DEVELOPMENT OF A HOLISTIC PEDAGOGY OF EDUCATION FOR INTERNATIONAL UNDERSTANDING IN THE 21ST CENTURY

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Abstract

The purpose of the study is to develop a holistic pedagogy of Education for International Understanding (EIU) based on the reconceptualization of EIU that is relevant to the rapidly changing 21st century. The study consists of three parts: First, EIU is re-conceptualized based on the analysis of the conceptual relevance of EIU through the comparative review of similar terms as well as the historical analysis of EIU since the proclamation of the UNESCO’s 1974 Recommendation - ‘The UNESCO 1974 Recommendation Concerning Education of International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms’; Second, the adaptability of the reconceptualization to the educational field is analyzed; And finally, the holistic pedagogy of EIU is developed to be applied to civic society as well as public schools and social educational institutions.

The study started in November 2015 and is scheduled to finish in October, 2017. During this period, so far, the researchers have implemented a Delphi survey, various focus group interviews, field interviews and observations, comparative analysis as well as the analysis of the related literature review. The focus group interviews and the Delphi survey were conducted in the first year to obtain opinions of EIU experts on the relevance of the definition of EIU elaborated in the UNESCO’s 1974 Recommendation. The research team visited Europe, North America, Australia & New Zealand, and Africa during last summer in order to conduct face-to-face interviews with EIU experts around the world, discussing the concept of EIU and its present status in their countries. The research team also implemented in-depth interviews with teachers, educators, and practitioners involved in EIU in the countries visited as well as in Korea.

The study is now in the final stage and the outline of the conceptual framework and holistic approach of EIU could tentatively be presented as follows: the goal of EIU is to cultivate ‘glocal’ citizenship valuing the interconnection between globalism and localism; The essential elements of EIU should include glocal issues, glocal relationships and glocal literacy; Educational objectives of EIU should cover four domains of human development such as cognitive, affective, moral, and behavioral domains; Finally the holistic approach to EIU could be accomplished by focusing on the four key concepts of glocalism, global dimension, balance and inclusion.

Keywords: Holistic Pedagogy, Education for International Understanding, ‘glocal’ citizenship.