

Preface

Global Pedagogies: Schooling for the Future, which is the twelfth volume in the 12-volume book series *Globalisation, Comparative Education and Policy Research*, presents scholarly research on major discourses in comparative education research with reference to globalisation, educational policy and classroom pedagogy for tomorrow. It is a sourcebook of ideas for researchers, practitioners and policy makers in education, globalisation, global pedagogies and schooling for the future. The aim of the book is to provide an easily accessible, practical yet scholarly source of information about the international concern in the field of globalisation, global pedagogies, and educational transformation.

The book critically examines the overall interplay between comparative education discourses, globalisation, and education. It draws upon recent studies in the areas of globalisation, innovative schooling, social justice, and the role of the State (Apple 2004; Zajda et al. 2008; Zajda and Rust 2009; Zajda 2010a). It explores conceptual frameworks and methodological approaches applicable in the research covering globalisation, policy reforms, social change, and transformational pedagogies. Various book chapters critique the dominant discourses and debates pertaining to global pedagogies and innovative approaches to classroom learning and teaching. Using a number of diverse paradigms in comparative education research, ranging from critical theory, social change, to globalisation, the authors, by focusing on globalisation, ideology and democracy, attempt to examine critically current and alternative pedagogies (Bowles and Gintis 1976; Carnoy 1999; McLaren and Farahmandpur 2005). The book draws upon recent studies in the areas of dominant ideologies in globalisation and education (Zajda 2005; Zajda et al. 2008; Zajda 2010b).

Readers will find here the very latest thinking on globalisation, global pedagogies and educational transformation in the context of global culture. It offers a timely overview of current issues affecting discourses pertaining to global pedagogies and policy research in the global culture. It provides directions in education, and policy research, relevant to transformational educational reforms in the twenty-first century. The book is unique in that it:

- Examines discourses surrounding the politics of education reforms, and global pedagogies
- Provides strategic education policy analysis on recent developments in education reforms, learning and teaching

- Evaluates the ambivalent and problematic relationship between the State, education reforms and pedagogy
- Offers suggestions for innovative classroom pedagogies, relevant to democratic and empowering schooling in the twenty-first century

We hope that you will find the book useful in your teaching, future research and discourses concerning schooling, social justice and policy reforms in the global culture.

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