

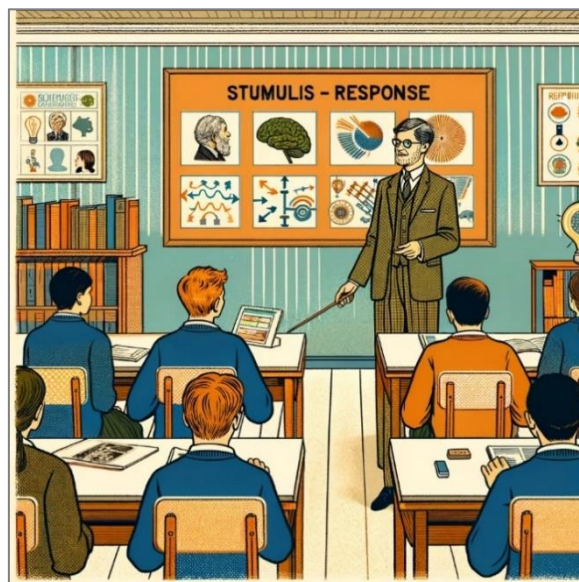
Early 1950s

BEHAVIOURISM

Key Proponent: B.F. Skinner.

Summary:

Behaviourism, founded by B.F. Skinner, is a theory of learning based on the idea that all behaviours are acquired through conditioning. It posits that learning is a process of forming associations between stimuli and responses. Behaviourism focuses on observable behaviours, rather than internal mental states, and emphasises the role of reinforcement and punishment in shaping behaviour.



Challenges and Critics:

Behaviourism has been criticised for its oversimplification of human learning and behaviour, ignoring the complexities of mental processes. Critics like Jean Piaget and Lev Vygotsky argued that behaviourism does not account for cognitive processes that are crucial in understanding how learning occurs. Noam Chomsky's review of Skinner's book "Verbal Behaviour" highlighted limitations in explaining language acquisition, leading to a decline in behaviourist dominance in psychology.

Source: Skinner, B. F. (1953). "Science and Human Behaviour." New York: Macmillan.

1960s

PEACE EDUCATION

Key Proponents: Johan Galtung, Betty Reardon.

Summary:

Peace Education focuses on the promotion of peace, non-violence, and conflict resolution skills. It encourages students to understand and respect differences, learn about the causes of conflict, and develop the skills necessary for conflict resolution and peacebuilding. It's a crucial part of GCDE, fostering a culture of peace and global understanding.



Challenges and Critics:

Critics argue that Peace Education might be idealistic and not sufficiently address the complex realities of conflict. There are also challenges in integrating peace education effectively in regions currently experiencing conflict.

Source: Reardon, B. A. (1988). "Comprehensive Peace Education: Educating for Global Responsibility." New York: Teachers College Press.

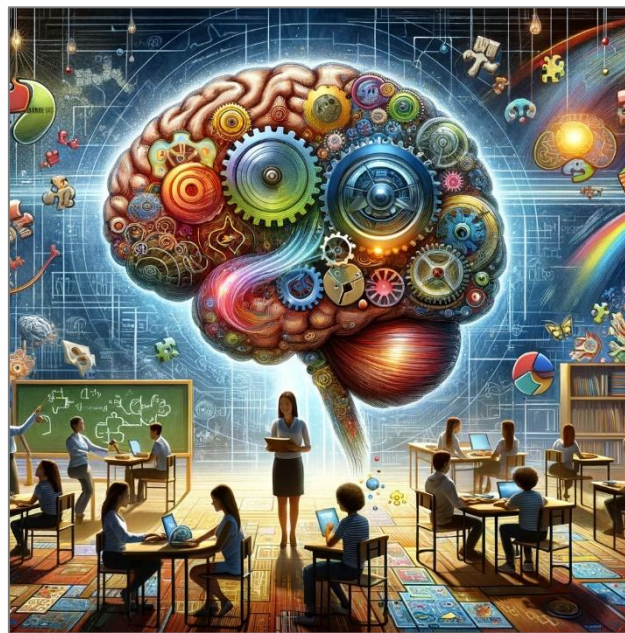
Mid 1960s

COGNITIVE REVOLUTION

Key Proponents: Jerome Bruner, Noam Chomsky, Herbert Simon, and others.

Summary:

The Cognitive Revolution marked a shift from behaviourist approaches to a focus on internal mental processes. It emphasised the importance of understanding how people think, learn, remember, and process information. Key contributions included Chomsky's critique of behaviourism and Simon's work on decision-making processes.



Challenges and Critics:

Critics argue that the Cognitive Revolution may overlook the social and environmental contexts of learning. The emergence of situated cognition theories in the late 1980s and 1990s, such as those by Lave and Wenger, challenged the idea that cognitive processes are solely internal and emphasised the role of social interaction and culture in learning.

Source: Miller, G.A. (2003). "The cognitive revolution: a historical perspective." Trends in Cognitive Sciences, 7(3), 141-144.

1970

CRITICAL PEDAGOGY

Key Proponent: Paulo Freire.

Summary:

Critical Pedagogy, developed by Paulo Freire, is an approach to education that seeks to help students question and challenge domination, and the beliefs and practices that dominate. It emphasises dialogue, reflection, and action as tools for transformation. Freire's model aims to empower learners and encourage critical consciousness about social injustices.



Challenges and Critics:

Critics of Critical Pedagogy argue that it may be too ideologically driven and not sufficiently neutral, potentially leading to indoctrination rather than education. Scholars like John E. Petrovic argue that it can overlook individual agency and overly focus on social structures. Some educators also find it challenging to implement Freire's ideas in standardised education systems.

Source: Freire, P. (1970). "Pedagogy of the Oppressed." New York: Continuum.

1970s

CONSTRUCTIVISM

Key Proponents: Jean Piaget, Lev Vygotsky.

Summary: Constructivism is a learning theory that argues learners construct their own understanding and knowledge of the world through experiences and reflecting on those experiences. Piaget's theory focuses on how individuals construct knowledge through stages, while Vygotsky emphasises social interaction and cultural context in learning.



Challenges and Critics:

Critics argue that constructivism may not provide enough guidance and structure for learners, particularly in complex subjects. Critics like David Ausubel and Kirschner, Sweller, and Clark have argued that unguided or minimally guided instructional approaches are less effective and efficient than guided approaches, especially for novice learners.

Sources:

Piaget, J. (1952). "The Origins of Intelligence in Children." New York: International Universities Press.

Vygotsky, L. (1978). "Mind in Society: The Development of Higher Psychological Processes." Cambridge, MA: Harvard University Press.

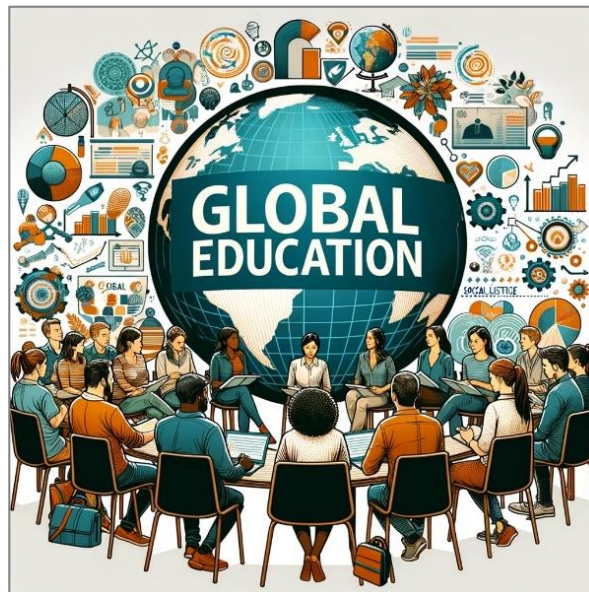
1970s

GLOBAL EDUCATION

Key Proponents: Various, including Manfred Max-Neef and Paulo Freire.

Summary:

Global Education is a holistic approach that opens people's eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity, and human rights for all. It encompasses themes like interdependence, global issues, social justice, and human rights.



Challenges and Critics:

The challenge lies in effectively incorporating a global perspective into diverse educational contexts without overwhelming or alienating learners. Critics also point out the need for global education to be culturally sensitive and not to impose a one-size-fits-all approach.

Source: Pike, G., & Selby, D. (1988). "Global Teacher, Global Learner." London: Hodder & Stoughton.

1970s

MULTICULTURAL EDUCATION

Key Proponents: James Banks, Sonia Nieto.

Summary:

Multicultural Education is an educational approach that seeks to create equal educational opportunities for all students by recognising and respecting diversity in race, culture, language, and social class. It aims to reform schools to make them more inclusive and effective in serving diverse student populations.



Challenges and Critics:

Critics argue that while well-intentioned, multicultural education can sometimes reinforce cultural stereotypes or lead to tokenism. Ensuring that it is deeply integrated into the curriculum and school culture, rather than being an add-on, remains a challenge.

Source: Banks, J. A. (1989). "Multicultural Education: Characteristics and Goals." In J. A. Banks & C. A. M. Banks (Eds.), "Multicultural Education: Issues and Perspectives." Boston: Allyn and Bacon.

1970s

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Source: Pike, G., & Selby, D. (1988). "Global Teacher, Global Learner." London: Hodder & Stoughton.

1970s and 1980s

CRITICAL RACE THEORY IN EDUCATION

Key Proponents: Derrick Bell, Kimberlé Crenshaw.

Summary:

Critical Race Theory (CRT) in Education examines the role of race and racism in education. It challenges the traditional curriculum and pedagogy that often perpetuate racial biases and inequalities. CRT advocates for an educational framework that recognises and addresses systemic racism and promotes racial equity.



Challenges and Critics:

CRT faces criticism for its focus on race as a central factor, with some arguing that it may overlook other factors like class or gender. Critics also contend that CRT's emphasis on systemic racism can be divisive and counterproductive to educational goals.

Source: Bell, D. (1992). "Faces At the Bottom Of The Well: The Permanence Of Racism." New York: Basic Books.

1980s

DEVELOPMENT EDUCATION

Key Proponents: Various, including Nita Kumar and Vanessa Andreotti.

Summary:

Development Education emerged in the 1980s, focusing on raising awareness and understanding of global issues, particularly around poverty, inequality, and sustainable development. It aims to empower learners to participate in shaping a better, more just world.



Challenges and Critics:

Critics argue that Development Education can sometimes be Eurocentric and perpetuate a saviour mentality. Scholars like Andreotti have called for a more critical approach that challenges dominant paradigms and promotes a deeper understanding of global power dynamics.

Source: Andreotti, V. (2006). "Soft versus critical global citizenship education." *Policy & Practice-A Development Education Review*, 3, 40-51.

1980s

INTERCULTURAL COMPETENCE

Key Proponents: Milton Bennett, Darla Deardorff.

Summary:

Intercultural Competence involves the ability to communicate effectively and appropriately with people of other cultures. It includes skills such as empathy, cultural self-awareness, and adaptability. In GCDE, it is crucial for fostering understanding and respect for diverse cultural perspectives and promoting effective global interactions.



Challenges and Critics:

A challenge is ensuring that intercultural competence goes beyond superficial cultural knowledge and fosters deep understanding and respect for cultural differences. Critics also note the difficulty in measuring intercultural competence and the risk of it reinforcing cultural stereotypes if not approached critically.

Source: Deardorff, D. K. (2006). "Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalisation." *Journal of Studies in International Education*, 10(3), 241-266.

1983

MULTIPLE INTELLIGENCES

Key Proponent: Howard Gardner.

Summary:

Howard Gardner's theory of Multiple Intelligences proposes that intelligence is not a single general ability, but rather distinct types of intelligences, including linguistic, logical-mathematical, spatial, musical, bodily-kinaesthetic, interpersonal, intrapersonal, and naturalistic. This theory has influenced educational approaches to cater to diverse learning styles.



Challenges and Critics:

Critics like John White have argued that Gardner's categorisation of intelligences lacks empirical evidence and that it confuses intelligence with abilities or talents. Others have criticised its implementation in educational settings for potentially leading to labelling or limiting students to certain types of learning.

Source: Gardner, H. (1983). "Frames of Mind: The Theory of Multiple Intelligences." New York: Basic Books.

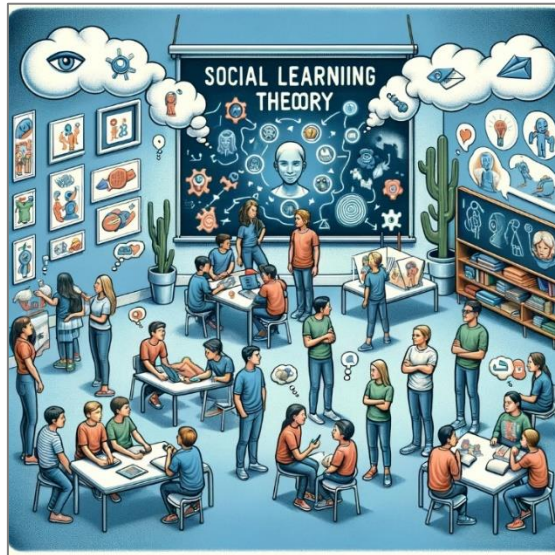
1990s

SOCIAL LEARNING THEORY

Key Proponent: Albert Bandura.

Summary:

Albert Bandura's Social Learning Theory posits that people learn from one another, via observation, imitation, and modelling. The theory suggests that learning occurs within a social context and can happen purely through observation or instruction, without direct reinforcement.



Challenges and Critics:

Critics of Social Learning Theory point out that it may not fully explain learning that occurs in the absence of social models or direct reinforcement. Others have argued that it underestimates the role of biological and innate factors in learning and behaviour.

Source: Bandura, A. (1977). "Social Learning Theory." Englewood Cliffs, NJ: Prentice Hall.

1990s

GLOBAL CITIZENSHIP EDUCATION

Key Proponents: Various, including UNESCO.

Summary:

Global Citizenship Education (GCE) is an educational framework that encourages understanding of global interdependencies, cultural awareness, and responsible citizenship. It aims to equip learners with skills to face global challenges and contribute to a more just and sustainable world.



Challenges and Critics:

Critics of GCE argue that it can be too abstract or idealistic, lacking practical application. Some scholars, like Shultz, critique it for potentially promoting a Western-centric worldview. Others raise concerns about its implementation in diverse educational contexts, questioning how effectively it can be adapted to local cultures and realities.

Source: UNESCO (2015). "Global Citizenship Education: Topics and Learning Objectives." Paris: UNESCO.

1990s

PLACE-BASED EDUCATION

Key Proponents: David Sobel, Gregory Smith.

Summary:

Place-Based Education focuses on teaching and learning that is rooted in the local place and community. It encourages students to explore and connect with their immediate surroundings, using these experiences as a foundation for understanding broader global issues. This approach fosters a sense of connection, responsibility, and stewardship towards one's community and environment.



Challenges and Critics:

One challenge is the risk of becoming too localised, potentially neglecting the global perspective crucial in GCDE. Additionally, implementing place-based education can be challenging in urban or resource-limited settings.

Source: Sobel, D. (2004). "Place-Based Education: Connecting Classrooms & Communities." Great Barrington, MA: The Orion Society.

1990s

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Key Proponents: United Nations Educational, Scientific and Cultural Organisation (UNESCO).

Summary:

Education for Sustainable Development (ESD) integrates principles, values, and practices of sustainable development into all aspects of education and learning. It aims to empower learners of all ages with the knowledge, skills, values, and attitudes to address the interconnected global challenges of poverty, environmental sustainability, and social equity.



Challenges and Critics:

A key challenge of ESD is integrating sustainability concepts into existing curricula across various educational levels and disciplines. Critics also argue that ESD must go beyond theoretical knowledge to encourage active engagement and tangible action in sustainability.

Source: UNESCO. (2005). "United Nations Decade of Education for Sustainable Development (2005-2014): International Implementation Scheme." Paris: UNESCO.

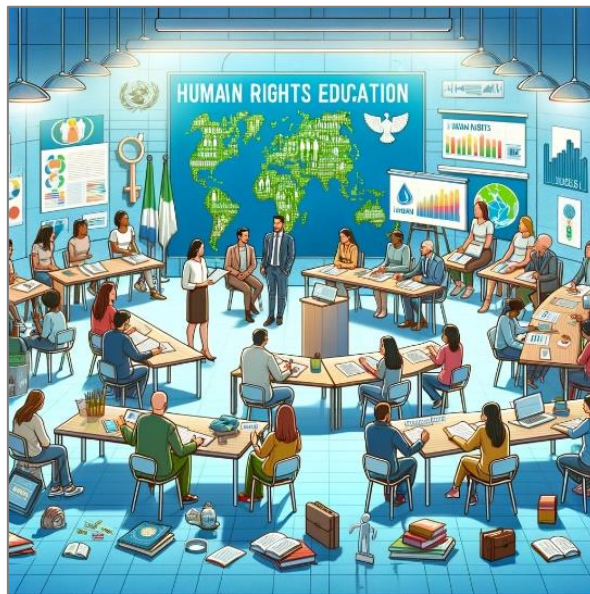
1990s

HUMAN RIGHTS EDUCATION

Key Proponents: Various, including Amnesty International.

Summary:

Human Rights Education (HRE) focuses on teaching and learning about human rights and responsibilities, emphasising the importance of respecting, protecting, and promoting human rights. It aims to empower individuals to contribute to the building of a universal culture of human rights.



Challenges and Critics:

Challenges include integrating HRE into various educational systems and contexts and ensuring that it goes beyond theoretical knowledge to foster real understanding and commitment to human rights. Critics also point out the need for HRE to be relevant and adaptable to local cultural and social contexts.

Source: Tibbitts, F. (2002). "Understanding What We Do: Emerging Models for Human Rights Education." *International Review of Education*, 48(3-4), 159-171.

1990s

HUMAN RIGHTS-BASED APPROACH TO EDUCATION

Key Proponents: United Nations, various human rights educators.

Summary:

A Human Rights-Based Approach to Education integrates human rights principles into the education system at all levels. This approach emphasises the right to education and incorporates the values of equality, dignity, respect, non-discrimination, and participation into educational practices. It aims to build a culture of respect for and realisation of human rights within educational contexts.



Challenges and Critics:

Implementing a human rights-based approach in education faces challenges, such as resistance due to cultural differences, varying interpretations of human rights, and the need for systemic changes in educational policies and curricula. Critics also point out the difficulty of measuring the impact of this approach on actual human rights conditions.

Source: United Nations. (1994). "The United Nations Decade for Human Rights Education (1995-2004)." New York: United Nations.

1990s

SOCIAL JUSTICE EDUCATION

Key Proponents: Bell Hooks, Paulo Freire.

Summary:

Social Justice Education is an approach that seeks to develop students' understanding and engagement with issues of social injustice and inequality. It involves critically examining social systems and structures, and empowering students to act as agents of change in creating a more equitable and just society.



Challenges and Critics:

Challenges include integrating social justice themes into all aspects of education without being seen as politically biased or confrontational. Critics also point out the difficulty of engaging students from diverse backgrounds and perspectives in discussions about sensitive and potentially divisive issues.

Source: Adams, M., Bell, L. A., & Griffin, P. (2007). "Teaching for Diversity and Social Justice." New York: Routledge.

1990s

SERVICE LEARNING AND COMMUNITY ENGAGEMENT

Key Proponents: Andrew Furco, Robert Sigmon.

Summary:

Service Learning and Community Engagement combine academic learning objectives with community service. This approach emphasises experiential learning and civic engagement, encouraging students to apply academic skills to real-world community needs, thereby enhancing their learning and contributing to society.



Challenges and Critics:

One challenge is ensuring that the service component is meaningful and beneficial for the community and not just for the educational outcomes of students. Critics also point out the risk of perpetuating a saviour mentality if not approached with mutual respect and partnership with the community.

Source: Sigmon, R. (1994). "Linking Service with Learning." Washington, DC: Council of Independent Colleges.

1990s

GLOBAL ENVIRONMENTAL EDUCATION

Key Proponents: Various environmental educators

Summary:

Global Environmental Education focuses on educating about the earth's environment and the global ecological issues. It aims to develop knowledge, skills, attitudes, and values necessary to shape a sustainable future. This approach includes an understanding of the interdependence of human and natural systems and encourages action-oriented solutions to environmental challenges.



Challenges and Critics:

The challenge lies in balancing the global perspective with local environmental issues and ensuring that environmental education does not become overly focused on individual responsibilities, overshadowing the need for systemic change. Critics also emphasise the importance of avoiding doomsday narratives that can lead to disengagement.

Reference: Palmer, J. A. (1998). "Environmental Education in the 21st Century: Theory, Practice, Progress and Promise." London: Routledge.

1990s

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Key Proponents: United Nations Educational, Scientific and Cultural Organisation (UNESCO)

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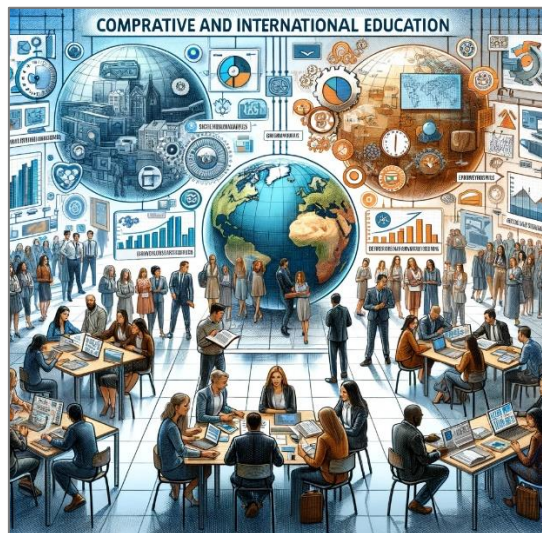
Early 1990s

COMPARATIVE AND INTERNATIONAL EDUCATION

Key Proponents: Various, including George Bereday and Joseph Lauwerys.

Summary:

Comparative and International Education involves the study of educational systems, policies, and practices across different countries. This field examines how education relates to broader social, economic, and cultural factors globally, providing valuable insights for GCDE in understanding diverse educational contexts and challenges.



Challenges and Critics:

Critics note the risk of oversimplifying or misinterpreting educational phenomena when comparing across different cultural contexts. There's also a challenge in ensuring that comparative studies are not dominated by Western perspectives.

Source: Bereday, G. Z. F. (1964). "Comparative Education: Current Trends and Future Prospects." *Comparative Education Review*, 8(3), 297-310.

Late 1990s

ECOPEDAGOGY

Key Proponents: Richard Kahn, Paulo Freire (influencer).

Summary:

Ecopedagogy is an educational approach that integrates ecological awareness and sustainability into the curriculum. Inspired by critical pedagogy, it emphasises the need for an educational response to environmental crises, promoting ecological literacy, sustainable living, and an understanding of the interconnections between human activity and the natural world.



Challenges and Critics:

Critics of Eco pedagogy point out the difficulty in balancing environmental activism with educational objectivity. There is also a challenge in integrating ecopedagogy effectively across diverse curricula and disciplines.

Source: Kahn, R. (2010). "Critical Pedagogy, Eco literacy, & Planetary Crisis: The Ecopedagogy Movement." New York: Peter Lang Publishing.

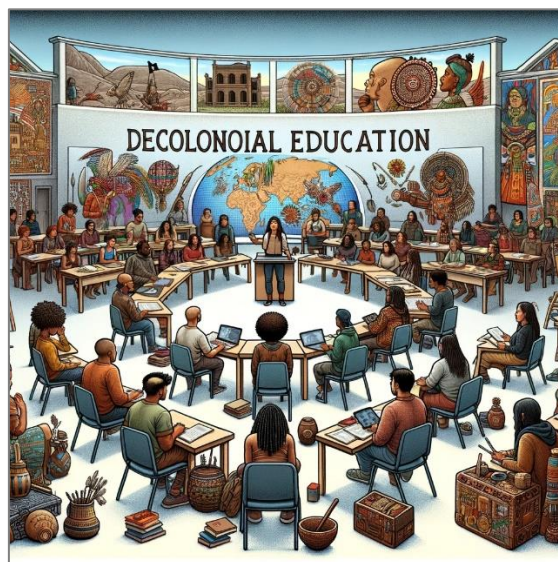
Late 1990s

DECOLONIAL EDUCATION

Key Proponents: Linda Tuhiwai Smith, Ngũgĩ wa Thiong'o.

Summary:

Decolonial Education critiques the ongoing impacts of colonialism in education and development. It advocates for re-examining and transforming educational practices to decentre Western narratives and incorporate diverse, often marginalised perspectives. It emphasises the importance of indigenous knowledge and epistemologies.



Challenges and Critics:

A challenge is the practical implementation of decolonial perspectives in existing education systems. Critics also discuss the balance between integrating indigenous knowledge and maintaining academic standards.

Source: Smith, L. T. (1999). "Decolonising Methodologies: Research and Indigenous Peoples." London: Zed Books.

Late 1990s

SOCIAL JUSTICE EDUCATION

Key Proponents: Bell Hooks, Paulo Freire

Summary:

Social Justice Education is an approach that seeks to develop students' understanding and engagement with issues of social injustice and inequality. It involves critically examining social systems and structures, and empowering students to act as agents of change in creating a more equitable and just society.



Challenges and Critics:

Challenges include integrating social justice themes into all aspects of education without being seen as politically biased or confrontational. Critics also point out the difficulty of engaging students from diverse backgrounds and perspectives in discussions about sensitive and potentially divisive issues.

Source: Adams, M., Bell, L. A., & Griffin, P. (2007). "Teaching for Diversity and Social Justice." New York: Routledge.

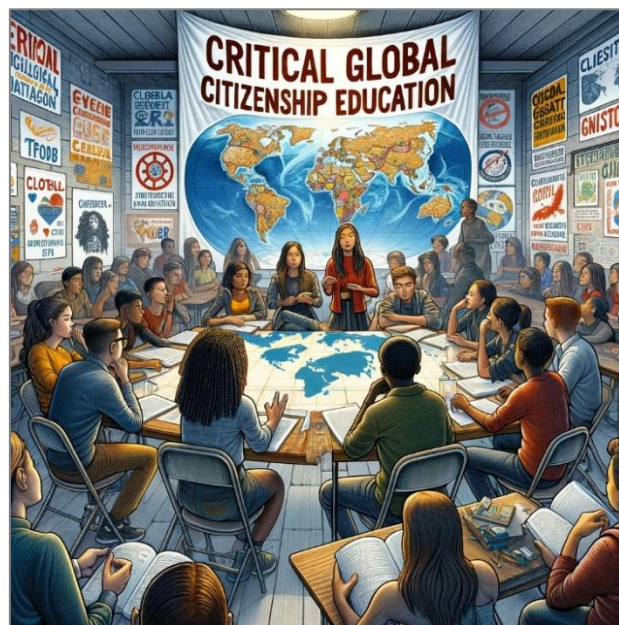
2000s

CRITICAL GLOBAL CITIZENSHIP EDUCATION

Key Proponents: Vanessa Andreotti, Lynn Davies.

Summary:

Critical Global Citizenship Education extends the principles of critical pedagogy to global citizenship, emphasising the need to understand and challenge global power dynamics, inequalities, and injustices. It encourages learners to critically analyse global issues, question dominant narratives, and develop an awareness of their own positionality in the global context.



Challenges and Critics:

Critics argue that this approach can be overly critical and may lead to cynicism or disengagement among learners. There is a balance to be struck between fostering critical awareness and maintaining a sense of empowerment and hope.

Source: Andreotti, V. (2006). "Soft versus critical global citizenship education." *Policy & Practice: A Development Education Review*, 3, 40-51.

2000s

GLOBAL ETHICAL CONSCIOUSNESS

Key Proponents: Varied, interdisciplinary approach.

Summary:

Global Ethical Consciousness is about cultivating an understanding and sensitivity to ethical dimensions in global issues. It involves recognising the ethical implications of actions and decisions on a global scale and fostering a sense of responsibility towards global challenges such as poverty, human rights, and environmental sustainability.



Challenges and Critics:

Challenges include the diverse and sometimes conflicting ethical perspectives from different cultures, which can complicate the understanding of what constitutes ethical behaviour on a global scale. There's also a risk of imposing a particular set of ethical standards globally, which may not align with all cultural values.

Source: Various sources and discussions in ethics and global education literature.

2000s

SYSTEMS THINKING IN EDUCATION

Key Proponents: Peter Senge, Fritjof Capra.

Summary:

Systems Thinking in Education encourages understanding problems and solutions in a holistic and interconnected way. It involves recognising the complex web of relationships in systems, whether ecological, social, or economic, and understanding how changes in one part of a system affect the whole.



Challenges and Critics:

Implementing systems thinking in education can be challenging due to its complexity and the need for interdisciplinary approaches. Critics also point out that systems thinking may sometimes overlook the nuances and unique characteristics of individual components within a system.

Source: Senge, P. (1990). "The Fifth Discipline: The Art & Practice of The Learning Organisation." New York: Currency Doubleday.

Early 2000s

EMOTIONAL INTELLIGENCE

Key Proponent: Daniel Goleman.

Summary:

Emotional Intelligence (EI) is a concept introduced by Daniel Goleman, highlighting the importance of recognising, understanding, and managing our own emotions and those of others. It includes skills like emotional awareness, empathy, and emotional regulation. In education, EI is seen as integral to students' learning, social interactions, and overall well-being.



Challenges and Critics:

Critics of EI argue that it is difficult to measure and may not be a distinct form of intelligence. Scholars like Mayer, Salovey, and Caruso, who initially conceptualised the idea of emotional intelligence, have critiqued Goleman's model for being overly broad and for lacking empirical support in some aspects.

Source: Goleman, D. (1995). "Emotional Intelligence: Why It Can Matter More Than IQ." New York: Bantam Books.

Early 2000s

TRANSFORMATIVE LEARNING

Key Proponent: Jack Mezirow.

Summary:

Transformative Learning, as proposed by Jack Mezirow, is about the process of effecting change in a frame of Source. It involves critical reflection on assumptions and beliefs, leading to a more open, permeable, and better-justified perspective. In education, it emphasises the role of experiences and critical thinking in shaping personal growth and development.



Challenges and Critics:

Some critics argue that Mezirow's theory is too cognitive and rational, overlooking the emotional and social aspects of learning. Others, like Patricia Cranton, have suggested that the theory might not adequately address the complexity and diversity of learners' experiences, particularly in different cultural contexts.

Source: Mezirow, J. (1997). "Transformative Learning: Theory to Practice." *New Directions for Adult and Continuing Education*, 1997(74), 5-12.

2010s

DIGITAL LEARNING THEORIES

Key Proponents: Various, including George Siemens and Stephen Downes.

Summary:

Digital Learning Theories encompass various concepts about how technology impacts learning and teaching. Theories like Connectivism (Siemens) suggest that learning occurs through networks and connections within a digital environment. These theories emphasise the role of technology in facilitating personalised, accessible, and flexible learning experiences.



Challenges and Critics:

Critics of Digital Learning Theories argue that they may overemphasise technology's role and underestimate the importance of traditional learning methods and human interactions. Concerns also include digital divide issues and the effectiveness of online learning in various contexts.

Source: Siemens, G. (2005). "Connectivism: A Learning Theory for the Digital Age." *International Journal of Instructional Technology and Distance Learning*, 2(1).

2010s

FEMINIST THEORY IN EDUCATION

Key Proponents: Various, including bell hooks and Nelly Stromquist.

Summary:

Feminist Theory in Education focuses on analysing and challenging gender inequalities in educational settings. It advocates for curriculum and teaching methods that promote gender equity, and it addresses issues such as sexism, gender stereotypes, and the representation of women and gender minorities in educational materials.



Challenges and Critics:

Critics of Feminist Theory in Education argue that it can sometimes be too focused on Western perspectives, neglecting the diverse experiences of women and gender minorities in different cultural contexts. There are also debates about how to effectively integrate feminist approaches into mainstream education.

Source: hooks, b. (1994). "Teaching to Transgress: Education as the Practice of Freedom." New York: Routledge.