

Pre-Service Social Studies Teachers' Perception of Global Citizenship*

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Abstract

Due to continuing developments in science, technology, and communication, definition of citizenship and what is expected from a citizen as well as political, social and economical changes around the world. In order for students to adapt to the new developments and changes, educators need to provide students with various skills such as respecting differences, using multiple perspectives in discussions, being sensitive to the environmental problems, and being effective in decision making. Social studies teachers, as one of important components of educational system, play a key role to meet these expectations. Therefore it is crucial to for social studies teachers to improve their knowledge, skills, and values regarding global citizenship. This study aims to understand how pre-service social studies teachers perceives global citizenship, how they define the concept of global citizenship and related concepts, and how they explain to what extend global citizenship is employed in social studies education. The study employed phenomenology in order to gather the data. The data obtained as a result of the interviews were analysed through in NVivo 10 package program. Findings obtained as a result of this phenomenological study, only some of the pre-service social studies teachers made explanatory statements about the concept of global citizenship, whereas other participants emphasized on the characteristics that a global citizen should have instead of explaining purely the concept. Another finding was that the participants believed that being a global citizen was a necessity; however, one should have the some characteristics, in other words requirements to be considered as a global citizen and without meeting these requirements he/she cannot be counted as a global citizen. In addition, the findings also included that the pre-service teachers did not take any course directly related to global citizenship during their undergraduate education, it was partly mentioned only in two courses therefore they learned about global citizenship mostly through the media, social media, friends, and various non-governmental organizations rather than in-class.

Keywords: social studies education, pre-service social Studies teachers, global citizenship, perception

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Sosyal Bilgiler Öğretmen Adaylarının Küresel Vatandaşlık Algısı

Öz

Bilim ve teknolojinin gelişmesiyle birlikte Dünya’da pek çok alanda olduğu gibi yetiştirilmek istenen vatandaş profilinde de değişiklikler olmuştur. Küreselleşmeyle birlikte yaşanan dünyaya ayak uyduracak, farklılıklara saygı duyan, çoklu bakış açısına sahip, çevreye duyarlı ve aktif küresel vatandaşlar yetiştirmek amaçlanmıştır. Küresel vatandaş yetiştirmede, eğitimin önemli unsurlarından biri olan öğretmenlere büyük rol düşmektedir. Bu nedenle, öğretmenlerin mesleğe başlamadan önce küresel vatandaşlığa ilişkin bilgi, beceri ve değerlerin farkında olması önemlidir. Bu çalışma Sosyal Bilgiler öğretmen adaylarının küresel vatandaşlığı nasıl algıladığını, küresel vatandaşlık kavramı ve ilişkili diğer kavramları nasıl tanımladığını ve kendi branşları içerisinde küresel vatandaşlığın yerini nasıl açıkladıklarını anlamayı amaçlamaktadır. Araştırmada, nitel araştırma yöntemlerinden fenomenoloji (olgu bilim) deseni kullanılmıştır. Araştırma verileri, NVivo 10 paket programı ile analiz edilmiştir. Araştırmada, Sosyal bilgiler öğretmen adaylarından sadece birkaçının küresel vatandaşlık kavramını açıklayıcı söylemlerde buldukları, diğer katılımcıların ise küresel vatandaşlık kavramının yerine küresel bir vatandaşta bulunması gerektiğini düşündükleri özellikleri açıkladıkları görülmüştür. Ayrıca, katılımcıların çağımızda küresel vatandaş olmanın bir gereklilik olduğunu; ancak bunun için ön koşul sayılabilecek bazı özelliklere sahip olunması gerektiğini ve bu özellikler olmadan bireyin küresel vatandaş sayılamayacağına inandıkları araştırmanın bulguları arasındadır. Öğretmen adaylarının aldıkları lisans eğitimi sürecinde küresel vatandaşlığa ilişkin doğrudan bir ders almadığı; küresel vatandaşlık ile ilgili bilgileri medya, sosyal medya, arkadaş çevresi ve bazı sivil toplum kuruluşları gibi etkenler yoluyla öğrendikleri araştırmanın bulguları arasındadır.

Anahtar Sözcükler: sosyal bilgiler eğitimi, sosyal bilgiler öğretmen adayları, küresel vatandaşlık, algı.

Introduction

The word “citizen” refers to “anyone who has an idea of a homeland or sense of a homeland”, whereas citizenship is defined as being a member of a politically independent state (İçen and Akpınar, 2012), or “having grown up in a society or being a resident in a homeland” (Turkish Language Association, 1992). Over the centuries, the meanings attached to the concept of citizenship, which is used for individuals who are part of a society, have varied across different societies (Göz, 2010; Kadioğlu, 2008). In Ancient Greeks, for instance, citizenship was used in association with being moral, and those who were not able to fulfil their responsibilities to the state were called “fools.” In modern societies, this concept was associated with a national identity and individuals who served the national interests and showed respect and commitment to symbolic elements such as the flag and the national anthem started to be described as good citizens. On the other hand, in today’s world individuals’ perspectives of a society have changed due to globalization. Thus it is a necessity to form an understanding of citizenship by which people that live in nation states and are different in terms of race, language, religion, ethnic structure, socio-cultural, and socio-economic structures can easily express their feelings (Halstead and Pike, 2006; Kadioğlu, 2008).

In today’s global world, individuals from all age groups are informed of economic, social, political, and cultural developments occurring in different countries around the world because of advanced communication technologies and the media. They communicate and interact with people who are different in terms of language, religion, race, gender, and socio-economic and socio-cultural structures (Günel and Pehlivan, 2015; Kılınç and Korkmaz, 2015). Therefore, the necessity of providing global citizenship education that would teach individuals their rights and responsibilities both inside and outside of their local communities (Göl, 2013) and provide them with the knowledge, skills, and values to help them adapt to the changing world (Kılınç and Korkmaz, 2015; Rapoport, 2009) and that appreciate the diversity which includes differences based on race, culture, religion, ethnicity, and language has been emphasized in the literature for more than a decade (Banks, 1997; Banks, 2004; Castles, 2004; Günel and Pehlivan, 2015; Gürdoğan Bayır, Göz and Bozkurt, 2014; Oxfam, 2006).

Although global citizenship is a concept that has strong historical background, it has gained importance with the increase in global problems such as hunger, violence, and human rights violations in recent years (Dower, 2000; Kılınç and Korkmaz, 2015). Despite its roots go far back in the past and it has many definitions, there has not yet been a single definition that is widely agreed (Kan, 2009a; Kılınç and Korkmaz, 2015; Miller, 2011). Kan (2009a) describes a global citizen as "a universal personality that perceives the world as a whole, has a humanistic perspective, and aims to leave a legacy of sustainability for future generations". According to Kan (2009a), a global citizen is the person who preserves national feelings while accepting universal values.

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Burrows (2004), states that global citizenship is about understanding the existing global powers in the world and their effects on individuals, being aware of cultural differences, examining global problems from different perspectives, and suggesting new ideas that might influence the future. Bulut, Çakmak and Kara (2013) describe global citizenship as a model in coping with problems such as hunger, war, and famine both in the local society and the world, and an answer to the identity search caused by globalization.

The lack of a common definition in the literature has led researchers to define global citizenship based on the characteristics that a global citizen should have. Dower (2002) states that if a person is interested in global issues and can act responsibly, that person can be considered as a global citizen. İçen and Akpınar (2012) indicate that those who feel themselves responsible to both their own country and the humanity and have universal consciousness are considered as global citizens. Based on these definitions, it can be interpreted that global citizenship is about individuals' considering themselves as part of this world without losing their national feelings, feeling responsible to other species, and contributing to the world by following the developments and innovations that emerge (Banks, 2004; Ersoy, 2013; Kan, 2009a; Merryfield, 1997; Miller, 2011). In addition, Oxfam (2006) states that a global citizen should have characteristics such as perceiving the world as a huge place and considering him/herself as a part of this place, being aware of and showing respect for differences, being informed of the world order, standing up to social injustice, being a member of societies living together locally and globally, working hard to make the world more equitable and liveable place, and feeling responsible to the humanity.

These characteristics that a global citizen should have are important for both the individual's self and his/her country, because gaining universal values in addition to adopting national values would help the individuals broaden his/her perspective and cope with future problems (Kılınç and Korkmaz, 2015; Merryfield, 2007; Ortloff, 2011). On the other hand, although the global citizenship approach is an issue that is emphasized in education programs, it is rarely mentioned in classrooms. According to Rapoport (2010), the reason behind this finding is the lack of an exact definition of global citizenship, and the fear that the global citizenship education would reduce the feeling of patriotism in nation states. Yet, individuals who support this view fail to notice the expression "opening one's self to the outside world by adopting universal values without losing national consciousness" in the definition of global citizenship. Atasoy (2005) indicates that globalization and what it brings are not a product of today, but the process have continued for a long time and its effect is not one-dimensional, and points out that the social processes that continue with globalization are interwoven thus in a period where globalization rise, nationalisms would never vanish. Therefore, teachers have an important role to eliminate existing misconceptions and provide individuals with effective citizenship education.

Due to the migrations around the world, today, many classes have students who have different backgrounds in terms of language, religious, and ethnic identity (Ortloff, 2011). However, teachers are incompetent to teach students to live together with these differences (Gay, 2001; Rapoport, 2010). In order for teachers to teach their students the characteristics that a global citizen should have, teachers themselves should have at least some of the characteristics as well. Otherwise, teachers who lack of these characteristics and knowledge might experience problems in teaching these characteristics and issues to their students. Accordingly, the objectives of global citizenship education that emerge as a product of global education being taught in teacher education programs is significant for both pre-service teachers who will be teachers in days to come and individuals who will be the students of these future teachers.

In the literature, there are studies that focus on global citizenship (Bourke, Bamber and Lyons, 2012; Dower, 2010; Mayo, Gaventa and Rooke, 2009; Miller, 2011), its reflections in the curricula (Kan, 2009a; Engel, 2014; Jerome, 2011) and pre-service teachers' views on this concept (Bulut, Çakmak and Kara, 2013; Ersoy, 2013; Gürdoğan Bayır, Göz and Bozkurt, 2014; Kaya and Kaya, 2012; Kılınç and Korkmaz, 2015; Rapoport, 2010). Bourke, Bamber, and Lyons (2012) emphasized that the individuals who attended the training program organised by Liverpool Hope University as supplementary to the educational programs in 2009 were considerably different from other students in terms of the values of honesty, extroversion, openness, self-respect, tolerance and justice, and the skill of sensitivity to social problems. In a study at Indiana High School, Rapoport (2010) revealed that teachers tried to explain the global citizenship through the concepts they already knew, but these explanations were incompatible with the existing definition of global citizenship in the literature. In addition, he stated that the teachers emphasized that using the concept of global citizenship was important, but they rarely mentioned in class. Among those conducted with in-service and pre-service teachers, there are limited number of studies that focus on understanding of pre-service teachers' perception on global citizenship (Kaya and Kaya, 2012; Kılınç and Korkmaz, 2015). Kaya and Kaya (2012) aimed to identify pre-service teachers' perception of global citizenship by means of a scale. In Kılınç and Korkmaz (2015), the participants were selected among the pre-service teachers who were pursuing doctoral studies abroad. Therefore, the present study is important since it aims to identify pre-service teachers' perception of global citizenship through a phenomenological research approach.

It focuses on how pre-service Social Studies teachers perceives global citizenship, how they define global citizenship and related concepts, and how they explain to what extent global citizenship is employed in the Social Studies education. Therefore the study investigates the following research questions:

- How do pre-service Social Studies teachers define global citizenship?
- How do pre-service Social Studies teachers perceive global citizenship?

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- How do pre-service Social Studies teachers explain to what extent global citizenship is employed in Social Studies education?
- How do pre-service Social Studies teachers evaluate Social Studies teacher education program in terms of providing the knowledge, skills, and attitudes necessary for educating global citizens?

Method

This study aimed to understand how pre-service Social Studies teachers perceives global citizenship, how they define the concept of global citizenship and related concepts, and how they explain to what extend global citizenship is employed in Social Studies education. The phenomenology design, a qualitative research method, was employed to gather the data. Phenomenology aims to reveal one or more individuals' views, subjective and objective (that show similarities with other people) experiences, and perceptions about a concept or a phenomenon (Creswell, 2007; Creswell, 2012; Yıldırım and Şimşek, 2013). In other words, phenomenology is a qualitative research approach that focuses on how an individual perceives, makes sense of and express a phenomenon or a concept, and how he/she feels about its causes and effects (Patton, 2014).

Since this study aims to understand pre-service teachers' perception of global citizenship, it is important to examine participants' experiences and understandings of the phenomenon. Furthermore, this study is the first study in Turkey that aims to examine pre-service Social Studies teachers' perception of global citizenship by employing a qualitative research approach (Merriam, 2013).

Participants

The participants of the study were 10 pre-service Social Studies teachers who were seniors at a faculty of education in Turkey. In order to obtain in-depth data, the pre-service teachers who took the course “global education”, which focuses on globalization as well as the changing views, concepts and approaches, and emerging issues around the world during their undergraduate education were included in the study as participants on a voluntary basis. Information regarding the participants' age, gender, hometown, and type of high school they graduated from is presented in Table 1.

Table 1

Profile of the Participants

| Name | Age | Gender | Type of High School | Hometown |
|-------------|------------|---------------|----------------------------|-----------------|
| Ceren | 23 | Female | General High School | İzmir |
| Miray | 22 | Female | General High School | İzmir |
| Hakan | 24 | Male | General High School | Konya |
| Sena | 21 | Female | General High School | Uşak |
| İrem | 21 | Female | General High School | Konya |
| Serhat | 22 | Male | General High School | Adana |
| Esin | 24 | Female | General High School | Mersin |
| Yalçın | 23 | Male | Anatolian High School | Ağrı |
| Yağmur | 22 | Female | General High School | Mardin |
| Alper | 22 | Male | Anatolian High School | Trabzon |

Data Collection and Analysis

In phenomenological studies, interviews are the main data collection tools that can be used to reveal an individual's experiences and views on a phenomenon or a concept (Creswell, 2012). In this study, a semi-structured interviews was employed by the researchers in order to examine the pre-service teachers' opinions about the concept of global citizenship. In such studies, it is important to build a thrustworthy relationship between the researcher and the participants so they can freely express their thoughts and feelings. Moreover, in phenomenological studies, there is a need to conduct in-depth and multiple interviews (Patton, 2014). Hence each participant was individually interviewed twice in a one-month interval for 30 minutes in average. The questions asked in the interviews followed a path from the general to the particular about the concept of global citizenship. While the first interview questions was asked to obtain background information of the participants such as age, hometown, environment they live in and their definitions of citizenship, and global citizenship, detailed questions regarding the participants' experiences, and how they perceive global citizenship in terms of social, economical, cultural, and political aspects were asked during the second interviews. Oral and written consent of the participants were also taken to gather data in the study.

The data obtained as a result of the interviews were analysed through in NVivo 10 package program. Because there were no structured themes, the data were analysed with an inductive analysis approach, and firstly codes and then themes from these codes were revealed by coding the data line by line. Four findings emerged based on these themes.

Findings

Findings of this phenomenological study showed that only some of the pre-service Social Studies teachers (Yalçın, Hakan, and Ahmet) made explanatory statements about the concept of global citizenship, whereas other participants emphasized on the characteristics that a global citizen should have (e.i., showing respect to differences, being sensitive to the environment, being educated, being interested in a research, etc.), instead of explaining purely the concept. Another finding was that the participants believed that being a global citizen was a necessity; however one should have the some characteristics that could be considered as requirements to be a global citizen (i.e., travelling abroad, having a degree, being sensitive to the environment, and being free of national feelings when discussing controversial and/or global issues) and without meeting these requirements he/she cannot be counted as a global citizen. In addition, the findings also included that the pre-service teachers did not take any course exclusively focused on global citizenship during their undergraduate education, it was partly mentioned only in two courses (i.e., Global Education and Effective Citizenship Education) therefore they learned about global citizenship mostly through the media, social media, friends, and various non-governmental organizations rather than in-class. The participants also believed that the issues regarding global citizenship should be included and emphasized more in Social Studies courses. Moreover, they stated that necessary knowledge and skills to become global citizenships should be taught starting from elementary school.

1. Participants' Definitions of Global Citizenship

Although it does not have an exact definition in the literature, global citizenship can be defined as an understanding of citizenship that includes individuals' seeing themselves as a part of this world while not losing their national feelings, feeling responsible to other species, and following and contributing to the developments and innovations occurring around the world. In this study, when the participants were asked to define global citizenship, only a few of the pre-service teachers could make definitions based on their previous experiences, while the others explained only the characteristics that they thought a global citizen should have.

One of the participants, Hakan, described global citizenship as a citizenship approach including moral and universal values such as “being non-discriminatory, anti-racist and anti-sexist, and being a good person and being tolerant to everyone” that is accepted and applied across the world by saying;

“Global citizenship is the application of general, universal, and moral human values in the whole world without being limited to a country.”

Similarly, Yalçın defined global citizenship as a citizenship approach that teaches individuals to be sensitive to the social problems in the world such as genocides, destructions, war, hunger, and poverty even if these events do not happen in their own countries, and stated the following:

“When one says global citizenship, what springs to my mind is... I think the concept of citizenship does not belong only to this land or geography. The qualification of global citizenship should teach us to stand up wherever there is cruelty, or destruction of nature in the world like we would do here (in our country).”

While Hakan explained global citizenship based on its individual dimensions and individuals' duties in this respect, Ahmet, based on his readings, stated that global citizenship was an approach that aims to form a social structure with multiple perspectives like it was before the 9/11 attacks in the US, and he said:

“How should global citizenship be like? I think it should be like America before the Islamophobia. Like before 9/11...I mean when there was a society with multiple perspectives in which individuals could freely express themselves, live together in spite of religious, language, racial or ethnic differences for a common purpose, the purpose of improving things in the world... I mean the purpose of serving the world.”

In other words, Hakan indicated that global citizenship went beyond the individual dimensions and aimed to shape the society. He also said that global citizenship approach should have a universal purpose that rejects discrimination among individuals and serves the whole world.

Other participants pointed out that global citizenship refers to a world-wide responsibility that goes beyond their countries, but when asked to define the concept, they instead emphasized on the characteristics that they thought a global citizen should have. Such as:

“Being sensitive to the environment, being anti-racist and non-discriminatory, being prejudice free against people.”

Another participant, Ceren, explained global citizenship as showing respect to individuals who are different in terms of race, ethnicity, and gender by saying:

“Global citizenship is something like... It can be said that is about showing respect to all people with different race and gender in every country...”

Similarly, Serhat defined global citizenship as;

“Individuals who think globally, and examine events from a broader perspective.”

Another finding of this study revealed that the participants defined and interpreted global citizenship based on their previous experiences as well as racial, sectarian, ethnic and socio-economic differences. Esin, who migrated with her family from another country and lived in Turkey for a long time, pointed out that especially different cultures should be respected and empathy should be used more often to understand others, and said:

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"Our country is currently going through a tough period. There are people coming from Syria and Iraq. People (Turkish people) are so confused, they say the state cannot even make them comfortable and support them economically, but attempts to take care of millions of immigrants. There are two Iraqi students at the school where I do my fieldwork, and I ask them how come they are here, and if they miss home. They speak very little Turkish. They say it is horrible back home, there is war. In this respect, you feel sorry for them, they are in a difficult situation."

She also stated that people should be valuable just because they are human regardless of their race, language, religion or sect. Hakan, who had to migrate from a different region of Turkey with his family due to various events that happened in his hometown explained global citizenship as;

"being non-discriminatory in terms of race, language, religion, gender, and sexual orientation" and "being tolerant to everyone."

On the other hand, Ahmet, who stated that he could not be empathetic towards certain group of people when he thinks about controversial events (such as war, crime, and social and political conflicts in the Middle East) and mostly because of the nationalist ideology he sincerely believes in. However, he often repeated that global citizenship was about having a "common purpose" to develop the world in which people who are different from each other can live together in peace and easily express themselves.

2. Participants' Perception of Global Citizens' Characteristics

Most of the participants emphasized that being a global citizen is a necessity in today's world and believed that in order to be a global citizen, there are some requirements. According to the participants, these characteristics included "travelling abroad", "having a degree", "doing research", "being informed of the world", and "being sensitive to the world and issues regarding the world". One of the participants, İrem, said:

"I think a global citizen should be a researcher... In the simplest term, he/she should watch the news. Well, we partly do this through social media [we make use of social media], but I think one should look into what is going on in the world. Because [these events] concern us as well as those people. I mean, if we think selfishly and only consider our own country [which we shouldn't], things that happen in the global scale affect us all at the end."

İrem also stated that a situation or a problem occurs somewhere in today's global world affects and concerns all countries over time, and thus, a global citizen should be the person who is interested in research, and are informed of what is happening in his/her environment and the world. In addition, she suggested that perceiving worldwide events by prioritising one's own society as a problem, and called it selfishness. Likewise, Esin explained the characteristics of a that global citizen based

on universal values and skills such as tolerance, respect for differences, sensitivity, and empathy by saying;

"They should firstly be fond of peace. They need to be sensitive, show respect to the nature, be respectful to other people and themselves, have self-confidence, and have a good sense of empathy."

Ahmet said:

"They first need to understand and define themselves, but in order to do that the society should feel comfortable. Especially financially and in a cultural sense and, the economy needs to be good."

He further emphasized that being a global citizen is not only about the individuals, having a certain level of satisfaction with life is also important, which is affected by the financial and moral development of the society.

Another finding of the study is that the participants pointed out that since "travelling abroad", "being sensitive to the environment", and "showing respect to different views" were requirements to be a global citizen, and they described themselves as "insensitive to social events" and "being affected by national feelings when it comes to discuss controversial and/or global issues," they could not consider themselves as global citizens. Esin asserted:

"Global citizens should think from a universal perspective, and show respect to other views. They should be at peace with themselves, be open to other cultures, and try not to impose their cultural beliefs to others."

Another participant, Miray stated:

"For instance, I think I wouldn't be considered as a global citizen. Because I don't think I can be a person who only sits somewhere or surfs on social networks. I always wanted to be an Erasmus exchange student or travel to America through Work and Travel, I could do it. If I had done it, I would think that I took an important step in becoming a global citizen."

In other words, she believed travelling abroad as a prerequisite for being a global citizen, and since she never had the opportunity for it, she did not consider herself as one. Similarly, Ahmet said:

"I don't think I am [a global citizen] because we, I mean, I did not grow up in such an educational environment. Well, we discuss and perceive events from a very national perspective. I mean myself by saying 'we'. I have a national perspective... And sometimes there are extreme issues. About those, I can't show empathy for instance. In Turkey, there has been some issues regarding ethnic identity for years. I can't show empathy about that. And honestly, I don't think we should. But I believe this would prevent me from being a global citizen."

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Since he was not offered any course that focuses on global citizenship and he was such a person who strongly supported nationalistic ideology and analysed worldwide events exclusively based on his ideology. He also stated that when it comes to discuss and analyse controversial and/or global issues, he was not willing to understand “other” perspectives. Therefore he did not define himself as a global citizen. All the participants also suggested that they could not be considered as global citizens without having the necessary characteristics.

3. Participants' Perception of Global Citizenship in Social Studies Education

The findings of the study showed that the pre-service teachers did not take any course directly focused on global citizenship during their undergraduate education but the concept was partly mentioned in a few courses including Global Education, Values Education, and Effective Citizenship Education. Therefore the participants said that they learned about global citizenship through peers, social media, and non-governmental organizations. One of the participants, Yağmur, stated that she did not learn about global citizenship before her undergraduate education; however, she read about the concept only in a few articles or columns that were shared on social media. On the other hand, she highlighted that she could not learn enough from these articles about global citizenship to be able to make a definition. Miray also added:

“I have first heard about it in high school, but then one of my teachers taught about it based on his ideology. He did not describe it like how global citizenship is defined today (...) I mean in the sense of standing up to dominant ideologies, joining non-governmental organizations as effective citizens, protesting injustice, and seeking out rights, etc. (...) Then, I came across the concept in the effective citizenship education course at college (...) And it sometimes was mentioned in some sentences in the global education course (...) but not broadly.”

Miray pointed out that she first heard the term when she was in high school, and then briefly in two courses at the college, but the concept she heard of in high school was different from the one that she learned at the college. She stated that she perceived being a global citizen means being an effective citizen that stands up to dominant ideologies based on the knowledge that she gained from her high school teacher, but then, when she went to the college, she realized that global citizenship meant more than just being an effective citizen.

Another finding of the study was that the participants emphasized that the elective courses that included topics regarding global citizenship that they took during their undergraduate education should be compulsory. Esin described the courses that shaped her perception of global citizenship as follows;

“Mainly in the global education course. Values education course, which was very helpful like the global education course, was also offered but it was also an elective course and should be a compulsory one. We are students at the faculty of education, we will eventually be teachers and have our own students. In my opinion, the course should be compulsory and its hours should be increased.

Turkey is a country where global education is of at most importance. This is because we have people with many different ethnicities. Therefore, it should be emphasized."

Esin indicated that these elective courses should be compulsory in teacher education in Turkey in which there are many people who have different backgrounds in terms of culture, religion, ethnicity, race, and language because she believed that they would help pre-service teachers to improve their teaching skills. Similarly, Serhat asserted:

"I can certainly say that there is no global education at elementary school level. As for the university level, only our university has it. The amount of course time should be definitively increased, and it should be taught in such a multicultural society like ours. It should no longer be an elective course for our area of study. Values education is also an elective course. But, I can say that the courses of values education and global education fully reinforce the development of this concept."

Serhat stated that it was a necessity to teach courses such as global education, global citizenship, and values education as compulsory courses in teacher education programs in Turkey and increase the amount of time allotted to them. Additionally, Yalçın said there should be more courses that emphasize global education and stated:

"We have citizenship course taught only in Social Studies classrooms. There are some of our friends from different departments taking the courses as an elective course. Since they are not offered this kind of courses in their departments, they don't know much about how to be an effective citizen, although they study to be teacher. I think the global education course being taught only in our department is a deficiency. It is not enough even for us and different activities should also be included in the course. That's why other departments should have courses like this, too."

Yalçın pointed out that the global education and citizenship courses being taught only to pre-service Social Studies teachers is a problem. He continued by saying that they should be available to the students of other departments since it teaches about how an effective citizen should be. He strongly suggested that it was an important course and course hours should be increased in the department of Social Studies education too.

4. Participants' Perception of Global Citizenship

Another finding indicated that all the participants stated that the inclusion of global citizenship within the Social Studies curriculum and instruction was limited and it was one of the shortcomings of the Social Studies education program in Turkey thus global citizenship education should be taught starting from elementary school. In this regard, Yalçın said:

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“There is a need to educate citizens to become global citizens because citizens in the world don't know about each other. They become insensitive to differences even in their own culture and society. Everybody disagrees when it comes to conflicts about controversial issues although they should unite to solve them. The sensitivity to others and differences would increase if we would educate people to become global citizens. It would reinforce helping each other and cooperation in the society, and words like we, you, this, that would decrease. People can be more empathetic to each other. That's why it is even more important today.”

Yalçın indicated that educating global citizens could eliminate the conflicts in the society. In this respect, Esin said:

“Educating people to become global citizens is something that would increase socio-cultural level of this society. I don't think there are many global citizens in our country; we need to be global citizens to improve our country and the world, live in a peaceful environment, increase the welfare of the country, strengthen the interaction among people, and achieve all these.”

Esin pointed out that providing individuals with crucial skills and knowledge to become a global citizens is important to offer a better education and welfare of the country, and strengthen the communication and interaction among people. In addition, she also pointed out that she did not consider many individuals in Turkey as global citizens. Thus educators in Turkey needed to educate individuals to become global citizens. Moreover, she also stated that global citizenship was not included in the Social Studies teacher education program in a way to fully teach pre-service teachers about the concept and this was one of the shortcoming of the program. She said:

“I don't think the concept of global citizenship is covered sufficiently in the Social Studies curricula. Is it a deficiency? It is, and it needs to be addressed because it is an important course in which our rights, duties and responsibilities as citizens are taught. I think global citizenship should be emphasized to a larger extent within the scope of the Social Studies courses.”

She stated that global citizenship should be covered more widely in the Social Studies program especially considering the importance of this subject in providing a better and more compatible citizenship education with today's world. Similarly, İrem said:

“One feels ashamed to say to a person who come to university after years of elementary and high school education not to spit or litter around. That's why value judgements should be taught starting from the lowest stages of education apart from the theoretical subjects. This is because the person who completed his/her self-actualisation globally already attaches importance to self-development. The global education and global citizenship courses should be taught starting from the lowest stages.”

She pointed out that the global education and global citizenship courses should be taught at schools in a way that enable the acquisition of citizenship consciousness and values. Likewise, Ahmet also stated that global citizenship education should begin in the family and pointed out that this consciousness can fully settle into the society only after a generation, by saying;

“I think educating one about how to become a citizen begins in the family. Well, these children can be provided with this kind of education, but it can be widespread across the country only after these children have their own children in the future.”

In addition to these findings, the participants also offered various suggestions on how the global citizenship education might be developed. They believed that it could be accomplished by providing "in-service trainings for teachers", "public service ads to be prepared in this respect" and seminars organised for families. The participants said that:

“Public service ads can be prepared about global citizenship. Studies can also be conducted outside the school.”

Esin stated that the society could be educated about global citizenship especially through seminars and public ads.

Discussion and Conclusions

The concept of citizen, which is used to refer to individuals who are members of a society or a homeland, has been exposed to changes in terms of its meaning with the changing value judgements of the societies in the historical process, and its scope has constantly expanded. In the past when nation states were dominant, individuals who were accepted as good citizens were mostly those who had national values and preserved these values. As for the century we live in, globalization influencing the whole world and many countries becoming more connected and dependent to each other has also had an influence on the citizens living within a country. Because of globalization, individuals has realized that issues in other countries such as terror, migration, and natural disasters can also affect themselves and their countries that they should be more empathetic towards such issues and other countries and cultures. At the same time, with the developments in communication and transportation networks, individuals who are different in terms of race, language, religion, ethnicity, and socio-cultural and socio-economic status starting to come across the lives of those who are like them in other countries and wanting to have the same rights have led them to try to express themselves more. Due to these changes, it is emphasized that global citizenship education should be provided to individuals so that they can be educated as citizens having global characteristics, and this education should be included in both the curricula in elementary, high school and college levels. In addition, instructions and in-class activities as part of an important part of the education system should improved based on these characteristics (Halstead and Pike,

2006; Kadioğlu, 2008). Due to new ideas and developments in education, some countries (United States and Canada) redesigned the citizenship education curricula and they aimed to teach about global citizenship in Social Studies classrooms. However, in the literature, it is pointed out that in spite of many issues rapidly rising such as migration and terror around the world in recent years, the global citizenship that is included in the Social Studies curriculum is not commonly taught in classrooms by teachers. Thus teachers as one of the most important actors should be educated in this respect (Günel and Pehlivan, 2015; Kılınç and Korkmaz, 2015; Rapoport, 2010). In order to be able to teach about global citizenship effectively, pre-service teachers should be equipped with the knowledge, skills, and values that would help developing the global citizenship perspective.

In this study, it was found that only three out of 10 participants could define global citizenship, whereas the rest of the participants explained the concept by referring to the characteristics that a global citizen should have. Their difficulty in providing a definition may be because of the fact that an exact definition of global citizenship cannot be made even in the literature. In another study, Rapoport (2010) also reported that teachers tried to define the concept of global citizenship with similar concepts and expressions instead of providing an exact definition. Additionally, the participants defined and interpreted global citizenship based on their previous experiences and ethnic backgrounds.

The findings of the study also showed that according to the participants, being a global citizen was a necessity in today's world. In their study, Gürdoğan Bayır, Göz and Bozkurt (2014) highlighted that today's citizens should be educated to be individuals who are more conscious about the environment and the nature, and are aware of their responsibilities. Likewise, Kan (2009b) also stated that for a sustainable future, it is important to educate individuals to gain the necessary knowledge, skills, and values. The participants indicated that there were various characteristics to be considered as a global citizen, and suggested some requirements such as "travelling abroad", "having a degree", "being interested in research", "being informed of the world", and "being sensitive to the world". In Richardson, Blades, Kumano and Karaki (2003), students from Canada and Japan stated that communicating with individuals from other countries played an important role in becoming a responsible and active citizens of the world. Similarly, Coryell, Spencer and Sehin (2013) pointed out that the participants, who were Master's students, stated that in order to acquire professional and global citizenship skills, one needed to work with different resources and in different cultural environments, and thus, interact with individuals from other countries. The participants indicated that mutual learning and respect were important for global citizenship. The findings reported in Kılınç and Korkmaz (2015) also forms a basis for the results of this study. In their study on doctoral students, Kılınç and Korkmaz (2015) reported that the participants described the characteristics that a global citizen should have as valuing the world, people and other species, knowing that he/she does not only belong to a single country, speaking a foreign language, and being sensitive to the environment.

In the study, the participants also stated that they could not be counted as global citizens because they did not have some of the characteristics that a global citizen should have in their opinions. With regard to this result of the study, it can be argued that the participants had a negative perception of themselves regarding being global citizens. However, Richardson, Blades, Kumano and Karaki (2003) revealed an opposite result. In the pilot study that the researchers conducted with students from Canada and Japan on the responsibility of the world citizens, it was found that the students from both countries developed positive attitudes towards the future, and perceived themselves as active participants in the solution of global problems. Similarly, Göl (2013) reported that pre-service Social Studies teachers' attitudes towards global citizenship were positive. Kaya and Kaya (2012) stated that individuals who spoke a foreign language had a more positive attitude towards global citizenship than those who did not. Besides, one of the participants in this study indicated that the national feelings that he had could prevent him from being a global citizen. However, in Kılınç and Korkmaz (2015), the participants asserted that being responsible to the world did not interfere with being a patriotic individual and one could be both a global citizen and a patriot at the same time.

The results of the study showed that the participants was not offered any courses directly focused on global citizenship during their undergraduate education and the global citizenship was mentioned in only a few elective courses (i.e., Global Education and Effective Citizenship Education). Moreover, they strongly suggested that these elective courses should be taught as mandatory courses. In Rapoport (2010), it was revealed that teachers rarely taught the concept of global citizenship in their classrooms. Likewise, Ersoy (2013) reported that in the globalising world, teachers were not competent in teaching their students various skills such as problem solving, employing multiple perspectives in-class discussions and being empathetic, and teaching controversial issues.

Another result of the study was the participants' stating that the partial inclusion of global citizenship in Social Studies education might be considered as one of the shortcomings of the Social Studies teacher education program. In her study, Ersoy (2013) claimed that the Social Studies program was incompetent to teach about global citizenship skills. In addition, the teachers emphasized that the global citizenship skills should be taught starting from elementary school. In Ceylan (2014), most of the teachers pointed out that the Social Studies curriculum should include world citizenship as one of the main topics starting from preschool education. They added that they would like to teach students about the world citizenship but the teacher training they received and the field experience they had were insufficient to teach children about the world citizenship and the necessary skills to become a citizen of the world. Tsolidis (2002) argued that teachers should develop new instructional approaches in order to teach about global citizenship so that their students could easily adapt to the developing and the changing world.

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Based on the results of the study, it can be suggested that pre-service teachers should be offered mandatory courses that exclusively focus on global citizenship during undergraduate education, different educational environments which would employ activities to teach them how to show respect and be more empathetic to differences beginning from a very early stages of education. Moreover the Social Studies curriculum and the Social Studies teacher education program should be revised or maybe redesigned in a way that students would have more opportunities to learn about global citizenship. Finally, this study only examined pre-service Social Studies teachers' perception of global citizenship. Further studies might focus on how to shape pre-service teachers' perception of global citizenship and help them to gain necessary skills to become global citizens.

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