

# Book Reviews

**Global Citizenship Education in Post-Secondary Institutions – Theories, Practices, Policies**, edited by L.Shultz, A.A.Abdi and G.H.Richardson, Peter Lang Publishing, New York, 282pp. ISBN 978-1-4331-1113-6

Over the last five years there have been a plethora of books, articles and policy papers addressing ‘internationalisation’ and ‘global citizenship’ within higher education. Most of these have come from a standpoint that is how best can universities respond to the challenges of globalisation, be more international in outlook and equip its graduates to have the skills to live and work anywhere around the world. Some such as Stearns (2009) have consciously looked at how universities and colleges, in this case in the USA, can change their focus and curriculum content. Maringe and Foskett (2010) address questions of marketisation, international student mobility and international collaboration from a range of institutions and countries. Trahar (2011) addresses the need to incorporate cross-cultural capability within learning and teaching. Unterhalter and Carpentier (2010) relates the debates about the future of higher education and wider questions such as the knowledge economy and increased global inequality.

Shultz, Abdi and Richardson in their edited volume take a different standpoint, drawing on critical pedagogy, post-colonial analysis and hermeneutic interpretation. The twenty chapters in the volume come mainly from authors linked to their University of Alberta, Canada, but also include chapters from academics from elsewhere in Canada, Finland, Brazil and Ghana. The volume is based on papers first presented at a conference in 2008. The University of Alberta is recognised as one of the leading universities in the world that is addressing global citizenship within higher education. Global Citizenship is also recognised within the mission statement of the University and it has run an International Education Week for over 25 years.

Most of the chapters in this volume take a critically reflective and analytical approach to Global Citizenship Education. This approach is of major importance to the debates on global perspectives and internationalisation in higher education for three reasons.

Firstly, it takes the debates forward on Global Citizenship within higher education to a new level, moving it beyond just a response to economic forces and policy programmes to wider pedagogical questions particularly with regard to valuing and recognising different voices and perspectives and the need for a more critically reflective approach.

Secondly, there is clearly throughout the volume the recognition of the need for a more transdisciplinary approach and to make connections to broader societal concerns of class, sex, race and gender.

Thirdly, whilst incorporating these theoretical approaches, it grounds the debates within concrete practices and examples, primarily within the University of Alberta but also other institutions and initiatives elsewhere in Canada and other places around the world.

Within this rich and excellent volume, well-known authors to this Journal have chapters that address concerns that we have covered. Vanessa Andreotti gives a post-colonial analysis of global citizenship education through a critique of policy initiatives in England. Lynette Shultz outlines her framework for discourses around global citizenship education. Shelane Jorgenson addresses the issues regarding student volunteering and personal experience.

There are three main themes to the volume:

- Theories and Conceptualizations of Global Citizenship Education
- Curriculum Issues and Programs
- Policy Issues and Responses

The chapters within the section on Theories addresses different conceptualisation of Global Citizenship Education, particularly in relation to debates around citizenship and critical pedagogy. These discussions are particularly important because in many of the debates around global citizenship within higher education there has to date been a greater emphasis on relationship to globalisation but relatively little in concepts of identity and engagement in society.

The section on Curriculum Issues and programmes includes some chapters reflecting on debates in England, Iran and Brazil as well as Canada. Whilst each of the chapters raise some valuable and interesting issues, there is perhaps in this section a lack of analysis of specific curriculum initiatives and subject areas in terms of Global Citizenship Education. The themes are debated in relation to subjects but more examples in terms of changes within curriculum and courses as a result of

including a Global perspective would have made the chapters in this section have wider educational relevance.

The third section is concerned with policy issues and includes some valuable comparative analysis of initiatives in UK and Canada as well as a chapter on perspectives from Zimbabwe.

For readers of the Journal, this excellent volume raises important debates around what global citizenship education means in the context of higher education. With so many chapters in a volume the only major disappointment could be that too many of the articles are rather short and the reader is often looking for more depth, greater clarity and more evidence of the impact of the initiatives within higher education. But these criticisms should not deflect from what I think it is probably the most important volume to be published on Global Perspectives and Higher Education within the plethora of publications in the last five years.

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### **References**

- Maringe, F. and Foskett, N. (ed.) (2010) *Globalization and Internationalization in Higher Education*, London, Continuum
- Stearns, P. (2009) *Educating Global Citizens in Colleges and Universities*, New York, Routledge
- Trahar, S. (2011) *Developing Cultural Capability in International Higher Education*, Abingdon, Routledge
- Unterhalter, E. and Carpentier, V. (ed.) (2010) *Global Inequalities and Higher Education*, London, Palgrave

## Also from Trentham

# Chinese Learning Journeys

## chasing the dream

edited by Feng Su

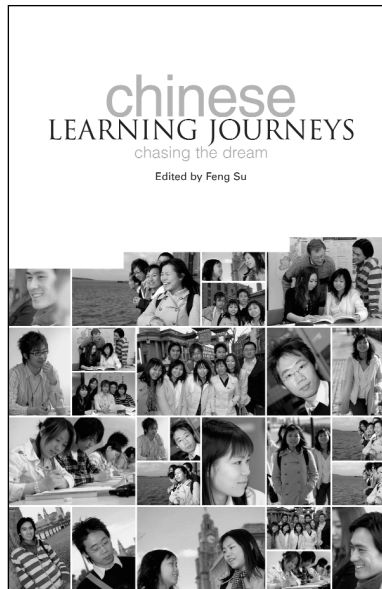
This edited book charts the learning journeys of eight Chinese students across national and continental boundaries and socio-cultural contexts and draws out the implications for higher education in the UK. All originally from mainland China, each contributor presents a reflective autobiographical account of their experiences of studying in both China and the UK. Their reflections are structured around the turning points and life changing choices they have made in chasing their dreams.

This exciting and original book deepens and broadens our understanding of the overseas student experience and how this is shaping the aspirations of a future generation of Chinese citizens. Their dreams of the future will affect not only their own fates but also the future of Chinese civil society. It is this generation – informed by international travel and overseas study – that will play a leading role in the creation of the new China. They constitute its emergent intellectual and professional cadre.

*Chinese Learning Journeys* offers a scholarly resource for the academic research community. It provides higher education practitioners with important insights into the cultural backgrounds and aspirations of overseas students. Those responsible for overseas student recruitment and welfare will find it invaluable, as will those working in areas of language support and academic writing.

Feng Su, who is himself chasing the dream, is Research Fellow at Liverpool Hope University, specialising in cross-cultural learning contexts and learning development in higher education settings. He is co-editor (with Bob Adamson and Jon Nixon) of *The Reorientation of Higher Education: compliance and defiance*.

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