

International Journal of Development Education and Global Learning

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

This first issue of volume 5 represents a new partnership: the *International Journal of Development Education and Global Learning* is now being published by the Institute of Education Press. This publisher, based at the Institute of Education, University of London (IOE), has recently acquired the former publisher of the journal, Trentham Books. The name of Trentham Books will continue as an imprint of IOE Press, and we are pleased to report that Gillian Klein, Trentham's founder and director, will continue to be involved in the new arrangement.

For the editorial team and the board, this new relationship with IOE Press presents major new opportunities for the journal in terms of promotion, distribution, and the continued development of our exciting publication.

IOE Press, under its previous guise as IOE Publications, has already published *Development Education: Debates and dialogues* in 2008, and there are plans for further books on the theme of development education alongside the expansion of this journal.

We have now had 12 issues of the journal, and this therefore is the 13th. During our four years to date, we have tried not only to promote and encourage debate on development education and global learning, but above all to showcase research in a field that in the past, sadly, had barely been recognized within mainstream academic journals.

We can now report four years later not only a significant increase in the publication of articles in this journal but also in others covering the fields of education, development, and broader social theory. There has also been an increase in the number of books and chapters in broader educational volumes on development education and global learning. What is especially pleasing to report is that this increase in publication is of a global nature, with material coming from North America, Latin America, Southern Africa, and South Asia as well as Japan, Australia, and Europe.

This issue is an excellent representation of the increasing diversity and range of themes, topics, and methodologies that are coming to be associated with the

journal. It also builds on themes in previous issues and in the case of the article from colleagues at Texas A&M and Transylvania universities, continuation of topics and approaches covered by them in issue 4(3).

Development education and global learning themes have tended to focus on topics and subjects that can be seen as directly global in terms of content. Mathematics education, which is the theme of the first article, covers a topic that, although global, has rarely been discussed within academic research on development education. The article by Sigrid Schell-Straub, entitled 'Mathematics Education Meets Development Education: The competency "mathematical modelling" combined with global skills and competencies in a secondary school project in Germany', is therefore of considerable significance. It describes a scientific and practical journey through the worlds of mathematics education and development and global education. Through the exploration of 'mathematical modelling', the author describes a case study of a secondary school in Baden-Württemberg in Germany, highlighting the value of a holistic, self-organized learning process in which global and mathematical competencies and skills are combined. The article is also important because the author works for a non-governmental organization (NGO) and is an excellent example of the role such organizations can play in working with teachers and schools to bring global themes into a subject that the classroom teacher might not normally consider.

The second article, by Judy Bruce from Canterbury University in New Zealand, is on international volunteering, a theme that has been the feature of several articles in the journal to date. Entitled 'Service Learning as a Pedagogy of Interruption', it recognizes the potential value of such activity for developing an individual's understanding of the wider world, while posing some important questions regarding encounters with 'Others', building on the work of Emmanuel Levinas. The area of international volunteering and service learning has often been criticized for being paternalistic and reinforcing colonial relationships. Judy Bruce, while recognizing these criticisms, proposes an approach influenced by the work of Biesta and Sharon Todd, which shows that a recognition of difference can be of importance not only to service learning but also to discourses in and around development education more widely.

The third article, 'World Knowledge and Global Citizenship: Factual and Perceived World Knowledge as Predictors of Global Citizenship Identification' by Stephen Reysen and Shonda A. Gibson (Texas A&M) and Iva Katzarska-Miller and Braken Hobson (Transylvania University, Kentucky), builds on the article in issue 4(3) that was on concepts of global citizenship within colleges. This article examines the influence of factual and perceived world knowledge on global citizenship identification. Based on research at their own universities, the authors demonstrate

some valuable and important data on the relationship between perceived and actual world knowledge and global citizenship identification. This study raises important questions regarding where and how young people learn about and engage with global issues, and the relative influence of wider social factors alongside learning within a structured educational environment. It also identifies the importance of students' perceived understanding and the relationship of this to their sense of identity, including that of being a global citizen.

The three articles have a range of methodologies, theoretical influences, and subject matter, and this demonstrates that development education and global learning is not just about one discourse or approach but a multiplicity of perspectives and forms of engagement with global and development themes. Schell-Straub takes a case study approach, and her article has been noticeably influenced by concepts of modelling and debates on global education within Germany. Bruce's article is a more philosophical and theoretical contribution and shows a range of influences from post-structuralism to critical theory, as well as that of Vanessa Andreotti. The article by Reysen *et al.* is a more quantitative study and makes reference to the range of literature on global citizenship and global awareness.

Common to all three articles is the importance of learning about global and development issues and themes alongside the wider personal and social development of the learner and an understanding of their sense of place in the world. At a time when, in many countries around the world, there are dangers of social and cultural moves towards more inward-looking and potentially xenophobic attitudes to people from other countries, I hope the articles – and this journal more widely – will continue to demonstrate the importance of development education and global learning, not only in terms of making sense of what is happening in the world, but also of one's own individual relationship to it.

Douglas Bourn

Editor

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