

The International Journal of Development Education and Global Learning

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Contents

- Editorial** 3
Douglas Bourn
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- Global Education *in statu nascendi*:
Some Reflections on Poland** 5
Katarzyna Jasikowska
Jagiellonian University, Poland
Jędrzej Witkowski
Centre for Citizenship Education, Poland
- College Course Curriculum and Global Citizenship** 27
Stephen Reysen
Loretta W. Larey
Texas A&M University-Commerce
Iva Katzarska-Miller
Transylvania University (USA)
- Understanding theories of international
development through role-play:
a critical discussion of a post-graduate seminar
activity exploring two contrasting theories** 41
Celia McMichael
La Trobe University, Melbourne, Australia
- Book Review** 55
Fran Martin

The International Journal of Development Education and Global Learning

The International Journal of Development Education and Global Learning was founded at the Development Education Research Centre at the Institute of Education, University of London under its Director, Douglas Bourn, in October 2008. This new internationally refereed journal publishes the outcomes of research and current debates on development education and related concepts such as global learning, global education and global citizenship. It is published three times a year (October/February/June).

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The International Journal of Development Education and Global Learning Editorial

This issue of the *International Journal of Development Education and Global Learning* includes three contrasting articles in terms of subject matter and methodology but all sharing a common theme of the challenges and impact of learning about global and development themes within education.

The first article on Global Education in Poland develops a feature of this Journal which has been to review the practices of development education and global learning in a range of countries around the world. A feature of this practice in many European countries has been the role, influences and impact of a range of stakeholders in determining global education strategies. The findings shared in this article are based primarily on interviews held with experts on global education in Poland. The main thesis of the paper is that the global education strategy agreed between the state and civil society was influenced by the changing nature of Poland's relationship to the rest of Europe, the involvement of international networks, the specific features of the national education system and the civil society dialogue. As more and more countries in Europe develop national strategies for global and development education, the necessity for reflection as to their contributions to broader discourses becomes ever present.

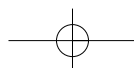
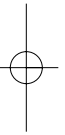
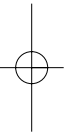
The second article looks at a specific college course in the United States in terms of the concepts and influence of global citizenship. This article builds on articles on earlier issues of the Journal on concepts of global citizenship and debates on global perspectives in higher education. Whilst there have been a number of articles in this Journal and elsewhere on the more theoretical debates around concepts of global citizenship in higher education, there has been very little in-depth and more quantitative based research. Here research is undertaken to assess students perceptions of global citizenship at the beginning and end of a college semester and the impact this had on a course syllabus. The conclusions of the article highlight the importance of learning and understanding about global issues to engender a students' sense of identification as a global citizen.

The third article from Australia also takes an example from a higher education course through reviewing the impact of a role-play activity as a mechanism for raising awareness and understanding about international development. Development education and global learning practice often promote the importance of looking at issues from different perspectives and to encourage participatory forms of learning. Key to the themes emerging in this article is the importance of seeing the relation-

*Editorial*

ship between role play and learning processes. International development themes can all too often be reduced to polar opposites. The research published in this article shows the complexity of learning and understanding perspectives that may be very different from one's own and how this issues are dealt with in an educational environment.

Finally this issue contains an in-depth review of Vanessa Andreotti de Oliveria's important new publication on Actionable Postcolonial Theory in Education. Vanessa's work is well known to readers of this Journal. She is Professor of Global Education at University of Oulu in Finland and here in one major volume that has already received one major award, is the summary of her main thinking. We recommend this book to all readers of the Journal.

*Douglas Bourn**Editor**Development Education Research Centre,**Institute of Education,**University of London*

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