

# GLOBAL LEARNING AND EDUCATION

Key concepts and effective practice



Andrew Peterson  
and Paul Warwick

Routledge

# Global Learning And Education An Introduction

**Anthony S. Fauci**



## **Global Learning And Education An Introduction:**

**Global Learning and Education** Andrew Peterson, Paul Warwick, 2014-10-24 What is globalisation How are its effects felt by different people across the world How can we help young people flourish in a world characterised by globalisation Conflict poverty breaches of human rights and environmental sustainability are everyday issues for global citizens today old and young Global Learning and Education presents a detailed and challenging introduction to a central concern facing education systems and curricula around the world How young people understand and experience globalisation and how meaningful global learning can be developed Encouraging a critical and reflective approach in order to advance understanding of a range of theoretical and practical factors it considers the meaning and definitions of globalisation global citizenship and global education Global Learning and Education explores key issues including interconnectedness and interdependency cultural diversity social justice and sustainable development It considers how global learning should and can imbue all aspects of education within curriculum subjects through project based learning and through extra curricular activities that help students participate and engage in global issues It argues the importance of the mission and ethos of a school itself of shaping global learning for different educational contexts and of ensuring teaching and learning meets the needs of individual learners Global Learning and Education is a comprehensive thought provoking sometimes contentious introduction for educationalists concerned with what globalisation means for our young people Illustrated throughout with case studies that seek to inspire creativity and hope and including questions and suggested reading for further investigation it is essential reading for all those involved in the teaching and learning of young people as well as those studying this vital topic on Education Studies and Masters level courses

**Research in Global Learning** Douglas Bourn, 2023-11-06 Young people around the world are calling ever more urgently on policymakers to address today's global challenges of sustainability structural inequality and social justice So it is little surprise that learning in a global society understanding sustainable development and being active global citizens are increasingly popular themes for education at all levels Educational research makes a crucial contribution to knowledge that can address the great questions of our time with evidence from diverse studies vital if we are to build a clear picture Research in Global Learning showcases methods and findings from early career researchers who conducted illuminating studies around the globe specifically in Brazil China Ghana Greece Israel Jamaica Japan Kazakhstan Pakistan Poland South Korea Trinidad and Tobago Turkey the United States and the United Kingdom The studies in this volume investigate four important themes the relationship between policy and practice opportunities and constraints in the education system and for the role of teachers challenges for higher education and the perspectives of young people and students Flexibility of approach is crucial for successful educational research in varied environments and is on show throughout this book Depending on context authors used case study quantitative and qualitative research participatory action research longitudinal studies and analysis of textbooks through critical discourse analysis to demonstrate

how learning about global learning and sustainability can inspire learners and contribute to quality education      **Global Governance of Education** Maren Elfert, Christian Ydesen, 2023-09-22 This book examines the educational role of three international organizations created as part of the post World War II multilateral architecture the United Nations Educational Scientific and Cultural Organization UNESCO the World Bank and the Organisation for Economic Co operation and Development OECD These organizations have significantly promoted and shaped education as a fundamental feature of the modernization of society and contributed to the globalization of educational norms policies and technologies Drawing on primary source materials and interviews the book provides novel perspectives to the literature on the global governance of education by focusing on the historical entanglements relations and power struggles between these three organizations rather than treating them separately The study sheds light on the homogenizing effects of globalized educational policy making and the shifting power dynamics in the global governance of education This book makes a very distinctive and important contribution to the literature that critically analyses the influence of the global agencies on education globally it goes beyond the standard discursive analyses of policy texts to also explore the history of those organisations through archival research and in depth interviews of the key personnel What emerges is a powerful analysis which locates those agencies within their historical epochs and shines a light on their tensions and micro politics both internally and between organisations Paul Morris Professor of Comparative Education Institute of Education University College London UK A must read historical account of the intermingling boundary setting and competition between the three big intergovernmental organizations IOs in education OECD UNESCO and the World Bank Different from other scholars that document how these IOs have transformed themselves in response to external and internal changes Elfert and Ydesen draw attention to the relational aspect how have these three IOs navigated conflict carved niches and used and abused each other to amplify and expand their own mission How have they done so in an environment that is crowded with intergovernmental and international organizations each with a claim to govern education globally Gita Steiner Khamsi Professor of Comparative and International Education Teachers College Columbia University UNESCO Chair of Comparative Education Policy of the Geneva Graduate Institute of International and Development Studies This volume is a thoughtful and timely work of scholarship Understanding the roles of UNESCO the OECD and the World Bank is central to understanding contemporary education in global perspective Elfert and Ydesen s historical analysis sets out in rigorous detail how these organisations have evolved and what has shaped and driven this evolution The historical analysis is complemented by contemporary interview data facilitating an actor level analysis as well as a broader picture The book is conceptually and theoretically rich while being accessibly written the authors manage complexity remarkably well For anyone interested in global governance and the role of international organisations or anyone who wants to understand in general how global educational agendas have developed and converged this book is a most valuable read Michele Schweisfurth Professor of Comparative and

International Education University of Glasgow UK Chapter UNESCO the OECD and the World Bank A Global Governance Perspective is available open access under a Creative Commons Attribution 4.0 International License via [link.springer.com](https://link.springer.com)

*Global Learning at Small Institutions* Erica Andree, Jann Purdy, 2025-01-26 This volume of essays offers models for diverse effective approaches to providing a global learning curriculum and instruction to undergraduates in small institutions Small colleges face unique challenges when integrating international curricula and global learning including limitations in staff financial resources and administration However those challenges can often inspire creative solutions The collection of essays features small liberal arts colleges and universities across the US where global learning programs are thriving The essays provide guidelines important considerations and practical steps to administrators educators and staff who are building or revising their global learning programs in higher education institutions

**Study Abroad Opportunities for Community College Students and Strategies for Global Learning** Malveaux, Gregory F., Raby, Rosalind Latiner, 2019-01-11

Community colleges serve more students than any other institutional type in the United States and internationalization is an inherent component of community colleges that advances student knowledge facilitates student success and serves the needs of local communities As most community college students do not enroll in four year institutions their only opportunity for international experience is while they are in community college Study Abroad Opportunities for Community College Students and Strategies for Global Learning provides innovative insights into international study and education abroad through community colleges while discussing the value of adding study abroad programs to two year institutions This publication examines community colleges contributions in a local society study abroad opportunities peacebuilding international education and risk management Designed for administrative professionals community college leaders educators academicians and researchers this 2020 CIES Study Abroad and International Students SIG Best Book in Higher Education second place winner covers topics centered on study abroad programs at diverse community colleges

*Teaching Practices in a Global Learning Environment* Hanne Tange, 2020-10-15 This book examines teaching practices in international education focusing on two significant meanings of the notion of practice the concrete activities used by university lecturers and the role of education as a platform for transferring particular skills or approaches In addition to discussing techniques involved in programme design curricular development course activities multicultural teamwork and examination the author explores the idea of the lecturer as an actor communicating practices considering the role and responsibility of academic staff in the development of successful international education With attention to the importance of the context of internationalisation the book draws on research from two major research projects presenting extensive interview material with teaching staff engaged in international education and projects of internationalisation Combining the approaches of pragmatism and practice theory as developed by Bourdieu and Schatzki among others Teaching Practices in a Global Learning Environment addresses themes including the international ness of academic disciplines the biographies of international educators and

language issues emerging in international education As such it will appeal to scholars across the social sciences and policy makers with interests in pedagogy internationalisation and higher education      **Hyper-Socialised: How Teachers Enact the Geography Curriculum in Late Capitalism** David Mitchell,2019-11-01 Hyper socialised explores the challenges of late capitalist times for education systems schools and teachers It looks at how trends of accountability teaching to the test using pupil voice and reliance on network technologies are all connected to powerful social and economic forces shaping the curriculum as it is taught in classrooms Such forces threaten to overwhelm teachers but in the right hands they can also be harnessed to create influence and teach a truly powerful curriculum for their students Presenting a historical view of curriculum change the book examines how society curriculum and teachers are linked Using geography as an illustrative subject the chapters investigate what influences teachers to what extent they are in control of the curriculum and what else is shaping it Divided into two parts it offers An in depth exploration of the relationship between society teachers and the curriculum including that what and how to teach remain wide open to debate Evidence based research into the significance and implications of hyper socialised curriculum enactment for teachers and teacher education Four case study portraits of geography departments and personal curriculum stories of each Head of Department Insights into the nature of teaching as a profession and how a crisis of teacher recruitment and retention may be addressed Written in clear and accessible terms this book is an essential resource for teacher educators subject teachers headteachers and educational researchers who want to understand how and why schools and teaching are changing and what this means for them      **University Partnerships for Sustainable Development** Enakshi Sengupta,Patrick Blessinger,Taisir Subhi Yamin,2020-06-19 This volume explores various facets of the Sustainable Development Goals and how well universities have been able to integrate those goals into their curriculum and institutionalize those goals into their strategic plans and institutional culture      **First-Generation College Students and Study Abroad** SimonMary Asese Ahiokhai,Matt Daily,Layla Garrigues,2025-09-26 This book showcases the experiences of first generation college students on study abroad programs Research shows that study abroad programs develop crucial life skills provide valuable experiences and enhance academic achievement However only a small percentage of first generation students access these opportunities By centering the voices and stories of first generation students this book advocates for equity in global education while reimagining study abroad as a more accessible and empowering experience This book asks how faculty administrators and staff can tap into the strengths of first generation students to increase the number of those who take advantage of their opportunities and explores the ways in which first generation students contribute to the success and vision of study abroad programs It will be of interest to scholars studying educational outreach higher education and comparative and international education      *Education during the Time of the Revolution in Egypt* Nagwa Megahed,2017-11-13 Since the 25th January 2011 revolution Egyptians experienced and engaged in a daily debate Controversially some argued that the conflict and revolts in Egypt and the Arab region were neither

coincidental nor the result of a domino effect of collective actions by oppressed people against autocratic regimes Rather these revolts were the result of mobilization efforts made over decades by several activist groups as well as national and international non governmental organizations Contrary to this view others claim that despite the rapid economic growth of Egypt in the 2000s there was a wide gap in the distribution of wealth and economic return which left the majority of Egyptians suffering from poverty and high rate of unemployment especially among youth Obviously while national and international economic and political dynamics dominated the daily debate education remains the forgotten arena amidst conflict With the exacerbation of conflict between militant extremists and modern states in the region and most recently in many European countries it became more important than ever before to understand the dialectics of education in conflict in different local contexts starting in this book by the Egyptian context The book focuses on education in Egypt during the time of the revolution as perceived by university students youth activists educational professionals government officials and civil society organizations Its chapters reveal the tension contradiction and or coherence among different players as related to their respective role in education for civic engagement national identity global citizenship peace building teacher professional development and women s and students empowerment The book illustrates the dialectics of education in conflict by articulating diverse meanings and perspectives given by Egyptian stakeholders when describing their actions and reality ies during the time of the revolution and its aftermath

*Leadership Strategies for Promoting Social Responsibility in Higher Education* Enakshi Sengupta, Patrick Blessinger, Craig Mahoney, 2020-08-03 This book explores the theoretical underpinnings and interventions of CSR practised by universities across the globe and the role their leadership plays in promoting this It provides international examples from the US Africa Europe and Asia with implications and insights for university leadership staff and students

**Global Information Technologies: Concepts, Methodologies, Tools, and Applications** Tan, Felix B., 2007-10-31 This collection compiles research in all areas of the global information domain It examines culture in information systems IT in developing countries global e business and the worldwide information society providing critical knowledge to fuel the future work of researchers academicians and practitioners in fields such as information science political science international relations sociology and many more Provided by publisher

*Preparing Globally Competent Professionals and Leaders for Innovation and Sustainability* Guo-Brennan, Linyuan, Guo-Brennan, Michael J., 2022-04-22 The personal and organizational struggles and accomplishments revealed by the COVID 19 pandemic highlight that innovation is the defining trait of individuals and organizations that thrive in the 21st century The global health crisis not only accelerated the global geopolitical tensions and disrupted organizations in all sectors but confirmed the importance of preparing globally competent citizens professionals and learners who can effectively respond to the economic environmental and digital transformations in the 21st century through lifelong learning and professional development Leaders today need to not only understand the financial operational sociocultural and historical contexts of regional national

and global systems but also to build effective partnerships and trusting relationships with all stakeholders in effective policymaking fostering an organizational culture that supports innovation and managing risks Preparing Globally Competent Professionals and Leaders for Innovation and Sustainability is centered on international higher education's role for the global common good It critically examines the need for globally competent citizens professionals and leaders in the 21st century and higher education's role in the global common good for a sustainable world The book presents an evidence based interdisciplinary framework and promising strategies to allow all learners to develop global citizenship and global leadership while addressing the need to prepare human capital for the global knowledge economy and digital transformation of the 21st century Covering topics such as accessible education international higher education and organizational innovation this premier reference source is an excellent resource for organizational leaders executives faculty and administration of higher education government officials human resource managers industry professionals researchers academicians and students

**The Theory and Practice of Development Education** Douglas Bourn, 2014-10-03 Development education is much more than learning about development it is a pedagogy for the globalised societies of the twenty first century that incorporates discourses from critical pedagogy and postcolonialism and a mechanism for ensuring that differing perspectives are reflected within education particularly those from developing countries Learning about development and global issues is now part of the school curriculum in a number of countries and terms such as global citizenship sustainable development and cultural understanding are commonplace in many educational contexts Development education has been recognised as one of the educational discourses that has influenced the acceptance of these terms for both policy makers and practitioners This ground breaking volume addresses the history theoretical influences practices and impact of development education in Europe North America Australia and Japan Chapters include how development education evolved the influence of theorists such as Paulo Freire the practices of aid and development agencies and the impact of governments seeking evidence of public understanding of and engagement with development The Theory and Practice of Development Education provides essential reading for anyone engaged in re thinking and reflecting upon the educational needs of a globalised society and seeking approaches towards learning that place social justice at the heart of that practice It will be of particular interest to academics and postgraduate students in the fields of development education international education and globalisation

**Big Picture Pedagogy: Finding Interdisciplinary Solutions to Common Learning Problems** Regan A. R. Gurung, David J. Voelker, 2017-09-29 Take a big picture look at teaching and learning Building on existing pedagogical research this volume showcases the scholarship of teaching and learning SoTL across the disciplines and takes it in a new direction In each chapter interdisciplinary teams of authors address a single pedagogical question bringing each of their home disciplines specific literature and methodologies to the table The result is a fresh examination of evidence based practices for teaching and learning in higher education that is intentionally inclusive of faculty from different disciplines By



taking a closer more systematic look at the pedagogies used within the disciplines and their impacts on student learning the authors herein move away from more generic teaching tips and generic classroom activities and toward values knowledge and manner of thinking within SoTL itself The projects discussed in each chapter furthermore will provide models for further research via interdisciplinary collaboration This is the 151st volume of this Jossey Bass higher education series It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers

**Teacher Education for Sustainable Development and Global Citizenship** Philip Bamber, 2019-06-13 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

Understanding Global Skills for 21st Century Professions Douglas Bourn, 2018-10-24 This book highlights the increasing need for people who will be working in professions such as teaching health engineering and business management to have the skills for living and working in a global society Globalisation and the challenges resulting from recent political events in Europe and North America have given rise to a need for training and further and higher education programmes to address the skills young people all need to effectively engage in the current global society Reviewing the range of theories and debates surrounding skills for the twenty first century the author suggests there is a need to directly address the real world issues of today and move beyond abstract concepts such as team work critical thinking and problem solving as important as these concepts are The author proposes a new framework for global skills using examples from international and national policy makers and evidence from further and higher educational programmes and training courses This pioneering yet practical book will be of value to students and scholars of global education as well as practitioners and policy makers

**Teaching Education for Sustainable Development at University Level** Walter Leal Filho, Paul Pace, 2016-05-31 This book introduces readers to the latest research and findings from projects focusing on teaching education for sustainable development at universities In particular it describes practical experiences outline courses training schemes and other initiatives aimed at promoting better teaching on matters related to sustainable development at institutions of higher education In order to meet the pressing need for

publications to support sustainable development education the book places special emphasis on state of the art descriptions of approaches methods initiatives and projects from around the world illustrating how teaching education for sustainable development can be implemented at the international scale The book represents a timely contribution to the dissemination of approaches and methods that may improve the way we perceive the importance of teaching education for sustainable development as well as how we implement it

**Globalization and Global Citizenship** Irene Langran,Tammy Birk,2016-06-10 Globalization and Global Citizenship examines the meaning and realities of global citizenship as a manifestation of recent trends in globalization In an interdisciplinary approach the chapters outline and analyse the most significant dimensions of global citizenship including transnational historical and cultural variations in its practice foreign and domestic policy influences and its impact on personal identities The contributions ask and explore questions that are of immediate relevance for today s scholars including How does globalization in its current form present a new set of challenges for states non state actors and individual citizens How has globalization diminished expanded or complicated notions of citizenship What rights could exist outside the context of state sovereignty How can social accountability be imagined beyond the borders of towns cities or states What forms of political representational legitimacy could be productive on the global level When is it useful possible or desirable for individuals to identify with global political communities Drawing together a broad range of contributors and cutting edge research the volume offers chapters that seek to reflect the full spectrum of approaches and topics providing a valuable resource which highlights the value of an extended and thoughtful study of the idea and practice of global citizenship within a broader consideration of the processes of globalization It will be of great use to graduates and scholars of international relations sociology and global studies affairs as well as globalization

**Internationalization and Imprints of the Pandemic on Higher Education Worldwide** Alexander W. Wiseman,Cheryl Matherly,Max Crumley-Effinger,2023-06-27 This volume chronicles changes and issues facing institutional and individual academic activities and norms following the Covid 19 pandemic forecasting their impacts on the ways in which internationalization at the post secondary level has responded in practice to new realities exigencies and possibilities

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