Pre-service Teachers' Perceptions of Global Citizenship Education in the Social Studies Curriculum

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Abstract

Schools in the United States are becoming increasingly multiculturally diverse; therefore, identifying a means to implement global citizenship effectively into the social studies curriculum is imperative. This qualitative case study sought to gain insight into the perceptions of pre-service teachers on global citizenship education in social studies. Twenty students were selected purposively for this study. Data were obtained from multiple sources, including open-ended semi-structured focus group interviews, classroom observations, discussion posts, and essay questions were analyzed. To increase the verisimilitude of the study, the researchers bracketed themselves and used member checking and outside readers. The findings of this study indicated that global citizenship should be incorporated by teachers for students to become culturally sensitive and to gain an awareness of global issues. As global citizens, students should possess the tools and resources to advocate for social justice, unity, and equity. Their knowledge of historical and current events, viewed through critical and analytical lenses, would expose the unjust/just and unfavorable/favorable outcomes and activities. Hence, this knowledge equips students with the wisdom to form economic, political, social, and environmental decisions to create a better world.

Key words: Global Citizenship, pre-service teachers, social justice, Social Studies, Multicultural Education

Introduction

Global citizenship education is a framework that many educational stakeholders have recognized in the United States. However, it is not extensively implemented into the social studies curriculum due to various complex factors (Aydin et al., 2019). Global citizenship education has been perceived as a means by which students can acquire a deeper understanding of citizenship, politics, democracy, and the globalization process, and thereby be able to identify how the political, economic, cultural, social, and environmental constructs impact a global society (Bruce et al., 2019; Lafer, 2014; O'Meara et al., 2018). As the world becomes increasingly interconnected,

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teaching students to be knowledgeable about different cultures and social views is imperative. Dimensions of global citizenship have been a part of global issues that were taught. However, the development of critical analysis of global issues and constructs that would enable students to actively promote change for a better global society (Banks, 2017) embracing social justice, diversity, and equality as a unified society has not been widely accepted or implemented (Aydin & Cinkaya, 2018; de Andreotti, 2014).

Researchers have identified global citizenship as a curricular framework that assists educators in orienting social studies education by identifying concepts for learning global competencies and identifying the nature of citizenship in the context of globalization (Myers, 2006; UNESCO, 2015). Myers (2006) argued that incorporating the construct of global citizenship into the curriculum would help students to develop democratic citizenship that is sensitive to local and global issues from moral and ethical perspectives. Students would gain the tools to act responsibly toward their own country and humanity (Dower, 2002), be universally conscious, maintain their cultural heritage, and contribute productively to the world (Banks, 2004; Merryfield, 1997; Yusoff, 2019). Likewise, Tarozzi and Inguaggiato (2018) and Scheunpflug and Asbrand (2006) identified social justice as an appropriate framework for educational constructs as it reflected the theoretical framework of Freirean pedagogy. Freire (1970) stated that "for a more equitable and just society, at the heart of development education objectives, people must be able to reflect on the world critically, challenge assumptions that create oppression and reconstruct understanding based on this collaborative inquiry" (p. 53).

Although researchers have not developed a universally accepted definition of global citizenship (Dunn, 2002; Gaudelli & Fernekes, 2004; McIntosh, 2005; Noddings, 2005). Oxfam's (quoted in Davies, 2006) definition of global citizenship is often referenced:

> a global citizen is someone who is aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world works economically, politically, socially, culturally, technologically, and environmentally; is outraged by social injustice; participates in and contributes to the community at a range of levels from local to global; is willing to act to make the world a more sustainable place and; takes responsibility for their actions (p. 4).

This definition supports curricular topics that Myers (2006) identified, which should be considered when developing a global-oriented citizenship education. However, Global South scholars suggest that global citizens seek to challenge broader forms of inequality, demand equity of socio-

economic rights, maintain resources as public goods, and advocate for inclusive and responsive governing (Mohanty & Tandon, 2006; Oommen, 1997). Similarly, the transformationalist perspective focuses on unity and the common good of humanity, amidst diversity, on a global scale (Schultz, 2007). Regardless of the variations of how it is defined, human rights and social justice are the foundations for the global citizenship curriculum. A more comprehensive perspective from the Critical Cosmopolitan Theory links the multicultural with the global by developing critically conscious global competencies that prompt students to act for the good of citizens all around the world (Byker & Marquardt, 2016). Therefore, for pre-service teachers to provide students with a transformative educational experience to become global citizens, who advocate for all humanity and the global community, it is essential to provide knowledge, evoke emotion, and promote actions for positive change (UNESCO, 2018).

A global citizenship education agenda would prepare students to participate in a competitive global economy, to act as socially just citizens who understand the ramifications of globalization, to engage in intercultural perspectives, and to understand how to question and analyze universal notions of progress and development critically within a framework of human rights and freedoms and neoliberal policies embedded in Western ideals (DiCicco, 2016; Dill, 2013; Marshall, 2011; Parker & Camecia, 2009). As a result, students would examine and comprehend the interconnectedness of local and political issues and how each aspect affects other parts of the world (Kopish, 2017).

This current study sought to gain insights into the perceptions of pre-service teachers on global citizenship education. The study used multiple methods to collect data from students enrolled in a secondary social studies method course at a mid-size, public, higher education institution in the southeastern United States. Data were gathered to analyze pre-service teachers' definitions of global citizenship education, their beliefs about the importance of incorporating global citizenship education into the pre-K-12 public school curriculum, and how it should be included and implemented in the curriculum.

Review of the Literature

The central purpose of the social studies curriculum is to develop citizenship (Barr et al., 1977; Engle & Ochoa, 1988; Houser & Kuzmic, 2001; Sears, 1994; Shaver, 1997; Stanley, 1985) and foster civic competence in students (National Council for the Social Studies, 1994). As schools in

the United States become increasingly multiculturally diverse, more technologically advanced, and students become participants in a global web on social media, a need has grown for students not only to develop citizenship locally but globally. Scholars argue that global citizenship is a framework that encompasses the cultural, ethnic, racial, language, and religious diversity that exists in nation-states (Banks, 2004; Kaya, 2015; Kopish, 2016; 2017; Rapoport, 2010; 2020). Global citizenship encourages individuals to maintain their cultural heritage while simultaneously being united with other diverse cultures under a set of democratic values that are socially just and equitable (Banks, 2004; Gutmann, 2004).

Need for Global Citizenship Education in Schools

Globalization has led to increasingly diverse societies that require a broader perspective and concept of citizenship (Banks, 2017; Davies et al., 2018). Historically, as the United States population increased in diversity, the curriculum was designed to encourage students to assimilate into one dominant mainstream culture (Banks, 2004; Patterson, 1977). However, not all native-born Americans believed in assimilation and thus, encouraged the propulsion of cultural pluralism in which new cultures would enhance the American culture (Banks, 2004). This concept was coined the salad bowl concept (Pryor, 1992). Advocates for cultural pluralism sought to employ a systems approach in which a U.S. perspective did not dominate (Myers, 2006). Thereby, they relied on Hanvey's (1976) five global dimensions for organizing the social studies curriculum: perspective consciousness, "state of the planet" awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices.

Today, media informs individuals of all ages of worldwide economic, social, political and cultural events, creating the need for students to learn about their roles as a citizen within their local communities and a global society (Aydin & Koc-Damgaci, 2017; Günel & Pehlivan, 2016; Kilinc & Tarman, 2018; Lim, 2007). Providing students with global citizenship education has the potential to develop the knowledge, skills, and values to appreciate racial, ethnic, religious, language, and cultural diversity that will motivate them to adapt and live productively in a changing global society (Banks, 2004; Castles, 2004; Günel & Pehlivan, 2016; Oxfam, 2006; Kopish & Marques, 2020; Rapoport, 2009). In doing so, students would function as global citizens who perceive the world as a whole, who preserve national values while accepting universal values

and who actively promote social justice, equity, and human rights (Banks, 2004; Gurer, 2019; Kilinc et al., 2018; Lim, 2007).

Inhibitors of Global Citizenship Education

Researchers have argued that the main source of formal citizenship education is through formal schooling (Boon-Yee Sim, 2005; Rapoport, 2010). In the United States, global perspectives that have been incorporated into the citizenship education in social studies have favored providing students with the knowledge, skills, and values to be an informed, responsible, and participative citizen of the nation (Naval et al., 2002; Patrick, 1999; Print, 1997; Rapoport, 2010; Sears, 1994). However, the increasing diversity in U.S schools warrants moving away from a Eurocentric perspective to provide opportunities for multiple perspectives (Demoiny, 2017). Unfortunately, several factors have hindered the implementation of global citizenship into the curriculum, including a lack of resources for teachers, standardized curriculum, teachers feeling unprepared to teach the content of global citizenship, the potential for students to lose their patriotism for their country of citizenship, and according to Webber and Miller (2016), a disconnect between theory and practice.

In Rapoport's (2010) study, teachers said that their attempts to teach global citizenship resulted in teaching the concept through existing schema rather than teaching it within the existing definition and framework in the literature. Additionally, the implemented national standardized curricula do not provide opportunities for a teacher to deviate from the standards due to the demands of time for the mandated objectives. Hence, the curricula fail to offer a platform for critical thinking and questioning required for analyzing the components of global citizenship education (Davies, 2006; Lim, 2007; Rapoport, 2010).

Pre-Service Teachers and Global Citizenship Education

Social studies teachers play a key role in assisting students to acquire the knowledge, skills, and values of global citizens (Davies, 2008) that promotes the internalization and practice of democratic ideas (Demoiny, 2017). Furthermore, to be influential agents of global citizenship education, teachers need to be acutely conscious of their role as global citizens (Byker, 2016; de Androetti, 2014) to determine how and to what extent they need to implement global citizenship into their curriculum and instruction (Goren & Yemini, 2016). Hence, in response to the dynamic

cultural, linguistic and ethnic demographics, pre-service teachers must enter the profession with an understanding, appreciation, and respect for their students (Byker, 2016; Gibbs, 2020; Grewal et al., 2019; O'Connor & Zeichner, 2011), and possess a competency of global citizenship education and how to effectively disseminate and execute its themes and policies (Goren & Yemini, 2017a). However, developing these global citizenship competencies requires a curriculum for global citizenship beginning in pre-K and continuing through high school (Longview Foundation, 2008; National Education Association, 2010, 2013-2014).

Researchers have indicated that there have been limited opportunities for pre-service teachers to be exposed to critical literacy in global citizenship education (Kim, 2019; Tarozzi & Mallon, 2019). As a result, they were inhibited from developing a critical lens for implementing a global citizenship education that would effectively address social injustices (Sant, 2018). Furthermore, pre-service teachers are often cross-culturally inexperienced and globally unaware, which presents challenges for them to meet the needs of their students who are different from them (Hauerwas et al., 2017; Morales et al., 2020). Global citizenship education requires that students reach a crucial level of understanding of global citizenship concepts to equip them with the knowledge and skills to respond effectively to global issues. Therefore, teacher education programs must focus on and address the practical aspects, the ideals, and the problems of global citizenship education to prepare future classroom teachers for meeting the needs of their students (Byker, 2016).

The inherent need to assist students in identifying their roles globally and understanding the interdependence among nations requires educational stakeholders to evolve the social studies curriculum to meet student needs in 21st-century schools. While the need for global citizenship education has been researched and identified, the implementation of global citizenship into pre-service teacher coursework and the K-12 curriculum remains minimal. In this context, the purpose of the current study is to investigate perceptions of pre-service teachers on global citizenship education and their perspectives about the importance of incorporating global citizenship education into the pre-K-12 public school curriculum and how it should be incorporated and implemented. The research questions guiding this study are as follows:

1. What are the perceptions of pre-service teachers of the definition of global citizenship?
2. What are the perceptions of pre-service teachers about the importance of implementing global citizenship education into the pre-K-12 curriculum?

3. How do pre-service teachers perceive that global citizenship education can be incorporated into the current social studies curriculum?

Method

Research Design

This qualitative case study employed multiple data methods (Stake, 1995; Yin, 2009) to collect data from 20 study participants enrolled in a secondary social studies education course at a university in the Southeastern United States. Case studies involve the studying of a case within a real-life, contemporary context or setting through multiple detailed sources of information, including observations, interviews, audiovisuals, and documents (Creswell, 2018; Merriam, 2009; Yin, 2009). Therefore, a case study was the most effective method for collecting the data on pre-service teachers' perceptions of global citizenship education in the social studies curriculum. Incorporating individual interviews, focus groups, classroom observation, and student response documents enabled the researchers to gain more in-depth insights into the voices and perceptions of the participants (Yin, 2009). Additionally, employing multiple data methods produced a rich narrative description of the evaluation of the data integrated with the researchers' interpretations of this case to answer the research questions and increased the generalizability of the results of this study (Yin, 2009).

Population and Sampling

A purposive study group of 20 pre-service teachers enrolled in an undergraduate/graduate-level social studies education course was selected to understand the perceptions of pre-service teachers on global citizenship education in the pre-K-12 social studies curriculum. Creswell (2018) believed that a purposeful study group could help highlight different perspectives on a problem. The students were chosen because they are current or future social studies teachers enrolled during the spring 2019 semester at a university in the southeastern United States. The study group consisted of three Latinx, one Caucasian, and 16 Whites, including six Master of Education Students and 14 undergraduate seniors with a social studies education major. The study group of 10 interviewees was comprised of three White females, six White males, and one Hispanic male, who ranged in age from 22-47 ($M = 31.3$). Participants were assured that their responses would be strictly confidential, and pseudonyms were used for all participants in this study.

The social studies course was a hybrid class that met ten times face-to-face and six times online. The course content included several themes, one of which was global citizenship and the constructs embedded in it. The global citizenship constructs were formally presented, referenced in various resources, and investigated individually by the students.

Data Collection Procedures

Institutional Review Board (IRB) approval (#2019-23) was acquired before the initial start date of the spring 2019 semester to ensure the ethical treatment of participants. Twenty students were invited to participate in the study. All 20 agreed to participate in the discussion posts, essay questions, and classroom observations, and ten agreed to participate in individual or focus group interviews. The researchers submitted the interview questions to two experts in educational research to ensure that the questions were not ambiguous. The open-ended semi-structured focus group interviews lasted 30-75 minutes; one was conducted in the classroom, and three were held in the second author's office. All the interviews were conducted by the primary researcher, who was not an instructor for the course or at the university. This study utilized several data collection methods. The multiple data sources (See Appendix A) provided validity by triangulating the data to provide a clearer picture of the phenomenon under study (Maxwell, 2013).

Data were collected from online discussion posts consisting of open-ended questions on global citizenship education. The discussion posts were posted for responses at a time near the beginning of the semester. As the semester progressed, students acquired information about global citizenship education from multiple sources and multiple perspectives, including videos, TED talks, YouTube videos, and peer-reviewed journal articles. To gain a deeper understanding of the dimensions of global citizenship education, students researched the topic and its constructs and developed group PowerPoint presentations presented to their colleagues in class. The researchers made observations of class discussions, class activities, and group presentations. Additionally, students responded to essay questions on their midterm and final exam and were invited to participate in open-ended semi-structured focus group interviews. The researchers recorded field-notes during classroom observations and interview sessions. The variety of data sources provided a rich assortment of descriptions (Creswell & Clark, 2017) that enhanced the understanding of pre-service teachers' perceptions on global citizenship education and belief of the importance of global citizenship education in the social studies curriculum.

The individual and focus group interview questions provided insight into the perceptions of the pre-service teachers on their perspectives about the constructs embedded in and surrounding the framework of global citizenship education. These questions were designed to investigate further the perceptions voiced in the discussion post responses in which the participants had provided their definitions of global citizenship and global citizenship education, as well as to describe what they believed their definition encompassed. The essay questions sought to delve into the constructs of global citizenship education, including the students' understanding of how it could be incorporated into the curriculum, inhibiting factors for its incorporation and implementation into the social studies curriculum, and what it would look like in the instruction delivery in a classroom. Observations of the students during the class time provided the researchers with insights into how the students interacted, their means of communication, and the general structure of the class, which included opportunities for collaborative group work and class discussion.

Data Analysis

The open-ended semi-structured focus group interviews were audio-recorded and transcribed verbatim. The transcriptions were then distributed to the participants for participant confirmation and member checking, and the researchers revised the quotations and patterns based on the feedback and comments of participants.

The researchers read separately and thoroughly all the data from the multiple sources, noting words or phrases that seemed relevant to the purpose of the study. They then used coding to identify keywords and emerging themes. Next, the researchers compared their personal notes, quotations from the transcripts, and codes from the field notes to look for congruence and correspondence between the data to include them into categorized themes. Additionally, they wrote analytical memos based on analyzing all the data and triangulated and crystalized the emerged themes and patterns by relying on multiple data sources. After carefully and repeatedly reading the data and comparing them to the results of the themes, the researchers ran all data with NVivo 12 computer software coding to discover patterns to generate categories. NVivo 12 was used to assist with the coding and retrieval of data. These themes enabled the researchers to develop significant statements and descriptions (Yin, 2009).

To increase the validity of the study, both researchers conducted a content analysis of all of the data. To establish transferability, the researchers provided sufficient information from

triangulation with multiple data sources and a thick description (Lincoln & Guba, 1985) that outlined as many salient and peripheral dimensions that would allow a reader to establish the research context. The researchers established the credibility and confirmability of the collected data, ensuring that they adequately represented the multiple realities (Patton, 2002) of all participants. Additionally, the researchers analyzed and interpreted the data separately, then compared their results and merged the emerged themes. The researchers also addressed trustworthiness by identifying and describing the biases they possessed concerning the phenomenon being studied (Clarke, 2015). In this study, the participants and two experts in the educational research field were allowed to review and critique the themes that emerged from the data (Hunt, 2011).

Findings

Pre-service teachers shared a fundamental agreement for the need to provide students with an educational awareness that would not only educate them about the constructs embedded in the framework of global citizenship but would assist in developing the skills and motivation to be productive and proactive participants in a global society. Four themes emerged from the data. The themes were:

1. Students must be culturally aware of becoming global citizens;
2. Citizenship education must be incorporated into the social studies curriculum for students to become prepared for participation in a global society;
3. Teachers should be responsible for incorporating global citizenship into the social studies curriculum, and;
4. Students must be provided with the tools, resources, and critical thinking skills to become active participants at the local, national, and global levels.

Key themes that emerged from the perceptions of pre-service teachers about global citizenship were:

1. Respecting and accepting other people regardless of their different cultures and backgrounds;
2. Becoming aware and informed of different cultures from around the globe and having an awareness of the world beyond the context and perception of an individual;

3. Possessing a desire to be informed about past and current world events to learn about interactions in a global society;
4. Being active participants who promote positive change for planetary and humanitarian sustainability at the local, national, and global levels;
5. Promoting equality, patriotism, compassion, human rights, and unity; and
6. Recognizing that people are citizens of the world and have a civic duty to participate and be empathetic and compassionate towards others.

The constructs that the participants identified fall into the framework of global citizenship as previous researchers such as Banks (2004) and Myers (2006), and Oxfam (2006) have defined.

Table 1

Coding Frequency for RQ1: What are the Perceptions of Pre-Service Teachers on the Definition of Global Citizenship

Theme	Number of participants who referenced theme (n=20)
Active participation/Working together	15
Cultural awareness	15
Citizens of the world/planet	11
Being informed about cultures	10
Respect for others	7
Equality	7
Empathy	5
Civic duties	5
Human Rights	2

Table 2

Coding Frequency RQ2: What are the Perceptions of Pre-Service Teachers about the Importance of Implementing Global Citizenship Education into the PreK-12 Curriculum?

Theme	Number of participants who referenced theme (n=20)
Teach citizenship for a culturally diverse world	14
Teach respect for others who do not share the same culture/empathy	13
Teach cultures, beliefs, and values	13
Awareness of global interactions	10
Open minds/new perspectives	10
To recognize and appreciate differences	8
Shifting demographics	8

Global Citizenship and Cultural Awareness

According to the voices of the pre-service teachers, much of the conceptual framework of global citizenship is founded on being informed and tolerant of cultures different from their own and knowledgeable about global issues. As one female pre-service teacher noted,

> *As the world shrinks or becomes more connected, it is important that as global citizens, we can recognize and appreciate the differences and actions that we all partake in individually.* (Discussion Board Question (DBQ)1: P5)

A male pre-service teacher mentioned,

> *The need to teach global citizenship is embedded in the shifting demographics in the United States, in which the population of people of color and minorities will surpass that of Caucasians in the next few years.* (DBQ1: P6)

An emerged theme from the data was the imperative willingness to expose oneself to the cultures and perspectives of others and respecting each person's individuality and place in society. One male participant noted,

> *Global citizenship education not only teaches students how to be a part of society but also teaches the students how to respect each other and live among other people in the world.* (DBQ2: P20)

Another male participant stated,

> *Students who learn to be global citizens will come out of the school system with more open minds, new perspectives, and can work to form their own opinions.* (Interview: P2)

Elaborating further, a female pre-service teacher said,

> *Fostering [a global citizen] mentality in the classroom is vital to education today because we live in a diverse and global world.* (Interview: P4)

Culture awareness entails actively pursuing learning about, interacting with, or immersing in different cultures to gain knowledge and respect for individuals of different cultures around the world. While an individual may encounter cultural practices and traditions that he/she identifies as questionable or unethical, the exposure to different cultures and past and current world events equips a learner with tools to conduct him/herself as a global citizen. These tools, in conjunction with critical thinking skills and knowledge and respect of cultures, provide the means for individuals to pursue social justice and equity actively in a global capacity.

The study participants shared several ideas for incorporating the construct of cultural awareness into classroom instruction: Encouraging students to communicate via Skype or to have pen pals from other countries would assist students in identifying cultural similarities and differences; a "privilege walk" may encourage the breakdown of social barriers illustrating the differences between students in the class based on upbringing, culture, ethnicity, race, and language; a gallery walk research project of another country may promote cultural diversity and intercontinental awareness; and incorporating songs of resistance or struggle from significant world events, such as the holocaust or the Irish independence movement, to expose injustices in the historical events. Such lessons would expose students to different cultures and teach them about tolerance, solidarity, fairness, and justice.

Global Citizenship Education in the Classroom

The data highlighted the perceived importance of pre-service teachers of incorporating global citizenship education into the pre-K-20 curriculum. As two male interviewees noted,

Global citizenship is not just important; it is indeed existential. (Interview: P16 and P17)

Participants voiced the necessity of assisting students with becoming informed of global events by incorporating past global interactions and history and current events into the instruction in the social studies classrooms. Furthermore, they stressed the need for teaching critical thinking skills

so that the students can gain an understanding of how these current global events impact them at a local level and how their actions at a local level can impact global issues and society.

The perceptions of pre-service teachers indicated the need for socially just classrooms that provided opportunities for students to acquire the tools and skills needed to develop into global citizens. Also, a need was identified for incorporating respect, cultural awareness, challenging beliefs/learning about others, acceptance, equality, empathy, and human rights in learning activities and the classroom environment to foster the development of the attributes of global citizenship. As one female participant wrote,

> *Students who learn to be global citizens will come out of the school system with more open minds, new perspectives and can work to form their own opinion.* (DBQ2: P2)

Unity promoted within the classroom, and the school can further assist students in understanding the constructs of citizenship. Learning about local, national, and global issues and how one may impact the other – all parts of the world ultimately working together – along with critical thinking skills would enable students to view themselves as participants of a global society. A male participant wrote,

> *Students should not only learn to be respectful citizens of their own country but how to be one on a global level.* (DBQ2: P13)

A female stated,

> *If we cannot work together, how can we tackle these issues which affect us all around the globe?* (Interview: P4)

A common perception of global citizenship is that someone must forsake his/her national heritage. However, the study participants said that patriotism to a person's country first would strengthen that person's role and participation in promoting the improvement of all societies. These improvements may pertain to human rights, sustainability, unity, and helping others.

Global Citizenship Education a Responsibility for Teachers

Pre-service teacher participants overwhelmingly agreed that global citizenship education incorporated into the curriculum should be the responsibility of teachers. As one participant said,

> *I feel it is our duty as teachers to promote the pillars of global citizenship, acceptance, and equality for all individuals, as the purpose of social studies education is to prepare students for citizenship within a culturally diverse global world.* (Interview: P11)

Another male believed,

> *That educators and school administrators alike should be responsible for not only incorporating [global citizenship] into the curriculum but for supporting teachers and students to cover a multitude of national/global issues, along with protecting free speech and the right for students to address issues that may be important to them without the fear of repercussions.* (DBQ2: P3)

Additionally, the voices of several other participants alluded to the idea that teachers are aware of the needs of the students in their classrooms and could, therefore, incorporate a global citizenship education that is appropriate for their students. One participant elaborated further stated,

> *If a teacher can fill in the blanks and show the students interesting details that they can connect with the lesson, students will want to know more about different countries of different cultures.* (Interview: P18)

The participants also highlighted the notion that teachers are knowledgeable about the curriculum for their students and would thus be the most competent individuals to identify how to incorporate and teach the constructs of global citizenship.

Some participants believed that students should play a role in implementing global citizenship into the curriculum because this responsibility would encourage them to be a part of the process of promoting it rather than being coerced to learn about it. A few also believed that states or national governments should be responsible for the curriculum or for standardizing the curriculum so that it is incorporated into the social studies classroom regardless of the classroom teacher's opinions on whether it should be taught. However, others felt that government intervention should not create a nationalistic curriculum, particularly one that promoted nationalistic propaganda.

Participants highlighted the need for a teacher to encourage classroom dialogue around controversial topics during which students would be allowed to create their own identity and voice their perspective without retaliation. They recognized that debates could become contentious and suggested that teachers should monitor and facilitate discussions so that they are respectful, fact-based, and academically productive. As one participant said,

> *It is the role of the teacher to ask questions that help students identify problems facing their community . . . By enhancing students' critical thinking skills, teachers allow students to*

> *become more empathetic to those around them, and more understanding of the lives, minds,*
>
> *and conscious thinking of those in the past, present, and hopefully future.* (Interview: P15)

Furthermore, participants agreed that the delivery of the content, dialogues, and debates should be inclusive and respectful of all perspectives and avoid nationalistic tendencies.

Global Citizens Participating in Promoting Change

The inherent need for students to become global citizens gives rise to the ultimate goal of providing students with the tools, resources, and critical thinking skills to become active participants at the local, national, and global levels. One male participant wrote,

> *Educating our learners regarding global citizenship is critical for so many aspects of our*
>
> *political, economic, military, and humanitarian decisions.* (DBQ: P1)

Another male noted,

> *Our current world is so globalized and interconnected; it is important for students to*
>
> *respect others in the human community and feel responsible for their actions that could*
>
> *affect others. Making students understand they are global citizens will help motivate them*
>
> *to fix their issues or at least be more cautious with their actions.* (DBQ2: P10)

Furthermore, participants referred to the civic duty of global citizens to be empathetic and compassionate as they work together to promote changes that would address the needs of all people in all cultures. One female pre-service teacher wrote,

> *The world is in dire need of people who will care about it and protect its environment. We*
>
> *are too focused on being citizens of our nations and protecting them that we have forgotten*
>
> *about our responsibilities as citizens of the planet.* (DBQ2: P17)

The pre-service teachers recognized that to make the world a better place, students must understand the responsibilities a global citizen has to the world and recognize the need for unity amongst individuals around the globe when advocating for a cause. Thus, understanding global issues and other cultures encourage learners to promote changes for social justice, equity, unity, and environmental sustainability.

The participants believed that to promote active participation as global citizens, teachers must identify and use instructional strategies that encourage students to become actively involved. One male participant suggested,

> *Engaging students in service learning/civic engagement, teaching lessons about justice and equality, promoting empathy and compassion for the plight of others, giving lessons that cover a vast range of ethnic and cultural histories, touching on issues that are currently at the forefront of our country and showcasing multiple views about them, and making students feel comfortable in the learning environment to express their views are all ways to lead students to become global citizens.* (DBQ1: P3)

Several participants suggested promoting active participation by conducting a lesson or activity that provided students with a current or historical global (environmental, political, social, or economic) issue and then having the students strategize to formulate possible solutions to these issues.

Discussion, Conclusion, and Implications

This current study supported the constructs of global citizenship education identified in previous research studies and literature. The pre-service teachers' definitions of global citizenship agreed with Banks (2004), Myers (2006), and Oxfam (2006). They were noted consistently as the foundation upon which they voiced the importance of global citizenship education in the pre-K-12 curriculum and how it should be incorporated in the curriculum and implemented in the classroom. The participants of the current study recognized changing societal demands for transforming from local citizenry to global citizenry as a response to increased diversity in United States' schools and students requiring tools and resources that would enable them to become productive and proactive citizens in a society with global dimensions. This awareness is repeatedly mentioned in the literature on global citizenship education. Myers (2006) stressed the need for students to develop democratic citizenship from moral and ethical perspectives. Other researchers have recognized and discussed the implications for students to be universally conscious, to understand the interconnectedness of local and political issues, critique social injustices, and to be culturally aware to contribute productively to the world (Banks, 2004; Burrows, 2004; Lim, 2007; Merryfield, 1997; Rapoport, 2010).

The participants in the current study expressed the need for students to become aware of other cultures to understand and respect the perspectives of those whose values and beliefs are different from their own. Oxfam's (2006) definition is inclusive of respecting and valuing diversity and associates these with individuals being aware of and outraged by social injustices, thereby prompting individuals to take actions for social change. Several researchers have recognized the

imperativeness of focusing on human rights and social justice, stating that individuals who can critically analyze events and cultural practices through the lens of an intercultural perspective will be able to proactively promote social change for equality, social justice, and human rights (Banks, 2004; Beckett & Kobayashi, 2020; Burrows, 2004; DiCicco, 2016; Marshall, 2011; Myers, 2006; Parker & Camecia, 2009). Global citizenship education incorporated into the social studies curriculum would provide an avenue for teaching students about diversity and cultures from around the world. This, in conjunction with applied critical thinking opportunities provided by teachers, would allow students to gain a cultural awareness and appreciation for cultures different than their own and the tools that are necessary to ensure that their perspectives and actions are conducive to being global citizens.

Incorporating the dimensions of global citizenship education in the social studies curriculum may present itself as an arduous task. The study's participants identified a perceived need for assisting students to become global citizens and elaborated on the many constructs that would need to be incorporated into classroom instruction to accomplish this task. These included maintaining a socially just classroom environment, being aware of the cultural and personal needs of each student in the class, teaching unbiased, non-nationalistic current and historical global events, teaching critical-thinking skills, breaking preconceived notions and cultural barriers, incorporating all cultural perspectives, fostering unity, promoting environmental awareness, and encouraging students to become active participants for change. Researchers have identified these necessary components and the need for teachers to be globally competent to be effective in teaching global citizenship (Boix-Mansilla & Chua, 2016; Ibrahim, 2005). Previous studies have indicated that teachers require more training and better backgrounds to acquire the competence to teach global citizenship education (Abowitz & Harnish, 2006; Myers, 2006; Rapoport, 2009; Wu & Ida, 2018). Likewise, the pre-service teachers in this current study perceived the need for more teachers to incorporate global citizenship into the curriculum and acquire the knowledge and skills required to teach it. From their experiences, they believed the university provided them with a solid foundation for understanding and implementing global citizenship concepts. However, they felt it was essential to acquire personal experiences that accompanied this knowledge to foster the development of their students into global citizens.

Technology, media and social media, immigration, economics, and politics are critical components of the drive behind requiring students and individuals to participate as global citizens (Banks,

2004; Dogutas, 2020; Günel & Pehlivan, 2016; Kopish, 2017; Lim, 2007; Rapoport, 2010). The participants frequently either alluded to or directly stated the need for students to perceive society as greater than their local community. The perceived threat to patriotism to the United States was diminished when the participants explained that being a global citizen requires an individual to foster and practice good citizenship at local and national levels as well. They expounded on this concept as they identified the impact that global issues have on an individual and the impact an individual can have on global issues when acting as part of a collective unit. Previous researchers who have said that individuals can preserve national values while accepting universal values support this concept (Alanay & Aydin, 2016; Banks, 2004; Lim, 2007). Furthermore, the pre-service teachers referred to the civic duty of global citizens to be empathetic and compassionate as they work in unity to seek social changes for the betterment of all individuals in all cultures.

In addition to recognizing the need for global citizenship education to be part of the curriculum, study participants identified many factors that they believed inhibit the incorporation and implementation of global citizenship into the social studies curriculum. Therefore, the critical need to incorporate global citizenship into the curriculum requires that educational stakeholders, especially classroom teachers, find the means to address and teach global citizenship education despite the inhibitors.

The findings from the study suggest that global citizenship should be incorporated into the social studies curriculum by teachers within a socially just and equitable classroom for students to become global citizens. Pre-service teacher participants noted the shifting demographics and increasing diversity in the United States, as well as the interconnectedness of individuals on a global scale, requires students to recognize and appreciate differences in cultures. Participants identified global citizenship education as a means not only to teach students how to be a productive member of society but how to respect each other and live peaceably among other people in the world. Their knowledge of historical and current events, viewed through a critical and analytical perspective, would expose the intolerable injustices and unfavorable outcomes as well as the just and favorable consequences and activities. Thus, this knowledge would equip them with the wisdom to make economic, political, social, and environmental decisions that would create a better world.

Participants said that, while a nationalistic perspective may hinder global citizenry, patriotism to a person's country first will strengthen that person's role and participation in promoting the

improvement of all societies. These improvements may pertain to human rights, sustainability, unity, and helping others. Additionally, the findings indicated the importance of educating learners about global citizenship for decisions that they would make about political, economic, military, and humanitarian issues. To make the world a better place, students must understand the responsibilities that a global citizen has to the world and recognize the need for unity among individuals around the globe when advocating for a cause. Thus, understanding global issues and other cultures encourage learners to promote changes for social justice, equity, unity, human rights, and environmental sustainability.

The current study has implications for educational stakeholders who are associated with, or who are impacted by, the social studies curriculum. Previous research, in tandem with the perceptions of the pre-service teachers in the current study, indicates an imminent need to incorporate global citizenship education into the social studies curriculum (Banks, 2004; Demoiny, 2017; Rapoport, 2010). Furthermore, the study provides rationales for the "why" that the constructs identified within the framework of global citizenship education should be implemented. Coinciding with the need to incorporate global citizenship education into the social studies curriculum and implement the curriculum into the classroom, pre-service teachers must acquire the knowledge and skills to effectively teach global citizenship in their classroom (Abowitz & Harnish, 2006; Lee & Leung, 2006; Myers, 2006; Rapoport, 2009). Therefore, this study offers higher education institutional stakeholders' valuable insights from pre-service teachers about their needs for coursework that would adequately prepare them to teach global citizenship.

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Appendix

Discussion Board Questions (Presented four weeks into the course, the first week of February)

- DBQ1: Based on your personal experiences and what you have learned during the first four weeks of this course, how would you define global citizenship? What are the contexts/constructs in which global citizenship is embedded?

- DBQ2: Is it important for global citizenship education to be part of the curriculum? Who should be responsible for this decision?

Midterm Question (Administered the second week of March)

One of the main purposes of the social studies curriculum is developing citizenship in students. Global citizenship has been incorporated and implemented to a much greater extent in the K-12 curriculum in other countries than in the United States. What do you perceive to be some of the limiting factors that may inhibit or restrict global citizenship from being incorporated and implemented effectively into the curriculum? From your perspective, please explain why and how they are limiting factors.

Interview/Focus Group Questions (Interviews conducted in April: Questions were follow-up questions in response to the discussion board questions and midterm questions to provide additional insight from the participants.)

- What do you perceive to be the most emerging and important issues in society that should be addressed in the social studies curriculum?

- How do you believe the meaning or implications of citizenship has transpired or changed over the course of history in the United States? What has caused this change?

- What has been your educational or personal experiences that would pertain to global citizenship or being a global citizen?

- What qualities, experiences, or expertise do you believe teachers should have or acquire to be competent in teaching global citizenship?

- Do you believe most teachers possess the competencies to teach global citizenship? If yes, why? / Why not? Please explain.

- Explain the ways in which global citizenship education, if incorporated into the PreK-12 social studies curriculum, would strengthen or weaken a student's preparedness for participation in their local, national, and global society.

- Do you feel students in pre-K-12 are currently being prepared for participation in a global society?

- Do you believe it is important for all students in all areas (rural and urban) to become global citizens? Why do you feel this way?

- Is it possible to teach students empathy or "see" issues and events through other cultural perspectives? Can you teach a student to respect others? Please explain.

- Do you believe it is within a teachers' jurisdiction to teach values and morals to students? Why or why not?

- What do you feel are some pros and cons to including nationalism in the curriculum?

- Is there anything additional you would like to contribute?

Final Exam Question (Administered during finals week, the first week of May)

- Provide an example of an activity or lesson you could use to incorporate global citizenship into your classroom teaching. What components of global citizenship does it address, and how does it address them?