

Book Review

Education in a Global Space. Research and Practice in Initial Teacher Education. Edited by Wisely, T.L.K., Barr, I.M. and King, B. Edinburgh, Scotland: Ideas for Global Citizenship, 2010, pp 240. ISBN: 978-1-899136-16-2

This book results from the International Development Education Association of Scotland (IDEAS) project 'Taking a Global Approach to Initial Teacher Education', funded by the U.K. Department for International Development. It collects twenty-three articles in three sections, with a conclusion about Education for Global Citizenship and Sustainable Development (EGCSD) in teacher education. The authors, professors in Scottish universities, public officials and educators, regard teachers and teacher educators as key players in promoting students' understanding of the interconnectedness of human lives and our subjection to global economic, social, political and environmental forces. The book calls for a transformative pedagogy that engages students in civic action. It begs the question: How will schools share in the development of skills, attitudes and values necessary for individual self-control and power sharing, and cooperative work required for socially-just social change and the creation of sustainable societies?

Charles Hopkins, UNESCO Chair in Reorienting Teacher Education towards Sustainability and Rosalyn McKeown, Secretariat of UNESCO International Network on Teacher Education, set the tone of the volume in the Preface. They advocate for new teaching perspectives and practices, as they recognise the diversity of teacher certification standards and dispositions across national contexts and point to the one shared value, the demand for teacher quality. What constitutes teaching must move from a traditional *mechanistic view* (teaching focused on transmission, product-orientation, functional competence, and on teaching more than on learning) towards an *ecological view* (teaching as transformational and process-oriented, with teachers as learners demonstrating not only functional but also critical and creative competencies). Hopkins and McKeown agree with Victor Nolet that teaching is the 'ultimate green profession'. Teacher education must foster an understanding of sustainability both globally and locally, through offers of interdisciplinary coursework and materials made widely available. Active, questioning, and transformative pedagogical practices about sustainability must include participatory learning, decision-making, examination of personal values, and access to social justice education engaged in equity issues.

The opening section, 'Framing the Global', gathers works on interpretations and ways of implementing EGCSD in Scottish teacher education. Priestley, Biesta, Mannion, and Ross identify global citizenship education as developing from the scholar lineages of environmental education, development education, and citizenship education. They make an important distinction between social and political understandings of citizenship which imply differing approaches to citizenship education and corresponding effects on student identity. They warn about the dangers of a social understanding of citizenship as doing good work in the community. This sense of citizenship highlights social integration, sameness, and individualism, and calls for citizenship education to focus on outcomes like civic competence and consensus-building and character traits such as obedience and patriotism. On the other

hand, a political understanding of citizenship focuses on plurality and difference, with citizenship education then becoming process-oriented and focused on democratic debate and action.

How to frame global citizenship education is one of the challenges of EGCSd. The perceptions of teacher educators, teachers and student teachers are discussed in section 2, 'Surveying Attitudes towards the Global'. In studies by Britton and Blee of the University of Glasgow, and Miller, Wakefield and Bunn of the University of Dundee, Scottish undergraduate students in teacher education were found to overwhelmingly support the ideas of EGCSd. Teacher candidates intent on obtaining their degrees were also clear about limitations such as competing priorities of a school curriculum that privileges literacy and numeracy over other areas. Britton and Bree (p.78) conclude that 'curriculum frameworks alone, however well devised or justified [do not] capture the richness, value and complexity of effective global citizenship education'.

Concerns are expressed in studies of teachers and teacher preparation in Geography, Science, and Design and Technology. McLaren's research ('Challenges for Design and Technology Education: A Changing Paradigm') discusses three categories of teachers that offer a productive way of thinking about change in teacher preparation and professional development. Some teachers may become *devotees*, those who believe the sustainable development provides a vehicle for curriculum coherence; *seekers*, those who are scouting for doing something new in their fields; and *surfers*, who may jump into it as something new but then look to move on. Framing sustainability as a (passing) 'movement' represents a barrier to taking it seriously in terms of curricular change.

Chapters in 'Enacting the Global Through Pedagogy', the last section of the book, put forward '...a range of perspectives on what might count as effective pedagogy in embedding a global dimension in learning in Initial Teacher Education (ITE)' (p.159). It is clear that Scotland's groundbreaking national initiative, *Curriculum for Excellence* (2004), for youth age 3 to 18, places pedagogy at the center of curricular reform. Boyd, Emeritus Professor from the University of Strathclyde, discusses its courageous principles: depth; challenge and enjoyment; relevance; and personalisation and choice. His research shows that global issues do concern young people. Traditional teaching methods, however, do not foster problem-solving and creativity. He supports a Freireian-like active, dialogical and cooperative pedagogy where community of inquiry, links with the outside world, and commitment to values become the essential elements of the global classroom.

All authors here call for time-tested as well as new progressive educational methods: the project method (Wrigley, p.170); the Humanities Curriculum Project of Lawrence Stenhouse (Humes, p.176); a pedagogy for global intimacy with citizenship education encouraging students to take global responsibility as they regard the 5 Cs – Complexity, Connection, Care, Citizenship and Consequence of Actions (Higgins, p.183); and affective mapping of emotional response to place through community walks (Curtis, p.190), based on the work on personal geographies by Margaret Roberts. Other featured research studies address early childhood education, web resources for self-regulated learning in EGCSd, and an interdisciplinary course in teacher education on science, citizenship and sustainability. l'Anson closes with a call to re-imagining cultural differences, in a move from emphasising world *views* to stressing world *making*. The Western imaginary can be contested through media literacy, when 'the use

of moving image technologies refigures traditional orderings as young people seize opportunities to invent new scenarios, acknowledge different kinds of expertise whilst gaining insight into how sense is constructed through the bringing together of different modes in film making' (p.228).

In the volume's conclusion, the editors discuss four themes arising from the chapters: 1. *Transformation* of society and education as we create sustainable solutions for living and learning; 2. *Values and ethics*, with wisdom, justice, compassion and integrity becoming choice values in Scottish education; 3. *Pedagogy and curriculum* changes that involve new ways to practice active, inquiry-based teaching and learning with greater focus on 'generative topics' than on traditional subjects, and addressing the controversial topics related to global issues; and, 4. *Interconnectedness* across school learning experiences, not only among subjects but also current issues and events. In addition, Wisely *et al* write, 'The connections between ever greater globalised economic activity and climate change and biodiversity loss as well as the disconnect between the drive for development and the existing global social and economic inequities require attention' (p.235). They suggest practical steps for the development of EGSD as a field in teacher education, and design a hopeful vision where all teachers in all subjects are able to address global issues self-assuredly.

Reading this book as a teacher educator in the United States, I have come to regard Scotland as a trailblazer in education for global citizenship and sustainability. I hope *Education in a Global Space* will serve as a model for the development of much needed new American national standards in teacher education. These could help to move the country's teachers, students, and the public to greater knowledge and appreciation of our diverse global community and the economic, political and environmental challenges we face together.

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Education, Community Engagement and Sustainable development – Negotiating Environmental Knowledge in Monteverde, Costa Rica by Nicole Blum, Springer, Dordrecht, Heidelberg, London, New York, 2012, 163pp. ISBN: 978-94-007-2526-3

Education has been critical for promoting sustainable development and improving the capacity of people to address environmental and developmental issues. It has been also critical for achieving environmental and ethical awareness and nurturing values, attitudes, skills, and behaviour consistent with sustainable development and effective public participation in decision-making. Therefore, it is essential that the reorientation of education towards sustainability involves all levels of formal, non-formal and informal education.

Education, Community Engagement and Sustainable Development is intended for a wider audience interested in education, development, environment and sustainability. The author has been actively engaged in research on environmental education and education for sustainable development from the standpoint of educational ethnography and is also interested in issues related to the anthropology of development and access to and participation in education. The book is based on the author's doctoral work conducted in the Department of Anthropology at the University of Sussex (UK). In her work, the author employed a broad ethnographic approach to explore environmental education and learning, conducting fieldwork entailing the key methods of participant observations and interviews

over the course of a year (September 2002-September 2003), which she spent in a rural mountain community in Monteverde, Costa Rica.

The book, organised in six chapters, comprises three central arguments and examines environmental education in the three key settings of formal education, NGO programmes, and education in public spaces. While the three central arguments flow from chapter to chapter, they are designed in such a manner that the three chapters dedicated to each of the three key educational settings (Chapters 3, 4, 5) can stand alone and 'busy readers' interested in a particular setting can read the relevant chapter by itself with only slight loss of linkages and background details.

The introductory chapter provides an overview of the author's ethnography fieldwork in Monteverde focusing on environmental education and learning. The chapter also sets forth the central 'argument' and explains the significance of the author's study with regard to environmental learning in each of three aforementioned educational settings. After first pointing out the need for researchers to take a broader perspective when approaching this topic, the author explains how her research has focused on the relationship between theory and practice and is based on long-term data collection in a variety of different educational sites. Second, after spelling out the need to understand environmental learning as a process and to view learners as active participants, the author articulates the need for research, policy, and practice to recognise multiple and diverse approaches to environmental education at the level of individual learners and communities. Finally, the author makes the case that the practices and perspectives of environmental education are embedded in particular social, historical and economic contexts, and, therefore, that is important for any comparative work to acknowledge that what constitutes appropriate programme content or teaching methods is deeply connected to the specific context in which they occur. Such an approach is all the more important in the present day because the tide of globalisation and intensifying regional unification tends to discourage awareness of specific identities.

Chapter 2, titled 'Education, Environment, Development and the Costa Rican State,' outlines the history of education and educational ideology in Costa Rica. The chapter provides ample information regarding the historical, political, social, educational, and regional background of Costa Rica and identifies several reasons why environmental education has proven to be so popular with both policy makers and the public in the context of complex relationships within Costa Rican society and despite infrastructural limitations. The country's long-standing emphasis on citizens' entitlement to education has cultivated a high level of environmental awareness. While environmental education is strongly supported by the Costa Rican State and the general public, the responsibility for its implementation falls overwhelmingly on schools and classroom teachers.

Chapters 3, 4, and 5, respectively titled 'Environmental Education in Schools,' 'Environmental Education and Conservation Organisations,' and 'Environmental Knowledge in Public Spaces,' constitute case studies of environmental education in schools, community organisations, and public educational spaces in a single Costa Rican community. These chapters offer numerous hints to other communities working towards sustainable development and to researchers or practitioners interested in engaging in such communities.

Chapter 3 introduces Monteverde and makes the point that the diverse array of individuals and organisations who constitute its community and who are actively engaged in education,

conservation and international linkages allow for the investigation of environmental teaching and learning from a more holistic point of view. Monteverde's schools have strong ties to the state, and teachers' decisions regarding curriculum implementation classroom practices are impacted by local social and economic relationships. The chapter includes numerous quotes from teachers expressing their own ideas and perspectives, which helps put the reader in the teachers' shoes and to connect them with the teachers' experiences. In addition to formal education programmes, local NGOs play an important role in environmental education by supporting state and private schools in the community. Chapter 4 explores the debate between advocates of the educational perspective who emphasise the teaching of science concepts in school and advocates who emphasise the formation of more active links to environmental and social issues through analysis of case studies of environmental educators from two conservation organisations working in Monteverde. The author concludes that environmental education serves a focal point for the discussion regarding the natural world and humans' relationships to it and the wider struggle over control of local development and environmental management. Chapter 5 describes how Monteverde community members participate in and learn about environmental management and community development in public spaces. Their knowledge and learning generates public opinion and impacts the implementation of community projects as well as the content and pedagogical orientation of environmental education in local schools and conservation organisations.

These three chapters rely heavily on anecdotal stories regarding environmental education in Costa Rica. While some readers might feel these chapters lack academic integrity, as explained by the author, research based on ethnographic storytelling uses rich data from narratives collected during the author's intensive interviews and visits with policy-makers, educators, local environmental project co-ordinators, NGO directors and staff, conservation and protected area managers, scientists and other researcher, tourist-related business owners, and government officials.

The last chapter reflects on the main arguments of the book and suggests areas for future research. The author acknowledges the limitations of her research, noting that while her intent had been to also explore the relationships between environmental education and various dimensions of social inequality including gender, ethnicity and socio-economic status (which have long been key areas of concern in mainstream educational research), she was unable to do so due to time constraints and lack of access. It is widely known that gender is a key dimension that must be considered to successfully achieve sustainable development and a sustainable environment. Given that women remain excluded from education and training opportunities and are largely absent from all levels of policy and decision-making with respect to natural resource and environmental management, it is hoped that further research will be conducted on the relationship between environmental education and gender equality.

Overall, the book is well-organised and (i) provides the reader with an opportunity to consider what can be done to create healthy local communities, resolve conflicts in our everyday lives and in society, and nurture community and environment and (ii) serves as an example (and makes the case) for adopting an interdisciplinary and holistic approach to research that emphasises involvement and relationships or an approach based on linkages and synergistic relationships among various sectors of society.

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