, gender, sexuality and social class. This intersectional approach enables a rich understanding of the experiences and capabilities of young people, and bridges the gap between the formal meaning and real experiences of citizenship. The book presents case studies from England and Sweden, two contexts that have similar societies and school systems but very different approaches to citizenship education. Using this rich data, the authors illuminate the perspectives of young learners and their teachers to understand how learners can uphold their rights and responsibilities as citizens. This book will be of interest and value to scholars of social justice and citizenship education.

The Longings and Limits of Global Citizenship Education

As the world seemingly gets smaller and smaller, schools around the globe are focusing their attention on expanding the consciousness and competencies of their students to prepare them for the conditions of globalization. Global citizenship education is rapidly growing in popularity because it captures the longings of so many—to help make a world of prosperity, universal benevolence, and human rights in the midst of globalization's varied processes of change. This book offers an empirical account from the perspective of teachers and classrooms, based on a qualitative study of ten secondary schools in the United States and Asia that explicitly focus on making global citizens. Global citizenship in these schools has two main elements, both global competencies (economic skills) and global consciousness (ethical orientations) that proponents hope will bring global prosperity and peace. However, many of the moral assumptions of global citizenship education are more complex and contradict these goals, and are just as likely to have the unintended consequence of reinforcing a more particular Western individualism. While not arguing against global citizenship education per se, the book argues that in its current forms it has significant limits that proponents have not yet acknowledged, which may very well undermine it in the long run.

Handbook of Research on Education for Participative Citizenship and Global Prosperity

Active participation in processes of change are an essential aspect of community participation, and proper recognition of opportunities for participation facilitate community engagement nationally and internationally. Education and its relation to citizenship in recent years has become one of the most important fields of research. From different areas and contexts, it has been revealed that there is a prevailing need for education for citizens to take part actively in the processes of change and improvement that the current global situation requires. The Handbook of Research on Education for Participative Citizenship and Global Prosperity is a pivotal reference source focusing on the productions and fields of study that are carried out all over the world on education for citizenship, namely the devices that provide young people with the consciousness and highlight the aspects of an active democratic life. While highlighting topics such as citizenship identity, educational policy, and social justice, this publication explores participation instruction, as well as the methods of community involvement. This book is ideally designed for educational administrators, policymakers, researchers, professionals, and educators seeking current research on instructional methods for teaching active community and political involvement.

Research in Global Citizenship Education

Globalization is changing what citizens need to know and be able to do by interrupting the assumption that the actions of citizens only take place within national borders. If our neighborhoods and nations are affecting and being affected by the world, then our political consciousness must be worldminded. The outcomes of globalization have led educators to rethink what students need to learn and be able to do as citizens in a globally connected world. This volume focuses on research that examines how K-12 teachers and students are currently addressing the challenge of becoming citizens in a globally interconnected world. Although there is an extensive body of literature on citizenship education within national contexts and a growing literature on global education, this volume offers research on the work educators are doing across multiple countries to bring the two fields together to develop global citizens.

The Palgrave Handbook of Global Citizenship and Education

This Handbook is a much needed international reference work, written by leading writers in the field of global citizenship and education. It is based on the most recent research and practice from across the world, with the 'Geographically-Based Overviews' section providing summaries of global citizenship and education provided for Southern Africa, Australasia, Europe, the Middle East, North America, Latin America, and East and South East Asia. The Handbook discusses, in the 'Key Ideologies' section, the philosophies that influence the meaning of global citizenship and education, including neo-liberalism and global capitalism; nationalism and internationalism; and issues of post-colonialism, indigeneity, and transnationalism. Next, the 'Key Concepts' section explores the ideas that underpin debates about global citizenship and education, with particular attention paid to issues of justice, equity, diversity, identity, and sustainable development. With these key concepts in place, the 'Principal Perspectives and Contexts' section turns to exploring global citizenship and education from a wide variety of viewpoints, including economic, political, cultural, moral, environmental, spiritual and religious, as well as taking

into consideration issues of ethnicity, gender and sexuality, and social class. Finally, the 'Key Issues in the Teaching of Global Citizenship' section discusses how education can be provided through school subjects and study abroad programmes, as well as through other means including social media and online assessment, and political activism. This Handbook will be vital reading for academics, postgraduates and advanced undergraduates in the fields of sociology and education, particularly those with an interest in comparative studies.

Assembling and Governing the Higher Education Institution

This book emphasizes the inherently democratic nature of education; from those who practice in higher education institutions and are involved in decision-making, to those questioning the methods of reform processes in those institutions. As they are faced with increasing pressures to restructure and change their organizations in line with global institutional demands the foundations upon which their leadership and governance are based are called into question. This book takes a critical approach to understanding higher education leadership and governance. The overarching questions asked in this book are: how has higher education come to be assembled in contemporary governance practices within the context of global demands for reform and how are issues of justice being taken up as part of and in resistance to this assemblage?

IEA International Civic and Citizenship Education Study 2016 Assessment Framework

The International Civic and Citizenship Education Study (ICCS) investigates the ways in which young people are prepared to undertake their roles as citizens in a range of countries in the second decade of the 21st century. ICCS 2016 is a continuation of a study initiated in 2009. This document outlines the framework and assessment design for the ICCS 2016. ICCS 2016 will report on student knowledge and understanding of key aspects of civics and citizenship, as well as student attitudes to, and engagement with, civic life. This survey is intended to respond to enduring and emerging challenges of educating young people in a world where contexts of democracy and civic participation continue to change. New developments include the increase in the use of social media as a tool for civic engagement, growing concerns about global threats and sustainable development, as well as recognition of the role of schools in fostering peaceful ways of interaction between young people. iccs 2016 is sponsored by the international association for evaluation of educational achievement (iea). Over the past 50 years, iea has conducted comparative research studies in a range of domains focusing on policies, practices, and outcomes in many countries around the world. Prior to iccs 2016, three civic citizenship education surveys were implemented in 1971, second one in 1999, third in 2009. = p

Citizenship, Education and Social Conflict

This volume provides new perspectives into the challenges of citizenship education in the age of globalization and in the context of multicultural and conflict-ridden societies. It calls on us to rethink the accepted liberal and national discourses that have long dominated the conceptualization and practice of citizenship and citizenship education in light of social conflict, globalization, terrorism, and the spread of an extreme form of capitalism. The contributors of the volume identify the main challenges to the role of citizenship education in the context of globalization, conflicts and the changes to the institution of citizenship they entail and critically examine the ways in which schools and education systems currently address – and may be able to improve – the role of citizenship education in conflict-ridden and multicultural contexts.

The Palgrave Handbook of Citizenship and Education

The Palgrave Handbook of Citizenship and Education provides an authoritative and comprehensive overview of the current field of citizenship and education. It draws on insights from a range of disciplines to explore historical, philosophical, theological, sociological and psychological ideas on how the two concepts intersect and is international in scope, authorship and readership. Five sections provide a clear outline of: Foundational thinkers on, and the theories of, citizenship and education; Citizenship and education in national and localised contexts; Citizenship and education in transnational contexts; Youth, advocacy, citizenship and education; Contemporary insights on citizenship and education; An essential resource for scholars interested in how theorizations of citizenship, civic identity and

participatory democracy are, and could be, operationalized within educational theories, educational debates, educational curricular, and pedagogic practices.

Theoretical and Empirical Foundations of Critical Global Citizenship Education

Cover -- Title -- Copyright -- Dedication -- Contents -- Preface -- Acknowledgements -- 1 The Realpolitik of Global Citizenship Education -- 2 Why Global Citizenship? An Intervention in Search of a Theory -- 3 Global Citizenship Education: Competitiveness versus Solidarity? Liminal: Education and Citizenship -- 4 Global Citizenship Education Confronting Hyper- Globalist, Skeptic and Transformationist Agendas -- 5 Global Citizenship Education and the Role of Universities: Seven Iconoclastic Theses about Public Universities and Neoliberal Common Sense -- 6 Global Citizenship and Global Universities: The Age of Global Interdependence and Cosmopolitanism -- 7 Multiculturalism in the World System: Towards a Social Justice Model of Multicultural Education -- 8 Global Citizenship Education and Global Peace Vive la liberté! -- 9 Adult Learning and Global Citizenship Education -- 10 Global Citizenship Education: A New Global Social Movement? -- 11 Implementing Global Citizenship Education: Challenges -- Appendix -- Bibliography -- Index.

The Psychology of Global Citizenship

In *The Psychology of Global Citizenship*, Iva Katzarska-Miller and Stephen Reysen explore the theory and research of global citizenship through a social psychological perspective, integrating past work into a unified model of antecedents and outcomes of global citizenship identification.

Global Citizenship Education: A Critical Introduction to Key Concepts and Debates

Global Citizenship Education explores key ideas and issues within local, national and global dimensions. Including examples and case studies from across the world, the authors draw on ideas, experiences and histories within and beyond 'the West' to contribute to multifaceted perspectives on global citizenship education. In concise chapters, the authors set out the key concepts and debates within the field. Global citizenship education is contextualized within key educational frameworks, including citizenship education, global education, development education and peace education. Edda Sant, Ian Davies, Karen Pashby and Lynette Shultz explore the different ways in which global citizenship can be taught, learned and assessed in formal and informal contexts. Including examples from a wide range of education institutions, chapters provide overviews of policy making and international practices borne out of different approaches to global citizenship education. With each chapter including a summary of key issues, an annotated list of key resources, an exercise for students and a further reading list, *Global Citizenship Education* will aid understanding of this complex and debated area of study.

Research on Global Citizenship Education in Asia

This edited book provides new research highlighting philosophical traditions, emerging perceptions, and the situated practice of global citizenship education (GCE) in Asian societies. The book includes chapters that provide: 1) conceptions and frameworks of GCE in Asian societies; 2) analyses of contexts, policies, and curricula that influence GCE reform efforts in Asia; and 3) studies of students' and teachers' experiences of GCE in schools in different Asian contexts. While much citizenship education has focused on constructions and enactments of GCE in Western societies, this volume re-centers investigations of GCE amid Asian contexts, identities, and practices. In doing so, the contributors to this volume give voice to scholarship grounded in Asia, and the book provides a platform for sharing different approaches, strategies, and research across Asian societies. As nations grapple with how to prepare young citizens to face issues confronting our world, this book expands visions of how GCE might be conceptualized, contextualized, and taught; and how innovative curriculum initiatives and pedagogies can be developed and enacted.

Global Citizenship for Young Children

Citizenship education equips children with the skills necessary to play an active part in society and act as socially and morally responsible citizens. Margaret Collins has used her considerable experience to create another fantastic age appropriate practical resource for children aged 4-9 that widens the concept of citizenship so that it incorporates global issues. The book explores six topics: - Basic needs - Environmental issues - Fairness - Exploring various cultures - Democracy - Global issues. Each section

has an introductory page and ideas for resources, followed by activities on the same topic differentiated for younger and older primary pupils. Clear guidelines are provided for discussion and activities which could take place in Circle Time. At the end of each section there is a story for children to consider accompanied by developmental activities and activity sheets, as well as a page of reflections related to the global challenges we all face. This exciting resource will act as a starting point for stimulating teachers and encouraging children to widen their learning. Teachers will be able to use these activities to set further challenges, to help explore current situations and to help with understanding present concerns. Margaret Collins is a former headteacher of infant and first schools. She is now Senior Visiting Fellow in the School of Education at the University of Southampton. She researches children's perceptions of health education topics, writes teaching materials for children, books and articles on PSHE. Visit the author's own website [here](#)!

Value-Creating Global Citizenship Education for Sustainable Development

This volume brings together marginalized perspectives and communities into the mainstream discourse on education for sustainable development and global citizenship. Building on her earlier work, Sharma uses non-western perspectives to challenge dominant agendas and the underlying Western worldview in the UNESCO led discourse on global citizenship education. Chapters develop the theoretical framework around the three domains of learning within the global citizenship education conceptual dimensions of UNESCO--the cognitive, socio-emotional, and behavioral--and offer practical insights for educators. Value-creating global citizenship education is offered as a pedagogical approach to education for sustainable development and global citizenship in addition to and complementing other approaches mentioned within the recent UNESCO guidelines.

Maddi's Fridge

Winner of: 2014 Christopher Award, Books for Young People 2014 ILA Primary Fiction Award 2015 MLA Mitten Award Honor Human Rights in Children's Literature Honor With humor and warmth, this children's picture book raises awareness about poverty and hunger. Best friends Sofia and Maddi live in the same neighborhood, go to the same school, and play in the same park, but while Sofia's fridge at home is full of nutritious food, the fridge at Maddi's house is empty. Sofia learns that Maddi's family doesn't have enough money to fill their fridge and promises Maddi she'll keep this discovery a secret. But because Sofia wants to help her friend, she's faced with a difficult decision: to keep her promise or tell her parents about Maddi's empty fridge. Filled with colorful artwork, this storybook addresses issues of poverty with honesty and sensitivity while instilling important lessons in friendship, empathy, trust, and helping others. A call to action section, with six effective ways for children to help fight hunger and information on antihunger groups, is also included.

Democratic Citizenship Education in Non-Western Contexts

This book examines the issues of theorizing citizenship education research in non-Western societies that have embarked on democratic development after the fall of authoritarianism and colonialism. Despite a proliferation of studies on citizenship and citizenship education in non-Western contexts, there has been limited theorization of this research and little discussion of the applicability to such contexts of Western theoretical frameworks. This volume addresses these issues through empirical case studies of citizenship conceptions, practices, and education in South and West Africa, Latin America, Central Europe, and the Middle East. The contributors to the volume call into question the uncritical application of Western theoretical frameworks to non-Western societies and advocate for the development and wider application of new paradigms rooted in local processes and indigenous knowledge to better understand and theorize citizenship and citizenship education in such societies. This volume will be of interest to scholars, researchers, and practitioners working in the field of comparative and international citizenship education. It was originally published as a special issue of *Compare: A Journal of Comparative and International Education*.

Democratic Citizenship in Schools

In recent years a greater emphasis has been placed on how nation states socialise and prepare the next generation of citizens. This book presents three themes: Democratic Schooling, Teaching Controversial Issues and Accountability. The scholars and school leaders who have contributed to this volume do so from a wide international perspective.

Global Citizenship Education

Global Citizenship Education addresses the intersection of globalization, education and programmatic efforts to prepare young people to live in a more interdependent, complex and fragile world. The book explores topics such as sustainability education, cultural diversity, and human rights education, offering critical insights into how these facets of GCE are interpreted around the world. The book also strives to give voice to student populations within historically marginalized communities, rather than focusing solely on the role of GCE in elite schools. Gaudelli blends theory and practice to provide both an overview of GCE as well as examining current efforts to develop more globally-conscious classrooms. Blending empirical research and practical illustrations, this important volume encourages educators to take seriously their own call to prepare young people to engage global challenges with a sense of urgency and helps chart a new direction for global learning that is increasingly expansive, dialogic and inclusive.

Research on Teaching Global Issues

This edited book is the first full-length volume exclusively devoted to new research on the challenges and practices of teaching global issues. It addresses the ways that schools can and do address young people's interest and activism in contemporary global issues facing the world. Many young people today are passionate about issues such as climate change, world poverty, and human rights but have few opportunities in schools to study such issues in depth. This book draws on new research to provide a deeper understanding and examples of how global issues are taught in schools. The book is organized in two sections: (1) contexts and policies in which global issues are taught and learned; and (2) case studies of teaching and learning global issues in schools. The central thesis is that global issues are an essential feature of democracy and social action in a world caught in the thrall of globalization. Schools can no longer afford to ignore teaching about issues impacting across the world if they intend to keep young people engaged in learning and want them to make their own communities—and the greater world—better places for all.

Teacher Education for Sustainable Development and Global Citizenship

This book examines how educators internationally can better understand the role of education as a public good designed to nurture peace, tolerance, sustainable livelihoods and human fulfilment. Bringing together empirical and theoretical perspectives, this insightful text develops new understandings of education for sustainable development and global citizenship (ESD/GC) and illustrates how these might impact on educational research, policy and practice. The text recognizes the ESD/GC as pivotal to the universal ambitions of UNESCO's Sustainable Development Goals, and focuses on the role of teachers and teacher educators in delivering the appropriate educational response to promote equity and sustainability. Chapters explore factors including curriculum design, values and assessment in teacher education, and consider how each and every learner can be guaranteed an understanding of their role in promoting a just and sustainable global society. This book will be of great interest to academics, researchers, school leaders, practitioners, policy makers and students in the fields of education, teacher education and sustainability.

Controversial Issues in Social Studies Education in Turkey

Controversial Issues in Social Studies Education in Turkey: The Contemporary Debates consists of different research each analyze a controversial topic that is significant to understand the social and political dynamics of Turkish society and culture. One of the purpose of this volume is to analyze and discuss how various controversial issues are perceived by Turkish educators. It also provides insight about how to think and re-organize education both in Turkey and in a global world by taking perceptions of in-service and pre-service social studies teachers on controversial issues and how to teach about them in the Turkish context into consideration. Lastly, it may provide educators and researchers who are interested in teaching and examining such issues with a holistic view.

Becoming a Globally Competent Teacher

Teachers today must prepare students for an increasingly complex, interconnected, and interdependent world. Being a globally competent teacher requires embracing a mindset that translates personal global competence into professional classroom practice. It is a vision of equitable teaching and learning that enables students to thrive in an ever-changing world. This thought-provoking book introduces a proven

self-reflection tool to help educators of all grade levels and content areas develop 12 elements of such teaching. The book is divided into three sections: dispositions, knowledge, and skills. Each chapter is devoted to an element of globally competent teaching and includes a description of that element, tips for implementation delineated by developmental levels, and links to additional resources for continuing the journey. Examples of globally competent teaching practices include - Empathy and valuing multiple perspectives. - A commitment to promoting equity worldwide. - An understanding of global conditions and current events. - The ability to engage in intercultural communication. - A classroom environment that values diversity and global engagement. Throughout, you'll also find examples of these practices at work from real teachers in real schools. No matter what your experience with global teaching, the information in this book will help you further develop your practice as a global educator—a teacher who prepares students not only for academic success but also for a life in which they are active participants in their own communities and the wider world.

New Directions in Social Education Research

Through rapid developments in commerce, transportation and communication, people once separated by space, language and politics are now interwoven into a complex global system (Friedman, 2005). With the rise of new technology, local populations, businesses and states are better equipped to participate and act in a thriving international environment. Rising instability in the Middle East is immediately reported to oil and gas brokers in the U.S. Within seconds cable channels, iPods, social networking sites, and cell phones are relaying how protests in Egypt and Libya give hope to citizens around the world yearning for freedom. As events like 9/11 and the 2008 Financial Crisis have demonstrated, there is no retreating from the interconnectedness of the global system. As societies strive to empower citizens with the skills, understandings and dispositions needed to operate in an interconnected global age, teachers are being encouraged to help students use technologies to develop new knowledge and foster cross cultural understandings. As pressures mount for society to equip today's youth with both the global and digital understandings necessary to confront the challenges of the 21st century, a more thorough analysis must be undertaken to examine the role of technology on student learning (Peters, 2009). This work will highlight the complex, contested, and contingent ways new technologies are being used by today's youth in a digital and global age. This text will present audiences with in-demand research that investigates the ways in which student use of technology mediates and complicates their learning about the world, its people, and global issues.

The Political Economy of Global Citizenship Education

This edited collection offers analyses of 'global citizenship education' within and across different national contexts. This book illustrates the contingency of definitions, the complexities of juxtaposing demands and priorities in different educational contexts, and the difficulties and tensions of asking a question that is arguably one of the most pressing of our time: how should we live together in interdependent ecologies in a finite planet? In the discipline of education, where market imperatives and the dictatorship of 'effective replicable results' have laid siege to independent debates, this book aims to emphasize the importance of raising our intellectual game as educators to interrupt new and old problematic patterns of engagements, representations, uncomplicated solutions and conceptual straightjackets. Contributors to this volume address the tensions between homogenizing universalisms and parochial specificisms, ethnocentrism and relativism, deficit theorizations and romanticizations of difference, fantasies of supremacy and paralysis in guilt, the 'global' and the 'local'. The chapters take different approaches to map the origins, meanings, workings, ethics, politics and implications of initiatives, approaches, and conceptual frameworks related to the ideas of globalization, citizenship and education in different sites of knowledge production. This book was originally published as a special issue of *Globalisation, Societies and Education*.