Research Article

Elementary School 4th Grade Students and Teachers' Perceptions of Global Citizenship[1]

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Abstract

The aim of the study is to investigate pupils' perceptions for global citizenship, and their teachers' utilization of teaching and learning applications and activities that are supposed to have an effect on pupils' perceptions. The study is a qualitative study. The data was collected through semi-structured interviews from 30 pupils and 15 teachers. The data gathered were analyzed with the inductive analysis method. The results revealed that the students' perceptions of citizenship were classified as their definitions of citizenship and characteristics of citizenship. In relation to pupils' perception of global citizenship there categories emerged from the data; their definition of global citizenship, having prerequisite of global citizenship and having awareness of the world and global citizenship. As for the teachers' perceptions of

global citizenship, they were classified as definitions of global citizenship and the characteristics of global citizenship. In addition, the research results also demonstrated that there were problems experienced in relation to the global citizenship education due to the teachers, the school facilities and the curriculum.

Introduction

Today, as it has been experienced in political, social, economic and cultural aspects of societal life, restructuring the concept of citizenship as appropriate to the new conditions became a necessity. In the periods of the development of the understanding of Nation-State, citizenship was used just to refer to being a member of a state, and all people in a country were expected to have common characteristics cultural and ideological respects (Lawson, 2001). Developments in technology and communication resulted in greater reference to such concepts as growing populations, peace in the world and social justice as well as in the development of economy and citizenship (Gündüz & Gündüz, 2007). These changes and developments occurred mostly due to the phenomenon of globalization covering all these developments. Today, though it is a concept used in every area, it is not possible to make a single definition of globalization (Gibson et.al., 2008). In its broadest definition, globalization can be defined as economic, political and cultural integration, use of ideas in global scale, globalization of capital circulation, occurrence of new relationships and interactions exceeding the boundaries of nation-state, decreasing distances between places, the world has becoming smaller, and shortly as world's becoming a single market thanks to free movement (Kaçmazoğlu, 2002; Esendemir; 2008; Gibson et al., 2008). Globalization also caused individuals to experience such complex, local, national and international problems as conflicts between cultures and religions and protection of national independence within the global economy (NCSS, 2002). Globalization changed the application and understanding of citizenship just as it had deep influence on the whole social life, and it shaped the nature of citizenship (Gündüz & Gündüz, 2007). Figure 1 presents the most common definitions of current citizenship.

Figure 1. Types of citizenship

As can be seen in Figure 1, the meaning of citizenship has changed in line with the political, social and cultural changes. Some of the new concepts of citizenship are ecological citizenship, multi-cultural citizenship, digital citizenship, social citizenship, environmental citizenship, active citizenship and cultural citizenship. The present study focuses on the perceptions of cultural citizenship and its reflections upon education.

Today, in the light of cultural developments, individuals face a number of world-wide phenomena and problems besides those in their own countries or in their close environments. Therefore, in order for individuals to live in harmony in the society, they are supposed to have the characteristics of cultural citizenship. The concept of global citizenship starts with the approval of nations on Earth and refers to unity involving diversity (Yaşar, 2008). Global citizenship requires individuals to take the responsibility of the whole world as well as taking the responsibility of their own world. In this respect, becoming a global citizen involves thinking in global scale, evaluating the world-wide events or problems from a universal perspective and being sensitive to the natural social environment. According to Oxfam (2006), as citizens of the whole world, global citizens are those who are aware of their own roles, who respect and give value to diversity, who understand who the world functions, who participate in communities at different levels in local and global scales, who are ready to take any action to make the world a more sustainable and fair place and who take the responsibility of their actions. Based on these definitions, global citizenship competencies can be classified as knowledge of global citizenship, global citizenship skills and global citizenship values and attitudes

Table 1.

Characteristics of Global Citizenship (Oxfam, 2006)

Knowledge and Understanding	Skills	Values and Attitudes
Social justice and equality	Critical thinking	Identity and self-respect
Diversity	Effective discussion	Empathy
Globalization and dependence	Struggling with injustice and inequality	Taking responsibility for social justice and equality
Sustainable future	Respecting people and prosperity	Respect to differences and values
Peace and conflict	Cooperation and solving conflicts	Being interested in the environment and taking responsibility for sustainable development

As can be seen in Table 1, the competencies required for global citizenship can be gathered under three dimensions. Accordingly, global citizenship involves global information necessary for individuals to develop their global citizenship skills and values. The skills that global citizens should have will help live in line with the rapid technologies developments. In order for individuals to become active global citizens, it is not enough just to have the knowledge of globalization and global citizenship or to demonstrate global citizenship behaviors. In addition, global citizens are supposed to have values and demonstrate attitudes such as empathy, respect to differences, sensitivity to the environment and responsibility. In related literature, global citizenship is criticized since its development process slowly destroying 'the national identity'. However, in order to become a global citizen, individuals do not have to leave their local identities that enrich their lives (Nussbaum, 2002 cited in Bank, 2004). According to Bank (2004), individuals should establish a sensitive balance between their cultural-national and global identities. The developments of cultural, national and global identities are all associated with one another. Individuals can neither form their national identities without developing their cultural identities nor form their global identities without first developing their natural identities. Individuals are supposed to be trained as global citizens to respect and tolerate others with different religions, languages and races, to maintain the social order involving peace and justice and to develop their cultural, national and global identities. In this globalizing world, citizenship education helps individuals to struggle for a better world by allowing students to acquire the knowledge, skills and values necessary for their own countries as well as by allowing them to acquire the abilities to learn about different groups of people in different societies with different ethnicities, cultures, religions and languages (Bank, 2004). In relation to global citizenship education, special emphasis is especially on such issues as human rights, diminishing poverty in the world and maintaining solidarity between continents and cultures (Schattle, 2008). Global citizenship education requires individuals to acquire the necessary knowledge, skills and values based on the basic information and assumptions and on the powerful relationships in the society. The course which focuses most on these functions at elementary school level is the course of Social Studies (Banks, 2008). When the objectives and content of the course of Social studies are taken into account, this course is the one suitable for education students for global citizenship. The reason is that the course of Social Studies, which aims at training active citizens, helps them take responsibilities in relation to social values and citizenship thanks to trainings on history, citizenship, economy, sociology, psychology and other global issues

(Schissler, 1990; NCSS, 1994). Social Studies Education is an important teaching discipline to equip individuals with the necessary knowledge, skills, values and attitudes to operate efficiently in a knowledge society (Tarman & Acun, 2010). On the other hand, in order to achieve this goal, teachers have great responsibilities. What educators are trying to do is to provide students with skills and knowledge that will be necessary for them in life (Acun, 2014). Teachers should have these skills before anything else in their citizenship education to encourage them to think, and encourage students to ask questions, research, think, analyze (Acun, 2010). In this respect, one of elementary school teachers' duties is to train individuals who have global viewpoints. For this purpose, teachers should provide environments which allow students to take part in active discussions in class and thus to develop their critical thinking skills (Garii, 2000). In the world, although special attention has been paid to global citizenship education for long, it was first introduced in our country in 2004 with the 4th grade lesson subject of "Global connections" included in the curriculum. However, due to the need for individuals with global qualifications in line with the increasing use of communication and technology, global citizenship education should take more place in related curricula and in in-class activities. Eventually, it will be possible to develop students' global citizenship perceptions at early ages and to train individuals competent in adapting themselves to the new life order.

When the literature is examined, it is seen that for middle school, secondary school and later periods about global citizenship (Balbağ, 2016; Çakmak et al, 2015; Çelikten, 2016; Çermik, 2015; Çolak, 2015; Engin & Sarsar, 2015; Göz, Çermik & Balbağ 2015; Gürdoğan, Göz &Bozkurt 2014; Uydaş, 2014; Uydaş & Genç, 2015; Yavuz, 2015) and global citizenship education (Brown; 2009; Göl, 2015; Hendershot & Sperandio, 2009; İçen & Akpınar, 2012; Kasai, 2007; Kılıç & Korkmaz, 2015; Lim, 2008; Rapoport, 2010; Robin et al., 2003; Strickland at all, 2013; Şahin & Yıldız, 2012; Topkaya & Coşkun, 2016; Tormey & Gleeson, 2012; Tuncel & Uğur, 2009). However, there is no study of global citizenship and global citizenship education at the primary school level. In this respect, the present study is thought to be important since it tries to reveal elementary school 4th grade students' perceptions of global citizenship. In addition, determining the applications carried out with the scope of the course of Social Studies is also considered to be important as it will shed light on the development of current applications.

In this respect, the purpose of the present study was to determine elementary school 4th grade students and teachers' perceptions of global citizenship and to reveal the applications carried out in the course of Social Studies. For this purpose, the study tried to find answers to the following questions:

- What are students' views about global citizenship?
- What are students' views about global citizenship?
- What kinds of applications do teachers carry out in class in relation to global citizenship education in the course of Social Studies?

Methodology

In the present study, which aims at determining elementary school 4th grade students and teachers' perceptions of global citizenship and revealing the applications carried out in the course of Social Studies, the qualitative research method was used. In the study, the research data were collected via semi-structured interviews.

Participants

The present study was carried out with elementary school 4th grade students and with their teachers in the Spring Term of the academic year of 2014-2015. While selecting the participants in the study, the method of extreme sampling was used. Extreme sampling method requires involvement of individuals or groups with extreme scores in the research process (Patton, 1990). In this respect, first, seven elementary schools from lower, middle and upper socio-economic classes located in the districts of Tepebaşı and Odunpazarı in the city of Eskişehir were determined using the stratified sampling method. The socio-economic levels of the schools were revealed via the interviews held with the Directorate of National Education and with the school principals. In the study, the Global Citizenship Perception Scale developed by the researcher to measure elementary school 4th grade students' perceptions of global citizenship was applied to all the students attending the schools determined (537). The Global Citizenship Perception Scale aims to measure the level of students' perception of global citizenship. The highest score that can be taken from the scale is 72 while the lowest score is 18. The higher the score on the scale, the higher the perception

of global citizenship. Explanatory and confirmatory factor analysis was applied to reveal the validity of the structure of the scale. As a result of the analyzes carried out, it was revealed that 45.41% of the total variance was explained and the factor loadings of single factorial structure consisting of 18 items changed between .84 and .48. In order to demonstrate the reliability of the scale, cronbach alpha internal consistency coefficient was used ($\alpha = 0.92$). Among the students whose levels of global citizenship perceptions were determined, those with the highest and the lowest scores and their teachers were selected as the study group. Table 2 presents personal information about the students.

Table 2.

Personal Information about the Students Interviewed

Name	Place of Birth	Mother's Job	Father's Job	Number of siblings	Programs	İnternet	Computer
Adem	Afyon	House Cleaning	Worker	2	Cartoons	Yes	No
Ayşe	Eskişehir	Unemployed	Worker	2	Survivor, Series	Yes	Yes
Elif		Unemployed	Unemployed			No	No
Emirhan	Eskişehir	Unemployed	Worker	2	Cartoons	No	No
Hüseyin	Konya	Unemployed	Worker	4	Series, Cartoons	Yes	Yes
İsmet	Eskişehir	Unemployed	Unemployed	3	Cartoons	No	No
Mehmet	Eskişehir	Unemployed	Worker	5		No	No
Nursima	Eskişehir	Unemployed	Unemployed	2	Series, Cartoons, Survivor	No	No
Ramazan	Eskişehir	Unemployed	Driver	3	News, Cartoons, Folk Songs	Yes	Yes
Yiğitcan	Eskişehir	Unemployed	Unemployed	3		No	No
Arda	Eskişehir		Unemployed	2	Series, Sports Channels	Yes	Yes
Mustafa	Tokat	Officer	Soldier	1	League TV	Yes	Yes
Yağız	Eskişehir	House woman	Technician	1	Cartoons, Documentaries	Yes	Yes
Ali Arda	Eskişehir	Planning Chef	Self-employed	1		Yes	Yes
Ayberk	Eskişehir	Unemployed	Worker	2	Documentaries	Yes	Yes
Deniz	Eskişehir	Accountant	Insurance Agent	1		Yes	Yes
Tolga	Bodrum	House Woman	General Director	2	Series,Comedy Show	Yes	Yes
Alinda	Eskişehir	Psychologist	Teacher	1	Documentaries,	Yes	Yes
Arsen	Ankara	Self-employed	Engineer	1	Cartoons	Yes	Yes
Damla	Eskişehir	Expert	Doctor	3	Series	Yes	Yes
Arda	Eskişehir	Unemployed	Self-employed	2	Cartoons	Yes	Yes
Merih	Eskişehir	Unemployed	Farmer	3	News	Yes	Yes
Sude	Eskişehir	Unemployed	Worker	1	Series	Yes	Yes
Yusuf	Eskişehir	Unemployed	Worker	2	Series	Yes	Yes
Aleyna	Ordu	Unemployed	Unemployed	3	Cartoons	Yes	Yes

Bartu	Eskişehir	Unemployed	Worker	2	Series	No	No
Mert	Eskişehir	Officer	Worker	2	Series	Yes	No
Mustafa Samet	Osmaniye	Worker	Self-employed	3	Films	No	No
Selin	Eskişehir	Unemployed	Worker	2	Comedy Programs	No	No

As can be seen in Table 2, semi-structured interviews were held with a total of 30 students. It was seen that most of the students interviewed were born in Eskişehir and that their mothers were unemployed. It was also found that a great majority of them watched cartoons most. The students' fathers had various jobs. In addition, most of the students had Internet access and a computer at home, yet none of them had been abroad before. Table 3 demonstrates personal information about the teachers interviewed.

Table 3.

Personal Information about the Teachers Interviewed

Participant	School	Gender	Year of Experience	Union	Non-Governmental Organization	Social Media
Nihat	School 1	Male	20	Yes	Yes	Facebook, Twitter,
Sevim	School 1	Female	19	No	No	Facebook
Erdem	School 1	Male	15	Yes	Yes	Facebook
Zeynep	School 1	Female	15	Yes	No	Newspaper
Ayşe	School 2	Female	35	No	No	
Hasan	School 2	Male	39	No	Yes	Facebook
Sevda	School 2	Female	12	No	No	Facebook, Twitter
Ali	School 3	Male	44	Yes	No	
Pelin	School 3	Female	4	No	Yes	Facebook, Twitter, WhatsApp
Nazlı	School 3	Female	19	No	No	Facebook
Reyhan	School 4	Female	23	Yes	No	Facebook
Aysun	School 4	Female	21	No	Yes	Facebook, Twitter
Ferda	School 4	Female	14	Yes	No	Facebook
Orhan	School 4	Male	15	Yes	No	Facebook, Twitter

As can be seen in Table 3, of all the 15 teachers participating in the study, 14 of them had teaching experience more than 10 years, and only one teacher had four-year experience in the profession of teaching. Five of the teachers started teaching at private schools after their retirement from the public schools belonging to the Ministry of National Education. Of all the teachers, eight of them were members of a union, and only six teachers worked for non-governmental organizations (NGO) on voluntary basis. All the teachers who reported that they worked voluntarily for NOGs were members of TEMA (Turkish Foundation of

Combatting Erosion, Reforestation and Protection of Natural Habitats). Among the teachers, only three of them did not have any social media account, while the rest reported that they were active users of the Internet and social media. All the teachers who stated that they used social media actively had a Facebook account.

Data Collection Tools

In the present study, which was conducted with the qualitative research method, semi-structured interview technique was used as the data collection tool. In this respect, personal information questions were directed to the teachers to let them introduce themselves (year of experience, union membership, membership for non-governmental organizations, Internet access and so on). Following this, they were directed questions to reveal their views about global citizenship, about the applications they carried out in class in relation to global citizenship education, about the problems they faced and about the related solutions to these problems. As for the students, they were first asked personal questions (family members living at home, number of siblings, Internet access and so on). Following this, they were directed questions to reveal their views about global citizenship, about the problems experienced in the world, about the solutions to these problems and about the information they got in class regarding the world and world's problems. The interviews held in school environment lasted 1 to 2 hours with the teachers and 15 to 45 minutes with the students.

Data Analysis

In the study, the research data were analyzed with the inductive analysis method. In this respect, in the study, first, the data were organized and coded. Following this, the themes were formed, and the relationships between them were determined.

In the study, for the data collected with the qualitative data collection tools, the criteria of reliability, transferability and consistency were used (Lincoln & Guba, 1985 cited in Yıldırım & Şimşek, 2006). In this study, in relation to credibility, experts' views and participants' confirmation were used for the development of the data collection tools and for the analysis of the data. In the methodology section of the study, the participants, preparation of the data collection tools, data analysis process and analysis of the data were explained in detail. In the

study, in relation to transferability, the research process was described in detail, and the direct quotations were frequently provided in the section of findings. As for consistency and confirmation issues in the study, all the processes from the preparation of the data collection tools to analysis of the data were presented to experts for their views. As a result of discussions with experts, the themes and codes were finalized. In addition, for analysis of the data, the package software of MAXQDA was used to increase the validity and reliability of the study.

Findings

The findings obtained in the study were presented as findings regarding the students and those regarding the teachers.

Findings Regarding the Students

The findings regarding the students fell into two themes: students' perceptions of citizenship and their perceptions of global citizenship. Figure 2 presents the students' perceptions of citizenship.
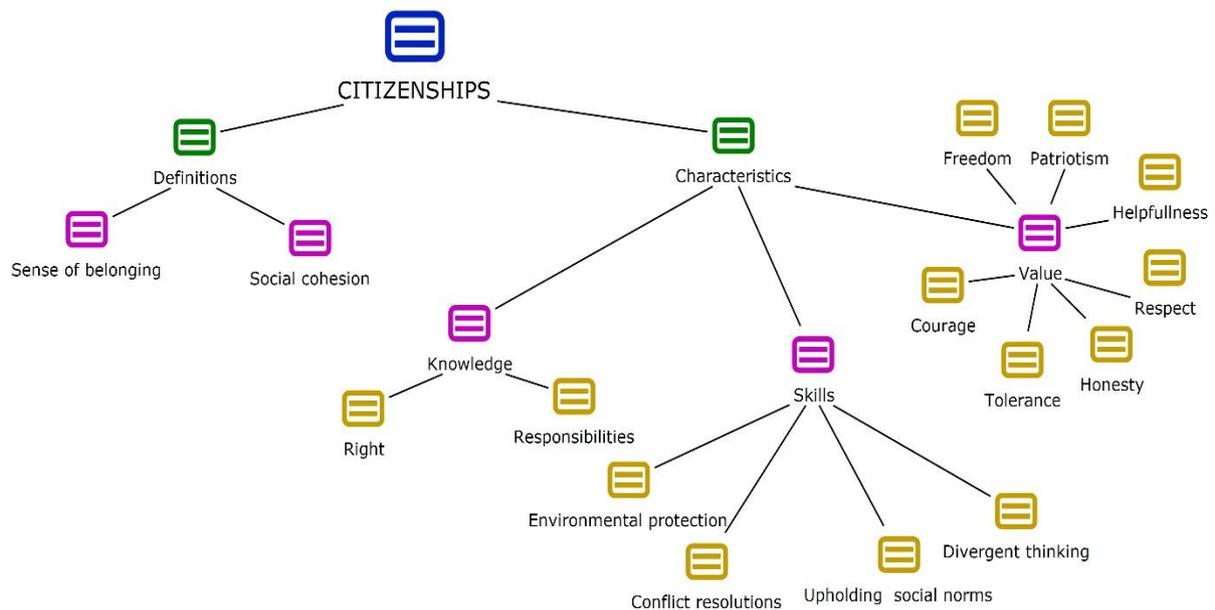

Figure 2. Students' perceptions of citizenship

As can be seen in Figure 2, the students' perceptions of citizenship were grouped under the themes of definitions of citizenship and citizenship characteristics. In relation to citizenship, the students mentioned belonging and socialization. Arsen, one of the students, associated citizenship with belonging saying '*It reminds me of people living in a country, or belonging to that country,*' while another student, Yağız, associated citizenship with socialization saying '*Citizens remind of a community and thousands of people; it reminds me of people living together without fighting with each other.*' When the definitions made by the students in relation to citizenship were examined, it could be stated that they associated belonging to a country with the concept of identity and living as a community together.

The students explained the characteristics of a citizen in terms of the dimensions of knowledge, skills and values. In addition, they reported that the dimension of knowledge included rights and responsibilities. The dimension of rights included the right to vote and to be elected, education, consumer's rights, health, living, playing, protection from violence and travelling. Emirhan, one of the students, stated that all citizens have the right to take education, said '*Citizens should absolutely take education; that's, they the right to take education.*', while another student, Yağız, reported his views about the dimension of social responsibility saying '*Those fighting or cursing and those polluting the environment should be warned*'. The students pointed out that all citizens should have such skills as protecting the environment, solving conflicts, obeying social rules and thinking divergently. Yağız and Elif defined characteristics of a citizen as having the ability to solve conflicts saying '*Good citizens should avoid fighting and solve problems by talking*'. Some of the students explained characteristics of citizenship as obeying social rules, while almost all the students mentioned the ability to keep the environment clean as one of characteristics of good citizenship. This result could be explained with the fact that students are exposed to a number of activities carried out to raise environmental consciousness in their education process and that they try to achieve these outcomes especially in the courses of Social Studies and Social Life taught to them starting from the 1st grade at elementary school level. The students participating in the study explained the values that a good citizen should have as courage, honesty, tolerance, respect, patriotism, helpfulness and freedom. These values illustrated by the students are among the values included in the curricula of courses taught in elementary schools starting from the 1st grade. In this respect, it could be stated that the students participating in the

present study achieved the outcomes related to the values in question. Figure 3 presents the students' perceptions of global citizenship.
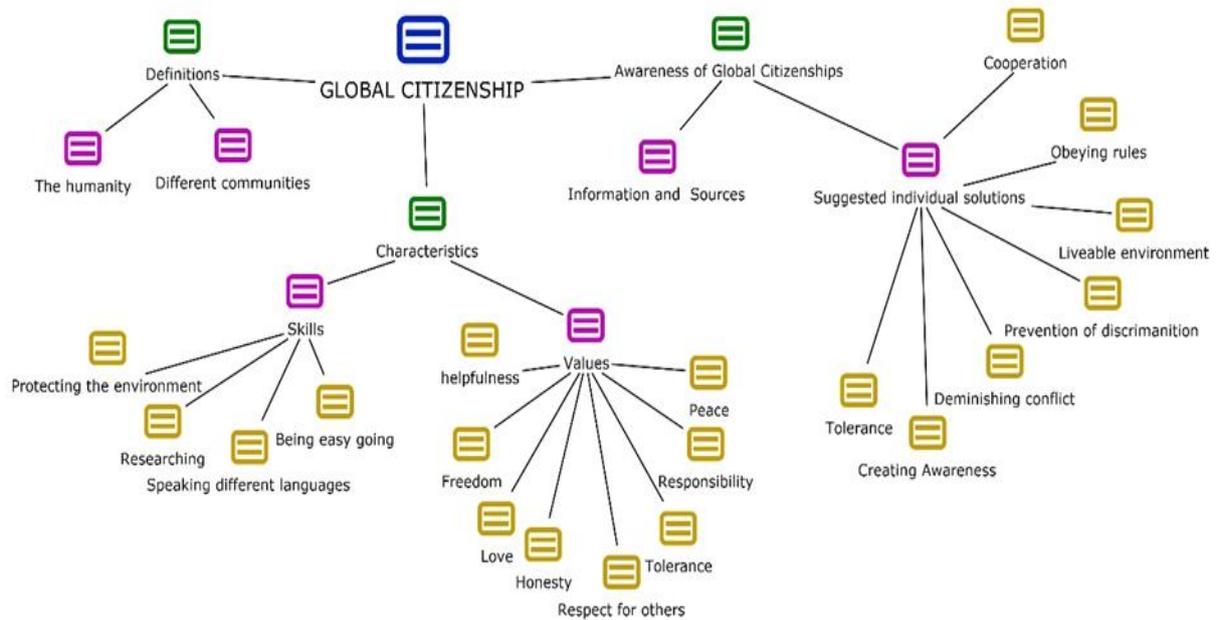

Figure 3. Students' perceptions of global citizenship

As can be seen in Figure 3, the students' perceptions of global citizenship belonged to the themes of global citizenship definitions, characteristics of global citizenship and awareness of global citizenship. The students defined global citizenship as all people and different communities. Mustafa, one of the students who defined global citizenship as all people, said *'Global citizen may refer to all people from all countries, or those living in any part of the world', while another student, Yusuf, defined global citizenship as different communities saying 'People speak different languages in different countries. They have different skin colors. Also, their physical appearances and personal traits could be different.'* When the students' views were examined in general, the students who defined global citizenship as all people stated that they were themselves global citizens as well, while those defining global citizenship as different communities reported that people with different characteristics who live in other countries were global citizens.

According to the students' views, the characteristics of global citizens were gathered under the themes of skills and values. The students explained these skills as protecting the environment, speaking different languages and being easy-going and the values as respect,

freedom, love, honesty, helpfulness, responsibility and peace. Arda, one of the students who explained the characteristics of global citizens as speaking different languages, said '*We have to speak their language if we want to visit different places and speak to them, and we have to teach our language to them*'. Arda also reported that speaking different languages was important to become a global citizen and that establishment of communication depended on both sides' speaking the other's language. Emirhan, who emphasized the importance of respect in relation to global citizenship, said '*One should respect the religion of every country. For example, one person might be a Muslim, while the other could be Christian. They should all respect that religion. Also, we should avoid arguing with each other and respect the traditions and customs of others'*. Based on these views reported by Emirhan, it could be stated that people living in different parts of the world may have different religions; that they should respect all these religions; and that problems should be overcome in peace. The skills mentioned by the students were those to be developed in the education process in line with the elementary school curricula. The values belonging to the theme of values were peace, tolerance, honesty, respect, love and helpfulness. These values were those covered by the elementary school 1st grade to 4th grade curricula. For this reason, it could be stated that the students acquired these skills and values regarding global citizenship in line with the outcomes of the related curricula.

The students' awareness of global citizenship was found to belong to the themes of information and its sources and suggested individual solutions. Arda, one of the students interviewed within the scope of the study, reported his views about such global problems as discrimination, environmental problems and conflict environment saying '*I think some people in Turkey cast Syrians out of the Turkish society. They say current problems started when these Syrians came to Turkey. And, one other thing is environmental pollution. Some countries declare war against each other.*' Based on Arda's thoughts, it could be stated that he followed the current agenda and held the belief that there were environmental problems and discriminations. Another student, Ali, reported that '*They do not give pay enough attention to human rights, and they exclude some other people just because of their skin colors.*' The students stated that they developed their knowledge of global citizenship via television, books, the Internet, family, friends and courses and that the course of Social Studies at school contributed most to their knowledge of global citizenship. In relation to this, Ali stated said '*I learned a lot of things about environmental pollution, wars, protecting our*

country, layers of the Earth, different cultures in different countries, and about equal rights of individuals.' The students pointed out that for a better world, all individuals have certain responsibilities and that the world will be a better place to live without any problems if they carry out their responsibilities. The solutions suggested by the students included helpfulness, obeying the roles, a better environment to live in, prevention of discrimination, raising awareness, and tolerance. For instance, Tolga, one of the students, said '*For example, we mustn't establish any nuclear power station. We shouldn't waste water, and we should even use the air consciously. Cars emit a lot of gasses, so I suppose there has to be a certain technology for cars. I would make the world more beautiful, and I would plant trees, and like this.'* Tolga mentioned individuals' responsibilities for a better world in reference to the dimension of better environment to live in, and as he was opposed to nuclear power station, he pointed out that natural sources should be consciously.

Findings Regarding the Teachers

The findings regarding the teachers are presented in three themes: teachers' perceptions of globalization, their perceptions of global citizenship and their perceptions of global citizenship education.
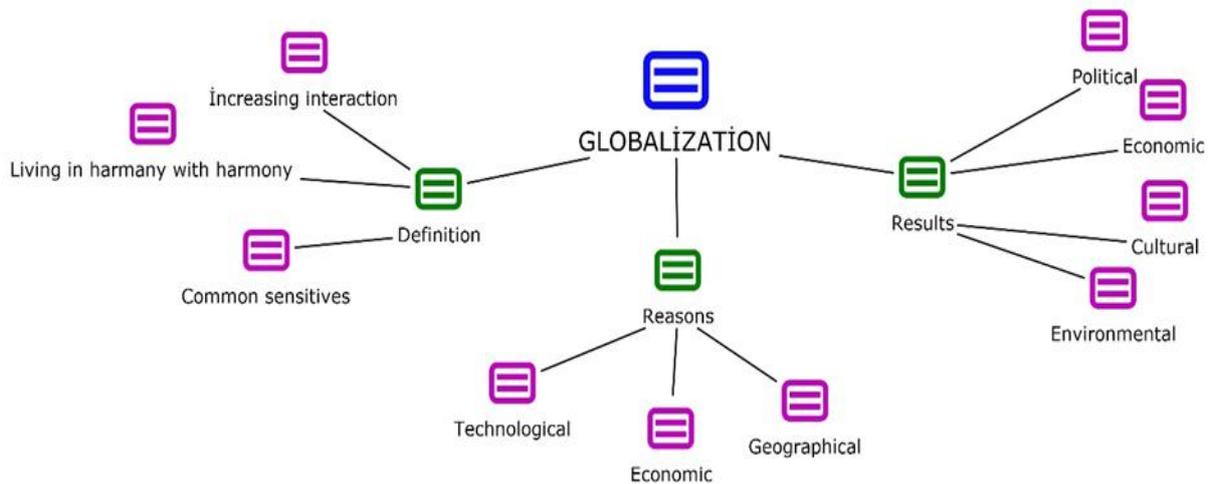

Figure 4. Teachers' perceptions of globalization

As can be seen in Figure 4, the teachers' perceptions of globalization were revealed as definition of globalization, its reasons and its results. The teachers defined globalization as common sensitivities, people's living together and increasing interaction. Erdem, one of the

teachers defining globalization as common sensitivities, said '*I think globalization refers to coming together within the framework of common problems'*. Based on Erdem's thoughts, it could be stated that in this era, countries where individuals live are not important and that individuals should now share common sensitivities. Sevim, another teacher, defined globalization as people's living together and said 'Globalization reminds me of humanity; that's people regardless of their skin colors, religions, languages or races. Today, there is only one world, and we all live together in this single world.' Depending on Sevim's thoughts, it could be stated that globalization means all people's living together without making any discrimination between their languages, religions or races. Teachers reported that factors leading to globalization were geographical, economic and technological factors. Erdem believing that rapid development of technology had great influence on globalization said '*Development of technology, people's knowing each other better, shorter distances, people's understanding one another's lives better'*. In addition, the teachers stated that globalization had economic, cultural and political results. Sevda, another teacher who mentioned cultural results of globalization, said '*Young people there and those here all play the same computer games, read the same editions of books, follow the same magazines and wear the same brand clothes. They eat in similar places and make the same jokes'*. Based on Sevda's thoughts, it could be stated that globalization has great influence on cultures and that countries should not lose their own identities, though.

The teachers' perceptions of global citizenship were gathered under the themes of definitions and characteristics. In the light of these themes, the teachers' definitions of global citizenship and the characteristics of global citizenship were revealed.
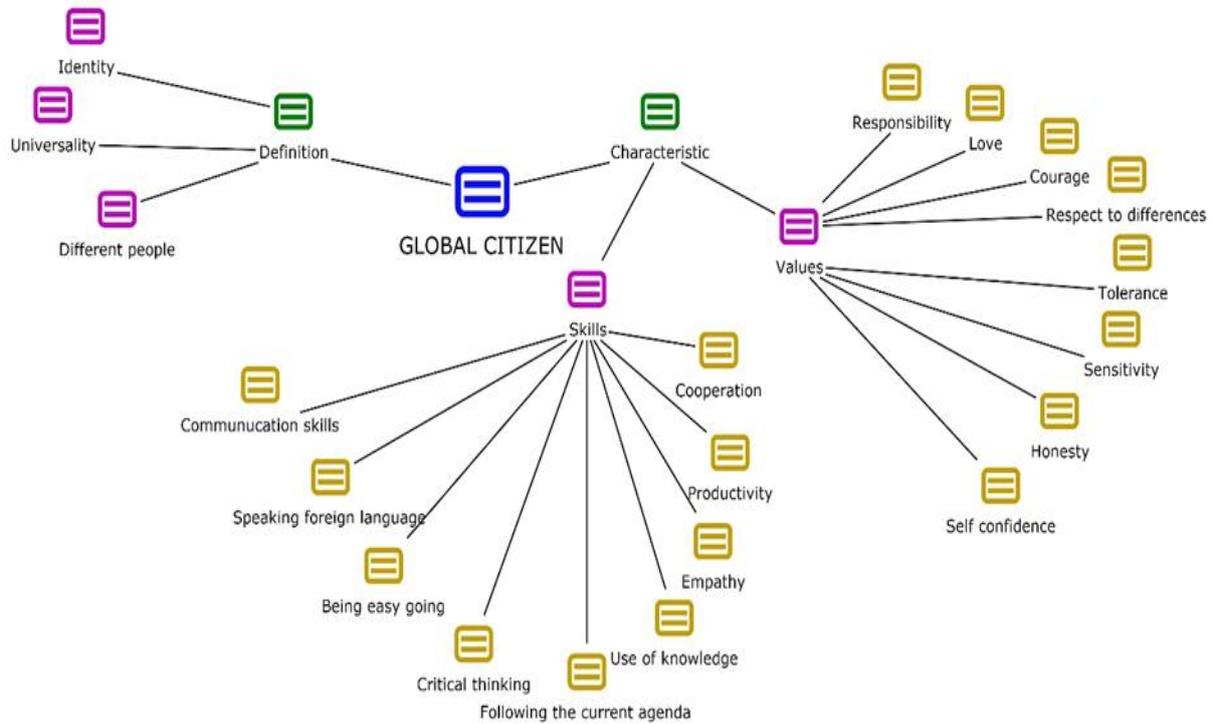
Figure 5. Teachers' perceptions of global citizenship

As can be seen in Figure 5, the teachers defined global citizenship as different people, identity and universality. Sevim, one of the teachers who explained global citizenship with the dimension of different people, said '*It reminds me of people from other regions in the world*', while Erdem, another teacher who defined global citizenship with the dimensions of identity and universality, said '*The word global covers all the people living in the world. We are Turkish Republic citizens, and we are all world citizens as well in terms of our upper identity. We all have common problems. We celebrate weddings together and mourn together as well.*' Erdem, who regarded Turkish Republic citizenship as a sub-identity and the world citizenship as the upper identity, stated that world citizens should have common sensitivities in association with values.

The teachers reported that there are certain skills and values global citizens should have. The skills that the teachers mentioned included following the current agenda, empathy, being easy going, speaking a foreign language, critical thinking, self-expression, communucation skills, productivity, use of knowledge and helpfulness, while the values were responsibility, self-confidence, honesty, sensitivity, tolerance, respect to differences, courage and love. Sevim, one of the teachers, mentioned being easy going, one of skills that global citizens should

have, and said '*Global citizens are cultured and knowledgeable individuals who can adapt themselves to new places in terms of their language, religion and traditions.*' In addition, a number of teachers reported that global citizens should speak a foreign language. Among these teachers, Zeynep said '*They should speak more than one foreign language*', while *another teacher,* Aysun, said '*In order to become a global citizen, individuals should speak at least one foreign language. They have to be proficient enough in that language to do related research in that language; that's, they have to be cultured individuals.*' According to Aysun, in order for individuals to become global citizens, they are supposed to be proficient in the language of a place where they conduct research. The reason is that they can get the necessary and correct information in that way and develop their culture. Ali, another teacher who mentioned such values of a global citizen as responsibility and respect to differences said '*Qualified individuals are those who are aware of their own responsibilities and those who demonstrate conscious behaviors. They are aware of differences between individuals' skills and abilities*' According to Ali, both qualified individuals and global citizens are responsible people who respect differences.

The teachers' views about global citizenship within the scope of the course of Social Studies were gathered under the themes of education process, problems encountered and suggested solutions. These themes include the applications carried out in relation to global citizenship by the teachers in the course of Social Studies, the problems they experienced and their suggested solutions to these problems.
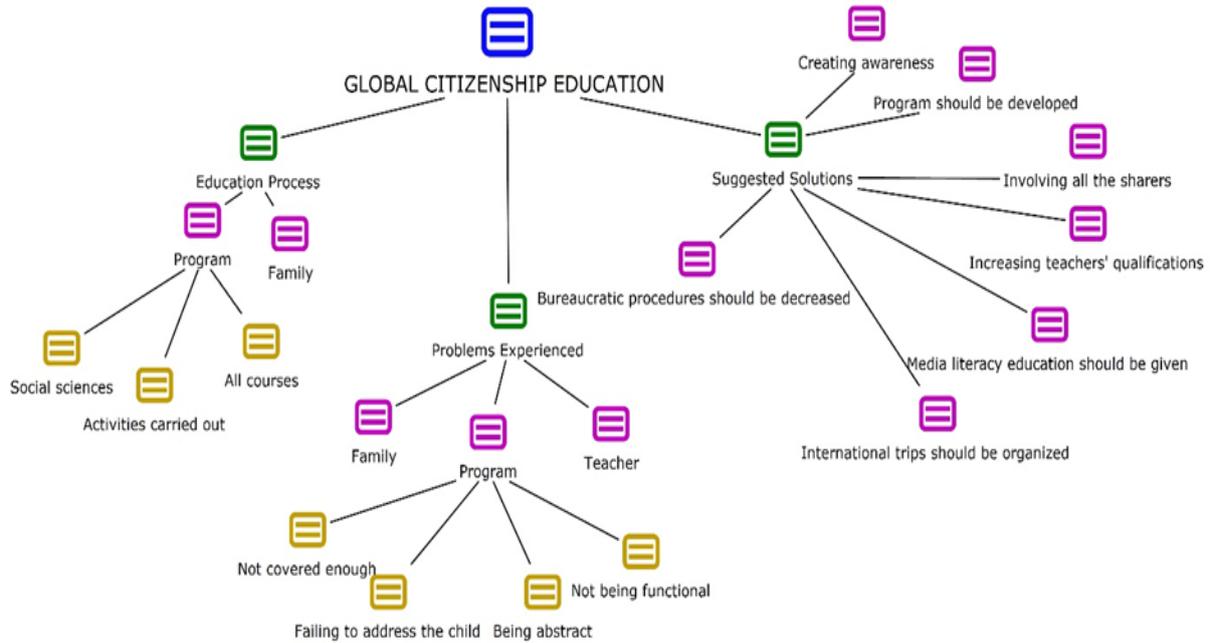
Figure 6. Global citizenship education process

As can be seen in Figure 6, the teachers reported that the global citizenship education process included the dimensions of family and curriculum. Accordingly, Orhan, one of the teachers who attributed families' roles to financial difficulties, said '*People's financial states certainly constitute an important factor influential on global citizenship. If people are financially strong, they spend their holidays abroad and learn to respect each other's culture.*' Similar to Orhan, another teacher, Ali, explained the relationship between families' financial states and global citizenship saying '*If people meet their basic social needs, they can then pay attention to social phenomena and global citizenship more easily. When you talk to some unemployed people with financial difficulties, they say they are not interested because they need money*'. According to Ali and Orhan, as individuals' financial states improve, their world views develop and they have increasing opportunity to travel abroad. As individuals meet other cultures, they both increase their awareness of the world and learn to respect differences.

The teachers classified the curriculum dimension of global citizenship education as Social Studies, all disciplines and activities carried out. Most of the teachers reported that global citizenship education was mostly given within the scope of the course of Social Studies. Accordingly, Sevda, one of the teachers, mentioned the relationship between global citizenship and the course of Social Studies saying '*In the 4ᵗʰ grade lesson unit of Global*

Connections, they learn what Mexican children eat and play and what children in Somali do.' In addition, in relation to the learning outcomes of the lesson unit of Global Connections, the same teacher said *'In fact, we all have the same feelings. We are all human beings, and we learn to respect others.'* Pelin, one of the teachers who did not associate global citizenship education with a single lesson unit and who reported that global citizenship education was given in the course of Social Studies, pointed out that the goal, content and outcomes of the course of Social Studies are all suitable for giving global citizenship education. Orhan, another teacher who stated that global citizenship education is given in an interdisciplinary approach, said *'I think it is related with all courses because it is interdisciplinary. I believe so because its subjects are only about global citizenship, social life, citizenship and so on. We can actually teach it in all courses.'* Similar to Orhan, Erdem, another teacher, said *'It is not covered by any specific course. If students are learning the concept of equality, they learn equality in mathematical equations. In the course of Social Life, they learn their duties and responsibilities. In the course of Science, students become aware of the fact that there are other living beings besides humans and learn that living beings should respect each other.'* According to Erdem, concepts like respect and equality, which are among global citizenship values, cannot be taught in a single course because these values can be taught in daily life and in association with all courses. Moreover, the teachers stated that global citizenship education was given via in-class and out-of-class activities. Ferda, another teacher illustrated the activities they carried out in relation to in-class global citizenship education, said *'what kind of communication can we establish with nearby countries that we can show on the map; for example, Greece, we lived together with Greek people in the past, and we teach their history.'* Considering the in-class activities carried out by Ferda, it was seen that there were associations made between the past, present and tomorrow. Ferda organized the activities in association with daily life and considered it quite important to organize the education process accordingly. The reason is that Ferda thought meaningful and effective learning could be achieved in that way. Another teacher, Ayşe, mentioned global citizenship education process saying *'We talk about children's rights and learn information about these rights. We have a smart board and access the Internet via this tool. We get information about people living in different countries. We also have our own rights, and we teach these rights as well.'* It could be stated that Ayşe made use of technology in the global citizenship education process. When the views of the teachers who gave global citizenship education via in-class and out-of-class activities were examined, it could be stated in general that the teachers carried out team

works; that they organized children's games popular around the world; and that they carried out activities to raise children's environmental consciousness.

The teachers reported that the problems experienced in global citizenship education occurred due to the family, the teacher and the curriculum. Ferda attributed the biggest problem in global citizenship education to families saying '*They may think you are not a Muslim; tourists come, and they are killed. They are in danger, and how bad these examples are! Now, children witness this, and it is quite a bad scene them. Well, this is a very bad attitude towards a foreigner.*' Ferda, one of the teachers, reported that she made great efforts to change this in class. The teachers who stated that family-based problems were experienced in global citizenship education also reported that families' attitudes and prejudices regarding differences and different cultures generally reflected upon their children. In global citizenship education, it is not unusual to experience family-based problems. Family is the environment where children take their first formal education. If no helpfulness is established with the family, then it will be quite difficult to develop positive attitudes in children only via in-class activities regardless of how well the related curricula have been prepared and how well education is given. Among the teachers interviewed, only Orhan mentioned teacher-based problems experienced in global citizenship education saying '*Teachers are among the most important problems. If teachers pay attention to religious values, then they say 'well, my lovely son, he is not a Muslim. There are such teachers speaking in that way. The teacher does not allow Kurdish and Turkish students together and isolates that Kurdish child from the society. Also such teachers do not allow female and male students sit next to each other in class.*' In addition, Orhan pointed out that teachers' attitudes towards global citizenship had influence on the education process and that students could not be trained as global citizens unless teachers kept demonstrating tolerant and equal attitudes towards students' religious, ethnic and gender-based differences. Moreover, according to the teachers, the curriculum-based problems occurred because the curriculum did not include any outcomes regarding global citizenship, because the curriculum did not address the children and because the curriculum was abstract and not functional. Orhan claimed the curriculum-based problems to be due to lack of functional curriculum saying '*When we take the curriculum into consideration, the goals, content, instructional activities and evaluation do not serve any specific purpose. There are some goals and outcomes, but there are no contents to support these goals and outcomes, or not enough time was allocated for this purpose.*' According to Orhan, the goals and outcomes of the curriculum did not cover any outcomes

such as tolerance and respect to differences, and the content of the curriculum did not include enough examples of instructional activities. Teacher Nazlı attributed the curriculum-based problems to the curriculum's being abstract and its failure to address children saying '*Also, research assignments should be a bit simpler for children. As they cannot fully understand the concepts, they experience difficulties in learning these concepts. Then, they ask their families for help. It could be simplified for children.*' The teachers who said there were some curriculum-based problems in global citizenship education reported that the course curriculum of Social Studies did not include global citizenship outcomes at all; that these outcomes were covered only in the last lesson unit of the fourth grade curriculum; and that not enough importance was given by the students as this lesson unit was taught towards the end of the academic term.

The teachers put forward such suggestions as raising students' awareness of the problems experienced in global citizenship education, making rearrangements in related curricula, involving all the sharers, increasing teachers' qualifications, giving media literacy education, organizing international trips and decreasing bureaucratic procedures. One of the teachers, Ali, stated that media was quite important to create awareness today and that media literacy education should be given to understand media-related factors better. Ali reported his thoughts about this saying '*Even though there are curricula, cartoons or series for children, some other things should be done to contribute to family education. It is necessary to raise awareness of all the individuals around the students.*' Based on Ali's thoughts, it could be stated that education is a multi-faceted process; that it is not restricted to the education given only in class, that there are a number of components like the family, past experiences and media; and that they should all be in helpfulness in this process. Another teacher Aysun, suggested organizing trips abroad to raise awareness saying '*Due to financial difficulties, our students cannot go abroad. There are many other people living in the world, and they need to learn about them and about their cultures. Maybe, the Ministry of National Education could organize such trips for children.*' According to Aysun, this awareness can only be raised when students come together with people living in other countries in accordance with the principle of learning by doing. Orhan, another teacher, put forward several suggestions regarding the curriculum dimension of global citizenship education; for instance, he mentioned the importance of the hidden curriculum for solving certain problems saying '*There is a curriculum known as hidden curriculum. To me, female and male students have to sit next to each other in class to avoid*

any negative attitude towards women at early ages. In this way, they notice that it will not be a problem when men and women sit next to each other.' He also stated that some problem can only be overcome via a common education philosophy which will cover all the cultures in the world.

Discussion, Conclusion and Suggestions

The results obtained in the present study, which was conducted to determine elementary school 4th grade students and their teachers' perceptions of global citizenship and to reveal the applications carried out within the scope of the course of Social Studies, are presented in two parts: students' perceptions of global citizenship and teachers' perceptions of global citizenship. In the study, the students were found to define citizenship as belonging and community. In one study carried out by Yılmaz (2013) to reveal elementary school students' perceptions basic concepts regarding citizenship education, the research found that students defined citizenship as a country or a piece of land, as a human community in a country and as sovereignty. In addition, Türkcan and Bozkurt (2015), in their study conducted to reveal elementary school students' perceptions of identity, culture and citizenship within the scope of the course of Social Studies, reported that students defined citizenship as belonging, values and citizenship duties. In this respect, in the study, the definitions made by the students in relation to citizenship could be said to be consistent with the dimension of human community in a country reported by Yılmaz (2013) and with the dimension of belonging reported by Türkcan and Bozkurt (2015). In the study, it was seen that the students explained the characteristics of a citizen with such dimensions of knowledge, skills and values. The dimension of knowledge was found to include rights and responsibilities. In literature, characteristics of active citizenship are reported to be knowledge, skills, values and attitudes (Bîrzéa, 2000; QCA, 1998; Ersoy, 2007; Göz, 2010). In the study carried out by Yılmaz (2013), the students stated that all citizens should have certain rights and responsibilities, while in the study carried out by Türkcan and Bozkurt (2015), the students associated being a good citizen with such values as benevolence, loving the public, love, justice and donation while explaining the concept of citizenship. In this respect, the results of the present study could be said to be consistent with those reported in related literature. In the study, the students' views about global citizenship were categorized as definitions of the world and

global citizenship, the characteristics of a global citizen and awareness of the world and of global citizenship. In the study, the students' views about the characteristics of a global citizen were found to belong to the dimensions of skills and values. In a report published by Oxfam (2006), which organizes global citizenship education programs in England, it was pointed out that children at all ages should have knowledge and understanding of global citizenship, related skills, values and attitudes. In this respect, the dimensions of skills and values that global citizens should have as revealed in the present study are found to be consistent with the report published by Oxfam yet not with the dimension of knowledge and understanding. In a study carried out by Kasai (2007), the students referred to the skills that a global citizen should have as communication skills, critical thinking, empathy and problem solving skills. In this respect, in the present study, it was seen that the students did not mention such skills that a global citizen should have as research, communication, critical thinking, empathy and problem solving skills. These differences could be attributed to lack of courses regarding global citizenship education in Turkey as well as to lack of a content regarding global citizenship education in any of the other courses taught in Turkey. In the study, it was found that the students acquired their knowledge of the world and global citizenship mostly in the course of Social Studies. Social Studies, as required by its nature, is a course which has an important role in our lives, which aims at training young learners as active and responsible citizens of democracy and which mostly adopts an interdisciplinary approach based on social studies and history (Sunal & Hass, 2002). Thanks to this course, students learn active participation to become global citizens of the 21st century and about communication to establish a democratic society (Burz & Marshall, 1998). For this reason, it is a natural result obtained in the present study that the students acquired their knowledge of the world and global citizenship in the course of Social Studies. In the study, it was found that in the course of Social Studies, the students developed their knowledge about environmental issues, wards, leaders, different cultures, citizenship, geography and local administrations. In addition, the teachers and the students reported that the learning area of cultural connections covered most of the information about the world and global citizenship.

In the study, not only the students but also the teachers were asked for their views, and their views were classified as definitions of globalization, causes of globalization and results of globalization. The teachers' definitions of globalization were revealed as common sensitivities, people's living together, increasing interaction and different perceptions. In one

study conducted by Bozkurt (2013) to reveal elementary school teachers' views about cultural education within the scope of the course of Social Studies, the teachers associated globalization with removal of boundaries, the smaller world, adaptation to the smaller world and thinking in global scale. In addition, in another study carried out by Balkar and Özgan (2010) to investigate the meanings attributed by teachers to globalization and to determine the effects of globalization on the education process at elementary school level, it was found that the teachers attributed such meanings to the concept of globalization as "economy, culture, politics, correspondence, equality and free movement". The results of this study could be said to be consistent with such dimensions revealed by and Balkar and Özgan (2010) as people's living together, increasing interaction and common sensitivities. In the study, the teachers reported that globalization meant losing our own identity and that colonist governments became more powerful, which led to world wars. In one study carried out by Yaşar, Sözer, Gültekin, Kaya and Belet (2002) with preservice teachers, it was found that globalization brought about such negative results as increasing the colonist power, increasing discrimination between societies, opening doors to world wars and failing to find solutions to problems. Therefore, it is seen that these results are all parallel to those obtained in the present study. When all these views are examined, it could be stated that teachers generally have negative thoughts about the effects of globalization and that they believe our country will lose its own cultural characteristics due to globalization. Undoubtedly, globalization has positive as well as negative effects. In this current era of globalization, lack of such important concepts as globalization and cultural citizenship in teacher training programs and elementary school curricula will cause an important deficiency.

In the study, the teachers' views about global citizenship were revealed as their definitions of global citizenship and characteristics of global citizens. Accordingly, the teachers defined global citizenship as universality, identity and different people. While defining global citizenship, the teachers reported that the problems experienced by people in different parts of the world should concern all of us and that only in this way could a person become a global citizen. This result of the study supports the view reported by Schattle (2009) that 'happiness of people in distant places should concern us as much as the happiness of a nearby neighbor'. In one study carried out by Çermik and colleagues (2015), teachers' defined global citizenship as equal rights and responsibilities to be owned by all the people on Earth and as making effort to solve the problems experienced in the world. In another study conducted by

Çolak (2016), teachers defined citizenship as taking responsibility for one's own country and global citizenship as taking responsibility for the whole world. In the report published by Oxfam (2001), global citizens were defined as individuals who are aware of their own roles in the global world and who take part in local as well as in global communities. In another study carried out by Hillyard (2011), teachers defined global citizens as individuals who regard themselves as members of the global society, who understand that the world is actually the society they belong to and who question the effects of their actions on other people in the world. In this respect, such definitions made by the teachers regarding global citizenship as universality and upper-identity could be said to be consistent with those reported in related literature. In the study, it was found that the teachers explained the characteristics of global citizens with the dimensions of skills and values. In the report published by Oxfam (2006), the competencies of a global citizen were knowledge and understanding, skills, and values and attitudes. The skills included critical thinking, effective discussion, justice and coping with injustice, respect to people, helpfulness and solving conflicts, while the values covered self-respect, empathy, responsibility and respect to differences. Accordingly, the results of the present study could be said to be consistent with these studies except for the dimension of foreign language skills. In addition, Gibson, Rimmington and Landwehr-Brown (2008) claim that in related literature, foreign language competency is ignored with respect to knowledge, skills and attitudes in relation to global citizenship and that students can become global citizens only by learning a foreign language.

In the study, the teachers' views about global citizenship education were revealed as education process, problems experienced in the process and suggested solutions to these problems. According to the teachers, the global citizenship process is influenced by the family and the curriculum. The teachers pointed out that families have important roles in global citizenship education and that students will more easily acquire global citizenship competencies if families become open to development and change. In literature, there are a number of studies demonstrating that the family has an important role in the education process. In studies conducted by Yeşil (2002, 2001), Çelenk (2003) and Ersoy (2007), the researchers found that meaningful learning can be achieved only via an effective cooperation between the family and the school. In this respect, the related result obtained in the present study could be said to support the results reported in other studies in literature. The teachers drew the attention to the dimension of curriculum in global citizenship education and

explained the dimension of curriculum as Social Studies course, different disciplines and activities. In the study, the teachers reported that a big part of the global citizenship education is given within the scope of the course of Social Studies and that only a small part of this education is given in other courses. The cause of this expected result could be the fact that Social Studies is course which aims at training active and productive citizens and developing their citizenship competencies (Ministry of National Education, 2005). Kan (2009a) pointed out that the overall objectives of the curricula of Social Studies applied in Turkey included statements appropriate to the definition of global citizenship. Though not included in the whole curriculum, the issue of cultural connections is the learning area which could at least be considered within the scope of global citizenship. In literature, regarding the learning areas, it is reported that in order for students to learn and understand different cultures in the world, to recognize the relationships between these cultures and to notice the global problems, the learning area called "Global Connections" was included in the curriculum of the course of Social Studies in Turkey (Açıkalın, 2010a, 2010b; Kaymakçı, 2012). In the study, it was found that the teachers experienced problems based on the family, the curriculum and the teacher in the global citizenship education process. The teacher-based problems could be said to occur mainly because there is no course taught in teacher training programs regarding global citizenship in Turkey. In one study carried out by Ceylan (2014) with preschool teachers, most teachers believed that the preschool curriculum should cover global citizenship and that the teacher training they received and their field experiences did not prepare them in a way to teach global citizenship. Schattle (2005) pointed out that global citizenship should be included in educational activities carried out for all educational grades. In one other study, Ersoy (2013) found that teachers did not have enough knowledge and experience regarding the transfer of global citizenship skills and related subjects to students and that teacher should take education on global citizenship. In addition, Çermik and colleagues (2016), in their study, class teachers were eager to give global citizenship education; that they did not find themselves efficient enough to give this education, though; that the undergraduate program they had attended did not prepare them to give global citizenship education; and that they did not have the necessary professional experience to give global citizenship education. In the study, in relation to the curriculum-based problems, the teachers reported that global citizenship education was not included efficiently in the curriculum; that global citizenship education was not functional or appropriate to the students' levels; and that global citizenship education was too abstract for the child to

understand. Kan (2009b) pointed out that the vision and objectives of the curriculum of the course of Social Studies taught in Turkey did not efficiently cover the values regarding global citizenship and that this education should be reflected in all schools covering all its aspects. As Acun and others (2013) have pointed out the attitudes and values of children at an early age affect all future school, family and community life.. In one study conducted by İçen and Akpınar (2012), it was revealed that students did not learn global citizenship issues effectively as these issues were mostly mentioned in the course of Social Studies towards the end of the academic term. In another study, Özyurt (2009) addressed the same point, which was reported to be criticized by teachers, and concluded that curriculum developers did not attach enough importance to the learning area of cultural connections and that the nationalist viewpoint in Turkey outweighed the global viewpoint. In this respect, it is seen that the problems experienced by the teachers regarding global citizenship education within the scope of the present study are parallel to those reported in related literature. In the study, the teachers put forward such suggestions as raising awareness of the problems experienced in the global citizenship education process, making improvements in the curriculum, involving all the sharers in the process, increasing teachers' qualifications, giving media literacy education, organizing trips abroad and decreasing bureaucratic procedures. In addition, in relation to the curriculum, the teachers suggested that global citizenship education should be given via a hidden curriculum; that global citizenship education should be included in the curriculum; that educational philosophies should be addressed; that students' interests should be taken into account while developing the curriculum; and those tolerance-based curricula should be developed. Çermik and colleagues (2015), in their study conducted with teachers, reported that teachers should be provided with the opportunity to participate in such activities as seminars, congresses and international trips and that more importance should be given to foreign language education at undergraduate level. Indeed, students in Turkish education system take foreign language education starting from the elementary school 4th grade, yet most of them have quite low levels of language proficiency, which constitute an important barrier to the training of global citizens.

In this respect, various suggestions could be put forward for practice as well as for future research. For instance, in terms of practice, global citizenship education could be covered by other courses with an interdisciplinary understanding not just within the scope of the course of Social Studies In addition, teacher training programs could focus on global citizenship

education, and families' awareness of global citizenship could be raised. Also, by increasing the quality of language education, interaction with global citizens could be increased, and both teachers and students could be provided with more opportunities to go abroad. As for future research, applied studies in relation to acquisition of global citizenship competencies within the scope of the course of Social Studies could be conducted. Lastly, future studies could investigate the variables influential on global citizenship competencies.

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