

## Evaluation of Research Abstract

“Global Thinking Development of High School Students in the Integration Process of Curricular and Extracurricular Education” submitted by Marina Pushnaya of the St Petersburg State Academy of Postdiploma Pedagogical Education. The document referred to consists of 15 pages

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### **Evaluation**

I consider the research to be extremely useful, valuable and well-executed, and found much to consider and apply in my own work. I would like to emphasise the following points regarding the research and its contribution:

- 1) It represents a serious contribution to how educational process should respond to recent and current philosophical debates between proponents of chaos theory and systems theory. The Global Thinking approach as developed in this research offers a means of avoiding the over-rationalistic limitations of traditional applied systems theory, but at the same time avoiding the opposing concept, that of Chaos or Complexity Theory, which in the long run can have a damaging and limiting effect on education and thought. Global Thinking as developed and refined in this research offers a ‘third way’, by which systems theory, and the holistic approach, may be used to stimulate creativity.
- 2) It is clearly the result not only of an empirical study by the author, but clearly represents the result of several years’ preoccupation with the topic, both in theory and in practice. The author’s understanding of the issues involved at first hand was clear from the way the argument was developed. A wide range of sources from different traditions were referred to, and as a result, the research followed a carefully considered and balanced approach, rather than simply pursuing one idea to its logical conclusion. The empirical survey was well-integrated into the argument.
- 3) It is ambitious, in that it takes the desirable, but (by its very nature diffuse), idea of Global Thinking, and works stage-by-stage to focus the idea into manageable components and to assess the means of putting the ideas of global thinking into operation via a carefully constructed empirical survey. When I began reading the research I was broadly sceptical regarding Global Thinking, considering it to be too abstract and too normative a concept. In the course of reading and reviewing this research my view of Global Thinking changed and I came to the view that Global Thinking could be applied in practice, that it could act as a unifying concept that would nonetheless support and encourage individual creativity, critical thinking and initiative.
- 4) It represents a serious attempt to provide new insights into the inter-relationship between different types of intelligence and ability in the creative process. I very much welcomed the way the research established and developed practical links between concepts which have in the past too often been treated separately (intelligence, creativity, motivation, critical thinking) in the process of applying the concept of Global Thinking. In this respect I found the scales and tables developed by the research very useful as an attempt to clarify stages of a process of which educators may be intuitively aware but which have

been difficult to analyse. The author's work in this respect is conceptually ambitious but well-focused on genuine problems of the educational process.

- 5) It facilitates a new approach to balancing the competing demands of rational, disciplinary learning and the development of holistic wisdom and maturity, through integration (or rather organised complementarity) between the intra- and extra-curricular learning. The idea of attaining the balance referred to above via integration of the extra- and intra-curricular teaching methods through both direct and indirect, vertical and horizontal means was innovative and worth pursuing in further research.

Overall I consider the research to be of a high standard, in that it works effectively and innovatively at both the theoretical and practical levels, is internally consistent and logically designed, and provides substantial material for future theoretical development. It considers issues of considerable importance for professional educators, and develops these in an innovative and systematic way, introduces new empirical knowledge and provides the reader with concepts and data in a way that is thought-provoking and potentially useful in practice.