



Book Series

International Education Inquiries: People, Places, and Perspectives of Education 2030

Series Editors

Tonya Huber, *Texas A&M International University*

Vision

International Education Inquiries is a book series dedicated to realizing the global vision of The United Nations' (2015) Transforming Our World: The 2030 Agenda for Sustainable Development. As resolved by the UN General Assembly (on 25 September 2015; see UN 2015, October):

The 17 Sustainable Development Goals and 169 targets which we are announcing today demonstrate the scale and ambition of this new universal Agenda. They seek to build on the Millennium Development Goals and complete what they did not achieve. They seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. They are integrated and indivisible and balance the three dimensions of sustainable development: the economic, social and environmental.

The Goals and targets will stimulate action over the next 15 years in areas of critical importance for humanity and the planet. We are determined to end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfil their potential in dignity and equality and in a healthy environment.

See also [Teaching & Learning Indigenous, Intercultural Worldviews: International Perspectives on Social Justice and Human Rights](#)

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- Global Citizenship Education at TAMU Elevating Education at the Frontera
- Beyond Provincialism
- Education Around the Globe
- Teacher Education at the Edge

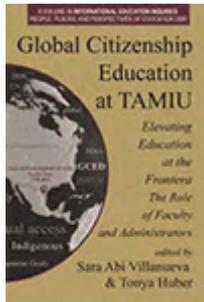
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Global Citizenship Education at TAMIU Elevating Education at the Frontera The Role of Faculty and Administrators

Sara Abi Villanueva, Texas Tech University; Tonya Huber, Texas A&M International University

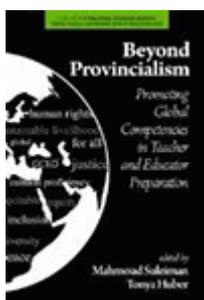
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Education 2030 topics of interest include, but are not limited to

- Improving access to quality early childhood development, care and pre-primary education.
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 - >> education for sustainable development and sustainable lifestyles,
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 - >> global citizenship education, and
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- Recruiting, preparing, supporting and retaining quality teachers.

CONTENTS: Preface, *Kevin Lindbergé*. Desk of the Editor, *Tonya Huber*. **PART I.** Reading the Globe, *Concepcion C. Hickey*. TAMIU 2019 Reading the Globe - Cambodia, *Haley Kazen*. From Global to Local: Using Service Learning to Connect to a Common Read, *Hayley Kazen, Cihlalli G. Perez, Daniel De la Miyar, and Marcela Uribe*. **PART II.** Digital Learning Objects a la Carte: Inclusive, Equal Access to Quality Research Support for Adult, Online Learners, *Elizabeth DeZouche and Sara Abi Villanueva*. Academic Counseling on the Border: Ventanilla De Orientacion Educativa, *Lorraine M. Dinkel and Connie J. Maples*. The Global Agenda for Quality Education: The Critical Role of Faculties of Education, *Douglas McCall, Irma Eloff, and James O’Meara*. Implementation of UN SDG 6: A Case Study of Contamination in the Rio Grande in South Texas, *David Allen*. About the Authors.



Beyond Provincialism Promoting Global Competencies in Teacher and Educator Preparation

Mahmoud Suleiman, California State University, Bakersfield; Tonya Huber, Texas A&M International University

2022. Paperback 979-8-88730-012-2 \$52.99. Hardcover 979-8-88730-013-9 \$94.99. eBook 979-8-88730-014-6 \$85.

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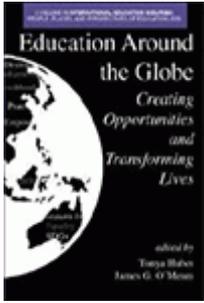
ENDORSEMENTS:

"The educational impact of the COVID-19 pandemic has created the most serious crisis in the history of public education. Addressing this crisis effectively will require efforts aligned with an inclusive and sustainable vision of development, such as articulated by the UN Education 2030 and the Sustainable Development Goals. To build back better educators need to guide their practice by knowledge that is local as well as global, in ways that help their students understand those interdependencies. Beyond Provincialism is an invitation to such an exploration. In this edited volume, Professors Mahmoud Suleiman and Tonya Huber and their colleagues take the reader on a journey that illuminates the impact of hunger among college students in America, how the SDGs can help turnaround high poverty schools, the role of curriculum to promote cross-national collaboration, and how math and science instruction, as well as study abroad, can help students develop procedural and conceptual knowledge that makes visible the relevance of what they learn to the world around them and the impact of the pandemic on teacher preparation in Palestine. The kaleidoscope of insights offered by this book will expand the global awareness and understanding of education as a global activity. A timely and useful resource for teachers and teacher educators that will contribute to advance a transformational education that helps us build back better from the devastation created by the pandemic." — Fernando M. Reimers, Harvard Graduate School of Education

"Suleiman and Huber convene a dynamic group of scholars committed to transforming our schools. Using the latest theories and methodological approaches, Beyond Provincialism offers crucial frameworks to understand teaching and learning in a global perspective. This groundbreaking volume wholeheartedly embraces the Sustainable Development Goals (SDGs) and calls upon all of us to simultaneously dismantle systemic inequality and promote equity and social justice in pre-K-20 schools across nations and their institutions. It's simply a must-read book, especially for practitioners, educators, reformers, researchers, and policy-makers who seek to internationalize education and take it beyond its cursory provincial goals." — Gilberto Q. Conchas, Wayne K. and Anita Woolfolk Hoy, Pennsylvania State University

"At a time when proponents of diversity, equity and inclusion are under attack, it is valuable to examine Beyond Provincialism to see how far we still need to go to reform schools and invest in teacher, educator and leader preparation. Grounded in solid frameworks, this timely and informative book astutely provides insights from forceful practitioners, scholars, and researchers whose fascinating experiences and models have practical implications for promoting global multicultural competencies needed to combat racist mindsets and provincial outlooks. Based on Education 2030 vision, the book provides a thoughtful blueprint for integrating international and global dimensions in teacher and educator preparation." — Ken Magdaleno, Center for Leadership, Equity, and Research (CLEAR)

CONTENTS: Interpretive Framework: The Place of Sustainable Development Goals in Educator Preparation Programs for Local-Global Professionals, *Mahmoud Suleiman and Tonya Huber*. Editor's Introduction: Towards Becoming a Local-Global Education Professional, *Mahmoud Suleiman*. **PART I: ALTRUISM, COLLECTIVISM, COSMOPOLITANISM, AND PLURALISM.** Empowering the Hungry and Hesitant Among College Pantry Users Within the Context of Goal 2 of the Sustainable Development Goals, *Jason Watkins and Mahmoud Suleiman*. Global Thinking, Local Action: Promoting Global Competencies and Sustainable School Improvement in High-Poverty Contexts, *Marco A. Muñoz, P. Tyler Stevens, and R. Aaron Wisman*. Global Social Justice in Education: Developing a Virtual Intercultural Community of Practice, *Lili Zhou, Bima Sapkota, Rose Mbewe, Jill Newton, and JoAnn Phillion*. **PART II: EQUITY, DIVERSITY, INCLUSION, AND PEDAGOGY.** Knowing the World Through Mathematics: Development of an Undergraduate Mathematics Course for International Social Justice, *Michael Lolkus and Jill Newton*. Fire Ecology in Fourth Grade: Moving Place-Based Education to the Global Stage, *Emily C. Adah Miller, Susan K. Codere, Jeanane Charara, Alice Severson, and Hannah Spaul*. Internationalization of the Curriculum: Planning, Implementation, and Expected Learning Outcomes, *Eugenia Charoni*. The Effects of Utilizing Distance Learning on Palestinian Teachers' Knowledge and Skills, *Iyad Elias Rabea, Naseem Mustafa Khatib, and Zaher Mustafa Atwa*. About the Editors. About the Contributors. Recognizing Reviewers' Critical Feedback.



Education Around the Globe Creating Opportunities and Transforming Lives

Tonya Huber, Texas A&M International University; James G. O'Meara, Texas A&M International University

2021. Paperback 978-1-64802-177-0 \$52.99. Hardcover 978-1-64802-178-7 \$94.99. eBook 978-1-64802-179-4 \$85.

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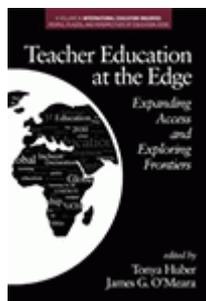
This vision includes to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (SDG4, UN, 2017). The founding co-editors seek to provide a forum for the diverse voices of scholars and practitioners from across the globe asking questions about transforming the vision of Education 2030 into a reality. Published chapters reflect a variety of formats, free of methodological restrictions, involving disciplinary as well as interdisciplinary inquiries. We expect the series will be a leading forum for pioneers redefining the international professional knowledge base about the people, places, and perspectives shaping Education 2030 outcomes and the meaning of global citizen education (UNESCO, 2015).

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- Acquiring the knowledge and skills needed to promote sustainable development, including: education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship education, and the appreciation of cultural diversity and of culture's contributions to sustainable development.
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Eloff, Antonio Cipriano Gonçalves, Alois Chiromo, Amani Ibrahim Abed Elgafar, Hyleen Mariaye, and Therese Tchombe. Learning to Act: Smithsonian Science for Global Goals and Empowering Young People to Develop a Habit of Considered Action-Taking, Heidi Gibson, Katherine Pedersen Blanchard, and Carol O'Donnell. A New Generation of Global Leaders – Turning Global Citizens Into Global Stewards, Carlise Womack Wynne, Erin Barding, and Brad Bailey. Promoting Sustainable Development in Study Abroad Programs: Focus on Social Justice in Honduras and Tanzania, Jill Newton, Alankrita Chhikara, Stephanie Oudghiri, Erin Rondeau-Madrid, Michael Lolkus, and JoAnn Phillion. About the Editors and Editorial Advisory Board. About the Authors. Recognizing Reviewers' Critical Feedback.



Teacher Education at the Edge Expanding Access and Exploring Frontiers

Tonya Huber, Texas A&M International University; James G. O'Meara, Texas A&M International University

2019. Paperback 978-1-64113-827-7 \$52.99. Hardcover 978-1-64113-828-4 \$94.99. eBook 978-1-64113-829-1 \$85.

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 - * Global citizenship education,
 - * The appreciation of cultural diversity and of culture’s contributions to sustainable development,
- Providing safe, non-violent, inclusive and effective learning environments for all;
- Recruiting, preparing, supporting, and retaining quality teachers.

CONTENTS: Editor’s Foreword: Recognizing and Recontextualizing the 2030 Agenda for Sustainable Development and the SDG 4 Education 2030, *James G. O’Meara*. Editor’s Introduction: Promoting Lifelong Learning Opportunities for All: Action Steps to Education 2030, *Tonya Huber*. **PART I: PEOPLE, PLACES, AND PERSPECTIVES OF GLOBAL CITIZENSHIP EDUCATION.** Keeping Community-Based Participatory Research Practitioners Relevant and Effective Through Orientation, *Darren Lortan and Savathrie Maistry*. Creating a Culture of Critical Consciousness in Global Citizen Educators, *Lorena P. Cestou, Alexandra Reyes, Elizabeth R. Sanmiguel, and Tonya Huber*. Creating a Global Teaching Workforce: Reflections on the Status of Teachers and Sustainable Development Goal 4, *Irma Eloff and Kate Reynolds*. The Palestinian Education System at the Crossroads: Implications for Promoting Globally Competent Citizenry, *Mahmoud Suleiman*. **PART II: PEOPLE, PLACES, AND PERSPECTIVES OF EDUCATION IN THE AMERICAS AND CARIBBEAN.** Recursive Interviews with Teacher Candidates: A Dialogue of Service-Learning, Research, and Empowerment as Global Citizen Educators, *Martha Guadalupe Lozano and Clarissa Murillo*. Encouraging Equitable Access to Higher Education in Bogotá, Colombia: A Case Study of an Innovative Dual-Enrollment Project, *Laura Gomez Bermeo and Nick Sorensen*. **PART III: PEOPLE, PLACES, AND PERSPECTIVES OF EDUCATION IN AFRICA.** Quality Learning for All: Policy and Practice of School-Based Continuous Professional Development in Rwanda, *Kyoko Yoshikawa Iwasaki, Ryuichi Sugiyama, Sayaka Matsuzuki, Yumiko Ono, Kenji Ohara, and Gnisha Bevan*. Schools Have Failed Students: A Systemic Institutional Roadblock to Access to Higher Education in Ghana, West Africa, *Olivia A. T. Frimpong Kwabong*. Review of Related Literature on Teacher Leadership in Public Secondary Schools in Lagos, Nigeria, *Olutola Olujuwon and Juliet Perumal*. About the Editors. About the Editorial Advisory Board. About the Contributors. Recognizing Reviewers’ Critical Feedback.



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