

Primary School Teachers' Views About Global Education in Social Studies Courses¹

Mahmut BOZKURT*
Sefik YASAR**

Suggested Citation:

Bozkurt, M. & Yasar, S. (2016). Primary school teachers' views about global education in Social Studies courses. *Eurasian Journal of Educational Research*, 65, 129-146
10.14689/ejer.2016.65.08

Abstract

Problem Statement: In recent years in Turkey, studies have been conducted that focus on the effects that globalisation has on education, but there have not been any papers based on the historical and conceptual framework of global education. Examining the literature, it can be argued that social studies courses have played a role in preparing individuals for the social and cultural lives in which they live. For this reason, it seems to be necessary to reveal the relationship between social studies courses and global education, as well as the extent to which the courses serve the aims of global education from the perspectives of primary school teachers. This study aims to reveal primary teachers' views on training individuals who can adapt to today's world based on the basic framework of global education in the context of social studies courses, and will also present solutions for preparing students for an increasingly global world.

Purpose of the Study: This study aims to investigate primary school teachers' views about global education in social studies courses.

Method: Semi-structured interviews and documentary analyses were implemented in this phenomenological paper. Interviews were conducted with 12 primary school teachers at six different primary schools in Eskisehir. Documentary analyses were based on the students' assignments from the interviewed teachers' classes. In this process, 105 assignments

¹ This paper is based on a Master's thesis titled "Primary School Teachers' Views on Global Education Within the Context of Social Studies Course" completed at Anadolu University Graduate School of Educational Sciences under the supervision of Prof. Dr. Sefik Yasar in 2013. Also it is partially presented in the 1st EJER congress in Istanbul.

* Corresponding author: Mahmut BOZKURT. Anadolu University,
mahmutbozkurt@anadolu.edu.tr

** Prof. Dr. Sefik YASAR. Anadolu University, syasar@anadolu.edu.tr

were analysed. Content analysis was used to analyse both interviews and assignments.

Findings: According to the analysis process, four main themes emerged: (1) definitions about globalisation, culture and global education; (2) global education in social studies courses; (3) suggestions about infusing global education in social studies courses; and (4) students' assignments in social studies courses.

Conclusion and Recommendations: According to the findings, it is found that there are misconceptions about global education and globalisation in teachers' identifications. In the paper, it was found that the teachers' definitions of globalisation and culture were mostly positive. Respect to differences toward multiple perspectives was mentioned in the social studies courses; however, this was not reflected in the students' work. It was found that activities that can be regarded in the context of global issues and global connections were insufficient and superficial.

Keywords: Three-interview Model, Phenomenology, global issues, global interconnectedness, cultural awareness

Introduction

Today, we experience an era in which the dynamics of the world are constantly changing in many areas, and problems ranging from the economy and sports to politics and natural disasters are due to technological and scientific developments. The magic word of this era is "globalisation". Globalisation was the word used when it was felt that the whole world was connected (Chanda 2009). In literature, there seem to be definitions of or approaches to globalisation that are both similar to and different from each other.

In examining statements on when globalisation started, it can be argued that there are two groups of authors: those stating that it is a process that began at the existence of humanity and the world and emphasized interaction among people (Kacmazoglu, 2002; Chanda 2009), and those asserting that it is a phenomenon that arose and affected societies in the last 50 years (Ozkan, 2006; Abali, 2005). The common point of these two approaches is the view that interaction among people and societies has increased incredibly in recent years.

Negative views on globalisation highlight points such as "inequality and imbalance among people and not being able to maintain environmental, economical and social sustainability" (Gibson et al. 2008). Besides, there is also an understanding that globalisation is perceived as an effort by international companies to make the world a market. In this regard, financial organizations have aimed to weaken the nation-state concept and highlight localization, subcultures, traditions, individuals and differences in beliefs to make the world a common market. Therefore, it is aimed at forming societies that lose their nation-state mentality and are weak and open to

assimilation. By hiding their ulterior motives, such as exploitation and increasing income per capita between the rich and the poor, these financial corporations make an effort for world peace, development, human rights, improving the welfare level and solving the problems that people face (Sonmez, 2002).

In addition to the negative consequences of globalisation and the mutual dependence and connectivity among countries, cultural differences and global interaction have become concepts or have made themselves more evident with globalisation (Gibson et al. 2008). Moreover, the basic characteristics of globalisation include the global communication network; technological, economical, social, political and cultural transfers in global terms; and an increase in international connections, cooperation and mutual dependence (Gul, 2008).

Another view argues that globalisation is a natural result of changes experienced in science and technology. This view states that networks of communication, transportation, production, consumption and culture have been a natural and impartial result of scientific and technological developments (Bulut, 2003). According to another view, globalisation is a process that cannot be suppressed; it would be pointless to resist the dynamics supporting globalisation (Balay, 2004).

As a result of globalisation, as stated above, the world has simply become a "Global Village". In this sense, the primary aim of global education is to ensure that members of this Global Village—who are to be trained as its future individuals—are equipped with necessary and sufficient knowledge, skills and attitudes (Kirkwood 2001). According to global education, students need to be equipped with the knowledge, skills and attitudes to be able to cope with the necessities of a developing and changing world in addition to bearing the responsibility and having the conscience of a citizen of their state and the world. With this responsibility and conscience, all individuals are expected to adapt to the world. The primary aim of social studies is to equip young people with the knowledge and decision-making mechanisms necessary for taking part in public life, as they will need to be individuals of a democratic society that has cultural diversity in a world where everyone is dependent on one another (National Council for the Social Studies 1994). Similarly, based on definitions proposed by researchers in the field, an understanding of social studies education has basic common points with global education, such as cultural diversity, global dependency, and training competent, decision-making individuals for a democratic society (Zarrillo, 2004; Kirkwood, 2001; Martorella, 2001; Merryfield, 1997; Hanvey 1982).

To take on the task of meeting the needs of society, educational institutions may choose to change and reorganize the training of individuals so they will understand the current era. In this sense, it has been one of the primary goals of educational institutions to train individuals who can adapt to changes, are aware that they are individuals of their country and the world, can view events from different perspectives, and are tolerant and respectful to all individuals and cultural differences. Standish (2014) stresses that "*nation states education was tied to subject knowledge and national culture, both of which are less valued*" in this age. On the other

hand, the educators of this age now face linguistically and culturally diverse classrooms and those educators should must take steps to maximize skills of diverse students' (Mori et al 2016). Also as Kirkwood (2001) states, the global era has made global education a necessity. Global education also aims to train individuals who can adapt to rapid changes in social, cultural, economical and political areas within the second half of the 20th century.

Researchers or experts interested in global education provide conceptual and theoretical definitions that will help train individuals who can adapt to the changing and developing world. In literature, there are different but closely related approaches and definitions regarding the conceptual structure of global education, which is also referred to as global perspective, global awareness or world-centered education. Global education practices first started in the United States and England. Although it went by a different name until the 1970s, primary papers came out in a report prepared by Becker and Anderson in the United States and in the World Studies Project implemented between 1973–1980 by Richardson in England (Pike, 2015; Kasai 2007; Hicks 2008).

The definitions of global education that were proposed in the historical process show that its conceptual and theoretical framework has changed (Marshall, 2015; Pike, 2015). Three different views were presented on whether these differences are right or wrong (Acikalin, 2010): While some field experts think that a single definition of global education might prevent the development of global education, a second view suggests that not having strict rules in the field provides flexibility to educators and researchers who may contribute to the development of the field. A third view advocates an understanding of global education that can be adapted based on local educational, sociopolitical and cultural aims (Merryfield, 1997). Adopting the third view, Pike (1993) and Hicks (2003) state that global education is related to "international understanding" and "individual-centred learning" (cited in Marshall 2007).

Although the first papers and practices on global education started in the United States and England (Hicks 2003; Kasai 2007; Merryfield, 1997), it is now a field studied by academics in many countries and has directly or indirectly affected the educational policies, institutions and programs of many countries. In recent years in Turkey, papers have been conducted that focus on the effects that globalisation has on education, but there have not been any papers based on the historical and conceptual framework of global education. Examining the literature, it can be argued that social studies courses have played a role in preparing individuals for the social and cultural lives in which they live. For this reason, it seems to be necessary to reveal the relationship between social studies courses and global education, as well as the extent to which the courses serve the aims of global education from the perspectives of primary teachers. In this regard, it would reveal how global education, as studied by field experts around the world within the last 50 years, is emphasized in social studies courses in Turkey. In looking at the literature, it is apparent that most papers abroad are practical, and these practical papers are conducted suitably to the definitions of global education in the literature. As

mentioned above, the papers conducted in Turkey are mostly related to globalisation and its reflection on education, but less are directly related to global education (Ozturk & Gunel, 2016; Ozkan, 2006; Balkar et al. 2010; Mori & Takeuchi, 2016; Yasar et al. 2002; Abali, 2005; Gul, 2008; Kilpatrick, 2010; Kasai, 2007; Yang, 2010; Marshall, 2007; Ogle 2010; Reynold Thomas, 2010; Kandra, 2007; Natalie, 2009; Mulvaney, 2014; & Ferguson Patrick et al. 2014). This paper aims to reveal primary teachers' views on training individuals who can adapt to today's world based on the basic framework of global education in the context of social studies courses, and will also present solutions for preparing students for an increasingly global world.

This paper aims to reveal 4th and 5th grade primary teachers' views on global education in the context of the Social Studies course. The following research questions were addressed based on this aim:

What are primary teachers' views on:

1. The concepts of globalisation, culture and global education?
2. Teaching students multiple perspectives in the Social Studies course?
3. How they cover cultural topics in the Social Studies course?
4. How they cover global events, problems and developments in the Social Studies course?
5. How they cover global connections and global dependency in the Social Studies course?
6. How global education should be included in the Social Studies teaching program?
7. How the elements of global education are used in student works in the Social Studies course?

Method

Research Design

The topic of this research is the past experiences and current practices of global education that were preferred by primary teachers in this paper, including what the concept itself meant for them, its in-depth analysis and phenomenology design. Phenomenology designs enable in-depth examinations of phenomena that affect us, even if we cannot be fully aware of how it affects us (Yildirim et al. 2011).

Participants

In this paper, the participants were selected using criterion sampling. The criteria identified for the selection were "(1) teaching fourth or fifth graders in the 2011–2012 school year, and (2) having taught both the 2004 and 1988 Social Studies Teaching Programs in Turkey". Within this framework, interviews were conducted with 12 primary teachers from six different schools.

Data Gathering Tools

The interviews were based on the "three-interview model" in order to be able to conduct an in-depth examination of primary teachers' past experiences regarding global education and global education in the Social Studies course. The three-interview model was designed by Dolbeare and Schuman (cited in Seidman 2006; Miller Clearly et al. 1990).

In the three-interview model, the aim is to make each participant's past experiences more meaningful and comprehensible by contextualizing them. In this sense, the first interview reveals the participant's past experiences. The second enables the participant to restructure the details of their experiences in the first interviews in consideration of the current context. The third lets the participant reflect on how they make his or her past experiences meaningful (Seidman 2006).

In the process of developing the data-gathering tools, interview questions were developed by the researchers. These questions were presented to two field experts, one language expert and one research methodology expert for their opinions. Based on the feedback received from the experts, the questions were revised. Then, the piloting of the interview questions was conducted with two primary teachers. The questions were finalized as a result of the pilot interviews with the teachers. The personal information form and the semi-structured interview questions developed for the teachers were the primary data-gathering tools of the paper. In addition, the works of the students in the social studies courses whose teachers were interviewed were also examined. In the process of examining these documents, there were no criteria identified, but all the available documents were examined. By examining the students' works, the aim was to ensure trustworthiness in addition to accessing the reflections of the students' statements in the classroom.

Data Analysis

In this paper, the content analysis approach was adopted to analyze the data gathered through the interviews and the documents. In content analysis, concepts and themes are brought together depending on their relationships and are interpreted in a way that readers can understand (Yildirim et al. 2011). The analysis process followed in the paper can be briefly summarized as follows:

- First, the interviews were transcribed. The total time of the interview recordings is 22 hours, 43 minutes and 38 seconds. Their transcriptions are a total of 497 pages. These transcriptions were done by the researchers and checked by a field expert; necessary revisions were done and spelling errors were corrected.
- Codes were revealed from the data obtained. The researchers used NVivo 10 trial edition in the coding process while the social studies education expert coded the data by hand. Then, similarities and differences regarding the codes and themes were discussed and an agreement was reached. Based on Barber and Walczak's work (2009), 20% of the coding was checked by field experts.

- To make the themes more meaningful, two field experts revised the codes and themes revealed in the analysis.
- Content analysis technique was again adopted to analyze 105 documents collected from the students. A summary introducing the homework was written by the researchers. This process helped the researchers gain an idea of the students' works and the number of documents. Finally, an expert revealed codes and themes simultaneously with the researchers, and an agreement was reached for the similarities and differences.

Results

Four main themes were revealed as a result of the analysis. Based on the primary teachers' views, there were three main findings: "globalisation, culture and global education definitions; global education in the Social Studies course; and activity suggestions for presenting global education more effectively in the Social Studies course". The findings obtained from the students' documents included a set of findings such as "multiple perspectives, cultures, global problems, global connections, values and technological developments".

The primary teachers' definitions related to the concepts of globalisation, culture and global education were mostly positive; they related to global interaction and sharing information and culture. With respect to the positive definitions of globalisation, the primary teacher who thought that the formation of common culture and values was a positive aspect expressed his views by saying, "The same behaviours, same habits, clothes. It is like common global people are coming in sight. I think it is at the beginning stage (T8)". Related to the subcategory of thinking at the world-scale, the teachers stated that students should know that there are other people living in the world other than themselves, and thus students' horizons should be broadened. For example, regarding world problems, the teacher who emphasized that people should fulfil their responsibilities stated his views, saying, "Even in the global sense, this world is for us, all of us. So, everybody should fulfil their responsibilities; we all have a responsibility of protecting the nature. Using the information for good is essential for all people globally (T6)". The teachers who related globalisation to the removal of borders provided views such as the right to move freely and travel around the world with no boundaries. For instance, T12 said, "I think globalisation is the removal of borders gradually, which is I think what it should be like. It isn't the solution to draw more boundaries. Boundaries should only be symbolic; anyone should be able to go to any place and get to know many cultures, which develops individuals in a positive way".

The statements of the teachers who provided negative views about globalisation included "uncertainties, manipulation of the global problems, technology putting barriers among individuals, cultural degeneration, consumer society, conflict of interests among countries". With respect to the uncertainties, T8 stated his concerns, saying, "I think globalisation has a great potential for humanity. But, if it's not

perceived and evolved properly, it can be a big threat. In that sense, it shouldn't turn to someone smashing another, although I find globalisation positive".

Referring to technology as placing barriers among people, T3 emphasized that there is a social degeneration by saying, "Human communication has decreased, I must say it. Technology reduced the communication among people who get distant from each other. For example, I watch TV. In the past when I was a child, we used to have a better communication with our family. The same for our neighbours." About becoming a consumer society, T9 asserted that people found their lives based on consumption. T9 stated his views, saying, "Look at the adverts. Look at the desire for luxurious consumption. Now, everything is about money. How do I buy it, how do I live more comfortably?".

The teachers' views toward multiple perspectives in social studies fell into categories including "subjectivity of the individual, adopting the dominant culture, and respect to differences". T1 highlighted the subjectivity of the individual, saying, "We firstly taught the students to recognize themselves in our units. When I said 'everyone's fingerprint is different', they found it interesting and we did an activity in which everybody painted his/her hand and compared each other's fingerprint". In regard to respecting different ideas, T9 conveyed an experience from his classroom, saying, "For instance, that happens in lessons. A student interrupts another, or he/she feels upset when another says, 'that's wrong'. Then, I say, 'would you like it if your friend does you the same?' Then, he says, 'I would be upset, teacher'. Then, say it softly".

According to the findings related to culture in social studies, the teachers mentioned topics such as "national culture, different cultures in the world, globalisation with the national identity, April 23, and social studies' function of delivering culture". Stating that social studies subjects mainly emphasize national culture, T1 said: "It's more valid for our country, particularly. They say 'I'm learning my past', they refer to the past of their families, learning the family history. Since it is the case, globalisation does not occur to a large extent". Arguing that different cultures in the world are only covered superficially, T10 reported that they compared the similarities and differences of other cultures with Turkey's. T10 expressed his views, saying, "For example, we talked about Mexico, their most obvious characteristic, we asked how they would recognize a Mexican. 'From their clothes, hats'. There are lots of cactuses, they are short. We only give some preliminary information, not the details". Based on these statements, it can be argued that topics such as national culture, different cultures in Turkey, different cultural elements in the world, the importance of social studies in delivering the culture, that students should go through globalisation with their national identity, and the importance of April 23 in learning different cultural elements were included in the Social Studies course.

It was observed that global problems were not included in the Social Studies course, but the teachers mentioned events happening abroad when the occasion arose. The teachers touched upon environmental problems, and the students

obtained information related to global events from the media. In addition, the topics covered in the program were sufficient, considering the age and the level of the students were among the revealed views. For example, T1 said, "It doesn't cover the event much. I don't know if it does in the fifth grade, but it hasn't so far. Sometimes a topic brings up another topic and we mention an event as an example so that they learn it". Stating that they mention events that are currently happening when the occasion arises, T3 asserted, "For example, Syria is our neighbour, what's happening there? Why do the people in Syria come to our country? Where is Syria located? What kind of relationships do we have?" According to the findings, it can be argued that the teachers' perceptions of global events were in the form of constantly changing events. The social studies teaching program was not sufficient in presenting information regarding global events, which burdened teachers with responsibilities and duties. Furthermore, it is mostly the case that the framework of the program identifies activities to be done, and teachers touch upon those topics as the occasions arise.

It was reported that the global interconnectedness among countries and societies related to global connections was not included in the Social Studies course. Besides, they mentioned economic connections and import-export relationships among countries. For example, T2 reported that global connections were not included, saying, "Let's move on to another issue. I don't have much to say about that. I think we do nothing about global connections. We don't have a connection. I think we are a little introverted". Stating that economic relations are mentioned, T12 said, "Yes, we have a subject about that. In the unit 'Our World', we cover issues such as what we buy from or sell to which countries, what our relationships are like. We have subjects about economic relations. But they are not very detailed". In this regard, it can be argued that the students are not provided the opportunity to see the world from a holistic perspective, as the program does not include such activities.

The activity suggestions for presenting global education more effectively in the Social Studies course were combined in the "Suggestions" theme. Within this theme, the teachers' views were presented in four sub-dimensions, including the suggestions "teaching-learning process, the student, the program and evaluation-assessment". It can be argued that the suggestions seemed to be quite useful for presenting global education, but most of these were not implemented.

As a result of the analysis of the students' works, the categories revealed included "multiple perspectives, culture, global problems, global connections, values and technological developments". Based on the documents examined, it was apparent that there were no activities conducted directly toward multiple perspectives. However, in D-62, concepts such as "duty, group, identity, individual, responsibility, rights, law rules, roles, identity cards and institutions" were defined with respect to the unit "I am learning my rights". Accordingly, only one document among 105 documents was related to multiple perspectives, which was limited and superficial.

Examining the available documents, 20% of the homework and projects were geared toward recognizing the culture in Turkey, particularly the culture in Eskisehir. It can be said that the data on other cultures was too general and mostly based on historical information. For example, in D-80, the student referred to his/her past experiences of writing: "In Egypt, schools were only for the male children of wealthy families. Most were poor and did not care about their appearance because of the heat". In another document (D-97), the student explained the unique characteristics of Germany, Denmark, Niger and Uzbekistan.

With regard to global problems, the student introduced AKUT (that is, the Research and Rescue Association) in D-2. Some of the values adopted by AKUT were provided. According to the available documents, it was apparent that national and international functions of non-governmental organizations (NGOs) regarding the global and environmental problems in Turkey were included in the students' homework and projects in the Social Studies course.

The effects of NGOs in relation to global connections at an international scale appeared as a countries' membership to international organizations, awards of a businessman in Turkey, and lastly, a project thought to be effective worldwide over a website. It can be argued that the documents that were examined were not geared toward mutual connections among countries or individuals.

Discussion and Conclusion

It was revealed that the teachers' perceptions in relation to multiple perspectives were based on diversity; however, this was not reflected in the students' works. The participants in Natalie's paper (2009) stated that students' perspectives should be broadened. It can be said that Natalie's paper (2009) is consistent with the current paper in terms of diversity. On the other hand, in Yang's paper (2010), teacher candidates took courses related to "the discrimination among countries, people or cultures". In this sense, it can be argued that teachers should take courses in preservice education to be made aware of multiple perspectives, and these concepts should also be reflected in the programs.

With respect to culture in the Social Studies course, it was observed that the culture of Turkey is covered and the course is an important conveyor of that culture, but different cultures are only briefly mentioned. Some papers recognize and raise awareness of different cultures and diversity (Jean-Sigur et al 2016; Tonbuloglu et al 2016; Ferguson Patrick et al. 2014; Mori et al 2016; Ozkan, 2006; Kasai, 2007; Yang, 2010; Kilpatrick, 2010; & Reynold Thomas, 2010) and emphasize practices toward raising awareness to different cultures in the world. In related studies, it is apparent that global education is usually conducted systematically within the scope of a school or regional program. In regard to the cultural awareness aspect of related papers, practices toward enhancing cultural interaction and awareness are highlighted in Kilpatrick's paper (2010). Similarly, in Roynald Thomas's paper (2010), it was revealed that the culture of the country was maintained and a global perspective was

presented, combining global educational thoughts and cultural values at the schools examined. Parallel with these papers, Mulvaney's (2014) paper stated that learning about various countries and cultures increases students' interest in other cultures. As a result of this paper, it is apparent that the Social Studies course should take a broader perspective regarding cultural awareness in terms of the course structure and content, besides being an important conveyor of culture.

It was also observed that global issues were not directly included in the course, but some of the events happening in the world were mentioned when the occasion arose. Some environmental problems and the function of NGOs in natural disasters in the world were also included. Although the content of the course was suitable in terms of making students aware of global problems and the results of these problems, it was observed that the teachers did not cover the topics with this perspective. Related to this observation, in papers conducted by Hazelkorn (2014), Ozkan (2006) and Kasai (2007), students should be equipped with competencies related to global events in the context of global education. Besides, it is stated that the teacher candidates should see themselves as a part of a global society (Jean-sigur et al 2016).

It was seen that only import-export relations among countries are mentioned in the Social Studies course in respect to global connections. In this sense, students are not provided with information related to mutual connections that are presumed in global education at a desired and effective level, and are not able to gain information about interactions in the world. In the literature, the papers on interconnectedness in global education (Ozkan, 2006; Kasai, 2007; Yang, 2010) suggest that students should be equipped with the knowledge of interconnectedness.

In the paper, it was found that the teachers' definitions of globalisation and culture were mostly positive, but they also mentioned the negative aspects of globalisation and the effects that technological developments have on it. It was also apparent that the teachers' definitions of global education were related to developing the knowledge, culture and awareness of the world. Examining the teachers' definitions in relation to the contents of the Social Studies course, it was observed that the course content was suitable for global education, but the contents were not presented with a global perspective, based on both the students' documents and the teachers' views. A respect to differences toward multiple perspectives was mentioned in the course; however, it was not reflected in the students' works. The activities in the Social Studies course mainly emphasized the national culture, and the activities geared toward recognizing other cultures in the world were not sufficient. The teachers only mentioned global events in the Social Studies course when the occasion arose; then, they mostly touched upon the roles of NGOs in natural disasters. It was found that activities that can be regarded in the context of global connections were insufficient and superficial.

Based on the results of the paper, it can be concluded that social studies is an important course in terms of the framework identified in the global education literature, but too brief in the sense of global education, as it was revealed from both

the students' works and the teachers' views. At this point, it can be suggested that the deficiencies in the conceptual framework of global education and its implementation should be improved to carry out the Social Studies course more effectively.

References

- Abali, H.G. (2005). *Egitim bilimleri lisansustu ogrencilerinin ve ogretim elemanlarının kuresellesme ve yuksekogretime etkileri konusundaki goruslerinin belirlenmesi [Determination of the opinions of postgraduate students and teaching staff of educational sciences about globalization and its effects on higher education]*. Master Thesis, Unpublished. Ankara: University of Ankara.
- Balay, R. (2004). Kuresellesme, bilgi toplumu ve egitim [Globalization, Information Society and Education]. *Ankara Universitesi Egitim Bilimleri Fakultesi Dergisi*, 37(2), 61-82.
- Balkar, B. & Ozgan, H. (2010). Kuresellesmenin ilkogretim kademesindeki egitim surecine etkilerine iliskin ogretmen gorusleri [Teachers' Opinions on the Effects of Globalization on the Education Process in Primary Education]. *Mehmet Akif Ersoy Universitesi Egitim Fakultesi Dergisi*, 10(19), 1-22.
- Barber, J.P. & Walczak, K.K. (2009). Conscience and Critic: Peer Debriefing Strategies in Grounded Theory Research. *Paper presented at the American Educational Research Association (AERA) Conference, 13-17 April, San Diego, California*.
- Bulut, N. (2003). Kuresellesme: Sosyal devletin sonu mu? *Ankara Universitesi Hukuk Fakultesi Dergisi*, 52(2), 173-197.
- Chanda, N. (2009). *Kuresellesmenin sira disi oykusu tacirler, vaizler, maceraperestler ve savascilar globalizmi nasil sekillendirdiler*. (Translated by Dilek Cenkçiler). Ankara: ODTU Publishing.
- Ferguson Patrick, K., Macqueen, S. & Reynolds, R. (2014). Pre-service teacher perspectives on the importance of global education: World and classroom views. *Teachers and Teaching: Theory and Practice*, 20(4), 470-482.
- Gibson, K.L., Rimmington, G.M. & Landwehr-Brown, M. (2008). Developing global awareness and responsible world citizenship with global learning. *Roeper Review*, 30, 11-23.
- Gul, T. (2008). *Kuresellesme surecinde sinif ogretmenlerinin toplumsal gelismelere uyum saglamasi acisindan hizmetici egitimin onemine iliskin algilari [The perceptions of class teachers about the value of in service training for adaptation to social developments in the process of globalization]*. Master Thesis, Unpublished. Izmir: University of Ege.

- Hanvey, R.G. (1982). An attainable global perspective. *Theory into Practice*, 21(3), 162-167.
- Hazelkorn, J. (2014). *An investigation of pre-service social studies teachers beliefs about global education: Evidence from personal narratives of learning and teaching*. Ph D Thesis, Unpublished, USA: University of Pittsburgh.
- Hicks, D. (2003). Thirty years of global education: A reminder of key principles and precedents. *Educational Review*, 55(3), 265-275.
- Hicks, D. (2008). Ways of Seeing: The Origins of Global Education in the UK. *Paper presented in UK ITE Network Inaugural Conference on Education for Sustainable Development/Global Citizenship*. London, 23-25 July.
- Jean-Sigur, R., Bell, D. & Kim, Y. (2016). Building global awareness in early childhood teacher preparation programs. *Childhood Education*, 92(1), 3-9.
- Kacmazoglu, H.B. (2002). Dogu-bati catismasi acisindan globallesme. *Egitim Arastirmalari Dergisi*, 6, 44-55.
- Kandra, K. (2007). *Teachers' beliefs about global education in grades 3 and 6 in Prince Edward Island*. Master Thesis, Unpublished. Canada: University of Prince Edward Island.
- Kasai, M. (2007). *Global education in practice: A case study of one Japanese High School*. Ph D Thesis, Unpublished. USA: Ohio State University.
- Kilpatrick, J.E. (2010). *Global education in Massachusetts: A case study of two high schools*. Boston University School of Education. Ph D Thesis, Unpublished. USA: Boston University.
- Kirkwood, T.F. (2001). Our global age requires global education: Clarifying definitional ambiguities. *Social Studies*, 92(1), 10-15.
- Marshall, H. (2015). The global education terminology debate: Exploring some of the issues. In M.Hayden, J.Levy & J.Thompson (Eds.). *The SAGE handbook of research in international education* (pp.108-121). London: Sage.
- Marshall, H. (2007). Global education in perspective: Fostering a global dimension in an English secondary school. *Cambridge Journal of Education*, 37(3), 355-374.
- Martorella, P.H. (2001). *Teaching social studies in middle and secondary school*. NJ: Merrill Prentice Hall.
- Merryfield, M.M. (1997). A framework for teacher education in global perspectives. In MM Merryfield, E Jarchow, S Pickert (Eds.), *Preparing teachers to teach global perspectives* (pp.1-24). California: Corwin Press Inc.
- Miller Clearly, L. & Seidman, E. (1990). In-depth interviewing in the preparation of writing teachers. *College Composition and Communication*, 41(4), 465-471.
- Mori, J. & Takeuchi, J.D. (2016). Campus diversity and global education: A case study of a Japanese program, *Foreign Language Annals*, 49(1), 146-161.

- Mulvaney, M.R. (2014). *The effect of a cultural unit on students global interest and awareness*. Master Thesis, Unpublished. USA: Saint Mary's College of California.
- Natalie, A. (2009). *Teacher and student perceptions of the goals of global education*. Master Thesis, Unpublished. Canada: University of Ottawa.
- National Council for the Social Studies. (1994). *Expectations of Excellence: Curriculum Standards for Social Studies*. From <http://www.socialstudies.org/standards> (Retrieved on 14 January 2013).
- Ogle, R.W. (2010). *Independent and global: School-wide global education in two independent schools*. Ph D Thesis, Unpublished. USA: Columbia University.
- Ozkan, T. (2006). *Ilkogretim ogretmenlerinin kuresel egitime yonelik goruslerinin degerelendirilmesi [Evaluation of the opinions of elementary school teachers apropos of global education]*. Master Thesis, Unpublished. Adana: Cukurova University.
- Ozturk, F. & Gunel, E.(2016). Social studies teachers' perceptions of global systems, global education, and diversity, *Elementary Education Online*, 15(1), 172-185.
- Pike, G. (2015). Re-imagining global education in the neoliberal age. In R.Reynolds, D.Bradbery, J.Brown, K.Carroll, D.Donnely, K.Ferguson-Patrick & S. Macqueen (Eds.). *Contesting and constructing international perspectives in global education* (pp.11-25). The Netherlands: Sense Publishers.
- Reynolds Thomas, E.A. (2010). *Global education in contemporary Africa: How three ghanaian senior high schools are preparing the next generation of leaders and world citizens*. Ph D Thesis, Unpublished. USA: University of Washington.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press.
- Sonmez, V. (2002). Kuresellesmenin felsefi temelleri. *Egitim Arastirmalari Dergisi*, 6, 1-11.
- Standish, A. (2014). What is global education and where is it taking us? *The Curriculum Journal*, 25(2), 166-186.
- Tonbuloglu, B., Aslan, D. & Aydin, H. (2016). Teachers' awareness of multicultural education and diversity in school settings. *Eurasian Journal of Educational Research*, 64, 1-28.
- Yang, H.C. (2010). *How well are secondary social studies teachers prepared to teach global education? Pre-service teacher and faculty's perspectives of the implementation of global education in teacher education programs in Taiwan*. Ph D Thesis, Unpublished. USA: Ohio State University.

Yasar, S., Sozer, E., Gultekin, M., Kaya, E. & Belet, Ş.D. (2002). İlköğretimde Görev Yapacak Öğretmen Adaylarının Eğitimde Küreselleşmeye Yönelik Görüşlerinin Belirlenmesi. *Paper presented at the XI. Eğitim Bilimleri Kongresi. 23-26 November, KKTC: Lefkoşe.*

Yıldırım, A. & Simsek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seckin Publishing.

Zarrillo, J.J. (2004). *Teaching elementary social studies*. New Jersey: Prentice Hall.

Sınıf Öğretmenlerinin Sosyal Bilgiler Dersinde Küresel Eğitim Hakkındaki Görüşleri²

Atf:

Bozkurt, M. & Yasar, S. (2016). Primary school teachers' views about global education in Social Studies courses. *Eurasian Journal of Educational Research*, 65, 129-146
10.14689/ejer.2016.65.08

Özet

Problem Durumu: Bugün, teknolojik ve bilimsel gelişmelerin yoğun etkisiyle ekonomiden siyasete, spordan doğal felaketlere kadar birçok alanda ve sorunda dünya dinamiklerinin sürekli olarak değiştiği bir çağ yaşanmaktadır. Bu çağın sihirli sözcüğü ise küreselleşmedir. "Küreselleşme" ya da "Globalleşme", tüm dünyanın birbirine bağlanmasının yakından hissedilmesi üzerine gereksinim duyulmuş bir sözcüktür. Alanyazın incelendiğinde küreselleşmeye ilişkin birbiriyle benzer ve farklılaşan yönleriyle kimi tanımlamalara ya da yaklaşımlara rastlandığı görülmektedir. Küreselleşmenin belirtilen boyutlarının sonucu olarak dünya adeta "Global Köy" haline gelmiştir. Küresel eğitimin en temel amacı da bu "Global Köy" toplumunun üyeleri olarak yetişecek bireylerin gerekli ve yeterli bilgi, beceri ve tutumlarla donatılmış bir biçimde yetişmelerini sağlamaktır. Küresel eğitime göre, öğrencinin, gelişen ve değişen dünyanın getirdikleriyle başa çıkabilecek bilgi, beceri ve tutumlarla donatılmış; yaşadığı toplumun, devletin ve dünyanın vatandaşı olmanın getirdiği sorumluluk ve bilinçle sahip olması gerekmektedir. Bu sorumluluk ve bilinç ile tüm insanların dünyaya uyum sağlaması beklenmektedir. Sosyal bilgilerin temel amacı ise, birbirine karşılıklı olarak bağımlı bir dünyada, kültürel olarak çeşitlilik gösteren ve demokratik bir toplumun bireyleri olarak, genç insanları,

² Bu makale 2013 yılında Anadolu Üniversitesi Eğitim Bilimleri Enstitüsünde Prof. Dr. Şefik YAŞAR danışmanlığında gerçekleştirilen "Sınıf öğretmenlerinin Sosyal Bilgiler dersi bağlamında küresel eğitime ilişkin görüşleri" başlıklı yüksek lisans tezine dayalı olarak hazırlanmıştır. Ayrıca, bu çalışmanın bir bölümü 24-26 Nisan 2014 tarihinde İstanbul'da düzenlenen 1. Eğitim Araştırmaları Kongresi'nde sözlü bildiri olarak sunulmuştur.

kamusal yaşama katılım için gerekli bilgi ve karar alma mekanizmalarıyla donatmak biçiminde tanımlanmaktadır. Buna paralel olarak sosyal bilgiler eğitimcisi bilim insanlarının yapmış oldukları tanımlamalar doğrultusunda sosyal bilgiler eğitimi anlayışının küresel eğitimin kültürel çeşitlilik, küresel bağımlılık, demokratik toplum için yeterlilik sahibi ve karar alabilen bireyler yetiştirilmesi gibi temel ortak noktaları bulunduğu görülmektedir.

Küresel eğitime ilişkin ilk çalışmalar ve ilk uygulamalar, ABD ve İngiltere’de başlamış olmakla birlikte, günümüzde hem birçok ülkede akademisyenlerce çalışılan bir alan olmuş hem de birçok ülkenin eğitim politikalarını, kurumlarını ve programlarını doğrudan ya da dolaylı olarak etkilemiştir. Ülkemizde de, son dönemde küreselleşmenin eğitime etkisine yönelik çalışmalar olmakla birlikte, küresel eğitimin tarihsel ve kuramsal çerçevesi temel alınarak yapılan çalışmalara nadiren rastlanmaktadır. İlgili alanyazın incelendiğinde ülkemizde Sosyal Bilgiler dersinin bireyleri içinde bulunduğu toplumsal ve kültürel yaşama hazırlama gibi bir görev üstlendiği görülmektedir. Bu nedenle, sınıf öğretmenlerinin gözüyle Sosyal Bilgiler dersinin küresel eğitim ile olan ilişkisine ve Sosyal Bilgiler dersinin küresel eğitimin amaçlarına hizmet edebilme bakımından ortaya konması bir gereklilik olarak görülmüştür. Böylece, yurtdışında alan uzmanları tarafından son elli yılda ortaya konan küresel eğitimin ülkemizdeki Sosyal Bilgiler derslerinde ne kadar yer aldığı ve nasıl yer alması gerektiği ortaya konmaya çalışılmıştır. Ayrıca, yurtdışında uygulamalı araştırmaların daha fazla olduğu ve uygulamalı araştırmaların alanyazındaki küresel eğitim tanımlamalarına uygun bir çerçevede yürütüldüğü görülmüştür. Yurt içinde yapılan çalışmalar daha çok küreselleşme ya da küreselleşmenin eğitime yansımaları biçiminde olduğu; doğrudan küresel eğitim ile ilgili olmadığı da görülmüştür.

Araştırmanın Amacı: Bu araştırmanın amacı 4. ve 5. sınıfı okutmakta olan sınıf öğretmenlerinin Sosyal Bilgiler dersi bağlamında küresel eğitime ilişkin görüşlerini ortaya koymaktır. Bu amaç doğrultusunda şu sorulara yanıt aranmıştır:

4. ve 5. sınıfı okutan sınıf öğretmenleri;

- Küreselleşme, kültür ve küresel eğitim kavramlarına ilişkin ne düşünmektedirler?
- Sosyal Bilgiler dersinde öğrencilere çoklu bakış açısının kazandırılması konusunda ne düşünmektedirler?
- Sosyal Bilgiler dersinde kültürel konuları nasıl işlediklerine ilişkin görüşleri nelerdir?
- Sosyal Bilgiler dersinde küresel olaylar, sorunlar ve gelişmeleri nasıl işlediklerine ilişkin görüşleri nelerdir?
- Sosyal Bilgiler dersinde küresel bağlantılar ve küresel bağımlılığa ilişkin konuları nasıl işlediklerine ilişkin görüşleri nelerdir?
- Sosyal Bilgiler dersi öğretim programında küresel eğitimin nasıl yer alması gerektiği konusundaki görüşleri nelerdir?

- Sosyal Bilgiler derslerinde öğrenci çalışmalarında küresel eğitim öğeleri nasıl yer almaktadır?

Araştırmanın Yöntemi: Bu çalışmada, küresel eğitime ilişkin sınıf öğretmenlerinin geçmiş deneyimleri, şu anki uygulamaları ve küresel eğitimin sınıf öğretmenleri için ne anlama geldiği araştırma konusu derinlemesine irdelenmek istendiğinden olgubilim deseni uygun görülmüştür. Araştırmada katılımcılar ölçüt örneklem yoluyla seçilmiştir. Katılımcıların seçiminde belirlenen ölçütler “(1) 2011-2012 eğitim öğretim yılında 4. ve 5. sınıfı okutmak ve (2) 2004 ilköğretim Sosyal Bilgiler Öğretim Programı ile 1998 programının her ikisini de okutmuş olmak” olarak belirlenmiştir. Bu kapsamda altı farklı okuldan on iki sınıf öğretmeniyle görüşmeler gerçekleştirilmiştir. Ayrıca, öğrencilerin Sosyal Bilgiler derslerinde gerçekleştirdikleri ödev çalışmalarından ulaşılabilen 105 ödev de elde edilen doküman verileri bağlamında değerlendirilmiştir. Bu çalışmada, görüşmeler sınıf öğretmenlerinin küresel eğitime ve Sosyal Bilgiler dersinde küresel eğitime yönelik geçmiş yaşantılarının ve deneyimlerinin derinlemesine incelenmesi için “Üç Görüşme Modeli” üzerine temellendirilmiştir. Veri toplama araçlarının geliştirilmesi sürecinde ilk olarak araştırmacı tarafından görüşme soruları geliştirilmiştir. Geliştirilen görüşme soruları, iki alan uzmanı, bir dil uzmanı ve bir yöntem bilimi uzmanının görüşlerine sunulmuştur. Uzmanlardan gelen dönütler doğrultusunda, sorular yeniden düzenlenmiştir. Ardından, görüşme sorularının pilot uygulaması iki sınıf öğretmeni ile gerçekleştirilmiştir. Öğretmenlerle yapılan pilot görüşmeler sonucunda soruların işleyip işlemediği belirlenmiş, yeniden gerekli düzenlemeler yapılmış ve görüşme formuna son şekli verilmiştir. Bunun yanı sıra, görüşme yapılan öğretmenlerin kendi sınıflarındaki öğrencilerin Sosyal Bilgiler derslerinde yapmış oldukları dokümanlar da incelenmiştir. Dokümanların incelenmesi sürecinde herhangi bir ölçüt belirlenmemiş; ulaşılabilen dokümanların tümü incelenmiştir. Öğrenci ürünleri incelenerek, hem inandırıcılığın artırılması hem de öğretmen görüşlerinin sınıf içerisindeki yansımalarına ulaşmak amaçlanmıştır. Görüşmeler ve dokümanlar yoluyla elde edilen verilerin analiz edilmesinde içerik analizi yaklaşımı benimsenmiştir.

Araştırmanın Bulguları: Araştırma verilerinin analizi sonucunda dört ana temaya ulaşılmıştır. Sınıf öğretmenlerinin görüşleri bağlamında “Küreselleşme, kültür, küresel eğitim kavramlarına ilişkin bulgular; Sosyal Bilgiler dersinde küresel eğitime ilişkin bulgular; Sosyal Bilgiler dersinde küresel eğitimin daha etkili sunulabilmesi için öneriler” olmak üzere üç temel bulguya ulaşılmıştır. Bununla birlikte incelenen öğrenci dokümanlarından elde edilen bulgular ise kendi içerisinde “Çoklu bakış açısı, kültür, küresel sorunlar, küresel bağlantılar, değerler, teknolojik gelişmeler” gibi birtakım kategorilerden oluşmaktadır.

Araştırmanın Sonuçları ve Önerileri: Araştırma sonuçlarına dayalı olarak Sosyal Bilgiler dersinin küresel eğitim alanyazınında belirlenen çerçevesi bakımından oldukça önemli bir ders olduğu ancak gerek öğretmen görüşlerinden gerek öğrencilerin Sosyal Bilgiler dersi kapsamında yapmış oldukları ödevlerden anlaşıldığı üzere dersin küresel eğitim bakımından yüzeysel kaldığı anlaşılmıştır. Bu noktada Sosyal Bilgiler dersinin daha etkili bir biçimde gerçekleştirilmesi için küresel eğitimin

kuramsal çerçevesi ve uygulamada yapılması gereken eksikliklerin giderilmesi gerektiği önerilebilir.

Anahtar Sözcükler: Küreselleşme, üç görüşme modeli, olgubilim, küresel sorunlar, küresel karşılıklı bağlantılılık, kültürel farkındalık.