

EXPLORING MIDDLE SCHOOL TEACHERS' VISIONS AND
INSTRUCTIONAL PRACTICES OF GLOBAL CITIZENSHIP EDUCATION
COMPONENTS IN THEIR CLASSES

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ABSTRACT

EXPLORING MIDDLE SCHOOL TEACHERS' VISIONS AND INSTRUCTIONAL PRACTICES OF GLOBAL CITIZENSHIP EDUCATION COMPONENTS IN THEIR CLASSES

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This quantitative research aimed to investigate the concept of Global Citizenship Education (GCE) from the perspectives of teachers. It attempted to figure out how frequently the components related to GCE are incorporated into the instructional practices of private middle school teachers at knowledge, skills, values, and attitudes levels, and to explore needs for the course content to integrate GCE. To address this purpose a cross-sectional survey research design was employed. I developed the Global Citizenship Education Integration Index (GCEII) which included 41 close-ended and 4 open-ended items taking Oxfam (2015) GCE school guide as a reference point to collect data. The instrument was administered to all teachers in the accessible population in an institutionalized private middle school, once only. 144 volunteer teachers working at middle schools affiliated with the institution responded to the instrument and 140 teachers meeting the participant requirements formed the

sample of the study. Descriptive statistics and thematic analysis were employed to analyse the data. The overall findings showed that GCE components are integrated into lessons with different course credentials at all three levels in all lessons at differing degrees. Turkish teachers performed the highest and Math teachers obtained the lowest scores in all three levels. Overall, the least frequently addressed components clustered under the sustainable development and communication categories, whereas the most frequently addressed items were valuing diversity and commitment to social justice and equity. The findings suggested that even little exposure to GCE-related content could help teachers create classrooms to promote GCE and develop awareness of it.

Key words: Global citizenship education, curriculum, middle school, Türkiye.

ÖZ

ORTAOKUL ÖĞRETMENLERİNİN KÜRESEL VATANDAŞLIK EĞİTİMİ UNSURLARINA DAİR GÖRÜŞ VE ÖĞRETİM UYGULAMALARININ İNCELENMESİ

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Bu nicel araştırma Küresel Vatandaşlık Eğitimi (KVE) kavramını öğretmenler açısından incelemeyi amaçlamıştır. Bilgi, beceri, değer ve tutumlar düzeylerinde KVE ile ilintili unsurların özel bir okulun ortaokul öğretmenlerinin ders içi uygulamalarında ne sıklıkta yer aldığı ve KVE ile ilgili dersin içeriğine dair yeni konular saptanmaya çalışılmıştır. Araştırma deseni olarak kesitsel tarama deseni kullanılmıştır. Bu çalışmada veri toplama aşamasında kullanılmak üzere Oxfam (2015) KVE okul rehberini referans alarak Küresel Vatandaşlık Eğitimi Uygulanma Endeksini geliştirdim. Veri toplama aracı 4 adet açık uçlu ve 41 maddelik sıklık ölçen kapalı-uçlu maddelerden oluşmaktadır. Veri toplama aracı kurumsal şartlar gereği erişilebilir evrendeki tüm öğretmenlere ($N=1444$) bir defaya mahsus olmak üzere ve çevrimiçi ortamda uygulanmıştır. Ankete geçerli yanıt veren 140 gönüllü öğretmen çalışmanın örneklemini oluşturmaktadır. Kapalı uçlu maddelerden elde

edilen veriler tanımlayıcı istatistik, açık uçlu sorulardan elde edilen veriler ise tümevarımsal içerik analizi yöntemleri kullanılarak analiz edilmiştir. Sonuçlar KVE ile ilgili unsurlara tüm düzeylerde- bilgi, beceri, değer, tutumlar- tüm derslerde farklı sıklıklarda yer verildiğini göstermiştir. Tüm düzeylerde en yüksek ortalama Türkçe, en düşük ortalama ise Matematik öğretmenlerinden elde edilmiştir. Genel olarak, derslerde en az değinilen konular bilgi düzeyindeki sürdürülebilir kalkınma ve beceri düzeyindeki iletişim kategorilerinden, en sık değinilen konular ise değer ve tutumlar kategorisinden farklılıklara değer vermek ve sosyal adalet ve eşitliğe bağlılık kategorilerinde gözlemlenmiştir. Araştırmadan elde edilen bulgular KVE ile ilgili içeriğe az da olsa maruz kalmanın öğretmenlerin KV Eğitimini daha iyi anlamalarına yardımcı olabileceğini ve sınıflarında KV Eğitimine yer vermelerini teşvik edebileceğini göstermiştir.

Anahtar Kelimeler: Küresel vatandaşlık eğitimi, öğretim programı, ortaokul, Türkiye.

*To my beloved husband who has always been
there for me with his constant love and support
&
to my dearest family who has always encouraged me to move on*

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LIST OF ABBREVIATIONS

AI	Artificial Intelligence
ASEAN	The Association of Southeast Asian Nations
COVID-19	CoronaVirus Disease of 2019
DeSeCo	Definition and Selection of Competencies
EBA	Eđitim Biliřim Ađı (Education Information Network)
EU	European Union
FATİH	Fırsatları Artırma ve Teknolojiyi İyileřtirme Hareketi
GC	Global Citizenship
GCE / GCED	Global Citizenship Education
GDP	Gross Domestic Product
GMS	Global-Mindedness Scale
GOSSE	Globally Oriented Social Studies Education
HSEC	Human Subjects Ethics Committee
ICCS	International Civic and Citizenship Study
ICT	Information and Communication Technology
IEA	International Association for the Evaluation of Educational Achievement
IIEP	International Institute for Educational Planning
ISSN	International Studies School Network
IT	Information Technology
KVE	Küresel Vatandaşlık Eđitimi
METU	Middle East Technical University

MoNE/MEB	Ministry of National Education
OECD	Organisation for Economic Co-operation and Development
Oxfam	Oxford Committee for Famine Relief
PE	Physical Education
PISA	Program for International Student Assessment
SDGs	Sustainable Development Goals
TEOG	Temel Eğitimden Ortaöğretime Geçiş Sistemi
TWTOS	Teachers Who Teach Other Subjects
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization
VET	Vocational Education Training
VR	Virtual Reality
WC	World Citizenship
WCE	World Citizenship Education

CHAPTER 1

INTRODUCTION

Globalization emphasizes different aspects depending on the context in which it is being used, yet in general, it would not be wrong to say that globalization means the interconnectedness of the world and the diversity in it. This thesis research aims to explore the concept in the educational context, and how it is undertaken or considered in the instructional processes by the teachers. This part of the study aimed to provide background information forming the grounds of this research and explains the purpose and importance of the study.

1.1. Background of the Study

When we say globalization, economical, technological, and cultural-social aspects are in the foreground and education as a complex system is inevitably affected by the changes in all these areas. Today, there are huge companies having access to broader mass, which increases a similar type of consumerism among people across the world. Besides, advancements in medicine or technology are not limited to a single place anymore. Thanks to the advancement in transportation, now, people can travel farther, more often, and in much cheaper and faster ways. They can communicate with people there either in English or through free translation apps, therefore, experience a wider world as compared to the older generations. Even the ones who cannot or do not travel much have the chance to experience similar things through the advanced technology from their locations via the Internet. Despite the

opportunities and conveniences like the ones listed above, however, there are also numerous unfortunate events that we still experience across this globalized world. Wars, mass migrations, violation of human and animal rights, environmental problems, increased inequalities between countries-nations-continent in terms of their access to scarce resources, education, or medical support are only a few of them. The world seems divided into two about the cause of those troubles: One party blames globalisation due to those inequalities whereas the other claims that inequalities have increased since globalisation has remained slow to expand far enough (Johnson, 2002).

One of those parties believing in the latter is the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and a decade ago, its Education Sector Program came up with the phenomenon of Global Citizenship Education (GCE) suggesting that we need education systems empowering learners of all ages to understand the importance of human rights, equality, peace, sustainability, and security and encouraging them to become active promoters of those, both in their local communities and across the world (UNESCO, 2014). To disseminate GCE and form its grounds, UNESCO collaborates with an extensive global network, other UN agencies, and inter-governmental organizations as well as its own institutions, *'Education 2030 Agenda and Framework for Action'*, *'Target 4.7 of Sustainable Development Agenda'*, and *'World Program for Human Rights Education'* (UNESCO, 2017). Although UNESCO is known as the initiator, there are a lot of other pioneering institutions, non-profit organizations, or projects such as *Oxfam*, *European Union*, *OECD*, *World Bank Group*, *Education Cannot Wait*, *The Global Citizenship Foundation*, and *Global Citizen* which support, encourage, and

contribute to the achievement of *Education 2030 Agenda* and transforming the world for better.

In spite of being relatively new phenomena, ‘global/world citizenship’ (GC/WC), ‘global citizenship education’ (GCE), and ‘sustainable development goals’ (SDGs) attracted the attentions of a great number of policy makers, school principals, teachers, and curriculum experts in Türkiye, as well, and have taken their places in curricular or extra-curricular activities. Concepts of ‘global citizenship education’ or ‘raising global citizens’ is started to be seen very often in a variety of schools’, especially private schools and colleges’, mission and vision statements. For instance, Bahçeşehir College initiated a “60-lesson-global citizenship education program” in its schools, in 2015, by having Fernando Reimers' (2013) book translated (Bahçeşehir Koleji, Dünya Vatandaşlığı Programı, 2022). Similarly, TED Schools, in 2019, initiated ‘*Global Citizenship Clubs*’ within the scope of English Language lessons (Türk Eğitim Derneği, Yabancı Diller, 2022). Also, Galatasaray High School, which is a state school, lists down concepts like ethical considerations, secularism, dedication, open-mindedness (with regard to respecting others, intellectual curiosity), cooperation, commitment to a mission (acting as a world citizen and taking actions), having sense of humour, respecting the elderly (challenging them for opposing views ‘respectfully,’ appreciating their experience, encouraging their wisdom) and protecting the younger (supporting initiations, encouraging, providing opportunities) in the declaration of the 10 core values they published in 2009 (Galatasaray Lisesi, 2023). Furthermore, despite not using the term ‘global citizen’ explicitly, it is also seen that the mission of the Ministry of National Education (MoNE) has many objectives, concepts, or terms that correspond to Oxfam (2015) and UNESCO’s (2016) global citizens' competencies such as

having advanced research, problem-solving, and communication skills, embodying democracy, universal values of humanity, and justice, and being responsible, forerunner, creative, innovator, peaceful, self-confident, self-esteemed, sharing individuals (MEB, 2023).

There are different views and approaches that include aspects of global citizenship into educational contexts. One issue is that as a result of globalization, today, countries, corporations, and foundations have responsibilities not only to their own citizens or local people, but also to each other and people living in other parts of the world. Global pandemic COVID-19, whose effects are still being seen and felt, large-scale natural disasters (like 6th February Kahramanmaraş Earthquake, in Türkiye), or climate crisis (such as the wildfires in Greece and Hawaii) are reminders of that shared responsibility. There are also human-made disasters such as the ongoing Russia-Ukraine war and Israel-Gaza war leading to refugee problems, which are among the most hitting examples of bearing this responsibility.

Taking those examples mentioned above and beyond into account, it is an undeniable fact that we need a generation that can communicate in this increasingly diverse world, live together and produce together for a peaceful, healthier world. In today's world, governments are criticized and/or protested by their own citizens and even condemned by the citizens of other countries across the world when they remain unresponsive to a crime against humanity even if they are not the perpetrators themselves. Similarly, retail chains functioning across the world are protested by their customers if they do not involve in sending humanitarian aids to a country, where they have branches, while suffering from a disaster. In such a world, every single individual is now inevitably being expected to be caring, responsive, responsible, active participants, in other words being 'global citizens' or 'world

citizens' and since "*the major goal of ... education is creating citizens*" (Rapoport, 2015, p.159), one way or the other, Global Citizenship Education (GCE) needs to take its place in the field of education.

1.2. Purpose of the Study

The current study is driven by my concerns as the researcher about the future of humanity. With the advanced technology, not a single day goes by that we do not hear about bad news: wars, sufferings of immigrants, natural disasters, climate crisis, poverty, crime, and so on. However, as Nelson Mandela (GBH Archives, 2012) once said "*Education is the most powerful weapon which*" we "*can use to change the world*" (as cited in Oxford Reference, 2024), so as a teacher myself, I believe that we need to raise sensitive, caring, empathetic, responsible, problem-solver, 'global citizens' for a better, safer, equal world and yet not possible without an overarching, contemporary education approach.

According to UNESCO (2016), "*Education for global citizenship and sustainable development is not necessarily an additional subject to the curriculum but rather, best adopted in a whole-school approach*" (as cited in OECD, 2016, p11). Oxfam (2015) also highlights the importance of a well-rounded curriculum in which all subjects contribute to GCE related knowledge, skills, values, and attitudes, which also formed the theoretical background of this research. In recent years, pioneering education organizations and policymakers have been putting great efforts to reshape their education policies and missions in a way to meet the needs of our constantly changing and evolving world. For example, The World Bank Group (2023) states that as one of the largest external sources of funding and knowledge for developing countries in the world, it "*is committed to ensuring all children around the world have access to free, inclusive, equitable, and quality education to achieve their*

potential". Similarly, UNESCO states in its 2022-2023 IIEP that "*by placing equity, quality, leadership, resilience, inclusion, and sustainability at the core of its support*" (p.6), they aim to strengthen the education at multiple levels. Today, the mission statements and core values of education of the countries, including ours, mostly ground on the policies of these pioneering organizations on theory. As the mission statement and the defined core values in education systems aim to form a framework for curricula, it can be said that each subject-based curriculum has to be designed in a way to address those missions and values. Nevertheless, the reviewed literature within the scope of this study indicate that studies conducted to investigate GCE related topics, skills, or values corresponding with these mission statements or core values have a great tendency to focus on only certain subjects, particularly Social Studies and ignore others (PE, IT, Music, Art, Maths). As it has been cited by the governing organizations in global education, GCE does not have to be, in fact, should not be treated with such a reductionist approach; and instead, a whole-school approach should be adopted to thrive. In that sense, the researcher of this study feels the necessity of handling GCE from an inter-disciplinary approach and emerge GCE related topics, skills, and values existing in various subject-areas, hoping to contribute to spread GCE across schools.

1.3. Research Questions

The researcher of this study, I, think that the topics that can be covered and skills and attitudes that can be developed as a part of Global Citizenship Education are vast and multi-dimensional. As a teacher myself, I believe that teachers from each subject-matters, being aware or unaware, address or at least can address to GCE related topics, skills, attitudes, and values in their lessons to some extent. For this reason, this research aimed to handle the issue from a broader aspect and tried to

involve each school subject into the scope of the study. In this study, with the purpose of raising awareness regarding what can be considered as a part of GCE education, the concept was addressed through a quantitative analysis of instructional practices of middle school teachers to seek answers for the following questions:

1. How do middle school teachers in an institutionalized private school view global citizenship education?
2. What Global Citizenship Education related topics and skills are recognised by the teachers in the current curriculum?
3. What are the most and the least frequently addressed Global Citizenship Education categories through teachers' instructional practices?
4. How often do teachers with different credentials engage Global Citizenship Education components in the knowledge, skills, values and attitudes levels in their classes?
5. What additional topics and skills can be integrated into subject-based curricula to enforce Global Citizenship Education?

1.4. Significance of the Study

Along with the findings of several invaluable research in the current literature, the findings of this study have the potential of offering valuable insights that can contribute to our understanding of GCE. To begin with, detailed review of the current literature on GCE has shown that most of the studies in this field were conducted with students or pre-service teachers. For this reason, through this research, it is hoped to provide essential information revealing the relationship between instructional practices of in-service teachers and GCE and aimed to make important contributions that will reshape the overall educational and instructional policies of the curriculum developers and the schools.

Secondly, not only in Türkiye, but also across the world, GCE-related studies are mostly associated with Social Studies/Citizenship lessons, (English) Language Teaching, and Science lessons (Larsen & Faden, 2008, Başarır, 2017; Kim, 2019; Saif Nassaer Al-Maamari, 2022; Rapoport, 2013; etc.). A few studies focus on the relationship between Maths or Science Education with GCE and there is scarcely any research also involving the participations of teachers of other subject areas such as IT, Art, Music, PE, etc., so there is an absence of research examining how teachers of other subjects perceive and more importantly employ GCE in their classrooms. GCE is not only about citizenship lessons, neither does require a separate curriculum. It must be integrated into existing curricula, not only through content but also through various skills, values, and attitudes. Taking this into account, as well as looking at answers of teachers with different credentials, this research can also be thought as an important opportunity to raise awareness towards what teachers can consider as a part of GCE within the scope of their subject areas. The data collection instrument necessitates teachers to reflect upon the topics they cover in their classes and the techniques they use and brainstorm about GCE-related concepts that exist or could exist in their curricula.

Another essential contribution of this research is the nature of its sample and design. It is seen that most of the studies conducted with teachers on this topic have qualitative research design (Larsen & Faden, 2008, Veugelers, 2011; Goren & Yemini, 2015; Tichnor-Wagner, Parkhouse, Glazier & Cain, 2016; Schweisfurth, 2016; Başarır, 2017; Kim, 2019, etc.), adopting either 'convenient' or 'purposive sampling' and analysing the 'perceptions', 'attitudes', 'beliefs', 'understandings', or 'thoughts' of teachers regarding GCE. This highlights a need of quantitative study

that can address to a (larger) group of participants. The sample of this research is especially important in terms of subjectivity and sampling bias issues.

Lastly, and most importantly, reviewed literature identified a significant gap in the literature in terms of an absence of a quantitative data collection instrument. This research hopes to contribute to the current literature through a quantitative data collection instrument whose dimensions and items are based on the framework of a leading international confederation, Oxfam. To collect the numeric data of this research, under the supervision of my advisor, I developed a 5-point-frequency rating scale, by taking the Oxfam's (2015) GCE school guide into consideration. Therefore, I developed a scale which will not only enable conduct quantitative research, but also explore GCE concepts in various dimensions and under three key levels of teaching and learning: knowledge, skills, values and attitudes.

Taking all these into consideration, it is desired that this study will provide significant contributions to the current literature on GCE by a) shedding light on in-service teachers' visions and instructional practices regarding GCE, b) providing more comprehensive data through including all core curriculum teachers, c) helping policy makers for planning and implementation of GCE at schools, and d) forming an example of quantitative research as well as a quantitative data collection tool.

1.5. Definitions of the Terms

Global competence: the capacity of examining global and intercultural issues, developing multiple viewpoints, participating in open, convenient, and compelling interactions with people from diverse cultures and pursuing collective well-being as well as sustainable growth (OECD, 2016).

Global citizen: an active responsible world citizen who is aware of the interconnectedness of the world and their role in it, therefore, engages in their

community and co-operates with others for a sustainable, civil, peaceful world
(Oxfam, 2015; UNESCO, 2014)

Global Citizenship Education: a form of education desires to encourage and empower learners of all ages to be promoters of sustainable, fair, peaceful, equitable world by equipping them not only with the necessary knowledge but also with the skills, values, and attitudes they need to accomplish these goals (UNESCO, 2014)

Instructional practices: various techniques or methods employed by the instructors to accomplish diverse learning objectives (Hava, Guyer, & Çakır, 2020, as cited in IGI global, 2024).

Education policy: a set of guidelines outlining educational principles and practices to fulfil the desired outcomes of education (Trowler, 2003, as cited in IGI global, 2024).

Interdisciplinary: “*involving, or joining, two or more disciplines, or branches of learning*” (Collins, n.d.).

Knowledge: “*the body of information an individual has*” (OECD, 2016, p.26). In this research it mostly refers to ‘topics’ or ‘content’.

Skill: required capacity of running a sophisticated and systematic pattern of thinking or behaving to accomplish certain tasks (OECD, 2016)

Value: personal guiding principles, in other words beliefs or thoughts, regarding what is important in life (OECD, 2016)

Attitude: the mentality of people towards people, things, concepts, etc. (OECD, 2016)

Vision: Vision, whose dictionary definition is “*an idea or mental image of something*” (Cambridge Dictionary, n.d), refers to the beliefs, goals, and expectations of the teachers, which affect their teaching principles, strategies, and methods.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Global Citizenship and Global Citizenship Education

“... global citizenship is not a ‘nice to have’ area of focus, but a ‘must have’ in the 21st century.”

(OECD, 2016, p.11)

In a globalised world where we are facing paradigm shifts in social, economic, and environmental levels, both in positive and negative ways, the role of education is undoubtedly changing, too. OECD Education 2030 report states that there are four equally important aims of education systems mentioned in several Council of Europe documents: 1) *“preparation for the labour market”*, 2) *“personal development”*, 3) *“the contribution to the development and maintenance of an advanced knowledge base”*, and 4) *“the preparation for life as active citizens”* (OECD, 2016, p. 16). In the past, the emphasis was on the first aim and the priority was to equip individuals with necessary knowledge to get them employed. Today, with the advanced technology, knowledge is no longer something that is hard to be accessed. Besides, how humanity uses and/or must use the knowledge they acquire has become a major concern across the world. Therefore, the latter aims also gained importance and a new form of education, with new competencies, has emerged.

Global competence grounds the basis of the framework of this new form of education. In our era, students experience a wider world, which brings benefits as

well as challenges to the educational arena. Education designed for today's generation who experience groundbreaking technological advancements (e.g. artificial intelligence (AI), virtual reality (VR), space exploration, driverless cars) concurrently with global pandemics, wars, injustice, and disasters closely through the same technology must be deeper, multifaceted, and serve for broader goals. In such an interconnected world, the primary goal of re-framing education is to raise globally competent individuals with the whole-child approach.

Global competence can be considered as an umbrella term including all the 21st century skills. According to PISA, global competence is the capacity of examining global and intercultural issues, developing multiple viewpoints, participating in open, convenient, and compelling interactions with people from diverse cultures and pursuing collective well-being as well as sustainable growth (OECD, 2016).

Considering the aim and scope of this research, it may be pertinent to clarify the concept of 'well-being' at this point. The dictionary definition of well-being is simple: *the state of feeling healthy and happy* (Cambridge Dictionary, n.d). The dimensions constituting this state, however, are complex and must be approached holistically according to Swarbrick (2006). She set out eight dimensions of well-being, which are not only beneficiary for the field of medicine and mental health, but also for the field of education. Those eight dimensions are "*physical, spiritual, emotional, environmental, social, occupational-leisure, intellectual, and environmental*" (Swarbrick, 2006, p.3). In the 21st century, however, well-being is beyond having access to material resources, but also means to have a quality life regarding health, education, security, environment, civic engagement, social connections, and life satisfaction (OECD, 2018). This is where the primary goal of

Global Citizenship Education (GCE) starts. Global Citizenship Education urges the necessity of all these underpinnings being equally accessible to everyone, in other words aims to reach out collective well-being rather than individual well-being. (Detailed definition of GCE will be provided after clarifying global competencies and learning frameworks designed to develop these competencies grounding the base of GCE.)

One way of investing in collective well-being mentioned above lies on raising globally competent students through approaching education from a broader perspective. To do this, an overarching, faceted taxonomy has been taken as a reference point by the global education policymakers (e.g. OECD, PISA, Eurydice, Council of Europe, UNESCO, etc), which grounds on four levels/building blocks/key elements of learning: *knowledge, skills, values, and attitudes*.

To provide broader conceptual clarity of existing frameworks defining global citizenship, the OECD (2016) report, *The Education 2030 Conceptual Learning Framework as a Tool to Build Common Understanding of Complex Concepts*, analysed several documents regarding global citizenship education and global competence including Ms Connie Chung's, UNESCO's GCE, *Citizenship: Competence for Democratic Culture* by Council of Europe, Mr Calin Rus', and *Global Aspects of Civic and Citizenship Education* by International Association for the Evaluation of Educational Achievement (IEA) International Civic and Citizenship Study (ICCS). When the full report reviewed, it is seen that each of these programmes has a framework built upon the four levels (knowledge, skills, attitudes, and values) addressing key competencies that the learner profile portrayed above need to acquire in the 21st century.

Despite having different levels of emphasis depending on the aim or the scope of a programme, similar key competencies are included while designing an educational programme today, mostly by selecting among the ones defined by leading international education organizations.

OECD, as one of these prominent organizations, defines key competencies as in follows:

- using tool interactively (language, symbols, texts, knowledge, information, technology)
- interacting in heterogenous tools (relate well to others, co-operate, work in teams, manage and resolve conflicts)
- acting autonomously (act within the big picture, form and conduct life plans and personal projects, defend and assert rights, interests, limits and needs) (OECD DeSeCo Executive Summary, 2005).
- creating new values (develop innovative, cost effective, productive services, jobs, sectors, enterprises, processes, methods, ways of thinking and living, business and social models)
- reconciling tension and dilemmas (think and act in a more integrated way that avoids premature conclusions, taking the interconnections and inter-relations between contradictory or incompatible ideas, logics and positions into account)
- taking responsibility (consider the future consequences of one's actions, evaluate risk and reward, accept accountability for the products of one's work, act ethically) (OECD, 2018).

Similarly, European Union Council Recommendation (2018), which sets out eight key competencies for life-long learning, were designed by treating the concept of ‘competence’ as a combination of knowledge (understanding the facts, figures, concepts of a certain area), skills (ability and capacity to process that knowledge), and attitudes (disposition and mindset).

Key competencies regarding life-long learning according to the European Reference Framework are as in follow:

- Literacy competence
- Multilingual competence
- Mathematical competence and competence in science, technology and engineering
- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence (Council Recommendation of the European Union, 2018, Annex).

The recent Eurydice report (2023) states that the development of these key competencies is closely linked to having a cross-curricular approach and adds that study areas focusing on personal and social development, environmental education, entrepreneurship, media education, multicultural education, health education, etc. must be taught minding this approach. This understanding also shapes the grounds of this research. Subject-matters, mostly associated with the knowledge level, can and must be covered in the relevant disciplines. However, as it can also be seen from the

reports reviewed above, there is no reason to go for subject-based segregation regarding most of the skills, attitudes, and values covered under the scope of Global Citizenship Education.

In light of the changes discussed above, working on new education agendas has become a world-wide necessity. UNESCO's Education 2030 Agenda might be the broadest. Stating that "... 262 million children and youth are out of school. Six out of ten are not acquiring basic literacy and numeracy after several years in school. 750 million adults are illiterate, fuelling poverty and marginalization" the programme intends to realise Sustainable Development Goal 4 to "*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030*". (UNESCO, Open Learning, 2021). *Education 2030 Conceptual Learning Framework of OECD* (2016) is another exemplary guide for revising and updating education policies accordingly. In addition to be an outline regarding necessary knowledge, skills, attitudes, and values that students must obtain to perceive, involve in, and be a driving force in a rapidly-evolving world, the framework is also developed to be used to interpret new demands and concepts like financial literacy or student well-being that have come out over time.

Assessment of education must also be updated according to these multi-faceted frameworks. OECD PISA Global Competence Framework (2018), for example, is working on shifting the assessment towards a multi-perspective approach in a way to address all four levels of learning. It sees 'competence' as a combination of knowledge, skills, values, and attitudes rather than a single skill and handles the concept of global competence based on four dimensions built upon these four levels (Figure 1).

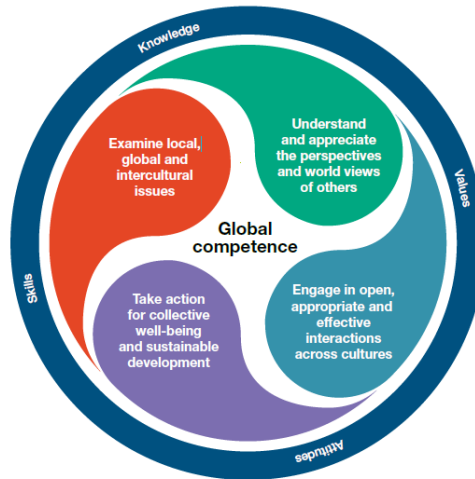


Figure 1. The Dimensions of Global Competence (OECD, 2018, p.11)

A recent OECD PISA report (2018) states that even though PISA had cognitive tests to assess knowledge and cognitive skills and student questionnaires to assess social skills and attitudes, values related to global competence (valuing human dignity and cultural diversity) remained beyond the scope of PISA assessment. It must be noted here that as there are no absolute right or wrong answers regarding social skills and attitudes, the assessment of those areas would be used to highlight general patterns and differences as well as the relationships between cognitive tests rather than marking their position on a scale.

Just like the term ‘*global competence*’ being an umbrella term for 21st century skills, Global Citizenship Education (GCE) can be thought of as an umbrella term for a renovated way of education in line with the needs, purposes, scope, and competencies discussed above. A global citizenship education (GCE) curriculum can be flexible in emphasis to adapt to the specific needs and readiness of its implementation context, however, ideally, it should strive to address as many of the competencies and learning levels discussed above as possible. The way that

UNESCO and Oxfam define and conceptualize GCE can be taken as good reference points with this regard.

UNESCO is known as one of the cornerstones of Global Citizenship Education. Despite not being the first organization that has come up with the term, it appears first in the engine motors when “global citizenship education” is searched. For this reason, it will be meaningful to clarify what GCE means for UNESCO. UNESCO (2014) defines GCE as a way of response to the threats of violation of rights, poverty, and inequality across the world and claims that the aims of global citizenship education is to empower learners of all ages to understand the importance of human rights, equality, peace, sustainability, security, and respect for diversity and other cultures and to encourage them to become active promoters of those, both in their local communities and across the world. UNESCO’s GCE is based on cognitive, socio-emotional, and behavioural domains of learning and guided by the *Education 2030 Agenda and Framework for Action*, particularly *Target 4.7 of the Sustainable Development Goals*. Prevention of violent extremism, education about Holocaust and other genocide, mother-tongue based bilingual or multilingual approaches in education, promotion of the rule of law are among many themes highlighted under GCE of UNESCO. Considering what several people across the world suffer from in general, their interpretation of GCE is quite inclusive, thus, widely acclaimed.

The Oxford Committee for Famine Relief (Oxfam) can be taken as another base of GCE. It defines GCE as a ‘framework’ to qualify learners for critical and active engagement with the opportunities as well as challenges of life (Oxfam, 2015). Oxfam sees global citizenship (GC) as questioning through critical thinking,

accepting the complexity of global and local issues and trying to seek solutions from multiple perspectives, applying learning in real life.

Like UNESCO's, Oxfam's GCE Curriculum also consists of three levels (knowledge and understanding, skills, values and attitudes), each has seven sub-sections. Social justice and equity, sustainable development, critical and creative thinking, empathy, self-awareness and self-reflection, sense of identity and self-esteem, commitment to social justice and equity, and respect for people and human rights are just a few of them (See Figure 2 for the full list).

Knowledge & Understanding	Skills	Values & Attitudes
<ul style="list-style-type: none"> • social justice and equity, • identity and diversity, • globalisation and interdependence, • sustainable development, • peace and conflict, • human rights, • power and governance 	<ul style="list-style-type: none"> • critical and creative thinking, • empathy, • self-awareness and reflection, • communication, • cooperation and conflict resolution, • ability to manage complexity and uncertainty, • informed and reflective action 	<ul style="list-style-type: none"> • sense of identity and self-esteem, • commitment to social justice and equity, • respect for people and human rights, • value diversity, • concern for the environment and commitment to sustainable development, • commitment to participation and inclusion, • belief that people can bring about change

Figure 2. Oxfam Key Elements of Learning and Sub-sections for Each Element
(Oxfam, 2015, p.7)

Oxfam's understanding of GCE can be one of the most appropriate guides for schools since it is not just limited to social studies classes, but open to the contribution of all areas of the curriculum as follows: art and design, citizenship, design and technology, English-media studies-drama, geography, history, computing and ICT, Mathematics, modern foreign languages, music, modern studies, personal-

social-health and economic education, physical education, religious education, and science. Moreover, contrary to the discussions in the literature regarding the appropriateness of GCE topics for young learners, it is for learners of all ages starting age 3 and gradually prepares them to become responsible, engaged citizens. For these reasons, foundations of the data collection instrument developed by the researcher of herself for this study was also founded primarily upon this guideline along with all the other valuable frameworks, international reports, and results of previous empirical studies.

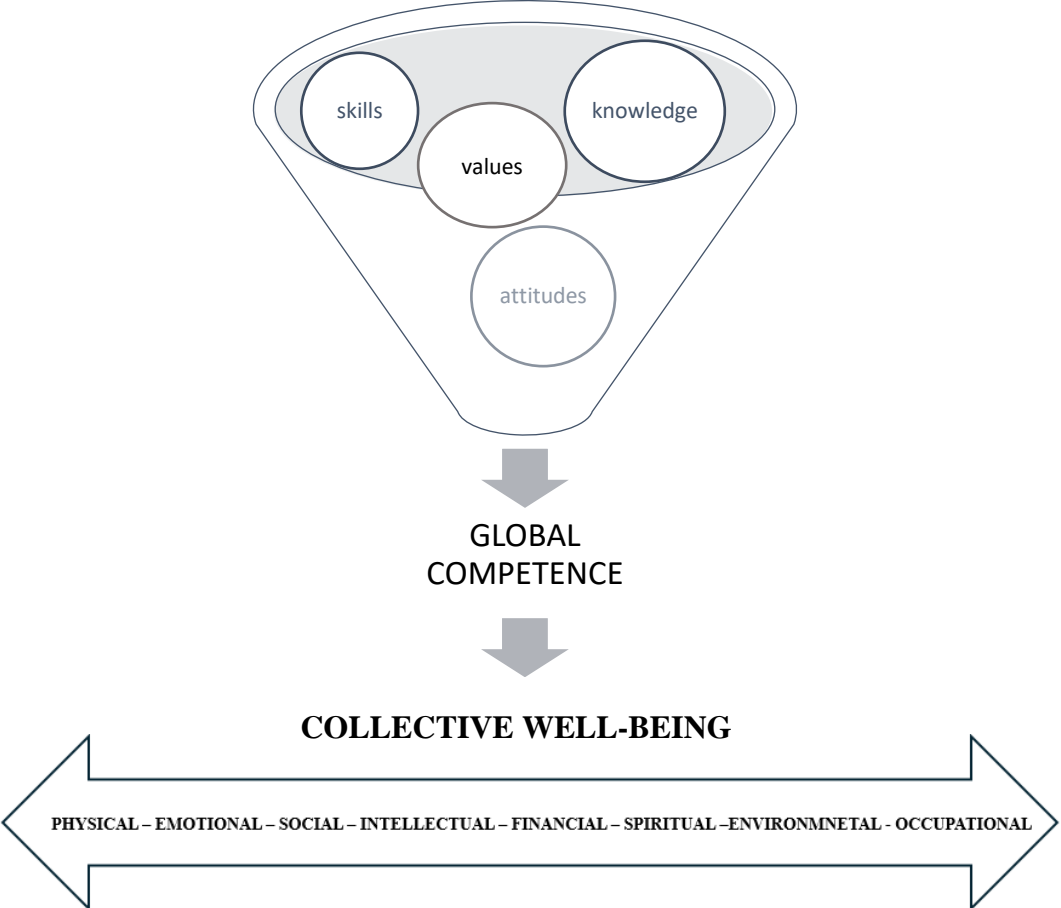


Figure 3. Conceptual Map for Understanding GCE

To sum this part of the study, it can be said that the current technological, social, and environmental changes have made a new, multi-faceted, inclusive, and sustainable approach towards education inevitable as well as emerging new competencies, several of which are also required to become responsible, engaged citizens. *“Global education is, in this sense, the new civics of the 21st century, because citizenship is”* now *“embedded in a mesh of relationships that are global as well as local”* as Reimers says (2013). This research sees this new global form of education, also known as global citizenship education, is as a form of education providing individuals with age-appropriate knowledge, skill, attitude, and value sets in various aspects of life with the purpose of instilling global competence in them, which will help them become self-esteemed individuals and responsible citizens caring collective well-being regarding its multiple-dimensions. (See Figure 3).

2.2. Educational Context and Global Citizenship Education in Türkiye

The education system in the Republic of Türkiye is highly centralised. Compulsory education in 12 years, and K-12 schools are under the responsibility of the Ministry of National Education (MoNE).

According to OECD (2020) report, even though there was a 5-point-difference between the top score (7.1) and Türkiye’s score (2.1) in terms of reading performance, Türkiye was above OECD averages (0.4) regarding reading, Mathematics, and Science performances, even competing at the top scores in Mathematics and Science with other OECD countries (PISA, 2018, as stated in OECD, 2020). Enrolment rates of 3-year-olds in early childhood education and care, 2017 (EAG, 2019, as stated in OECD, 2020) was 10.1%, which was quite below the average of 79.3%, however, the number of pre-school institutions was increased to

42.650 by 2021-22 academic year (OECD, 2023). Similarly, educational attainment levels of the population aged 25-64 by type of attainment were below average in all three categories and share of vocational school students in upper secondary in 2017 was quite below the top score of 72.4% although it was above the average of 43.1% with 46.4%.

Taking the international reports, new learning frameworks and guidelines, some of which were also mentioned and reviewed in the previous sections, into consideration, Türkiye has also been working on revising its education agenda for a while. For instance, *Turkey's Education Vision 2023* was released in 2018 (Planipolis, UNESCO, 2019). This new vision was based on a human-centric, integrated, whole-child, and whole-school approach. Self-determination, natural curiosity, teamwork, universal human needs, inclusive education, digital literacy, multilingual approach, skills-based activities, interests, talents, and characters of children, multi-faceted evaluation system, supporting intellectual, physical, affective needs of children, social entrepreneurship, 21st century skills, social responsibility and the volunteering programmes were in the core of this vision, which were parallel to primary goals of global citizenship education.

Parallel with UN SDG 4 Goal, the policy of 'equity' and 'inclusion' as well as life-long learning and student-centred education have been the major focal points of the education reforms in Türkiye. Some of those reforms, which were retrieved from 1) OECD 2020 report – *Education Policy Outlook*, 2) *Turkey's Education Vision 2023* (Planipolis, UNESCO, 2019), and 3) Eurydice reports on *National Qualifications Framework* and on *Ongoing Reforms and Policy Development* are summarized below. (Eurydice, 2023).

To begin with, FATİH Project (Movement to Enhance Opportunities and Improve Technology) which was first started in 2010 with the aim of integrating smart boards, tablets, and e-books into education have been expanded and turned into a larger programme fostering ‘digital skills’ and improving access to ‘ICT at schools’. Similarly, EBA (Education Information Network), with 5 to 8 GB free data, was launched to provide equal access to education (especially during Covid-19) through online courses and assessments as well as activities that children can work on with their parents. Another initiation for equity and inclusiveness in education was tried to be achieved through the *Promoting Integration of Syrian Kids into the Turkish Education System Project* (2016-18), supported by EU. Thanks to this project, school enrolment rate of Syrian students increased from 37% to 63% between 2015-16 and 2019-20 academic year (OECD, 2020). Besides, *Conditional Cash Transfer for Education Programme* (2003), which provides financial payments to the families of school-age children to increase the school enrolment rates especially in rural areas, was extended to include refugee-students families in 2017. Financial incentives were also given for *The Inclusive Early Childhood Project for Children with Disabilities* and for private Vocational Education Training (VET) institutions in 2019. As for promoting gender equity, *Increasing School Attendance Rates Especially for Girls (KEP-II, 2015-17)* was initiated to increase participation in vocational education for girls specifically. On the other hand, examination and assessment systems have been tried to be updated. For example, changes have been made on high stake examinations at the end of lower and upper secondary education as well as early tracking practices since they were considered as leading to some inequities (OECD, 2020) by putting pressures on the students and narrowing the curriculum. Moreover, compulsory TEOG (Transition from Elementary Schools to

Secondary Schools Examination) requirement was abolished and a new system allowing personal preference and residence-based transitions was initiated for entering most high schools. There was also a switch to performance-based assessment from written exams in primary school level. Written exams which were removed for the 1st, 2nd, and 3rd graders during the pandemic were not brought back and extended to 4th graders, aiming to contribute meaningful learning. When it comes to promote life-long learning, *The Turkish Qualifications Framework* (2015) was established based on European Qualification Framework, offering an integrated standards framework for all education levels. Lastly, a joint project on *Strengthening Democratic Culture in Basic Education* (2018-2022) was run to integrate a democratic school culture compatible with common values, fundamental rights, and freedoms in the education system, piloted in 110 schools in 10 districts of Türkiye.

Although some of those projects and initiations were successfully launched, implemented, or are still ongoing, some others could not reach out the desired outcomes, yet, and there are some current policy changes contradicting with the ones in the *Education 2023 Vision* statement. For instance, even though *Education 2023 Vision* adopted the idea of releasing the Turkish Education System from being exam-centred and encouraging the schools to be more autonomous to promote productivity, valid score to pass a course has been increased to 50 from 45 and standardized-exam approach has been adopted for Turkish, Turkish Language and Literature, and Maths lessons for Grade 6 and 9 students (MEB, Ortak sınav uygulaması, 2023). Besides, transitions and entrance to open upper secondary schools will no longer be possible for the students who are out of the exceptional conditions accepted by the ministry (Eurydice, 2023).

Taking the broad scope of global citizenship education, which have been explained to some extent so far and will be further clarified in detail in the following section, it can be stated that Türkiye's initiations explained above can be considered as important attempts to keep up with the current global changes in the field of education, but "*despite these multiple efforts, challenges remain in the Turkish education system to improve the quality of education opportunities that it can provide to all learners*" especially in the areas of access to quality education, equity in student outcomes, academic inclusiveness, and performance-based multi-faceted evaluation (OECD, 2023, p.36). However, considering the 1739 numbered Basic Law of National Education launched in 1973, it would not be wrong to say that the Turkish national education system already shares some common ground with GCE principles. According to this law Turkish education aspires to cultivate responsible citizens advocating the nation's secular and social democratic values like GCE's aiming to raise responsible global citizens. It also aims to foster well-rounded individuals with strong character, critical thinking skills, and a love of learning, all of which are crucial for engaged global citizens. Ultimately, the system seeks to prepare citizens for fulfilling careers and contributing to society's happiness, which aligns with GCE's goals of social responsibility and building a better world. On the one hand, the national system prioritizes Türkiye's development, but on the other hand, the spirit of contributing to a prosperous future complies with GCE's vision of a more peaceful and just world (Eurydice, 2023). For this reason, it is vital that the steps like the ones mentioned above need to be augmented immediately for a stronger, more competitive, and right Türkiye, fulfilling the aims of its basic education with the citizens it raises.

2.3. Research on Global Citizenship

This part of the study tried to explore diverse range of interpretations of Global Citizenship and Global Citizenship Education (GCE) offered by scholars in the field, studies and research conducted on global mindsets of teachers, and results of empirical studies on GCE.

2.3.1. Different Interpretations of Global Citizenship and Global Citizenship Education

One of the reasons why global citizenship education (GCE) is still pending in many of the educational programs or only could exist partially or implicitly might be the controversy over its definition. In this section, variety of interpretations regarding global citizens, the concept of global citizenship, and global citizenship education are summarized, and key terminology used commonly by each is highlighted, notably from the perspectives of educators.

While Oxfam and UNESCO outline a broad, comprehensive, practical GCE, there are other interpretations of it, most of which highlight specific forms or ideologies. For instance, Wiel Veugelers (2011) focuses more on modern global citizenship forms while developing more adequate theoretical concepts of it through ‘open’, ‘moral’, and ‘social-political’ global citizenship. Open global citizenship highlights the interdependency of the world and diversity in it whereas moral global citizenship is more about equality and human rights. Like an extension of the first two, social-political global citizenship is more comprehensive and about leading to a more equal and diverse world through improved political power relations. Knowledge of other cultures, connection, openness to new experiences, taking responsibility for the world and humanity, appreciating differences, striving for more equal rights regarding social and political relations, and doing all these not only at

the global but also at the local level are the key characteristics of a global citizen and form the main outcomes of GCE as Veugelers (2011) summarized. Despite being categorised under three forms, it can be seen that the key characteristics of a global citizen are not that different from UNESCO and Oxfam's.

Daisaku Ikeda (1996)- Japanese Buddhist philosopher, educator, and author-defined global citizenship from an ethical perspective, yet he also highlighted more or less the same themes and concepts that are the interconnectedness of all life and living, respect and understanding towards differences, empathy, empowerment of learners, leadership, sustainability, peace, etc. Apart from the previous ones, he emphasized three essential tenets required to put these into practice. He believed that a global citizen needs to be 'wise' to grasp the interconnectedness of all life, have 'courage' in order not to fear from or deny difference, and filled with 'compassion' to be able to empathise with people beyond their immediate surroundings when they suffer.

Andreotti (2006), another well-known researcher in this field, approaches to GCE from a more philosophical and sociological perspective and introduces *critical* global citizenship education (based on her detailed analysis of Dobson (2005, 2006) and Spivak (1990), as cited in Andreotti, 2006). According to her, GCE is a complex web of cultural and material processes and contexts of local and/or global; thus, she believes that not examining those in detail would result in reproducing certain groups' (West and North's in this case) beliefs and myths as universal. Of course, Andreotti does not portray soft and critical forms of GCE as completely different from each other; however, especially in the sense of role of ordinary individuals, what needs to change, how it is going to change, and what individuals can do about it, there are key differences, which undeniably require different educational policies.

For example, critical GCE has political/ethical grounds whereas soft GCE relies on humanitarian/moral ones, or soft GCE accepts some people as part of the problem but all people as part of the solution while critical GCE sees all people as a part of the problem as well as the solution. Furthermore, unlike soft GCE which expects individuals to support campaigns or make donations to make a change (from the outside to the inside), critical GCE demands individuals to analyse their own positions and contexts first and participate in changing structures in their contexts (from the inside to the outside). In brief, she associates critical GCE with critical literacy, providing learners with safe spaces where they can analyse and experience various forms of seeing each other and make informed decisions and she believes that only critically literate educators, whose existence is debatable, can successfully manage this.

Similarly, Oxley and Morris (2013) came up with a typology of GC by identifying the approaches that are used to describe and distinguish the models of GC. They identified two broad forms, each involving four principal conceptions of GC and analysed all eight conceptions within the framework of antecedents, transactions, and outcomes of an intended curriculum. The first category called cosmopolitan-based involves four most common types of GC, which are political, moral, economic, and cultural whereas the second one, namely advocacy-based involves additional forms of GC, which are social, critical, environmental, and spiritual. Not seeing these categories fixed or absolute, they believe that these conceptions present an influential tool to form and/or analyse curricula which are designed to promote GC.

Unlike other researchers, Hans Schattle (2008) sees GCE as an 'extension' of the ideologies of moral cosmopolitanism, liberal multiculturalism, neoliberalism, and

environmentalism rather than being a distinct ideology on its own and associates the concept of global citizenship with three main themes: responsibility, awareness, and engagement (Schattle, 2008). He argues that many of the educational programs aims to raise ‘open-minded’, ‘inquisitive’, ‘industrious’, ‘reflective’, and ‘respectful’ individuals as requirements of being a global citizen, yet these virtues are not exclusive to any ideologies listed above.

Likewise, based on her in depth analysis on the existing literature, Duarte (2021) proposes an overarching model of GCE rather than focusing on only one aspect and she aims to bridge the gap between the theoretical and practical aspects of it. Her model is a synthesis of two main constructs encompassing, which are the vision (aims and types) and the practice (school level and classroom level). These four elements are based on previous studies: 1) aims for and visions of GCE based on Biesta’s (2012, as cited in Duarte, 2021) work, 2) different types of GCE offered by Oxley and Morris (2013, as cited in Duarte, 2021), 3) forms of GCE implementation at the school and 4) the classroom levels according to UNESCO (2015, as cited in Duarte, 2021). It is a practical guide for governments and schools’ educational policies in terms of design and implementation. To teach GCE in the best possible way, they must plan “*which visions to use with regards to GC and how to translate those visions into practice*” (p.6).

McIntosh (2005, as cited in Rapoport, 2015) and Rapoport (2015) see the global citizenship, cosmopolitan citizenship, supranational citizenship, or transnational citizenship as expanded models of citizenship and say that globalization has an impact on individuals’ rights, responsibilities, duties, and privileges; thus, their loyalty, commitment, and belonging is now to a wider world rather than to their own nations only. According to Rapoport (2015), as well as its impacts on common

markets of goods, capital, and labour, globalization has also led to some moral, ideological, and political changes and now that the major goal of public education is creating citizens, schools now are responsible to raise more equal, active, dynamic students who will be citizens of the future world that is a world of common values, tolerance, shared responsibilities, and multiple identities and loyalties.

Last but not least, Tuomi, Jacott, and Lundgren's (2008) approach to Global Citizenship Education clarifies a possible misunderstanding regarding the issue. They say that world citizenship education/global citizenship education is clearly distinguishable from global education in the sense that the former is a political concept that interlinks local, national, and global aspects of citizenship and requires all human beings' active commitment to the world and having rights and benefits as well as obligations and requirements, whereas the latter is an academic field that educate people about global issues but does not necessarily educate them for being global/world citizens. They suggest two important actions to be taken: 1) There is a need for the standardization of the terms used in World Citizenship Education (WCE) (such as Global Education, Intercultural Education, International Education, Human Rights Education, Education for Sustainable Development) for the development of the field and 2) WCE will take second place if national curricula do not set clear aim of it or assess the way it is realised.

There are several other precious studies require elaborate attention like the ones above, but to wrap up, it can be said that in the existing literature, GCE has been examined within the scope of certain areas of knowledge, skills, attitudes, and values by several researchers. Briefly, content areas that are frequently discussed under the GCE can be counted as multiculturalism, diversity, peace, multilingualism, migration, sustainability, environmental issues/crisis, human/children/women rights,

active citizenship, interconnectedness of the world and all living, and shared responsibilities. Based on these, a global citizen might be described as tolerant, peaceful, fair, helpful, respectful, conscious, active, and open to change. The primary goal of GCE can be interpreted as empowering learners of all ages with skill, attitude, and value sets which will help them think critically and creatively so that they can appreciate, respect, act, participate, cooperate, collaborate, communicate, question, care, value, and make informed decisions regarding environmental, political, scientific, and cultural issues locally and globally.

2.3.2. Teachers with Global Mindsets and Global Competencies

To be able to teach global citizenship, should teachers be global citizens themselves first? ‘metacognition’, ‘thinking about thinking’, and ‘teaching how to learn rather than what to learn’ are among the latest trends that we have been hearing recently in the field of education. Ranciere’s (1987/2019) book ‘*La Maitre Ignorant: Cinq leçons sur l’émancipation intellectuelle*’ (*The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation*) which is about a French teacher who was exiled to Belgium not knowing a single word Flemish guides his students who do not know a single word French to learn a whole French literary book, *Les Aventures de Télémaque*, on their own although he does not teach them a single word of French is a good example supporting these movements. However, as Rapoport (2010) cites from one of his interviewees, “*You can’t really teach what you don’t know*” (p.184) view still mainstreams the field and it does not just refer to the content knowledge anymore, but also covers the skills, experiences, viewpoints, etc. Many researchers agree that the global-mindedness / world-mindedness levels and global competencies of teachers are essential if GCE is desired to be initiated and implemented at schools; thus, consider the issue worth studying and analysing.

Although it was a study focusing on the attitudes of undergraduate students before and after experiences in study abroad programs, Hett's (1993) global-mindedness scale (GMS) that she developed for her doctoral dissertation became a pioneer for the studies in this field, featuring five main dimensions: 1) "responsibility", 2) "cultural pluralism", 3) "efficacy", 4) "globalcentrism", and 5) "interconnectedness" (p.143). Responsibility refers to having concerns for people all around the world and feeling moral responsibility towards them to improve the conditions while cultural pluralism is about appreciating the diversity of cultures, accepting that each has a value as well as enjoying exploring them. Efficacy suggests that one's actions can make a difference; thus, emphasizes the significance of involving in national/international issues. Global centrism focuses on the benefit of global community rather than only local ones as interconnectedness focuses on global belonging/kinship with the human family by appreciating the interrelatedness of people from all nations. Hett (1993) defined global-mindedness as being futurist, having an ecological world view and adherences not only in the sense of national borders but also beyond them, and relying on the unity of humankind as well as on the interdependence of humanity. In other words, Hett's (1993) definition of a global-minded person corresponds with the characteristics of a global citizen described in the previous section.

Belief in global-minded / globally competent teachers' being a prerequisite for a successful GCE program has led the researchers to study on this issue. Several research has focused on the characteristics of globally competent/globally-minded teachers, levels of global readiness, global competencies, or global-mindedness of teachers, and the factors affecting so called competencies. Longview Foundation (2008), one of the leading powers in preparing youth for the global age, released a

report and defined global competence as “*a body of knowledge about world regions, cultures, and global issues, and the skills and dispositions to engage responsibly and effectively in a global environment*” (p.7). The report suggests that to help students become globally competent, teachers (and the teacher educators who teach teachers) must have:

- the knowledge and curiosity of a range of world matters such as history, geography, international issues, cultures, environmental and economic systems as well as the knowledge of international aspects of their subject matters.
- language and cross-cultural skills required for an efficient communication with a diverse group of people in multicultural contexts, the usage of primary sources, and the recognition of multiple perspectives.
- pedagogical skills needed for examining primary sources, respecting different viewpoints, and identifying stereotypes.
- commitment to ethical citizenship, helping their students to become responsible citizens. (p.7)

Likewise, Asia Society International Studies School Network (ISSN), whose aim is to raise globally competent students ready for the world, believes that teachers make the difference and lists down certain skills and personal temperaments regarding an ISSN teacher as in follows:

- skilled and knowledgeable practitioners
- proficient thinkers and problem solvers
- culturally aware
- aware of world events and global dynamics

- literate for the 21st century
- collaborative team members
- effective users of technology and media
- responsible and ethical citizens (as cited in the Longview Foundation Report, 2008).

Zhao (2010) also uses the Longview Foundation report's definition for globally competent teachers and agrees that teachers themselves must be globally competent to instil global competence in their students. According to Zhao (2010) teachers need to be:

- informed about international testing and different educational policies and practices so that they could make comparisons, analysis, and interpretations to reflect on their own systems.
- sensitive and responsive to cultural and linguistic diversity in a world where migration is severe.
- have global perspectives.
- model global citizenship and cultural sensitivity to their students.
- aware of the interconnectedness of the world and be able to explain it to their students.

In addition to the reports and studies focusing on the definition or characteristics of globally competent teachers, there are also some other studies conducted data from the teachers themselves to see how well they fit into those definitions or features. For instance, Sadruddin and Amanullah (2015) conducted a study with 280 teachers from private and public schools in Punjab and Sindh, in Pakistan and examined the level of global-mindedness and global-readiness of

schoolteachers to see if they were qualified enough to contribute to students' global competency. The results showed that although teachers' level of global-mindedness in the sense of theoretical understanding was satisfactory, it was low regarding with the experience and professional qualification aspects.

Likewise, Shetty (2016) conducted a study to compare the global-mindedness of teachers of different branches. In her research, conducted through Hett's (1993) GMS, 80 Art and Science teachers in India were analysed and compared with this regard. Although Art teachers tended to perform higher, there was no significant difference observed between the global-mindedness level of the two groups and they both performed high. When each dimension was analysed separately, on the other hand, both groups performed the highest in the dimension of interconnectedness and the lowest in the dimension of global centrism, which also refers to a satisfactory level of theoretical understanding but lack of practical aspects.

In 2019 Kerkhoff, Dimitrieska, Woerner, and Alsup conducted a study to analyse the global-readiness state of K-12 public school teachers in Indiana regarding four main dimensions for global readiness: "*situated practice in the local context, integrated global learning with the standard course of study, instruction from a critical frame, and transactional experiences where students engage in active learning through intercultural collaboration*" (p. 11-12). It was found out that situated practice (learning that occurs when teachers make the topic, place, people, and time relevant by taking the academic social, cultural, transnational aspects into consideration) was the most and the transactional experience (teachers provide students with virtual/face-to-face opportunities for cross-cultural collaborations and communication) was the least developed aspects among Indiana state teachers. Contrary to a great number of studies in the literature, the findings of this study

suggested that there is no interconnectedness between travelling abroad and global competence of the teachers.

Another study pointing out the importance of professional qualifications while teaching global education was Abdullahi and Farouk's (2014). They examined the factors affecting teachers' global-mindedness, global knowledge, and pedagogy concerning global education. In the study that randomly selected secondary school teachers were divided into three different groups, GOSSE¹, non-GOSSE, and TWTOS², no interconnectedness was found between the global mindedness or global knowledge of the teachers and their age, gender, degree, or the year of teaching experience. However, the study highlights the importance of training in teaching global education on teachers' instructional strategies as well as on their mastery of global mindedness and global knowledge through its results indicating that the global knowledge of GOSSE group was significantly higher than the other two groups.

As well as studies that focus on in-service and pre-service teachers' qualifications with regard to the implementation of a global education to raise globally competent students in P-12 schools, there are studies taking the discussion one level above and discussing the roles of education faculties in this sense. Merry Merryfield (2000) agrees with the growing needs for teachers to teach for equity, diversity, and interconnectedness, but she puts the emphasis on the need to investigate whether the faculty in colleges and universities in education departments or other teacher educators are qualified enough to equip teacher candidates with the skills and knowledge they need to do that. In her research presenting the factors

¹ Globally Oriented Social Studies Education

² Teachers Who Teach Other Subjects

affecting nation universities' ability to prepare teachers for global and multicultural education, Merryfield (2000) has pointed out the significance of the diversity and equity of experiential knowledge in the sense of making the teacher education programs multicultural and global. The most important finding obtained was that the recognition of teacher educators regarding the fact that interaction of lived experiences, identity and power are the elements that have led their work to multicultural and global education. Most frequently mentioned differences by the participants were language, race, ethnicity, class, and national origin.

Like Merryfield (2000), Zhao (2010) also approaches this issue from a critical perspective, trying to help teachers by revealing the obstacles to their becoming globally competent and offering solutions for those. He insists on the essentiality of a globally oriented teacher education systems to meet the need for a new generation of teachers who can prepare the new generation for a global world. Six elements offered by Zhao (2010) for the solution of this issue are as in follows: advocating educational policy changes, shifting the teaching profession's thinking from local to global (cultural reorientation), explicit and well-articulated expectations, program realignment (international testing and educational practices, internships or service learning abroad, specialized educators for global education, etc.), comprehensive and coherent curriculum cooperating with other units at the campus, global education partnerships (university-wide, P-12 schools and community, and international) (p.428-429). Although his analysis is particular to the context of American education system, it can easily be generalised to many other nation-state countries.

To sum up, it can be said that there is a consensus on the belief that raising students as global citizens depends on globally-minded, globally-competent teachers. For this reason, as well as being proficient in their content area, we need teachers

who are culturally responsive, innovative, knowledgeable and sensitive about world issues, preferably bilingual or multilingual, collaborative team members. Yet, it seems unlikely without revising education departments preparing candidate teachers or supporting in-service teachers with necessary opportunities and guidance.

2.3.3. Empirical Studies on Global Citizenship Education

There is a great number of research conducted with various parties (pre-service and in-service teachers, academicians, curriculum specialists, school administrators, etc.) on Global Citizenship Education in the literature. According to the study results of Reysen and Katzarska-Miller (2012), which was conducted with in total of 1927 undergraduate college participants, one's identification of global citizenship as well as their global awareness positively correlates with their normative environment (their family, friends around them, etc.) and it predicts the identification of their having prosocial values; namely, valuing diversity, social justice, environmental sustainability, intergroup helping, and responsibility to act. Although teachers may not directly constitute students' normative environment, their being models of global citizens is crucial in GCE since they are among the people with whom the students spend most of their daytime. Besides, teachers' involving topics and skills relevant to GCE in their active teaching practices is essential. For these very reasons, this section will mainly present the studies that have been conducted with in-service teachers, inspiring this study with their findings in the sense of deciding upon the aspects to be researched and elaborated.

Al-Maamari (2022) conducted a study on GCE education in Geography context and found out that social studies teachers specialized in Geography mostly associated GCE with its cosmopolitan aspect, including 'political' (international institutions (e.g. UN), maintaining order in world, helping), 'moral' (solidarity

towards other people, donation), 'economic demands' (variety of international brands, human mobility), and 'environmental issues' (air pollution, climate change, species extinction, natural resources). When it comes to possible GCE topics handled in the Geography curriculum, border conflicts, international relationships, peaceful solution, mutual respect among nations, appreciating the world interdependence, encouraging students to follow current issues in media, analysing the impact of human activities, tourism, consumerism, industry development, World Trade, valuing different conditions of development, migration, agricultural problems, poverty, hunger, city and youth problems, sympathy for people in need, global warming, disasters, and pollution are mentioned by the teachers. This is a very useful source for curriculum specialists in Geography in terms of providing a matrix showing the relationship between associated components of GC (cognitive, socio-emotional and behavioural dimensions) with GC orientations (political, economic, moral, and environmental).

In another research, which was conducted by Rapoport (2013) with high school Social Studies teachers, the way how teachers use the conceptual framework of global citizenship in the Social Studies classroom and what curricular devices and pedagogies they use to address different aspects of global citizenship were studied and 'understanding of other cultures', 'learning and understanding of the world around us', 'being aware of global interdependence', 'better understanding of the place of one's own country in the world' (U.S. in the context of that study) were emerged as main themes. No differentiation was observed between methodologies and techniques used for regular topics and GCE related topics, but comparison was remarkably the second mostly used method after lecturing (e.g., comparison of cultural habits: food, clothes, traditions; of religious ceremonies and scriptures; of

GDPs; of working conditions; of behavioural patterns; of labour legislation; and of structures of government). One of the very essential findings of this study is that none of the participants used any of the terms GCE, GC, or WC, which can be interpreted as a) even though teachers implement GCE-related topics in their classes, they are not aware of it, and they do not do it systematically or b) they see these concepts something not to be mentioned due to some political or administrative issues.

In the study conducted by Yeoh (2017), Science and Math teachers from all 11 ASEAN countries were included and asked for suggestions regarding how GCE could be embedded into science and math education. Math teachers mentioned the use of global economic problems to teach problem solving by developing creative and critical thinking through problem-based learning to engage learner's curiosity and directly encourage students to think globally whereas science teachers referred to sharing of resources advocating global issues, sustainable development, environmental issues, global human rights, love of nature, using English to teach science. Besides, both groups emphasized the importance of project-based learning in the sense of GCE and stated their willingness to make the world more equitable and sustainable place. This study sets an example in terms handling GCE in a context consisting of countries that do not have GCE in their curriculum (in ASEAN and beyond).

In a more comprehensive study, signature pedagogies that in-service teachers used in Math, Science, Music, Social Studies, and language classes across elementary schools and into middle and high schools while infusing GCE in both expected and unexpected subject areas were examined by Wagner, Parkhouse, Glazier, and Cain (2016). It was seen that all the teachers used global examples such

as diverse countries/cultures/ conditions, challenges common across human experience, multiple perspectives, empathy, valuing, tolerance. Language arts teachers referred to the usage of reading materials from multiple cultures-book report, poster presentations, matching idioms around the world, daily news stories, or video-chats of their students with individuals from different countries, pen pal exchanges, community service and service-learning projects whereas Science teachers mentioned energy use around the world, eco-friendly energy resources, empathy for other countries not having same opportunities, caring for animals and plants that we all share, writing a letter to the President of the United States with regard to the steps he should take to solve the global energy crisis. When it comes to Music classes, teachers gave examples like comparing songs and musical genres from different Latin American countries, providing background knowledge of the geographic location of the country of origin while introducing a musical genre, explaining the history and politics of each country's music education systems, having students sing and play songs in Spanish, or incorporating world languages into music class through the lyrics of the songs. This study is essential in terms of illuminating each signature pedagogy under the three structures as Shulman (2005) suggested 1) surface, 2) deep, and 3) implicit structures (as cited in Tichnor-Wagner et. al., 2016).

In the study Veugelers (2011) conducted with teaching methodologists, teachers, and school managers on the moral and political aspects of GCE, similar dimensions, skills, and topics have been emphasized such as the importance of 'international development', 'multicultural classes', 'analysing and appreciating the complexity of global issues', 'responsibility', 'openness to diversity', and 'tolerance'. For practical senses, activities like running exchange projects between schools and discussions on ethical/fair/green branding through fashionable clothes

that students wear are listed down by the respondents. However, GCE education was criticized in terms of often putting much more emphasis on institutions rather than targeting more concrete social practices, emphasizing cultural issues too much whereas neglecting economic differences, and lacking connection between local and global events. Like many other studies in the literature, this study also shows that GCE remains at the level of raising awareness and individual effort rather than leading to collaborative and long-term social actions.

In another study, whose interview questions were developed based on Veugeliers' (2011) findings, an international school and a local Israeli school context were compared in terms of conceptualization of teacher perceptions of GCE, and it was aimed to reveal discrepancies between theory and practice (Goren and Yemini, 2015). *Interaction with others, diverse cultures, interconnectedness and globalized world, and clash with national identities* were main concepts mentioned by the teachers. While teaching English and providing students with global competencies were given as example practices of GCE, no reference was made to human rights or social justice. Although Goren and Yemini's (2015) study was specific to Israel context, it says a lot about the difference between international and local school climates. It was found out that international schoolteachers explicitly and comfortable stated their opinions on the issue, described themselves and their students as global citizens, and identify local schools as ill-equipped for GCE whereas Israeli teachers in the local school were unfamiliar to the concepts and expressed their anxiety regarding inclusion of GCE into curriculum might lead to a weakening of national identity.

In South Korean context, teachers' experiences in GCE teaching were analysed from postcolonial and neoliberal point of views by Kim (2019). Similar to

the results that Goren and Yemini (2015) obtained from international school teachers in Israel, in this study conducted with social studies teachers again, it was found out that teachers see GCE as luxury or elite education because it is often implemented in extra-curricular and supplementary classes due to the lack of attention to it in textbooks, curricula, and standardized testing and only students whose socioeconomic background provides access to international experiences (or GCE-related field trips within the school contexts) could get benefit from GCE. Besides, teachers who try to implement more critical GCE stated that they feel discouraged because of prevalence of standardized testing and high-stakes accountability. The portion of GCE-related content in the exams were seen as very low and this dissuaded teachers from teaching those contents in class. This study is especially important in the sense of reflecting teachers' voices stating that textbooks and curricula mostly present Eurocentric or U.S. centric accounts and perspectives, which might lead to stereotypical and racist attitudes that are complete opposite of GCE aims and objectives.

Another study making references to teachers' complaints regarding the absence of references to GCE in official curriculum and the pressure to cover too many other important topics in the curriculum was conducted by Larsen and Faden (2008). In the study, in which the authors presented only a smaller part of a broader study, it was stated that two major themes regarding GCE emerged based on teacher responses: 1) *awareness of global issues/events/diversity in the world* and 2) *interconnections between students and the world around them*, and most of the teachers saw citizenship in GCE as a part of more activist-based pedagogy. For this reason, they mentioned the need for going beyond just teaching about the world and instead teaching student to take responsibility to consider not only their own interests

but also others. This study is crucial in terms of pilot testing a GCE teaching kit and examining teachers' perceptions, attitudes, and beliefs about becoming global citizen educators before and after it. In this sense, providing teachers with a new way of approaching the issues and being an eye-opening experience were two main descriptions regarding GCE teaching named by the participants.

Apart from the studies above, Schweisfurth (2016) conducted a study with secondary school teachers in Ontario to examine the teacher agency and curricular structure and she found out that although schools and colleagues were not supportive enough, there was a strong sense of accountability among teachers, and for them, finding or creating space for global citizenship education was the prime imperative, not an inclusive participation. When it comes to teaching practices mentioned by the teachers, the teachers were able to provide several activities and tasks. Designing a pamphlet on four-wheel drive vehicles to highlight their environmental impact, hosting a street party where fair-trade coffee would be an offer, running a mailing campaign about the issue, organizing a multicultural benefit concert to raise awareness of different cultures, taping paper landmines across the school to raise awareness of the landmines and petitioning US government to ban them, analysing a Disney film from conflict theory, feminism, racism, social classes point of view., and writing/listing down/analysing/thinking about underlying causes of a global problem and considering possible solutions were the ones listed down. This study is fundamental in the sense of showing that teachers see GCE as something to be handled primarily within the curricular activities rather than complementary extra-curricular activities.

Furthermore, Oxley and Morris' (2013) typology, which was previously explained in the section about interpretations of GCE, is also illuminating in terms of

providing us with a deep analysis of what categories of GC is prevalent or not, or to what extent they are prevalent in a school curriculum in the context of England. According to their analysis, cultural and social forms of GC is more prevalent in curriculum, which suggests that topics focusing on multicultural awareness or awareness-raising, relationship-building between schools and pupils in different countries and cultures, cooperation, inclusion, globalization of arts, media, languages, sciences and technologies, positive features of multiculturalism are more common in the curricula while political, environmental, and spiritual forms of GC have either no or very limited place in the curricula.

When it comes to the studies conducted in Türkiye, like several research across the world, many studies in Türkiye on GCE have also been conducted with pre-service teachers or other college students (Gürsoy&Sağlam, 2011, Temel, 2013, Alabay&Güder, 2019, Erbaş&Özbaşı&Genç, 2023, Gürbüz&Deniz, 2023, etc.). Besides, it appears that GCE and WCE (World Citizenship Education) are used interchangeably very often in Türkiye context. For instance, Ceylan (2013) conducted a study to investigate pre-school teachers' views on World Citizenship Education (WCE) through original version of Gallavan's (2008) '*The Questionnaire Form of the 21st Century Global Citizenship Education*'. 345 pre-school teachers working in state schools in five different provinces of Türkiye (Yalova, Afyon, Eskişehir, Aksaray, Rize) involved in the study. The results obtained indicated that most of the teachers want to involve WCE into their teaching practices and they believe that pre-school curricula must involve WCE; however, it was also stated that neither the curricula that the pre-school teachers were exposed to during their teacher education nor the teaching experiences they gained as in-service teachers have not prepared them to do so. The study also revealed the understandings of those pre-

school teachers in terms of the definition of WC concept and equal rights and freedom, democracy, accepting, respecting, and valuing diversity, and tolerance were at the top of those definitions. This study is striking in the sense of showing the inadequacy of knowledge of teachers regarding WCE because according to the data, while 50 out of 345 teachers offered activities introducing different countries and cultures and 34 teachers suggested topics involving environmental awareness and consciousness to implement WCE, which were the top two answers, 23 teachers stated that they have no idea/information about what topics/activities can be involved to implement WCE to pre-school children.

Similarly, Çermik, Çalışoğlu, and Tahiroğlu (2016) conducted a descriptive survey model study to analyse the opinions of 80 primary school teachers (teachers who teach the same class through Grade 1-4) working in the province of Ağrı, in Türkiye, regarding the global citizenship education by using '*The Questionnaire Form of the 21st Century Global Citizenship Education*' developed by Gallavan (2008) and translated by Cevher-Kalburanand et. al. (2009). Among 11 different definitions uttered by the respondents the most frequently mentioned ones are: 'all people's across the world having equal rights and responsibilities', 'caring about the problems across the world and striving for finding solutions to those', 'serving the duty of being a citizen on the global level', 'not being discriminative', and 'standing up to racism and nationalism'. Even though it does not present any teaching practices, this study is very valuable in terms of revealing teachers' opinions regarding what issues/subjects regarding GCE must be involved into primary school curricula and what teaching techniques and methods need to be used while doing that. 'Common human values', 'individual rights and freedoms in other countries', 'responsibility', and 'the common heritage of humanity' are at the top among the

topics suggested, whereas ‘research and investigation’, ‘discovery’, ‘field trip and observation’, and ‘presentation’ are among the top teaching techniques and methods offered by respondents. Moreover, the study results remarkably revealed that the teachers are willing to teach GCE to primary school students; however, they do not find themselves competent enough to do it because neither the primary school teachers undergraduate programme curricula nor their teaching practices have been efficient enough to prepare them to instil such an education.

In her research with English teachers in Türkiye on the integration of GCE into ELT courses, Başarır (2017) also listed down ‘respect’, ‘sensitivity’, ‘sense of belonging’, ‘responsibility’, ‘openness’, ‘humanitarian assistance’, ‘conflict resolution’ (e.g. racial discrimination, wars and conflicts, hunger etc.), ‘diversity’, and ‘global issues’ as main concepts regarding teacher perceptions of GCE.

Although more than half of the participants stated that they do not involve any specific activities to implement GCE into their teaching practices, some mentioned addressing global issues (through making discussions about global issues) and role modelling (through reflecting global citizenship on one’s behaviours). This study is significant in terms of understanding how teachers see their roles and responsibilities regarding GCE in ELT courses context and how these perceived roles could contribute to the school climate. Teaching about national and global citizenship as well as teaching about different cultures as an ‘*informer*’, and behaving and speaking in a less discriminative manner, being conscious about global issues, and being respectful to diversities as a ‘*role model*’ were two main roles and responsibilities perceived by the teachers.

The search obtained from National Thesis Centre data base of Türkiye (Tez Merkezi, Yüksek Öğretim Kurulu Başkanlığı, 2022) by typing “GCE” (*Küresel*

Vatandaşlık Eğitimi) as key-word in the search engine revealed that only six thesis (three master and three doctorate degree) have been published about this topic so far. For his doctoral dissertation, Çolak (2015) conducted a comprehensive study using mixed method in İstanbul (Kadıköy district) with the teachers of Citizenship and Democracy Education and Social Studies lessons and the students (Grade 4-5-6-7-8) who take these lessons. 100 teachers and 1054 students participated in the quantitative part of the study and 15 of those teachers and 105 of those students also participated in the qualitative part of the study. This study handled GCE in terms of the detailed analysis of the course book contents (relevant units, themes, objectives, etc.), students' and teachers' views regarding a GC, and their views and thoughts on GCE as a part of Citizenship and Democracy Education and Social Studies lessons. According to the study results, the Citizenship and Democracy Education and Social Studies curricula were found to be inadequate and insufficient, and it was figured out that concepts relevant to GC and GCE are only covered indirectly through the curricula. Like other studies, this study also showed that teachers but especially the students do not have adequate knowledge about the concept while both groups' answers indicate that they have positive attitudes and thoughts toward GC and GCE. The study is very important in terms of coming up with six dimension to describe GC based on the detailed literature review conducted by the researcher, which are 'other people and cultures', 'state of the world and its problems', and 'the world as a system' (based on Kirkwood, 2001, as cited in Çolak, 2015), (active) 'participation' (based on Morais & Ogden (2011, as cited in Çolak 2015), 'local and/or global belonging', and lastly 'characteristic features of a global citizen' (based on OXFAM, 2006, as cited in Çolak 2015).

Similarly, Akyüz (2019) conducted a longitudinal case study with 30 pre-service English language teachers (21 females and 9 males) by combining quantitative and qualitative data. Pre, post, and delayed levels of GC of the pre-service teachers before and after the treatment were described through the quantitative data obtained from the Global Citizenship Scale (GCS) developed by Morais and Ogden (2010). The results indicated that the levels of GC of the pre-service teachers significantly increased after the treatment (GCE programme). It was also seen through a paired samples t-test that the treatment had a *very large* effect on pre-service teachers' GC levels regarding global civic engagement aspect and had a *large* effect regarding the global competence aspect, whereas it had a *medium* effect on the social responsibility aspect. Like the quantitative data, focus group interviews also showed that students' perceptions regarding six main themes; namely, '*definition of GC, characteristics of a global citizen, understanding of self as a global citizen, the possibility of denying GC, teachability of GC, and the role of English teachers in raising global citizens*' (p.126) were also enhanced after the intervention. Besides, analysis of micro-teaching lesson plan contents revealed that students mostly have a tendency to include listening and reading activities and prefer speaking tasks (performance-based activities) when they feel knowledgeable and competent in the topics and the relevant content. The results obtained from the study are beneficial in terms of showing the need for and importance of integration of GCE programs into teacher education pedagogies as one of the first steps as well as handling the issue not only from the perception and perspective point of views but also from the practices aspect.

In conclusion, the literature review based on empirical data identified recurring themes (interconnectedness, equality, sustainability, etc.), skills (critical

thinking, empathy, etc.), and attitudes and values (openness toward curiosity, respect for cultural otherness, etc.) associated with Global Citizenship Education (GCE) across various studies. These studies primarily focused on the teachers of Social Studies, Geography, Citizenship lessons, and Language courses and the participants often self-selected or chosen for convenience, which may overestimate teacher adoption of GCE. Additionally, most studies employed qualitative methods, highlighting a need for quantitative instruments. Finally, the reviewed research mainly involved pre-service teachers, suggesting a gap in studies with in-service teachers and educators from diverse disciplines. In light of this need, I developed a survey instrument to capture how often the middle school teachers undertake GCE in their classes, and if they feel a need to include any new GCE content in the middle school curriculum that may be significant for students.

2.4. Summary of the Literature Review

The literature review covers the various dimensions of global citizenship and global citizenship education (GCE), examining their theoretical foundations, practical implementations, and empirical research findings. First, the need for GCE as a comprehensive, multifaceted educational framework under the current technological, social, and environmental changes have been explained through various reports. Also, essential knowledge, skills, values, and attitudes required to develop global competencies are highlighted. Then, the educational context in Türkiye has been analysed to see how it aligns with GCE principles, and the efforts put to adapt global changes in education and the challenges faced in particular with the areas like equity, inclusiveness, and evaluation have also been identified. Thirdly, different interpretations of GCE (e.g. social, moral, political) have been examined and the crucial role of educators with global competencies and global mindset in GCE have

been focused on. The necessity for culturally responsive, innovative, and knowledgeable teachers, and calls for revisions in teacher education programs and support for in-service teachers have been emphasized. Finally, based on the review of empirical studies on GCE, it has been noted that the predominance of qualitative methods and the focus on pre-service teachers suggest a need for more quantitative research and studies involving in-service teachers, which is why a survey instrument was developed to conduct this research, aiming to address this gap.

CHAPTER 3

METHOD

This chapter involves the information regarding the overall research design, population and sampling, data collection tool and data collection and data analysis procedures, and the limitations of the study.

3.1. Research Design

Survey design is one of the most useful ways of seeking answers to descriptive questions and to identify certain trends and behaviours of the participants quantitatively (Cresswell, 2014). Since my interest was to reach out all accessible teachers in an institutionalized school to capture as many visions, and experiences as possible, I concluded that employing a cross-sectional survey design for this study would be most relevant for this purpose. A cross-sectional survey design is a research design in which the information is collected from a predetermined sample, at just one point in time (Fraenkel, Wallen, and Hyun, 2019). Fraenkel et al. (2019) summarize the major characteristics that most surveys have is as a) collecting data from a sample rather than the whole population, b) collecting the information from a sample mainly through asking questions to the members of it, and c) aiming to describe some aspects or characteristics of a sample in a way to describe the population based on those descriptions. Since this study aims to explore middle school teachers' visions and instructional practices regarding GCE components without any interference, survey design has been considered as the most viable option to seek answers for the following research questions:

1. How do middle school teachers in an institutionalized private school view global citizenship education?
2. What Global Citizenship Education related topics and skills are recognised by the teachers in the current curriculum?
3. What are the most and the least frequently addressed Global Citizenship Education categories through teachers' instructional practices?
4. How often do teachers with different credentials engage Global Citizenship Education components in the knowledge, skills, values and attitudes levels in their classes?
5. What additional topics and skills can be integrated into subject-based curricula to enforce Global Citizenship Education?

In order to seek answers for the research questions above, under the supervision of my advisor, I developed a subject-completed data collection instrument including both close-ended and open-ended questions. The scale items were constructed by taking the Oxfam's (2015) GCE guide for schools into consideration as the main resource. The instrument is called as Global Citizenship Education Integration Index (GCEII) and will be further explained in the following sections in detail. In population of this survey design, there are middle school teachers in a private school. 144 of the volunteer teachers who responded to the online instrument formed the sample of this study. The purpose underlying reaching middle school teachers only is in alignment with Oxfam (2015) GCE Curriculum that addresses 11-14 aged middle school students' needs and readiness levels. The research flow can be seen in Figure 4 below.

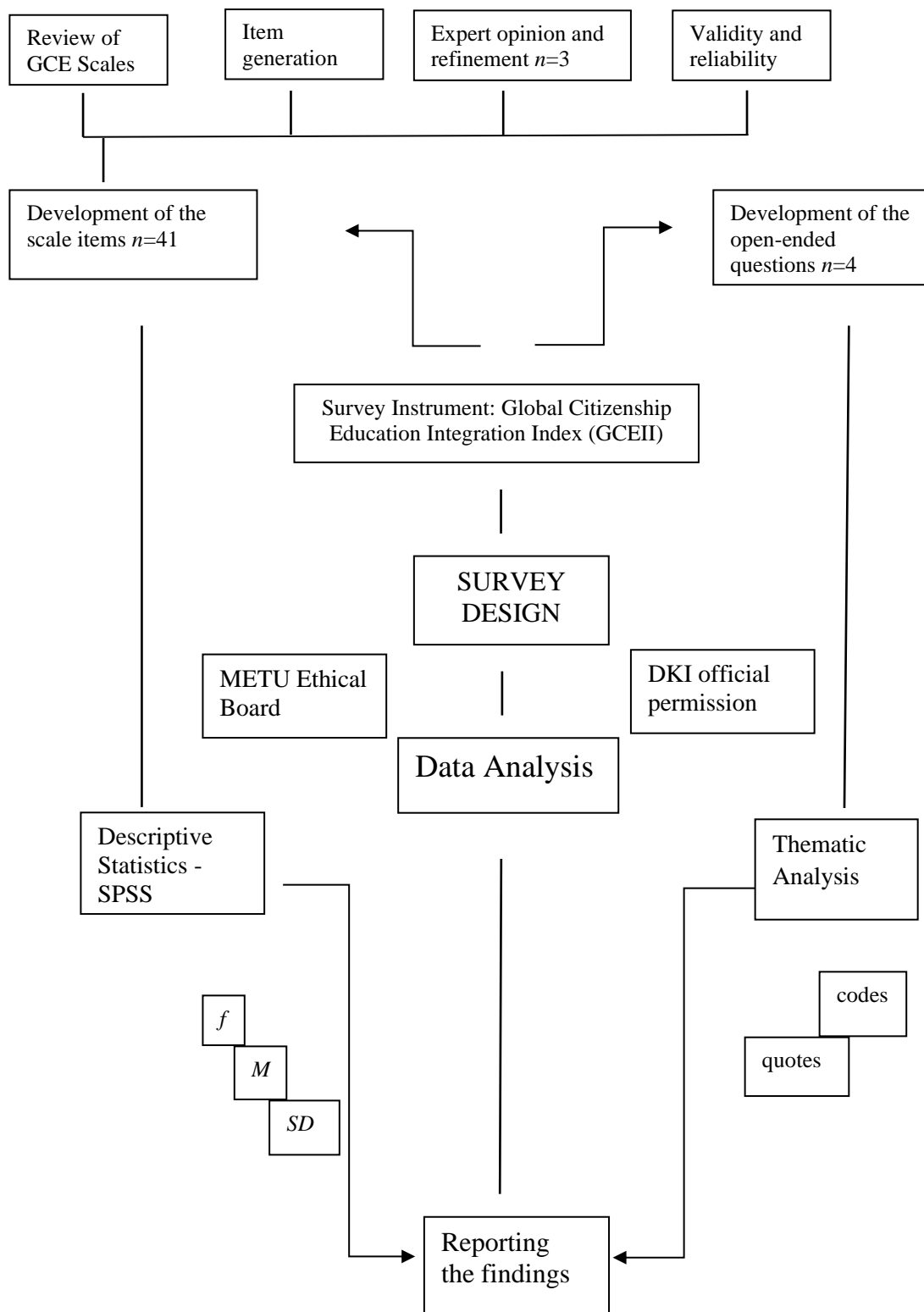


Figure 4. Research Flow of the Study

3.2. Population

Middle school teachers affiliated with a private school from all experience levels and subject areas constitute the population of this study. The target population of this research is all teachers working at one of the middle schools affiliated with a private institution in Türkiye, which is referred as the *Development of Knowledge Institution* (DKI) pseudonym throughout the rest of the study for confidentiality purposes.

At first, cluster random sampling was planned to be applied to reach middle school teachers with different credentials considering an equal proportional distribution, but due to the institutional inquiry and propriety reasons, the agreement and permission of DKI general directorate authorized sending the survey link to the school principals only once so that they would forward the survey participation invitation to the middle school teachers in their schools.

Out of a population of $N = 1144$ permanent full-time K-12 teachers working in middle schools affiliated with DKI, $n = 144$ of them responded to the survey within less than ten days, which indicates at least a 13% return rate was achieved. Ultimately, the sample of the study was 140 middle school teachers when the invalid data was removed. Since there was no report if the full-time teachers were active or on leave due to several reasons such as pregnancy, loss of a family member or other distinguished issues at the time the instrument link and participation invitation was sent to the entire teacher population, it was not possible to calculate the exact numbers of participating teachers.

3.2.1. Demographics of the Sample

There were no restrictions regarding collecting the personal background of the sample of 140 teachers in terms of their ages, degrees, or experience levels. Table

1 reveals the sample and gender distribution of the study. More than three-third of the participants (76.4%) are females ($n=107$) and 22.9% are males ($n=32$) and one of the respondents preferred not to mention their gender (Table 1). Considering the inequal gender distribution in teaching profession in Türkiye, it was expected to see that female respondents would outweigh in this research, too.

Table 1. Gender of Participants

Gender	<i>n</i>	%
Female	107	76.4
Male	32	22.9
Prefer not to say	1	.7
Total	140	100.0

As for the participants' ages, as seen in Table 2 it ranges from 25 to 65 and the mean age is 39.03, meaning that most of the participants are in their late 30s, and can be identified as experienced teachers in the middle of their teaching career.

Almost forty percent (38.6%, $n=54$) of the participants are aged between 24-35 and 40% ($n= 56$) are aged between 36-45 whereas almost one fifth (21.4%, $n=20$) of the participants are aged 46 and above.

Table 2. Grouped Age

Groups	<i>n</i>	%
24-35	54	38.6
36-45	56	40.0
46+	30	21.4
Total	140	100.0

When it comes to the faculties of the sample, as Table 3 represents there are both education faculty graduates and graduates of other faculties among the participants. More than half of the teachers are graduates of education faculties (61.4%, $n=86$) whereas 38.6 % ($n=54$) of them graduated from other departments. Taking the teaching certificate system of Türkiye into account, mostly language teachers constitute the ‘other’ faculty category as graduates of Literature departments of the Faculties of Arts and Sciences have the chance of applying for pedagogical formation certificate programmes. Similarly, graduates of Mathematics, Physics, Chemistry, and Biology departments of the Faculties of Arts and Sciences hold the necessary requirements to apply for pedagogical formation certificate programmes for being Math or Science teachers. Lastly, Arts & Sports teachers need to be graduates of the Faculties of Fine Arts and the Faculties of Sport Sciences whereas Religious Culture and Ethics Course teachers need to study in the Faculties of Theology.

Table 3. Faculties the Sample Graduated from

Faculty	<i>n</i>	%
Faculty of Education	86	61.4
Other	54	38.6
Foreign Languages	22	15.8
Mathematics	9	6.4
Arts & Sports (well-being)	9	6.4
Turkish	7	5.0
Science	4	2.8
Social Sciences	3	2.2
Total	140	100.0

As for the educational attainments of the teachers, it is seen in Table 4 that the majority of the teachers hold bachelor’s degree (68.6%, $n=96$) whereas 29.3%

possess master's degree ($n=41$). Only three teachers (2.1%) earned doctoral degrees out of 140.

Table 4. Educational Attainment Levels of the Participants

Level	<i>n</i>	%
Bachelor's Degree	96	68.6
Master's Degree	41	29.3
Doctoral Degree	3	2.1
Total	140	100.0

When it comes to the subject-areas of the teachers, more than a quarter of the whole participants are English teachers (27.9%, $n=39$), followed by Math teachers with 14.3% ($n=20$). The distribution of Turkish teachers (11.4%, $n=16$) and Science teachers (11.4%, $n=16$) are equal in the sample. The Social Studies teachers constituted the 10% ($n=14$) of the participants with 5 teachers only teaching Social Studies course, 3 teachers only teaching History of Turkish Revolutions & Atatürk's Principles course, and 6 teachers teaching both. The participant number of the teachers of other subject areas remained below 10. The number of teachers teaching one of the second foreign languages (German, Spanish, French) is equally distributed with 3 under each and the total percent of second foreign language teachers is 6.3 ($n=9$). Only 8 teachers (5.7%) teaching Physical Education (PE) participated in the study, followed by 5 Visual Arts teachers (3.6%). One out of those 5 teachers stated that she is teaching both Visual Arts and Technology and Design courses this term whereas only 1 teacher participated in the study who teaches only Technology and Design course. Music teachers formed 4.3% of the participants ($n=6$), followed by Information Technologies & Software (IT) teachers with 2.9% ($n=4$). Only 2 teachers teaching Religious Culture and Ethics Course answered the survey (1.4%).

As the distribution of teachers with different credentials is not equal, a categorisation as shown in Table 5 was made, especially to compare the mean scores obtained from the scale items more comprehensively. According to this, six categories emerged: foreign languages (English, Spanish, German, French), mother-tongue (Turkish), Natural & Applied Sciences (Science, IT, and Technology and Design), Social Sciences (Social Science, History of Turkish Revolutions and Atatürk’s Principles, Religious Culture and Ethics), and Arts & Sports (Visual Arts, Sports, PE).

Table 5. Teaching Credentials of the Sample

Fields and Credentials	<i>n</i>	%
Foreign Languages	48	34.3
English	39	27.9
Spanish	3	2.1
German	3	2.1
French	3	2.1
Mathematics	20	14.3
Maths	20	14.3
Natural & Applied Sciences	21	15.0
Science	16	11.4
IT	4	2.9
Technology & Design	1	.7
Social Sciences	16	11.4
Social Studies and History of Turkish Revolutions & Atatürk's Principles	14	10
Religious Culture and Ethics Course	2	1.4
Mother-tongue	16	11.4
Turkish	16	11.4
Arts & Sports (well-being)	19	13.6
Visual Arts	5	3.6
Music	6	4.3
PE	8	5.7
Total	140	100.0

Experience of the teachers in their profession ranges from 1 to 44 years as seen in Table 6. It is seen that the distribution of the teachers whose experience in teaching profession is between 1-10 years (36.4%, $n=51$) and 11-20 (42.1, $n=59$) years is so close. Around one fifth of the participants (21.5, $n=30$) stated that they have been teaching more than 21 years.

Table 6. Experience in Teaching Profession

Experience in teaching profession	<i>n</i>	%
1-10 years	51	36.4
11-20 years	59	42.1
21+ years	30	21.5
Total	140	100.0

Weekly teaching hours of the teachers which is illustrated in Table 7 shows that the teachers teach between 2 to 45 hours and the mean hour is $M=23.29$. It is seen that most of the teachers teach between 21-25 hours in a week (41.4%, $n=58$) followed by 38.6% of teachers ($n=54$) teaching over 25 hours a week. 9.3% of the teachers have 1 to 10 teaching hours a week whereas 6.4% teach about 11 to 15 hours ($n=9$). Less than 5% of the teachers have teaching hours between 16 and 20 hours (4.3%, $n=6$). The teachers teaching 10 hours or less in a week might be affiliated with other responsibilities such as head of a department or vice principals.

Table 7. Weekly Teaching Hours of the Participants

Weekly teaching hours	<i>n</i>	%
1-10	13	9.3
11-15	9	6.4
16-20	6	4.3
21-25	58	41.4
25+	54	38.6
Total	140	100.0

3.3. Data Collection Instrument

I collected the data online through an online instrument, Global Citizenship Education Integration Index (GCEII), that I developed under the supervision of my advisor. I took Oxfam's (2015) GCE framework as a reference point while developing this instrument. In this section I report on the instrument development phase as well as the validity and reliability aspects.

3.3.1. Instrument Development

As the data collection tool, a subject-completed online survey was used. The instrument includes one compulsory and three optional, in total of four open-ended questions and a 41-item frequency rating scale developed by the researcher. The first, second, third, and fourth open-ended questions in the instrument aim to find out answers for the research questions 1, 2, and 5 respectively, whereas 41-item frequency rating scale was administered to seek answers for the research questions 3 and 4.

To develop the instrument (GCEII), DeVellis' (2003) eight main steps to be followed for an instrument development were taken as the primary reference, namely, deciding upon the focus and scope of the measurement, item pool generation, decision regarding measurement format, getting expert opinion, including validation items, piloting, evaluation of items, and optimizing the scale length. In addition to those eight steps, existing scales developed by other researchers in the field of global citizenship (particularly Morais and Ogden's (2011) and Hett's (1993)) were addressed, too.

After reviewing the current literature and deciding upon conducting a study on GCE with in-service teachers, I searched for an appropriate measurement tool, but for various reasons I could not find an existing instrument suitable for my research

questions. For this reason, I decided to develop an instrument that (i) I could administer quantitatively, (ii) would address all core curriculum teachers working at middle school level, (iii) focus on practical dimension regarding GCE on three key levels.

a) Focus of measurement: DeVellis (2003) says that “We develop scales when we want to measure phenomena that we believe to exist because of our theoretical understanding of the world, but that we cannot assess directly”(p.9) and as the researcher of this study I believe that GCE related topics, skills, and attitudes do exist and are, could be, and must be addressed explicitly or implicitly in all core curriculum subjects, not just in Social Studies classes. For this reason, the focus of measurement of this scale is on instructional practices of the teachers within the scope of the four level of teaching and learning (knowledge, skills, values, and attitudes) and Oxfam’s (2015) GCE categories.

b) Item pool generation: While generating the items, existing scales about global citizenship or global citizenship education were examined initially. Dimensions and items were analysed thoroughly, and some adaptation procedures were attempted at first (See Boxes 1, 2, and 3). As the adapted items did not meet the needs of this research, a new scale was developed based on Oxfam’s (2015) GCE school guide. The whole item generation procedure is explained in detail below.

First, I thought that I might adapt some of the items from Morais and Ogden’s (2011) or Reysen and Miller’s (2013) scales as the dimensions they focused on were appropriate. Morais and Ogden’s (2011) ‘Global Citizenship Scale’ consists of three main dimensions- social responsibility, global interconnectedness, and global competence- with six related sub-dimensions whereas Reysen and Miller’s (2013)

scale is based on nine dimensions which mostly correspond to Morais and Ogden's (2011) main and sub-dimensions.

There are in total of 30 items in Morais and Ogden's (2011) GCE scale. I listed down all the dimensions and sub-dimension with the items belonging to each and then selected the ones that might stay within the scope of this research and eliminated the rest. Although the dimensions and sub-dimensions that formed the ground of their scale were appropriate for the context of GCE, since the items were formed to measure education abroad outcomes and developed for student participants, I needed to eliminate most of them and the items that I attempted to transfer remained weak. Brief examples illustrating the adaptation attempts are presented in Box 1.

MORAIS AND OGDEN (2010) – GCE

1st Dimension: Social Responsibility (SR)

a) Global justice and disparities (5 items)

SR.1.1 *'I think that most people around the world get what they are entitled to have.'*

(not single item in this dimension could be transferred)

2nd Dimension: Global Competence (GC)

a) Intercultural communication

GC.2.1 *'I unconsciously adapt my behaviour and mannerisms when I am interacting with people of other cultures.'*

- I open up class discussions on adapting our behaviour and manners when interacting with people of other cultures.

GC.2.3 *'I am able to communicate in different ways with people from different cultures.'*

- I teach my students about different ways of communicating with people from different cultures.

3rd Dimension: Global civic engagement

a) Involvement in civic organisations

GCE.1.1 *'Over the next 6 months, I plan to do volunteer work to help individuals and communities abroad.'*

- I ask my students to plan a volunteer work to help individuals and communities abroad.

Box 1. Attempt to Transfer Items from Morais and Ogden's (2011) GCE Scale

Then, I moved on with Reysen and Miller's (2013) scale that includes nine dimensions, most of which were corresponding with the dimensions that Morais and Ogden (2011) also involved. I listed down each item under the relevant dimensions, selected the ones that could possibly stay and eliminated the ones that were irrelevant to the scope of this research. However, as their study focused on the relationship between antecedents and outcomes and the items were more appropriate to measure the beliefs and attitudes, I failed at adapting this scale, either. Brief examples illustrating the adaptation attempts are presented in Box 2.

<p>REYSEN AND MILLER (2013)</p> <p>1st Dimension: Normative Environment (2 items)</p> <ul style="list-style-type: none">• <i>'Most people who are important to me think that being a global citizen is desirable'.</i> (items in this dimension could not be transferred) <p>7th Dimension: Environmental sustainability. (2 items)</p> <ul style="list-style-type: none">• <i>'People have a responsibility to conserve natural resources to foster a sustainable environment'.</i><ul style="list-style-type: none">➤ Through some activities and/or discussions, I instil the sense of responsibility in my students to conserve natural resources to foster a sustainable environment. <p>9th Dimension: Responsibility to act. (2 items)</p> <ul style="list-style-type: none">• <i>'Being actively involved in global issues is my responsibility'.</i><ul style="list-style-type: none">➤ I brought activities highlighting and explaining why it is important to actively involve in global issues into my classes.
--

Box 2. Attempt to Transfer Items from Reysen and Miller (2013)

I also examined a set of other instruments that were mentioned in Morais and Ogden's (2011) study and attracted my attention, which were:

Global Beliefs in a Just World Scale (Lipkus, 1991)

Global Competence Aptitude Assessment (Hunter et al., 2006)

Global Proficiency Inventory (Braskamp, 2008; Braskamp et. al. 2008)

Intercultural Development Inventory (Hammer et al., 2003) (as cited in

Morais & Ogden, 2011, p. 451),

and some other instruments that I found through my own search such as Cross-cultural world-mindedness scale (Der-Karabetian & Jack, 1993), The Globalcitizenship Inventory (Van Gent, Carabain, Gorede, Boonstoppel, & Hogeling, 2013), Gallavan’s (2008) questionnaire on world citizenship, and Global Citizenship Attitude Scale (Göl, 2013) to check if they could be suitable for the purpose of this study, but each needed to be eliminated due to one or more of those four reasons: a) focusing on beliefs and attitudes of the participants rather than practical aspects, b) being developed for students, teenagers, or pre-service teachers, c) involving very few items, or d) not being free of charge.

Even though Morais and Ogden’s (2011) or Reysen and Miller’s (2013) scales could not be adapted successfully, they, with the other scales I listed above and the studies I reviewed in Chapter 2 as well as the categorical and conceptual information provided by UNESCO, the World BANK, and OECD reports regarding GCE enabled me to make an inventory listing down certain concepts, dimensions, skills, topics, etc. that need to be addressed through GCE (Table 8). In appropriate with the scope of this research and the cultural, social, and political settings in Türkiye, I put some ticks near the concepts in the inventory that I must include, which in the end led me to Oxfam’s (2015) *Education for Global Citizenship: A guide for schools* as its descriptors correspond with several of these concepts that are ticked.

Table 8. GCE Inventory

altruism ✓	global civic activism✓	natural disasters
animal rights✓	global disparities	natural resources✓
civic organisations✓	global economy	NGOs✓
climate change✓	global environmental problems✓	other cultures✓
communication✓	global humanitarian problems✓	peace-war✓

Table 8 (Continued)		
conflict resolution✓	global justice✓	political issues
cooperation✓	global knowledge✓	political voice
creativity✓	global social problems✓	problem-solving✓
critical thinking✓	human rights✓	questioning✓
cultural differences✓	identity✓	security-privacy
current global issues✓	immigration✓	self-awareness✓
discrimination✓	injustice✓	self-reflection✓
diversity✓	intercultural communication✓	showing respect✓
empathizing✓	interculturalism✓	social justice✓
environmental sustainability ✓	international relationships✓	tolerance✓
equality✓	intraculturalism	understanding ✓
ethic✓	managing complexity/uncertainty✓	valuing✓
fair-trade / ✓ green brands or products	moral issues	voluntarism
global awareness✓	multiculturalism✓	world heritage

At first, I tried to generate my items based on the suggested subject-based curricula for GCE on this guideline as it offers differentiated lesson objectives with relevant content areas and skills for each core curriculum lesson from Maths to PE or to Design and Technology and ICT (Brief examples of generated items are illustrated in Box 3). However, for each subject there are only around three or four suggestions listed down, which would not be enough to measure anything and would be inappropriate to address to the teachers with different credentials. Taking this constraint into account, I decided to take something more comprehensive as my reference point, which is '*Curriculum for Global Citizenship*' in the same guide (Oxfam, 2015, p.16-21).

Art and Design (3 descriptors)

- *'explore how global issues and themes such as identity, shared humanity, difference, diversity, conflict, and justice are represented in art'*
- I integrate opportunities for students to explore how art represents global issues such as conflict and justice.
- I incorporate discussions on the social and cultural impact of art in addressing global challenges.

Physical Education (3 descriptors)

- *'provide opportunities to challenge cultural, gender and racial stereotypes and to explore both the relationship between sport and identity, and issues such as inclusion, conflict, racism and violence'*
- Through sports games, I routinely provide opportunities to challenge cultural, gender, and racial stereotypes to help my students explore the relationship between sport and identity.

**Box 3. Attempt of Generating Items from Oxfam (2015) Descriptors for
Subject-based Curricula**

There is also a larger framework in this exemplary curriculum of Oxfam (2015), which is based on three key elements- knowledge and understanding, skills, and values and attitudes, each focusing on seven separate sub-sections (e.g. human rights, empathy, peace and conflict) for six different age groups starting from 3-5 and ending at 16-19. Each sub-section suggests 2-4 topics to be covered or skills or attitudes to be developed harmoniously with the cognitive and emotional development level of each age group. As I intended to work with middle school teachers, I predicated my items on the parts suggested for ages 11-14 only.

First, I listed down all three key elements with the seven sub-sections for each, making 21 sub-sections in total. There were 22 descriptors suggested for knowledge and understanding, 17 for skills, and 15 for values and attitudes. As an experienced teacher, I analysed all those 54 descriptors from a teacher point of view and tried to generate items which could correspond to real in-class practices that can be addressed and/or covered by teachers in class. Box 4 illustrates some sample items with the descriptors that were inspired by.

3. Values & Attitudes

3.1. Sense of identity and self-esteem

3.1.2. ‘Openness to new ideas and perspectives which challenge own’

- I ask about my students’ opinions about a controversial issue both before and after the related activity to help them to be open-minded individuals challenging their own views when necessary.

Box 4. Sample Items Inspired by Oxfam (2015) GCE Descriptors

c) Expert opinion and refinement and elimination of items: Having generated 54 items initially, a meticulous selection was done to decide which ones to keep and which ones to remove so that certain sensitive issues (e.g. cultural, political) would not cause any confrontation with the school policy of the general directorate of DKI or the school administration who would share the link with other teachers. First, as illustrated in Box 5, I revised each one of them and removed the items which were not relevant to the educational, social, cultural, or political context in our country. Additionally, I removed items that were too narrow in focus. Finally, all 54 revised items, including those with some remaining uncertainty, were sent to experts in the field, two professors and one research assistant in the field of Curriculum and Instruction, for their feedback. The final version of the scale with 41 items (GCEII) and how the validity and reliability of the instrument was ensured will be explained in the following sections in detail.

3.3.2. Validity and the Reliability of the Scale

a) Content validity: Content validity of the instrument was ensured through subject matter experts’ opinions as mentioned above. Two professors and one PhD. candidate in the field of Curriculum and Instruction were consulted and necessary refinements were done based upon their feedback and guidance. First, all 54 items

generated for the scale were sent to them and for each item detailed feedback was received under three categories: appropriate, inappropriate, refinement needed. For appropriateness, Oxfam’s guideline and the close-ended items were cross-checked for validation by all experts. Based on the expert opinions, I (i) changed some items’ wordings as they sounded more appropriate to another key element than they originally belonged to or they could be misinterpreted, (ii) divided some items into two or three separate questions to measure one thing at a time, and (iii) added some new items which I originally eliminated but felt hesitant about keeping or removing at first since we agreed upon the relevance and importance of them in relation to the literature and the research purpose. Therefore, the final version of the scale consisted of 41 items: 9 from the knowledge level, 18 from the skills level, and 17 from the values and attitudes level as represented in Box 6 below.

<p>1. Knowledge</p> <p>1.1. Social justice and equity</p> <p>1.1.3. ‘Wider causes and effects of poverty, inequality, and exclusion’</p> <ul style="list-style-type: none">➤ I include topics and discussions related to the broader causes and effects of poverty, inequality, and exclusion in my teaching. <p>(This item was removed due to being too narrow to address a wide range of teaching credentials)</p> <p>1.5. Peace and conflict</p> <p>1.5.3. ‘Role of non-violent protest in social and political change’</p> <ul style="list-style-type: none">➤ I educate my students about the ways of non-violent protests, sometimes by giving historical and contemporary examples of those which has driven social and political change.➤ I encourage my students to consider and discuss about peaceful avenues for advocacy and transformation for conflict resolution. <p>(These items were removed because they could be misconstrued as political)</p>

Box 5. Example Removed Items

Original Oxfam's (2015) Curriculum for GC (54 item)		
Knowledge&Understanding	Skills	Values&Attitudes
7 sub-sections	7 sub-sections	7 sub-sections
22 descriptors	17 descriptors	15 descriptors
Initial inclusion, elimination, and division of the sub-sections and descriptors (38 item)		
Knowledge&Understanding	Skills	Values&Attitudes
3 sub-sections	7 sub-sections	7 sub-sections
6 descriptors	18 descriptors	14 descriptors
Final version (41 item)		
Knowledge&Understanding	Skills	Values&Attitudes
4 sub-sections	7 sub-sections	7 sub-sections
9 descriptors	18 descriptors	14 descriptors

Box 6. Selection of Target Descriptors Regarding GCE from Each Key Level

b) Face validity: After the content validity of the scale was ensured, the Turkish version of the scale was formed through translate-retranslate method. Two English teachers. Given that these teachers are Turkish citizens with master's degrees in linguistics and have lived abroad in a multilingual setting for the past 5 years, they were selected for the translation procedure. After these teachers translated the items into Turkish, other two English teachers were sent the translated items and asked to translate them into English. Given that these teachers have expertise in language teaching for almost ten years and master's degree in foreign language education, they were selected for the retranslate procedure. With my supervisor, we compared the original items with the translated forms and selected the best and the most appropriate wording for each item. Besides, after the instrument was finalized, two teachers completed the survey by keeping time to ensure that the survey would not take more time than it was stated in the survey introduction, which was an average of 15 minutes. Besides, after the translation procedure had been completed, I also sent both the Turkish and the English versions to an experienced instructor at a university

teaching English to preparatory school students and has held her master and doctorate degrees in testing and evaluation so that I could get feedback regarding assessment. Based on her feedback, I made slight changes in terms of wording and finalised the translation procedure.

d) Reliability: Regarding the reliability of the scale, alpha coefficient method was used to check internal consistency of the items as there were no right or wrong answers to the questions in the item (Fraenkel et. al., 2019). The overall alpha value for the scale was found to be .97. Besides, as the questions were categorised under three levels as the ones measuring GCE-related 1) knowledge (9 items), 2) skills (18 items), and 3) values and attitudes (14 items), alpha values were computed for each category and the values of .86, .94, and .90 were computed for each respectively. Overall, it can be said that the GCEII was found highly reliable (41 items; $\alpha=.97$).

3.3.3. The Global Citizenship Education Integration Index (GCEII)

The final version of the instrument consists of three main parts with both open-ended and closed-ended items. As the items on the scale were declarative items revealing how often a teacher addresses or covers the topics, skills, or attitudes referred to in the items while teaching, a 5-point frequency rating scale was used to measure the responses to the items. The measurement ratings ranged as '*always*', '*often*', '*sometimes*', '*rarely*', '*never*'. In addition to the scale items, one compulsory and three optional in total of four open-ended questions were formed to ask about (i) teacher visions regarding GCE, (ii) GCE-related topics and (iii) GCE-related skills which already exist in the current curricula, and (iv) possible topics and skills that can be integrated into curricula.

The final version of the data collection instrument, Global Citizenship Education Integration Index (GCEII), is summarized part by part bellowed.

Part I: Demographics asking for gender, faculty, degree, experience in the current school, total experience in the profession, grades being taught, subject area, teaching hours in a week to describe the participant profile and one open-ended question asking about visions of teachers regarding GCE.

Part II: 41-item 5-point ratio scale (from ‘*always*’ to ‘*never*’) to measure how often a participant addresses GCE related topics, skills, or attitudes mentioned in the items in their lessons and what sub-sections those topics, skills, and values match with overall.

Part III: Open-ended optional questions to get information about GCE related topics, skills, and values already exist in the curricula that the participants are currently implementing and what others can be added according to their views. Besides, there are two more questions about demographics and one part allocated to additional thoughts or comments about GCE if the participants wanted to add.

3.4. Data Collection Procedure

To be able to collect data from human participants, first, required permission from Middle East Technical University (METU) Human Subjects Ethics Committee (HSEC) was obtained by providing them with all the necessary documents they ask for. After the consent of the ethical board, permission was also granted from the directorate general of DKI to collect data from all the voluntary middle school

teachers working at one of their middle schools. With the formal letter giving approval for the data collection from the volunteer teachers, the general directorate of DKI shared the survey link with all middle school principals so that they would share it with their teachers, meaning that the accessible population heard about the study only at the secondhand or even thirdhand as no sampling was done. Due to confidentiality issues of the institute, none of the school principals were contacted by the researcher, therefore there is no evidence if they all forwarded the link to their teachers or not.

Despite carrying risks like the ones mentioned above, the Internet was chosen as the mode of data collection for several reasons: a) it is possible to reach out a large number of potential respondents in a relatively shorter span of time, b) it is cost-effective, c) it is a flexible option for the respondents since they can fill in the survey at a time and place suits them best (Schmidt, 1997, Tuten, Urban & Bosnjak, 2002). The number of potential respondents tried to be reached out was very big, so the Internet was the most practical way for the researcher. Besides, considering that teachers are too busy during the day with teaching, marking student paper, preparing activities for the following day, parent-teacher meeting hours, and running between classrooms and their duty spots, asking them to spare time from their limited tea/coffee break could have been inconsiderate, so the decision regarding when and where to respond the survey was though better to be left to the participants. Moreover, administering the instrument via the Internet was preferred as some teachers might have possibly felt disturbed by their answers' being mostly *never* or *rarely*, misinterpreting it as if it was something wrong. Last but not least, in a study highlighting the importance of sustainability, wasting paper to gather data in a world that an alternative is easily available would be quite contradictory. Data collection

took three weeks. There had been no such risk of deception or harm that the participants could have faced or suffered while being a part of this study.

3.4.1. Internal Validity Threats

Some precautions were taken to control possible internal validity threats to increase the validity of the instrument. To begin with, the online tool was designed in a way that it would not allow the participants to submit the questionnaire before they answer parts I and II, meaning that only three optional open-ended questions and two demographic questions might remain unanswered, which would not influence the validity or generalizability of the answers. In addition to that, some questions about demographics were taken to the end of the survey in order not to bore them, which might lead to lose of subjects otherwise. To be able to minimize human error, some constraints were also put while designing the online form of the instrument. For instance, a value lower than 20 or above 80 was not permitted to be typed for the age considering that someone who is 32 might mistakenly press a third digit or not press one of the two digits. Similarly, numeric value that the participants could enter for the question regarding their weekly teaching hours could not be more than 45 in case a teacher would enter three digits without being aware. Also, the value that the participants would enter for their experience at their current school could not be bigger than their total experience. The threat of multiple submissions was also cared through selecting a data collection platform which offers single or multiple submissions options, so the link shared with the participants was adjusted in a way to prevent multiple submissions from the same device. Lastly, the online survey was administered through *KoboToolbox*, a data collection, management, and visualization platform which do not require the participants to sign in via any accounts at all; thus, participant privacy was also ensured.

3.5. Data Analysis

For the data analysis, first data cleaning was done and four participants' responses out of the 144 respondents were eliminated. One of them was a pre-school teacher and two others were school counsellors, which were out of the scope of this research, and one was a school manager who did not specify their subject matter, therefore, could not be analysed under any subject areas. Since the instrument was developed in a way to receive answers from the respondents for all the compulsory questions, no other eliminations were required, meaning that data analysis is based on the answers obtained from $n=140$ respondents in total.

As two types of data were collected through the data collection instrument, both qualitative and quantitative data analysis techniques were applied. The answers given to the scale items were analysed through descriptive statistics by using the software of IBM SPSS Statistics 26 and Microsoft Excel. Quantitative descriptions were done through percentages, mean scores, and standard deviations. As for the open-ended questions, thematic analysis and data visualization techniques offered by Rouder, Saucier, Kinder, and Jans (2021) were applied, meaning that the most frequently repeated concepts, words, and phrases were coded inductively and analysed in terms of their frequency for each subject matter separately. The findings converging and diverging in the data obtained from the scale and from the open-ended items were analysed holistically by making comparisons. For example, components like sustainability, informed decisions, valuing diversity were measured through the scale items, but they were also coded as frequently mentioned concepts by the teachers in the open-ended items.

3.6. Limitations

I tried to overcome all possible limitations throughout my research, however, there have been some limitations that should be considered while interpreting this research. First, the concept of GCE could have been approached with prejudice by many of the teachers in the target population as they mostly associated it with Social Studies, therefore, teachers from other subject areas than Social Studies might have thought that the study was irrelevant to their areas without even looking at the questions. Another limitation was the instrument's being newly constructed, and therefore, not being verified in terms of its validity and reliability through multiple implementations. Even though the alpha values of the overall scale and its sub-sections can be interpreted as GCEII is highly reliable (41 items; $\alpha=.97$), factor analysis could not be run as the number of participants from each subject matter remained less than 30. Relatively low number of participants (when taking the largeness of the whole accessible population into consideration) also signalled to a limitation regarding the recognition of the study. Although the link was shared to entire middle school population at a time via the invitation email shared with the school principals on different campuses, it was left to their initiative and there was no mechanism to control if it was forwarded to the teachers in each school. Also, I had no chance to send a second reminder due to the institutional policy. The responses' being received only from the teachers also constituted a sort of limitation. Lastly, the current study involved the participation of private middle school teachers only in a certain institution. Although private schools are also aligned to the curricula designed by Ministry of National Education (MoNE), they have their own flexibility, therefore, results obtained from this study could be limited to one single institution in terms of their generalizability to other private or public schools. For further studies,

random sampling in which teachers representing other private middle schools must be involved for increasing the generalizability of the research.

CHAPTER 4

RESULTS

In this section, the results obtained through the research are reported successively using descriptive statistics for the close-ended items and qualitative inductive content analysis for the findings obtained via the open-ended items in the survey.

4.1. Teachers' Visions Regarding GCE Education

The first research question of this study aimed to explore how middle school teachers in an institutionalized private school view global citizenship education. To answer this question, the participants were addressed an open-ended question: In your opinion, what does "Global Citizenship Education" mean? Please explain with examples.

This very first question had been intentionally addressed before the participants saw the scale items with the purpose of getting neutral, unaffected responses from them. This question was compulsory to answer, and the data analysis showed that all 140 participants answered this question with 'proper' words, phrases, or sentences, meaning that none of the participants skipped the question by typing random, meaningless characters. Inductive content analysis was employed to analyse the participants' responses in detail, and it was seen that except one Math teacher, who said that 'I'd like to learn about it in a seminar', all the teachers shared some ideas regarding what GCE is and explained those with similar phrases in different

lengths. Even though there were a few participants who used expressions like ‘I guess’, ‘that’s how I understand’, ‘it could be...’, ‘I don’t know much about the topic’, which could be interpreted as they are not so sure about the exact correspondence of the term, most of them used definitive language structures like presented in Table 9. The recurring words and phrases repeated most frequently by the teachers while answering this question were cultural diversity, respecting other cultures, being a world citizen, being sensitive and responsible citizens both locally and globally, diverse cultures, ideas, languages, being aware of global issues and finding solutions for those, respect differences, being active efficient citizens, and sustainability. In common, most of the teachers associated GCE with a wider sense of responsibility. While cultural aspects were addressed by language teachers mostly, Religious Culture and Ethics teachers and most of the PE teachers associated GCE especially with being a world citizen. Having certain cognitive and social skills at the universal level was mostly featured by the IT teachers. The codes emerged from the data analysis show that teachers are familiar with the concept and could associate it with several dimensions of it (e.g. cultural, environmental, moral).

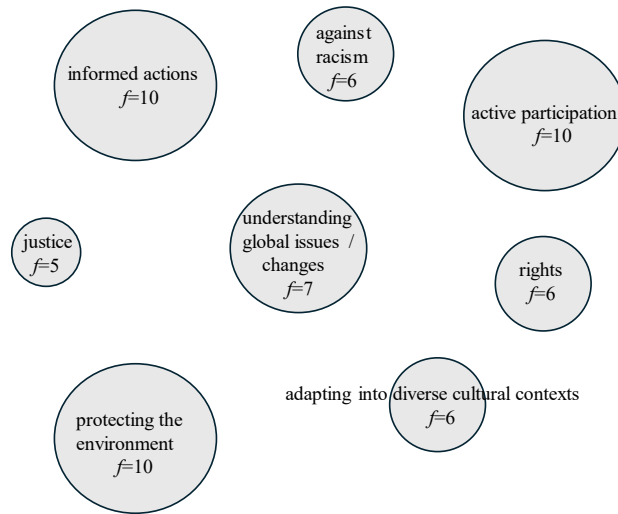
Table 9. Words and Phrases Emerged in the Participant Answers Regarding Their Vision of GCE.

Codes	Counts	Quotes
Diverse cultures	86	‘Cultural diversity’, ‘It is related to multiculturalism’, ‘Educating students about other cultures’, ‘Understanding and embracing different cultures’
Being a world citizen	24	‘Raising world citizens’, ‘One’s being a world citizen rather than being a citizen of one country only’, ‘Equipping students with necessary skills to become world citizens’, ‘Thinking like a world citizen’

Table 9 (continued)

Taking responsibility	19	'Raising responsible and informed citizens', 'Being responsible to the whole world', 'Taking responsibility and actions'
Multi-diversity	16	'Diverse cultures', 'Diverse identities', 'Diverse viewpoints', 'Diverse languages', 'Diverse ethnicities'
Awareness	16	'Raising awareness about global issues', 'Self-awareness', 'One's being aware of their roles in the global issues'
Respect	15	'Raising students who respect other cultures', 'Showing respect for other ethnicities', 'Respecting other's rights', 'Respect the environment'
Developing problem solving skills	15	'Raising students who can find solutions for global issues such as hunger, famine, poverty, wars, human rights violations', 'solution-oriented approach', 'taking responsibility to find solutions'
Morals	11	'having moral responsibility', 'universal moral values'
Sustainability	11	'sustainable energy sources', 'working for a sustainable world'
Being sensitive	11	'sensitive to environmental issues', 'sensitive to social global issues'

In addition to the ones in Table 9, taking informed actions, protecting the environment, being active participants in life, understanding global issues or changes, adapting into diverse cultural contexts, rights, and justice were also encountered minimum of five times (Figure 5). As it can be seen, many of the codes presented in the Table 9 and the cloud image below are complementary with each other such as responsibility and informed actions, sustainability and protecting the environment, awareness and understanding global issues and changes.



- Cloud image of visions for global citizenship

Figure 5. Other Themes Encountered Regarding Participants' Visions of GCE

There are a few striking findings regarding teacher visions. Even though the highest mean score obtained by the teachers on GCEII was under the category of critical and creative thinking in the skills level ($M=4.44$, $SD=.68$), the teachers did not very often refer to 'critical thinkers' or 'creative students' ($f=3$) while explaining what GCE means. Similarly, the highest score performed at the knowledge level was on the item under the peace and conflict dimension ($M=4.54$, $SD=.65$) whereas 'peace' was mentioned less than ten times for this open-ended question ($f=6$). On the other hand, even though 'sustainability' ($f=11$) recurred more than critical thinking or peace, the lowest score ($M= 3.40$, $SD=1.16$) performed by the teachers at the knowledge level was for one of the items under the sustainable development dimension asking for how often teachers open class discussions based on UN's SDGs. This can be interpreted as the way teachers perceive sustainability might not be as comprehensive as UN's SDG goals and remain limited with environmental

issues only, which can also be understood when we compare how frequently the concepts like ‘justice’, ‘staying against racism’, or ‘rights’ were repeated by the teachers with how often they repeated ‘protecting the environment’.

Overall, based on the analysis of the first question, it can be said that nothing particularly was found to state that the way that teachers with different credentials envision GCE is completely different from each other’s. Terms and examples that the teachers provided were quite similar to each other’s. In addition to this, it was seen that all the participants positively worded GCE, however, few participants also added a few critical comments. One of the English teachers, who defined GCE as instilling citizenry in students in the global context and associated it with multiculturalism, stated that even though different cultures are introduced in the books, they are not enough and GCE has not been able to go beyond imposing Western Europe or American culture to developing and underdeveloped countries.

Küresel bağlamda yurttaşlık bilincinin öğrencilere aşılması. Genellikle çokkültürlülük ideolojisi ile birlikte düşünülebilir. Ancak "Küresel Vatandaşlık Eğitimi" Anglosakson veya daha doğru ifade ile Batı Avrupa ve Amerikan kültürünü empoze etmekten öteye gitmiyor. Her ne kadar ders kitaplarında farklı kültürler tanıtılsa da yeterli gelmiyor bana. Genellikle bu kavram gelişmekte olan veya az gelişmiş ülkelere empoze ediliyor gibi geliyor bana.

Instilling in students a sense of citizenship in a global context. It is often associated with the ideology of multiculturalism. However, “Global Citizenship Education” does not go beyond imposing Anglo-Saxon or, more accurately, Western European and American culture. Although different cultures are introduced in the textbooks, it does not seem sufficient to me. It

seems to me that this concept is usually imposed on developing or underdeveloped countries. (ID 28, English, male)

Also, one PE teacher stated that all humans are human regardless of their age, gender, language, race, or nationality, however added that GCE is a utopia in a world where the decisions are made by wars, poverty, and human tragedy and where children and babies die. It can be interpreted like the teacher sees GCE as a preventive tool and those inequalities that the infants face mean that it is not being implemented because if it were, we would not suffer from those.

İnsan insandır. İnsanın yaşı cinayeti dili ırkı milleti yoktur. Ama küresel vatandaşlık ütopyaadır. Yeni oluşan dünya düzeninde kararları savaşlar açlık ve insan dramları belirlemektedir. Çocuk ve bebek ölümlerinin olduğu bir dünyada küresel vatandaşlık imkansızdır.

A human being is a human being. A human being has no age, no crime, no language, no race, no nationality. But global citizenship is utopia. In the new world order, wars, hunger and human tragedies determine the decisions.

Global citizenship is impossible in a world of child and infant mortality. (ID 140, PE, male).

Another remarkable finding regarding this question was that there were three teachers (one Turkish, one PE, and one Math teacher) who associated the concept with Social Studies lessons after explaining what they thought of GCE.

Küresel vatandaşlık eğitimi; dünyada yaşanan değişimler, daha aktif, yaşadığı coğrafyanın ve dünyanın farkında olan sorumlu ve demokratik özellikler taşıyan bireyler yetiştirmeyi kapsar. Sosyal bilgiler dersinin konusudur. Global citizenship education involves raising responsible and democratic individuals who are more active, aware of the changes in the world, the

geography and the world they live in. It is the subject of social studies course.

(ID 136, PE, female)

Küresel vatandaşlık kelimesi denince aklıma sadece kendi yaşadığı coğrafya için tüm dünya coğrafyasına karşı sorumlu olan vatandaş anlamı gelmektedir.

Küresel Vatandaşlık Eğitimi denince de aklıma bir kişinin küresel vatandaş olabilmesi için ehli kişiler tarafından eğitim alması geliyor. Bu eğitim okula entegre bir şekilde (lise yıllarımızdaki vatandaşlık dersi gibi)

gerçekleştirilebilir.

When I think of the word global citizenship, I think of a citizen who is responsible not only for his/her own geography but also for the whole world geography. When I think of Global Citizenship Education, I think of a person being trained by competent people to become a global citizen. This education can be integrated into the school (like the citizenship course in our high school years). (ID 70, Math, male)

To sum up, it is seen that the words and phrases preferred by the teachers to identify GCE mostly correspond with the words encountered in the definitions and interpretations reviewed in Chapter 2. Regardless of their subject matters, almost all of the teachers were able to explain GCE in a well-suited way to at least one aspect of GCE and no certain differences observed by the teaching credentials. However, it can be said that there are occasional inconsistencies between the results obtained from certain categories of GCEII and from the open-ended question administered.

4.2. GCE-related Topics and Skills in the Existing Curriculum

Another question that this research aimed to figure out was the topics and skills already exist in the current subject-based curriculum. To answer this question,

two separate open-ended questions were addressed to the participants, which were both optional to answer.

The question asking what GCE-related topics exist in the current curriculum that the teachers are implementing was answered by 111 out of 140 teachers. It was found out that 10 Math teachers, one PE teacher, one English teacher, and one IT teacher clearly stated that there are no topics corresponding with GCE education in the curricula they have been implementing. It was especially unusual for the English teacher as English teachers, in general, were the ones who listed down the broadest list of GCE-related topics among all other credentials. The number of Math teachers giving this answer was outstanding. Even though several of Math teachers stated that there are no topics that can be directly related to Math curriculum, two of them added that MYP/IB program, which is being planned for the next year, would be suitable for including GCE topics in Math classes.

Matematik dersi ile ilişkili olarak Küresel Vatandaşlık Eğitimi kapsamında herhangi bir konu olduğunu düşünmüyorum ancak önümüzdeki yıl faaliyete geçecek olan IB müfredatı kapsamında sık sık küresel vatandaşlık konusuyla ilişkili problemler, etkinlikler vs. tasarlanmaktadır.

I don't think there is any topic related to Global Citizenship Education in relation to mathematics, but within the scope of the IB curriculum, which will be active next year, problems, activities, etc. related to global citizenship are often designed. (ID 26, Math, male)

There was also one IT teacher who stated the same.

Bilişim Teknolojileri ve Yazılım dersi öğretim programı kapsamında Küresel Vatandaşlık Eğitimi ile herhangi bir konu yer almamaktadır. Ancak ortaokul

düzeyinde yürüttüğümüz IB MYP kapsamında öğrencileri dünya vatandaşı olmaları konusunda destekleyecek bir süreç yürütmekteyiz.

The Information Technologies and Software course curriculum does not include any subject with Global Citizenship Education. However, within the scope of the IB MYP we carry out at the secondary school level, we carry out a process to support students to become citizens of the world. (ID 60, IT, female)

Additionally, one other Math teacher thinking there are no GCE-related topics in the current Math curriculum added that the framework that the scale items offered could be used to implement GCE through Math classes.

Matematik dersinde bu kapsamda konu olduğunu düşünmüyorum. Ama konuları işlerken bu çerçeve kullanılabilir.

I don't think there are topics in this scope in the mathematics course, but this framework can be used when we are teaching the topics. (ID 35, Math, female)

Similarly, another Math teacher who listed down problem solving, sharing, self-confidence, open-mindedness as existing topics and skills related to GCE in Math education stated that the concepts addressed by the scale items need to be integrated into each subject to some extent.

As helping teachers to reflect upon their opinions regarding what they consider as GCE component was also one of the purposes of this study, this answer was precious. Furthermore, there were one Spanish, one Citizenship Education, two English, and two Math teachers who wrote that not many topics exist that they could directly relate to GCE, but still gave a few examples which could be considered as GCE-related. On the other hand, at least one English, Social Studies, and Turkish

teachers stated that most of the topics existing in their curricula are relevant to and appropriate for GCE. Regardless of the number of teachers mentioning the topics, each topic stated by the teachers with different credentials are presented in Table 10.

Table 10. Existing Topics in the Current Curriculum Considered as GCE-related by the Teachers

Fields	Teaching Credential	GCE-related topics existing in curricula
Foreign Languages	English	environmental issues like sustainability, global warming, climate crisis units on personality, environment, sports, culture, food, fashion, our planet animal rights importance of being bilingual or multilingual learning about diverse cultures, ethnicities, traditions and respecting them
	German	text analysis on child labour learning about diverse cultures, ethnicities, traditions and respecting them importance of being bilingual or multilingual
	Spanish	ecology diverse cultures: learning about Spanish-speaking countries' cultures, food, art, etc.
	French	characteristics of an exemplary person for society being open to learning about different identities and cultures and respecting them respecting the planet universal laws and norms
Mother-tongue	Turkish	environmental pollution, global warming, biodiversity, sustainability discrimination, human rights, children rights, social equity, justice, freedom individual and society
Social Sciences	Social Studies, History of Turkish Revolutions & Atatürk's Principles Religious Culture and Ethics Course	conscious consumerism, global issues, pandemics, sustainability, life on our planet identity and society, individual differences, modernization our responsibilities and rights, human rights, civilisations NGOs, international organizations and connections WWII, peace, migration, tolerance, love, respect others' beliefs

Table 10 (continued)

Natural & Applied Sciences	Science	sustainability, global warming, climate crisis, energy resources interconnectedness of human and planet environmental consciousness: 0 waste, recycling, efficiency, ecological worldview
	IT	stated that there is no GCE-related topic in the current curriculum but the topics covered in the scope of MYP/IB program support GCE
	Technology & Design	topics on futurism, innovation, energy types, engineering, smart technologies
Mathematics	Math	mostly integrated into problems: wasting, ecological worldview, multiculturalism
Arts & Sports	Visual Arts	animal rights, international women's day environmental issues, global warming, pollution, transforming waste into art different cultures' perceptions of art
	Music	understanding and interpreting various art forms and beliefs learning about music genres and instruments across the world protecting our world
	PE	fair play, Olympics, universality of sports, respecting individual differences and others' rights

While analysing the answers of teachers from each subject-matter, it was seen that most of the teachers were able to relate at least one topic or theme that exist in their subject-based curriculum to GCE. Environmental issues such as global warming, climate change, and sustainability appeared in almost every lesson, followed by respecting diversity, other cultures, and finally importance of rights, peace, and equity.

English teachers, in general, were the ones who could provide the broadest list of topics and examples as compared to the others, yet they did not perform the highest score for the items under the knowledge level on the scale. They mentioned

diverse cultures, traditions, ethnicities, environmental issues, sustainability (tourism, fashion), Go Green projects, identity and personality. It was seen that learning about other cultures, their traditions, food, art, etc. and respecting them were common topics existing in all foreign language classes (German, French, Spanish).

PE teachers mostly referred to fair play (equal treatment to all sports people without making any discriminations regarding their ethnicity, gender, etc.) and respect other players and individual differences.

Art teachers like Music and Visual Arts gave examples like topics focusing on understanding different perspectives of art across the world, animal and human rights, and raising awareness regarding environmental issues through art, which can be interpreted as Art classes can be focused more to integrate GCE components as their objectives correspond with various GCE dimensions and categories such as equity, respect, diversity, and sustainability.

Sosyal afiş: Çevre konusu, hayvan, kadın hakları,vb., su kaynaklarının sürdürülebilirliği.

Social poster: environmental issues, animal, women's rights, etc., sustainability of water resources. (ID 65, Visual Arts, female)

Dünyanın farklı yerlerindeki müzik türlerini tanıma. Dünyanın farklı yerlerindeki bölgesel enstrümanları tanıma. Dünyada kullanılan şarkı söyleme teknikleri ve tarzları. Müziğin tüm dünyada ortak dil olması.

Recognize music genres from different parts of the world. Recognizing regional instruments from different parts of the world. Singing techniques and styles used around the world. Music being a common language all over the world. (ID 112, Music, male)

Religious Education teachers only mentioned concepts such as love, tolerance, and respect without giving any specific examples. It was quite interesting because both of the Religious Cultures and Ethics course teachers marked either ‘often’ or ‘always’ for each item on the scale, meaning that they must be addressing several dimensions and categories of GCE through their instruction.

When it comes to the question about GCE-related skills existing in curricula, 102 out of 140 teachers answered this question and 10 out of those 102 teachers stated that they did not think any GCE-related skills exist in their subject-based curricula and 6 out of these 10 teachers were again Math teachers. The skills mentioned by the teachers are presented in Table 11 regardless of how many teachers mentioned them.

Table 11. Existing Skills in the Current Curriculum Considered as GCE-related by the Teachers

Fields	Teaching Credential	GCE-related topics existing in curricula
Languages	English	taking roles in civil society initiatives being sensitive, responsive, reflective, empathetic critical and creative thinking, problem solving, analytical thinking communication, cooperation, embracing differences
	German	communication language skills
	Spanish	empathic thinking, analysing, critical thinking, finding solutions cultural awareness, effective communication
	French	sensitive, responsive, highly aware individuals questioning, investigating taking actions
Mother-tongue	Turkish	critical and creative thinking, problem solving, analytical thinking, higher order thinking skills communication skills, self-confidence, self-esteem fighting against injustice and inequities

Table 11 (continued)

Social Sciences	Social Studies, History of Turkish Revolutions & Atatürk's Principles	debate, research and problem solving, entrepreneurship map-reading, media-literacy being sensitive, empathy, active participation
	Religious Culture and Ethics	tolerance, embracing differences
Natural & Applied Sciences	Science	communication skills, social skills, research skills critical thinking, problem-solving, decision making, analytical thinking cooperation, entrepreneurship, teamwork, exploring, applying, interpreting
	IT	critical thinking, debating, fighting against injustice
	Technology & Design	observation, questioning, critical thinking, innovative approach
Mathematics	Math	self-evaluation, self-confidence, sharing, being open-minded love, respect social responsibilities, active participation analytical and critical thinking, problem solving, research skills
Arts & Sports	Visual Arts	research skills, social skills, communication skills self-management respecting human rights
	Music	critical thinking, research skills, respecting differences
	PE	teamwork, democratic skills, co-operation, taking responsibility, tolerance, showing respect

While analysing the answers given to this question, it was observed that some teachers, especially French teachers, wrote topics, values, and attitudes here rather than skills (e.g. tolerance or respect), which might indicate to a need for clearing away conceptual confusions. However, majority of the teachers answered the question with at least one skill. While English teachers were the ones who listed

down the broadest list in terms of the GCE-related topics existing in the curriculum, Science teachers became the ones who listed down the broadest GCE-related skills existing in the curriculum. Although there were some skills mentioned by only one or two lessons' teachers like map-reading and media-literacy (Social studies), democratic skills (PE), entrepreneurship (Science, Social Studies), fighting against injustice and inequities (IT, Turkish), taking roles in social initiatives (English, Social Studies, Math), most of the time teachers repeated the same skill sets (as well as values and attitudes) like research skills, critical, creative, and analytical thinking, co-operation, communication and social skills, tolerance, and respect. Besides, five of the teachers who stated that there are no GCE-related topics in the current curricula they have been implementing responded this question by writing some skills.

4.3. GCE Categories Addressed by Teaching Credentials

The third research question of this study aimed to find out the most and the least frequently addressed GCE categories through teachers' instructional practices in various subject areas. To answer this question, GCEII, a 5-point frequency scale developed by the researcher based on Oxfam's GCE guide, was administered through the online survey. There are 41 rating items focusing on 18 different GCE categories at three key levels (knowledge, skills, and values and attitudes) in this scale. The mean scores obtained by the participants were analysed through descriptive statistics and presented below through tables and detailed explanations.

In the tables below the following rating scale is used: 1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always, and 'I' refers to 'item'. As explained in the previous section, there are English, Spanish, French, and German teachers under foreign languages; Social Studies, History of Turkish Revolutions & Atatürk's

Principles, and Religious Culture and Ethics course teachers under Social Sciences; Science, IT, Technology & Design courses teachers under Natural & Applied Sciences; Visual Arts, Music, and PE teachers under Arts & Sports categories. Due to limited space, instead of writing the items themselves, categories and the sub-categories with respect to the items being analysed were written in the tables.

The results obtained from the GCEII were analysed in terms of the least and the most frequently addressed GCE categories as shown in Table 12 below. It was seen that, sustainable development is the least frequently addressed GCE category by language teachers, both by the foreign language teachers ($M=3.31$, $SD=1.29$) and by Turkish lesson teachers who teach the students' mother-tongue ($M=3.56$, $SD=1.09$). The item measuring this category was about starting class discussions on UN's SDG goals and progress against them. For Mathematics ($M=2.95$, $SD=1.32$), Natural and Applied Sciences ($M=3.48$, $SD=1.25$), and Social Sciences ($M=3.44$, $SD=1.15$), it was found out that the least frequently addressed item was communication. The item measuring this category was about adapting behaviour to new cultural environments. Even though, most of the teachers associated GCE with being world citizens who have universal viewpoints that will help them to fit into various contexts than their local ones, they scored relatively lower for this item. This might have been due to the item's referring very specific teaching activities like role-playing and dialogue writing. Interestingly, teachers teaching Arts or Sports classes performed the lowest scores both for the sustainable development ($M=2.84$, $SD=1.06$) and communication ($M=2.84$, $SD=1.34$) categories. However, it is important to note that despite referring to the least frequently addressed categories, these scores, of which $M>2.8$, still indicate that the answers of the teachers are closer to 'sometimes', meaning that these categories are still being covered to some extent.

When it comes to the GCE categories which are most frequently addressed through the teachers' instructional practices, valuing diversity (showing respect the rights of all to have a point of view) and commitment to social justice and equity (being willing to take action against injustice and inequity) came at the top. Valuing diversity is the most frequently addressed category for both foreign language teachers ($M=4.81$, $SD=.49$) and Turkish language teachers ($M=4.94$, $SD=.25$), Natural & Applied Sciences teachers ($M=4.90$, $SD=.30$), and Social Sciences teachers ($M=4.75$, $SD=.45$), whereas it was commitment to social justice and equity for Math ($M=4.45$, $SD=1.05$), Art and Sports teachers ($M=4.84$, $SD=.37$), which can be interpreted as teachers almost always refer to these categories in their teaching.

Table 12. GCE Categories that are Most Frequently Addressed by the Teachers in Their Classrooms

Teaching Credentials	Category	<i>M</i>	<i>SD</i>
Foreign language			
Least frequent	Sustainable development	3.31	1.29
Most frequent	Value diversity	4.81	.49
Mathematics			
Least frequent	Communication	2.95	1.32
Most frequent	Commitment to social justice and equity	4.45	1.05
Natural & Applied Sciences			
Least frequent	Communication	3.48	1.25
Most frequent	Value diversity	4.90	.30
Social Sciences			
Least frequent	Communication	3.44	1.15
Most frequent	Value diversity	4.75	.45
Turkish			
Least frequent	Sustainable development	3.56	1.09
Most frequent	Value diversity	4.94	.25

Table 12 (Continued)

Arts & Sports

(well-being)

Least frequent	Communication	2.84	1.34
	Sustainable development	2.84	1.06
Most frequent	Commitment to social justice and equity	4.84	.37

Overall

Least frequent	Sustainable development	3.40	1.16
Most frequent	Value diversity	4.77	.58

Note: In this table Never=1, Rarely=2, Sometimes=3, Often=4, and Always=5

The frequently emerged codes obtained from open-ended questions 2 and 3, which were asking about the existing GCE-related topics and skills in the current subject-based curricula, were also compared to the mean scores measured through the scale on the items referring to the same topics and skills which was represented in Table 13. Especially for the 3rd open-ended question asking what GCE-related skills exist in the current subject-based curriculum that the teachers are implementing, critical thinking was mentioned almost by each credential and Items 12 and 18 on the GCEII scale was about critical and creative thinking. It was seen that, teaching activities which would help students be open-minded individuals are favoured by each credential ($M=4.44$, $SD=.68$). Language teachers scored above average with $M=4.56$, followed by Natural and Applied Sciences teachers ($M=4.52$, $SD=.60$) and Social Sciences ($M=4.5$, $SD=.63$). Teachers of Arts and Sports classes scored $M=4.32$, $SD=.75$ whereas the lowest mean score $M=4.05$, $SD=1$, which was still very high, was performed by the Math teachers again. When it comes to applying instructional strategies that will help students to evaluate a source of information from various aspects such as bias, stereotypes, and a range of voices and perspectives, the teachers stated that they often work on it ($M=4.39$, $SD=.70$).

Turkish ($M=4.69$, $SD=.60$), Natural and Applied Sciences ($M=4.67$, $SD=.48$), and Social Sciences teachers ($M=4.5$, $SD=.52$) scored above average. Foreign language teachers ($M=4.33$, $SD=.63$), Math teachers ($M=4.10$, $SD=1.02$), and teachers of Arts and Sports classes ($M=4.16$, $SD=.69$) also address this skill through their teaching very often. As a result, it is seen that the scores obtained for items 12 and 18 on GCEII align with the frequency of the same code emerged in the open-ended section, meaning that teachers use the teaching methods and techniques that promote critical and creative thinking in their classrooms almost always. Besides, it is crucial to state that although media literacy was mentioned only by the Social Studies teachers in the open-ended question's part, the scores obtained for especially Item 18 indicate that critical media literacy is an essential competence addressed by the instructional strategies of other teachers, as well.

Table 13. Descriptive Statistics for Critical and Creative Thinking by Teaching Credentials

Teaching credentials	Category: critical and creative thinking			
	I.12: keep the mind open to new ideas		I.18: evaluate media and other sources for bias	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Foreign languages	4.56	.54	4.33	.63
Turkish	4.56	.51	4.69	.60
Math	4.05	1.0	4.10	1.02
Natural & Applied Sciences	4.52	.60	4.67	.48
Social Sciences	4.50	.63	4.50	.52
Arts & Sports	4.32	.75	4.16	.69
Overall	4.44	.68	4.39	.70

Note: In this table Never=1, Rarely=2, Sometimes=3, Often=4, and Always=5

Raising students who are being conscious of local and global issues and could make informed decisions accordingly was also mentioned often by the teachers when they identified what GCE means to them. Two of the items under informed and reflective action category on the scale (items 6 and 24 as shown in Table 14 below) were about the same aspect and when the scores obtained from those items were analysed, it was also found that teachers pay attention to involve teaching strategies which could enable their students to question their own actions as well as others.

Table 14. Descriptive Statistics for Informed and Reflective Actions by Teaching Credentials

Teaching credentials	Category: informed and reflective action			
	I.6: reflect on learning from taking action		I.24: challenge viewpoints which perpetuate inequality and injustice	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Foreign languages	4.44	.50	3.94	.95
Turkish	4.56	.63	4.19	.83
Math	4.10	.85	3.40	1.27
Natural & Applied Sciences	4.48	.51	4.14	.96
Social Sciences	4.50	.73	4.19	.75
Arts & Sports (well-being)	4.42	.51	3.63	1.01
Overall	4.41	.61	3.91	1.00

Note: In this table Never=1, Rarely=2, Sometimes=3, Often=4, and Always=5

To sum up, as it was seen in Table 12, for all the course categories, $M > 4$, meaning that teachers employ strategies demanding students to reflect upon their actions very often, which is important to raise students who make informed decisions in the later stages of their lives. Similarly, despite being relatively lower as compared to the scores obtained from Item 6, the mean scores observed for Item 24 also

demonstrate that teachers sometimes engage activities and discussions through which their students could question point of views that lead to injustice and inequalities. It can be stated that even if justice ($f=6$) and equity ($f=3$) were not in the foreground in teachers' verbal answers regarding GCE, numeric data implies that they have an important place in their instructional practices.

4.4. Frequency of GCE Competency Integration in Instructional Practices of the Teachers

This research also aimed to identify which GCE competencies (knowledge, skills, or values and attitudes) are emphasized more through instruction. As explained in Chapters 1 and 2, like many other education frameworks, Oxfam's GCE is also based on these key competencies, therefore, the scores obtained through the scale were also analysed for each. The results are illustrated and explained in detail through Tables 15, 16, 17, and 18 below.

In the original Oxfam (2015) school guide, there are 7 sub-categories and 22 descriptors regarding the knowledge level. Within the scope of this research 4 out of those 7 sub-categories (identity and diversity, sustainable development, peace and conflict, and human rights) were found appropriate to be included and in total of 9 items were generated based on them. As Table 15 represents, the lowest mean score measured for this level, as well as through the scale, was for the question under the sustainable development category ($M=3.40$, $SD=1.16$), which was aiming to measure how often teachers start class discussions on global sustainability by taking the UN's SDGs into account. Nevertheless, more than one-third of the participants chose 'sometimes' for this item (36%, $n=50$). On the other hand, the highest score was obtained from the item under the peace and conflict category ($M=4.54$, $SD=.65$), which was aiming to measure how often teachers emphasize the importance of

resolving conflicts fairly during disagreements. More than half of the participants (62%) marked ‘always’ for this item. Item 37 under the identity and diversity category is also striking here because even though ‘not being racist or discriminative’ was mentioned only six times by the teachers while they were identifying what GCE means to them, the results obtained from this item, which is about the impacts of stereotyping, prejudice, and discrimination and how to challenge these, show that the issues leading to racism or discrimination are addressed frequently by the teachers in their classes.

Table 15. Descriptive Statistics for Knowledge Related to GCE

Category	Item	Never	Rarely	Sometimes	Often	Always	<i>M</i>	<i>SD</i>
Identity and diversity	I.26	1(1%)	5(4%)	19(14%)	61(44%)	54(39%)	4.16	.84
	I.37	0(0%)	2(1%)	17(12%)	53(38%)	68(49%)	4.34	.75
	I.32	6(4%)	5(4%)	24(17%)	46(33%)	59(42%)	4.05	1.06
	I.21	2(1%)	7(5%)	13(9%)	45(32%)	73(52%)	4.30	.93
	I.34	1(1%)	5(4%)	22(16%)	54(39%)	58(41%)	4.16	.87
Sustainable development	I.4	13(9%)	11(8%)	50(36%)	39(28%)	27(19%)	3.40	1.16
	I.30	1(1%)	11(8%)	28(41%)	41(29%)	59(42%)	4.04	1.00
Peace and conflict	I.17	0(0%)	1(1%)	9(6%)	43(31%)	87(62%)	4.54	.65
Human rights	I.19	7(5%)	13(9%)	33(24%)	41(29%)	46(33%)	3.77	1.16

Note: In this table Never=1, Rarely=2, Sometimes=3, Often=4, and Always=5. I=item

When it comes to the skills level, there are 7 sub-categories and 17 descriptors in the original guide offered by Oxfam (2015). Within the scope of this research, all the sub-categories (critical and creative thinking, empathy, self-awareness and reflection, communication, cooperation and conflict resolution, ability

to manage complexity and uncertainty, and informed and reflective action) were considered as appropriate and in total of 18 items (one descriptor was measured through two items) were generated accordingly. The results obtained from the skills level was illustrated in Table 16 below. The lowest mean score observed here was for I.7 under the communication category with $M=3.51$, $SD=1.21$. Among all three items under the communication category, none performed an average of 4 or above, which was remarkable. The items' including specific task examples such as note-taking, dialogue writing, acting out, debate, etc. could be the primary reason for this as the scores performed by the teachers of language lessons were observed above the mean whereas scores obtained by other teachers such as PE, Music, Math, Science were below average. On the other hand, I.12, which was aiming to measure how frequently teachers promote curiosity and openness to new ideas under the critical and creative thinking, performed the highest score in skills level ($M=4.44$, $SD=.68$), with 53% of participants stating 'always' ($n=74$). It was also observed that all items under this category were measured with a mean score above 4 ($M>4$), pointing out almost always. Critical, creative, and analytical thinking was also mentioned in the open-ended question's part very often by several teachers from different subject expertise.

Table 16. Descriptive Statistics for Skills Related to GCE

Category	Item	Never	Rarely	Sometimes	Often	Always	<i>M</i>	<i>SD</i>
Critical and creative thinking	I.18	0(0%)	1(1%)	14(10%)	55(39%)	70(50%)	4.39	.70
	I.14	1(1%)	8(6%)	29(21%)	52(37%)	50(36%)	4.01	.93
	I.12	1(1%)	0(0%)	9(6%)	56(40%)	74(53%)	4.44	.68

Table 16 (Continued)

Empathy	I.28	8(6%)	9(6%)	25(18%)	41(29%)	57(41%)	3.93	1.17
	I.31	3(2%)	11(8%)	32(23%)	51(36%)	43(31%)	3.86	1.02
Self-awareness and reflection	I.41	2(1%)	3(2%)	24(17%)	52(37%)	59(42%)	4.16	.89
	I.39	0(0%)	1(1%)	21(15%)	51(36%)	67(48%)	4.31	.75
Communication	I.15	2(1%)	6(4%)	34(24%)	53(38%)	45(32%)	3.95	.93
	I.22	6(4%)	10(7%)	21(15%)	47(34%)	56(40%)	3.98	1.11
	I.7	9(6%)	22(16%)	34(24%)	39(28%)	36(26%)	3.51	1.21
Cooperation and conflict resolution	I.3	1(1%)	4(3%)	18(13%)	39(28%)	78(56%)	4.35	.86
	I.10	1(1%)	4(3%)	22(16%)	67(48%)	46(33%)	4.09	.81
Ability to manage complexity and uncertainty	I.5	1(1%)	5(4%)	25(18%)	63(45%)	46(33%)	4.06	.85
	I.40	2(1%)	4(3%)	31(22%)	47(34%)	56(40%)	4.08	.93
	I.13	3(2%)	6(4%)	27(19%)	57(41%)	47(34%)	3.99	.95
Informed and reflective action	I.9	1(1%)	4(3%)	22(16%)	58(41%)	55(39%)	4.16	.84
	I.24	3(2%)	8(6%)	35(25%)	47(34%)	47(34%)	3.91	1.00
	I.6	0(0%)	1(1%)	6(4%)	67(48%)	66(47%)	4.41	.61

Note: In this table Never=1, Rarely=2, Sometimes=3, Often=4, and Always=5

For the values and attitudes level of instruction, Oxfam (2015) offers 7 sub-categories that could relate to GCE at schools, namely, sense of identity and self-esteem, commitment to social justice and equity, respect for people and human rights, value diversity, concern for the environment and commitment to sustainable development, commitment to participation and inclusion, and belief that people can bring about change. Each of the seven categories was included in this research and in total of 14 items were written and the results obtained from those items were displayed in Table 17.

Table 17. Descriptive Statistics for Values and Attitudes Related to GCE

Category	Item	Never	Rarely	Sometimes	Often	Always	M	SD
Sense of identity and self-esteem	I.29	2(1%)	0(0%)	11(8%)	54(39%)	73(52%)	4.40	.76
	I.23	2(1%)	5(4%)	16(11%)	57(41%)	60(43%)	4.20	.88
Commitment to social justice and equity	I.11	3(2%)	6(4%)	20(14%)	52(37%)	59(42%)	4.13	.96
	I.1	1(1%)	0(0%)	5(4%)	36(26%)	98(70%)	4.64	.62
Respect for people and human rights	I.33	0(0%)	2(1%)	12(9%)	41(29%)	85(61%)	4.49	.72
	I.20	1(1%)	1(1%)	2(1%)	21(15%)	115(82%)	4.77	.58
Value diversity	I.38	1(1%)	2(1%)	9(6%)	44(31%)	84(60%)	4.49	.74
	I.2	1(1%)	2(1%)	8(6%)	47(34%)	82(59%)	4.48	.73
Concern for the environment and commitment to sustainable development	I.25	2(1%)	7(5%)	32(23%)	40(29%)	59(42%)	4.05	.99
	I.8	2(1%)	2(1%)	9(6%)	54(39%)	73(52%)	4.39	.79
Commitment to participation and inclusion	I.36	2(1%)	9(6%)	20(14%)	49(35%)	60(43%)	4.11	.98
	I.27	2(1%)	8(6%)	30(21%)	56(40%)	44(31%)	3.94	.94
Belief that people can bring about change	I.35	8(6%)	9(6%)	41(29%)	42(30%)	40(29%)	3.69	.13
	I.16	1(1%)	2(1%)	28(20%)	45(32%)	64(46%)	4.21	.86

Note: In this table Never=1, Rarely=2, Sometimes=3, Often=4, and Always=5.

Believing that people can bring about change became the least frequently addressed attitude by the teachers with the mean score $M=3.69$, $SD=.13$, indicating that only 29% of the participants ($n=40$) address the power and importance of NGOs, historical figures, or collective actions to take an informed stand on global issues willingly. Considering the answers given to open-ended questions, it can be said that results are parallel with this regard. Only one Science, one Social Studies, and one English teacher stated that NGOs are among the topics that already exist in the current curricula they implement and only one Turkish and one English teacher mentioned NGOs as a topic to be integrated into their subject-based curricula. Other than those, nobody referred to NGOs. On the other hand, I.20 which was about promoting respect for diverse viewpoints among students appeared to be the mostly addressed GCE-related attitude by the teachers ($M=4.77$, $SD=.58$) not only under the values and attitudes category but also through the whole scale. 115 teachers out of 140 marked ‘always’ for this item (82%).

Table 18. Descriptive Statistics for Overall Mean Scores in All Three Levels

Level	<i>min.</i>	<i>max.</i>	<i>M</i>	<i>SD</i>
Knowledge	2.00	5	4.08	.65
Skills	1.56	5	4.08	.64
Values & attitudes	1.64	5	4.29	.56

Overall, in total, 21.95% of the items in this scale were about knowledge level (9 items with 4 sub-categories), 43.91% of them were at the skills level (18 items with 7 sub-categories) and 34.15% were related to values and attitudes (14 items with 7 sub-categories) level of instruction. The overall mean score for the knowledge level was found $M=4.08$, $SD=.65$, which was almost the same with the

overall mean score obtained from skills level $M=4.08$, $SD=.64$. whereas the overall mean score for the values and attitudes level was obtained as $M=4.29$ $SD=.56$, which was higher than the ones obtained from knowledge and skills levels (See Table 18).

To analyse the results with an interdisciplinary approach, teaching credentials which had been merged before were also looked at together to understand if certain category of courses are more suitable for covering GCE-related knowledge while others are better for addressing GCE-related skills or values and attitudes (Table 19). When the total mean scores obtained from each three level are compared based-on teaching credentials merged together, it is seen that regarding the knowledge level the lowest score was obtained by Math teachers ($M=3.67$, $SD=.86$) whereas the highest score was shared by the teachers under Social Sciences category ($M=4.28$, $SD=.50$), which includes Social Studies, History of Turkish Revolutions & Atatürk's Principles, and Religious Culture and Ethics Course and Turkish teachers ($M=4.28$, $SD=.50$). As for the skills level, Math teachers' mean score remained as the lowest in this level, too, with $M=3.64$, $SD=.89$ while the highest mean score was performed by the Turkish teachers again ($M=4.42$, $SD=.43$). In the same way Turkish teachers scored the highest in the values and attitudes level with $M=4.48$, $SD=.39$ and Math teachers scored the lowest ($M=3.84$, $SD=.86$). Overall, it can be interpreted that Math teachers are the ones who address the least number of GCE components in their lessons while Turkish teachers are the ones who address the most in all three levels. When the data were analysed within the levels for each grouped course, it was seen that the total mean scores obtained from values and attitudes level were the highest of all three levels for each group, could be interpreted as even the teachers who could not relate their courses to GCE-related knowledge and skills, they still have the

tendency to address values and attitudes required to address in the classroom to raise global citizens.

As Table 19 represents, it seems like there is a pattern. In all three levels, the scores obtained from the highest to lowest by teaching credentials as in follows: 1) Turkish, 2) Natural & Applied Sciences (except the knowledge level), 3) Social Sciences, 4) Foreign Languages, 5) Arts & Sports, and 6) Mathematics, which clearly indicates Social Studies is not necessarily the leading course promoting GC.

Table 19. Descriptive Statistics for GCE-related Knowledge, Skills, and Values and

Attitudes by Teaching Credentials

Credentials		Knowledge	Skills	Values & Attitudes
Foreign language	<i>M</i>	4.14	4.14	4.32
	<i>N</i>	48	48	48
	<i>SD</i>	.59	.59	.48
Mathematics	<i>M</i>	3.67	3.64	3.84
	<i>N</i>	20	20	20
	<i>SD</i>	.86	.89	.86
Natural and Applied Sciences	<i>M</i>	4.24	4.22	4.46
	<i>N</i>	21	21	21
	<i>SD</i>	.62	.51	.42
Social Sciences	<i>M</i>	4.28	4.21	4.39
	<i>N</i>	16	16	16
	<i>SD</i>	.50	.56	.48
Turkish	<i>M</i>	4.28	4.42	4.48
	<i>N</i>	16	16	16
	<i>SD</i>	.50	.43	.39
Arts & Sports (well-being)	<i>M</i>	3.87	3.92	4.23
	<i>N</i>	19	19	19
	<i>SD</i>	.62	.58	.51
Total	<i>M</i>	4.08	4.09	4.29
	<i>N</i>	140	140	140
	<i>SD</i>	.65	.64	.56

When the scores obtained for each item were analysed one-by-one, it was figured out that for the 10 items listed below in Table 20, only one or two participants (Math teachers in all cases) rated ‘never’ or ‘rarely’, meaning that the remaining 138-139 teachers rated always, often, or sometimes for each of those statements. This signifies that even if they in varying frequency rates, almost one-fourth of the scale items (24.4%) are appropriate to be addressed in each subject area from time to time.

Table 20. Descriptive Statistics of the Items with the Lowest Rates of ‘Never’ and ‘Rarely’

Item	Category	Never	Rarely	Sometimes	Often	Always	<i>M</i>	<i>SD</i>
37	Identity & diversity	0 (0%)	2 (1.4%)	17 (12.1%)	53 (37.9%)	68 (48.6%)	4.34	.75
17	Peace & conflict	0 (0%)	1 (0.7%)	9 (6.4%)	43 (30.7%)	87 (62.1%)	4.54	.65
18	Critical & creative thinking	0 (0%)	1 (0.7%)	14 (10%)	55 (39.3%)	70 (50%)	4.39	.70
12	Critical & creative thinking	1 (0.7%)	0 (0%)	9 (6.4%)	56 (40%)	74 (56.9%)	4.44	.68
39	Empathy	0 (0%)	1 (0.7%)	21 (15%)	51 (36.4%)	67 (47.9%)	4.31	.75
6	Informed and reflective action	0 (0%)	1 (0.7%)	6 (4.3%)	67 (47.9%)	66 (47.1%)	4.41	.61

Table 20 (Continued)

6	Informed and reflective action	0 (0%)	1 (0.7%)	6 (4.3%)	67 (47.9%)	66 (47.1%)	4.41	.61
29	Sense of Identity and self-esteem	2 (1.4%)	0 (0%)	11 (7.9%)	54 (38.6%)	73 (52.1%)	4.40	.76
1	Commitment to social justice and equity	1 (0.7%)	0 (0%)	5 (3.6%)	36 (25.7%)	98 (70%)	4.64	.62
33	Respect for people and human rights	0 (0%)	2 (1.4%)	12 (8.6%)	41 (29.3%)	85 (60.7%)	4.49	.71
20	Value diversity	1 (0.7%)	1 (0.7%)	2 (1.4%)	21 (15%)	115 (82.1%)	4.77	.58

Mean scores obtained below $M < 3$ were also analysed to see which items were addressed the least and by which credentials. As it was seen in Table 21, through the whole scale there were only six items (14.7%) whose mean scores indicated frequency rate less than sometimes: I.4 which is about starting class discussions on SDGs (German, $M=2.67$, $SD=.58$; French, $M=2.33$, $SD=.58$; Music, $M=2.83$, $SD=.40$; PE, $M=2.25$, $SD=1.17$), I.7 which is about involving activities requiring students to adapt their behaviour to new cultural environments (Math, $M=2.95$, $SD=1.32$; Music, $M=2.67$, $SD=1.21$; PE, $M=2.25$, $SD=1.04$), I.14 that focuses on tasks through which students analyse their own assumptions as well as others' with

respect to people and issues (French, $M=2.67$, $SD=.58$), I.30 which is about referring to wider causes and implications of climate change in class (PE, $M=2.88$, $SD=1.25$), I.31 which means tasks helping students recognize how different backgrounds, beliefs, and personalities affect one's behaviour and world views are addressed (French, $M=2.67$, $SD=.58$; PE, $M=2.88$, $SD=1.25$), and I.35 which promotes willingness to take an informed stand on global issues (PE, $M=2.63$, $SD=1.19$). Yet, it is important to state that the scores below $M<3$ were never observed less than $M=2.25$, meaning that despite being few and far between, GCE components under these categories are still being covered in each school subject. However, especially PE and French teachers might require additional attention as they were observed more often in each of these categories.

Table 21. The Items Addressed Less than 'Sometimes'

Item	Credential	M	SD
I.4	German	2.67	.58
	French	2.33	.58
	Music	2.83	.40
	PE	2.25	1.17
I.7	Math	2.95	1.32
	Music	2.67	1.21
	PE	2.25	1.04
I.14	French	2.67	.58
I.30	PE	2.88	1.25
I.31	French	2.67	.58
	PE	2.88	1.25
I.35	PE	2.63	1.19

Although the number of teachers from each subject area was insufficient for inferential statistics, and therefore a statistical generalization, there are still a few noteworthy points to report. One of them is that even though only two teachers with credentials from Religious Culture and Ethics answered the scale, it was seen that both teachers marked either 'always' or 'often' for each of the 41 items. There were no 'never', 'rarely', or 'sometimes' answers. However, they mentioned only three headings which are 'tolerance', 'love', and 'respect for differences' in the open-ended section. Another striking finding was observed in IT teachers' scores. As previously stated, I.4., which was under the sustainable development category aiming to measure how often teachers start class discussions on global sustainability by taking the UN's SDGs into account, was the question from which the lowest mean score was obtained ($M=3.40$, $SD=1.16$). However, IT teachers performed the highest score for this question ($M=4.25$, $SD=.50$, $n=4$) (after the Religious Culture and Ethics course teachers). Lastly, PE teachers' scores were notably low for I.7. under the communication skills, which aimed to see how often teachers encourage adapting behaviour to new cultural environments. This item was also stated as the item with the lowest mean score in the whole scale above ($M=3.51$, $SD=1.21$), however, considering the nature of PE lessons with all the races, competitions, tournaments in which communication is an essential aspect, the findings are worth to think upon.

4.5. Topics and Skills that can be Integrated into Subject-based Curriculum to Enforce GCE

To shed light on further curriculum development procedures, lastly, teachers were asked what other GCE-related topics and skills that could be integrated into their subject-based curriculum they think. Out of 140, 64 teachers responded this question and since the number of the participants was lower, the results for each

lesson were presented separately this time. 12 out of 64 teachers said either there were no other topics or skills to be added or they thought the existing topics and skills are quite enough whereas other three teachers stated that they had no ideas. German, IT, teachers, and most of the PE teachers added no other topics or skills whereas Religious Education teacher referred to morals only. English, Turkish, Social Studies, and Science teachers provided various topics, skills, objectives that can be integrated into curricula or could be further elaborated.

Unlike the 2nd and 3rd questions, which included some common topics and skills mentioned by the teachers with different credentials, this question mostly involved unique answers, which were presented in Table 22. English teachers emphasized the importance of involving activities which will enable to put theory into practice such as learning by doing (e.g. turning the lights off while leaving the classroom), exchange programs or virtual exchange classes which will increase the interaction of their students with people from other cultures and having more presentations and debate sessions. French teachers thought that involving activities that would enable students to understand the reasons of differences might help them more to become global citizens. Besides, one of them offered mindfulness to be added to the curriculum, which was unexpected to see but could be thought related to overall well-being discussed in the previous chapters. In addition to the topics regarding NGOs and refugees, Turkish teachers also thought that topics highlighting the importance of fair consumption and protecting the world could be integrated into the curriculum. Another notable finding was obtained from the Science teachers, referring to values education. Field trips and excursions that would enable students to explore the art in situ or including more works from other cultures and in other languages were offered by art teachers (Visual Arts and Music). For Mathematics,

the current curriculum could not be associated with GCE in terms of existing topics and skills according to the data, however, activities like participation to international Mathematics competitions were offered as a way of including GCE into the curriculum. Some teachers indicated that it would enable students to give an opportunity to communicate with people from other cultures and also help them improve their language skills simultaneously. As for Social Studies lessons, although participants did not present any specific topic or skills in relation to GCE, one of the participants stated that the current curriculum puts too much emphasis on national aspects and needs to be made more universal while some other offered that it must focus more on universal laws and the emphasis on global issues as well as critical thinking skills must be increased. PE lesson teachers suggested that more objectives could be added regarding the topic on international sports events in a way to refer justice, respect, fairness, and ethical concerns. The findings indicated that another school subject in which ethics could be taken into consideration, especially within the scope of creativity, was Technology and Design according. Besides, minimalist consumerism and visual literacy were among the essential points underlined by the teachers as appropriate for the content of this lesson. Overall, NGOs and refugees were mentioned both by Turkish and English teachers only, but other than that there were no common areas identified by both cohorts.

Table 22. Teachers’ Suggestions for Other GCE-related Topics and Skills that could be Integrated into the Subject-based Curricula

Lesson	Other GCE-related topics or skills that can be added to the curricula
French	background reasons of differences and embracing them mindfulness

Table 22 (Continued)

English	debate and presentation skills raising awareness and problem solving learning by doing activities, text analysis on global issues exchange programs or virtual classroom exchange
Turkish	NGOs and the actions of climate activists effects of wars, refugees protecting ‘our’ world fair consumption
Science	values education experiments being conducted in other countries international initiatives to protect the world
Visual Arts	excursions and field trips
Music	more content from other cultures or in other languages more activities requiring creativity
Math	sustainability participating in international Math competitions
Social Studies and Citizenship	making the Social Studies curriculum more universal topics about law and critical thinking global issues must be handled in more detail
PE	international sports events, ethics in sports, respect, justice, fairness
Technology & Design	ethical concerns in creativity, visual literacy, minimalist consumerism

4.6. Summary of the Findings

Overall, the findings obtained from the answers given to scale items indicate that

- Religious Culture and Ethics teachers rated either ‘often’ or ‘always’ for each item.

- Math teachers are the ones who address the least number of GCE-related items in all three levels.
- the lowest mean scores ($M < 3$) that were observed on six items on the scale were performed by mostly PE teachers (for 5 items) and French teachers (for 3 items), followed by Music (2 items) and Math (1 item).
- although sustainability was one of the most frequently repeated areas by the teachers in the open-ended questions, the least integrated item into teachers' instructional practices became the item on UN's SDGs with $M = 3.40$, $SD = 1.16$ under sustainable development.
- the item about ensuring that students respect different viewpoints of each other had the highest mean score ($M = 4.77$, $SD = .58$), which was parallel to the open-ended answers given to the question regarding GCE visions of the teachers.
- among all three levels, the teachers showed more tendency to address GCE-related values and attitudes in their teachings as compared to GCE-related topics and skills.
- at least 138 participants out of 140 rated minimum 3=sometimes for 10 items through the whole scale, meaning that at least one-fourth of the items addressing to GCE are covered in each subject areas in varying degrees.

Besides, the findings obtained from four open ended-questions indicate that

- all the teachers identified GCE positively.
- a majority of the teachers were able to relate at least one topic or skill in the existing curricula that they are implementing to GCE.
- Math teachers were the ones who named the least kinds of GCE-related concepts, topics or skills existing in the current curriculum.

- English teachers were the ones who listed down broadest list of topics related to GCE in their current curriculum.
- Science teachers were the ones who listed down the broadest list of skills related to GCE in their current curriculum.
- the concepts sustainability and environmental issues were the most frequently repeated themes regardless of subject matters.
- findings indicate that all school subjects are more or less related to GCE.

When the quantitative and qualitative data are analysed together, it is seen that

- except German, PE, and Religious Culture and Ethics courses, environmental issues, ecological viewpoints, and respect are mentioned by each credential.
- personality and identity and society topics were common in both language classes and Social Studies.
- rights, equal rights, respect for others' rights were common topics and attitudes mentioned by language teachers, Social Studies, Visual Arts, and PE teachers.
- teachers of various subjects (IT, Maths, Science, PE) considered that MYP/IB programme's content is closely linked to GCE objectives.
- field specific suggestions were offered mostly by Arts & Sports (well-being) classes (e.g. fair play for PE, art forms, universal pieces of arts, field trips), but other than similar topics or skills to be integrated into the curricula were uttered by the teachers.

CHAPTER 5

DISCUSSION

This research investigated the concept of Global Citizenship Education (GCE) from the teachers' aspect an interdisciplinary and multi-faceted approach. It was tried to figure out how frequently the components related to GCE are incorporated into the instructional practices of private middle school teachers. Teachers from each subject area that are being taught in middle schools in Türkiye involved in this research and the findings revealed that GCE components are addressed through the instructional practices of teachers at all three levels with $4 < M < 5$ in most cases, meaning that a great number of scale items are covered in classes very frequently and some are addressed almost always. It was also found out that the mean scores performed for the GCE-related items at the values and attitudes level were bigger than the ones obtained from the items at knowledge and skills levels, which could be interpreted as teaching methodologies employed by the teachers serve more for instilling values and attitudes. The minimum mean score performed for an item was observed as $M=2.25$, meaning that each of the 18 categories suggested in Oxfam's (2015) GCE curriculum are addressed in each school subject even if it is rarely.

The following sections aim to present a detailed discussion on the major findings of this research with respect to their relations to the previous research recommendations that can be drawn from the results of this research for further research.

5.1. Discussion of the Findings

Several GCE-related themes, topics, skills, values, and attitudes emerged from the findings of this study. Except one teacher from Mathematics, each and every participant in this research were able to identify GCE with one or more aspects of it, which were also consistent with the GCE frameworks of international organisations like UNESCO, OECD, the World Bank, Eurydice, and Oxfam with several key dimensions (social, cultural, moral, environmental, ethical), concepts (knowledge of other cultures, diversity, sustainability, human and animal rights, etc.), skills (communication, creative, critical, analytical thinking, and so on), and attitudes (like tolerance, empathy, respectful, sensitive). Like in the studies of Rapoport (2015), Çermik et al. (2016), and Başarır (2017), participants in this study mainly identified GC(E) as a wider sense of commitment and responsibility towards all the people across the world rather than one's own country and people in it. This identification was crucial as the fundamental goal of GCE is to provide individuals with age-appropriate knowledge, skill, attitude, and value sets in various aspects of life with the purpose of helping them become self-esteemed individuals and responsible citizens caring collective well-being rather than individual well-being. In general, the participants of this research associate GCE with having knowledge about other cultures and respecting the diversity in those, being a world citizen, being sensitive responsible citizens locally and globally, knowing about the importance of learning other languages, being aware of global issues such as global warming, refugees, equity, human and animal rights, and finding solutions for those, problem solving, critical, analytical, creative thinking, having advanced communication skills, being tolerant sensitive responsive actively engaged citizens, all of which are parallel to the interpretations of prominent scholars in this field such

as Veugelers (2011), Ikeda (1996), Oxley and Morris (2013). When the answers of the participants were analysed with respect to the main typologies and dimensions discussed in the literature review, it is seen that their ways of defining GCE are parallel with Veugelers' (2011) open and moral forms of GCE as well as Oxley and Morris' (2013) GCE typology in particular with the moral, cultural, social, and environmental levels, however, political and economic dimensions were not mentioned much in this study either. Veugelers (2011) discussed that GCE mostly remains at the level of raising awareness most of the time and it lacks taking real actions to implement. Some contradictions that were encountered while comparing the results obtained from the open-ended questions and scale items seemed to support this view. The importance of sustainability, being able to make informed decisions, and having good communication skills were among the important headings repeated by many teachers in the open-ended questions several times. However, when it comes to the frequency of integrating activities, discussions, tasks associated with these concepts, teachers' answers varied between rarely and sometimes.

It is stated that the teachers in this research were able to list down GCE topics and skills, and they performed quite well on GCEII scale, however, it must be noted that as compared to some other studies like Schweisfurth's (2016), in which elaborate examples were given by the secondary school teachers in Ontario (e.g. hosting a street party where fair-trade coffee will be offered, organizing a multicultural benefit concert to raise awareness of different cultures), the answers obtained from the teachers in this study were still superficial (e.g. 'there are several skills', 'the same' 'In ... lesson there are a lot of topics aligning with GCE' or 'The studies within the scope of MYP serve for GCE'), identifying only the themes,

dimensions, or categories regarding what to include to incorporate GCE, but not providing specific examples in terms of how to include them, or not referring to specific teaching methods, strategies, or techniques that they employ or could employ to address GCE components. However, the reason of the difference is worth further exploration as the teachers in Schweisfurth's (2016) study were teaching at high school. It could also be due to cultural differences or differing educational policies, but administering the same open-ended questions to the high school teachers might be useful to see if the answers will be more sophisticated or not.

When subject-based implications are made with respect to current literature, it is seen that this research shares a lot of common findings with the research of Tichnor et al. (2016). For Language arts, for example, participants from both studies referred to several number of similar activities such as exchange programs and campaigns whereas Science teachers in both studies mentioned energy use around the world and eco-friendly energy resources primarily. When it comes to Music, Music teachers in both studies referred to music culture of other countries, however, the teachers in the research of Tichnor et al. (2016) listed down a broader list of topics including the relationship between music and geography, incorporating world languages into music class through the lyrics, comparing songs and genres of different cultures. Music lessons are appropriate to refer to many other GCE related topics and concepts. For example, the influence of Music on overall well-being can be discussed in a way to contribute to collective well-being or like suggested in Oxfam's (2015) curriculum analysis can be made to understand the role of Music in promoting social positive change or protesting social injustice. Similarly, Math teachers in this research listed down very few topics or skills as compared to the teachers in the study of Tichnor et al. (2016) and the study of Yeoh (2017) with

ASEAN teachers. For instance, Math teachers in Ontario used global math stories with an inter-disciplinary approach and integrated History (population at different time intervals), Geography (map-reading), Science (wasting resources), etc. to promote class discussion that would serve for GCE topics or skills such as empathy, critical thinking, sustainability, etc. Math teachers in ASEAN countries, on the other hand, stated that there could be a lot of things that they can integrate into GCE through Math learning and mentioned the use of ‘global economic problems’ to teach problem solving by developing creative and critical thinking through problem-based learning to engage learner’s curiosity and directly encourage students to think globally whereas our teachers only referred superficial answers like ‘problem-solving’, ‘it’s integrated in the questions’, ‘items in the scale can be applied’, or ‘MYP topics’. Considering the primary goal of Mathematics, it is possible to link this subject to GCE in several ways. For example, they teach how to read and interpret graphs, charts, or tables in Math classes. These could be quite beneficial if they show how the temperatures across the world have changed within years due to global warming, or they might share some data regarding hunger, poverty, or unemployment rates, GDPs across countries, the number of students who cannot go to school across the country and across the world, the number of animals who are hunted illegally and facing the danger of extinction, etc. Besides, while teaching that Math is universal, they might refer to famous Mathematics scholars from different backgrounds and ethnicities by emphasizing the importance of diversity, co-operation, and collaboration for positive change. When it comes to PE, the teachers mentioned international sports tournaments, the importance of tolerance and respect for individual differences, and fair play as GCE-related components with respect to their lessons. Nevertheless, communication, which is a very important asset in team

sports or tournaments, was neglected by them and it even became one of the least addressed components by PE teachers. Act outs through which students would imagine themselves as part of a multicultural community might be employed to improve the communication skills of the students as global citizens. Similarly, PE teachers performed lower scores on the item about the belief that people can bring about change (through collective actions), but PE could be one of the most available school subjects to address the importance of teamwork, co-operation and collaboration to change things. Besides, challenging cultural, racial, and gender stereotypes through sports and NGOs supporting these movements could be integrated into PE classes in order to promote GCE.

As it is stated above, some of the teachers in this research had difficulty in relating the current curricula that they are implementing to GCE; however, they stated that MYP/IB programme on which they have been working on to implement next year could serve for GCE to a great extent. This leads us to the question of if GCE is a luxurious form of education that only certain group of students could get benefit from like it was discussed in Kim's (2010) research. In that study conducted with South Korean teachers, there were some participants who thought GCE is mostly implemented through extra-curricular activities or supplementary programmes like IB, which state school students can never reach. This is one of the current arguments in the field of education that divides the experts and teachers into two: should GCE be treated as supplementary, additional form of education having its own curriculum, or complementary that would be integrated into subject-based curricula at school-wide levels? Leading international educational organizations like UNESCO, OECD, Eurydice, and World Bank favour the latter option and the participants of this research appeared to agree. More than 75% of the teachers were

already able to link some topics and skills involving in their subject-based curricula to GCE. I guess it would not be wrong to say that shift from teacher-centred approach to student-centred one had a great impact on this. For example, one of the participants of this research, a Visual Arts teacher, stated that ‘There are no GCE-related skills in the current curriculum, I try to include all these with my personal efforts’. Teachers who employ student-centred teaching methodologies in their classes inevitably encourage curiosity, collaboration, co-operation, critical, creative, and analytical thinking in class, which significantly correspond with most of the skill sets involved in GCE, and the themes and topics that are suitable for instilling these types of skills intersect with the ones in a GCE curriculum. Finally, while working with others, expressing their own view, or challenging their teachers and friends’, the students implicitly acquire GCE-related values and attitudes. In a nutshell, dominant teaching strategies and methods in a school environment is crucial for GCE: the more they are student-centred, the more it is likely to address GCE topics, skills, values, and attitudes.

Apart from being supplementary, GCE is also criticized by some, like the participants of Kim’s (2010), for presenting only Eurocentric and U.S. centric perspectives from elitist point of views, which leads to one of the most controversial discussions in the literature. The main concern is that GCE could be a threat to national identity. Unlike some studies whose participants adopted this belief (Rapoport, 2010; Goren & Yemini, 2015), participants of this research do not worry about GCE’s killing or weakening national identity. In this study, there was also one English teacher who associated GCE with an attempt to impose Western Europe or American cultures as the South Korean teachers in Kim’s (2010) research did, however, from his definition of GCE and the further explanations that he added it

was clear that he does not blame GCE for this but puts the emphasis on the books which lack representativeness and cultural diversity. Far from seeing GCE as a threat, some of the participants (especially Social Studies teachers) of this research even criticized the current curriculum for focusing only on national aspects and emphasized the need for a more international curriculum.

Even though the primary purpose was not to draw conclusions regarding teachers' attitudes towards GCE or their global mindsets, the findings of this research also shed light on these aspects, as well. On the one hand, when the total number of middle school teachers in the population ($N=1144$) and the participant number ($n=140$) are considered, it can be concluded that the interest for the topic among the teachers is still very low (13%). Besides, especially the answers given to the open-ended parts refer to some inadequacies as there are conceptual mismatches or vague answers exemplified in the previous parts. On the other hand, the way the teachers answered the first open-ended question and the efforts they put on the optional questions to examine the current curriculum to find out GCE components in it and to suggest more topics and skills that could be integrated into their subject areas could be seen as an indicator of teachers globally competent teachers with positive viewpoints towards GCE. I think that the teachers' efforts to answer these questions and the content of their answers (e.g. refugees, human rights, ecological viewpoints) implicitly indicate that they carry some of the features of globally competent teachers like being sensitive and responsive to cultural and linguistic diversity as Longview Foundation (2008) suggests. Except a few exceptions, most of the answers in this research were quite sufficient when the scope of training in the faculties of education, in-service teacher training opportunities in Türkiye, and the educational attainments of the teachers are taken into consideration. Unlike some of

the previous research findings and implications like Ceylan (2013) or Çolak's (2015) stating that teachers lack enough knowledge regarding GCE, the wide range of answers obtained for each of the four open-ended question as well as the scores obtained from the scale items in this research can be interpreted as an increased awareness and successful progress within the last decade.

5.2. Implications for Curriculum and Instruction Policy

This research has revealed so many aspects that are worth scrutinizing to integrate GCE into school-wide curricula. To begin with, it showed that even if they are in differing frequencies, GCE components are observed in each subject-areas, but teachers with certain credentials can be guided and supported more through in-service training and/or by the curriculum experts as the lowest mean scores or the least number of topics and skills were obtained from those credentials. The study results illustrated a pattern from the highest mean scores to the lowest by categories of the lessons: 1) Turkish, 2) Natural & Applied Sciences (except the knowledge level), 3) Social Sciences, 4) Foreign Languages, 5) Arts & Sports, and 6) Mathematics. This pattern as well as the mean scores observed during item-by-item analysis and the answers given for open-ended questions showed that especially Math, PE, and French teachers seemed like they needed more support and guidance to integrate GCE components into their lessons. Curriculum experts at schools can work together with Math and PE teachers to raise their awareness regarding GCE-related topics, skills, values and attitudes existing in their subject areas and guide them plan lessons that would integrate GCE components as discussed in the previous section into their in-class practices. When it comes to French teachers, who mismatched skills and attitudes conceptual clarification might be beneficial if it is a contradiction in terms. Besides, it might be useful for them to co-operate with other

language teachers for integrating GCE-related empathy and critical and creative thinking skills into their instructions, as they had tendency to address them rarely. Finally, it might be important to work more closely with Religious Culture and Ethics course teachers on GCE education through religious education as they performed very high on the scale yet stated and suggested very little in open-ended part.

On the other hand, Turkish and Science teachers performed the highest scores on the scale and offered a wide range of GCE-related topics and skills, which is a proof that unlike the common belief, GCE is not only associated with Social Studies lessons. For this reason, schools might consider taking advantage of these subjects while planning extra-curricular activities. For example, like TED School's GCE clubs in English lessons, extra-curricular activities can be designed and implemented by the teachers of these subjects.

Furthermore, awareness should be raised with respect to UN Sustainable Development Goals. There are in total of 17 goals aimed to be accomplished through SDGs, however, despite being mentioned very often by the teachers in the open-ended part, the scope of sustainability appeared to be limited to environmental issues such as climate crisis, renewable energy sources, carbon footprints. There was no reference to the decent work and economic growth, partnership for the goals, or strong institutions and the reference to inclusiveness, quality education, reduced inequalities, industry, innovation and infrastructure was very little and mostly superficial.

Lastly, teacher recognition for GCE should be increased through in-service teacher training sessions. It is undeniable that certain curriculum policy changes are required in the national and school level in our country, however, with informed

teachers, GCE components can be immediately integrated into lessons through questions, class activities, discussions, etc. One of the tacit goals of this research was to make teachers reconsider the components that could relate to GCE in their subject areas. The study findings revealed that the teachers who had difficulty in identifying what GCE is in the first question or the ones who did not find their subject area related to GCE were able to list down topics and skills for the optional questions at the end of the scale items. Some other even stated that the scale items in this research could form a useful framework to incorporate GCE components into various school subjects including theirs. These clearly show that even little exposure to GCE dimensions and categories might help teachers make sense of GCE and encourage them to promote it in their classrooms. Therefore, school managers and principals need to arrange seminars, conferences, and workshops through which teachers will hear more about the concept.

5.3. Recommendations for Further Research

The current study can be adapted and improved in several ways to contribute the literature regarding GCE. To begin with, the same research can be conducted by employing more types of data to support teachers' answers. The current research obtained its data only from the teachers through four open-ended questions and 41 scale items. Notwithstanding the comparison and verification of open-ended responses against scale item responses, further data such as class observations, in-depth curriculum document analysis, student surveys, and student and teacher reflections could help more to be able to decide how often GCE-related components are truly addressed by the teachers through their instructions.

Another thing that can be improved is the scope the of the research. The scope of this current study was limited to the data obtained from the private middle

school teachers working at schools affiliated with a certain institution. As long as larger, representative samples are reached, (e.g. teachers working at other private schools or even state schools) the research design of this study could employ inferential statistics and it could be possible to say if there are or there are not statistically significant differences between the subject areas in terms of their being able to serve for GCE education or to interpret which subject-areas promote more for which GCE categories.

Lastly, GCEII Scale can be revised in accordance with Oxfam (2015) descriptors for other age groups and the same school subjects can be analysed in different grade levels (e.g. primary school or high school) in terms of their relationship with GCE. Comparisons can also be made within the same school subjects which are taught in all degrees but in broader or narrower scopes like Science (Physics, Chemistry, Biology), Social Studies (Life Sciences, Geography, History), or Turkish (Literature) to see if their content serves for GCE more or less in certain degrees of education.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

<p>UYGULAMALI ETİK ARAŞTIRMA MERKEZİ APPLIED ETHICS RESEARCH CENTER</p> <p>DUMLUPINAR BULVARI 06800 ÇANKAYA ANKARA/TURKEY T: +90 312 210 22 91 F: +90 312 210 79 99 ueem@metu.edu.tr www.usam.metu.edu.tr</p>	<p> ORTA DOĞU TEKNİK ÜNİVERSİTESİ MIDDLE EAST TECHNICAL UNIVERSITY</p>
Konu: Değerlendirme Sonucu	18 OCAK 2024
Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)	
İlgili: İnsan Araştırmaları Etik Kurulu Başvurusu	
<p>Sayın Prof. Dr. Hanife AKAR</p> <p>Danışmanlığımı yürüttüğünüz Zişan KÜL ÇETİNKAYA'nın "<i>KÜRESEL VATANDAŞLIK EĞİTİMİ BAĞLAMINDA ÖĞRETMENLERİN SINIF İÇİ PRATİKLERİNİN İNCELENMESİ</i>" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek 0206-ODTÜİAEK-2024 protokol numarası ile onaylanmıştır</p> <p>Bilgilerinize saygılarımla sunarım.</p>	
Prof. Dr. İ. Semih AKÇOMAK Üye	Prof. Dr. Ş. Halil TURAN Başkan
Doç. Dr. Şerife SEVİNÇ Üye	Doç. Dr. Ali Emre Turgut Üye
Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL Üye	Doç. Dr. Murat Perit ÇAKIR Üye
	Dr. Öğretim Üyesi Müge GÜNDÜZ Üye

B. INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Eğitim Fakültesi Eğitim Programı ve Öğretim Bölümü Tezli Yüksek Lisans bölümü öğrencisi Zişan KÜL ÇETİNKAYA tarafından Prof. Dr. Sayın Hanife AKAR danışmanlığındaki yüksek lisans tez çalışması kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, Küresel Vatandaşlık Eğitimi ile ilgili çeşitli öğrenme yetkinliklerinin farklı branş derslerinde ne sıklıkta yer aldığını ve dersler arasında istatistiksel açıdan anlamlı bir farklılık olup olmadığını ortaya çıkarmaktır. Bunun yanı sıra açık uçlu sorulara vereceğiniz cevaplarla Küresel Vatandaşlık Eğitimi'nin farklı branş derslerinde hangi konu ve beceriler kapsamında ele alındığı ve alınabileceği hakkında veri toplamak amaçlanmaktadır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, demografik bilgiler, kapalı uçlu sorular ve açık uçlu sorular olmak üzere 3 bölümden oluşan anket çalışmasını tamamlamanızdır. Bu çalışmaya katılım ortalama olarak 15 dakika sürmektedir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Ankette, sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Verdiğiniz özel bilgiler tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımla ilgili bilmeniz gerekenler:

Anket, genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak isterseniz Orta Doğu Teknik Üniversitesi Eğitim Bilimleri bölümü öğretim üyelerinden Prof. Dr. Sayın Hanife AKAR ya da yüksek lisans öğrencisi Zişan KÜL ÇETİNKAYA ile iletişime geçebilirsiniz.

Gönüllü onam formu'ndaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

C. TURKISH SUMMARY / TÜRKÇE ÖZET

Küreselleşme kavramı kullanıldığı bağlama göre farklı boyutları vurgulasa da genel anlamda dünyanın ve içinde barındırdığı çeşitliliklerin karşılıklı bağıllığı anlamına gelmektedir. Bu tez çalışması küreselleşmeyi eğitim bağlamında ele almayı ve küreselleşmenin öğretmenlerin sınıf içi uygulamalarında nasıl yer aldığını incelemeyi amaçlamaktadır.

Araştırmanın Arka Planı

Küreselleşme denince çoğunlukla ekonomik, sosyo-kültürel ve teknolojik boyutlar ön plana çıkar ve karmaşık bir sistem olarak eğitim de kaçınılmaz olarak bu alanlardan etkilenir. Özellikle teknolojik gelişmelerin beraberinde getirdiği küreselleşme ile birlikte günümüzde öğrenciler bir yandan kendilerinden önceki nesillere nazaran çok daha geniş bir dünya deneyimlerken (iletişim, ulaşım, sağlık, eğitim, tüketim, vb. alanlarda) öte yandan pek çok olumsuzluğa da (doğrudan veya dolaylı olarak) çok daha fazla maruz kalmaktadırlar (savaşlar, insanlık dramları, insan ve hayvan hakları ihlali, iklim krizi, afetler, eşitsizlik, vb.). Böyle bir dünyada eğitimin amacı yalnızca topluma uyumlu, işgücüne katkıda bulunacak bireyler yetiştirmek olarak düşünülemez. Bu sebeple, Birleşmiş Milletler Eğitim, Bilim ve Kültür Örgütü, UNESCO, 2014 yılında Küresel Vatandaşlık Eğitimi (Global Citizenship Education) programını başlatmıştır. UNESCO (2014)'ya göre Küresel Vatandaşlık Eğitimi (KVE) her yaşta öğrenciyi insan hakları, eşitlik, sürdürülebilirlik, barış ve güvenlik gibi kavramların önemini anlayan bireyler olarak yetiştirmek ve bunların sağlanması için yerel ve küresel bağlamda aktif sorumluluk almaları için cesaretlendirmektir. Bu anlamda KVE'yi bir çatı terim ve çerçeve

program olarak düşünmek yanlış olmayacaktır. Son yıllarda sıklıkla duyduğumuz Sürdürülebilir Kalkınma Hedefleri (SKT), Eğitim 2030 Ajandası, OECD Küresel Yetkinlikleri (OECD, 2005, 2018), İnsan Hakları Eğitimi Dünya Programı (UNESCO, 2017), vb. pek çok program da aynı temel prensiplere dayanmaktadır. UNESCO'nun yanı sıra Oxfam, Dünya Bankası, Avrupa Birliği Eğitim Komisyonu gibi daha pek çok kurum ve kuruluş KVE'nin geliştirilmesi ve uygulanması alanında öncülük etmektedir.

Görece yeni kavramlar olmalarına rağmen “küresel vatandaşlık,” “küresel yeterlikler”, “küresel fikirlilik” ve “sürdürülebilir kalkınma hedefleri” ülkemizdeki öğretim programları ve müfredat dışı faaliyetlerde de yerini almaya başlamış ve pek çok okul yöneticisi, öğretmen, program geliştirme uzmanı ve yayın evinin ilgi odağı olmuştur. Örneğin; Bahçeşehir Koleji 2015 yılında Fernando Reimers'in (2013) kitabını çevirerek 60 derslik bir küresel vatandaşlık eğitimi programını okullarında başlatmıştır (Bahçeşehir Koleji, Dünya Vatandaşlığı Programı, 2022) Benzer şekilde, 2019 yılında TED Okulları Küresel Vatandaşlık Eğitimi Kulübü ile bu alanda çalışmalara başlamıştır (Türk Eğitim Derneği, Yabancı Diller, 2022). Ülkedeki en başarılı devlet okullarından biri olan Galatasaray Lisesi ise 2009 yılında yayınladığı Temel Değerler Bildirisi'nde misyon yükleme, etik, dayanışma, açık fikirlilik gibi KVE programının temel hedefleriyle örtüşen pek çok değere yer vermiş olup açıkça ‘dünya vatandaşı olmaktan gurur duyan Türkler’ yetiştirmekten bahsetmiştir (Galatasaray Lisesi, 2023). Öte yandan Milli Eğitim Bakanlığı (2023) misyonuna küresel vatandaş/dünya vatandaşı yetiştirmek kavramları kullanılsa da Oxfam (2015) ve UNESCO'nun (2016) küresel vatandaş yetkinlikleri ile örtüşen pek çok kavram (demokrasi, barış, hak, adalet, sorumluluk bilinci) ve beceri (araştırma, sorun

çözme, yaratıcılık,) ve tutum (iletişime ve paylaşımına açık olmak, sanat duyarlılığı) ifade yer almaktadır.

Son yıllarda yaşadığımız Covid 19-pandemisi, 6 Şubat Maraş depremi, yakın coğrafyamızdaki komşu ülkelerde yaşanan savaşlar doğrultusunda ülkemizde artan sığınmacı ve mülteci popülasyonu gibi etkenler göz önünde bulundurulduğunda, ülkemizde de yukarıda tanımlanan nitelikte öğrenciler yetiştirme ihtiyacı yadsınamaz bir gerçektir. Bunu yapmanın temel yolu da bütüncül bir okul yaklaşımı ile öğrencileri her anlamda geliştirmekten geçmektedir.

Araştırmanın Amacı

Bu çalışma küresel vatandaşlık eğitiminin bilgi, beceri, tutum ve değerler düzeylerinde öğretmenlerin öğretim uygulamalarında ne derece yer aldığını incelemeyi amaçlamaktadır. Çalışma kapsamında aşağıdaki sorulara yanıt aranmıştır:

1. Kurumsallaşmış bir özel okulda ortaokul öğretmenleri, Küresel Vatandaşlık Eğitimi nasıl görüyor?
2. Öğretmenler mevcut öğretim programında Küresel Vatandaşlık Eğitimi ile ilgili hangi konu veya becerilerin yer aldığını düşünüyor.
3. Öğretmenlerin öğretim uygulamalarında en sık ve en az ele alınan Küresel Vatandaşlık Eğitimi kategorileri nelerdir?
4. Farklı branş öğretmenleri küresel vatandaşlık eğitiminin bilgi, beceri, değerler ve tutum düzeylerindeki bileşenlerini sınıflarında ne sıklıkla işler?
5. Küresel Vatandaşlık Eğitimi güçlendirmek için farklı derslerin öğretim programlarına başka hangi konu ve beceriler dahil edilebilir?

Araştırmanın Önemi

Bu araştırmanın bulguları literatürde yer alan birçok değerli araştırmanın bulgularıyla beraber Küresel Vatandaşlık Eğitimi anlayışımıza katkıda bulunabilecek değerli bilgiler sunma potansiyeline sahiptir. Öncelikle, ilgili kaynak taraması incelendiğinde yapılan çalışmaların çoğunlukla öğrenciler veya öğretmen adayları ile yapılmış olduğu görülmüş ve aktif olarak görev yapan öğretmenlerle yapılmış çalışmaların literatürde eksik kaldığı tespit edilmiştir. Bu çalışma, sahada öğretmenlik yapan katılımcılardan veri toplayarak öğretmenlerin öğretim uygulamaları ve KVE arasındaki ilişkiyi inceleyerek eğitim ve öğretim programlarını şekillendirmede yol gösterici olabilecek bulgular açığa çıkarma potansiyeli açısından önemlidir. Bunun yanı sıra, öğretmenlerden toplanan verilerin çoğunlukla Sosyal Bilgiler ve/veya Vatandaşlık ve İnsan Hakları derslerini veren öğretmenlerden toplandığı, diğer branş öğretmenlerinden veri toplanan çalışmaların nadir (İngilizce, Fen Bilgisi Matematik) veya neredeyse yok denecek kadar az olduğu (Görsel Sanatlar, Müzik, Beden Eğitimi, Din Kültürü, Bilgi Teknolojileri, vb.) tespit edilmiştir (Larsen & Faden, 2008, Başarır, 2017; Kim, 2019; Saif Nassaer Al-Maamari, 2022; Rapoport, 2013; etc.). Ayrıca yapılan çalışmaların büyük bir çoğunluğunun öğretmenlerin küresel vatandaşlık eğitimi ile ilgili tutumlarını ölçtüğü fakat öğretim uygulamalarının KVE ile ilişkisini ölçen ve inceleyen nicel bir çalışma yapılmadığı ortaya çıkmıştır. Bu açıdan bakıldığında mevcut çalışma yalnızca sahadaki öğretmenlerden veri sağlamakla kalmayıp kullanılacak veri toplama aracının maddeleri sayesinde öğretmenlerin KVE anlayışlarını ve kullandıkları öğretim yöntem ve metotlarını derinlemesine düşüncelerini sağlayarak farkındalık yaratacaktır. Kaynak taramasının gösterdiği bir diğer şey ise bu alanda yapılan çalışmaların çoğunlukla nitel çalışmalar olması (Larsen & Faden, 2008, Veugelers,

2011; Goren & Yemini, 2015; Tichnor-Wagner, Parkhouse, Glazier & Cain, 2016; Schweisfurth, 2016; Başarır, 2017; Kim, 2019, etc.) ve alanda nicel çalışmayı mümkün kılacak bir ölçme aracının bulunmuyor oluşudur. Bu çalışma, araştırmacının uluslararası bir insani yardım ve kalkınma kuruluşu olan Oxfam (2015)'ın önerdiği kılavuz KVE programını referans alarak geliştirdiği 41 soruluk Küresel Vatandaşlık Eğitimi Uygulanma Endeksi (GCEII) ile alan yazına nicel bir veri toplama aracı kazandırması açısından önemlidir.

Yöntem

Enlemesine kesitsel desende tasarlanan bu araştırmada özel okullarda çalışan ortaokul öğretmenlerinin sınıf içi öğretim uygulamalarını küresel vatandaşlık eğitimi bağlamında a) bilgi ve anlama, b) beceriler ve c) değerler ve tutumlar boyutları açısından incelemek hedeflenmiştir. Nicel yöntemle yürütülen bu araştırmada veriler özel bir vakfa bağlı ortaokullarda görev yapmakta olan her branştan öğretmene ulaşılmıştır. Başlangıçta örneklemin kümeden gelişigüzel örnekleme yöntemi ile belirlenen ortaokullardan seçilmesi planlansa da çevrimiçi anket uygulamasının katılımcı sayısı üzerinde yaratabileceği olası sınırlılık göz önünde bulundurularak kurumun da önerisi ve onayıyla örnekleme yapılmaksızın kuruma bağlı tüm ortaokullardaki öğretmenlere ulaşmak amaçlanmıştır. Bu amaçla veri toplama aracı GCEII kurum genel müdürlüğünce tüm ortaokul müdürleri ile paylaşılmış ve öğretmenlere iletilmesi istenmiştir. Araştırma bulguları 1144 öğretmenden ankete dönüş yapan 140 kişinin (%13) cevapları analiz edilerek elde edilmiştir.

Örnekleme Özellikleri

Bu araştırmada katılımcıların üçte ikisinden fazlasını (%76,4, $n=107$) kadın öğretmenler oluşturmuştur. Erkek öğretmenler kalan %22,9'u oluştururken ($n=32$) bir öğretmen de cinsiyetini belirtmeyi tercih etmemiştir (%0,7). Katılımcıların yaş

aralığı 25-65 olup ortalama yaş $M=39,03$ olarak tespit edilmiştir. Öğretmenlerin %61,4'ü ($n=86$) eğitim fakültesi mezunu iken kalan %38,6'sı ($n=54$) diğeri seçmiştir. Öğretmenlerin çoğu (%68,6, $n=96$) lisans mezunu olduklarını belirtmiş, lisansüstü eğitimini tamamlayanlar toplamda 44 öğretmendir (yüksek lisans: %29,3'ü $n=41$, doktora: %2,1, $n=3$). Katılımcıların mesleki deneyimleri 1-44 yıl arası değişiklik göstermiş ve 51 öğretmen 1-10 yıl, 50 öğretmen 11-20 yıl arası deneyime sahip olduğunu belirtmiştir. Öğretmenlerin beşte dördü (%80, $n=112$) haftada 21+ saat derse girdiğini belirtmiştir. Öğretmenlerin branşlarına gelince, katılımcıların büyük çoğunluğunu %27,9 ile İngilizce öğretmenleri ($n=39$) oluşturmuş, diğeri yabancı dillerden (İspanyolca, Fransızca, Almanca) 3'er öğretmen (%6,3, $n=9$) ve öğrencilerin anadili olan Türkçe branşından ise 16 öğretmen (%11,4) araştırmaya katılmıştır. 20 Matematik (%14,3), 16 Fen Bilimleri (%11,4) ve 14 Sosyal Bilimler / Atatürkçülük ve İnkılap Tarihi (%10) öğretmeni katılmıştır. Diğeri branşlardan çalışmaya katılan öğretmenlerin sayısı 10'unda altında kalmış ve toplamda 8 Beden Eğitimi (%5,7), 6 Müzik (%4,3), 5 Görsel Sanatlar (%3,6), 4 Bilişim Teknolojileri (%2,9), 2 Din Kültürü ve Ahlak Bilgisi (%1,4) ve 1 Teknoloji ve Tasarım (%0,7) öğretmeni katılım sağlamıştır. Öğretmen sayıları branşlara eşit dağılmadığından bazı bölümlerde bulgular dersleri yabancı dil (İngilizce, İspanyolca, Almanca), anadil (Türkçe), matematik, doğal ve uygulamalı bilimler (Fen Bilimleri, Bilişim Teknolojileri, Teknoloji ve Tasarım), sosyal bilimler (Sosyal Bilgiler/ Atatürkçülük ve İnkılap Tarihi, Din Kültürü ve Ahlak Bilgisi) ve spor-sanat (Müzik, Beden Eğitimi, Görsel Sanatlar) olmak üzere altı kategoriye ayırarak incelemiştir.

Veri Toplama Aracı

Veriler katılımcılara araştırmacı tarafından geliştirilen 41 maddelik 5'li sıklık derecelendirme ölçeği (Küresel Vatandaşlık Eğitimi Uygulanma İndeksi / GCEII) ve

dört adet açık uçlu soru yönlendirilerek çevrimiçi anket aracılığı ile toplanmıştır. Ölçek geliştirme sürecinde DeVellis'in (2003) önerdiği ölçek geliştirirken takip edilmesi gereken adımlar takip edilmeye çalışılmış ve ölçek maddeleri yazılırken Oxfam'ın (2015) KVE okul rehberinde yer alan 11-14 yaş grubu için önerilen göstergeler referans alınmıştır. İçerik geçerliğini sağlamak amacıyla uzman görüşleri alınarak gerekli düzeltmeler yapılmıştır. Ölçekteki maddelerin 9'u bilgi düzeyinde, 18'i beceri düzeyinde ve 14'ü tutum ve değerler düzeyindeki KVE unsurlarını ölçmeyi amaçlamıştır. Maddelerin iç güvenirlik Cronbach alfa kat sayısı bilgi düzeyindeki maddeler için $\alpha=.86$, beceri düzeyindeki maddeler için $\alpha=.94$, tutum ve değerler düzeyindeki maddeler için $\alpha=.90$ olarak tespit edilmiş tüm ölçeğin iç güvenirlik Cronbach alfa katsayısı ise $\alpha=.97$ çıkmıştır.

Veri Analizi

Bu araştırma kapsamında açık uçlu sorulardan elde edilen veriler tümevarım içerik analizi yöntemi kullanılarak, ölçek maddelerinden elde edilen bulgular ise tanımlayıcı istatistik yöntemi ile analiz edilmiş ve tablo ve şekiller kullanılarak açıklanmıştır.

Bulgular

Öğretmenlerin KVE'ye dair görüşlerine, mevcut öğretim programlarında yer alan KVE ile ilgili konu ve becerilerin neler olduğu ve neler olabileceğine dair sorulara cevap aranan açık uçlu sorulara verilen yanıtlar tümevarım içerik analizi kullanılarak analiz edilmiştir. Buna göre, öğretmenlerin kullandığı kelime ve kavramların alan yazında KVE'yi tanımlayan kelime ve kavramlarla büyük oranda örtüştüğü görülmektedir. KVE'nin ne anlama geldiğini bir eğitim aracılığıyla öğrenmek istediğini belirten bir Matematik öğretmeni hariç tüm öğretmenler KVE'yi olumlu kelime, kelime grupları ve cümlelerle açıklamıştır ve uyguladıkları mevcut

programlardaki en az bir konu ve/veya beceriyi KVE ile ilintili olarak belirtmişlerdir. (Din Kültürü ve Ahlak Bilgisi dersi öğretmenlerinden sonra) Matematik öğretmenleri en az sayıda KVE-ilintili unsurdan bahseden grup olarak tespit edilirken İngilizce öğretmenleri en geniş konu listesini sunan, Fen Bilimleri dersi öğretmenleri ise en geniş beceri listesini sunan gruplar olmuşlardır. Sürdürülebilirlik ve çevre ile ilgili konular tüm branşlar tarafından en sık bahsedilen konular olmuştur.

Öğretmenlerin sınıf içi uygulamalarında ne sıklıkla KVE ile alakalı unsurlara yer verdiğini ölçmek amacıyla uygulanan 41 maddelik ölçekten elde edilen sonuçlar ise IBM SPSS Statistics 26 and Microsoft Excel programları kullanılarak tanımlayıcı istatistik yöntemi ile analiz edilmiş ve üç düzeyde de (bilgi, beceri, tutum ve değerler) en yüksek ortalamaları Türkçe öğretmenlerinin en düşük ortalamaları ise Matematik öğretmenlerinin elde ettiği görülmüştür. Ölçek maddelerinden elde edilen skorlar göstermektedir ki öğretmenler sınıf içi öğretim uygulamalarında en çok sosyal adalet ve eşitliğe bağlılığı güçlendirecek tarzda etkinlikler yürütmekte en az ise Sürdürülebilir Kalkınma Hedeflerine (SKH) değinmektedirler. Tüm ölçekte ortalaması 'hiçbir zaman' a denk gelen bir madde gözlemlenmemiş olup en düşük ortalamalara sahip maddeler bile nadiren de olsa öğretmenlerin sınıf içi uygulamalarında karşılık bulmuş olarak yorumlanabilir. Ort.=3'ün ('bazen') altına inen maddeler branş bazlı incelendiğinde özellikle Beden Eğitimi ve Fransızca öğretmenlerince ve sonrasında Müzik ve Matematik öğretmenlerince en az yer verilen maddeler olduğu tespit edilmiştir.

Açık uçlu sorulardan elde edilen bulgular ve ölçek maddelerinden elde edilen bulgular karşılaştırıldığında çoğunlukla tutarlı sonuçlara rastlansa da çarpıcı olan birtakım sonuçlar da raporlanmıştır. Öğretmenlerin açık uçlu sorularda sıklıkla değindikleri bazı terimlerin ölçek maddelerindeki ortalamalarının görece düşük,

hemen hemen hiç bahsi geçmeyen bazı kavramlarınsa ölçekte oldukça yüksek ortalama skora sahip olmasıdır. Örneğin, öğretmenler ölçek üzerinde beceri düzeyindeki maddeler arasında en yüksek ortalamayı elde ettikleri (Ort.=4.44, S=.68) eleştirel ve yaratıcı düşünme kategorisine KVE'nin tanımını yaparlarken neredeyse hiç ($f=3$) dile getirilmemiştir. Benzer şekilde bilgi düzeyindeki en yüksek ortalama barış ve çatışmalar kategorisinde olmasına rağmen (Ort.=4.54, S=.65) barışın tanımlarda yalnızca 6 kez geçtiği fakat öte yandan sürdürülebilirlik hem öğretmen tanımlarında hem de sonraki sorulara verilen KVE ile ilgili mevcut veya eklenebilecek konularda en sık bahsedilen kavramlardan biriyken ölçekte beceri düzeyinde gözlemlenen en düşük madde olarak tespit edilmiştir. Öte yandan başlangıçta KVE ile ilgili pek bilgisi olmadığını dile getiren öğretmenlerin pek çoğu ölçek maddelerini yanıtladıktan sonra derslerinde KVE ile örtüşen konu ve beceriler açığa çıkarmayı başaramışlardır. Son olarak Din Kültürü ve Ahlak Bilgisi dersi öğretmenleri ($n=2$) tüm maddeler için ya 'her zaman' ya da 'sıklıkla' işaretlemiş fakat açık uçlu bölümde yalnızca hoşgörü, saygı, sevgi, evrensel etik ve ahlaktan bahsetmişlerdir.

Özetle, araştırma kapsamında edinilen bulgular öğretmenlerin KVE'yi en çok kültür boyutuyla ilişkilendirdiklerini göstermekte ve küresel vatandaşlık eğitimi farklılıklara saygılı, küresel sorunları anlayan ve sürdürülebilir bir dünya için çözüm üretmeye çalışan, farkındalığı yüksek, bilinçli, ahlaklı, duyarlı, sorumluluk sahibi, aktif dünya vatandaşları yetiştirmek olarak tanımlanmaktadır. Sonuç olarak, Oxfam (2015) KVE programında yer alan toplamda 21 kategoriden ölçekte yer alan 18 kategorinin 18'i ile de alakalı ders içi etkinliklere 'nadiren' ölçütünden 'her zaman'a kadar değişen sıklıklarda her branş dersinde yer verilebilmektedir.

Tartışma

Bu çalışmadan elde edilen bulgular alan yazındaki pek çok çalışma ile benzerlikler ve farklılıklar taşımaktadır. Öncelikle öğretmenlerin KVE'yi nasıl tanımladığı ve anlamlandığı UNESCO, OECD, Dünya Bankası, Avrupa Birliği Eğitim Komisyonu, Eurydice gibi pek çok lider uluslararası eğitim örgütünün ve bunların yanı sıra alan yazındaki pek çok uzmanın (Veugelers, 2011; Ikeda, 1996, Oxley & Morris, 2013) tanımlama ve yorumlamalarıyla örtüşmekte olduğu görülmüştür. Rapoport (2015), Çermik et al. (2016), and Başarır'ın (2017) çalışmalarında olduğu gibi bu çalışmada da küresel vatandaşlık ülke ve millet ayrımı gözetmeksizin tüm insanlığa duyulan daha geniş kapsamda bir sorumluluk bilinciyle ve bağlılıkla ve ilişkilendirilmiştir. Kısacası toplumun iyi olma halinin önemi vurgulanmıştır. Katılımcıların kullandığı kavramların örtüştüğü KVE boyutları incelendiğinde, bu çalışmada ortaya çıkan kavramların daha çok sosyal, kültürel ve çevresel boyutlarla örtüştüğü ancak politik ve ekonomik boyutların neredeyse hiç değinilmediği gözlemlenmiştir. Bu da Veugelers'in (2011) bahsettiği gibi KVE'nin çoğunlukla farkındalık yaratma düzeyinde kalması ama harekete geçmeyi gerektiren (ekonomik ve politik) boyutların göz ardı edilmesi olarak yorumlanabilir.

Öğretmenlerin verdikleri yanıtlar branş bazlı incelendiğindeyse yanıtların çoğunun Tichnor et al. (2016) ve Schweisfurth'un (2016) elde ettiği yanıtlarla örtüştüğü yalnız bu çalışmada elde edilen yanıtların diğer iki çalışmaya göre daha yüzeysel kaldığı görülmektedir. Diğer çalışmalardaki katılımcıların arasında lise öğretmenlerinin yer alıyor olması etkisi araştırılmaya değer bir noktadır.

Öğretmenlerin çoğu en az bir konu veya beceriyi dersleri ile ilişkilendirmeyi başarabilmiş olsalar da dersini KVE ile ilişkilendirmekte güçlük çeken öğretmenlerin sayısı yadsınamaz. Bu öğretmenlerin çoğunun branşının aynı olması (Matematik ve

Beden Eğitimi) ise üzerinde çalışılması gereken önemli bulgular ortaya koymaktadır. Bu öğretmenlerin çoğu gelecek sene için üzerinde çalıştıklarını dile getirdikleri MYP/IB programının KVE ile örtüşen pek çok yanının olduğunu dile getirmiştir. Bu da bizi KVE yalnızca zenginlerin erişebileceği, ikincil bir program mıdır (Kim, 2010) yoksa tüm derslerde içeriği yer alan tüm okul anlayışı ile entegre edilebilecek tamamlayıcı bir eğitim midir tartışmasına götürür. Yukarıda bahsi geçen öncü organizasyonlar bu soruya ikincisi olarak cevap verirlerken bu çalışmadan elde edilen bulgular da bunu destekler nitelikte. Öğretmenlerin %75'i KVE ile alakalı pek çok konu ve becerinin şu anda kullandıkları öğretim programında yer aldığını dile getirmiş ve kendileri de pek çok alternatif konu önermiştir.

Öğretmenlerin bu sorulara cevap verebilmiş olmalarının bir başka sebebi de küresel fikirliliklerinin ve yetkinliklerinin yüksek olması veya ölçek maddelerinin onları yansıtıcı düşünceye itmesi olabilir. Birinci açık uçlu soru hariç diğer tüm açık uçlu soruların cevaplandırılmasının tercihe bağlı olduğu göz önünde bulundurulduğunda her soru için minimum yanıt veren öğretmen sayısının 60'ın üzerinde olması öğretmenlerin Longview Foundation 'ın (2008) ve Asia Society International Studies School Network'un (ISSN) de nitelendirdiği (duyarlı, birincil kaynakları araştırmayı sağlayacak pedagojik becerilere sahip, işbirliği yapan takım üyesi olmak gibi) birtakım küresel yetkinliklere sahip olmaları ile ilgili olabilir.

Öneriler

Eğitim programı ve öğretim politikalarına yönelik öneriler: Okullardaki program geliştirme uzmanları düşük skorlar gözlemlenen alan öğretmenleri ile (Matematik, Beden Eğitimi ve Spor, Fransızca, Müzik) daha sık bir araya gelip KVE konusunda farkındalık artırıcı ve yönlendirici çalışmalar yaparak KVE'nin okul genel uygulanmasına destek olabilirler.

Türkçe ve Fen Bilgisi derslerinden KVE kapsamında maksimum verim sağlanması için müfredat-dışı etkinlikler (kulüp veya gezi gibi) de planlanabilir.

SKH'nin kapsamı (özellikle demokrasi, kapsayıcı eğitim, eşitlik alanlarında) hakkında tüm öğretmenlerin farkındalığını artırıcı eğitimler düzenlenebilir.

Anket uygulamasının başında KVE hakkında pek bilgisi olmadığını söyleyen öğretmenlerin anket sonunda alanları ile ilgili KVE konu ve becerilerini sıralayabilmesi göstermektedir ki hizmet-içi eğitimlerle öğretmenlerin konuya dair farkındalıklarını arttırmak KVE uygulamalarının arttırılmasında önemli bir etken olacaktır.

Sonraki çalışmalara yönelik öneriler: Bu çalışmada elde edilen veriler yalnızca öğretmen cevapları ile sınırlı kalmış olup sonraki çalışmalar için öğretmenlerin verdikleri cevapları destekleyici nitelikte öğrenci anketleri, öğretim programı doküman incelemeleri, ders gözlemleri gibi çok yönlü veri toplama aracı kullanımını destekleyen araştırma desenleri benimsenerek daha kapsamlı bir çalışma yapılabilir.

Bu çalışmada yalnızca özel bir kuruma bağlı ortaokullara ulaşılmış olup çalışma deseni aynı tutularak katılımcı kapsamının diğer özel ortaokullara veya devlet okullarına genişletildiği çalışmalar araştırma sonucunun genellenebilirliğini yükseltmek açısından faydalı olabilir. Benzer şekilde, farklı alan derslerini eşit ve/veya yakın sayılarda öğretmenin temsil edeceği çalışmalarla veri analizi vardamlı istatistik yöntemi ile yapıp sonuçlar KVE unsurları açısından dersler arasında istatistiksel açıdan önemli farklar olup olmadığına dair bilgi verebilir.

Son olarak bu çalışma için geliştirilen veri toplama aracı Oxfam'ın (2015) 11-14 yaş grubu için önerdiği göstergelere göre geliştirildiği için diğer yaş gruplarına

uygun listelenen göstergeleri göz önünde bulundurularak ölçek adapte edildiği takdirde diğer kademelerden (ilkokul, anaokulu, lise) de KVE alanında veri sağlanabilir.

Elde edilecek verilerle öğretmenlerin derslerinde a) küresel vatandaşlık eğitimine hangi boyutlarda ne sıklıkta yer verdiği, b) farklı öğrenme yetkinlikleri açılarından küresel vatandaşlık eğitimi bağlamında branşlar arasında anlamlı bir fark olup olmadığı, c) çeşitli branşlarda küresel vatandaşlık eğitimi ile ilişkilendirilen hangi konu ve becerilerin yer aldığı ve d) küresel vatandaşlık eğitimi ile ilişkilendirilebilecek başka hangi konu ve/veya becerilerin eklenebileceği sorularına cevap aranacaktır. Elde edilen veriler betimsel istatistik yöntemi ile analiz edilecek, tablo ve grafikler aracılığı ile sunulacaktır.

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