

# CPASG552A: Principles and Practices of Development Education

Module Leader: Nicole Blum.

Module Start Date: October 2017.

---

View Online



[1]

Amy Skinner ; Nicole Blum ; Douglas Bourn 2013. Development Education and Education in International Development Policy: Raising Quality through Critical Pedagogy and Global Skills. *Revue Internationale de Politique de Développement*. 4.3 (2013).  
<https://doi.org/10.4000/poldev.165410.4000/poldev.1654>.

[2]

Andreotti, V. 2011. Relativizing Western Knowledge Production in Spaces of Dissensus: The OSDE Methodology. *Actionable postcolonial theory in education*. Palgrave Macmillan. 191-215.

[3]

Andreotti, V. 2006. Soft versus critical global citizenship education. *Policy and Practice: A Development Education Review*. 3, (2006).

[4]

Andreotti, V. 2006. Theory without practice is idle, practice without theory is blind': the potential contributions of post-colonial theory to development education. *Development Education Journal*. 12, 3 (2006), 7-10.

[5]

Aubrey, M. 2015. CLICK: Arts education and critical social dialogue within global youth work practice. *International Journal of Development Education and Global Learning*. 7, 1 (June 2015), 71-91. <https://doi.org/10.18546/IJDEGL.07.1.05>.

[6]

Ballin, B. et al. 2016. 80:20: development in an unequal world. 80:20 Educating and Acting for a Better World and Teachers in Development Education.

[7]

Bawtree, V. and Rahnema, M. 1996. The post-development reader. Zed Books.

[8]

Bentall, C. and McGough, H. 2013. Young People's Personal Engagement with Global Learning in Further Education. International Journal of Development Education and Global Learning. 5, 3 (Sept. 2013), 46–67. <https://doi.org/10.18546/IJDEGL.05.3.04>.

[9]

Biccum, A. 2010. Marketing development: a "new" national narrative. Global citizenship and the legacy of empire: marketing development. Routledge. 50–75.

[10]

Blum, N. 2012. Education, community engagement and sustainable development: negotiating environmental knowledge in Monteverde, Costa Rica. Springer.

[11]

Boix Mansilla, V. and Jackson, A. 2011. Educating for Global Competence: Preparing Our Youth to Engage the World. North-South Centre for the Council of Europe.

[12]

Bourn, D. 2008. Development Education: Towards a re-conceptualisation. International Journal of Development Education and Global Learning. 1, 1 (Jan. 2008), 5–22. <https://doi.org/10.18546/IJDEGL.01.1.02>.

[13]

Bourn, D. 2015. What is Meant By Development Education? The theory and practice of development education: a pedagogy for global social justice. Routledge.

[14]

Bourn, D. and Kybird, M. 2012. Plan UK and Development Education – the contribution of an international development organisation to learning and understanding about global and development issues. *International Journal of Development Education and Global Learning*. 4, 2 (May 2012), 45–63. <https://doi.org/10.18546/IJDEGL.04.2.04>.

[15]

Brookings Institution 2017. *Measuring Global Citizenship Education: A Collection of Practices and Tools*. Brookings Institution.

[16]

Bryan, A. 2008. Researching, and searching for, international development in the formal curriculum: Towards a post-colonial conceptual framework. *Policy and Practice: A Development Education Review*. 7 (2008), 62–79.

[17]

Campbell, M. and Hourigan, N. 2008. Institutional cultures and development education. *Policy & Practice: A Development Education Review*. 7 (2008), 35–47.

[18]

Creswell, J.W. 2014. The selection of research design. *Research design: qualitative, quantitative, and mixed methods approaches*. SAGE. 3–23.

[19]

Crompton, T. 2010. *Common Cause | The Case for Working with Values and Frames*. WWF-UK.

[20]

Darnton, A. and Kirk, M. 2011. Finding Frames: New ways to engage the UK public in global poverty. Bond.

[21]

Davies, D. and Lam, E. 2009. The Role of First-hand Experience in the Development Education of University Students. *International Journal of Development Education and Global Learning*. 2, 2 (May 2009), 35–52. <https://doi.org/10.18546/IJDEGL.02.2.04>.

[22]

Davies, L. 2006. Global citizenship: abstraction or framework for action? *Educational Review*. 58, 1 (2006), 5–25. <https://doi.org/10.1080/00131910500352523>.

[23]

Denscombe, M. 2010. *Design. Ground rules for social research: guidelines for good practice*. Open University Press. 99–115.

[24]

Department for International Development - GOV.UK:  
<https://www.gov.uk/government/organisations/department-for-international-development>.

[25]

Development Co-operation Directorate (DCD-DAC) - OECD: <http://www.oecd.org/dac/>.

[26]

Development Education Ireland: <http://developmenteducation.ie/>.

[27]

Dillon, E. 2016. Development Education in Third Level Education. Development Education in Theory and Practice: An educator's resource. UNIDEV, NGO Support Centre (Cyprus), Kimmage Development Studies Centre, Pontis Foundation (Slovakia). 11–43.

[28]

Dogra, N. 2011. The mixed metaphor of 'third world woman': gendered representations by international development NGOs. *Third World Quarterly*. 32, 2 (2011), 333–348.  
<https://doi.org/10.1080/01436597.2011.560472>.

[29]

Eten, S. 2015. The Prospects of Development Education in African Countries: Building a Critical Mass of Citizenry for Civic Engagement. *Policy and Practice: A Development Education Review*. 20, (2015).

[30]

European Multi-Stakeholder Steering Group on Development Education 2010. DE Watch Report. DEEEP.

[31]

Freire, P. 2000. *Pedagogy of the oppressed*. Bloomsbury Academic.

[32]

Frickle, H.-J. et al. 2015. *Monitoring Education for Global Citizenship: A Contribution to Debate*.

[33]

Gaudelli, W. 2016. *Global Citizenship Education: Everyday Transcendence*. Routledge.

[34]

Global Citizenship Education: <http://en.unesco.org/gced>.

[35]

Global Citizenship Guides | Oxfam Education:  
<http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>.

[36]

Global Dimension: the world in your classroom: <https://globaldimension.org.uk/>.

[37]

Global Education Project - Australia: <http://www.globaleducation.edu.au/>.

[38]

Global Education Project - Canada: <http://www.theglobaleducationproject.org/index.php>.

[39]

Global Hive: <http://www.globalhive.ca/>.

[40]

GLP | The Global Learning Programme - England: <http://glp.globaldimension.org.uk/>.

[41]

Harm Jan Fricke A Journey to Quality Development Education: starting points that help you to be clear about what you do and why you do it.

[42]

Harrison, D. 2005. Post-its from the past: tracing back some route ways for development education - Think Global. Development Education Journal. 12.1, (2005).

[43]

Hartmeyer, H. and Wegimont, L. 2015. The State of Global Education in Europe 2015.

[44]

Helin, J. 2009. Development Education in School Curricula in Europe: Global Challenge for Estonian Schools. *Citizenship, Social and Economics Education*. 8, 2-3 (2009), 128-143. <https://doi.org/10.2304/csee.2010.8.2.128>.

[45]

Heron, B. 2007. *Desire for development: whiteness, gender, and the helping imperative*. Wilfrid Laurier University Press.

[46]

Hicks, D. 2003. Thirty Years of Global Education: A reminder of key principles and precedents. *Educational Review*. 55, 3 (2003), 265-275. <https://doi.org/10.1080/0013191032000118929>.

[47]

Huckle, J. and Sterling, S.R. 1996. *Education for sustainability*. Earthscan.

[48]

Hudson, D. and vanHeerde-Hudson, J. 2012. 'A Mile Wide and an Inch Deep': Surveys of Public Attitudes towards Development Aid. *International Journal of Development Education and Global Learning*. 4, 1 (Jan. 2012), 5-23. <https://doi.org/10.18546/IJDEGL.04.1.02>.

[49]

Human Development Reports | United Nations Development Programme:  
<http://hdr.undp.org/en>.

[50]

Ishii, Y. 2003. *Development education in Japan: a comparative analysis of the contexts for its emergence, and its introduction into the Japanese school system*. RoutledgeFalmer.

[51]

Ito, Y. and Nakayama, S. 2014. Education for Sustainable Development to Nurture Sensibility and Creativity: An interdisciplinary approach based on collaboration between kateika (Japanese home economics), art, and music departments in a Japanese primary school. *International Journal of Development Education and Global Learning*. 6, 2 (Sept. 2014), 5–25. <https://doi.org/10.18546/IJDEGL.06.2.02>.

[52]

Kaukko, M. and Fertig, M. 2016. Linking participatory action research, global education, and social justice: Emerging issues from practice. *International Journal of Development Education and Global Learning*. 7, 3 (Mar. 2016), 24–46. <https://doi.org/10.18546/IJDEGL.07.3.03>.

[53]

Khoo, S. and Lehane, O. 2008. Globalisation and the re-imagination of research: Teaching and learning in Irish higher education. *Policy and Practice: A Development Education Review*. 7 (2008).

[54]

Kirkwood-Tucker, T.F. et al. 2010. What Kind of Teachers Will Teach our Children? The Worldmindedness of Undergraduate Elementary and Secondary Social Studies Teacher Candidates at Five Florida Public Universities. *International Journal of Development Education and Global Learning*. 3, 3 (Sept. 2010), 5–28. <https://doi.org/10.18546/IJDEGL.03.3.02>.

[55]

Kosogorin, A. and Barker, L. 2015. Global learning in primary education: Moving beyond charity. *Race Equality Teaching*. 33, 2 (2015), 27–32. <https://doi.org/10.18546/RET.33.2.07>.

[56]

Kumar, A. 2008. Development Education and Dialogical Learning in the 21st Century. *International Journal of Development Education and Global Learning*. 1, 1 (2008), 37-48. <https://doi.org/10.18546/IJDEGL.01.1.04>.

[57]

Lambert, D. and Morgan, J. 2011. Geography and development: development education in schools and the part played by geography teachers. Development Education Research Centre, Institute of Education, University of London.

[58]

Lanao-Madden, C. 2010. *Global Education Guidelines: Concepts and Methodologies on Global Education for Educators and Policy Makers*. 10 (2010).

[59]

Landorf, H. 2009. Toward a philosophy of global education. *Visions in global education: the globalization of curriculum and pedagogy in teacher education and schools : perspectives from Canada, Russia, and the United States*. Peter Lang.

[60]

Leach, F.E. and Little, A. 1999. *Education, cultures, and economics: dilemmas for development*. Falmer.

[61]

Learning to Read the World Through Other Eyes | DevelopmentEducation.ie:  
<http://developmenteducation.ie/resource/learning-to-read-the-world-through-other-eyes/>.

[62]

Lehmann, D. 1997. An opportunity lost: Escobar's deconstruction of development. *Journal of Development Studies*. 33, 4 (1997), 568-578. <https://doi.org/10.1080/00220389708422482>.

[63]

Lemaresquier, T. 1987. Prospects for development education: Some strategic issues facing European NGOs. *World Development*. 15, (1987), 189–200.  
[https://doi.org/10.1016/0305-750X\(87\)90157-4](https://doi.org/10.1016/0305-750X(87)90157-4).

[64]

Mannion, G. et al. 2011. The global dimension in education and education for global citizenship: genealogy and critique. *Globalisation, Societies and Education*. 9, 3–4 (2011), 443–456. <https://doi.org/10.1080/14767724.2011.605327>.

[65]

Marshall, H. 2005. Developing The Global Gaze In Citizenship Education: Exploring The Perspectives Of Global Education NGO Workers In England. *International Journal of Citizenship and Teacher Education*. 1, 2 (2005), 76–92.

[66]

Marshall, H. 2011. Instrumentalism, ideals and imaginaries: theorising the contested space of global citizenship education in schools. *Globalisation, Societies and Education*. 9, 3–4 (2011), 411–426. <https://doi.org/10.1080/14767724.2011.605325>.

[67]

McCloskey, S. 2014. *Development education in policy and practice*. Palgrave Macmillan.

[68]

McLean, L.R. et al. 2008. Imagining global citizens: Teaching peace and global education in a teacher education programme. *Citizenship, Teaching and Learning (UK)*. 4, 1 (2008), 50–64.

[69]

Mesa Peinado, M. 2011. Reflections on the five-generation model of development education. *International Journal for Global and Development Education Research*. (2011).

[70]

Murphy, C. 2011. Challenges and Considerations for Embedding an African Perspective in Development Education. *Policy & Practice: A Development Education Review*. 13 (2011), 49-61.

[71]

Nomura, K. 2009. A perspective on education for sustainable development: Historical development of environmental education in Indonesia. *International Journal of Educational Development*. 29, 6 (2009), 621-627. <https://doi.org/10.1016/j.ijedudev.2008.12.002>.

[72]

Odora Hoppers, C.A. 2009. Development Education at the Transition from the Modern Triage Society to a Moral and Cognitive Reconstruction of Citizenship. (2009).

[73]

O'Loughlin, E. and Wegimont, L. eds 2008. *Quality in Global Education: An Overview of Evaluation Policy and Practice*. North-South Centre of the Council of Europe.

[74]

Oxfam 2015. *Education for Global Citizenship: A Guide for Schools*.

[75]

Oxfam 2015. *Education for Global Citizenship: A Guide for Schools*.

[76]

Pasha, A. 2015. Global citizenship in Pakistan. *International Journal of Development*

Education and Global Learning. 7, 1 (June 2015), 33–52.  
<https://doi.org/10.18546/IJDEGL.07.1.03>.

[77]

Pashby, K. 2011. Cultivating global citizens: planting new seeds or pruning the perennials? Looking for the citizen-subject in global citizenship education theory. *Globalisation, Societies and Education*. 9, 3–4 (2011), 427–442.  
<https://doi.org/10.1080/14767724.2011.605326>.

[78]

Pike, G. 2008. *Global Education. The SAGE handbook of education for citizenship and democracy*. SAGE.

[79]

Positive Development Stories - Global Dimension:  
<https://globaldimension.org.uk/resource/positive-development-stories/>.

[80]

Pudas, A.-K. 2012. Investigating the use of communities of practice to implement global education in Finnish basic education. *International Journal of Development Education and Global Learning*. 4, 2 (May 2012), 23–43. <https://doi.org/10.18546/IJDEGL.04.2.03>.

[81]

Resources | Y Care International:  
<http://www.ycareinternational.org/global-youth-work/workshops-resources/>.

[82]

Reynolds, R. 2015. One Size Fits All? Global Education for Different Education Audiences. *Contesting and constructing international perspectives in global education*. R. Reynolds et al., eds. Sense. 27–42.

[83]

Reysen, S. et al. 2013. World Knowledge and Global Citizenship: Factual and Perceived World Knowledge as Predictors of Global Citizenship Identification. *International Journal of Development Education and Global Learning*. 5, 1 (Jan. 2013), 49–68.  
<https://doi.org/10.18546/IJDEGL.05.1.04>.

[84]

Schell-Straub, S. 2013. Mathematics Education Meets Development Education: The Competency 'Mathematical Modelling' combined with Global Skills and Competencies in a Secondary School Project in Germany. *International Journal of Development Education and Global Learning*. 5, 1 (Jan. 2013), 7–31. <https://doi.org/10.18546/IJDEGL.05.1.02>.

[85]

Scheunpflug, A. 1997. Cross-cultural encounters as a way of overcoming xenophobia. *International Review of Education*. 43, 1 (1997), 109–116.  
<https://doi.org/10.1023/A:1002914732451>.

[86]

Scheunpflug, A. 2010. Global education and cross-cultural learning: A challenge for a research-based approach to international teacher education. *International Journal of Development Education and Global Learning*. 3, 3 (Sept. 2010), 29–44.  
<https://doi.org/10.18546/IJDEGL.03.3.03>.

[87]

Scheunpflug, A. et al. 2016. Understanding learning in world society: Qualitative reconstructive research in global learning and learning for sustainability. *International Journal of Development Education and Global Learning*. 7, 3 (Mar. 2016), 6–23.  
<https://doi.org/10.18546/IJDEGL.07.3.02>.

[88]

Scheunpflug, A. and Asbrand, B. 2006. Global education and education for sustainability. *Environmental Education Research*. 12, 1 (2006), 33–46.  
<https://doi.org/10.1080/13504620500526446>.

[89]

Scheunpflug, A. and McDonnell, I. 2008. Building Public Awareness of Development: Communicators, Educators and Evaluation. OECD Development Centre Policy Briefs, (2008).

[90]

Scheunpflug, Annette Learning to Read the World? Teaching and Learning about Global Citizenship and International Development in Post-Primary-Schools.

[91]

Scheunpflug, Annette Learning to Read the World? Teaching and Learning about Global Citizenship and International Development in Post-Primary-Schools.

[92]

Scott, W. and Gough, S. 2004. Key issues in sustainable development and learning: a critical review. RoutledgeFalmer.

[93]

Sen, A. 1999. The Ends and the Means of Development. Development as freedom. Oxford University Press. 35-53.

[94]

Shamash, L. et al. 2013. Resetting the Aid Relationship. Involve.

[95]

Smith, M. and Yanacopulos, H. 2004. The public faces of development: an introduction. Journal of International Development. 16, 5 (2004), 657-664.  
<https://doi.org/10.1002/jid.1118>.

[96]

Stevenson, N. 2012. Making poverty history in the society of the spectacle: civil society and educated politics. Postcolonial perspectives on global citizenship education. Routledge.

[97]

Storey, A. 2015. Measuring Human Development. From the local to the global: key issues in development studies. G. McCann and S. McCloskey, eds. Pluto Press. 23–38.

[98]

Sumner, A. 2011. Global poverty and the new bottom billion: what if three-quarters of the world's poor live in middle-income countries? Institute for Development Studies.

[99]

Tallon, R. 2012. Emotion and Agency within NGO Development Education: what is at work and what is at stake in the classroom? *International Journal of Development Education and Global Learning*. 4, 2 (May 2012), 5–22. <https://doi.org/10.18546/IJDEGL.04.2.02>.

[100]

Tallon, R. 2012. The Impressions Left Behind by NGO Messages Concerning the Developing World. *Policy & Practice: A Development Education Review*. 15 (2012), 8–27.

[101]

The Global Dimension website (formerly of UK DFID): <https://globaldimension.org.uk/>.

[102]

Think Global (formerly the UK's Development Education Association): <https://think-global.org.uk/>.

[103]

UNESCO | Teaching and Learning for a Sustainable Future:

<http://www.unesco.org/education/tlsf/index.html>.

[104]

Wilson, K. 2011. 'Race', Gender and Neoliberalism: changing visual representations in development. *Third World Quarterly*. 32, 2 (2011), 315–331.  
<https://doi.org/10.1080/01436597.2011.560471>.

[105]

World Bank Group - International Development, Poverty, & Sustainability:  
<http://www.worldbank.org/>.

[106]

World's Largest Lesson, teach about the Global Goals - Global Dimension:  
<https://globaldimension.org.uk/resources/worlds-largest-lesson/>.

[107]

Young, H. 2010. Naming the world: Coming to terms with complexity. *Policy and Practice: A Development Education Review*. 10 (2010), 99–104.

[108]

2017. *Measuring Global Citizenship Education: A Collection of Practices and Tools*.