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Nota di contenuto	Section I: Research Background, Context, and Methodology -- Chapter 1. Introduction -- Chapter 2. Narrative Inquiry: A Way-Seeking Framework to Re-Search Teachers' Knowledge of Educating for Citizenship -- Chapter 3. Narrative Methods in the Lundbreck-Mudan Sister School Reciprocal Learning Landscape -- Section II: Ann Barton Stories -- Chapter 4. Ann as a Citizenship Curriculum Maker -- Chapter 5. Ann as a Collaborative Learner -- Chapter 6. Educating for

Citizenship from the Local to the Global through Reciprocal Learning around Water -- Chapter 7. Educating for Citizenship from the Local to the Global through Collaborative Inquiry around Water -- Chapter 8. Becoming a Globally Oriented Citizenship Educator through a Sister School Reciprocal Learning Partnership -- Section III: Restorying Ann's Stories from both Western and Eastern lenses -- Chapter 9. River Flowing and Fire Burning: Re-Storying Ann's Developing Knowledge of Educating for Citizenship -- Chapter 10. Conclusion. .

Sommario/riassunto

This book enriches the discourse around Global Citizenship Education in teacher education through the example of a teacher's experience in a Canada-China Sister School reciprocal learning landscape. Instead of positioning global citizenship teaching and learning as a set of fixed goals to be attained by teachers alone, this book approaches global citizenship teaching and learning as unfinished lifework in progress and as situated curriculum problems to be inquired together by university researchers, school teachers, and students under the spirit of reciprocity and community. This reimagination of narratives, theory, and action start from collaborative and reciprocal learning partnerships among Chinese and Canadian researchers and teachers in the practicality of re-searching and re-enacting the purpose and meanings of twenty-first century education in a Canada-China Sister School setting. Yishin Khoo is Sessional Lecturer at the University of Windsor, Canada. She received her PhD from the Ontario Institute for Studies in Education at the University of Toronto, Canada. Her research agenda focuses on the frameworks, mechanisms, and implications of intercultural reciprocal learning in global citizenship and sustainability education. .
