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Printed in Great Britain by Cpod, a division of the Cromwell Group, Trowbridge, Wiltshire

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Volume 2 Number 2 2010

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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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## **Subscriptions**

*The International Journal of Development Education and Global Learning* is published by Trentham Books at an annual subscription for three termly issues.

**Institutions:** £60.00 (UK), £70.00, \$105, €77 (overseas)

**Private addresses:** £42.00 (UK), £52.00, \$78, €57 (overseas)

Back issues: £21.00, \$31.50, €23

ISSN 1756-526X (print)

ISSB 1756-5278 (online)

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# The International Journal of Development Education and Global Learning Editorial

This fifth issue brings together some of the major debates related to areas of interest of our journal. Namely, development education and related discourses of global learning, global education and global citizenship are explored by looking at the linkages to broader theories of knowledge from the perspective of postmodernism, in relation to the role interculturalism in higher education plays in global sustainable development, and finally through an assessment of the potential links between personal experience and deepening understandings of development.

Vanessa Andreotti outlines the need to re-conceptualise knowledge, learning and identities in the context of frameworks of 'cognitive adaptation' and 'epistemological pluralism'. She argues that while both perspectives align in their conceptualisation of knowledge, learning, reality and identities as socially constructed and provisional, they are at the same time motivated by different conceptualisations of social problems and envisaged solutions. She then explores the tensions this creates through the example of the Thinking Together project in New Zealand. In doing so, the paper takes forward important aspects of her thinking which were previously outlined in this journal<sup>1</sup>.

Jagdish Gundara and Namrata Sharma explore the importance of the inclusion of discourses around culture within education for sustainable development initiatives in higher education. They argue that the sustainable development agenda is too often narrowed to focus on 'green' issues, despite a clear need for attention to social diversity and the inclusion of diverse forms of knowledge. The paper is based on Professor Gundara's lecture at the 'Shifting Margins, Shifting Centres: Negotiating Difference in Education in the Twenty First Century' conference which was held at the Institute of Education in London in September 2008. The spirit and approach taken in that lecture is, as far as possible, reproduced in the article.

Daniel Davies and Elaine Lam's article is based on a report of study visit to Zambia by a group of undergraduate education students from Bath Spa University (UK). It specifically addresses the role of personal experience in understanding development issues and challenging preconceptions of the South. Given the growing popularity of international educational exchanges both in higher education and at other levels, the research highlights a number of key issues for further consideration. In particular, the research questions whether simple exposure to different cultures can dismantle stereotypes.

This journal was established with the aim of not only promoting debate on development education and its related adjectival educations, but also deepening its theoretic

tical base, demonstrating its contribution to education at all levels, and above all to gathering evidence through published research of its contributions to building understanding and deepening learning about global and development matters. The three articles in this issue, in very different ways, contribute to these aims by illustrating that development education is at the cutting edge of major debates about the purpose and role of learning, by exploring the relationships between knowledge, identities and different viewpoints, and by interrogating the global ideological influences that impact upon our understandings of the wider world.

*Douglas Bourn and Nicole Blum*

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### **Note**

<sup>1</sup> See Andreotti, V. and de Souza, L.M. (2008) Translating theory into practice and walking minefields: lessons from the project 'Through Other Eyes'. *International Journal of Development Education and Global Learning* 1(1): 23-36.