

The International Journal of Development Education and Global Learning

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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 ninth issue of the Journal is deliberately larger in content than earlier volumes because we wanted to bring together a number of themes and trends that have been emerging in previous issues with a particular focus on publishing some major research.

The first article is a summary of research undertaken by colleagues from Florida State and Florida Atlantic universities. It examines the application of the concept of 'worldmindedness' with over six hundred prospective teachers. Key to their findings was the relationship to broader a world view with a range of language skills, gender, international experience, studying courses with a global orientation, had a politically progressive viewpoint.

The second article by Annette Scheunpflug builds on earlier discussions in the Journal on teacher education and is based on a presentation given at Indiana University in Bloomington. Its main theme is the importance of competencies of global learning for teacher education. She reviews the debates on education and globalisation and makes explicit reference to the need to recognise different ways of seeing the world.

The third article by Sicong Chen, based on a presentation at an Institute of Education, University of London conference on Education in a Globalised World in 2010, develops the discussions in this Journal on concepts of global citizenship in relation to higher education and the impact of international experience. Using the Oxfam framework for Global Citizenship, it analyses Chinese students perceptions of being a global citizen based on a visit to a UK university. It raises some major issues regarding perceptions as to the perceived relationships between identity, motivation for studying abroad and being a global citizen.

The final article is by Hanna Alasuutari and summarises her current thinking around her doctoral research on global education in Finland. It compliments articles in earlier issues that reviewed policies and strategies in Wales, Austria, Norway and Canada. Central to her article is the need in policies and programmes in global education to incorporate critical literacy and ethical intercultural learning. Emerging across these articles are a number of themes which the Journal is keen to continue to explore. They are:

- skills and knowledge to make sense of globalisation and the global society, particularly in terms of impact upon us as individuals and our own experiences:
- recognition that perceptions about the wider world are influenced by a wide range of factors, social, cultural and economic. For example the articles from the United States and the one on Chinese students show contrasting but yet in some cases similar viewpoints about engagement with global questions.
- Continuing influence of policy-makers and the impact this has in terms of strategies and practices in and around development education and global learning.

Above all these articles demonstrate the importance and continuing need for more research and evidence on theme this Journal is committed to exploring.

*Douglas Bourn,
Institute of Education, University of London*