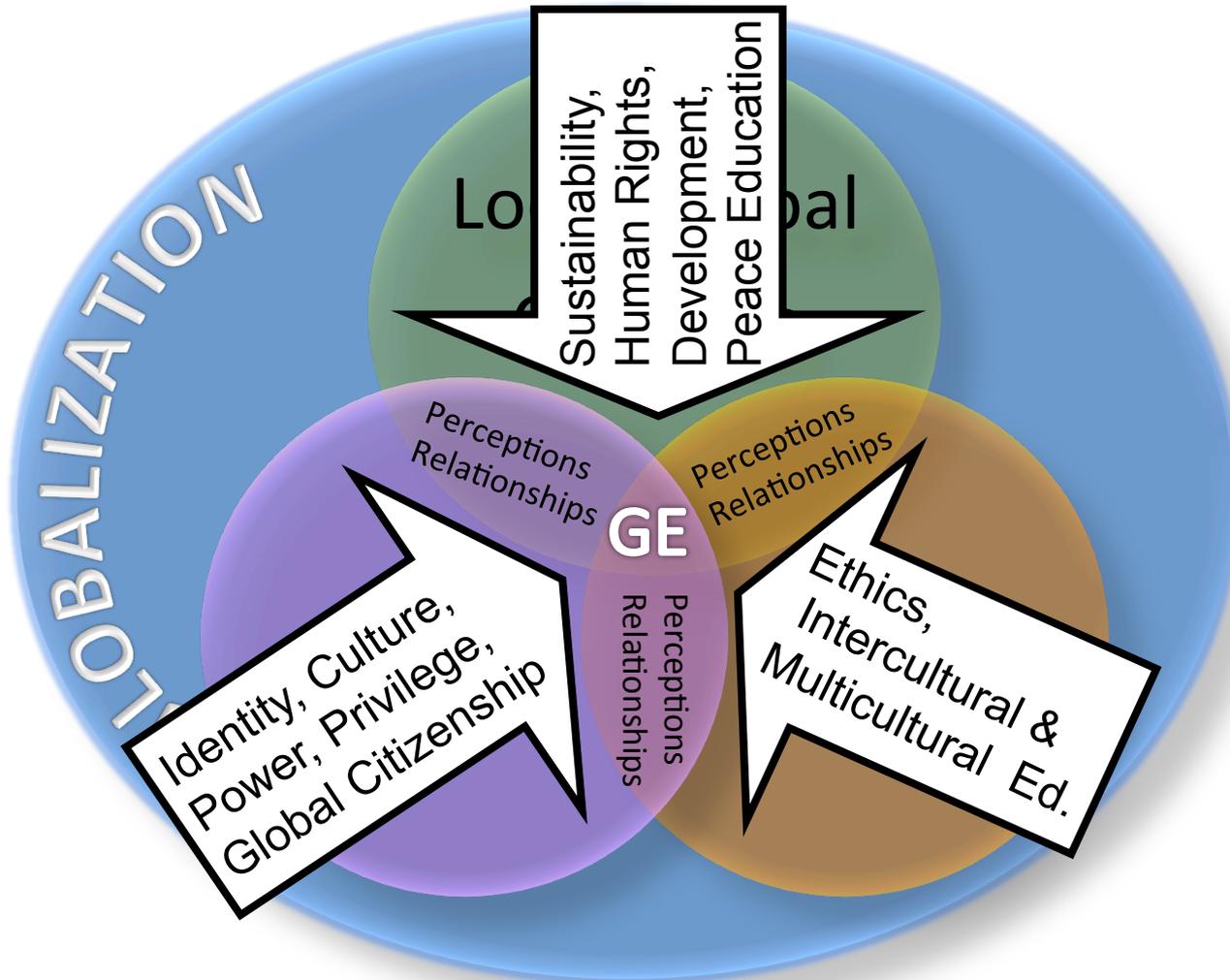


Global Education (GE)

(Andreotti, Souza, Räsänen & Forghani, 2007)



GLOBALISATION:
rampant capitalism,
vast international
migration, ecological
fragility, technological
interconnectivity,
cultural hybridity and
reconfiguration of
political power (Todd,
2008).

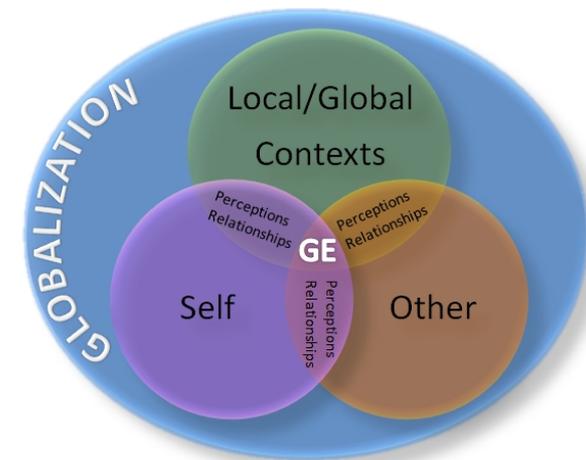
PERCEPTIONS & RELATIONSHIPS grounded in different ways of being, knowing and seeing.

Global Education:

EDUCATION & GLOBALIZATION

5 Dimensions (Hanvey 1982):

1. Perspective consciousness
2. State of the planet awareness
3. Cross cultural awareness
4. Knowledge of global dynamics
5. Awareness of human choices

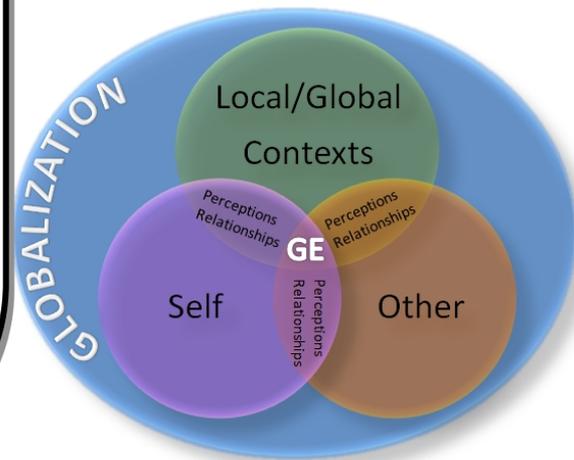
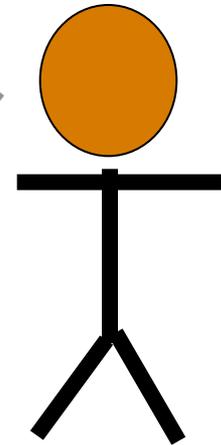


Global Education:

EDUCATION & GLOBALIZATION

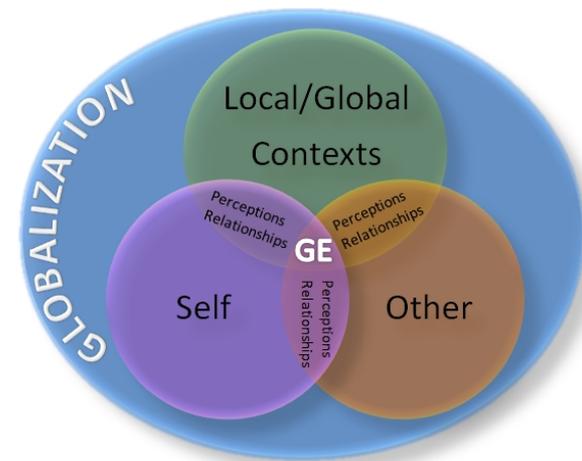
- 80% of the knowledge that I will need when I am 18 has not been thought of yet.
- If I need an answer to a question, I *google* it. I know there are many perspectives on any issue.
- My mind is trained to interact with virtual games and I get bored easily.
- I have lived in 6 different places and changed school 5 times in 8 years.
- School is where I say what the teacher wants to hear. Real learning happens in other places.
- I will have had around 36 jobs by the time I am 40.
- The world looks pretty messed up. How did you adults allow it to be like that?
- I sometimes find it difficult to relate to other people and to understand my own feelings.
- I often look for a sense of security in my peer groups rather than my own sense of self.

WHAT CAN YOU DO FOR ME?



Global Education: EDUCATION & GLOBALIZATION

Recent theoretical arguments related to societal changes in the 'knowledge society' and postmodernity emphasise the **need for a re-conceptualisation of knowledge and learning in educational policies and practices in contemporary '21st century' societies** (see for example: Richard and Usher 1994; Cope & Kalantzis, 2000; Gee, 2003; Gilbert, 2005; Hargreaves, 2003; Lankshear & Knobel, 2003; OECD, 2000; UNESCO, 2005; Andreotti & Souza, 2008).



Global Education: KNOWLEDGE AS A NOUN OR A VERB?

KNOWLEDGE IS A NOUN

exists 'out there' and can be discovered
is a collection of facts
develops to be stored & accumulated
is passive

KNOWLEDGE IS A VERB

is socially constructed
is a collection of inter-related ideas
develops to be replaced
does things

VS.

(Gilbert 2005)



Knowledge
(milk)

'INDUSTRIAL'
20TH CENTURY



Knowledge as process

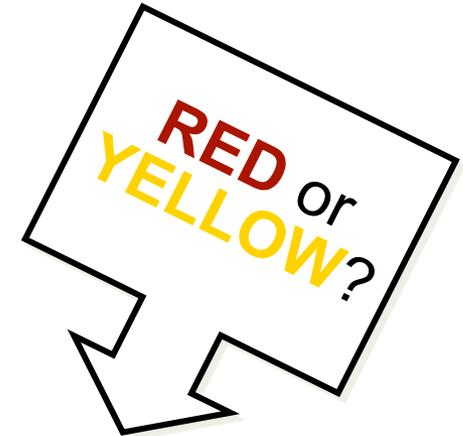
'POST-INDUSTRIAL'
21ST CENTURY

Global Education: KNOWLEDGE AS A NOUN OR A VERB?

Society is something to be fixed into one normative order, which creates the desire for certainty, consensus and harmony (one lens)

Implications for
DEVELOPMENT EDUCATION?

VS.

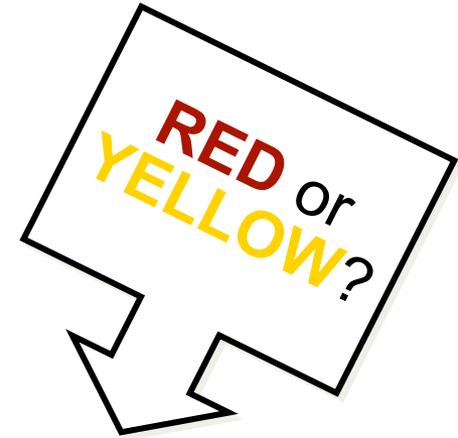


Society is complex, multiple and always changing: ideas of what is real and ideal are constructed by different communities (multiple lenses)

Global Education: KNOWLEDGE AS A NOUN OR A VERB?

Answers are always partial, provisional and context dependent

vs.



Answers are right or wrong independent of context.

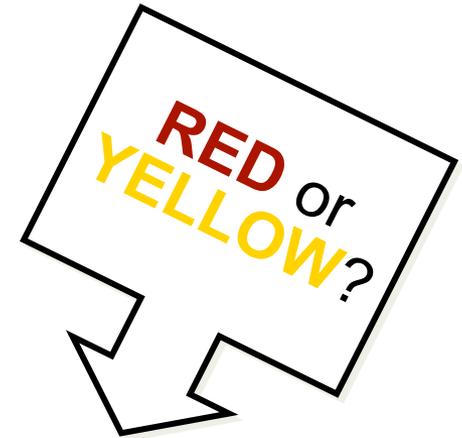
Implications for
INTERCULTURAL EDUCATION?

Global Education: KNOWLEDGE AS A NOUN OR A VERB?

Consensus (elimination of difference) is the only desirable outcome of conversations and clashes of perspectives (conflict) need to be 'resolved'

Implications for
PEACE EDUCATION?

vs.



Consensus is desirable in certain contexts, not in others; the capacity to live with and learn from dissensus is a 'key competency' which requires seeing conflict as an opportunity for learning

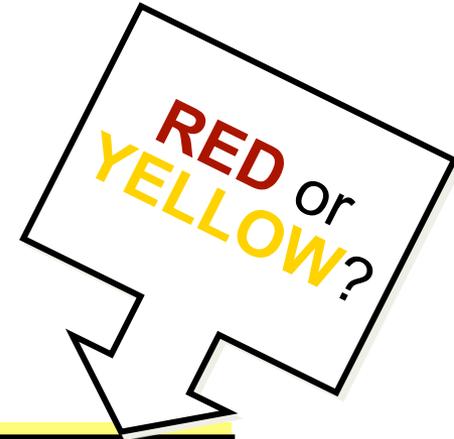
Global Education: KNOWLEDGE AS A NOUN OR A VERB?

Identities are stable and based on cumulative (innate or learned) attributes related to culture/nationality or ethnicity

vs.

Identities are socially 'constructed' and context dependent, and therefore multiple and open to reconstruction and negotiation (fluid)

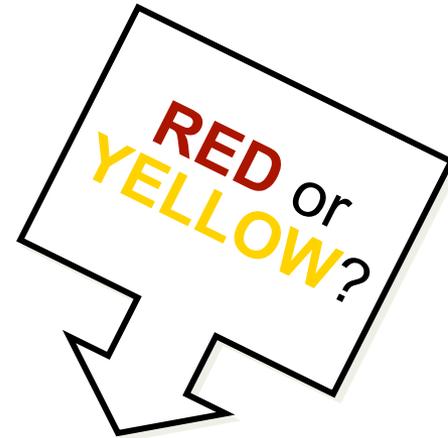
Implications for
MULTICULTURAL EDUCATION?



Global Education: KNOWLEDGE AS A NOUN OR A VERB?

Learning is the transmission or 'construction' of 'already known' knowledge

vs.



Learning is 'negotiation' of meaning and the 'creation' of knowledge (weaving different threads together for a specific purpose)

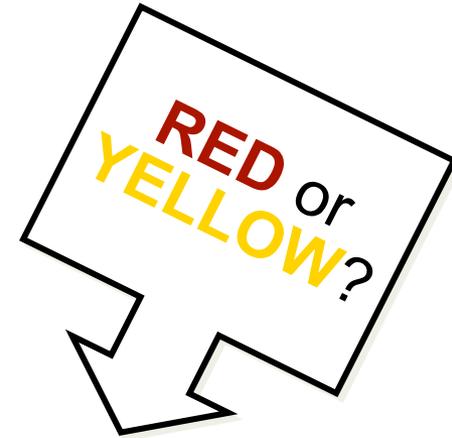
ETHICAL implications?

Global Education: KNOWLEDGE AS A NOUN OR A VERB?

Teacher education is about preparing students to reproduce existing 'best practices'

vs.

Implications for
TEACHER EDUCATION?



Teacher education is about preparing students to respond to the changing needs of diverse learners and societies (for 'next practices')

Global Education: EDUCATIONAL CHOICES

(Andreotti & Souza, 2008)

	One Right Answer	Possibilities dependent on context
Education 1 Think as I do and do as I say	A	B
Education 2 Think for yourself & choose responsibly what to do	C	D

Global Education: EDUCATIONAL CHOICES

I teach my students that people in poorer countries lack technology, education and proper work habits. I make sure my students understand that we have a moral obligation to help them by providing assistance through charity and expertise.

I teach my students that they need to be critical thinkers – to separate facts from opinions and to search for impartial, objective information to construct their arguments. I believe rational and scientific thought is the only way to achieve a just and prosperous society.

Global Education: EDUCATIONAL CHOICES

I teach my students that textbook history is always told from the point of view of the winners and that the perspective of the oppressed peoples are seldom promoted. So, I teach my students the perspective of the oppressed. I want them to be willing to fight for social justice.

I teach my students that there are always different perspectives on any issue and that whatever choice they make they will affect other people. My job is to help them realise that and create spaces for them to develop the skills to engage with this complexity and make choices that are better informed.

Global Education: predispositions, competencies, knowledges

PREDISPOSITIONS

COMPETENCIES

KNOWLEDGES

Global Education: READING

Andreotti, V., Souza, L. (2008). Global learning in the knowledge society: four tools for discussion. Journal of Development Education Research and Global Education, 31:7-12.

Gilbert, J. (2008). Catching the knowledge wave: redefining knowledge for the post-industrial age. Education Canada, 47(3):4-9.

Hanvey, R. (1982). An attainable global perspective. Theory into Practice, 21(3): 162-167.

Resource (NZ): Global Education: Transforming the world through community education (Global Perspective Magazine)