Einladung zum Gastvortrag

Dr. Miri Yemini
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Mittwoch, 29. Januar 2020
16.00 - 18.00 Uhr (s. t.)
Gebäude X
X-E0-001

Dr. Miri Yemini is a Comparative Education scholar at Tel Aviv University. Her research interests include globalisation of and in education; global citizenship education; internationalisation; intermediaries in education and the global middle class. Dr. Yemini succeeded to secure substantial funding for her research from (among others) the Max Plank Foundation, BAICE, EU, UNESCO, and MoE. This year she holds honorary visiting positions at UCL, Institute of Education; Freie Universität Berlin and The Friedrich-Alexander-Universität at Nuremberg. She published her research at Journal of Education Policy; Comparative Education Review; Teaching & Teachers Education; Globalisation, Societies and Education; Discourse: Studies in the Cultural Politics of Education; Compare: A Journal of Comparative and International Education; Educational Management Administration and Leadership and others. Dr. Yemini holds Jean Monnet module on European and Global Citizenship and UNESCO chair for technology and internationalisation in education.

Re and de-contextualising Global Citizenship Education – systematic analysis of the scholarship in the field

The global increase of the incorporation of Global Citizenship Education (GCE) related contents in education systems in recent decades has generated a vast body of scholarship, both empirical and theoretical. An explanation for the rise in GCE internationally is often described as a response to economic, social and political changes that have made countries more interconnected through enhanced international mobility and financial interdependency. Globalization is claimed to lead to more diverse societies that require engagement with broader, more inclusive conceptions of citizenship, thus leading to the need of incorporation GCE into national curricula to various extents. As scholarship in this field had developed accordingly, there is a need for a systematic analysis of the topics and sub-fields that emerged and examined within this broad concept.

We performed a systematic review of research dealing with Global Citizenship Education (GCE) between 2006-2017 using Natural Language Processing (NLP) followed by network analysis to record and interpret the development of this field of research and highlight the trajectories of the current academic scholarship within teachers’ education. The analysis showed how studies surrounding GCE being discussed in the scholarship, forming intricate, and encompassing distinct areas such as education for sustainable development and critical thinking. We also highlight some notable omissions in the contemporary research, topics that appear to be under-represented in the research on GCE. Considering the rising interest in GCE, understanding the current research landscape could be useful for policy-makers, educators and scholars who seek to build upon the existing body of knowledge and develop it in new directions.