



Social Studies Courses Teachers' Views on Global Citizenship and Global Citizenship Education *

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Abstract

The aim of this study is to reveal the opinions of teachers who deliver Social Studies courses on global citizenship and global citizenship education. A semi-structured interview was conducted with 15 teachers who were interviewed individually and face to face with the purposeful random sampling method. The data were analyzed by content analysis. Based on the findings, it was found that teachers have a positive opinion about global citizenship. Besides, teachers have identified global citizens as individual who have self-awareness of the world and humanity, sensitive to the problems of the world, participant in the sense of rights and responsibilities, non-discriminatory and give importance to solidarity with other people. Teachers have expressed that global citizenship education is necessary to ensure non-discrimination and solidarity in the world in order to communicate with people from cultures. It was also concluded that Social Studies courses are found insufficient to serve global citizenship education in Turkey by teachers.

Keywords

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Introduction

Along with the concept of citizenship is often associated with the nation-state through a national identity, in today's world where globalization is experienced, it is seen that the concept goes beyond the legal and political boundaries drawn by nation-states. For this reason, experts need to have a broader definition instead of the concept of nation-state citizenship; they have produced concepts such as transnational citizenship, cosmopolitan citizenship, world citizenship and global citizenship by taking into account the impact of globalization. This particular concept of world citizenship, cosmopolitan citizenship and global citizenship are often used interchangeably in Turkey as well as in some foreign literature. In this study, the concept of global citizenship has been preferred in order to eliminate complexity in question.

The emergence of global citizenship is attributed to Diyojen (4th century BC) (Linklater, 2002), who expressed himself as a citizen of the world in Ancient Greece, and to Socrates (Heater, 2007) who has similar views with him. Later, the Stoics suggested that a citizen must have universal principles on

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their loyalty to their state as a citizen of the world, pointing out that they have rights and duties both in the country and around the world (Stokes, 2004). Therefore, it can be said that Ancient Greek and Roman cultures are the cradle of the universal and cosmopolitan point of view towards citizenship.

Humanity had to wait for the 20th century in order to create an atmosphere that the Stoics had mentioned. Indeed, experiences such as the 1948 Universal Declaration of Human Rights and the International Criminal Court are turning points in the formation of international law (Brown & Morgan, 2008).

The universal point of view after the 1960s; on the axis of human rights and sensitivity to the environment, the Friends of the Earth (FOE), Greenpeace and Amnesty International have emerged with social movements on the basis of global responsibility (Stokes, 2004). Such civil formations reach out to large audiences through cross-border activities and encourage individuals to act with a sense of global responsibility. In this way, the concept of global citizenship is widely seen to raise individuals who are responsible for combating global problems such as poverty, inequality, environmental degradation, human rights violations and violence (Dower, 2000, p.553).

At the point reached today, the world citizen or global citizen terms can refer to different people with different meanings (Gibson, Rimmington, & Landwehr-Brown, 2008): According to an approach, the loss of sovereignty from the nationalist point of view and the threat of world government; that is, it is accepted as the antithesis of national citizen or patriotism. According to the other approach, the environment is seen as a level of citizenship which deals with global problems such as peace, trade, hunger, disease and terror, which extend nation nationality beyond the nation. As it is a new concept and has social and political aspects, "global citizenship" has faced with many criticisms (Rapoport, 2009).

UNESCO (2014) emphasizes that the concept of global citizenship has not been reached a consensus yet; the concept means that respect and respect for diversity and pluralism means understanding, action, being related to others and environment based on universal values. Therefore, from individuals within the scope of global citizenship; they are expected to rethink their own perceptions of identity, to adopt a high level of integration into the global order, and to understand the effort to cope with the challenges of this global order (Hobbs & Chernotsky, 2007). Global citizenship, which has begun to be interpreted separately from the world government (Dower, 2000), is recognized as a theme that emphasizes universal rights and obligations for a just world order (Linklater, 2002). Using the concepts of global citizenship and world citizenship interchangeably, therefore Stokes (2004) have pointed out that concepts have been used recently for individuals who identified, introduced, and tried to overcome problems such as war, poverty and hunger, and who believed in their responsibility to be responsible for these problems. The UK-based international non-governmental organization OXFAM (2006) describes the global citizen as follows:

"Global citizen; as a citizen of the world he became aware of his / her own role and a wider world than his surroundings; respects and values differences; opposed to social injustice, who is aware of how the world will continue to exist; an individual who takes responsibility for his / her voluntary actions to act in order to make the world a more equal and sustainable place that participates in different communities both locally and globally."

Global citizenship is not only a matter of addressing the poverty or distress of foreigners, but it also plays a crucial role in understanding how an individual can eliminate the most important problems of his / her own nation (Stokes, 2004). Global citizenship; does not mean that individuals refuse national citizenship or see a lower status (Osler & Starkey, 2003). Indeed, those who choose to become global

citizens; it is claimed that their identities will be safe, and that they will work for the realization of peace, human rights and democracy in their societies and at the global level (Osler & Starkey, 2003; Osler & Vincent, 2002). When looked from this point of view, it is highlighted both in abroad (Rapoport, 2009) and in Turkey (Açıklan, 2010) that there is no threatening situation (at least for now) about global citizenship concept, which is one of the reflections of globalization.

Global Citizenship Education

In today's world, although the education system of many countries still serves to raise national citizenship, the change of citizenship due to globalization has emerged the change of citizenship education (Davies, Evans, & Reid, 2005). However, it is known that global citizenship education is not a newly emerged educational movement, it has a history of more than half a century, and global education and world studies contribute to this process (Pike, 2008). It has been observed that the concept of global citizenship has become a topic of education and that there has been a rapid increase in the number of programs implemented by schools and universities in the United Kingdom and the United States; when these programs were examined there have been found that many comments on global citizenship have been introduced on the framework of foreign language learning, environmental awareness, intercultural participation, world history and literature, technology competences etc. (Schattle, 2008). With the arrangements made in the field of education in many developed countries of the West, efforts are made to make children and young people well-equipped with knowledge, skills and abilities to make them aware and closely interested in global events and facts (Mannion, Biesta, Priestley, & Ross, 2011).

As it can be seen, global citizenship education in the literature is defined as to equip the individual as citizen of the globalized world with the necessary knowledge, skills and attitudes. It is thought that these elements will become more prominent if students interact with people from different cultures and who have different values, beliefs and perspectives.

However, there is also a negative point of view regarding global citizenship education because of political conflicts. Referring to these discussions Rapoport (2009) emphasized that global citizenship education was accused of undermining patriotism, which provided loyalty to the state. In contrast to the claims that patriotism is devalued or even rejected, some educators describe global citizenship as a different model of citizenship, complementing patriotism and based on voluntary actions (Schattle, 2008).

It is evident that the global citizenship education will ultimately be assessed in six dimensions based on the studies carried out by Kirkwood (2001), Morais and Ogden (2011) and OXFAM (2006). These are: 1) Other People and Cultures, 2) Situation and Problems of the World, 3) World as System, 4) Participation, 5) Local and / or Global Belonging, 6) Characteristics of Global Citizen (Çolak, 2015). These dimensions are closely interlinked and intertwined. The way in which individuals can have global citizenship is through a process of education that includes these dimensions and will continue throughout their lives.

In many countries in Europe and Asia, particularly in countries such as England, Scotland, Wales, USA, Canada, Australia, global citizenship education is seen as an important component of social studies and citizenship education. To summarize the relationship between citizenship education and global citizenship; the way to raise global citizens is first of all to raise individuals with citizenship qualifications. In other words, in order to become a global citizen in today's conditions, it is necessary to undergo an effective citizenship education at national level first.

According to the contemporary developments, developed and developing countries to create a global citizenprofile, reflects the global perspective to the national education systems with names such as world studies, global education, international education and global citizenship education since the first quarter of the 20th century. The education programs of these countries vary from country to country; courses such as citizenship education and social studies are the basis of the training that will be delivered to educate good citizens who are problem-solver, participants and who have competences at the international level. Taking into consideration the situation in Turkey, it will not be wrong to say that the most comprehensive and important courses in this context are the social studies courses beginning from the 4th grade elementary school until the 7th grade middle school. Since these courses; as a key point of raising citizens, are the basis of raising the global citizens in terms of its aims and contents. It is seen that the global perspective is reflected in the curricula of education programs that are implemented between 2005 - 2016 and updated in 2017 when compared to the previous programs. It is explained that these programs aim "to raise individuals who are sensitive about their country and the world with the conscious of being a part of humanity". In addition, it is seen that the global perspective has taken its place in the social studies curriculum with the "Global Links" learning domain and the units, contents and its outcomes. However, these points are not given directly under the name of global citizenship education. Along with this, the lack of clear explanation of the specific aims and rationales of global citizenship education does not eliminate the importance of questioning its place in the education system (Hillyard, 2011). In this context, it should be pointed out the status of social studies courses in Turkey in terms of raising global citizens. The degree to which these courses provide this qualification is undoubtedly closely related to the rate of educating citizens worldwide.

While there are many studies on global citizenship education abroad, it was found to be more limited number of studies on this subject in the literature in Turkey. When studies conducted in Turkey especially until 2015 are divided into two groups as theoretical and practical, it is seen that theoretical researches which are composed of articles and papers (Açıklalın, 2010; İçen & Akpınar, 2012; Kan, 2009a; Kan, 2009b; Özyurt, 2009;) were conducted especially in the field of Social Studies Education. Practice-based researches are composed of articles and papers (Ceylan, 2014; Çakmak, Bulut, & Taskiran, 2015; Engin & Sarsar, 2015; Ersoy, 2013; Gürdoğan-Bayır, Göz, & Bozkurt, 2014; Karaca & Çoban, 2015; Kaya & Kaya, 2012; Mutluer, 2013; Şahin & Çermik, 2014; Tuncel & Uğur, 2009) and thesis studies (Çelikten, 2015; Çermik, 2015; Göl, 2013; Sarıoğlu, 2013; Uydaş, 2014) and they have been carried out in different fields of teacher education, particularly in Primary School Teaching and Social Studies Education (Çolak, 2015). Subsequent studies revert to practice-based research; (Balbağ, 2016; Durmuş, 2017) against the decrease tendency of the thesis (Balbağ & Türkcan, 2017; Egüz, 2016; Günel & Pehlivan, 2016; Oğurlu, Kaya, Ercan Yalman, & Ayvaz, 2015; Şahin, Şahin, & Göğebakan- Yıldız, 2016; Topkaya & Coşkun, 2016) are seen to focus on especially on pre-service teachers. In other words, in the literature on global citizenship, it is noteworthy for the practical studies carried out with pre-service teachers and the high level of domestic studies. Of course, studies which are conducted for scientific purposes and which examine the views of pre-service teachers are of great importance. However, these studies will contribute to the field in order to make changes such as adding courses to the undergraduate programs and making these programs more qualified within the framework of teacher education. The studies to be done directly to the teachers are important in terms of shedding light on the state of global citizenship education in schools today. How much of today's elementary school students are prepared by their teachers to become global citizens? Or how well are our schools ready to raise global citizens? This study will provide important data for conduce to debating the topic by the components of the Turkish Education System, especially the Ministry of National Education (MONE) and the faculties of education, and it is expected to shed light on future programs and academic studies. In addition, it will be possible

to determine how the social studies courses of the study together with the perspectives of the teachers on the comprehension of citizenship in the global scale. Indeed, teachers of global education and citizenship about perceptions, it is known that the global citizenship education gave information about the situation in schools (Hillyard, 2011). Therefore, in the study, it is intended to elicit the social sciences and primary school teachers' who deliver social studies courses (4-5 and 6-7) views about global citizenship and global citizenship education. For this purpose, the following questions were sought:

- How do teachers who deliver social studies courses define global citizenship?
- What are the sources of knowledge about global citizenship of teachers who deliver social studies?
- What are the views of teachers who deliver social studies courses on global citizenship education?
- What are the views of teachers who deliver social studies courses about the competence of social studies courses to raise global citizenship?

Method

In direction with the purpose of the study, Basic qualitative research design was preferred to reveal teachers' views on the concept of global citizenship. As a matter of fact, the basic qualitative research, which focuses on how people understand the situations they face, how they make sense of reality, and a distinctive design other than phenomenological, ethnographic studies, is the most preferred method in applied fields, including educational research (Merriam, 2013, p.22). Basic qualitative research which aims to how people interpret their lives, how they build their worlds, and how they express their experiences, how people perceive their lives and experiences; has different dimensions from the phenomenological study which tries to understand the structure and essence of a phenomenon and from the ethnography that tries to understand the interaction of people with others and the culture of the society in which they live in (Merriam, 2013, p.23). In this study, as it was tried to get information on how teachers make sense of global citizenship based on their own life experience and knowledge, how they interpret state of necessity of education and how they assess the situation in Turkey over the social studies course qualitative research design was preferred. The effort to reach in-depth and detailed information about the experiences, perceptions and opinions of the teachers about these situations required the use of qualitative research method in the study.

Study Group

The study group was chosen by random sampling. "The aim of this study is to decrease the suspicion about why certain situations are selected for research by using random sampling which does not eliminate the possibility of random selection of some cases by random sampling and even in the small sample. Patton, 2014, p.240-241). In this context, the study was conducted in 15 different schools in Kadıköy district of İstanbul, with a total of 15 people, 3 of them were primary school teachers and 12 were social studies teachers. Therefore, teachers are divided into two as primary school teachers and social studies teachers. The reason why such a distinction is made is that 4th classes are affiliated under in the primary school by means of a system called 4 + 4 + 4, and social studies courses are to continue to be delivered by the primary school teachers in the 4th grade while 5th grade social studies courses are delivered by social studies teachers. Considering that the social studies courses are carried out by the Social Studies teachers in the 8th grade together with the 5th, 6th and 7th grades, the Social Studies teachers are predominantly included. In addition, five teachers were selected from schools in lower, middle and high socioeconomic levels in order to better reflect the situation in Kadıköy district. In other words, one Primary School Teacher and 4 Social Studies Teachers from 5 different schools at each socio-

economic level were included in the study. The reason for this preference was not to make comparisons between the teachers working at different socio-economic levels; to increase the ability to represent the region. Table 1 provides information about the branch, gender, age and seniority year of the teachers selected on the basis of volunteerism. Primary school teachers are coded as PST1, PST2..., while social studies teachers are coded as SST1, SST2.

Table 1. Information About Teachers

Teacher	Branch	Gender	Age	Seniority Year
SST1	Social Studies	F	56	34
SST2	Social Studies	M	32	10
SST3	Social Studies	F	41	14
SST4	Social Studies	M	43	14
SST5	Social Studies	M	35	13
SST6	Social Studies	F	44	3
SST7	Social Studies	F	35	12
SST8	Social Studies	F	50	16
SST9	Social Studies	M	29	7
SST10	Social Studies	F	57	23
SST11	Social Studies	F	47	22
SST12	Social Studies	F	41	19
SST13	Primary School	F	36	15
PST14	Primary School	F	46	24
PST15	Primary School	F	50	30

Data Collection Tools and Implementation

The data of the study were collected using a semi-structured interview form "Teacher Opinions about Global Citizenship". The semi-structured interview technique makes it possible to ensure that all dimensions and questions related to the research problem are covered, and to change the sentence structure and order of the questions to be asked during the interview (Yıldırım & Şimşek, 2013, p.150). Interviews with open-ended questions provide in-depth answers to people's experiences, perceptions, ideas, feelings, and knowledge (Patton, 2014, p.4). When creating the interview form, the principles such as easy-to-understand questions, preparation of focused questions, avoiding directing the participant, preparing alternative and probing questions, and organizing the questions in a logical way (Yıldırım & Şimşek, 2013) were taken into consideration.

During the process of preparation of the interview form, 14 questions were prepared. Then, some questions were taken in line with the common points of 3 field expert lecturers, some were merged, and some were rewritten, and the number of questions was reduced to 9. The pilot implementation of the interviews was carried out with 3 teachers and these teachers were not included in the main study. The main implementation was made in the schools where the participants were working, in the places they prefer, and in an environment suitable for voice recording. The main implementation was firstly made by informing the participants about the purpose and the importance of the study and by asking the questions individually. In order to eliminate the impact of the researcher on the data, the participant's consent was checked from time to time to check whether the researcher correctly understood the participants' answers to the questions. During the interviews, the audio was recorded with the mp3 player, and then these records were transcribed in the computer using the Office Word program. Interviews lasted 23 minutes on average.

Analysis of Data

The data of the research were analyzed by using content analysis. Content analysis; “defined as a scientific approach that researching the social reality by means of classifying, turning into numbers and inferencing messages including verbal, written and other materials, written and other materials in terms of meaning and/or grammar (Tavşancıl & Aslan, 2001, p.22). Generally, it consists of coding the data, finding the themes, arranging the codes, identifying and interpreting the findings.

There should be three main features in content analysis which mean that different researchers have similar results on the same document, meaning that there is a theoretical basis for the use of the same criterion in the determination of sections of the object that will fall into or will not fall into certain categories. (Berelson, 1952, Holsti, 1969, as cited in Tavşancıl & Aslan, 2001, p.22-24). In order to fulfill these three features, after the transcript process performed via the computer using the Office Word program, after the coding process, two studies were used which gathered and compared different researches in the literature. In addition to Kirkwood's (2001) study on global education and the study of Morais and Ogden (2011) on the global citizenship scale, the elicited codes were placed into 6 global citizenship dimension / theme (Other People and Cultures, Situation and Problems of the World, World as a System, Participation, Local and / or Global Belonging, Characteristics of Global Citizens) developed by the researcher inspired from the booklet on global citizenship education program. The problems are placed in the World as a System, Participation, Local and / or Global Congruence, Character Characteristics of the Global Citizen. In addition to this, in order to ensure conformity how the themes and categories were formed and by selecting examples from the relevant codes, approval was taken from an expert in Social Studies Education, with the title of doctor.

Different methods have been used to ensure the validity and reliability of the themes and codes reached in the study. In order to ensure the reliability of the content analysis in the study, the reliability of the researcher (Tavşancıl & Aslan, 2001, p.22-24) was applied. Therefore, all data were given to aforementioned expert and asked an independent coding, and then the coding of the researcher and the expert was compared. As a result, the formula was applied proposed by Miles & Huberman (1994, as cited in Tavşancıl & Aslan, 2001) and considered reliable for the comparisons above 70% value the reliability value was calculated as 92% by applying the formula ($Reliability = \frac{Number\ of\ Reconciliation}{Reconciliation + Number\ of\ Non-Reconciliation}$). Apart from this, which the codes are based on the statements of teachers and how often they are pronounced by teachers have been presented in the table. In addition, the reliability of the study was tried to be increased by expressing the codes given in the presentation of the findings clearly and by supporting them with direct quotations.

When the validity and reliability of the study has been evaluated by the terminology used in qualitative researches, it has been tried to provide **credibility** with expert examination and participant confirmation in this study; **transferability** has been tried to be provided via data collection and analysis processes have been explained and detailed description and purposeful sampling selection has been made. Furthermore, receiving help from the doctor-titled expert mentioned above who has qualitative research experience in the field of Social Studies Education consistency and confirmation of the study has been conducted and efforts have been made to ensure the **consistency and confirmability**.

Results

In this section, the interview data were first coded, then these codes were classified according to the 6 dimensions determined and presented as tables.

Teachers' Views on the Definition of Global Citizens

The answers given by the teachers to the question of how they define the concept of global citizens are given in Table 2 in 6 dimensions that make up the global citizenship.

Table 2. Analysis of Views on the Definition of Global Citizens According to Dimensions

Dimension	Definition	Participant Code (n=15)	f	T
Other People and Cultures	No discrimination (religion, language, race, gender)	SST1, SST3, SST6, SST7, SST8, SST10, PST13	7	9
	No discrimination between countries	SST1	1	
	Not nationalist but humanist approach to events	SST11	1	
Situation and Problems of the World	Sensitivity to global problems	SST1, SST2, SST4, SST6, SST8, SST9, SST10, SST11, PST14, PST15	10	24
	Environmental consciousness	SST2, SST4, SST8, SST12, PST15	5	
	Following the developments in the world and the agenda	SST4, SST6, SST8, SST10, PST14	5	
	Being sensitive to natural disasters	SST4, SST10	2	
	Knowledge about the world	SST2	1	
	Leave a good world to future generations	SST12	1	
World as a System	Solidarity with others	SST4, SST5, SST6, SST9, SST10, PST14	6	6
Participation	Active / Participating	SST1, SST4, SST8	3	3
Local and / or Global Belonging	Feeling belonging to world	SST2, SST4, SST8, SST9, SST11, SST12, PST14	7	17
	Work for the country and the world	SST2, SST8, SST12	3	
	Expressing oneself as a citizen of the world	SST2, SST7, SST11	3	
	Seeing the whole world as a country	SST2, SST11	2	
	Being a citizen affiliate like the EU	SST5	1	
	Universal thinking	SST11	1	
Characteristics of the Global Citizen	Rights and responsibility consciousness	SST1, SST4, SST7, SST11	4	10
	Adopting universal rights and legal rules	SST5, SST11	2	
	Knowing a foreign language	SST11, PST14	2	
	More scientific insight	SST10	1	
	Adaptability to another country	PST14	1	

When Table 2 has been examined, it has been seen that there are three different definitions regarding "Other People and Cultures" dimension related to global citizen. SST3, one of the teachers who especially emphasized "No-discrimination", expressed his view as "I think it is the idea of global citizenship that the idea of equal rights for all people living all over the world, not just its own race, its own race or its color."

In the dimension of “Situation and the Problems of the World”, “Sensitivity to global problems”, “Environmental consciousness”, “Following the developments in the world and the agenda” have been frequently emphasized. From the sensitivity to global problems point of view, it has been expected from global citizen that *“To be an individual who sees himself / herself as a part of the world, knows his / her responsibilities in relation to the world, acts in accordance with them...Feel responsible and be in solidarity whether it is global warming, whether it is environmental disasters, whether it is natural disasters. SST2, who touched on environmental consciousness, expressed his / her opinion as follows:*

“A dam in Egypt affects the fish population on our coasts, or the leakage of a nuclear power plant in Japan determines the nature of the rain falling on our land here. Considering all of them, if we think about the dimension of the problems of the world today, we can see that it is not possible to change them with a single country or the sensitivity of a few countries. It is now necessary for all the countries of the world to act in this way to solve the problems of the world.”

It has been stated that the solution of these problems will be possible with a global citizen *“who can be related to the world, to chase the developments in the sense of follow-up and who knows the problems of the world and tries to find solutions to them”*. (PST14)

As the third dimension “World as a System” has the least code dimension. It was observed that in this dimension, teacher emphasized *“the necessity of solidarity with other people”*. Regarding this, SST9 used the following statements:

“The problems in the world, especially the problems that concern the world in general, are not the problems that can be solved by the efforts of a few states or the people of that state. In particular, environmental problems or other similar problems will be solved by the whole world all together. Therefore, these problems will bring the societies in this issue closer since those problems require a cooperation between societies and problems and cooperation in the world in general.”

In the definition of global citizens in the “Participation” dimension, SST1’s view that refer to participation to civil society organizations *“Look for common solutions, establishing non-governmental organizations on the issue of civil society organizations not only at the national level but also at the global level. Participation to civil society organizations”* took attention.

In the definitions of “Local and / or Global Belongings”, “Feeling belonging to the world” came to the fore. It is noteworthy that the view of the SST9 *“consider himself / herself as a member of the human community, humanity and as responsible for all humanity”* which also included “World as a System” dimension. Considering this view as belonging, SST11 expressed his / her views as following: *Expressing himself as a citizen of the world and feeling belonging to the world. Especially in the legal area see himself /herself as world citizen and as for world citizenship, to see himself / herself as not any citizen of any country but to see the whole world as a country...”*

In the dimension of “The characteristics of the Global Citizen” teachers especially have focused on the expression *“Consciousness of right and responsibility”*. At this point, SST4, expressed his views as *“It is important to be people who know and apply their responsibilities and who know their rights. He will be aware of his rights, he will be able to claim his rights”*.

Sources of Teachers' Knowledge about Global Citizenship

The answers given by teachers to the question of what the source of the information they have about global citizenship and their situation to encounter any source have been shown in Table 3.

Table 3. Views on the Sources of the Information They Have Related to Global Citizenship

Information Source	Participant Code (n=15)	f
Written		24
Book	SBÖ1, SBÖ2, SBÖ3, SBÖ4, SBÖ6, SBÖ7, SBÖ8, SBÖ10, SBÖ12, SÖ14, SÖ15	11
Newspaper	SBÖ1, SBÖ2, SBÖ5, SBÖ6, SBÖ8, SBÖ12, SÖ14	7
Journal	SBÖ1, SBÖ9, SBÖ12, SÖ15	4
Makale	SBÖ7, SBÖ9	2
Visual		23
Television programs	SBÖ1, SBÖ2, SBÖ3, SBÖ4, SBÖ5, SBÖ6, SBÖ7, SBÖ8, SBÖ9, SBÖ10, SBÖ12, SÖ14, SÖ15	13
Internet	SBÖ3, SBÖ4, SBÖ6, SBÖ7, SÖ14, SÖ15	6
Theater	SBÖ7	1
Cinema	SBÖ7	1
Documentary	SBÖ10	1
Knowledge competitions	SBÖ10	1
Other		11
Educational life	SBÖ1, SBÖ5, SBÖ12, SÖ13	4
General culture	SBÖ4, SBÖ5, SÖ13, SÖ15	4
Abroad trip	SBÖ10, SBÖ11	2
Membership to NGO	SBÖ15	1
I did not directly read the relevant source	SBÖ1, SBÖ2, SBÖ3, SBÖ4, SBÖ7, SBÖ8, SBÖ10, SBÖ11, SBÖ12, SÖ13, SÖ14, SÖ15	12
I read the source directly, I do not remember	SBÖ5, SBÖ6, SBÖ9	3

As can be seen from Table 3, the answers of the teachers were classified by “Written,” “Visual” and “Other” categories. In the “Other” category, it was found out that teachers' knowledge about the subject was owed to their educational life, general cultures and social lives (such as travel, membership to the NGO). The number of teachers who said that they have acquired their knowledge from “Written” sources is thirteen and they often attract books and newspapers. Those who obtained information about the subject from “Visual” sources stated that they benefited from the internet along with they obtained primarily from television programs. It was found that the majority of the teachers (12 people) did not read a source directly, and those who said that they read a direct source (3 people) did not remember what they read.

Teachers' Views on the Necessity of Global Citizenship Education

The answers given to the question if they need global citizenship education and the reason together have been given in Table 4.

Table 4. Views on “Necessity of Raising Global Citizens”

Should global citizens be raised, why?	Participant Code (n=15)	f
Yes		29
For global solidarity against problems	SST1, SST4, SST6, SST9, SST11, SST12	6
For world peace	SST2, SST3, SST6, SST10, PST13	5
To avoid discrimination (religion, language, race, gender)	SST3, SST7, SST10, PST13	4
For communication with people in the world	SST2, SST5, PST14	3
For all people and people thinking about the world	SST7, SST8, PST15	3
For providing to understanding of being part of the world	SST1, SST2	2
For interdependence with the world	SST4, PST12	2
Other: (To respond to developments in the world, For personal development, To respect different cultures, To value NGOs)	SST4, SST5, SST7, SST10	1

All teachers stated that it is necessary to raise global citizens. The reason for this is that global solidarity, world peace and no discrimination between people will be provided by global citizenship education in solving global problems. SST4, with a deductive approach, has explained the idea of the global citizen about the position of the global citizen as the problems of the world require global solidarity:

“If we are not interested in the problems of the world, we can not solve the problems of our country if we become individuals who do not solve the problems of the world. Because we say that the whole world has become a global village, all of them (referring to all countries) are the rings of a chain. If we cannot solve the problems in the world, this will reflect in our country. As a matter of fact, environmental disasters are like this. The fact that whether A country does not pollute the country or cause problems in different ways with global warming not only ties that country, it concerns the people of the whole world. Thus, if one of the chain’s ring is missing, the unity and solidarity are broken.”

This view can be based on the understanding that world problems are becoming more complex and multidimensional.

The answers of teachers who state that global citizenship education is necessary have been shown in the Table 5 below.

Table 5. Views on “Level, Method and Content of Global Citizenship Education”

What kind of education should be given?	Participant Code (n=15)	f
Education level		15
From the elementary to the end of the higher education	SST1, SST2, SST3, SST6, SST7, SST8, SST9, SST10, SST11, SST12, SST13, PST14, PST15	13
From elementary to the higher education	SST4	1
Secondary to higher education (by branch)	SST5	1
Theoretical or practical		15
Both theoretical and practical (mainly practical)	SST1, SST2, SST3, SST4, SST5, SST6, SST7, SST8, SST9, SST10, SST11, SST12, PST13, PST14, PST15	15
Theoretical Content		31
Global challenges, environmental awareness, recycling, savings	SST1, SST4, SST6, SST12, PST14, PST15	6
Democracy education, rights, responsibilities and freedoms	SST1, SST4, SST9, SST10, PST13	5
Like present content	SST3, SST4, SST7, SST8	4
Documents on human rights	SST7, SST10	2
Concepts related to national citizenship after global	SST2, SST5	2
Discrimination (religion, language, race), not respecting others	SST2, SST10	2
International political relations, recognition of other countries	SST6, SST10	2
Community awareness	SST9, SST12	2
Other: (Empathy, Solidarity, Common heritage, World History and General Geography, Value concept and common values, Participation, Globalization, National value instead of Nationalist concepts, Foreign language)	SST1, SST5, SST9, SST11, PST13, PST14	1

The vast majority of teachers have argued that practical part of a wider global citizenship education should be delivered from primary education to the end of higher education than the theoretical part.

As the subject of the study, in the context of the theoretical content of global citizenship education at primary level, SBÖ6 can be started with global warming; recycling, then what can we do about environmental pollution? While drawing a frame of questions containing the answer to the question, another teacher, SBÖ12, should have environmental consciousness, what is ecology, what is ecosystem, and these should be mentioned.

As the subject of the study, in the context of the theoretical content of global citizenship education at primary level, while drawing a frame of questions containing the answer to the question SST6 "it can be started with global warming, for example, children are being made conscious, it was already done but; afterwards what can we do about recycling then environmental pollution?"; another teacher, SST12 expressed view as "there should have environmental consciousness, what is ecology, what is ecosystem, and these should be mentioned."

Views of Teachers' About Competency of Social Studies Courses on Raising Global Citizenship

In addition to the question "According to you, is global citizenship education delivered via present social studies courses in Turkey, why?" teachers were asked "Which topic, acquisition, unit or learning area are related in these courses?" The answers from the teachers are given in Table 6 below.

Table 6. Views About Whether Global Citizenship Education Is Delivered or Not Through Social Studies Courses in Turkey

Whether Global Citizenship Education Is Delivered or Not Through Social Studies Courses in Turkey, Why?	Participant Code (n=15)	f
Yes, not enough		11
Are interspersed among the topics	SST5, SST6, SST7, SST8, SST9, SST10, SST12, PST15	8
Inefficient	SST1, SST3, SST4, SST12	4
Topics		
Global issues (global warming, environmental pollution, etc.)	SST1, SST5, SST6, SST8, SST9, SST12	6
Tolerance (language, religion, race)	SST3, SST6, SST7, SST9	4
Common heritage	SST1, SST5, SST10	3
Solidarity of world people in natural disasters, earthquakes and environmental disasters	SST4, SST12	2
Other: (International sport and cultural organizations in the world, about NGOs, Value, Global connections, Acquisition of global relations and learning areas are available, Sensitivity to global problems, Information about a few of World countries)	SST4, SST6, SST9, PST15	1
No		4
No global dimension oriented towards raising national citizens	SST2, SST11	2
Unrelated to global citizenship	PST14	1
Have things apart from citizenship	PST13	1

According to the answers given here; while eleven people thought that social studies course was insufficient in delivering global citizenship education, four people argued there was no relation. In the teachers who found the course to be insufficient, it is seen that global citizenship is not a separate subject but rather it is interspersed with some subjects and the subjects that can be accepted as related are not efficient as coincidence with the end of the year. Indeed, SST5 said *“Global problems are being given rather than global citizenship education...Global warming, environmental pollution and similar issues.”* Parallel to this, SST12 mentioned some of the negative impacts that some issues that could be considered within the scope of global citizenship coincidence with the end-of-year:

“There is a subject in five grade named we need each other. It is handled more as imports, exports but cultural and other forms of cooperation and solidarity included them in some way. But as I said, I think that this is the last unit of the year, a place that shouldn't be. We need each other, our cultural assets, our world heritage, these are our last topics. You may be delivering, you are trying to give, but the child is getting tired, the end of year is coming, there are absences, they do not want to listen to the topic, the topic goes more superficial.”

SST2, one of the four teachers who have a negative view that global citizenship education is not delivered in social studies course, expressed this as follows: *“I didn't see anything about it in the social studies course. In other words, a purely state-of-the-nation logic ... I cannot say that there is too much excluding eighth grade, but rather there is a perception of raising national citizens.”*

When the data in this section are taken into consideration, it is noteworthy that social studies courses do not satisfy teachers about delivering global citizenship education and therefore most of the teachers emphasize inefficiency.

Conclusion, Discussion, and Suggestions

Considering all six dimensions, teachers have defined global citizen; especially the people who feel themselves belonging to world, sensitive to the problems of the world, conscious of rights and responsibilities, who do not discriminate and give importance to solidarity with other people. Similar to the results here, according to the teachers participating in Hillyard's (2011) study, the global citizen should be able to see himself / herself as a member of the global community, go beyond the nation and understand that the world is a society in which they live and at the same time consider the effects of their actions on other people in the world. In addition, the participants in mentioned study consisted of students and teachers described global citizen as an individual who was aware of the current situation and course of the world, who learned about their needs and perspectives by talking to people living outside their own country (Canada) to eliminate global problems. In his study of global citizenship by Schattle (2005), participants stated that *“they were interested in what is happening all over the world, that they relate to problems around the world, and that the bond of affinity would not be a culture, geography or citizenship”*. Thus, it was determined that the participants evaluated global citizenship in the framework of following the world agenda, not being indifferent to the problems of the world and all the people in the world. Again, in Hillyard's (2011) study, participants expressed the need for international assistance in order to make a difference in the world. Balbağ and Türkcan (2017) also concluded that dealing with the problems of people living in another part of the world is the necessity of global citizenship by primary school teachers.

The fact that most of the teachers do not have a resource about global citizenship shows that they do not have enough knowledge about the subject and answer the questions with indirect information. Parallel to this, Ersoy (2013) concluded that the subjects and skills of global citizenship were transferred to students, and Rapoport (2009) concluded that teachers did not have sufficient knowledge and experience about the content, method and purpose of global citizenship education. Thus, it is necessary for teachers to have the necessary equipment to educate global citizens (Kan, 2009)

and to have an education about global citizenship (Ceylan, 2014; Ersoy, 2013). For this reason, especially social studies teachers should be informed about various important educational materials and methods in order to provide them with an in-depth understanding of important international issues and global citizenship issues (Thornton, 2005). In addition to the researchers (Balbağ & Türkcan, 2017; Ceylan, 2014; Ersoy, 2013; Gallavan, 2008; Günel & Pehlivan, 2016; Şahin, Şahin, & Gögebakan-Yıldız, 2016) who advocate the necessity of including global citizenship education in teacher education programs; Kaymakçı (2012) also have stated that global education which includes knowledge, skills and character traits should also be added to teacher education programs in social studies beside 4-5 and 6-7th grade curriculum.

All participants stated that it is necessary to raise global citizens. In their thoughts about why need to be raised, it is concluded that the global citizen is a part of the world and is aware of the interdependence of the countries, to communicate with people from different cultures, to provide a world solidarity peace in the world without discrimination to solve the problems of the world. According to Deardorff (2004, as cited in Hobbs & Chernotsky, 2007) on the subject of global citizenship education, the students will develop intercultural competence based on their knowledge, skills and attitudes, to look at the world from different perspectives, and to develop attitudes such as respect, open-mindedness, curiosity and discovery. In addition, Gibson et al. (2008) have stated that foreign language proficiency in the knowledge, skills and attitudes related to global citizenship has been overlooked, but that students are able to have a chance to look at events in the eyes of different cultures in order to become a citizen of the world by learning a foreign language.

In terms of the content of global citizenship education, teachers stated that a global citizenship education, whose practical aspect is predominant than its theoretical aspect, should start at the level of primary education and should continue until the end of higher education. In addition, they emphasized issues such as global problems, environmental awareness, recycling, savings, democracy education, rights, responsibilities and freedoms, in the context of global citizenship education. Although it is emphasized by many researchers that world citizenship education should start from preschool period in support of these results, it is seen in the literature that studies in this direction are mostly based on tertiary education (related to pre-service teachers and higher education fields) (Ceylan, 2014). In addition, Hicks (2003) have stated that official and non-governmental organizations in the United Kingdom support the promotion of global citizenship at the primary and secondary level. Schattle (2005) have pointed out that global citizenship can be included in educational activities for all levels of education. During their education, young people should be encouraged to become globally responsible global citizens who are aware of what is happening in the world and the problems that concern people around the world (Lewis, 2009). In addition to these, Hobbs and Chernotsky (2007) stated that there is a need for an application-based international training program, including sending students to different parts of the world for the development of global citizenship and have considered that as the most basic educational needs. Hillyard (2011) have emphasized that global citizenship education deals with a wide range of global problems, intercultural learning and communication with people living in different nation states and regions, and real knowledge and experience gained through interaction with other people was considered important by all participants. Since many of the explanations about global citizenship are focused on the importance of democracy and human rights, students should be given opportunities to experience democracy in schools by participating in election and decision-making processes, not just hearing, while being educated as a global citizen (Davies, 2006). Stressing the importance of creating opportunities for active participation of students in school and society, Ibrahim (2005) have stated that such experiences of citizenship will enable them to adopt values of respect for social justice, equality and diversity as global citizens.

The findings of this study on the content of global citizenship education have been supported by different studies in the literature. In one of them, Açıkalın (2010) stated that global problems such as international conflicts, wars, terrorism, human trafficking, global warming and other environmental problems should be included in the programs. Ibrahim (2005) have also recommended that global citizenship education be approached with a global responsibility for understanding the nature of global issues as well as about energy types and resources.

Most of the teachers have found social studies courses as insufficient to provide global citizenship education as well as including related subjects. These teachers stated that the issues related to global citizenship were not classified as a separate subject in the social studies course but were interspersed among some subjects and those could not be learned sufficiently since they came up to the end of the year. In their studies supporting the view that social studies courses are insufficient, Balbağ and Türkcan (2017) have stated that global citizenship education is not sufficiently included in the program. Ersoy (2013) also have emphasized that social studies courses are insufficient in terms of international conflict and war. In addition, Özyurt (2009) has emphasized that the status of global citizenship issues have come up with at the end of the school year has been criticized by teachers; have interpreted that the curricula have a nationalist point of view in terms of learning areas in Turkey and they ignored the global perspective.

In this study, teachers who think that global citizenship education is not delivered in social studies course in any way, emphasized that national citizenship is emphasized instead of global citizenship and that courses are not related with global citizenship. On the contrary, Topkaya and Coşkun (2016) have stated that the social studies curriculum and textbooks contain values that will serve the global citizenship education. In addition, Kan (2009) have stated that social studies courses are parallel to global citizenship in terms of raising individuals who are responsible not only for the country but also for the world they live in, who are responsible, adopt universal values, and evaluate events with a wider perspective in terms of space and time.

Based on the results of this study, some suggestions have been made: Although the participants of the study have a positive outlook in general, the concept of global citizenship is seen as a danger to the nation states in some of today's world politics. For this reason, while creating a curriculum framework as a direct or related theme for global citizenship education, the tension should be brought to the forefront in terms of sustainability in the international arena and worldwide, as well as the potential for raising awareness for the present and future of the world. In other words, it should be emphasized that the dimension of global responsibilities of individuals in order to raise citizens on a global scale should be emphasized.

In spite of the inefficiency of teachers and social studies courses in terms of global citizenship education, the Ministry of National Education should include global citizenship education in teacher education programs and in-service trainings.

In addition, new studies can be done for the integration of the social studies curriculum for global citizenship and citizenship education in the light of this and similar studies describing the situation in Turkey.

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