

CPASG552A: Principles and Practices of Development Education

Module Leader: Nicole Blum.

Module Start Date: October 2017.

View Online



1.

Biccum, A. Marketing development: a "new" national narrative. in Global citizenship and the legacy of empire: marketing development vol. Routledge/RIPE series in global political economy 50-75 (Routledge, London, 2010).

2.

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

3.

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

4.

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

5.

Dogra, N. The mixed metaphor of 'third world woman': gendered representations by international development NGOs. Third World Quarterly **32**, 333-348 (2011).

6.

Hudson, D. & vanHeerde-Hudson, J. 'A Mile Wide and an Inch Deep': Surveys of Public Attitudes towards Development Aid. *International Journal of Development Education and Global Learning* **4**, 5-23 (2012).

7.

Lambert, D. & Morgan, J. *Geography and Development: Development Education in Schools and the Part Played by Geography Teachers*. vol. DERC Research Paper No 3. (Development Education Research Centre, Institute of Education, University of London, London, 2011).

8.

Leach, F. E. & Little, A. *Education, Cultures, and Economics: Dilemmas for Development*. vol. *Garland reference library of social science* (Falmer, New York ; London, 1999).

9.

Lehmann, D. An opportunity lost: Escobar's deconstruction of development. *Journal of Development Studies* **33**, 568-578 (1997).

10.

Bawtree, V. & Rahnema, M. *The Post-Development Reader*. (Zed Books, London, 1996).

11.

Shamash, L., Burall, S. & Whitty, B. *Resetting the Aid Relationship*. (2013).

12.

Heron, B. *Desire for Development: Whiteness, Gender, and the Helping Imperative*. (Wilfrid Laurier University Press, Waterloo, Ontario, 2007).

13.

Ballin, B. et al. 80:20: Development in an Unequal World. (80:20 Educating and Acting for a Better World and Teachers in Development Education, Bray, 2016).

14.

Smith, M. & Yanacopulos, H. The public faces of development: an introduction. Journal of International Development **16**, 657–664 (2004).

15.

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

16.

Wilson, K. 'Race', Gender and Neoliberalism: changing visual representations in development. Third World Quarterly **32**, 315–331 (2011).

17.

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

18.

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

19.

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

20.

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

21.

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

22.

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

23.

Kumar, A. Development Education and Dialogical Learning in the 21st Century. *International Journal of Development Education and Global Learning* **1**, 37-48 (2008).

24.

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

25.

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

26.

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

27.

Bourn, D. Development Education: Towards a re-conceptualisation. *International Journal of Development Education and Global Learning* **1**, 5-22 (2008).

28.

Bourn, D. & Kybird, M. 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**, 45–63 (2012).

29.

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

30.

Crompton, T. Common Cause | The Case for Working with Values and Frames. (2010).

31.

Eten, S. 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).

32.

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

33.

Freire, P. *Pedagogy of the Oppressed*. (Bloomsbury Academic, New York, 2000).

34.

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

35.

Ishii, Y. *Development Education in Japan: A Comparative Analysis of the Contexts for Its Emergence, and Its Introduction into the Japanese School System.* (RoutledgeFalmer, London, 2003).

36.

Lemaresquier, T. Prospects for development education: Some strategic issues facing European NGOs. *World Development* **15**, 189–200 (1987).

37.

McCloskey, S. *Development Education in Policy and Practice.* (Palgrave Macmillan, Basingstoke, 2014).

38.

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

39.

Pudas, A.-K. Investigating the use of communities of practice to implement global education in Finnish basic education. *International Journal of Development Education and Global Learning* **4**, 23–43 (2012).

40.

Scheunpflug, A. Cross-cultural encounters as a way of overcoming xenophobia. *International Review of Education* **43**, 109–116 (1997).

41.

Scheunpflug, A. 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**, 29–44 (2010).

42.

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

43.

Stevenson, N. Making poverty history in the society of the spectacle: civil society and educated politics. in *Postcolonial perspectives on global citizenship education vol. Routledge research in education* (Routledge, New York, 2012).

44.

Tallon, R. 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**, 5-22 (2012).

45.

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

46.

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

47.

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

48.

Mannion, G., Biesta, G., Priestley, M. & Ross, H. The global dimension in education and education for global citizenship: genealogy and critique. *Globalisation, Societies and Education* **9**, 443-456 (2011).

49.

Scheunpflug, A. & Asbrand, B. Global education and education for sustainability. *Environmental Education Research* **12**, 33–46 (2006).

50.

Blum, N. *Education, Community Engagement and Sustainable Development: Negotiating Environmental Knowledge in Monteverde, Costa Rica*. (Springer, Dordrecht, 2012).

51.

Davies, L. Global citizenship: abstraction or framework for action? *Educational Review* **58**, 5–25 (2006).

52.

Gaudelli, W. *Global Citizenship Education: Everyday Transcendence*. (Routledge, New York, 2016).

53.

Helin, J. Development Education in School Curricula in Europe: Global Challenge for Estonian Schools. *Citizenship, Social and Economics Education* **8**, 128–143 (2009).

54.

Hicks, D. Thirty Years of Global Education: A reminder of key principles and precedents. *Educational Review* **55**, 265–275 (2003).

55.

Huckle, J. & Sterling, S. R. *Education for Sustainability*. (Earthscan, London, 1996).

56.

Landorf, H. Toward a philosophy of global education. in *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, New York, 2009).

57.

Marshall, H. Instrumentalism, ideals and imaginaries: theorising the contested space of global citizenship education in schools. *Globalisation, Societies and Education* **9**, 411-426 (2011).

58.

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

59.

Pashby, K. 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**, 427-442 (2011).

60.

Pike, G. Global Education. in *The SAGE handbook of education for citizenship and democracy* (SAGE, Los Angeles, 2008).

61.

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

62.

Scott, W. & Gough, S. *Key Issues in Sustainable Development and Learning: A Critical Review*. (RoutledgeFalmer, London, 2004).

63.

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

64.

Nomura, K. A perspective on education for sustainable development: Historical development of environmental education in Indonesia. *International Journal of Educational Development* **29**, 621–627 (2009).

65.

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

66.

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

67.

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

68.

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

69.

Denscombe, M. Design. in *Ground rules for social research: guidelines for good practice* vol. Open UP study skills 99–115 (Open University Press, Maidenhead, 2010).

70.

Quality in Global Education: An Overview of Evaluation Policy and Practice. (2008).

71.

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

72.

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.

73.

Frickle, H.-J., Gathercole, C. & Skinner, A. Monitoring Education for Global Citizenship: A Contribution to Debate. (2015).

74.

Hartmeyer, H. & Wegimont, L. The State of Global Education in Europe 2015. (2015).

75.

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

76.

Aubrey, M. CLICK: Arts education and critical social dialogue within global youth work practice. International Journal of Development Education and Global Learning **7**, 71–91 (2015).

77.

Bentall, C. & McGough, H. Young People's Personal Engagement with Global Learning in Further Education. International Journal of Development Education and Global Learning **5**, 46–67 (2013).

78.

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

79.

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

80.

Davies, D. & Lam, E. The Role of First-hand Experience in the Development Education of University Students. *International Journal of Development Education and Global Learning* 2, 35–52 (2009).

81.

Ito, Y. & Nakayama, S. 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, 5–25 (2014).

82.

Kaukko, M. & Fertig, M. Linking participatory action research, global education, and social justice: Emerging issues from practice. *International Journal of Development Education and Global Learning* 7, 24–46 (2016).

83.

Kirkwood-Tucker, T. F., Morris, J. D. & Lieberman, M. G. 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, 5–28 (2010).

84.

Kosogorin, A. & Barker, L. Global learning in primary education: Moving beyond charity. *Race Equality Teaching* **33**, 27–32 (2015).

85.

Pasha, A. Global citizenship in Pakistan. *International Journal of Development Education and Global Learning* **7**, 33–52 (2015).

86.

Reysen, S., Katzarska-Miller, I. & Gibson, S. A. 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**, 49–68 (2013).

87.

Schell-Straub, S. 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**, 7–31 (2013).

88.

Scheunpflug, A., Krogull, S. & Franz, J. Understanding learning in world society: Qualitative reconstructive research in global learning and learning for sustainability. *International Journal of Development Education and Global Learning* **7**, 6–23 (2016).

89.

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

90.

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

91.

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

92.

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

93.

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

94.

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

95.

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

96.

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

97.

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

98.

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

99.

Boix Mansilla, V. & Jackson, A. Educating for Global Competence: Preparing Our Youth to Engage the World. (2011).

100.

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

101.

Oxfam. Education for Global Citizenship: A Guide for Schools. (2015).

102.

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

103.

UNESCO | Teaching and Learning for a Sustainable Future.
<http://www.unesco.org/education/tlsf/index.html>.

104.

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

105.

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

106.

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

107.

Marshall, H. 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**, 76–92 (2005).

108.

McLean, L. R., Cook, S. A. & Crowe, T. Imagining global citizens: Teaching peace and global education in a teacher education programme. *Citizenship, Teaching and Learning (UK)* **4**, 50–64 (2008).