

'Is the world their oyster?'

Pre-service teachers' knowledge, beliefs and reported practices concerning global citizenship



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02 Methodology
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Global citizenship and teacher education

- ❑ In a globalised world **teachers' role is becoming more complex** as they are called upon to respond to different educational needs, to commit to social justice and sustainability, i.e. to teach students to tackle local and global problems.
- ❑ Considering these requirements, higher education institutions have been integrating global citizenship education (GCE) in pre-service teacher programmes to cultivate their critical awareness and transformative agency.

(Appleyard & McLean, 2011; Quezada, 2012)



“

Cultivating global citizenship requires teachers to have a global perspective, model cultural sensitivity, model global citizenship, and engage students in educational activities aimed at developing global citizenship.

(Zhao, 2010, p. 427)

”



Global citizenship and teacher education

- ❑ Pre-service teachers **lack sufficient preparation** to be able to teach for global citizenship and **have little knowledge about global issues**. (Kopish, 2011; O'Connor & Zeichner, 2011)
- ❑ Pre-service teachers are committed and enthusiastic about including global perspectives in their teaching practice, however they feel they **need more guidance and more knowledge** to be able to teach about what seem to be complex and sensitive issues. (Holden & Hicks, 2007; Patrick, Macqueen, & Reynolds, 2014)
- ❑ Pre-service teachers' understanding about GCE is **related to their prior experiences and learning**, in particular to their disciplinary knowledge. (Horsley, Newell, & Stubbs, 2005; Horsley & Bauer, 2010)



Research objectives

1. Understand the knowledge, beliefs and practices reported by pre-service teachers at a Portuguese university concerning global issues and GCE;
2. Understand their motivations and hindrances to include GCE in their teaching;
3. Unveil emerging differences between pre-service teachers according to their teaching area.



Research design

Online questionnaire (Mar-Sep 2018)



Desafios globais e cidadania

Caro(a) estudante de Mestrado da Universidade de Aveiro,

No âmbito de um projeto de investigação de pós-doutoramento financiado pela Fundação para a Ciência e Tecnologia, I.P. (SFRH/BPD/94768/2013), venho solicitar a sua colaboração para preencher um questionário que tem como objetivo conhecer as conceções, práticas e atitudes reportadas por estudantes de Mestrado e Mestrado Integrado da Universidade de Aveiro sobre desafios globais e cidadania.

Por favor, procure ser o mais rigoroso(a) possível nas respostas às questões que lhe são colocadas. Não existem respostas "certas" ou "erradas". Procure responder de acordo com a sua opinião e não do modo como a "maioria" das pessoas responderia.

Muito obrigado, desde já, pela sua colaboração!

Mónica Lourenço

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Parte I. Identificação Pessoal

1. Qual é a sua idade? *

Your answer

2. Qual é o seu sexo? *

Feminino

Masculino

3. Atualmente, qual é a sua principal ocupação? *

Estudante a tempo inteiro

Estudante a tempo parcial

Trabalhador(a) estudante

4. Que curso de mestrado e ano está a frequentar? *

Parte II. Conceções sobre desafios globais

1. Indique o seu grau de concordância com as seguintes afirmações: *

	Discordo totalmente	Discordo	Não concordo, nem discordo	Concordo	Concordo totalmente
a) Tenho interesse em saber o que se passa no mundo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Sei mais sobre desafios globais (políticos, económicos, cívicos e ambientais) do que a maioria das pessoas da minha idade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) A maioria das questões de ordem política, económica, cívica e ambiental é	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Parte III. Conceções sobre cidadania global

Caso não saiba ou não queira responder a alguma das questões de resposta aberta, por favor, indique NS (não sei) ou NR (não respondo).

1. Pensa em si como... *

Cidadão(ã) português(a)

Cidadão(ã) europeu(a)

Cidadão(ã) global

Other: _____

1.1. Justifique a sua afirmação. *

Your answer

2. Alguma vez ouviu falar da expressão "cidadania global"? Em que circunstâncias? *

Your answer

Section I. Personal data

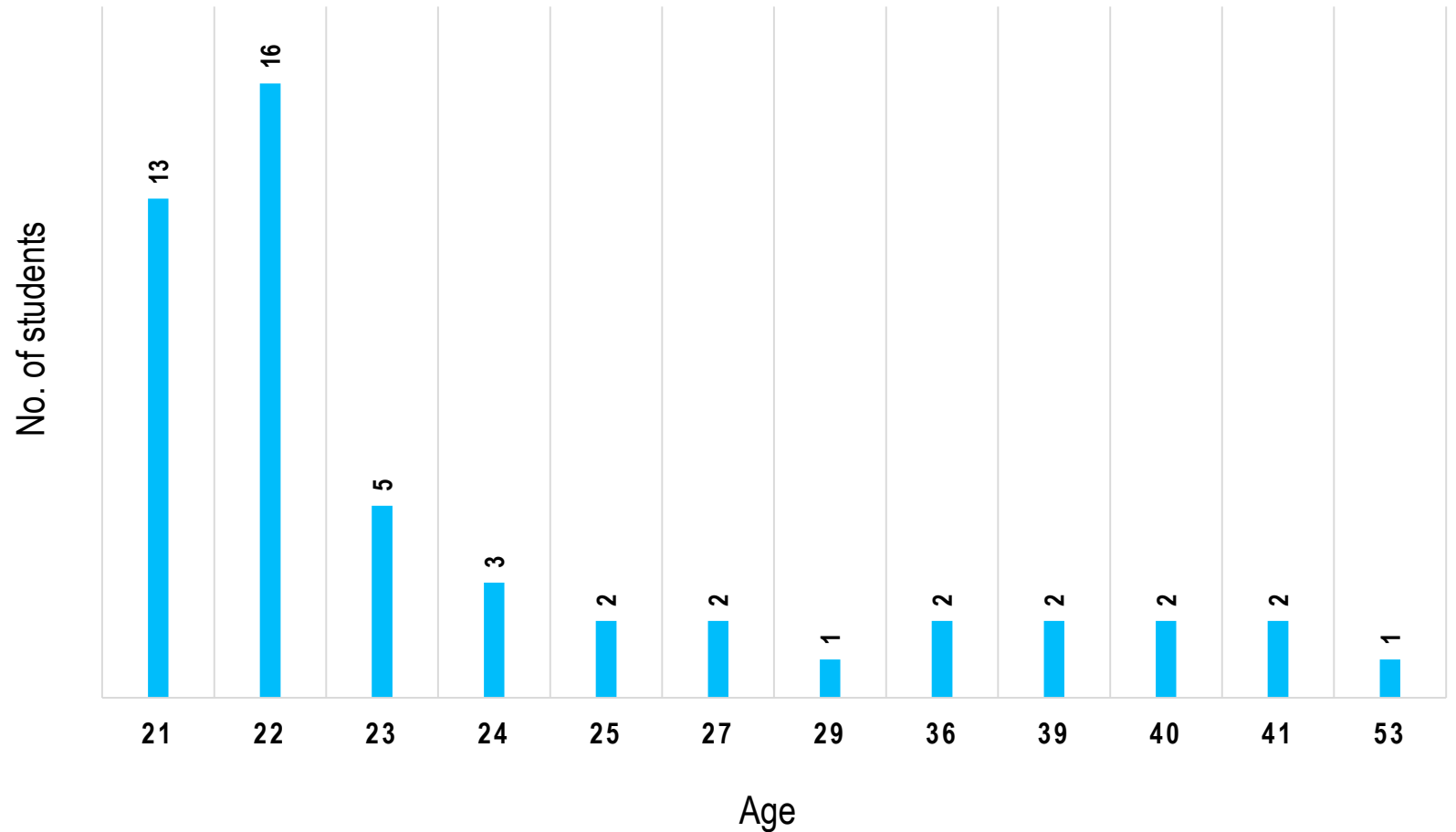
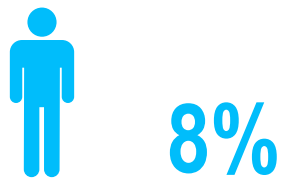
Section II. Knowledge, beliefs and practices related with global issues

Section III. Knowledge and beliefs about GCE and motivation/preparation to teach for global citizenship



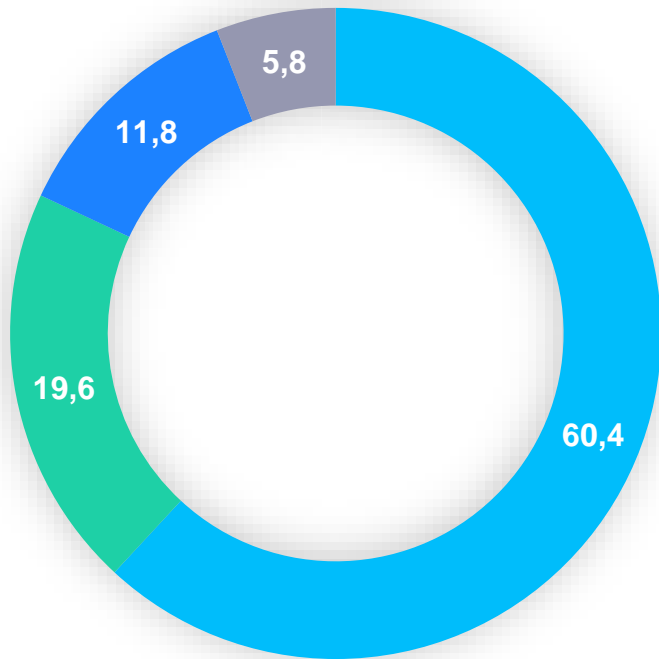
I. Pre-service teachers' profile

Participant distribution per age



I. Pre-service teachers' profile

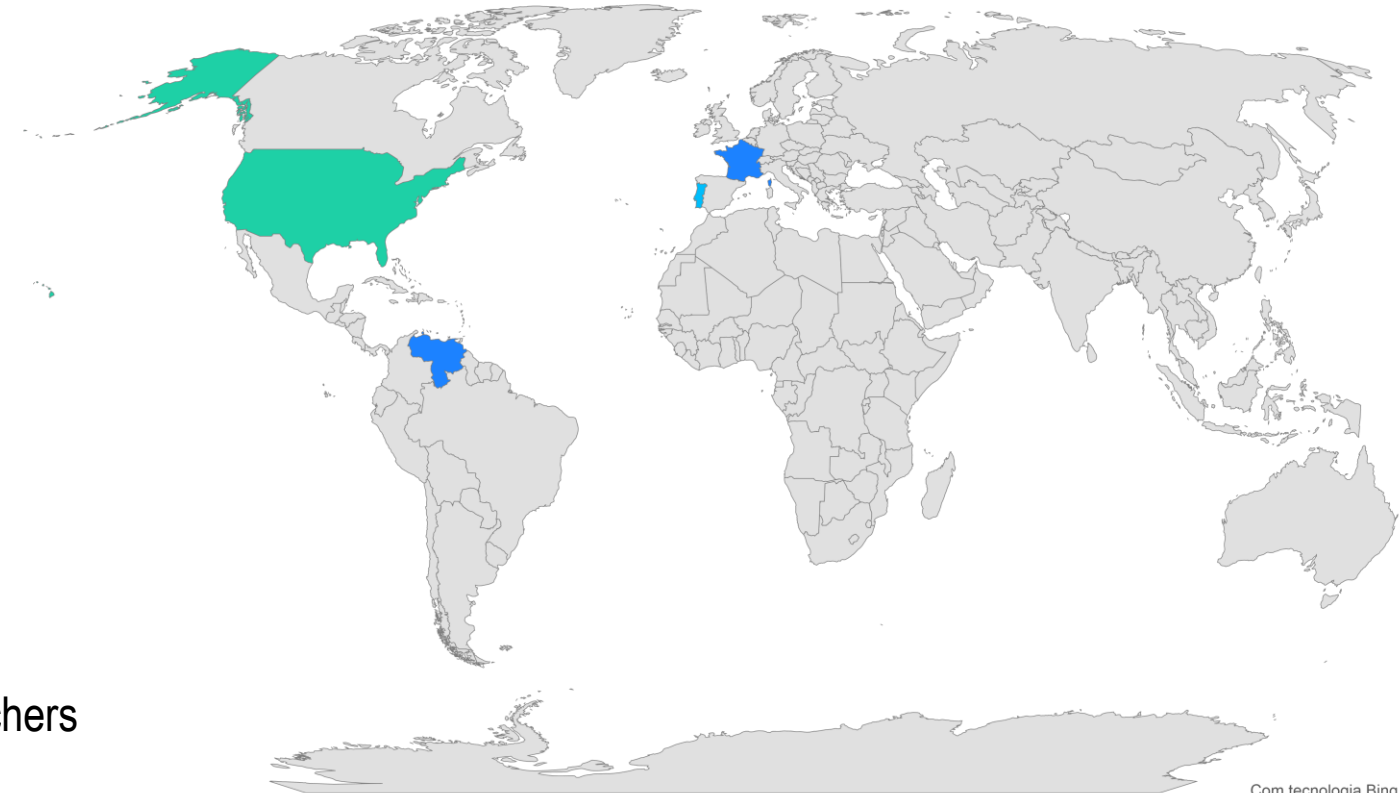
Participant distribution per teaching area



- Generalist Teachers
- Foreign Language Teachers
- Social Sciences Teachers
- STEM Teachers

Country of birth

■ 47 ■ 2 ■ 2



I. Pre-service teachers' profile



I like to interact with people from other countries...

98% YES

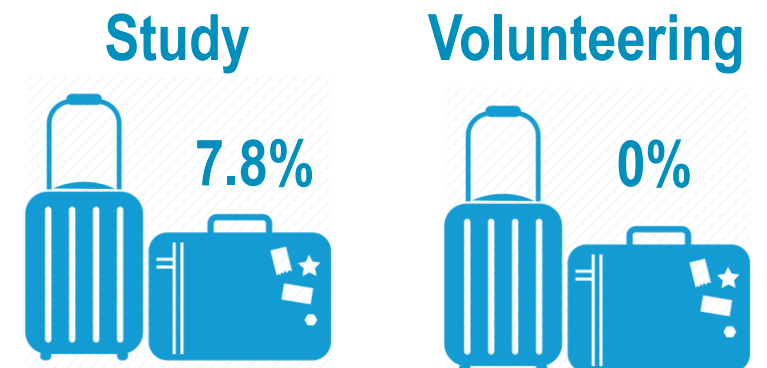
2% NO



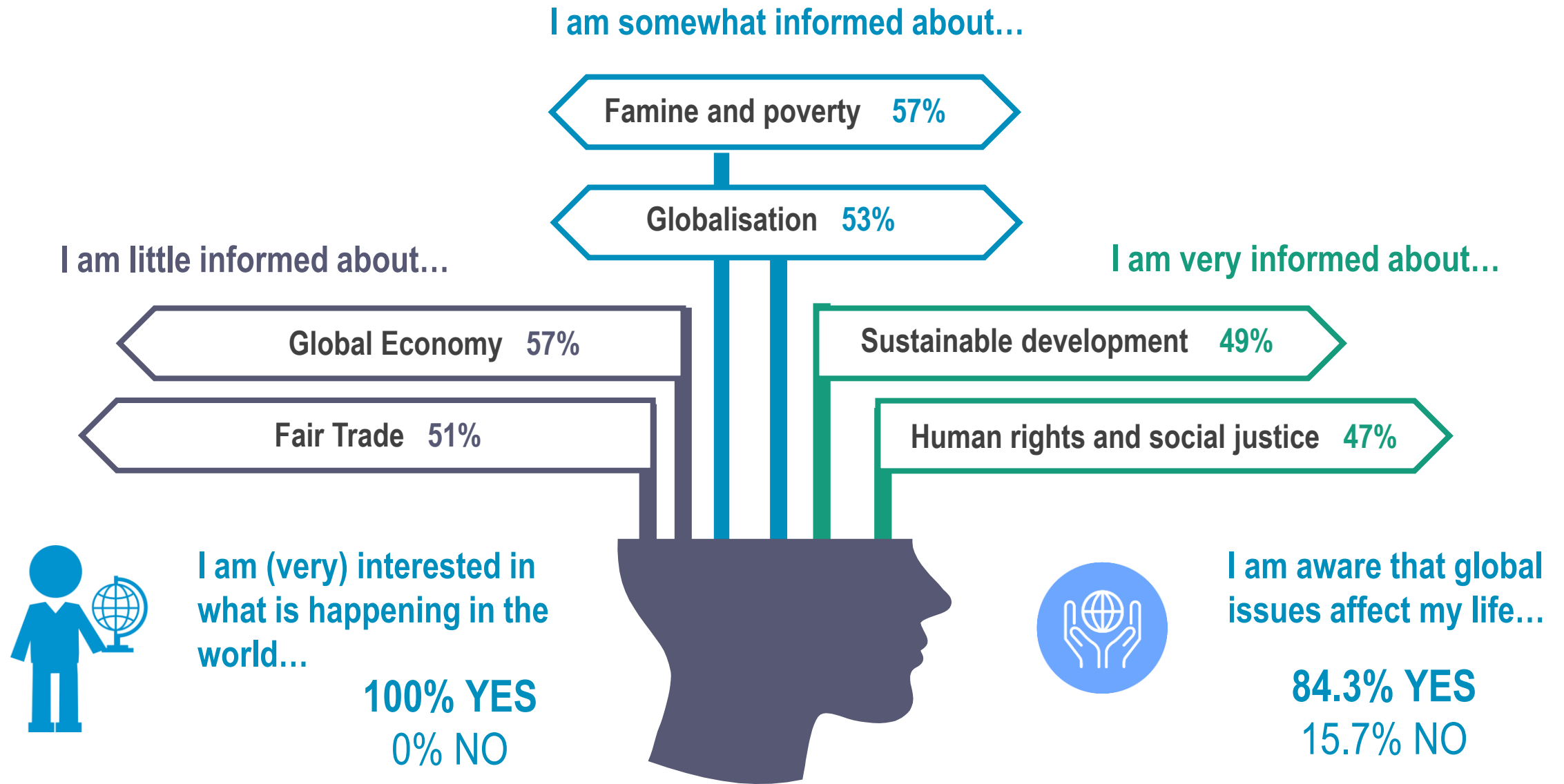
I have travelled abroad...

74% YES

26% NO

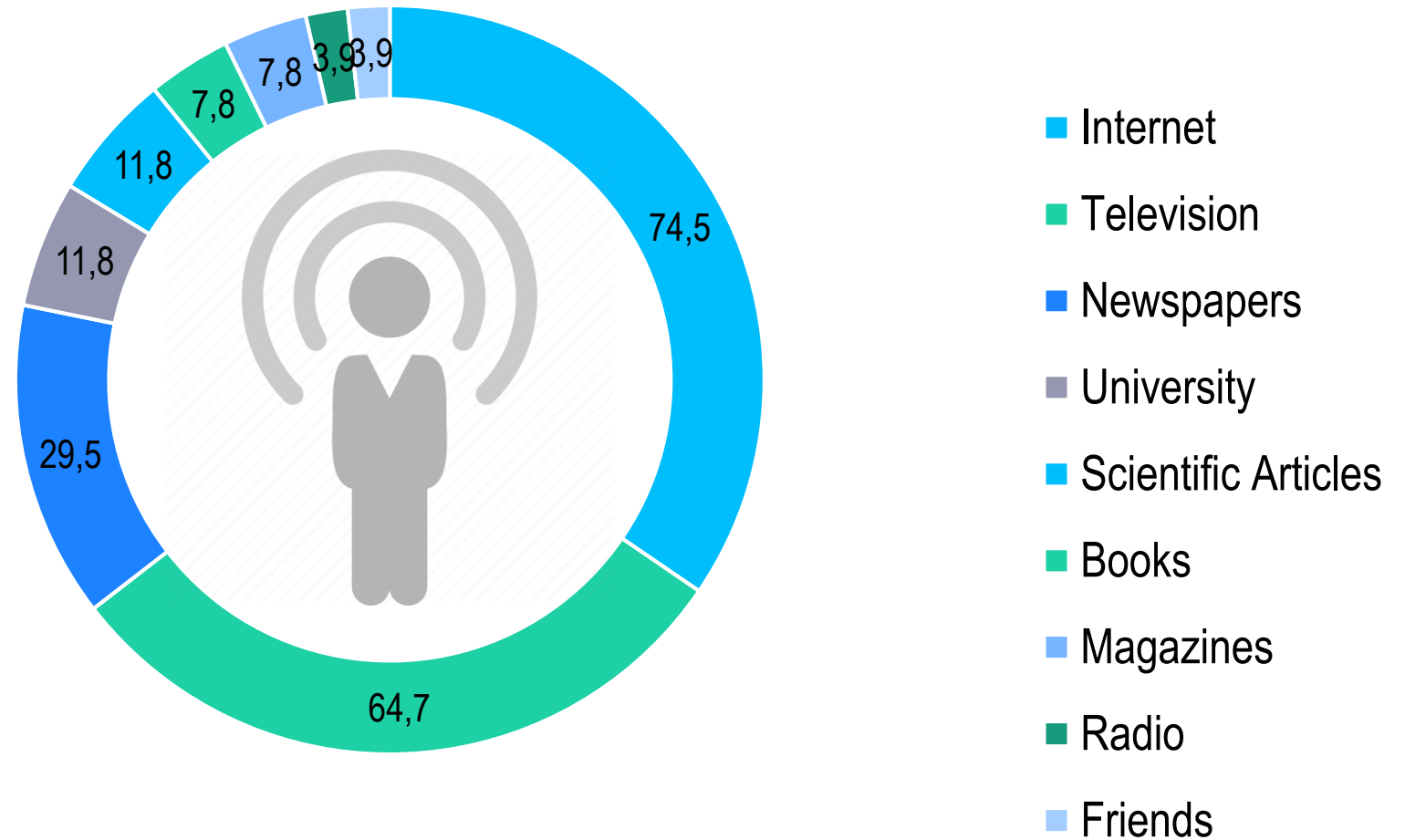


II. Knowledge, beliefs and practices related with global issues



II. Knowledge, beliefs and practices related with global issues

Sources of information about global issues



II. Knowledge, beliefs and practices related with global issues



I am a responsible citizen...

66.7% YES

33.3% NO

Voting



66.7% YES
33.3% NO

Volunteering



16.9% YES
83.1% NO

Demonstrating



15.7% YES
84.3% NO

Participating in a CSO

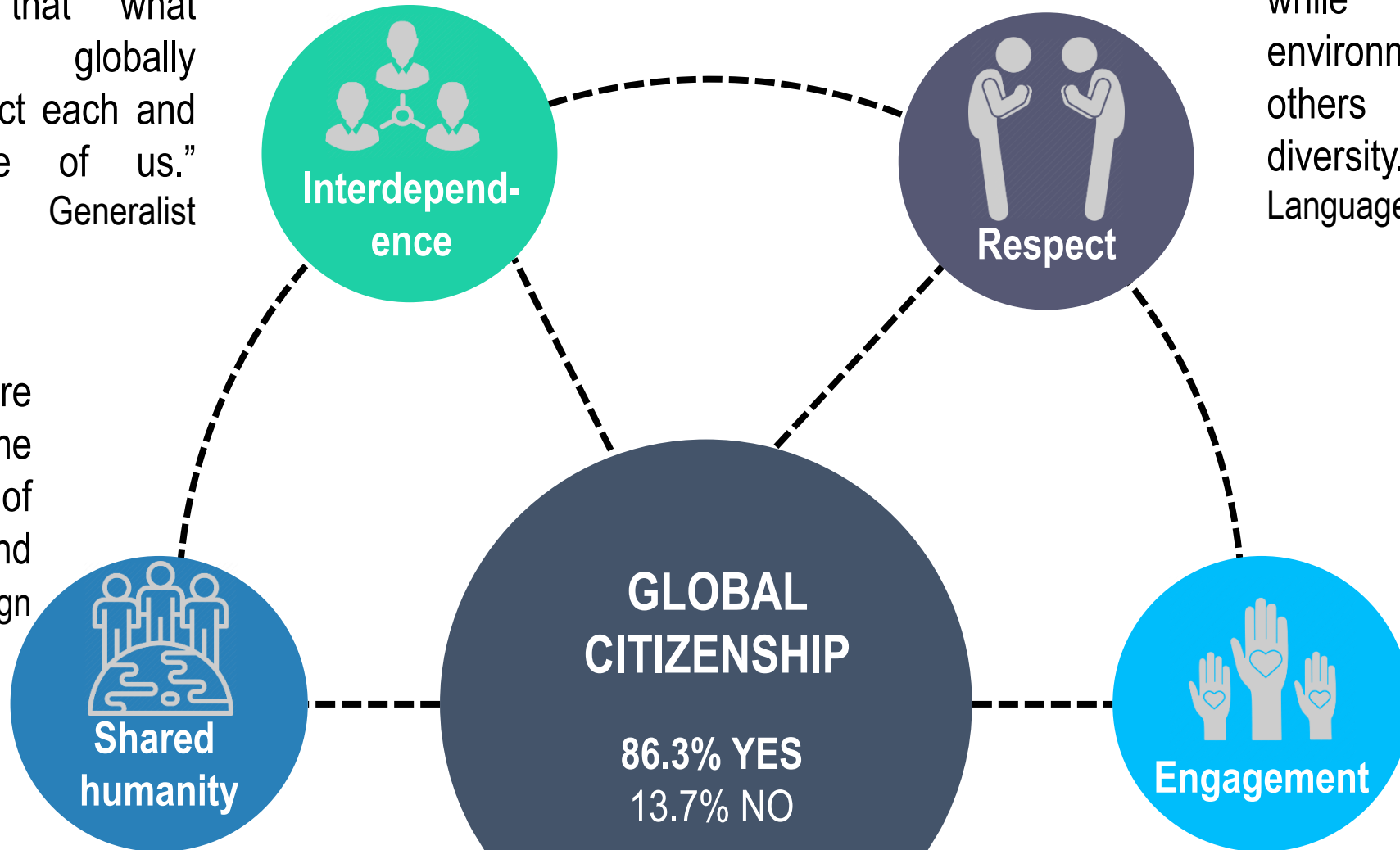


13.7% YES
86.3% NO

III. Knowledge and beliefs about GC

“GC means being aware that what happens globally can affect each and everyone of us.” (S149, Generalist Teacher)

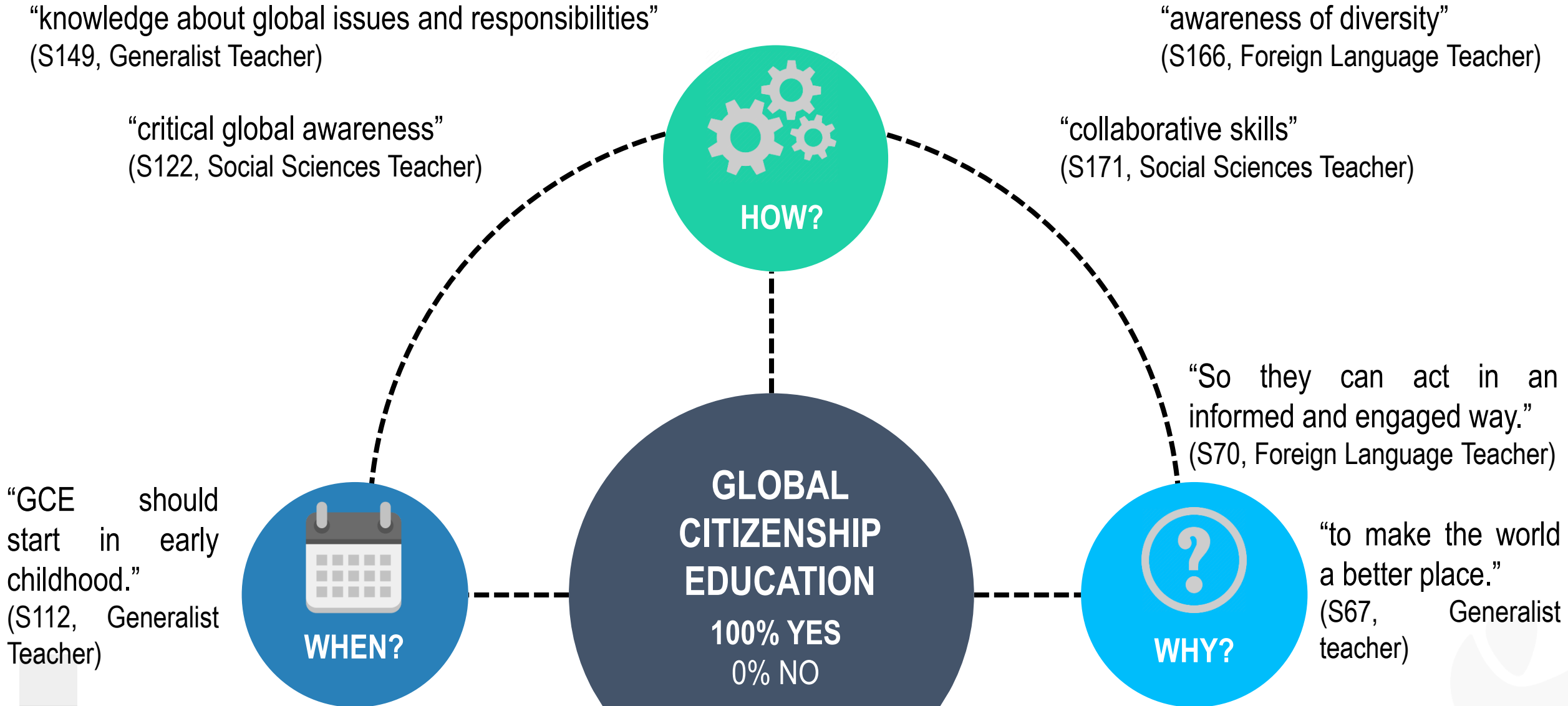
“GC means we are part of the same whole, regardless of race, nationality and beliefs.” (S70, Foreign Language Teacher)



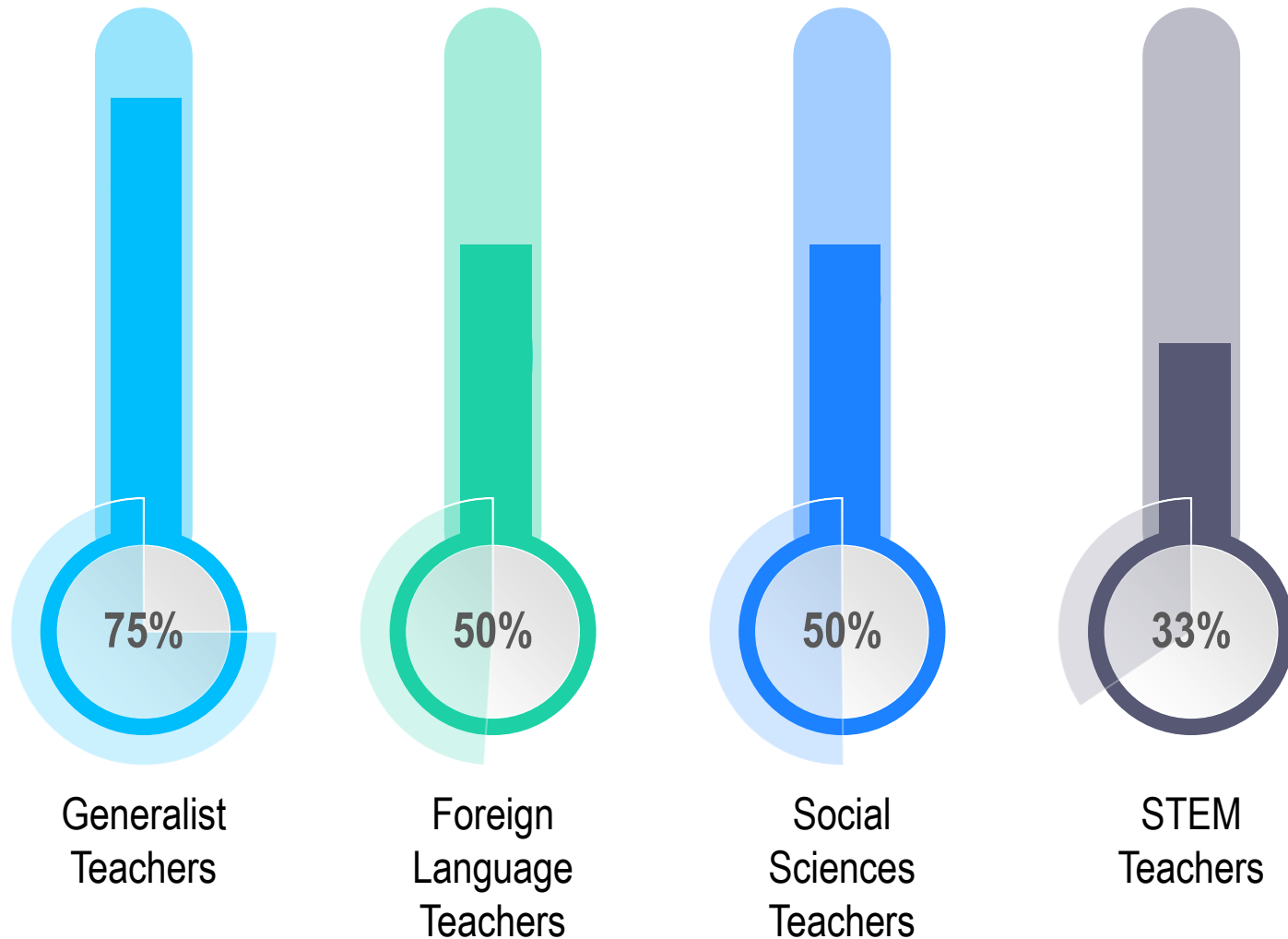
“It’s living in the world while protecting the environment, respecting others and valuing diversity.” (S166, Foreign Language Teacher)

“GC is acting according to what is best for our planet and for our overall well-being.” (S164, Generalist Teacher)

III. Knowledge and beliefs about GCE



III. Preparation to teach about global issues



I feel prepared to teach about global citizenship...

64.7% YES
35.3% NO



III. Preparation to teach about global issues

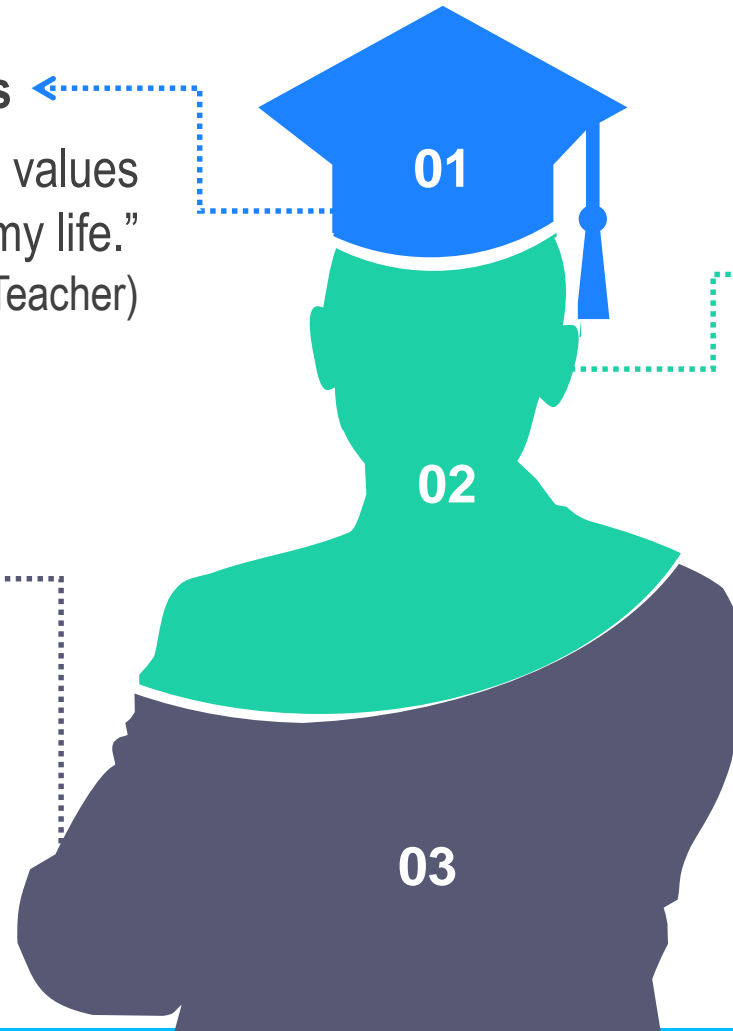
I feel prepared to teach about global citizenship, because...

An education sustained on GC values

“I feel prepared because this concept and values have been transmitted to me throughout my life.”
(S74, Foreign Language Teacher)

Knowledge of GCE acquired at university

“My Educational Intervention Project was focused on this theme and that’s why I feel ready to teach for global citizenship.”
(S145, Generalist Teacher)



A strong commitment with the principles of GCE

“I support this perspective and ideology, and I think it is currently the one that fits the most in the world that we are living in.”
(S177, Generalist Teacher)



III. Preparation to teach about global issues

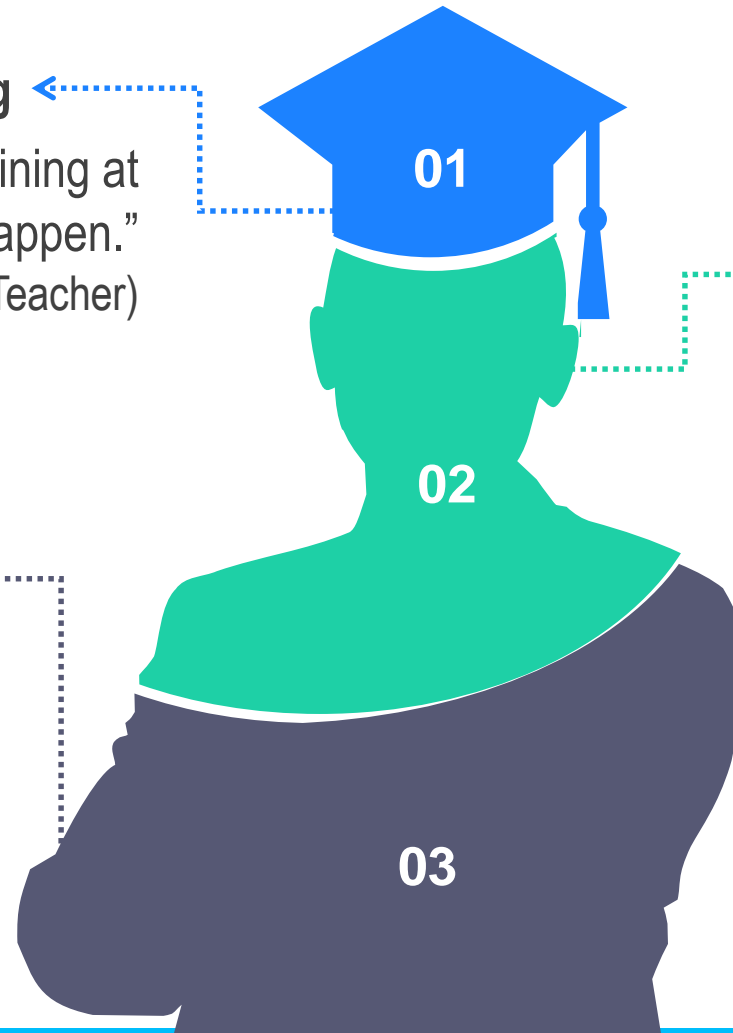
I don't feel prepared to teach about global citizenship, because...

Lack of pedagogical training

“We are not given adequate pedagogical training at university for this to happen.”
(S139, STEM Teacher)

Lack of official curriculum guidelines

“I do not feel prepared to teach for global citizenship because state guidelines in this area are scarce.”
(S145, Social Sciences Teacher)



Lack of knowledge about global issues

“I do not feel prepared because there are many topics related to global citizenship that I have not yet mastered.” (S157, Generalist Teacher)



Results overview

- ❑ Pre-service teachers are less mobile than other Master's students at the university, and only a very small percentage have participated in exchange programmes, such as Erasmus;
- ❑ Pre-service teachers seem to be aware of global issues, particularly the ones that are at the core of optional courses they took at the university (i.e. sustainable development, human rights and inequalities, human development and overpopulation);
- ❑ The university, along with books and scientific papers, are mentioned more often by pre-service teachers than other Master's students as being preferred sources of information on global issues;



Results overview

- ❑ Pre-service teachers are aware of global citizenship and can provide appropriate definitions for the concept;
- ❑ All pre-service teachers consider it relevant to educate for global citizenship;
- ❑ Yet, not all of them feel motivated and prepared to do it – generalist and foreign language teachers are the most confident while STEM teachers mention the lack of pedagogical support and official guidelines as hindrances.



Concluding remarks

- ❑ Trends supported on the “internationalisation at home” and “internationalisation of the curriculum” perspectives (Beelen & Jones, 2015; Leask, 2015) are beneficial for non-mobile students, as they help them develop knowledge and understanding of global issues and GCE.
- ❑ In order to feel more prepared to teach (for) global citizenship, pre-service teachers need to have practical pedagogical knowledge on GCE, its methodology, most appropriate strategies and activities, and to be given the opportunity to experiment with this educational perspective.



Concluding remarks

- ❑ Higher education institutions should promote spaces where students' social participation and engagement is stimulated and officially valued, and where links with the community are created, particularly during students' practicum.
- ❑ These findings seem to justify a more sustained and systematic work with pre-service teachers (and also teacher educators), in a “third space” situated between the university, the school and the community. This might help teachers build their confidence to integrate global citizenship into their knowledge, teaching practice and professional identity.



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Globally competent teaching may be better conceptualized as a path, rather than as an end goal.

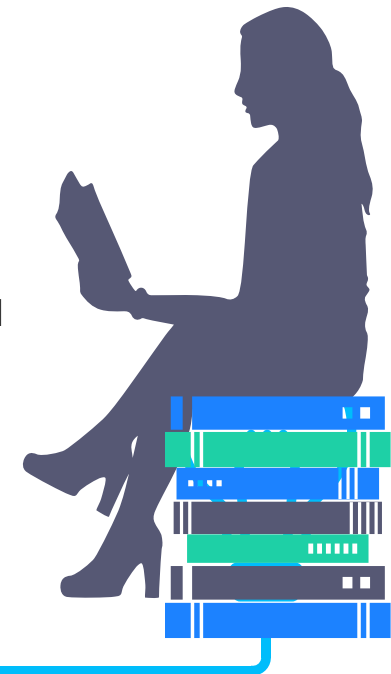
(Parkhouse et al., 2015, p. 267)

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Danke schön!

Questions? Comments?

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