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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 sixth issue draws together three articles exploring some of the key debates in the field of development education and global learning. The articles look at global citizenship education, development education and global learning, through empirical research and insider insight. They address potentials and constraints in relation to the nature of knowledge, processes of learning, pedagogic challenges, conceptual complexities and possibilities for change. All offer unique insights, but draw on themes and debates evident in previous issues of the journal.

The paper by Vanessa Andreotti, David Jefferess, Karen Pashby, Cash Rowe, Paul Tarc and Lisa Taylor asks the six authors how conflict and difference is conceptualized in global citizenship education (GCE) imaginaries in Canada. The responses are presented as five separate dialogues, highlighting a range of situated perspectives on working with difference in the authors' contexts of teaching and research on GCE in higher education. Framing the debate is a discussion on how GCE is conceptualised within Canada and how in certain circumstances it can reaffirm Canadian values and attitudes to the rest of the world. The paper highlights critiques of this privileging of Western knowledge and suggests a need for more complex and nuanced perspectives to be included within conceptualisations and practices of GCE in higher education. This paper is the first in a series of papers in the journal to look at GCE. It offers the readers an interesting insight into some of the complexities and challenges for researchers/practitioners working in the field.

Catharine Chaput, Michael O'Sullivan and Christine Arnold's article explores the potential for transformative learning through a short term study abroad course for visiting Canadian students in Cuba. In this context, transformative learning is defined as a deep, structural shift in basic premises of thought, feelings and actions which dramatically alters our way of being in the world. The two-week course explores global issues from the perspective of local (Cuban) inhabitants and includes a series of lectures on politics, history and culture, as well as visits to sites of interest. The article maps the experiences of two sets of university students and the extent to which transformative learning had taken place. In particular the authors ask whether transformative learning experiences can be achieved where liberal and neoliberal ideologies have a strong hold on student thinking. Indeed, they argue that the use of liberal discourse reduced the transformative potential of the students' global education experiences. The authors argue that long term engagement with a critical mass of educators who can challenge students' neoliberal perspectives and enable students to consider alternative worldviews may be a more effective way of achieving transformation. This paper builds on a body of work previously published (see Davies and Lam, 2 (2)) in the journal about the

learning experiences of students on and potential of short term study abroad programmes.

Neda Forghani-Arani and Helmuth Hartmeyer's paper explores the development of a national strategy for global learning in Austria. As insiders in the process of strategy development, the authors firstly map the development of the strategy, highlight its conceptual underpinnings and indicate how the strategy can be implemented. The authors then look at how the development of strategy on global learning can affect programmatic, policy and institutional change, and how through engaging with the strategy itself, the conceptual framework can alter. This article is one of an ongoing series of articles in the journal reviewing the nature of global learning in various countries (see Nygaard, 2 (1)). As such it brings us up to date with changes and developments in the global learning debate in Austria.

The journal was established to provide a platform for empirical research and to encourage theoretical debate in the field of development education and global learning. The articles in this issue have contributed to these aims, offering insight into the complexities of development education and global learning at a conceptual and theoretical level, but also in terms of teaching and learning practices. They draw on ideas and debates which will be explored further through future issues of the journal.

Frances Hunt

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