

International Journal of Development Education and Global Learning **Editorial**

This issue of the journal focuses on methods of research and their application within development education and global learning and on questions of how best to understand the type of attitude and behaviour change that is central to definitions of global learning. Although previous issues have documented research within the field, debates about research methods have not taken centre stage. Two of the articles address this gap directly and the other two offer perspectives on particular research or initiatives tackling issues of engagement.

The first article by Scheunpflug, Krogull, and Franz discusses the use of the documentary method, a form of reconstructive qualitative research. This method offers, they argue, a way of accessing and understanding changes in behaviours and attitudes that individuals themselves may not be aware of. In order to illustrate its application and how it allows reflection on collective orientations and tacit knowledge, they discuss an example of research into the orientations towards world society in youth encounters between youth groups in the northern and the southern hemispheres. The article outlines how the documentary method was applied using Bohnsack's approach, to uncover not just the intended meaning in utterances, but also the orientations behind the intentional expressive meaning. The authors provide a detailed breakdown of the stages in the process of conducting the research, carefully illustrated with examples of data analysis. As they conclude, there is a great deal of scope for similar research on how societal attitudes and orientations are developed, at what points in life, by which forms of learning, and what forms of action can be motivated and triggered. The article also illustrates the value of interrogating approaches to research within this field.

Kaukko, Fertig, and Pesonen, in the second article, discuss the practical, ontological, and epistemological similarities and differences between global education and participatory action research (PAR). The article outlines the historical antecedents of PAR through the work of writers such as Lewin and Kemmis. The authors argue that the bottom-up approaches promoted by PAR echo the focus on locally based action within definitions of global education. By analysing the similarities between

the two ideas, they also highlight the shared imperative for achieving social justice and the shared influences of critical theory perspectives. They argue that participatory research methods can help to achieve the aim of global education to promote social justice and to improve the social and educational chances of groups at risk of marginalization by involving such groups in research in an ethical and effective way. As with the first article, they illustrate their argument by looking at two examples, in formal and non-formal education, where PAR has been used to address the underlying transformative and social action principles of global education. Their findings illustrate the importance of understanding context and highlight the challenges of dealing with issues of power within research. The article also raises questions of how to conduct research *with* people rather than *on* them and argues that such an ethical approach can lead research participants to take action to improve their situation.

In the third article, Bergmüller offers yet another approach to research, by presenting an empirical case study that evaluates the effects of a three-and-a-half-year NGO-school cooperation project focusing on the implementation of global education in schools. The article sets the research clearly within the context of how global education is approached within Germany and the pressures and opportunities for NGOs to collaborate with schools. Bergmüller provides both a discussion on her mixed methods case study and a discussion of the detailed findings such a case study provides. She also uses the documentary approach to analyse qualitative data from interviews, thereby providing a comparison to the approach of Scheunpflug, Krogull, and Franz. The article identifies issues with the cooperation between NGOs and schools that she traces back to trade-offs between formal and non-formal education, between knowledge and action, and between external enrichment and internal professionalization. Her findings show the difficulties in process management and how the intended cooperation impacts often seem not to live up to expectations. In light of this, she offers a number of suggestions for improving cooperation, such as strengthening curricula links within the school, NGOs working more closely with existing school structures, and understanding the need for longer-term planning.

Doug Bourn's article complements the other three in this issue by offering a discussion on the role of teachers as agents of change, based on a range of research evidence from initiatives mainly from the UK. The article therefore interrogates from another perspective issues of effective engagement with global learning and change motivated by a concern for social justice. Using the example of teachers, Bourn argues that they are seen as actors of change within programmes and projects on global learning, but often as some form of ideal global teacher. However, when their role is located within a process of learning, he sees three possibilities for teachers as

change agents: within the classroom, within the wider school, and within society as a whole.

The four articles offer different, but significant, perspectives on central questions for global learning on how to understand and to promote effective engagement and sustainable change. By highlighting processes of research or contributions of particular studies, they also open up the dialogue about how best to investigate issues within the field.

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