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# Discourse Identity And Global Citizenship Bahai Library

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Millennial Teacher Identity Discourses  
The Oxford Handbook of Identity Development  
Education as Humanisation  
Globalisation, Cultural Identity and Nation-  
Building  
Learning to See: The Meanings, Modes and  
Methods of Visual Literacy  
Discourses of Globalisation, and the Politics of  
History School Textbooks  
Intercultural Friendship: The Case of a Palestinian  
Bedouin and a Dutch Israeli Jew  
Citizenship  
The Dimensions of Global Citizenship  
Interdisciplinary Perspectives on Human Dignity  
and Human Rights  
The Critical Global Educator  
Discourse Analysis as a Tool for Understanding  
Gender Identity, Representation, and Equality  
Global Citizen Formation  
Global Citizenship Education: A Critical  
Introduction to Key Concepts and Debates  
Global Citizenship Education in Teacher Education

The Future of the Presidency, Journalism, and Democracy  
The World and U2  
Internationalizing Higher Education  
The Bloomsbury Handbook of Global Education and Learning  
Learning and Volunteering Abroad for Development  
Research Anthology on Public Health Services, Policies, and Education  
The Global Citizenship Nexus  
The Heart of Altruism  
Decolonizing Global Citizenship Education  
ELT in Asia in the Digital Era: Global Citizenship and Identity  
Rethinking Khoe and San Indigeneity, Language and Culture in Southern Africa  
The Political Economy of Global Citizenship Education  
Thriving as a Professional Teacher  
Research on Global Citizenship Education in Asia  
Global Citizenship Education and the Crises of Multiculturalism  
Educating for Global Citizenship  
Globalization and Global Citizenship  
The Palgrave Handbook of Global Citizenship and Education  
Global Citizenship Education  
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Global Citizenship Education

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**BARKER  
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Millennial  
Teacher  
Identity  
Discourses

Springer  
Nature  
This volume  
bridges the  
gap between  
contemporary  
theoretical  
debates and  
educational  
policies and  
practices. It  
applies  
postcolonial  
theory as a  
framework of  
analysis that  
attempts to

engage with  
and go  
beyond  
essentialism,  
ethno- and  
euro-  
centrism  
through a  
critical  
examination  
of  
contemporary  
case studies  
and  
conceptual  
issues. From a  
transdisciplina  
ry and post-  
colonial  
perspective,  
this book  
offers  
critiques of  
notions of  
development,  
progress,  
humanism,

culture,  
representation  
, identity, and  
education. It  
also examines  
the  
implications of  
these critiques  
in terms of  
pedagogical  
approaches,  
social  
relations and  
possible  
future  
interventions.  
**The Oxford  
Handbook of  
Identity  
Development**  
t IGI Global  
"Higher  
education is  
facing  
unprecedente  
d change as  
today's

graduates need particular skills, awareness, and knowledge to successfully navigate a complex and interconnected world. Higher education institutions and practitioners are under pressure to be attentive to internationalization initiatives that support increasingly diverse student populations and foster the development of global citizenship

competencies which include, “problem-defining and solving perspectives that cross disciplinary and cultural boundaries” (Hudzik, 2004, p. 1 as cited in Leask & Bridge, 2013). *Internationalizing Higher Education: Critical Collaborations across the Curriculum* is for current and future faculty, student affairs staff, and administrators from diverse disciplinary, institutional, and geographic

contexts. This edited volume invites readers to investigate, better understand, and inform intercultural pedagogy that supports the development of mindful global citizenship. This edited volume features reflective practitioners exploring the dynamic and evolving nature of intercultural learning as well as the tensions and complexities. Contributors include institutional

researchers, directors and key implementers of EU/Bologna process in Poland (one of the newest members and one that is facing unprecedented change in the diversity of its students), international partners in learning abroad programs, and scholars and instructors across a range of humanities, STEM, and social sciences." Education as Humanisation Routledge  
Is all human

behavior based on self-interest? Many social and biological theories would argue so, but such a perspective does not explain the many truly heroic acts committed by people willing to risk their lives to help others. Kristen Monroe boldly lays the groundwork for a social theory toward altruism by examining the experiences described by altruists themselves. Globalisation, Cultural Identity and

Nation-Building IGI Global  
Global Citizenship Education addresses the intersection of globalization, education and programmatic efforts to prepare young people to live in a more interdependent, complex and fragile world. The book explores topics such as sustainability education, cultural diversity, and human rights education, offering critical insights into how these facets of GCE

<p>are interpreted around the world. The book also strives to give voice to student populations within historically marginalized communities, rather than focusing solely on the role of GCE in elite schools. Gaudelli blends theory and practice to provide both an overview of GCE as well as examining current efforts to develop more globally-conscious classrooms. Blending</p>	<p>empirical research and practical illustrations, this important volume encourages educators to take seriously their own call to prepare young people to engage global challenges with a sense of urgency and helps chart a new direction for global learning that is increasingly expansive, dialogic and inclusive. <i>Learning to See: The Meanings, Modes and Methods of Visual Literacy</i></p>	<p>Springer The San (hunter-gatherers) and Khoe (herders) of southern Africa were dispossessed of their land before, during and after the European colonial period, which started in 1652. They were often enslaved and forbidden from practicing their culture and speaking their languages. In South Africa, under apartheid, after 1948, they were reclassified as</p>
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<p>"Coloured" which further undermined Khoe and San culture, forcing them to reconfigure and realign their identities and loyalties. Southern Africa is no longer under colonial or apartheid rule; the San and Khoe, however, continue in the struggle to maintain the remnants of their languages and cultures, and are marginalised by the dominant peoples of the region. The San in</p>	<p>particular, continue to command very extensive research attention from a variety of disciplines, from anthropology and linguistics to genetics. They are, however, usually studied as static historical objects but they are not merely peoples of the past, as is often assumed; they are very much alive in contemporary society with cultural and language needs. This</p>	<p>book brings together studies from a range of disciplines to examine what it means to be Indigenous Khoe and San in contemporary southern Africa. It considers the current constraints on Khoe and San identity, language and culture, constantly negotiating an indeterminate social positioning where they are treated as the inconvenient indigenous. Usually studied as</p>
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original anthropos, but out of their time, this book shifts attention from the past to the present, and how the San have negotiated language, literacy and identity for coping in the period of modernity. It reveals that Afrikaans is indeed an African language, incubated not only by Cape Malay slaves working in the kitchens of the early Dutch settlers, but also by the Khoe and San who

interacted with sailors from passing ships plying the West coast of southern Africa from the 14th century. The book re-examines the idea of literacy, its relationship to language, and how these shape identity. The chapters in this book were originally published in the journal *Critical Arts: South-North Cultural and Media Studies*. Discourses of Globalisation, and the Politics of

History School Textbooks Princeton University Press  
The Dimensions of Global Citizenship takes issue with the assumption that ideas about global citizenship are merely Utopian ideals. The author argues that, far from being a modern phenomenon, world citizenship has existed throughout history as a radical alternative to the inadequacies



of the nation-state system. Only in the post-war era has this ideal become politically meaningful. This social transformation is illustrated by references to the activities of global social movements as well as those of individual citizens.

Intercultural Friendship: The Case of a Palestinian Bedouin and a Dutch Israeli Jew Routledge

The ideas for this reader came out of a conference organized through the

Centre for Global Citizenship Education and Research (CGCER) at the University of Alberta in 2013. With the high expansion of global citizenship education scholarship in the past 15 or so years, and with most of this scholarship produced in the west and mostly focused on the citizenship lives of people in the so-called developing world, or selectively attempting to

explain the contexts of marginalized populations in the west, the need for multidirectional and decolonizing knowledge and research perspectives should be clear. Indeed, the discursive as well as the practical constructions of current global citizenship education research cannot fulfill the general promise of learning and teaching programs as social development platforms

unless the voices of all concerned are heard and validated. With these realities, this reader is topically comprehensive and timely, and should constitute an important intervention in our efforts to create and sustain more inclusive and liberating platforms of knowledge and learning. This collection of cutting-edge theoretical contributions examines citizenship and neo-liberal

globalization and their impacts on the nexus of the local and global learning, production of knowledge, and movements of people and their rights. Case studies in the collection also provide in-depth analysis of lived experiences that challenge the constructed borders, which derive from colonial and imperial restructuring of the contemporary world and nation-states.

The contributors articulate agency in terms of both resistance and proactive engagement toward the construction of an alternative world, which acknowledges equality, justice and common humanity of all in symbiosis with the social and natural environment. It is a valuable reader for students, scholars, practitioners, and activists interested in the empowering

possibilities of decolonized global citizenship education. N Dr Citizenship Routledge This edited collection offers analyses of 'global citizenship education' within and across different national contexts. This book illustrates the contingency of definitions, the complexities of juxtaposing demands and priorities in different educational contexts, and

the difficulties and tensions of asking a question that is arguably one of the most pressing of our time: how should we live together in interdependent ecologies in a finite planet? In the discipline of education, where market imperatives and the dictatorship of 'effective replicable results' have laid siege to independent debates, this book aims to emphasize the importance of raising our intellectual

game as educators to interrupt new and old problematic patterns of engagements, representations, uncomplicated solutions and conceptual straightjackets. Contributors to this volume address the tensions between homogenizing universalisms and parochial specificisms, ethnocentrism and relativisms, deficit theorizations and romanticizations of difference, fantasies of

supremacy and paralyzes in guilt, the 'global' and the 'local'. The chapters take different approaches to map the origins, meanings, workings, ethics, politics and implications of initiatives, approaches, and conceptual frameworks related to the ideas of globalization, citizenship and education in different sites of knowledge production. This book was originally published as a

special issue of Globalisation, Societies and Education. **The Dimensions of Global Citizenship** IAP This timely collection brings together a diverse array of field-leading contributors in order to offer an interdisciplinary investigation into a discourse, research, and action agenda in pursuit of the universal application of human dignity. *Interdisciplina*

ry *Perspectives on Human Dignity and Human Rights* IGI Global The Palgrave Handbook of Global Citizenship and Education Springer *The Critical Global Educator* Rowman & Littlefield Philosophical Aspects of Globalization is a collection of essays by leading contemporary Russian philosophers and scholars concerned with addressing pressing

questions of globalization and its impact from a philosophical point of view. Emerald Group Publishing Global Citizenship Education explores key ideas and issues within local, national and global dimensions. Including examples and case studies from across the world, the authors draw on ideas, experiences and histories within and beyond 'the West' to contribute to multifaceted perspectives on global citizenship education. In concise chapters, the authors set out the key concepts and debates within the field. Global citizenship education is contextualized within key educational frameworks, including citizenship education, global education, development education and peace education. Edda Sant, Ian Davies, Karen Pashby and Lynette Shultz explore the different ways in which global citizenship can be taught, learned and assessed in formal and informal contexts. Including examples from a wide range of education institutions, chapters provide overviews of policy making and international practices borne out of different approaches to global citizenship education. With each chapter including a

summary of key issues, an annotated list of key resources, an exercise for students and a further reading list, Global Citizenship Education will aid understanding of this complex and debated area of study. Discourse Analysis as a Tool for Understanding Gender Identity, Representation, and Equality BRILL Learning/volunteer abroad programmes provide opportunities

for cross-cultural understanding, partnership-building, and cooperative development, but there are also significant structural challenges and inequality of opportunity issues that result from these partnerships between host organizations in the Global South and learning/volunteer abroad for development (LVA4D) participants from the Global North. Learning and Volunteering

Abroad for Development aims to unpack the complex benefits and disadvantages of learning/volunteer abroad programmes, using insights from the volunteers who travel abroad and the communities who host them. Based on empirical research within both volunteer and host communities, this book provides students and scholars with an alternative framework for

a more careful and nuanced analysis of international volunteering programmes, highlighting ways to improve critical reflection, development outcomes, and intercultural competence. Supported by a website with additional learning resources, this book is an integral resource for senior undergraduate and graduate students interested in going abroad, as well as for scholars or

development professionals who are leading or researching such programmes. *Global Citizen Formation* Bloomsbury Publishing International law evolved to protect human rights. But what are human rights? Does the term have the same meaning in a world being transformed by climate change and globalized trade? Are existing laws sufficient to ensure humanity's survival?

Westra argues that international law privileges individual over collective rights, permitting multinational corporations to overlook the collective and the environment in their quest for wealth. Unless policy makers redefine human rights and reformulate environmental law to protect the preconditions for life itself water, food, clean air, and biodiversity humankind faces the

complete loss of the ecological commons, one of our most basic human rights.

**Global Citizenship Education: A Critical Introduction to Key Concepts and Debates**

The Palgrave Handbook of Global Citizenship and Education This book critiques dominant discourses and debates pertaining to cultural identity, set against the current backdrop of growing social

stratification and unequal access to quality education. It addresses current discourses concerning globalisation, ideologies and the state, as well as approaches to constructing national, ethnic and religious identities in the global culture. It explores the ambivalent and problematic connections between the state, globalisation, the construction of cultural

identity, and the nation-building process – also in connection with history education and the history textbooks used in schools. The book also explores conceptual frameworks and methodological approaches applicable to research on the state, globalisation, nation-building and identity politics. Drawing on diverse paradigms, ranging from critical theory to



globalisation, the book, by focusing on globalisation, ideology and cultural identity, critically examines recent research in history education and its impact of identity politics, as well as the most significant dimensions defining and contextualising the processes surrounding nation-building and identity politics globally. Given the need for a multiple

perspective approach, the authors, who have diverse backgrounds and hail from different countries and regions, offer a wealth of insights, contributing to a more holistic understanding of the nexus between the nation-state and national identity. *Global Citizenship Education in Teacher Education* Routledge An acknowledged challenge for humanitarian democratic education is its perceived

lack of philosophical and theoretical foundation, often resulting in peripheral academic status and reduced prestige. A rich philosophical and theoretical tradition does however exist. This book synthesises crucial concepts from Critical Realism, Critical Social Theory, Critical Discourse Studies, neuro-, psycho-, socio- and cognitive-

linguistic research, to provide critical global educators with a Cultural Historical Activity Theory (CHAT) framework for self- and negotiated evaluation. Empirical research spanning six years, involving over 500 international teachers, teacher educators, NGO and DEC administrators and academics, traces the personal and professional development of the critical

global educator. Analyses of surveys, focus groups and interviews reveal factors which determine development, translating personal transformative learning to professional transaction and transformation al political efficacy. Eight recommendations call for urgent conceptual deconstruction, expansion and redefinition, mainstreaming Global Citizenship Education as

Sustainable Development. In an increasingly heteroglossic world, this book argues for relevance, for Critical Discourse Studies, if educators mediating and modelling diverse emergent disciplines are to honestly and effectively engage a learner's consciousness . The Critical Global Educator will appeal to researchers, academics and postgraduate students in the fields of

citizenship, development, global education, sustainability, social justice, human rights and professional development. *The Future of the Presidency, Journalism, and Democracy* Routledge Today, gender and gender identity is at the forefront of discussion as the plight of women around the world and issues of gender equality and human rights have become an

international concern for politicians, government agencies, social activists, and the general public. Discourse Analysis as a Tool for Understanding Gender Identity, Representation, and Equality provides a thorough analysis of what language use and linguistic expression can teach us about gender identity in addition to current discussions on topics related

to women's rights and gender inequality. Focusing on issues related to women in developing countries, workplace inequalities, and social freedom, this publication is an essential reference source for researchers, graduate-level students, and theorists in the fields of sociology, women's studies, economics, and government. *The World and U2 Springer Nature* This volume

examines the effects of Donald Trump's presidency on journalistic practices, rhetoric, and discourses. Rooted in critical theory and cultural studies, it asks what life may be like without Trump, not only for journalism but also for American society more broadly. The book places perspectives and tensions around the Trump presidency in one spot, focusing on the underlying

ideological forces in tensions around media trust, Trumpism, and the role of journalism in it all. It explores how journalists dealt with racist rhetoric from the White House, relationships between the Office of the President and social media companies, citizens, and journalists themselves, while questioning whether journalism has learned the right lessons for the future. More

importantly, chapters on liberal media "bias," the First 100 Days of the Biden Presidency, gender, and race, and how journalists should adopt measures to "reduce harm" hint as to where politics and journalism may go next. Reshaping the scholarly and public discourse about where we are headed in terms of the presidency and publics, social media, and journalism, this book will be an

important resource for scholars and graduate students of journalism, media studies, communication studies, political science, race and ethnic studies and sociology.

**Internationalizing Higher Education**

Taylor & Francis  
The notion of global citizenship education (GCE) has emerged in the international education discourse in the context of the United Nations

Education First Initiative that cites developing global citizens as one of its goals. In this book, the authors argue that GCE offers a new educational perspective for making sense of the existing dilemmas of multiculturalism and national citizenship deficits in diverse societies, taking into account equality, human rights and social justice. The authors explore how

teaching and research may be implemented relating to the notion of global citizenship and discuss the intersections between the framework of GCE and multiculturalism. They address the three main topics which affect education in multicultural societies and in a globalized world, and which represent unsolved dilemmas: the issue of diversity in relation to

creating citizens, the issue of equality and social justice in democratic societies, and the tension between the global and the local in a globalized world. Through a comparative study of the two prevailing approaches - intercultural education within the European Union and multicultural education in the United States - the authors seek what can be learned from each model. Global

Citizenship Education and the Crises of Multiculturalism offers not only a unifying theoretical framework but also a set of policy recommendations aiming to link the two approaches. The Bloomsbury Handbook of Global Education and Learning Springer Nature Over ten years after the original edition of Teacher Identity Discourses, Janet Alsup revisits her work with a

new research study examining the characteristics of the millennial teachers now beginning to populate K-12 classrooms. Building off the first edition, this text is based on a qualitative, interview-based research study, and provides a contemporary look at how millennial teachers experience professional identity growth through language use. This

innovative research investigates how formation of a professional identity is central in the process of becoming an effective teacher. Updated with new analyses of teacher identity discourses, the second edition covers themes that still resonate today and provides practical suggestions and sample assignments for teacher educators to use or adapt in methods courses.

Best Sellers - Books :

- [I Love You Like No Otter: A Funny And Sweet Board Book For Babies And Toddlers \(punderland\) By Rose Rossner](#)
- [November 9: A Novel By Colleen Hoover](#)
- [American Prometheus: The Triumph And Tragedy Of J. Robert Oppenheimer By Kai Bird](#)
- [The Last Thing He Told Me: A Novel By Laura Dave](#)
- [I'm Glad My Mom Died By Jennette Mccurdy](#)
- [Love You Forever By Robert Munsch](#)
- [If He Had Been With Me](#)
- [The Silent Patient By Alex Michaelides](#)
- [If He Had Been With Me By Laura Nowlin](#)
- [Blowback: A Warning To Save Democracy From The Next Trump](#)