



International Journal of Progressive Education

Volume 16, Issue 5 October 2020

ijpe.penpublishing.net

ISSN: 1554-5210 (Print)

Global Citizenship: From the Lens of the Education Faculty Instructors

Seda Baysal & Isil Tannriseven

To cite this article

Baysal, S. & Tannriseven, I. (2020). Global Citizenship: From the Lens of the Education Faculty Instructors. *International Journal of Progressive Education*, 16(5), 106-120. doi: 10.29329/ijpe.2020.277.7

Published Online	October 09, 2020
Article Views	13 single - 14 cumulative
Article Download	42 single - 64 cumulative
DOI	https://doi.org/10.29329/ijpe.2020.277.7

Pen Academic is an independent international publisher committed to publishing academic books, journals, encyclopedias, handbooks of research of the highest quality in the fields of Education, Social Sciences, Science and Agriculture. Pen Academic created an open access system to spread the scientific knowledge freely. For more information about PEN, please contact: info@penpublishing.net



Global Citizenship: From the Lens of the Education Faculty Instructors

Seda Baysalⁱ

Kahramanmaraş Sütçü İmam University

Işıl Tanrısevenⁱⁱ

Mersin University

Abstract

Study objective: This research attempts to reveal the education faculty instructors' views on the concept of global citizenship. **Method:** The research utilized a phenomenological design, one of the qualitative research designs. The participants of the research consisted of seven education faculty instructors who work at a higher institution in Turkey during the 2019-2020 academic year and who were selected by the convenience sampling method. This research employed a semi-structured interview method. Thus, a semi-structured individual interview form was prepared by the researchers as a data collection tool. The first part of the form includes questions related to the participants' demographic information and the second part holds five questions regarding their views on global citizenship. The open-ended questions were prepared in line with the research questions by taking into consideration the relevant literature and two experts' opinions to ensure scope validity. Content analysis was used during data analysis. **Result:** Research findings revealed that the instructors mostly focus on "values and attitudes" dimension of the global citizenship including respect for differences and values, sense of belonging, tolerance, concern for global issues, dedication to equal rights and sensitivity to global issues. Besides, all instructors were found to express that global citizenship is a must for pre-service teachers for both themselves and their professional life. All participants were identified to do practices in different ways by intermingling the issue of global citizenship with their course during the educational process to raise their students' awareness towards global citizenship, and they mostly faced student-based challenges during the practices. The instructors mostly recommended that seminars should be organized in advance to raise both students' and instructors' awareness.

Keywords: Education Faculty, Instructor, Global Citizenship, Pre-Service Teacher

DOI: 10.29329/ijpe.2020.277.7

ⁱ **Seda Baysal**, Instructor, School of Foreign Languages, Kahramanmaraş Sütçü İmam University, ORCID: 0000-0002-3199-1420

Correspondence: baysalseda@yahoo.com.tr

ⁱⁱ **Işıl Tanrıseven**, Prof. Dr., Curriculum & Instruction, Mersin University

INTRODUCTION

The rapid technological advances have led the world to become borderless and much more interactive in all kinds of ways. This absolute interaction has turned the world into a global village in which economic, environmental, social and political as well as cultural systems are quite interrelated. Regardless of people's location, they encounter a common destiny in which events occurring any part of the world affect the lives in other parts (Lim, 2008). Factors such as migration events, technological developments, displacement of manpower and changes in the borders of the country have made globalization inevitable. Kan (2009a) explained the tendency from becoming a citizen of your own country to being a citizen of the world, and noted that globalization must be considered not only on the political and economical bases but also on a cultural dimension since the development of a new world order and common values has enriched the dimensions of citizenship. Therefore, it has become inevitable to raise citizens who feel the responsibility and sensitivity for the global issues, who possess critical thinking skills to solve the problems and who have global awareness. Hence, the concept of Global Citizenship has emerged, indicating the sense of belonging to a wider community (Oxfam, 2006a; UNESCO, 2014).

This new citizenship model has various definitions made by different researchers and institutions. Reysen and Katzarska-Miller (2013) defined global citizenship (GC) as awareness, caring, and welcoming cultural diversity when ensuring social justice and sustainability with a sense of responsibility for acting." It requires "an individual's consciousness, loyalty, and dependence beyond the borders of a nation to embrace the whole mankind" (Pike, 2008), and the ability to "act for the sake of humans all around the world" (Adams & Carfagna, 2006). Burrows (2004) concluded that global citizenship refers to having the powers and the impact of these powers on human life, understanding other cultures and the differences between them and analyzing the world from different perspectives as well as producing new ideas for the whole world. With these information at hand, a global citizen can be defined as an agent having multiple characteristics identified such as cultural, global and national, which provides him/her to overcome the national boundaries and adopt himself/herself to the global community (Myers & Zaman, 2009). Thereby, s/he takes actions for working for the sake of common good (Banks, 2008). Oxfam (2006), preparing the global citizenship curriculum, defines a global citizen as someone who:

- is aware of the world and their own roles.
- respects and attaches importance to diversity.
- understands how the world functions.
- is desirably dedicated to social justice.
- joins the local and global communities at various levels.
- takes actions with others in order to make the world a more fair and sustainable place.
- takes responsibility for their own actions.

Based upon these definitions, it is logical to classify the competencies of global citizenship knowledge and understanding, skills and values and attitudes (Oxfam, 2006). Figure 1 depicts the key elements of global citizenship with their sub-definitions.

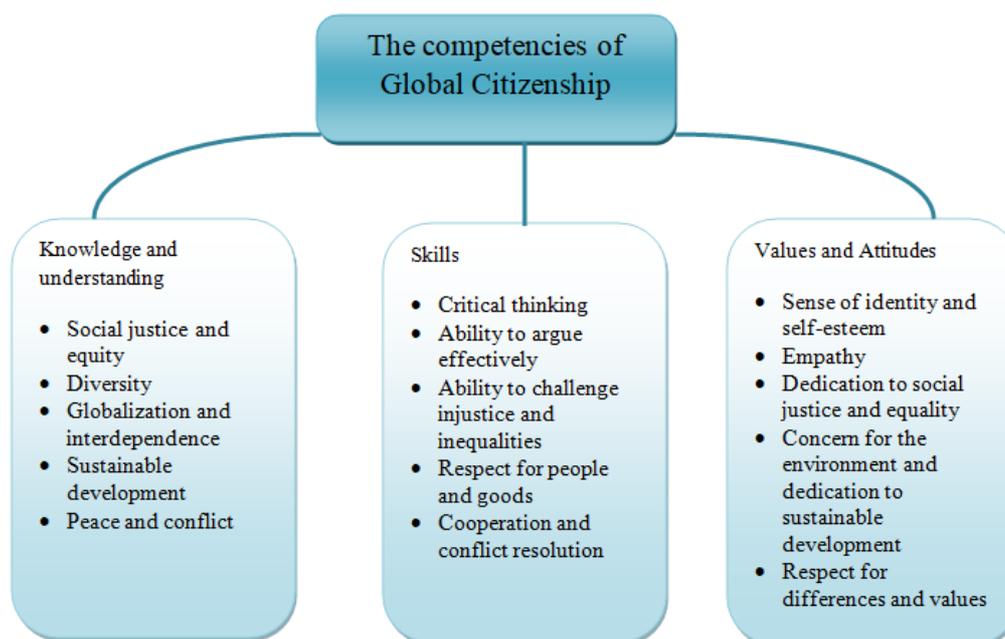


Figure 1. The competencies of Global Citizenship (Oxfam, 2006)

Figure 1 displays that the competencies related to global citizenship are gathered under three categories. Accordingly, global citizenship requires global information so that people can develop their global citizenship skills, their values and attitudes. Likewise, in their study, Lima and Brown (2007) listed the skills that a global citizen must have with the following statements.

- speaking multiple languages
- having a sense of knowing about other cultures
- willingness for helping those in need
- using technology in an effective way
- having no prejudice and respecting diversity (environment, individual, other cultures)
- being informed about what is going on in their country and/or the world
- having a role in the society such as citizenship, ethics, inclusion

Thus, integrating global citizenship with many educational levels has a significant contribution to develop the core elements of active and responsible global citizenship (Oxfam, 2006). It would not be wrong to mention that one of the areas in which global citizenship education can be effectively implemented is universities, in particular, education faculties. Since one of the primary responsibilities of education faculties is to create awareness of the world in which future generations live and to raise pre-service teachers who can take an active role in solving global problems and who do not break ties from globalized world. Therefore, education faculty instructors' own attitudes towards world events may affect students in two ways. First, they may be willing to fight against the conditions originating from the ill effects of globalization. Second, they may adopt a view that disregards or underestimated world issues. For this purpose, instructors should provide environments which allow pre-service to take part in active discussions in class and thus to develop their critical thinking skills (Garii, 2000).

Upon analyzing the relevant literature, various studies have been conducted on the concept of global citizenship and global citizenship education at primary school, middle school, secondary school and later periods (Balbağ, 2016; Balbağ & Türkan, 2017; Brown, 2009; Çelikten, 2016; Çermik, Çalışoğlu & Tahiroğlu, 2016; Çolak, Kabapınar & Öztürk, 2019; Gürdoğan, Göz & Bozkurt, 2014; Lim, 2008; Mutluer, 2013; Rapoport, 2010; Strickland, Adamson, McInally, Tiittanen & Metcalfe, 2013; Şahin, Şahin ve Göğebakan-Yıldız, 2016; Tormey & Gleeson, 2012). One research was conducted with English instructors regarding the incorporation of global citizenship education into ELT (Başarır, 2017). However, there is no such a research specifically published on analyzing the education faculty instructors' views on the concept of global citizenship. They are the ones who are supposed to raise pre-service teachers' awareness towards global citizenship. Hence, it is paramount in identifying their views about the topic. Such a research was carried out by the researchers as it was expected to contribute to the relevant literature. The results of this research will shed light on further studies. Thus, this research aims to examine education faculty instructors' views on the concept of global citizenship. In service of this aim, the answers to the following questions were sought:

1. How is global citizenship defined by the education faculty instructors?
2. What are the education faculty instructors' views on the necessity of global citizenship awareness for pre-service teachers?
3. What are the education faculty instructors' views on the teaching practices regarding global citizenship?
4. What are the challenges that can be faced by the instructors during the practices?
5. What are the education faculty instructors' recommendations for overcoming the challenges faced during teaching practices?

METHOD

Research Design

This research was conducted by using a phenomenological design, one of the qualitative research designs. Phenomenological studies necessitate careful and detailed comprehension and definition of how individuals perceive, describe, feel, criticize and understand certain phenomenon (Patton, 2002). Johnson and Christensen (2012) noted that the major aim of the phenomenological research is to reveal the perceptions, experiences and meanings individuals attribute to a phenomenon. In phenomenological studies, the results are presented with a descriptive narrative and direct quotes are provided. Besides, the findings obtained from the framework of emerging themes and codes are explained and interpreted in-depth (Yıldırım & Şimşek, 2005). This research was framed in a constructivist theoretical framework for the purpose of understanding how education faculty instructors conceptualize global citizenship and develop ideas about global citizenship from their lived experiences. Since the phenomenological approach is constructivist, the aim is to explain the essence of the lived experiences of a phenomenon or concept under a study of an individual or groups. Namely, the phenomenon of the research is the global citizenship. By using the phenomenological design, this research attempts to examine the perceptions of the education faculty instructors regarding the concept of global citizenship, the practices they perform their classes, the challenges they encounter during the process and their recommendations for overcoming the challenges.

Participants

This research was carried out with education faculty instructors working at a higher institution in Turkey during the 2019-2020 academic year. Convenience sampling method was utilized in the present research. The rationale for using convenience sampling method was that it provides speed and practicality to the researcher as the researcher(s) select a situation which is close and easy to access

(Yıldırım & Şimşek, 2005). Those who are accepted as the target population are included in the research only if they meet certain practical criteria such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate (Dörnyei, 2007). While selecting the participants, a sample size of participants needs to be considered. Patton (1990) noted that there are no rules of sample size in qualitative research. However, Leedy and Ormrod (2010) suggested that the number of sample size in phenomenological research can range from 5 to 25. In this research, there were seven participants from different departments in the education faculty. The demographic characteristics of the sample are presented in Table 1.

Table 1. Demographic Information Regarding the Participants

Participants	Gender	Age	Department	Coding
1 st Participant	Male	42	Curriculum & Instruction	I ₁
2 nd Participant	Female	32	Foreign Languages	I ₂
3 rd Participant	Female	38	Curriculum & Instruction	I ₃
4 th Participant	Male	46	Social Sciences Education	I ₄
5 th Participant	Male	51	Curriculum & Instruction	I ₅
6 th Participant	Male	53	Psychological Counseling and Guidance	I ₆
7 th Participant	Female	35	Classroom Teaching	I ₇
Total				7

Table 1 portrays that four of the instructors are male and four are female. Participants' ages range from 32 to 53. Considering the department, three of the participants are from the Curriculum & Instruction department, while the others are from the departments of Foreign Languages, Social Sciences Education, Psychological Counseling and Guidance and Classroom Teaching.

Data Collection

Interview is regarded as one of the most frequently used data collection tool in qualitative studies. It is a data collection technique providing the researcher(s) an opportunity for obtaining information in a more detailed way through verbal communication concerning how and in which conditions, thoughts and behaviors vary in such cases (Karasar, 2012; Seidman, 2006). This research employed a semi-structured interview method. Semi-structured interviews are the most widely used data collection tools in phenomenological research (Sart, 2015). Thus, a semi-structured individual interview form was prepared by the researchers as a data collection tool. The interview form is prepared for getting the same kind of information from different people through addressing similar subjects (Patton, 1987). The first part of the form includes questions related to the participants' demographic information and the second part holds five questions regarding their views on global citizenship. The open-ended questions were prepared in line with the research questions by taking into consideration the relevant literature and two experts' opinions to ensure scope validity. The form got its final form with the feedback provided by two instructors who are expert in Curriculum and Instruction. The data collection form included the questions such as the definition of global citizenship by the education faculty instructors, their views on the necessity of global citizenship awareness for pre-service teachers, on the teaching practices, the challenges that can be faced during the practices and the recommendations for overcoming the challenges faced during teaching practices. The research was conducted between 02-06.12.2019. The data were gathered by visiting the Education Faculty of a state university to which the researcher can have easy access. While applying the interview form, the aim of the research was explained to the instructors. The interviews were recorded via voice record. Each interview lasted approximately 10-20 minutes.

Data Analysis

In this study, the data were analyzed through content analysis. Content analysis is defined as “an analytical method that attempts to identify and derive meanings from a wide range of text-based data” (Creswell, 2007; Given, 2008; Krippendorff, 2004). For this purpose, primarily the research data were textualized by the researchers through use of Microsoft Word program. The data were coded and

those signifying each research question were classified in themselves, which is defined as a descriptive analysis. Afterwards, content analysis was welcomed for in-depth data analysis. The data are transferred to the computer and raw data texts are prepared for data analysis. The responses are analyzed and coded one by one, and these codes are associated with one another, brought together and categorized. Codes and categories are edited. Findings are depicted in tables and interpreted (Creswell, 2007; Strauss and Corbin, 1990). In the present research, the responses of the instructors were coded by examining them one by one, and these codes were associated with each other and brought together to form categories. The most repeated codes were explained under each category. The category elicited for the first research question was determined by taking the three competencies of global citizenship into account (*knowledge & understanding, skills, values & attitudes*). The other categories were formed by the researchers themselves. The instructors' views were arranged with numbers and letters (I:1, I =Instructor 1) and their views were presented in the findings. The direct quotes were included in order to unveil the underlying meanings of the codes.

Lincoln & Guba (1985) and Creswell (2009) posited that validity and reliability of a research are paramount in evaluating its worth. These involve establishing credibility, transferability, dependability and confirmability. In order to ensure credibility, the research must be presented to the experts who can legitimately judge the credibility of the results. Thus, this research was presented to two education faculty instructors working at state universities in Turkey and having qualitative research experience. Yıldırım and Şimşek (2005) stated that the research must include descriptions, that is, direct quotes from participants in order to ensure transferability. In this research, extracts were made for each theme and they were included in the findings section. To increase the dependability of the research, all of the obtained findings were presented directly to the reader without any comment and generalization. Lastly, for the confirmability, the records of the research path were kept throughout the study to be analyzed by those concerned.

FINDINGS

This section holds education faculty instructors' views on the concept of global citizenship. The tables including the categories and the codes of the education faculty instructors' views and the direct excerpts are presented.

Findings regarding the education faculty instructors' views with respect to the concept of "global citizenship"

Table 1 depicts the distribution of the codes regarding the "definition of global citizenship" from the lens of the education faculty instructors.

Table 1. Categories and codes regarding the education faculty instructors' views with respect to the concept of "global citizenship"

Category	Code	I ₁	I ₂	I ₃	I ₄	I ₅	I ₆	I ₇
Knowledge & Understanding	World citizenship	+						
	Global acceptance		+	+				
	Freedom			+				
	Culture of living together					+		
	Diversity							+
Skills	Ability to act together	+						
	Respect for people & goods				+			
	Ability to shoulder responsibilities					+	+	
	Ability to challenge in global platform						+	

Values & Attitudes	Respect for differences and values	+	+	+
	Sense of belonging	+		+
	Tolerance		+	
	Concern for global issues		+	+
	Dedication to equal rights		+	
	Sensitivity to global issues			+

Table 1 suggests the categories and the emerging codes regarding the education faculty instructors' definitions of global citizenship. Accordingly, 3 categories and 22 codes were obtained with the regard to the definition of global citizenship. The most outstanding category emerging was identified as *values and attitudes* as the majority of the participants addressed global citizenship in terms of the values and attitudes dimension of the concept. On the other, a small number of participants defined global citizenship under the category of *skills*. Besides, the instructors were found to mostly define global citizenship as “*respect for difference and values*”, while the least emerging codes were “*world citizenship, culture of living together, diversity, ability to challenge in global platform, tolerance, dedication to equal rights and sensitivity to global issues*”. Some of the participants defined the concept of global citizenship in the following extracts.

Global citizenship is defined the respect of people regardless of their country, religion, race etc. Or people's respect for the values all over the world. (I₂)

Global citizenship is the acceptance of the presence of the other languages, religions and races in the world without ignoring the protection and adoption of national and traditional values.... (I₃)

I think it is to have no prejudice towards people from other countries and to welcome diversity. (I₇)

Global citizenship is defined as being aware of what is happening around the world. It also refers to taking responsibility for a more livable world. (I₅)

Global citizenship means that individuals feel that they are part of the world beyond localism and nationalism, that is, beyond the limitations, and that the whole world is ours. (I₆)

All positive or negative events occurring anywhere in the world affect people. Therefore, the concept of global citizenship is to be sensitive to the events taking place in the world and it is not limited to the city and country where people live. (I₄)

Findings regarding the education faculty instructors' views on the necessity of global citizenship awareness for pre-service teachers

Table 2 depicts the categories and the related codes related to the education faculty instructors' views on the necessity of global citizenship awareness for pre-service teachers.

Table 2. Categories and codes regarding the education faculty instructors' views on the necessity of global citizenship awareness for pre-service teachers

Category	Code	I ₁	I ₂	I ₃	I ₄	I ₅	I ₆	I ₇
Global knowledge	Understanding people's behaviors	+						
	Being aware of innovations	+				+		
	Following current agenda				+	+	+	
	Transferring knowledge, skills and values			+	+			
	Ensuring diversity		+	+				+

Intercultural communication	Ensuring cooperation	+	+
	Emphasizing the importance of foreign language	+	
	Raising global children for effective communication	+	+
Self-awareness	Providing professional transformation	+	+ +
	Developing empathy	+	
	Producing solutions for conflicts	+	
	Intellectualism	+	
	Getting rid of narrow-mindedness		+

Table 2 displays the categories and the related codes regarding seven education faculty instructors' views on the necessity of global citizenship awareness for pre-service teachers. All instructors expressed that global citizenship is a must for pre-service teachers for both themselves and their professional life. Accordingly, the most notable categories were identified as “*global knowledge*” and “*self-awareness*” with 5 codes each, while the category having fewer codes was “*intercultural communication*” with 3 codes. Furthermore, the instructors mostly mentioned the code of “*following current agenda, ensuring diversity and providing professional transformation*”. However, one each instructor stated that global citizenship awareness is a need for pre-service teachers for “*understanding people’s behaviors*”, “*emphasizing the importance of foreign language*” and “*getting rid of narrow-mindedness*”. The related instructors' views are exemplified in the following quotes.

I think global citizenship is highly significant for pre-service teachers since individuals growing up in an isolated society will cause narrow-mindedness. As the world is in rapid interaction and change, it is necessary to follow and keep up with current events. (I₆)

I believe this is very important for pre-service teachers in the globalizing world. As members of teaching profession whose foundation is love, respect and valuing, pre-service teachers must firstly ensure diversity, one of the requirements of global citizenship. Achieving this will also affect their perspectives towards their students in the future. (I₃)

Yes, with the advancement in technology, the world has turned into a small village. An event that occurs in any part of the world, economic development, culture-social networks affect other countries....Therefore, in order to understand people's behavior correctly, global citizenship education is required. It makes a great contribution to the professional development of people. First of all, people become aware of innovations. They realize its contribution to their professional transformation. (I₁)

It is necessary as pre-service teachers must be aware of the values that they will transfer to their students in the future. Thus, pre-service teachers' awareness towards global citizenship provides them with helping those in need with full of cooperation. (I₇)

Findings regarding the education faculty instructors' views regarding the teaching practices they do within the scope of the course to raise the pre-service teachers' global citizenship awareness

Table 3 presents the categories and the related codes regarding the teaching practices they do within the scope of the course to raise the pre-service teachers' global citizenship awareness.

Table 3. Categories and codes regarding the teaching practices they do within the scope of the course

Category	Code	I ₁	I ₂	I ₃	I ₄	I ₅	I ₆	I ₇
Implementation-based practices	Organizing sessions for discussing global social events	+			+			+
	Using videos and reading texts		+				+	
	Linking the course with the current events				+			
	Case study				+			
	Awareness studies through using texts					+		
Role modeling	Reflecting global citizenship on one's behavior			+				

As can be seen in Table 3, two categories were identified as “*implementation-based practices*” with 5 codes and “*role modeling*” with 1 code in line with the responses of the seven instructors who mentioned that they do various teaching practices within the scope of the course to raise the pre-service teachers’ global citizenship awareness. Most of the instructors mentioned the code of *organizing sessions for discussing global social events*, which were followed by *using videos and reading texts*, *linking the course with the current events*, *case study*, *awareness studies through using texts*, *reflecting global citizenship on one's behavior*. The following extracts were drawn from the education faculty instructors’ statements.

I have them analyze the social events around the world. I'm trying to figure out who's active in these events. I'm asking 'what would be your behavior for this situation?'. For example, what can we do for the Syrian people as a global citizen?. I organize discussion sessions on nuclear power plants, environmental problems, economic sharing, social networks, problems brought by ideologies, non-governmental organizations, global warming, in short, the future of the world. (I₁)

Frankly, I'm usually trying to integrate global citizenship into my class. To illustrate, I am trying to raise awareness by having them watch videos on this subject and read texts. (I₂)

Yes I do. We link our courses with current events at local and international levels. First and foremost, the global citizen requires sensitivity. In the field of values education, we bring case studies to the classroom. We compare discourses and behaviors by looking at the events happening in the world. (I₄)

I do not make any practice related to this concept. But I'm trying to reflect it on my behavior. (I₃)

Findings regarding the education faculty instructors’ views regarding the challenges faced during the teaching practices

Table 4 displays the categories and the related codes about the education faculty instructors’ views on the challenges faced during the teaching practices.

Table 4. Categories and codes regarding the education faculty instructors’ views on the challenges faced during the teaching practices

Category	Code	I ₁	I ₂	I ₃	I ₄	I ₅	I ₆	I ₇
Student-based challenges	Arguments due to thinking gap	+						
	Fear of losing national identity	+						
	Prejudice towards different cultures			+	+		+	
	Lack of readiness					+		+
	Focusing on passing exams					+		
Instructor-based challenges	Lack of knowledge		+					

Upon analyzing the findings in Table 4, two categories including *student-based challenges* and *instructor-based challenges* were identified regarding the challenges faced during the teaching practices. The majority of the instructors were found to mention student-based challenges consisting of *arguments due to thinking gap, fear of losing national identity, prejudice towards different cultures, lack of readiness and focusing on passing exams*, while only one instructor stated instructor-based challenge, that is, *lack of knowledge*. Below are the views of the instructors concerning these two categories.

Of course, students may have thinking gap. There may be discussions. They can oppose the concept of global citizenship for fear that their national culture will be destroyed. (I₁)

Yes, I sometimes experience some problems during the practices as the students are lack of awareness and readiness related to the concept of global citizenship. That, they are unable to make it meaningful in their minds. (I₇)

First of all, I think I have insufficient knowledge on this subject and therefore I find it difficult to carry out practices. I believe that it is necessary to have sufficient knowledge to integrate this subject into the course. (I₂)

I really have difficulty while organizing the teaching practices related to the global citizenship as the students are opposed to different cultures and they have biases towards other languages, traditions etc. (I₆)

Findings regarding the education faculty instructors' recommendations for overcoming the challenges faced during the practices

The categories and the related codes regarding the education faculty instructors' recommendations for overcoming the challenges faced during the practices are shown in Table 5.

Table 5. Categories and codes the education faculty instructors' recommendations for overcoming the challenges faced during the practices

Code	I ₁	I ₂	I ₃	I ₄	I ₅	I ₆	I ₇
Persuasion through discussions in the class	+						
Trainings and seminars for instructors		+					
Taking it as an elective course			+				+
Seminars for raising awareness			+	+	+	+	+
Motivational activities for following current events				+			
Giving social responsibilities to students						+	

As observed in Table 5, six codes emerged depending on the education faculty instructors' recommendations for overcoming the challenges faced during the practices. The instructors mostly recommended that seminars should be organized in advance in order to raise students' awareness. This was followed by *taking it as an elective course, persuasion through discussions in the class, trainings and seminars for instructors, motivational activities for following current events and giving social responsibilities to students*. Some of the recommendations presented by the instructors are given in the following examples.

This subject can be given as an elective course and students can take this course. Thus, students' prejudices about this subject can be eliminated to raise awareness. (I₃)

Seminars should be organized for instructors on this topic. (I₂)

I think that students' awareness towards global citizenship is insufficient. Firstly, its definition and content should be clarified for the students. It is necessary to be informed that the concept

of global citizenship does not only mean to be responsible for the society and the moment in which you live, but also for other societies, living things and future generations. (I₆)

With the practices, students can be encouraged to follow the news about the world from the media. They can also be taught to follow the current agenda from different sources. (I₄)

My recommendation is to convince the students by discussing. (I₁)

DISCUSSION, RESULT & RECOMMENDATIONS

The research firstly analyzed how the concept of global citizenship is defined by the education faculty instructors. Oxfam (2006), preparing global citizenship curriculum, identified the qualities that a global citizen should have as “*knowledge and understanding, skills and values and attitudes*”. Accordingly, the instructors’ definitions were categorized based upon the categories mentioned above. The findings revealed that the instructors mostly focused on “values and attitudes” dimension of the global citizenship including respect for differences and values, sense of belonging, tolerance, concern for global issues, dedication to equal rights and sensitivity to global issues. The findings also suggested that university instructors defined global citizenship as world citizenship, global acceptance, freedom, culture of living together and diversity within the dimension of “knowledge and understanding”; ability to act together, respect for people & goods, ability to shoulder responsibilities, ability to challenge in global platform under the dimension of “skills”. This highlighted the fact that university instructors working at the Faculty of Education generally had positive views on the concept of global citizenship. Upon analyzing the relevant literature, similar results have emerged in the studies conducted by Çermik, Çalışoğlu & Tahiroğlu (2016), Hillyard (2011). Besides, in the study conducted by Başarır (2017), instructors were found to mostly focus on the “values and attitudes” dimension of global citizenship such as human rights, respecting diversities, sensitivity to global issues and gender equity. Likewise, Balbağ & Türkcen’s (2017) put forward that the teachers defined globalization as sensitivity to global issues, people’s living together, interaction and respect for different perspectives. The results of the current study are consistent with these studies. However, the studies were found to be free from the dimension of foreign language skills. Gibson, Rimmington and Landwehr-Brown (2008) claimed that foreign language competency is ignored related to knowledge, skills and attitudes regarding global citizenship within the related literature. This may be regarded as a shortcoming since foreign languages are a part of becoming global citizens.

The second research question was related to the education faculty instructors’ views on the necessity of global citizenship awareness for pre-service teachers. Accordingly, all instructors expressed that global citizenship is a must for pre-service teachers for both themselves and their professional life. In this regard, the most notable categories were identified as “*global knowledge*” and “*self-awareness*”, while the category that was less mentioned by the instructors was “*intercultural communication*”. Furthermore, the majority of the instructors mostly mentioned “*following current agenda, ensuring diversity and providing professional transformation*”. However, one each instructor stated that global citizenship awareness is a need for pre-service teachers for “*understanding people’s behaviors*”, “*emphasizing the importance of foreign language*” and “*getting rid of narrow-mindedness*”. This may be due to the fact that the instructors thought raising isolated individuals may cause narrow-mindedness. Qualifications and Curriculum Authority (1999) reported that the knowledge, skills and understanding play an effective role for pupils in society at local, national and international levels. They should learn about fairness, social justice, and diversity at school, local, national and global level. Therefore, pre-school teachers must be aware of the world where future generations live.

The third research question was based upon the education faculty instructors’ views regarding the teaching practices they do within the scope of the course to raise the pre-service teachers’ global citizenship awareness. As a result of the analysis, two categories were identified as “*implementation-based practices*” and “*role modeling*” in line with the responses of the seven instructors who mentioned that they do various teaching practices within the scope of the course to raise the pre-service teachers’ global citizenship awareness. Most of the instructors mentioned the code of

organizing sessions for discussing global social events, which were followed by using videos and reading texts, linking the course with the current events, case study, awareness studies through using texts, reflecting global citizenship on one's behavior. This indicated that all participants do practices in different ways by intermingling the issue of global citizenship with their course during the educational process to raise their students' awareness towards global citizenship. In a similar vein, Başarır (2017) concluded that the instructors did practices in their courses through addressing global issues in the classes by making discussions and using reading texts as well as role modeling. In another study, Provo (1993) emphasized the necessity for using reading materials, dialogues and debates concerning significant world affairs and encourage the students to think about solutions. Unlike these findings, Mutluer (2013) stated that most of the history teachers did not have enough knowledge about the methods and techniques used for doing practices related to global citizenship in history lessons.

As for the fourth research question that sought to uncover education faculty instructors' views regarding the challenges faced during the teaching practices, they were identified to mostly face *student-based challenges* such as arguments due to thinking gap, fear of losing national identity, prejudice towards different cultures, lack of readiness and focusing on passing exams. The underlying reasons for this situation may be as such. The students might not take special courses to construct knowledge in terms of global citizenship in their early education period, and that they might associate the courses merely with being successful in the exams since early childhood. Similar findings emerged in the study carried out by Balbağ & Türkcan (2017) and Başarır (2017). The instructors were also found to experience *instructor-based challenge*, that is, lack of knowledge, which may have lead them not to struggle enough to raise students' awareness on this issue. Besides, Çermik et al. (2016), in their study, emphasized that classroom teachers were eager to do practices regarding global citizenship; however, they did not find themselves sufficient due to the lack of education they had taken within undergraduate program related to global citizenship education, and that they did not have enough professional experience to give global citizenship education. In another study, Ersoy (2013) concluded that teachers did not possess enough knowledge and experience related to the transfer of global citizenship skills to students and that teachers need to receive education on global citizenship. According to Schattle (2005), global citizenship should be included in educational activities conducted for all educational grades. These findings are parallel to those of the present research.

When it comes to the last research question regarding the education faculty instructors' recommendations for overcoming the challenges faced during the practices, the instructors were determined to mostly recommend that seminars be organized in advance in order to raise both students' and instructors' awareness. They suggested that this subject can be given as an elective course so that students' prejudices can be eliminated to raise awareness. Last but not least, motivational activities may be organized for following current events and giving social responsibilities to students. In a study conducted with teachers, Çermik et al. (2015) noted that teachers should be ensured with the opportunity to take part in various activities such as seminars, national and international conferences. Different from these findings, Balbağ & Türkcan (2017) pointed out that global citizenship practices should be integrated into curricula.

The research findings revealed that education faculty instructors hold great roles and responsibilities in terms of creating pre-service teachers' awareness towards being global citizens. In addition, the instructors were identified to have certain levels of knowledge, understanding, skills and action regarding global citizenship. However, they had faced some problems while doing practices related to global citizenship. Therefore, it may be helpful for education faculty instructors to provide with seminars, trainings etc. about how to create and increase pre-service teachers' awareness towards global citizenship and actions to be taken for overcoming the challenges. Besides, awareness towards global citizenship may be created or increased through an interdisciplinary approach, meaning that it can be covered by all the courses. Students and university instructors can be allowed to frequently go abroad and interact with people from different countries in order to increase their global citizenship awareness. In addition, this research was conducted with seven university instructors working at the Faculty of Education through use of an interview technique. Similar studies may be carried out with larger samples by using quantitative or mixed methods. Replication of this research among future

cohorts of instructors may provide crucial data relevant to comparing the results of the present research.

REFERENCES

- Adams, J. M., & Carfagna, A. (2006). *Coming of age in a globalized world: The next generation*. West Hartford, CT: Kumarian Press.
- Balbağ, N. L. (2016). *İlkokul sosyal bilgiler dersi bağlamında öğrenci ve öğretmenlerin küresel vatandaşlık algıları*. Yayınlanmamış Doktora Tezi, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eskişehir.
- Balbağ, N. L., & Türkcan, B. (2017). Elementary school 4th grade students and teachers' perception of global citizenship. *Turkish Online Journal of Qualitative Inquiry*, 8(2), 216-249.
- Başarı, F. (2017). Examining the perceptions of English instructors regarding the incorporation of global citizenship education into ELT. *Online Submission*, 5(4), 409-425.
- Brown, E. J. (2009). The role of questioning and dialogue in teaching complex global issues: perceptions of student-teachers in England. *International Journal of Development Education and Global Learning*, 3(2), 21-37.
- Burrows, D. (2004). World citizenship. Paper presented at the American Council on Education Regional Conference on New Directions in International Education, Beloit, Wisconsin. Retrieved from <https://www.beloit.edu/oie/assets/Burrows.pdf>.
- Creswell, J. W. (2007). *Qualitative inquiry and research design*. Thousand Oaks, California: Sage Publications.
- Creswell, J.W. (2009). *Research design, qualitative, quantitative, and mixed methods approaches*. Sage publications, Inc. California.
- Çelikten, L. (2016). *Sınıf öğretmenlerinin küresel vatandaşlık düzeyleri ile öğrencilere aktarmak istedikleri değerlere ilişkin görüşleri arasındaki ilişki*. Yayınlanmamış Yüksek Lisans Tezi, Niğde Üniversitesi Eğitim Bilimleri Enstitüsü, Niğde.
- Çermik, F., Çalışoğlu, M., & Tahiroğlu, M. (2016). Sınıf öğretmenlerinin küresel vatandaşlık eğitimi ile ilgili görüşlerinin incelenmesi. *Electronic Turkish Studies*, 11(3), 775-790.
- Çolak, K., Kabapınar, Y., & Öztürk, C. (2019). Sosyal bilgiler derslerini veren öğretmenlerin küresel vatandaşlığa ve küresel vatandaşlık eğitimine bakışları. *Eğitim ve Bilim*, 44(197), 335-352.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.
- Ersoy, A. F. (2013). Global citizenship education in social studies: experiences of Turkish teachers and students in international conflict and war. *Journal of Qualitative Research in Education*, 1(1), 7-30.
- Garii, B. (2000). US Social studies in the 21st century: Internationalizing the curriculum for global citizens. *The Social Studies*, 91(6), 257-264.
- Gibson, K., L., Rimmington, G. M, & Landwehr-Brown, M. (2008). Developing global awareness and responsible world citizenship with global learning. *Roepers Review*, 30(1), 11-23.
- Given, L.M. (2008). *The sage of encyclopedia of qualitative research methods*. Thousand Oaks, CA: Sage Publications.

- Gürdoğan Bayır, Ö., Göz, N. L. & Bozkurt, M. (2014). Sınıf öğretmeni adaylarına göre sosyal bilgiler dersinde küresel vatandaşlık. *Journal of Education Sciences Research*, 4(2), 145-162.
- Hillyard, A. K. (2011). *Constructions of global citizenship: An Albertan case study* (Unpublished master's thesis). Faculty of Graduate Studies and Research, University of Alberta, Alberta.
- Johnson, B. & Christensen, L. (2012). *Educational research quantitative, qualitative and mixed approaches*. London: SAGE.
- Kan, Ç. (2009a). Sosyal bilgiler eğitiminde küresel vatandaşlık. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 26, 25-30.
- Karasar, N. (2012). *Bilimsel araştırma yöntemi*. Ankara: Nobel.
- Krippendorff, K. (2004). *Content analysis: An introduction to its methodology*. California: Sage Publications.
- Leedy, P. D., & Ormrod, J. E. (2010). *Practical research: Planning and design*. Upper Sadle River, New Jersey: Merrill.
- Lim, C. P. (2008). Global citizenship education, school curriculum and games: Learning Mathematics, English and Science as a global citizen. *Computers & Education*, 51(1), 1073-1093.
- Lima, C.O. & Brown, S.W. (2007). ICT for development: Are Brazilian students well prepared to become global citizens? *Educational Media International*, 44(2), 141-153.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage
- Mutluer, C. (2013). The place of history lessons in global citizenship education: The views of the teacher. *Electronic Turkish Studies*, 8(2), 189-200.
- Myers, J., & Zaman, H. (2009). Negotiating the global and national: immigrant and dominant culture adolescents' vocabularies of citizenship in a transnational world. *Teachers College Record*, 111(11), 2589-2625.
- Oxfam (2006). Education for global citizenship: A guide for schools. Retrieved from <http://www.oxfam.org.uk/coolplanet/teachers/globciti/downloads/gcguide06.pdf>.
- Oxfam (2006a). Global citizenship guides: Teaching controversial issues. Oxfam Development Education, UK (Oxford, Oxfam GB).
- Patton, M. Q. (1990). Qualitative evaluation and research methods. *Designing Qualitative Studies*. Retrieved from <http://legacy.oise.utoronto.ca/research/field-centres/ross/ctl1014/Patton1990.pdf>.
- Patton, M.Q. (2002). *Qualitative research evaluation methods*. California: SAGE.
- Patton, Q. M. (1987). *How to use qualitative methods in evaluation*. London: Sage Pub.
- Pike, G. (2008). Citizenship education in global context. *Brock Education Journal*, 17(1), 38-49.
- Provo, J. (1993). Teaching World Issues. *Daily Yomiuri Newspaper*, 18.
- Qualifications and Curriculum Authority (1999). Citizenship: the National Curriculum for England, London: Department for Education and Employment and Qualifications and Curriculum Authority.

- Rapoport, A. (2013). We cannot teach what we don't know: Indiana teachers talk about global citizenship education. *Education, Citizenship and Social Justice*, 5(3), 179-190.
- Reysen, S., & Katzarska-Miller, I. (2013). A model of global citizenship: Antecedents and outcomes. *International Journal of Psychology*, 48(1), 858-870.
- Sart, G. (2015). Fenomenoloji ve yorumlayıcı fenomenolojik analiz. F.N. Seggie & F. Bayyurt (Edt.) Nitel araştırma: Yöntem, teknik, analiz ve yaklaşımlar. Ankara: Anı.
- Schattle, H. (2005). Communicating global citizenship: Multiple discourses beyond the Academy. *Citizenship Studies*, 9(2), 119-133.
- Seidman, I. (2006). *Interviewing as qualitative research*. New York: Teachers College Press.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research*. Newbury Park, California: Sage Publications Ltd.
- Strickland, K., Adamson, E., McNally, W., Tiittanen, H., & Metcalfe, S. (2013). Developing global citizenship online: An authentic alternative to overseas clinical placement. *Nurse Education Today*, 33(10), 1160-1165.
- Şahin, M., Şahin, S. & Göğebakan-Yıldız, D. (2016). Sosyal bilgiler eğitimi programı ve dünya vatandaşlığı: Öğretmen adaylarının perspektifinden. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 31(2), 369-390.
- Tormey, R., & Gleeson, J. (2012). Irish post-primary students' attitudes towards ethnic minorities. *Irish Educational Studies*, 31(2), 157-173.
- UNESCO (2014). Global citizenship education: Preparing learners for the challenges of the 21st century.
- Yıldırım, A. & Şimşek, A. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri* [Qualitative research methods in the social sciences] (5. Ed.). Ankara: Seçkin Yayınevi.