



THE PLACE OF HISTORY LESSONS IN GLOBAL CITIZENSHIP EDUCATION: THE VIEWS OF THE TEACHER*

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ABSTRACT

When historical development of history teaching is analyzed, it is seen that one of the reasons for the emergence of this field is to train good citizens. In a period of global developments, the definition of traditional citizenship is not enough. Instead, a new concept of global citizenship has come up. The global citizen is the responsible citizen of both his own country and the global world. Changes in the world have necessitated the individuals to be trained as more active, responsible, democratic and being aware of the world and the geography in which they live. The global developments happened in the world necessitates to raise citizens who can seize the distinctnesses and who can look the events from the other's point of view. It should be learned to the students that each of them is a citizen of the world. In this context, the students should analyse the events from a different perspective rather than looking from the same perspective.

The purpose of this study is to show the views of history teachers who works at high schools in İzmir about the place of history lessons in global citizenship education. As a means of data collection, a questionnaire consisting of open-ended questions has been applied and ten history teachers have participated in the survey. Open-ended questions are analyzed and divided into categories. In the light of the data obtained it is understood that history teachers do not have sufficient information about global citizenship education.

Key Words: History Teacher, Global Citizen, Global Citizenship

TARİH DERSLERİNİN KÜRESEL VATANDAŞLIK EĞİTİMİNDEKİ YERİ: ÖĞRETMEN GÖRÜŞLERİ

ÖZET

Tarih öğretiminin tarihsel gelişimi incelendiğinde, bu alanın ortaya çıkış gerekçelerinden birisinin iyi vatandaş yetiştirmek olduğu görülür. Küresel gelişmelerin yaşandığı bir dönemde geleneksel vatandaşlık tanımı yeterli değildir. Onun yerine yeni bir kavram olan küresel vatandaşlık gündeme gelmiştir. Küresel vatandaş sadece kendi ülkesinin değil evrensel dünyanın sorumlu vatandaşıdır. Dünyada

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yaşanan değişimler, daha aktif, yaşadığı coğrafyanın ve dünyanın farkında olan sorumlu ve demokratik özellikler taşıyan bireylerin yetiştirilmesini zorunlu kılmaktadır. Bu çerçevede tarih derslerinde kendi yaşadığı ülkeyi ve dünyayı tanıyan bireylerin yetiştirilmesi gerekir. Dünyada yaşanan gelişmeler, farklılıkları benimseyen ve ötekinin bakış açısıyla olaylara bakabilen vatandaşların yetiştirilmesini gerekli kılmaktadır. Tarih derslerimde öğrencilere birer dünya vatandaşı olduğu öğretilmelidir. Bu çerçevede öğrenciler, olaylara tek açı ile bakmayarak farklı gözle olayları analiz yapıp inceleyebilmelidir. Tarih dersleri içerisinde bulundurduğu zengin müfredat, kavram ve değerler yoluyla küresel vatandaşlık eğitiminde önemli bir yere sahiptir. Tarih dersleri içerisinde bulundurduğu bu zengin müfredattan dolayı tarih derslerinde küresel vatandaş yetiştirmek amaçlanmalıdır.

Bu çalışmanın amacı, İzmir İl merkezindeki liselerde görev yapan tarih öğretmenlerinin, tarih derslerinin küresel vatandaşlık eğitimindeki yeri hakkında düşüncelerini ortaya koymaktır. Veri toplama aracı olarak, açık uçlu sorulardan oluşan bir anket uygulanmış olup, ankete 10 tarih öğretmeni katılmıştır. Açık uçlu sorular analiz edilerek kategorilere ayrılmıştır. Elde edilen veriler ışığı altında, tarih öğretmenlerinin küresel vatandaşlık eğitimi hakkında yeterli bir bilgiye sahip olmadıkları anlaşılmaktadır.

Anahtar Kelimeler: Tarih Öğretimi, Küresel Vatandaş, Küresel Vatandaşlık

Introduction

The origin of the idea of citizenship goes back to Ancient Greek and Roman Empire. This term undergoes a change in time primarily in medieval cities, then in Europe after enlightenment (Gündüz, 2004). The interest in understanding of citizenship increases again in the recent times due to the restoration of European political map, the union of Europe, and the increase of migrations and globalization discourses.

In the beginning, government's understanding of citizenship was to raise responsible citizens who behave appropriately for the order. Global developments experienced enriches a lot the dimensions of citizenship. It is not enough for the individuals to be aware of the responsibilities just for their own country. It is essential to raise citizens who have universal awareness and who feel themselves responsible for the whole humanity. The citizen who has these characteristics is called global citizen in literature. The global citizen is not only a citizen of his own country where he lives but also a citizen of the world where he shares the responsibilities. At the same time, the global citizen is a universal person who can look the situation from different perspectives and who works to leave a livable life to next generations. The global citizen does not despise national values. On the contrary, he is a citizen model who has respect for the national values and who has no trouble adopting universal values (Kaya, 2009).

As a lexical meaning, citizen is explained that each person who shares the same country and national feelings. And also, Demir and Acar (2001) define citizen as every man who lives in the same country.

According to Kaya (2003), citizenship primarily is a term which was used to state that the privilege of the nobles was over after French revolution and everyone was equal. The developments happened on earth makes multiculturalism and cosmopolitanism a current issue.

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Today's cosmopolitan is the one who is not a stranger to the world. It is a person who can follow the developments happened on earth. There are lots of things that are changed from national citizenship to global citizenship. The terms such as national identity give their place to other terms like civil liberties, equality, universal identity, and democracy awareness.

It is obvious that it is necessary to raise new individuals who will be attuned to this changing and developments happened in the world. Education has a great importance to train global citizen. At the same time, citizenship education should prepare future citizens for forming an interaction with different cultures and perceiving the unlimited world (Ortloff, 2011). Thanks to history education, global citizens who are open to the world can be raised.

Global Citizen and History Education

According to Ertürk (1998), the main aim of the education is to raise citizens who are helpful for their country and the world. It is aimed that education has to be done appropriately according to the aims of the citizen training, including global citizenship education in history lessons and raising citizens that are sensitive for the issues of the area they live.

Oxfam, which sets the Schedule of global citizenship, with the reasons below states that the global citizenship education is necessary:

- The lives of the youth and children start to shape much with the goings-on in the other areas of the world. The global citizenship education add them the knowledge, understanding, ability and values that they need. The students, if they want, can contribute positively for the happiness of the other people both globally and locally.
- The global citizenship education is a useful education because it enables the students to learn with active and participative learning methods. It enhances the self-reliance and self-respect, the abilities of the critical thinking, communication, collaboration and the abilities of problem solving of the students. At the same time, all of these components enable to increase the success and motivation at school.
- At the present time, there are differences in the usage of world's sources and the gap between the haves and the have-nots is widening. Poverty robs millions of people of their fundamental rights in the world. Education helps today's children and youth to harmonise with the changing world when they become tomorrow's adults. The global citizenship education encourages the youth and children to emphasize with the citizens of the world and to deal with the world itself (Oxfam, 2006).

One of the oldest approaches used in history education is citizenship transfer (Barth, 1997). The main aim of this understanding is to raise citizens who can guarantee the cultural heritage and can hand down the next generation. Demircioğlu (2010) defines history education as a citizenship transfer like that; with this approach, it is aimed to raise good citizens who know and seize their history, society, values, and their culture with teaching the information of the past to the students. Citizen is a universal character who obeys the accepted values and principles and who owns the certain beliefs and values (Duman, 2010). In brief, individual is a person who knows what is demanded from him as a citizen and who fulfils this. The history as citizenship transfer, aims individuals to absorb true values and beliefs as a citizen.

History educator Sarah Brown and Frederk Brown (2006) defend that information of citizenship has to be history based. According to them, history education has purposes that match up with the information of citizenship. In addition to that, Nichol (1984) established a close

relationship between history education and citizenship education. The duties about citizenship that Nichol loads with a charge is as below;

- History is an important element in raising citizens of the world.
- History firmly ties society together.

Taking part in the general aims of the history programs in Turkey (Meb,2009, Meb, 2010):

- To satisfy students' curiosity about the world of culture that surrounds them
- To make interacting with other cultures by being loyal to their own cultural values
- By making people understand the importance of the main values such as peace, tolerance, understanding, democracy, and human rights, being sensitive about their protection and improvement.

The explanations are partially suitable for the definition of the global citizenship. However, the value and acquisition about global citizenship are not enough within the aim and the scope of the program. With the history lessons, the individuals should be raised as the owners of the global responsibility who are aware of the world where they live.

The Qualities that a Global Citizen Has to Have

First of all, global citizen should be raised as the one who is aware of his living in a global world. The global citizen should question the information learned, solve the problems encountered, have skills and attitudes like study and debate. According to Oxfam, global citizen has to have information about the issues in table like knowledge, skill, and attitude (Kan, 2009).

Knowledge and Understanding	Skills	Values and Attitudes
Social Justice and Equality	Critical Thinking	Identity and Self-respect
Distinctness	Influential debate	Empathy
Globalization and Subjection	Fight against injustice and inequality	Responsibility for social justice and equality
A sustainable future	Having respect for the people and the wares	Appreciate and regard distinctnesses
Peace and Struggle	The solution of the colloboration and conflicts	Interested in the environment and take responsibility forthe sustainable improvement
		Believe in people's distinctness

Table 1: The qualities that a global citizen has to have

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Global citizen has to be a person who can think critically and be open to communication and also who can reverse the problems that will more likely occur in the future. Beside a rogatory awareness it also requires to be active and participatory. A general frame was drawn below for how a global citizen should be by Oxfam. Education of global citizenship is helpful about this issues for students to create a solution to the problems that they can come across at present and in future (Kan, 2009).

- It makes a positive contribution to gain knowledge, understanding, skill, and values that they may need at local and cultural level.
- Beside self-confidence and self-respect, it helps to acquire skills like critical thinking, communication, collaboration, and conflict's solution.
- The boundedness of the world resources endangers the basic rights of many people. It helps to raise people in a way to reverse this process.

Global Citizenship Education in History Lessons

Global citizenship is a result of an alteration that occurs correspondingly with the developments in the world. Global citizenship education requires to behave actively and responsibly as being a cosmopolitan (Kan, 2009). In this sense there is a need to raise individuals who know their own countries and the world in history lessons. It should be aimed to raise global citizens in history lessons. History lessons practice the global citizenship education like that.

Because of being appropriate for the history lesson content

History lessons with its rich syllabus, notion, and values enclosed have an important place in citizenship education. By favour of this lesson, students can learn how the culture changes and improves beside learning the transmission of the culture and value. To understand today's cultural structure, it needs to learn how the culture improved (Demircioğlu, 2008). In this sense, with the history education, students can learn their own society's and mankind's values. Philips (2003) stated that the relationship between history, citizenship, and identity should be institutionalised carefully and should become believable. Because of this, in many countries history syllabuses were formed with the aim of improving the understanding of citizenship (Barton ve Levstik, 2004).

For raising active citizen,

In recent years, with the changes done in the education programs, it is aimed to raise active and democratic citizens who are also open to communication in history lessons. The developments happened in the world necessitate to raise more active citizens who are open to communication. As a result of the developments happened in the world, compared to previous periods the probability of meeting of the different cultures increased. The situation requires to raise democratic and tolerant citizens in history lessons.

According to Demircioğlu (2011), educated person is a person who can understand today with past and its light. For today's understanding it also needs to know the society, the social events and the international relations with their historical development process. History lessons should be helpful for students to be active citizens to overcome the problems rather than passive ones. With history lessons, the students should be given a global perspective.

On the other hand, the things learned at school not remain limited in there. A number of obtained knowledge and abilities should have qualities that serve for perpetuity in the life out of the school. This situation has a critical importance in global citizenship education in the history lessons (Kırpık, 2009).

The alteration happened in the world brought out new corporations and the life became complicated. The people were forced to live together and a number of new problems were encountered. This changing conditions obligated people to have new qualities and skills. In the developing world, the skills of problem solving and being open to communication are the leading qualities that must be owned. History lessons are the primary courses among the others for students to gain this skills. It is getting easy to become a global citizen for the individuals who gain this skills in history lessons.

Within the context of history lessons, the aim of global training is this. Global education makes an effort to make contact with the other people within this scope. In this sense, with the history lessons individuals who are open to global interaction can be raised. Through the history lessons the individuals can accommodate to the global world by noticing the changes in the world.

Multi- Perspective

The global developments happened in the world necessitates to raise citizens who can seize the distinctnesses and who can look the events from the other's point of view. Multi- Perspective is important for the global citizenship education that will be given in history lessons. In history lessons, the students should try to understand the world differently.

To fit the youth for living in a world where there are a lots varieties like race, culture, language, and religion, becoming widespread of the view that the schools have more responsibilities enables the understanding of multi- perspective to be used commonly. With this approach practiced, cultural diversity started to increase and as a result of this multiculturalism and cross-cultural education terms started to be used more commonly (Stradling, 2003).

The multi- perspective that will be used in history lessons, paves the way for the students to realize that there is a different aspect besides a point of view that reflects the bias or tendencies while explaining the events and this event's reasons in accordance with the conditions experienced. At the same time, by students' comparing their own aspect with the others, multi perspective enables students to gain the understanding that this point of views may be true or sided (Strandling, 2003).

It should be learned to the students that each of them is a citizen of the world. In this context, the students should analyse the events from a different perspective rather than looking from the same perspective. Multi- Perspective is going to be helpful for students to analyse the sources, to comment on the evidences and information, and also to create a history narration by synthesising this information. The main aim in practicing this method, with getting used to see the issues from more sources, comments, and point of views, is to enable students to have as far as detailed information about the events and improvements and to interpret the different and contradictory perspectives by analysing them. Thus, the students will be acquainted with the world based history education. Within this scope, the students can know the different views, evaluate the struggles happened in history with a global perspective and understand the views of others who do not have a global point of view. They can learn the struggles and variations that are generally about the world history by learning the historical background of different countries. Consequently, multi perspective gives a strategy to students while evaluating the issues in history lessons.

In this context, in history lessons much more importance should be attached to the issue of raising global citizen. Firstly the individuals who know themselves, their own region, and national values, later on the ones who are open to global world should be raised.

Research Model

The study is carried on with a qualitative approach. The word ‘qualitative’ emphasises the approaches that arise out of the sharing of certain common qualities. In qualitative researches, while doing research about a certain issue in-depth information about the under-researched subject is obtained. The inquisitory datas that use the qualitative research approach were directly reached from its source (Yildirim and Şimşek, 2006). In study, open ended surver questions are used. To acquire people’s opinions and ideas about the under-researched subject or subjects, the frequently referenced data collection tool is the survey(Çepni, 2005).

Universe and Sample

The history teachers who work in Menemen, İzmir constitute the universe of the study. Through this universe, 10 history teachers constitute the sample of the research.

Data Collection Tool

In the first step of the study, a general literature review based upon the research of the works that are written about global citizenship was made. In addition to this, with the aim of expressing opinions about the place of the history lessons in global citizenship education, a survey composed of open ended questions is developed for teachers.

Datas Analysis

Pilot study of the survey structured in consideration of the under-researched subject was practiced by 3 history teachers. As a result of the pilot study, some changes were made in the survey form and the datas were collected in March, in the 2011-2012 academic year. The acquired datas were analysed taxonomically.

Findings and Comments

In total, 10 history teachers including 6 female and 4 male participated in the study. The datas acquired are evaluated in the categories below:

- The Definition of the Global Citizenship
- Global Citizenship Education
- The Suitability of the History Lessons for the Global Citizenship Education
- The Techniques Used in Global Citizenship Education in History Lessons
- The Desires of the Teachers for the Global Citizenship Education

The Definition of the Global Citizenship

To get used to the world education which develops and changes at the present time, the history teachers need to know the term of global citizen. Within this scope, the history teachers were asked what global citizenship is. In the table 2, the teachers state their opinions about the term of global citizen.

Answers	F	%
To become an individual who protects his rights and who knows his duties against the government.	4	40%
To evoke cosmopolitanism. It is the interaction of the people in the world.	4	40%
It is mortality. It is the feature of being human. It is the indication of becoming one.	2	20%
Total	10	100%

Table 2: The answers for the question of what the global citizenship is.

In literature, global citizen is defined in the most general sense as a citizen of a world that he shares the responsibility which belongs to not only his own country where he lives. In addition to this, there are some basic features that the global citizen should have. These features are the terms like social justice and equality, globalization and subjection, critical thinking, identity and self-respect, empathy, dignification to the distinctnesses and respecting, peace and struggle. It is not possible to explain salubriously the term of global citizenship without knowing this basic features of the global citizenship. However, most of the history teachers who participated in the study created the term of global citizenship around the duty against government and cosmopolitanism. Based on this datas it is seen that history teacher have a general knowledge about the subject of global citizenship. On the other hand, the disuse of the basic features of the global citizenship like peace and struggle, variety of the people, sustainable future, globalization and justice in the definitions shows that the teachers do not have enough knowledge about the terms of global citizenship.

Global Citizenship Education

The teachers who will practice the global citizenship education in their lessons need to know the global citizenship education beside its definition. In this context, the question of the definition of global citizenship education was asked to the teachers. In table 3, the teachers state their opinions about the global citizenship.

Answers	F	%
It is a necessity of the globalizing world.	5	50%
To be sensitive to the world's problems and the duties, right encumbered.	3	30%
It is the widely awareness raising of the individuals to develop the awareness of the global citizenship.	2	20%
Total	10	100%

Table 3: The answers for the question of what global citizenship is.

As a result of the literature review, the global citizenship education was stated as raising people who are active, responsible and aware of the world where they live as a cosmopolitan. Additionally, the teachers did not mention the part that it will be helpful for them to gain skills like critical thinking, communication, collaboration, and solution of the conflicts beside self-confidence

and self-respect that are wanted to reach with global citizenship education. As a result of the answers it can be said that the teachers have a general knowledge about the global citizenship education.

The Suitability of the History Lessons for the Global Citizenship Education

History lesson is one of the main lesson that makes a contribution to the global citizenship education. In this sense, history teachers should know the connection of global citizenship education with the history lessons very well. The history lesson is an important course for gaining students information and skills about global citizenship education with the issues which comes from past to present. In addition to this common contributions of history lesson to the global citizenship education, especially in active citizenship education gaining the skills of analysing events and interpretation is important.

To show the place of history lesson which is the most important milestone for gaining students behaviours that are appropriate for a global citizen in global citizenship education, it is asked to history teachers the suitability of the history lessons for global citizenship education and what kind of contributions it can make.

Answers	F	%
Yes, it is suitable. Beside the substantial citizenship information which is about culture and civilization, the global citizenship education is also taught in history lessons.	4	40%
Yes, it is suitable. Especially when the history lessons are given, the global activities about the important events are greatly mentioned. Particularly, reaching today of the history subjects is beneficial for global citizenship education.	3	30%
Yes, it is suitable. History lessons can be used easily in global citizenship education because the subjects of the history lessons are about mankind.	2	20%
No, it is not suitable.	1	10%
Total	10	100%

Table 4: The Suitability of the History Lessons for the Global Citizenship Education

When the answers of the question asked to the teachers about the subject are analysed, it is seen that the teachers have imperfect knowledge about how history lessons can be supportive for the global citizenship education. The teachers who participated in the study generally explained the aspect of the global citizenship education as the appropriateness to the content and syllabus. However, in literature it is mentioned more detailedly as raising active citizen and gaining multi perspective standpoint beside the content about the appropriateness of the history lessons to the global citizenship education. Based on the literature, it is understood that the teachers' knowledge is missing about the aspect of the history lessons for the global citizenship education.

The Techniques Used in Global Citizenship Education in History Lessons

Through the history lessons, the teacher who will practice the global citizenship education in their lessons need to use different learning methods. The students have to be raised as global citizens with the appropriate learning environment for the nature of the history lessons. In this sense, a question is addressed to the teachers like there are any different techniques and methods that they use in their lessons for the global citizenship education. The answers of the teachers are explained in Table 5.

Answers	F	%
Yes. I try to teach the events from different perspectives according to multi perspective thinking in history lessons.	5	50%
Yes. While giving lesson about culture and civilization, I try to give information and ask questions about this subject.	3	30%
No. I do not use any technique.	2	20%
Total	10	100%

Table 5: The Techniques Used in Global Citizenship Education in History Lessons

When the answers about this subject of the teachers are analysed, it is seen that they do not use a great variety of techniques in global education. As it is explained in literature, it is aimed to raise active, democratic citizens who are open to communication with the changes made in education programs during recent years in the history lessons. The history lessons should help students to overcome the problems as active citizens not passive ones. A global standpoint should be given to students in the history lessons. Multi- Perspective that will be used for global citizenship education in history lessons explains the events and the reasons of them in line with the cultural conditions that they are in to the students. Furthermore, it shows that there are other perspectives besides the perspective which reflects the bias or tendencies.

Within this scope, when the subject is covered in history lessons, the attention should be shown to use techniques which enable students to think, cause problem solving, and create a platform. When this atmosphere is provided, the global citizenship education will be practiced wholesomely in history lessons.

The Desires of the Teachers from History Program for the Global Citizenship Education

It is important for teachers who will play a fundamental role in practicing the global citizenship education in history lessons to mention the missing about the history syllabus. Within this scope, a question like what should be done for the global citizenship education in history syllabus was addressed to the teachers. The answers of the teachers are shown in Table 6.

Answers	F	%
Activities about unity and living can be done together.	3	30%
The effects of the results of the historical events to the modern-day mankind should be analysed mostly.	3	30%
Culture and civilization issues can be addressed more.	2	20%
More places should be given to the reading texts or the subjects which direct to think and solve problems.	2	20%
Total	10	100%

Table 6: The desires from history syllabus

In this context, when the answers of the teachers are analysed, it is seen that the history syllabus emphasizes the student aspect. It was emphasized in the history lessons that the students

need to be pulled into the subject. To achieve this, the history subjects should make available to solve problems, think, live together, and comment on the events' results and as a result the emphasis that the history subjects need to take part in the syllabus draws the attention.

Results and Evaluation

While history lessons offer opportunities to form an individual with multiple identities in today's world, it also lays very important burdens on the individuals. In this regard, today's individual's complicating identification requires history education to spread on new areas and to be varied as to substance and method for fulfilling the function expected from itself (Özen and Hatipoğlu, 2000).

As a result of the global developments educators need to redesign the history programs. Within changed world conditions, in addition to adding students the essential knowledge, ability and attitudes for duties that are needed in their own nation states, the global citizenship education, should help the students to struggle for a fairer world with adding skills that also include recognizing groups that have different ethnic, cultural and linguistic systems in various world societies (Bank, 2004).

The history teachers should gain knowledge, skill, and manners about global citizenship to practice the global citizenship education in their lessons. As a result of this study which is followed with the aim of presenting the opinions of the history teachers about the place of the global citizenship education in history lessons, the following results are reached.

- In spite of having a general knowledge about the global citizenship term, it is understood that most of the history teachers do not know the terms like social justice and equality, globalization and critical thinking which are the underlying elements of the global citizenship.
- The teachers do not have enough knowledge about the global citizenship education.
- Most of the history teachers do not have enough knowledge about the place of the history lessons in the global citizenship education.
- Most of the history teachers do not have enough knowledge about the methods and techniques that is used to practice the global citizenship education in history lessons.

According to the acquired data, the following proposals can be made:

- The term of global citizenship should be taught to the history teachers completely.
- The program of history tutoring should be developed in a way which supports the global citizenship education.
- With giving seminars to the history teachers, the importance of the history lessons in global citizenship education should be taught.
- Universal values and moral education should be regarded.
- The attention should be shown to raise individuals who are open to multi- perspective, tolerant, and peace minded.

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