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World Literacy Foundation
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Winners to be honored at
Prestigious Awards Dinner in
Gotham Hall on May 22, and
Attend the Global Citizen
NOW 2-Day Summit, in New
York City, on May 22 & 23
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Citizenship studies is at a
crucial moment of
globalizing as a field. What
used to be mainly a
European, North American,

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and Australian field has now expanded to major contributions featuring scholarship from Latin America, Asia, Africa, and the Middle East. The Routledge Handbook of Global Citizenship Studies takes

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into account this globalizing moment. At the same time, it considers how the global perspective exposes the strains and discords in the concept of 'citizenship' as it is understood today. With over

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fifty contributions from
international,
interdisciplinary experts,
the Handbook features state-
of-the-art analyses of the
practices and enactments of
citizenship across broad
continental regions

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(Africas, Americas, Asias
and Europes) as well as
deterritorialized forms of
citizenship (Diasporicity
and Indigeneity). Through
these analyses, the Handbook
provides a deeper
understanding of citizenship

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in both empirical and theoretical terms. This volume sets a new agenda for scholarly investigations of citizenship. Its wide-ranging contributions and clear, accessible style make it essential reading for

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students and scholars
working on citizenship
issues across the humanities
and social sciences.

International Service
Learning (ISL) borrows from
the domains of service

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learning, study abroad, and international education to create a new pedagogy that adds new and unique value from this combination. It is a high-impact pedagogy with the potential to improve students' academic

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attainment, contribute to their personal growth, and develop global civic outcomes. The international service experience provides opportunities for additional learning goals, activities, and relationships that are

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not available in a domestic
service learning course or
in a traditional study
abroad course. The service
experience develops
reflection while shedding
light on and providing an
added dimension to the

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curricular component of the study abroad course. The international education component further broadens students' perspectives by providing opportunities to compare and contrast North American and international

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content. This book focuses on conducting research on ISL, which includes developing and evaluating hypotheses about ISL outcomes and measuring its impact on students, faculty,

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The book argues that rigorous research is essential to improving the quality of ISL's implementation and delivery, and providing the evidence that will lead to wider support and adoption

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Ysis To Social Action
by the academy, funders, and
partners. It is intended for
both practitioners and
scholars, providing guidance
and commentary on good
practice. The volume
provides a pioneering
analysis of and

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Understanding of why and
under what conditions ISL is
an effective pedagogy.

Individual chapters discuss
conceptual frameworks,
research design issues, and
measurement strategies
related to student learning

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outcomes; the importance of
ISL course and program
design; the need for faculty
development activities to
familiarize faculty with the
component pedagogical
strategies; the need for
resources and collaboration

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across campus units to
develop institutional
capacity for ISL; and the
role that community
constituencies should assume
as co-creators of the
curriculum, co-educators in
the delivery of the

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curriculum, and co-
investigators in the
evaluation of and study of
ISL. The contributors
demonstrate sensitivity to
ethical implications of ISL,
to issues of power and
privilege, to the integrity

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of partnerships, to
reflection, reciprocity, and
community benefits

The notion of global
citizenship education (GCE)
has emerged in the
international education

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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

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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

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Voices To Social Action
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

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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

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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

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Ysis To Social Action
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

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only a unifying theoretical framework but also a set of policy recommendations aiming to link the two approaches.

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Engin F. Isin and the
volume's contributors
explore the social sites
that have become objects of
government, and considers
how these subjects are sites
of contestation, resistance,
differentiation and

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PRINCIPLES OF RESPONSIBLE
MANAGEMENT offers an
international,
scientifically sound, and
strictly practice-related
perspective. It is the first

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Official textbook of the
United Nations for the
Principles for Responsible
Management Education (PRME)
academic network, and a
reference book for companies
of the United Nations Global
Compact Initiative. It is a

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primary text for traditional
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Voices To Social Action
presents an in-depth
analysis of data from ICCS.
An international group of
scholars critically address
the state of civic and
citizenship education in the
four Nordic countries that
participated in the IEA

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International Civic and
Citizenship Education Study
(ICCS) in 2009 and 2016. The
findings are of particular
relevance to educators at
all levels, from school
education through to teacher
education. Nordic countries

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have long traditions of
democracy and their students
have performed relatively
well in the ICCS
assessments. Nonetheless,
citizenship education
continues to evolve and has
received increasing

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attention in recent educational reforms, indicating policymakers understanding that schools play an important role in establishing democratic values among future citizens. Data from ICCS can

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be used to analyze, discuss,
and reflect on the status of
civic and citizenship
education and can contribute
to the discourse on the
potential role of education
in contributing to
sustainable democracies for

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a common future. However,
teaching citizenship and
learning democracy are two
different things. While
young people can be taught
about democracy in school,
it is vital that schools
work together with the wider

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community in which youth operate to strengthen civic understanding and values for all young people regardless of their social and economic background.

Cross-border studies have

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become attractive for a number of fields, including international migration, studies of material and cultural globalization, and history. While cross-border studies have expanded, the critique on nation-centered

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Research lens has also

grown. This book revisits
drawbacks of methodological
nationalism in theory and
methodological strategies.

It summarizes research
methodologies of the current
studies on

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Transnationalization and
globalization, such as multi-
scalar and transnational
approaches, global and multi-
sited ethnography, as well
as the entangled history
approach and the
incorporating comparison

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approach. This collected

volume goes beyond

rhetorical criticism on

methodological nationalism,

which is mainly associated

with the ignorance and

naturalization of national

categories. It proffers

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insights for the systematic implementation of novel research strategies within empirical studies deployed by young and senior scholars. The novelty lies in an interdisciplinary lens ranging from sociology,

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social anthropology and
history.

This Open Access book
presents an international
group of scholars seeking to
understand how youth from
different cultures relate to

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Modern multidimensional
concepts of citizenship, and
the roles that education and
society have in shaping the
views of the world's future
citizens. The book also
explores how different
aspects of citizenship, such

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as attitudes towards diverse
population groups and
concerns for social issues,
relate to classical
definitions of norm-based
citizenship from the
political sciences. Authors
from Asia, Europe, and Latin

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Yois To Social Action
America provide a series of in-depth investigations into how concepts of “good citizenship” are shaped in different regions of the globe, using the rich comparative data from the IEA’s International Civic

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and Citizenship Study (ICCS)
2016. In twelve chapters,
the authors review the
concept of “good
citizenship”; how
citizenship norms adherence
is configured into profiles
across countries; and what

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Voic To Social Action
country, school, and
background factors are
related to how students
adhere to citizenship norms.
Recognizing contingent
social and political
situations in specific
regions of the world, the

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Voices To Social Action
present books offer six chapters where authors apply their expertise to offer locally relevant and pertinent observations on how young people from diverse cultures understand and relate to different

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Dimensions of citizenship in
countries of Asia, Europe,
and Latin America. The
present book is of relevance
for different audiences
interested in civic
education and political
socialization, including

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Voices To Social Action
social sciences and

education, integrating

topics from political

science, sociology,

political psychology, and

law.

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