

## International Journal for Talent Development and Creativity



# Teaching Global Citizenship: A Canadian Perspective, ed. Lloyd Kornelsen, Geraldine Blazer, and Karen M. Magro

Volume 8, Number 1-2, August–December 2020

URI: <https://id.erudit.org/iderudit/1076764ar>

DOI: <https://doi.org/10.7202/1076764ar>

[See table of contents](#)

### Publisher(s)

International Centre for Innovation in Education/Lost Prizes International

### ISSN

2291-7179 (print)

2563-6871 (digital)

[Explore this journal](#)

### Cite this review

(2020). Review of [Teaching Global Citizenship: A Canadian Perspective, ed. Lloyd Kornelsen, Geraldine Blazer, and Karen M. Magro]. *International Journal for Talent Development and Creativity*, 8(1-2), 279–280.  
<https://doi.org/10.7202/1076764ar>

All Rights Reserved © IJTDC, 2021

This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

<https://apropos.erudit.org/en/users/policy-on-use/>

érudit

This article is disseminated and preserved by Érudit.

Érudit is a non-profit inter-university consortium of the Université de Montréal, Université Laval, and the Université du Québec à Montréal. Its mission is to promote and disseminate research.

<https://www.erudit.org/en/>

## New Books (1):

# Teaching Global Citizenship: A Canadian Perspective

**Edited by: Lloyd Kornelsen; Geraldine Blazer; Karen M. Magro**  
University of Winnipeg, Winnipeg, Canada

---

“The contributors to *Teaching Global Citizenship* have produced a treasure trove. Their abiding commitment to improving their practices, for assuming responsibility for humanity’s future, and for making the world more hospitable for the colonized and underserved are inspiring. Unflinchingly confronting the complexities of global citizenship and their own complicities for current realities, they reinforce that there can be no justice without empathy. Simply a great resource for educators who care about our world!”

— **John R. Wiens**

Dean Emeritus, Faculty of Education, University of Manitoba,  
and Teacher, Principal, Superintendent, and Professor

Gathering perspectives from current and former teachers across Canada, *Teaching Global Citizenship* tackles the unique challenges surrounding educating for global awareness. Bridging field and academy, this edited collection demonstrates how insights from teaching experience both inform and are informed by education theory and philosophy. The contributors reflect on their classroom experiences to engage critically with the issues surrounding teaching global citizenship, such as confronting systems of privilege and power, engaging students at the local-global nexus, responding to reverberations of colonialism, and helping students understand and navigate the tension between universalism and pluralism without frightening, regressing, mythicizing, imposing, or colonizing.

Grounded in narrative inquiry, experiential learning, and teacher-based research, the volume discusses strategies for encouraging young people to cultivate a sense of agency and global responsibility and provides perspectives from diverse educational settings across the country, from rural to urban areas, and from public to private schools. This timely and accessible text covers a broad range of topics surrounding the complexity of educating for global citizenship and will benefit those in education, global citizenship, curriculum development, and social studies courses in Canada.

**Toronto: Canadian Scholars Press**

# TEACHING GLOBAL CITIZENSHIP

A Canadian Perspective

EDITED BY

**Lloyd Kornelsen,  
Geraldine Balzer,  
AND Karen M. Magro**

