

Making Sense of Global Education with Comments on Taiwan's Global Education Research

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Globalization has motivated many nation states to care for global education so that their people may live a better life in the world today and tomorrow. The 1990s saw congruent efforts in nation states to promote global education; and Taiwan also began to develop this line of research and curriculum developed. This paper attempts to analyze the different contexts of global education and comments on Taiwan's research. We argue that global education is not internationally standardized citizenship education. The configuration of global education varies within nation states. Ideological orientation, national culture, international organizations and non-government organizations, as well as teachers' interpretations, shape its goals and practices. Taiwan's research should not conceive and present global education as a comprehensive list of standards to achieve. This includes studies of textbook analyses, global knowledge and attitude research, and action research that intend to promote global education. Researchers should make clear their assumptions and purposes about global education, and relate them to Taiwan's contexts to avoid simplistic academic borrowing and jargon.

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