

Global Education Horizons: tools for discussion of methodological issues

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First proposed discussion: the aim and context of global education

Tools (fixed and stable content and skills) to conform to a predetermined idea of society

To adapt to and reproduce pre-existing and time-tested models, processes, organisations, relationships, to absorb and articulate legitimate universal and objective knowledge

Structured, evolving in a foreseeable way, comprehensible and apprehensible as a whole, grounded, universal meanings

EQUIPPING learners to **PARTICIPATE** in a **GLOBALISED WORLD**.

Tools (languages, concepts, strategies) to address complexity, difference and uncertainty

To assess information, to make connections, to re-contextualise, to live with difference, to address conflict, to (self) criticise, to update, to generate knowledge, to perceive and shift positions/perspectives

Complex, uncertain, situated, different interpretations, dynamic, interconnected, emergent, meaning attributed in context

Second proposed discussion: meanings of development and of education

	Development 1 One way to develop Single line towards progress	Development 2 Many ways to develop Self-determination
Education 1 Think as I do and do as I say.	A	B
Education 2 Think for yourself and choose what to do.	C	D

Third proposed discussion: key distinctions

1. Lobbying, campaigning, advocacy

Convincing someone to do something

2. Raising awareness and providing information

Presenting a (partial) perspective

3. Education

Equipping people to participate in the debate

Fourth proposed discussion: ideas of society and education

	Humanist focus	Social Reconstruction focus	Difference Focus
Sees society as	A community of EQUAL INDIVIDUALS with the same needs (the purpose is to end conflict)	A DIVERSE community of GROUPS with different needs (the purpose is to achieve justice and equity)	A diverse and complex WEB of RELATIONS where everyone is different (the purpose is to create new ways of being, seeing, knowing and relating)

Resources:

www.osdemethodology.org.uk (schools and HE)

www.throughothereyes.org.uk (teacher education)

www.criticalliteracy.org.uk (academic journal)

THANK YOU!

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UNIVERSALISM

My perspective is universally right, others are simply wrong, everyone should think like me

ABSOLUTISM

FUNDAMENTALISM

EUROCENTRISM

RELATIVISM

All perspectives are relative, therefore I cannot question or criticise any culture

EVERYTHING GOES

PARALYSIS

NO ONE CAN INTERVENE

CRITICAL LITERACY: *critical engagement* with own perspectives and the perspectives of others