

PROSPECTS Comparative Journal of Curriculum, Learning, and Assessment: Special Issue  
Call for Papers

**Values, Knowledge and Curriculum in Global Citizenship Education**

Guest Edited by:

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Submit full draft of manuscript (up to 7000 words, APA style) for consideration by **December 15, 2020** (more information below)

Global citizenship education (GCE) calls for the education of values and knowledge that help learners to become informed and responsible global citizens. Yet there has been relatively little coverage on how educators in different geographic locations perceive GCE and implement it into curricula and classroom practices (Bosio, 2020). By focusing on these areas and following Torres and Bosio's (2020) proposal that GCE can be "an essential tool to not only build understanding across borders and cultures but to advance our social, political, economic, and environmental interconnectedness necessary to address global and local issues", this special issue seeks contributions that help us to better understand if and how GCE can be a pedagogical approach which has the potential to go beyond developing students' basic sense of interconnectedness and broadening their cultural horizons, important as they are, to critically and reflectively locating the discourse in the context of globalization (Bosio & Torres, 2019; Torres, 2017; Gaudelli, 2016).

We ask: How do educators understand the role of GCE? What pedagogical approaches to GCE do educators employ in their classes? How do educators support the values and knowledge of global citizenship in all curriculum areas? What do educators see as the key essential values and knowledge that students should be helped to develop through GCE? To address these and other related questions, the special issue welcomes both theoretical and empirical perspectives from the Global North and the Global South that investigate the ways in which educators perceive the values and knowledge of GCE and how their pedagogy adapts to it.

The special issue invites contributors to extend critical consideration of GCE beyond Western-centric and neoliberal conceptions, and attempts to expand the definition of GCE and to think through its future possibilities. Therefore, we particularly welcome submissions that look at the ways in which and the extent to which educators encourage learners to develop critical values and knowledge such as critical consciousness and awareness of injustices, both environmental and social. We also welcome papers that describe other forms of values and knowledge educators feel they are promoting in their students in GCE teaching if not the ones detailed above. Collectively, the special issue attends to the full range of possible GCE pedagogical responses to current societal challenges (e.g., Covid-19), and therefore it engages with the implications of different envisaged futures – including progressive and critical ones.

## Deadlines

**December 15 2020:** Full draft of manuscript (up to 7000 words, APA style), including articles for the Viewpoints/Controversies, Open File, and Cases/Trends sections, should be submitted before 15 December 2020 using the Editorial Manager system:

<https://www.editorialmanager.com/pros/default.aspx>

Note: Indicate that you are submitting your manuscript for consideration in the special issue, “**Values, Knowledge and Curriculum in Global Citizenship Education**”. Please follow the journal’s standard submission guidelines.

All the submissions will be externally reviewed (double-blind peer review) and fast-tracked, with a planned publication date by the end of 2021.

For any questions regarding the submission process, please contact Simona Popa, Prospects Managing Editor, at [s.popa@unesco.org](mailto:s.popa@unesco.org)

## References

Bosio, E. (2020). Towards an ethical global citizenship education curriculum framework in the modern university. In D. Bourn (Ed.), *Bloomsbury handbook for global education and learning* (pp. 187–206). London: Bloomsbury. <https://doi.org/10.5040/9781350108769.0025>

Bosio, E., & Torres, C. A. (2019). Global citizenship education: An educational theory of the common good? A conversation with Carlos Alberto Torres. *Policy Futures in Education*, 17(6), 745–760. <https://doi.org/10.1177/1478210319825517>

Gaudelli, W. (2016). *Global citizenship education: Everyday transcendence*. New York: Routledge. <https://doi.org/10.4324/9781315683492>

Torres, C. A. (2017). *Theoretical and empirical foundations of critical global citizenship education*. New York: Routledge. <https://doi.org/10.4324/9781315452579>

Torres, C.A., Bosio, E. (2020) Global citizenship education at the crossroads: Globalization, global commons, common good, and critical consciousness. *Prospects*. <https://doi.org/10.1007/s11125-019-09458-w>

## On-line call for papers

<https://www.springer.com/journal/11125/updates/18252736>