

# Examination of Social Studies Curriculum and Course Books in the Context of Global Citizenship<sup>i</sup>

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**Abstract** The document review method, which is a qualitative research method, was used in this study that aims to examine the social studies curriculum and course books in terms of attainments, teaching-learning process and measurement-evaluation process in the context of global citizenship. Furthermore, opinions of social studies teachers on the curriculum and course books in the context of global citizenship were determined by taking their written statements. Social studies course books and curricula at fourth, fifth, sixth and seventh grade levels were examined in the study. Also, opinions of nine social studies teachers were analyzed. As a result of the study, it can be said that in general, the dimensions of global citizenship are included within the scope of attainments, content, teaching-learning process, measurement-assessment elements regarding social studies course. It was determined that awareness of diversity and multiculturalism, political and economic processes and interdependence, human rights, environmental responsibility and sustainable development among the dimensions of global citizenship are addressed at most, while the dimensions of social justice and contemporary peace and conflict are covered quite slightly. Furthermore, according to teachers' opinions, it can be said that social studies curriculum and course books have deficiencies in the context of global citizenship.

**Keywords** Global Citizenship, Social Studies Course Book, Social Studies Curriculum, Social Studies Teachers

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## 1. Introduction

The phenomenon of globalization that started to take place in the world at the end of the 20th century caused changes in social, economic, political and cultural areas [1]. Globalization is accelerating the interaction between people of different nations by influencing many areas such as people's well-being, environmental influences, culture and

economic development [2]. Individuals also started to be affected by these changes experienced and the qualities that were believed that individuals must possess also started to change in this context. Educating global citizens who have the knowledge, attitudes, and skills to act beyond their own cultural societies and their own cultural borders was started to be considered important [3]. Moreover, the need to teach individuals with the awareness of social justice, human rights, cultural diversity and international issues started to arise [4]. It also includes topics such as the global agenda that students will need to participate in today, such as environmental sustainability, terrorism containment, cyberspace security, human rights, migration, displacement, asylum seeking and global health needs [5]. To this end, today's education systems also headed towards the aim of educating global citizens since individuals who adopt universal values with a global sense of responsibility are required [6]. Education on global citizenship started to be addressed more as a goal of education [7]. It is stated that the aim of education should be to raise individuals who are successful in different cultures and geographies in the international arena, but not individuals who are successful only within national borders [8]. It is also expressed that as citizens of a global society, students must carry out activities for the purpose of solving the problems in the world and ensuring social justice and equality [9]. In addition, in order to prepare for an increasingly pluralistic and interconnected world, globalization at all levels of education is seen as important, and it is also stated that teachers have played important role in preparing students for action and contribution in a global society [10]. Therefore, it is foreseen to provide global citizenship education at all grade levels and include it in curricula and classroom activities [11]. It is stated that the social studies course comes to the forefront for global citizenship education and the social studies course is one of the most effective courses for global citizenship [6, 12, 13, 14, 15], and the facts that the subject fits the nature of the course and aims at educating citizens who are active and open for communication and developing a multiple

point-of-view are listed among the reasons for this [6]. Furthermore, it is also suggested to attach importance to teaching universal values and drawing attention to global problems in the social studies course [16]. The aim "*He/she is sensitive towards the subjects that concern his/her country and the world with the awareness that he/she is a part of humanity.*" [17], which is among the general aims of the social studies curriculum, also emphasizes that the global citizenship awareness must be gained in the social studies course. Furthermore, in today's global world, social studies teachers have the opportunity to expand the visions of their students in their developing a democratic approach towards the citizenship subject with a multiple point-of-view [14]. When the studies that address global citizenship education in the context of the social studies course are examined, it is stated that the fact the course includes values related to global citizenship in the curriculum is not sufficient, it is necessary to perform practices that develop the understanding of global citizenship at all schools and in the society [6], the outputs from social studies course books and the attainments in the curriculum are inconsistent, course books are not prepared suitably for the attainments of the curriculum, and thus, there are inconsistencies between the values that students are expected to gain [18]. Besides, it is important to examine the curriculum as the curriculum is clearly a social structure, and the focus on disagreements within the curriculum can affect the internalization of social differentiation [19]. It is also stated that social studies teachers are not familiar to the concept of global citizenship and difficulties occur in the practices at school [8], and it is important to determine the opinions and needs of teachers in this respect for an effective global citizenship education [20]. Moreover, it is necessary for teachers to help their students to have the knowledge and skills necessary for thinking, reasoning and social action [21]. Also, it is stated that the concepts related to global citizenship are rarely used in the classroom despite their being used increasingly more at scientific conferences and education seminars [14]. Furthermore, the subject of global citizenship that is very popular around the world is new for Turkey [22]. In addition, it is asserted that there is a significant difference between curriculum documents for citizenship education and classroom practices in Turkey, and therefore it is necessary to pass a change towards the development of a more global and active citizen who shares global values regarding human rights and democracy and who is involved in social and political life [23]. Also, it is stated that the social studies curriculum should be examined from different viewpoints in the context of global citizenship, and precautions should be taken for these examinations [24]. Students can be given the responsibility of developing their own lifelong culture, as much as adults by the curriculum [25]., and in the planning of the curriculum the facts about class conditions must be taken into account [26]. For these reasons, it is essential that the curriculum should be examined in the context of global citizenship. Starting from this, it is believed that the social

studies curriculum and course books should be addressed in the context of global citizenship education, and the current situation in this subject should be revealed. With this study, it will be both determined whether the subject of global citizenship is included by investigating the attainments in the curriculum and the teaching-learning activities and measurement-evaluation activities in the course books, and the consistency between the attainments and activities will be revealed. As a result of the study, it will be possible to reveal the importance attributed to this subject around the world also in terms of Turkey by suggesting the activities to be performed in the social studies course of global citizenship education considered as a new subject for Turkey. In this context, the study is important both in that it can shed light on the studies to be performed in this field and that suggestions will be produced in terms of practice. In this direction, the general aim of the study is to examine the social studies curriculum and course books in the global citizenship context of the attainments, teaching-learning process, and measurement-evaluation process. Accordingly, the questions of the study were defined as follows:

- Which dimensions of global citizenship are included in the attainments, content, teaching-learning process and measurement-assessment elements in the social studies curriculum and course books?
- How the dimensions of global citizenship in the attainments, content, teaching-learning process and measurement-assessment elements in the social studies curriculum and course books are distributed to grade levels?
- What are the teachers' opinions on the attainment, content, teaching-learning process and measurement-assessment elements regarding global citizenship in the social studies curriculum and course books?

## 2. Method

### 2.1. Research Model

The document review method among qualitative research methods was used in this study that aims to examine the social studies curriculum and course books in the global citizenship context of the attainments, teaching-learning process, and measurement-assessment process. Written materials that contain information on the phenomenon or phenomena that are aimed to be investigated are analyzed within the scope of the document review [27]. In addition, the opinions of social studies teachers on the curriculum and course books in the context of global citizenship were determined by taking their written statements.

### 2.2. Data Collection and Analysis

In line with the aim of the study, the social studies

curricula for the fourth, fifth, sixth and seventh grades prepared by the Ministry of National Education Turkish Education Board [17, 28], and social studies course books for the fourth, fifth, sixth and seventh grades published by the Publications of the Ministry of National Education [29, 30, 31, 32, 33, 34, 35, 36] were examined. The descriptive analysis was used in the analysis of the data obtained from the curricula and course books. Findings obtained as a result of the descriptive analysis were expressed as frequency, and direct quotations were presented for the findings. Descriptive analysis is a method of analysis that includes summarizing and interpreting the data according to the previously determined themes [27]. A checklist developed by the researchers and including the dimensions of global citizenship was used in the study in line with the descriptive analysis. The checklist was developed by considering the curricula for global citizenship education developed in different countries in line with examining the studies carried out on global citizenship [38, 39]. It was decided to include the (1) Environmental Responsibility and Sustainable Development (2) World Geography, (3) Awareness of the Diversity and Multiculturalism, (4) Contemporary Peace and Conflict, (5) Human Rights, (6) Political and Economic Processes and Interdependence and (7) Social Justice dimensions in the checklist prepared in this direction. The examples of classifying the attainments on these dimensions are presented below:

- *He/she puts forth creative ideas regarding the effects of scientific and technological developments on the life in the future.* [17] - Environmental Responsibility and Sustainable Development
- *He/she makes inferences about climatic features starting from human lives in different natural environments of the world.* [17] – World Geography
- *He/she compares the daily lives of oneself and their peers in another society.* [28]- Awareness of the Diversity and Multiculturalism
- *He/she associates the freedom of expression an opinion and science in the historical process with scientific developments.* [17] – Human Rights
- *He/she assesses the economic relations of our country with different countries in terms of resources and needs.* [17]- Political and Economic Processes and Interdependence

Furthermore, the written opinions of nine social studies teachers on the elements of attainments, content, teaching-learning process and measurement-assessment regarding global citizenship in the social studies curriculum and course books were taken. The ages of the teachers whose opinions were taken vary between twenty-three and forty-seven years and their professional seniority is between

one year and twenty-two years. Five of the participants are female and four of them are male, and all of them graduated from the faculty of education. Teacher opinions were collected in the 2014-2015 academic year. The data on the written opinions of the teachers were examined using the content analysis. First of all, coding was made for the data in the content analysis process, and then themes were created bringing the related codes together.

The triangulation and peer examination methods suggested by Merriam [39] were taken into consideration within the scope of the validity and reliability studies. With regard to the triangulation method, that there are three different researchers and diversifying the data collection methods by including both the document review and teacher opinions are believed to have contributed to ensuring the internal validity and reliability of the study. Two researchers made separate examinations both for the document review and interviews within the scope of the peer examination method, while a third researcher examined the consistency of these investigations and whether the investigations were reasonable. Then the three researchers came together, discussed different opinions on the examinations, and concluded the analysis by taking a consensus.

### 3. Findings

First of all, findings within the scope of the dimensions of global citizenship of the attainments, teaching-learning activities and measurement-assessment activities by grade levels were included in the findings. Then, findings on the attainments, content, teaching-learning process and measurement-assessment activities regarding the dimensions of global citizenship were included. Finally, the findings on the teacher opinions on the attainments, content, teaching-learning process and measurement-assessment elements regarding global citizenship in the social studies curriculum and course books were presented.

#### **Findings on the Attainments, Content, Teaching and Learning Process and Measurement and Assessment Process in the Social Studies Curriculum and Course Books**

##### *Findings on the 4th Grade*

The findings on examining the attainments, teaching-learning activities and measurement-assessment activities by units within the scope of the fourth-grade curriculum and course book in the framework of the dimensions of global citizenship are presented in Table 1.

**Table 1.** Examination of the Attainments, Teaching-Learning Activities and Measurement-Assessment Activities by Units within the Scope of the Dimensions of Global Citizenship

| Name of Unit                             | Attainments  | Teaching-Learning Process   | Measurement-Assessment  |
|--|--|---|---|
| <b>1. Knowing myself</b>                 | - Awareness of diversity and multiculturalism (f:2)                                      | - Awareness of diversity and multiculturalism (4)   | - Awareness of diversity and multiculturalism (9)   |
| <b>2. Learning my past</b>               | - Awareness of diversity and multiculturalism (f:1)                                      | - Awareness of diversity and multiculturalism (1)   | - Awareness of diversity and multiculturalism (2)   |
| <b>3. The place we live</b>              | ---  | - Environmental Responsibility and Sustainable Development (3)  | - Environmental Responsibility and Sustainable Development (2)  |
| <b>4. From Production to consumption</b> | - Human Rights (f:1)   | - Environmental Responsibility and Sustainable Development (1)<br>- Human Rights (9)                                | - Environmental Responsibility and Sustainable Development (2)<br>- Human Rights (7)  |
| <b>5. Glad to have</b>                   | - Environmental Responsibility and Sustainable Development (f:1)                         | - Environmental Responsibility and Sustainable Development (2)<br>- Awareness of diversity and multiculturalism (1) | - Environmental Responsibility and Sustainable Development (2)  |
| <b>6. All Together</b>                   | - Human Rights (f:1)<br>- Environmental Responsibility and Sustainable Development (f:1) | - Human Rights (4)<br>- Environmental Responsibility and Sustainable Development (7)                                | - Environmental Responsibility and Sustainable Development (1)  |
| <b>7. Humans and management</b>          | ---  | - Political and Economic Processes and Interdependence (2)<br>- Human Rights (2)                                    | - Political and Economic Processes and Interdependence (15)<br>- Environmental Responsibility and Sustainable Development (1) |
| <b>8. My farther friend</b>              | - Awareness of diversity and multiculturalism (3)<br>- World Geography (1)               | - Awareness of diversity and multiculturalism (8)<br>- World Geography (6)  | - Awareness of diversity and multiculturalism (18)<br>- World Geography (3)   |

When Table 1 is examined, it is seen that the attainments regarding the dimension of the Awareness of Diversity and Multiculturalism (f: 6) are included most in the scope of the attainments in the 4th-grade curriculum. Furthermore, it was also determined that the attainments regarding the dimensions of Environmental Responsibility and Sustainable Development (f: 2), Human Rights (f: 2) and World Geography (f: 1) are also included within the scope of the attainments. Also, when the activities in the course book regarding the teaching process were examined, it was determined that the activities regarding the dimensions of the Awareness of Diversity and Multiculturalism (f: 14), Human Rights (f: 15) and Environmental Responsibility and Sustainable Development (f: 13) are presented the most. Furthermore, it is seen that the activities regarding the dimensions of World Geography (f: 6) and Political and Economic Processes and Interdependence (f: 2) are included within the scope of the activities related to the teaching-learning process. Finally, when the activities in the course book regarding the measurement-assessment process were examined, it was seen that the activities regarding the dimension of the Awareness of Diversity and Multiculturalism (f: 29) are presented the most. In addition, it was also determined that the activities regarding the dimensions of Political and Economic Processes and Interdependence (f: 15), Environmental Responsibility and Sustainable Development (f: 8), Human Rights (f: 7) and World Geography (f: 3) are also included.

**Findings on the 5th Grade**

The findings on examining the attainment, teaching-learning activities, and measurement-assessment activities by units within the scope of the 5th-grade curriculum and course book in the context of the dimensions of global citizenship are presented in Table 2.

When Table 2 is examined, it is seen that the attainments regarding the dimension of Political and Economic Processes and Interdependence (f: 5) are included most in the scope of the attainments in the 5th-grade curriculum. In addition to this, the attainments regarding the dimensions of the Awareness of Diversity and Multiculturalism (f: 4), Human Rights (f: 3) and Environmental Responsibility and Sustainable Development (f: 1) are also included. Also, when the activities in the course book regarding the teaching process were examined, it was found out that the activities regarding the dimension of Political and Economic Processes and Interdependence (f: 56) are included most. Moreover, activities regarding the dimensions of Human Rights (f: 41), Awareness of Diversity and Multiculturalism (f: 38), Environmental Responsibility and Sustainable Development (f: 22), World Geography (f: 7), Contemporary Peace and Conflict (f: 3) and Social Justice (f: 2) are also included. Finally, when the activities in the course book regarding the measurement-assessment process were examined, it was seen that the activities regarding the dimension of Political and Economic Processes (f: 58) were included the most. Furthermore, the measurement-assessment activities related to the dimensions of Human Rights (f: 37), Awareness of Diversity and Multiculturalism (f: 32), Environmental Responsibility and Sustainable Development (f:20) and Social Justice (f: 3) are also included.

**Table 2.** Examination of the Attainments, Teaching-Learning Activities and Measurement-Assessment Activities by Units in the Context of the Dimensions of Global Citizenship

| Name of Unit                     | Attainments   | Teaching-Learning Process   | Measurement-Assessment   |
|----------------------------------|---|---|--|
| <b>1. Learning my rights</b>     | - Human Rights (2)  | - Human Rights (17)<br>- Environmental Responsibility and Sustainable Development (1)   | - Human Rights (22)  |
| <b>2. Step by step Turkey</b>    | - Awareness of diversity and multiculturalism (2)   | - Awareness of diversity and multiculturalism (19)<br>- Environmental Responsibility and Sustainable Development (5)<br>- Political and Economic Processes and Interdependence (7)<br>- Human Rights (1)  | - Awareness of diversity and multiculturalism (10)<br>- Political and Economic Processes and Interdependence (1)<br>- Human Rights (2) |
| <b>3. Recognize our region</b>   | - Environmental Responsibility and Sustainable Development (1)  | - Environmental Responsibility and Sustainable Development (4)  | - Environmental Responsibility and Sustainable Development (7)   |
| <b>4. Our products</b>           | - Political and Economic Processes and Interdependence (2)  | - Political and Economic Processes and Interdependence (13)   | - Political and Economic Processes and Interdependence (13)  |
| <b>5. Dreams come true</b>       | ---   | - Political and Economic Processes and Interdependence (17)   | - Political and Economic Processes and Interdependence (14)<br>- Environmental Responsibility and Sustainable Development (5)          |
| <b>6. Workers for society</b>    | --  | - Human Rights (21)<br>- Environmental Responsibility and Sustainable Development (10)<br>- Awareness of diversity and multiculturalism (2)   | - Human Rights (12)<br>- Environmental Responsibility and Sustainable Development (8)  |
| <b>7. One country one flag</b>   | - Human Rights (1)  | - Political and Economic Processes and Interdependence (2)<br>- Social Justice (2)<br>- Human Rights (2)  | - Political and Economic Processes and Interdependence (11)<br>- Social Justice (3)<br>- Human Rights (1)                              |
| <b>8. The World of all of us</b> | - Awareness of diversity and multiculturalism (2)<br>- Political and Economic Processes and Interdependence (3) | - Awareness of diversity and multiculturalism (17)<br>- World Geography (7)<br>- Political and Economic Processes and Interdependence (17)<br>- Environmental Responsibility and Sustainable Development (2)<br>- Contemporary Peace and Conflict (3) | - Awareness of diversity and multiculturalism (22)<br>- Political and Economic Processes and Interdependence (19)                      |

### *Findings on the 6th Grade*

The findings on examining the attainments, teaching-learning activities and measurement-assessment activities by units within the scope of the sixth-grade curriculum and course book in the framework of the dimensions of global citizenship are presented in Table 3.

Upon examining Table 3, it is seen that the attainments regarding the dimension of Political and Economic Processes and Interdependence (f: 5) are included within the scope of the attainments in the 6th-grade curriculum at most. Furthermore, it was also determined that the attainments regarding the dimensions of Human Rights (f: 3), World Geography (f: 2) and Environmental Responsibility and Sustainable Development (f: 2) are also presented. When the activities in the course book regarding the teaching-learning process were examined, the activities regarding the

dimensions of Political and Economic Processes and Interdependence (f: 42) and Human Rights (f: 33) were included the most. In addition to this, it was also determined that activities regarding the dimensions of Environmental Responsibility and Sustainable Development (f: 15), World Geography (f: 10) and Awareness of Diversity and Multiculturalism (f: 1) were also included. Finally, when the activities in the course book regarding the measurement-assessment process are examined, activities regarding the dimensions of Human Rights (f: 43), Environmental Responsibility and Sustainable Development (f: 39) and Political and Economic Processes and Interdependence (f: 35) are included. Furthermore, it was also observed that the measurement-assessment activities regarding the dimension of World Geography (f: 8) were included.

**Table 3.** Examination of the Attainments, Teaching-Learning Activities and Measurement-Assessment Activities by Units in the Context of the Dimensions of Global Citizenship

| Name of Unit                  | Attainments  | Teaching-Learning Process  | Measurement-Assessment   |
|-------------------------------|--|--|--|
| 1. Learning social studies    | - Human Rights (1)   | - Environmental Responsibility and Sustainable Development (2)<br>-Human Rights (6)<br>- Awareness of Diversity and Multiculturalism (1) | -Environmental Responsibility and Sustainable Development (3)<br>- Human Rights (6)  |
| 2. Life on earth              | -World Geography (2)   | - World Geography (8)  | - World Geography (8)  |
| 3. Turks on silk road         | ---  | ---  | ---  |
| 4. Sources of our country     | -Environmental Responsibility and Sustainable Development (1)  | -Environmental Responsibility and Sustainable Development (8)  | -Environmental Responsibility and Sustainable Development (32)   |
| 5. Our country and the world  | - Political and Economic Processes and Interdependence (5)     | -Political and Economic Processes and Interdependence (38)<br>-World Geography (2)   | -Political and Economic Processes and Interdependence (35)<br>- Environmental Responsibility and Sustainable Development (1) |
| 6. The adventure of democracy | - Human Rights (2)   | -Human Rights (27)<br>-Political and Economic Processes and Interdependence (4)  | - Human Rights (37)<br>-Environmental Responsibility and Sustainable Development (1)   |
| 7. Electronic century         | - Environmental Responsibility and Sustainable Development (1) | - Environmental Responsibility and Sustainable Development (5)   | -Environmental Responsibility and Sustainable Development (2)  |

**Table 4.** Examination of the Attainments, Teaching-Learning Activities and Measurement-Assessment Activities by Units in the Context of the Dimensions of Global Citizenship

| Name of Unit                         | Attainments   | Teaching-Learning Process   | Measurement-Assessment   |
|--------------------------------------|---|---|--|
| 1. Communication and human relations | - Human Rights (2)  | - Human Rights (9)<br>- Awareness of Diversity and Multiculturalism (2)<br>- Political and Economic Processes and Interdependence (1) | - Human Rights (9)<br>- Political and Economic Processes and Interdependence (5) |
| 2. Population in our country         | - Human Rights (2)  | - Human Rights (4)  | - Human Rights (9)   |
| 3. Travel in Turkish history         | ---   | - Awareness of Diversity and Multiculturalism (4)<br>- Social Justice (1)   | - Awareness of Diversity and Multiculturalism (4)                                |
| 4. Science in time                   | -Human Rights (1)   | - Human Rights (4)  | - Human Rights (2)   |
| 5. Economy and social life           | - Political and Economic Processes and Interdependence (1)    | - Political and Economic Processes and Interdependence (2)<br>-World Geography (4)  | - Political and Economic Processes and Interdependence (6)                       |
| 6. Living democracy                  | - Human Rights (1)  | - Human Rights (5)<br>-Environmental Responsibility and Sustainable Development (2)   | - Human Rights (2)   |
| 7. Intercountry bridges              | -Environmental Responsibility and Sustainable Development (3) | -Environmental Responsibility and Sustainable Development (18)  | -Environmental Responsibility and Sustainable Development (26)                   |

**Findings on the 7th Grade**

The findings on examining the attainments, teaching-learning activities and measurement-assessment activities by units within the scope of the seventh-grade curriculum and course book in the framework of the dimensions of global citizenship are presented in Table 4.

Upon examining Table 4, it is seen that the attainments regarding the dimension of Human Rights (f: 6) are included at most within the scope of the attainments in the 7th-grade curriculum. Besides, it was also determined that the attainments regarding the dimensions of Environmental Responsibility and Sustainable Development (f: 3) and Political and Economic Processes and Interdependence (f: 1) were included within the scope of the attainments. Again, when the activities in the course book regarding the teaching process were examined, it was seen that the activities regarding the dimensions of Human Rights (f: 22) and

Environmental Responsibility and Sustainable Development (f: 20) were included at most. In addition to this, it was seen that the activities regarding the dimensions of the Awareness of Diversity and Multiculturalism (f: 6), World Geography (f: 4), Political and Economic Processes and Interdependence (f: 3) and Social Justice (f: 1) were also included within the scope of the activities related to the teaching-learning process. Finally, upon examining the activities in the course book regarding the measurement-assessment process, it was seen that the activities regarding the dimensions of Environmental Responsibility and Sustainable Development (f: 26) and Human Rights (f: 22) were presented at most. Moreover, it was also determined that the measurement-assessment activities regarding the dimensions of Political and Economic Processes Interdependence (f: 11) and Awareness of Diversity and Multiculturalism (f: 4) dimensions were also presented.

### ***Findings on the Dimensions of Global Citizenship***

In general, when the attainments were examined by the dimensions of global citizenship, it was determined they were mostly with regard to the human rights (f: 14), political and economic processes and interdependence (f: 11) and environmental responsibility and sustainable development (f: 8) dimensions. Furthermore, there are also attainments regarding the world geography (f: 3) dimension. However, there is no attainment regarding the dimensions of social justice and contemporary peace and conflict.

When the content was examined in relation to the dimensions of global citizenship, it was determined that the units were organized mostly by the human rights (f: 3), environmental responsibility and sustainable development (f: 2) dimensions. In addition to this, there are also units regarding the dimensions of the awareness of diversity and multiculturalism (f: 1), political and economic processes and interdependence (f: 1) and world geography (f: 1). Furthermore, it was determined that there was no unit on the social justice and contemporary peace and conflict dimensions.

When the teaching-learning process was examined by the dimensions of global citizenship, it was determined that the activities regarding the dimensions of human rights (f: 111), political and economic processes and interdependence (f: 99), environmental responsibility and sustainable development (f: 70), awareness of diversity and multiculturalism (f: 59) were included at most. In addition, activities regarding the dimensions of world geography (f: 27), social justice (f: 3) and contemporary peace and conflict (f: 3) also exist.

When measurement and assessment are examined by the dimensions of global citizenship, questions and activities regarding the dimensions of political and economic processes and interdependence (f: 119), human rights (f: 109), environmental responsibility and sustainable development (f: 93), awareness of diversity and multiculturalism (f: 75) are included at most. In addition to this, it was observed that there were very few questions and activities on the world geography (f: 11) and social justice (f: 3) dimensions. Furthermore, it was also determined that there was no measurement and assessment activity on the contemporary peace and conflict dimension.

**Table 5.** Examination of the Attainments Regarding the Dimensions of Global Citizenship

| <b>Attainments</b>  | <b>4<sup>th</sup> Grade</b> | <b>5<sup>th</sup> Grade</b> | <b>6<sup>th</sup> Grade</b> | <b>7<sup>th</sup> Grade</b> | <b>Total</b> |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------|
| <b>Awareness of Diversity and Multiculturalism</b>              | 6                           | 4                           | -                           | -                           | 10           |
| <b>Political and Economic Processes and Interdependence</b>     | -                           | 5                           | 5                           | 1                           | 11           |
| <b>Social Justice</b>   | -                           | -                           | -                           | -                           | -            |
| <b>Human Rights</b>   | 2                           | 3                           | 3                           | 6                           | 14           |
| <b>Environmental Responsibility and Sustainable Development</b> | 2                           | 1                           | 2                           | 3                           | 8            |
| <b>Contemporary Peace and Conflict</b>                          | -                           | -                           | -                           | -                           | -            |
| <b>World Geography</b>  | 1                           | -                           | 2                           | -                           | 3            |

**Table 6.** Investigation of the Content Regarding the Dimensions of Global Citizenship

| <b>Content</b>   | <b>4<sup>th</sup> Grade</b> | <b>5<sup>th</sup> Grade</b> | <b>6<sup>th</sup> Grade</b> | <b>7<sup>th</sup> Grade</b> | <b>Total</b> |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------|
| Awareness of Diversity and Multiculturalism              | 1                           | -                           | -                           | -                           | 1            |
| Political and Economic Processes and Interdependence     | -                           | 1                           | -                           | -                           | 1            |
| Social Justice   | -                           | -                           | -                           | -                           | -            |
| Human Rights   | -                           | 1                           | 1                           | 1                           | 3            |
| Environmental Responsibility and Sustainable Development | -                           | -                           | 1                           | 1                           | 2            |
| Contemporary Peace and Conflict                          | -                           | -                           | -                           | -                           | -            |
| World Geography  | -                           | -                           | 1                           | -                           | 1            |

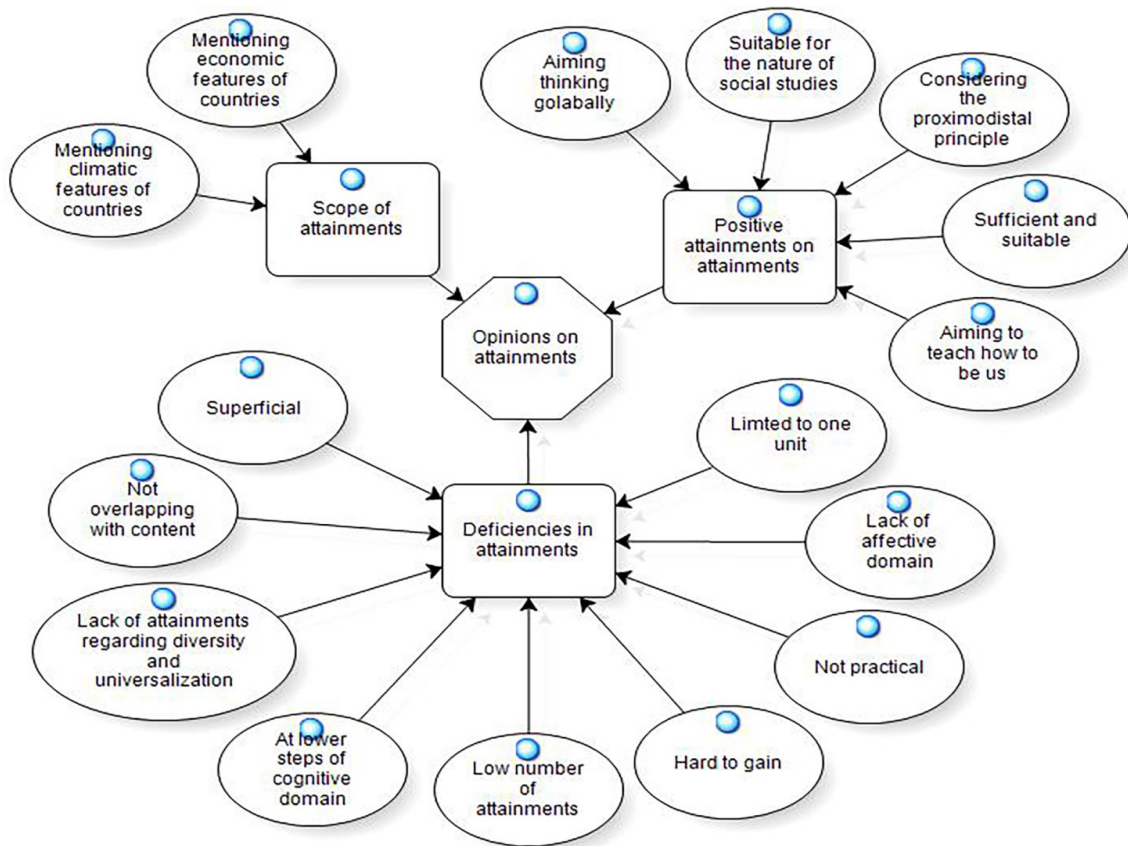
**Table 7.** Examination of the Teaching-Learning Process Regarding the Dimensions of Global Citizenship

| <b>Teaching-Learning Process</b>                         | <b>4<sup>th</sup> Grade</b> | <b>5<sup>th</sup> Grade</b> | <b>6<sup>th</sup> Grade</b> | <b>7<sup>th</sup> Grade</b> | <b>Total</b> |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------|
| Awareness of Diversity and Multiculturalism              | 14                          | 38                          | 1                           | 6                           | 59           |
| Political and Economic Processes and Interdependence     | 2                           | 56                          | 42                          | 3                           | 103          |
| Social Justice   | -                           | 2                           | -                           | 1                           | 3            |
| Human Rights   | 15                          | 41                          | 33                          | 22                          | 111          |
| Environmental Responsibility and Sustainable Development | 13                          | 22                          | 15                          | 20                          | 70           |
| Contemporary Peace and Conflict                          | -                           | 3                           | -                           | -                           | 3            |
| World Geography  | 6                           | 7                           | 10                          | 4                           | 27           |

**Table 8.** Examination of the Measurement-Assessment Activities Regarding the Dimensions of Global Citizenship

| Measurement-Assessment                                   | 4 <sup>th</sup> Grade | 5 <sup>th</sup> Grade | 6 <sup>th</sup> Grade | 7 <sup>th</sup> Grade | Total |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| Awareness of Diversity and Multiculturalism              | 29                    | 32                    | -                     | 4                     | 75    |
| Political and Economic Processes and Interdependence     | 15                    | 58                    | 35                    | 11                    | 119   |
| Social Justice   | -                     | 3                     | -                     | -                     | 3     |
| Human Rights   | 7                     | 37                    | 43                    | 22                    | 109   |
| Environmental Responsibility and Sustainable Development | 8                     | 20                    | 39                    | 26                    | 93    |
| Contemporary Peace and Conflict                          | -                     | -                     | -                     | -                     | -     |
| World Geography  | 3                     | -                     | 8                     | -                     | 11    |

**Findings on the Teacher Opinions Regarding the Social Studies Curriculum and Course Books in the Context of Global Citizenship**

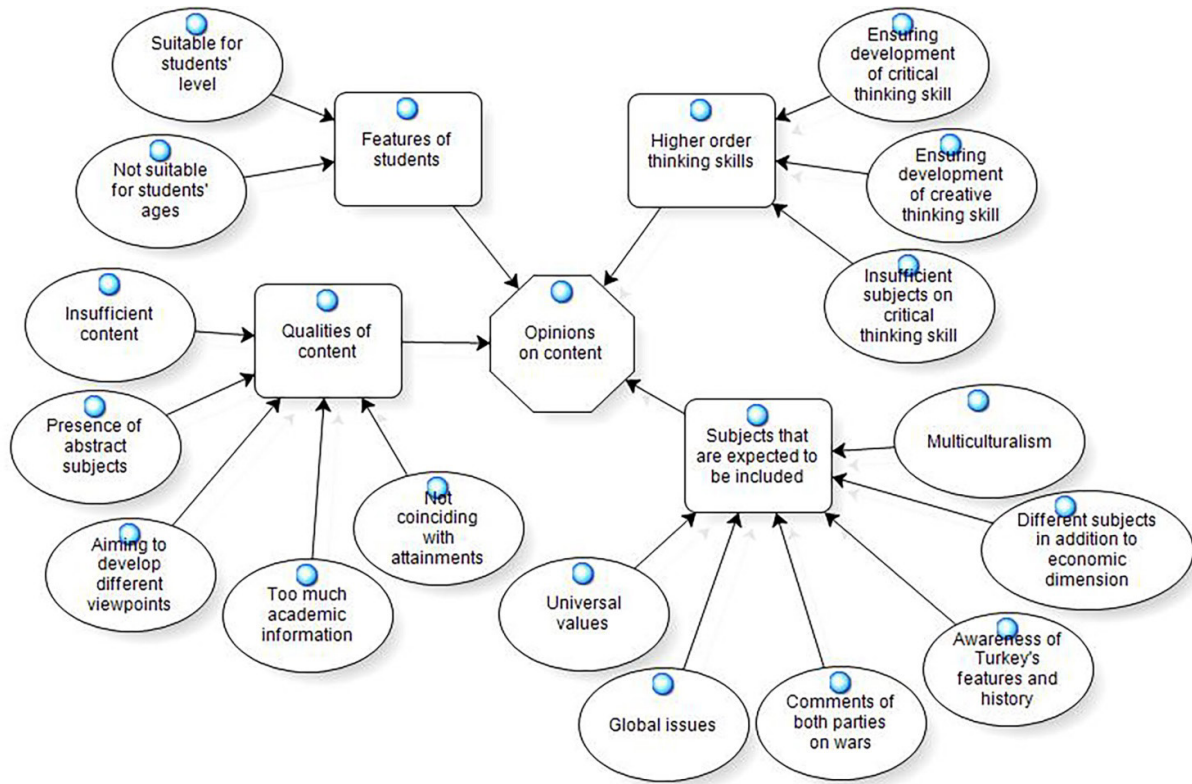


**Figure 1.** Opinions of the teachers regarding the attainments of the course in the context of global citizenship

As can be seen from Figure 1, teachers’ opinions on the attainments of the course in the context of global citizenship were collected under three themes, deficiencies in attainments, positive opinions on attainments and scope of attainments. The theme of deficiencies in attainments includes the codes of superficial, lack of affective domain, not practical, low number of attainments, at lower steps of cognitive domain, hard to gain, limited to one unit, not overlapping with the content, lack of the attainments regarding diversity and universalisation. The theme of positive opinions on attainments includes the codes of suitable for the nature of social studies, aiming to teach how to be us, sufficient and suitable, considering the proximodistal principle, aiming thinking globally. The scope

of the attainments theme includes the codes of mentioning climatic features of countries and mentioning economic features of countries. T3 expressed the positive opinions on the attainments by stating his/her opinion as follows: “Each level of social studies course books includes attainments related to global citizenship that are suitable for student’s development. These attainments were prepared in a flexible way that is suitable for the current situations. All of the attainments are applicable.” T2 emphasized the scope of the attainments by saying: “The attainments are mainly related to the climatic and economic features of other countries, a superficial introduction was made. Attention was paid to the economic dependence of the countries.”

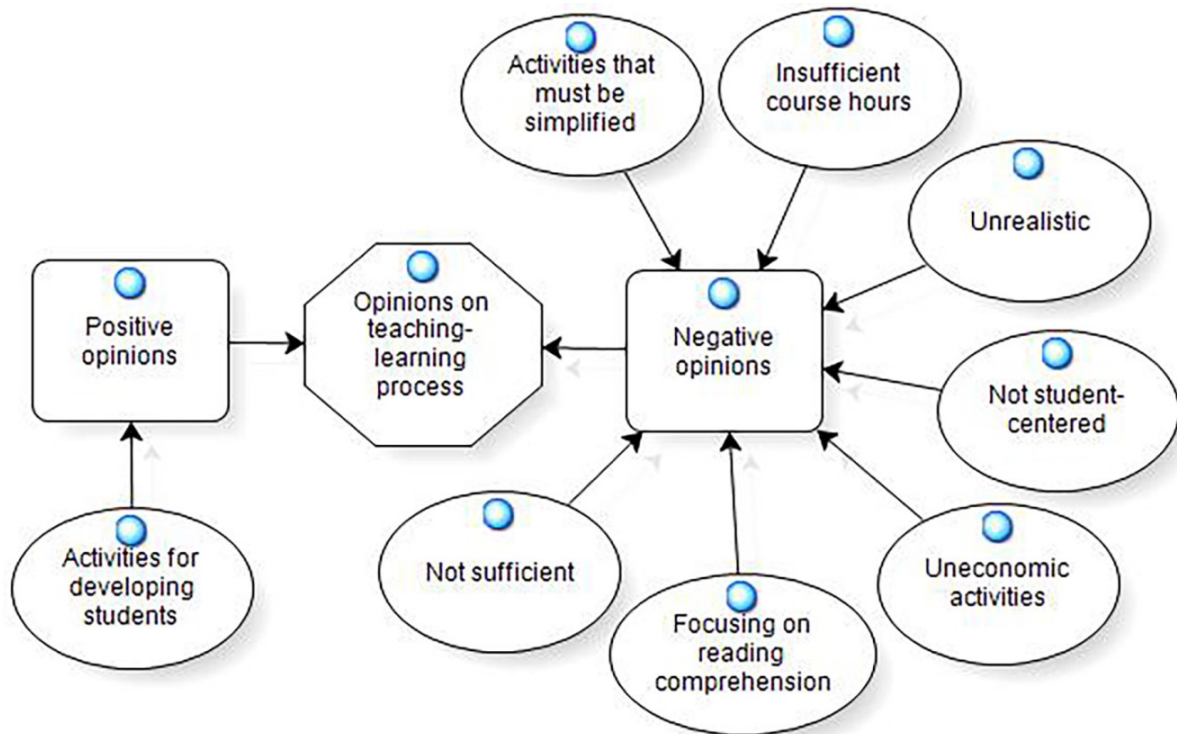




**Figure 2.** Teacher opinions on the content of the course in the context of global citizenship

As can be seen from Figure 2, four themes were created being the opinions of the teachers in the global citizenship context of the course content, subjects that are expected to be included, qualities of content, higher-order thinking skills and features of students. The theme of subjects that are expected to be included has the codes of awareness of Turkey's features and history, comments of both parties on the wars, different subjects in addition to economic dimension, universal values, multiculturalism and global issues. With regard to this theme, T7 expressed his/her opinions as "Teaching of universal values and moral education, the teaching of common values such as love, peace and brotherhood, and subjects related to global problems should be included more", and explained that he/she expects that subjects related to universal values and global problems should be included. The theme of the qualities of content includes the codes of the presence of abstract subjects, aiming to develop different viewpoints, not

coinciding with attainments, insufficient content, and too much academic information. The theme of higher-order thinking skills includes the codes of ensuring development of critical thinking skill, ensuring development of creative thinking skill, and insufficient subjects on critical thinking skill. Within the scope of this theme, T3 emphasized the higher-order thinking skills by saying "It has been prepared in a way that is suitable for the development of different viewpoints by students, and developing the critical and creative thinking skills. Students can empathize, develop a critical point-of-view and think multi-dimensionally at the end of the unit." The theme of features of students includes the codes of suitable for students' level and not suitable for students' ages. Within the scope of this theme, T6 said "I believe that it is suitable for high school students rather than secondary school students", and stated that the content is not suitable for the ages of students.



**Figure 3.** Teacher opinions on the teaching-learning process of the course in the context of global citizenship

As can be seen from Figure 3, teacher opinions on the teaching-learning process of the course in the context of global citizenship are collected under two themes being negative opinions and positive opinions. Under the theme of negative opinions, there are the codes of focusing on reading comprehension, unrealistic, insufficient course hours, uneconomic activities, not student-centered, not sufficient and activities that must be simplified. Within the scope of this theme, T2 expressed his/her opinions as *“The practices and activities are focused on reading comprehension and interpretation.”* and emphasized aiming at reading comprehension. The theme of positive opinions includes the code of activities for developing students. In this direction, T7 expressed his/her opinions as follows: *“I think these are activities that may contribute to the emotional, physical and moral development of children.”*

As can be seen from Figure 4, teachers’ opinions on the measurement-assessment process of the course in the context

of global citizenship are gathered under two themes being negative opinions and positive opinions. The theme of negative opinions includes the codes of inadequate in quality, inadequate in quantity, not including questions regarding global citizenship, related to teacher’s effort, at lower steps of cognitive domain. With regard to this theme, T2 said *“Measurement and assessment studies measure the lower steps of the cognitive level such as definition, filling in the blanks, reading interpretation, true-false, multiple choice questions suitable for the content.”*, and emphasized that measurement and assessment activities are at the lower stages of the cognitive domain. The theme of positive opinions includes the codes of sufficient and workbook is for higher order thinking. With regard to this theme, T9 expressed his/her opinions as follows: *“It is not bad if the measurement and assessment include deficiencies. Especially the activities in the student workbook are able to address higher-order thinking styles.”*

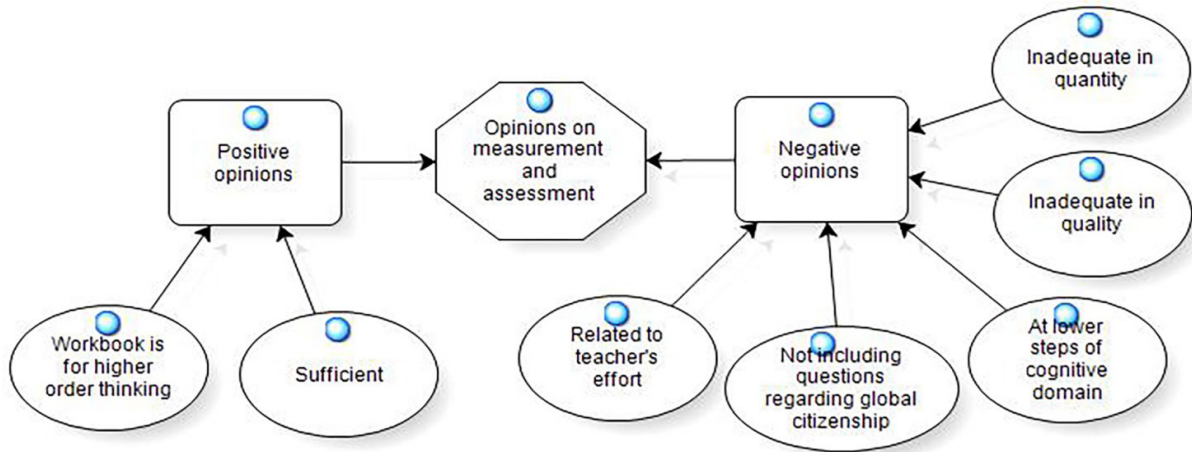


Figure 4. Teacher opinions regarding the measurement-assessment process of the course in the context of global citizenship

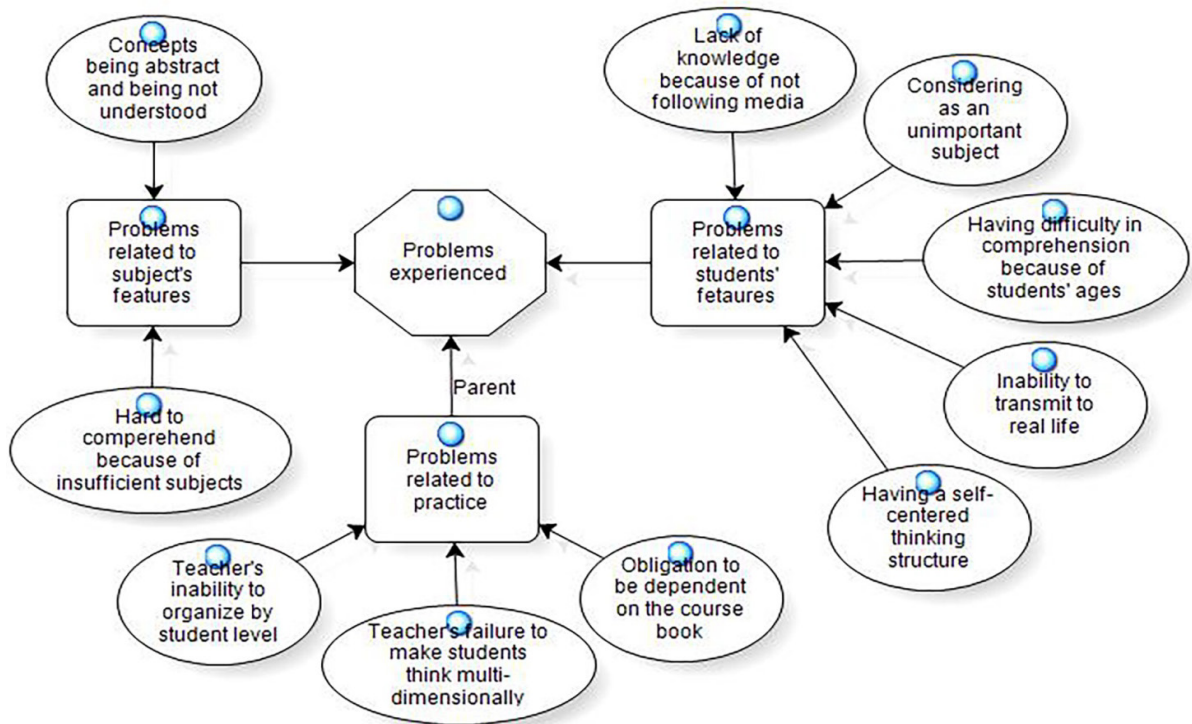


Figure 5. Teacher opinions on the problems experienced in the course in the context of global citizenship

As can be seen from Figure 5, teacher opinions on the problems experienced in the course in the context of global citizenship are gathered under three themes: problems related to students' features, problems related to subject's features, and problems related to practice. The theme of problems related to students' features includes the codes of the inability to transmit to real life, lack of knowledge because of not following media, having difficulty in comprehension because of students' ages, having a self-centered thinking structure, and considering as an unimportant subject. Within the scope of this theme, T7 said "The effect of media and technological tools on gaining global citizenship features is huge. Since the socio-economic level of our students and their parents is low, many students and parents do not follow the developments around the world. Therefore, students fail

to produce solutions for global problems since they do not know the global problems that occur around the world.", and emphasized the lack of knowledge as a result of not following media. The theme of problems related to practice includes the codes of the obligation to be dependent on the course book, teacher's failure to make students think multi-dimensionally and teacher's inability to organize by student level. The theme of problems related to subject's features includes the codes of the concepts being abstract and being not understood and hard to comprehend because of insufficient subjects. With regard to this theme, T9 expressed his/her opinions by saying "Even the most basic concepts of human rights such as brotherhood, peace, and justice may remain abstract in the minds of students", and said that the concepts being abstract are a problem.

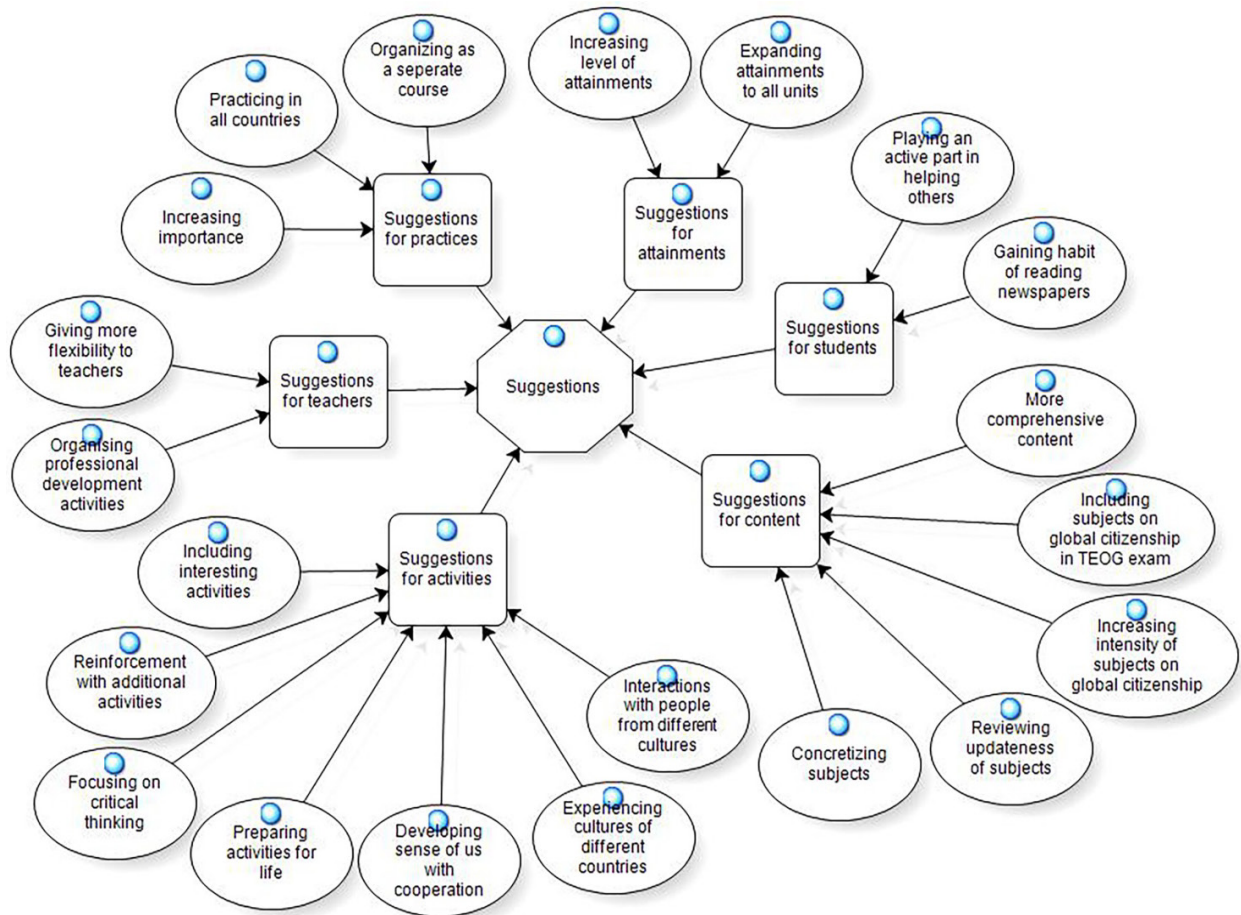


Figure 6. Suggestions provided by the teachers for the course in the context of global citizenship

As can be seen from Figure 6, suggestions provided by the teachers for the course in the context of global citizenship are gathered under six themes being the suggestions for the activities, suggestions for content, suggestions for practices, suggestions for attainments, suggestions for teachers and suggestions for students. The theme of the suggestions for activities includes the codes of experiencing cultures of different countries, interactions with people from different cultures, including interesting activities, focusing on critical thinking, reinforcement with additional activities, developing sense of us with cooperation and preparing activities for life. The suggestions for content theme includes the codes of reviewing the updatedness of subjects, increasing intensity of subjects on global citizenship, more comprehensive content, concretizing subjects and including subjects on global citizenship in TEOG (Transition from Primary to Secondary Exam). The theme of the suggestions for practices includes the codes of applying in all countries, increasing importance and organizing as a separate course. Within the scope of this theme, T9 said “*Global Citizenship should no longer be a part in the social studies curriculum, and it must become a separate course*”, and suggested that it could be organized as a separate course. The theme of the suggestions for attainments includes the codes of increasing level of attainments and expanding attainments to all units.

Within the scope of this theme, T8 said “*I think students will better comprehend if the attainments are given to students as a small subject in each unit*”, and suggested expanding the attainments to all units. The theme of suggestions for teachers includes the codes of organizing professional development activities regarding global citizenship and giving more flexibility to teachers. The theme of suggestions for students includes the codes of playing an active part in helping others and gaining habit of reading newspapers. Within the scope of this theme, T2 said “*Activities can be held for undertaking more active roles in aid campaigns*”, and emphasized playing an active part in helping others.

#### 4. Conclusion, Discussion, and Suggestions

In the examinations performed in the context of the units, it can be said that there are inconsistencies in certain units between the attainments, content, teaching and learning process, and measurement and assessment elements. For example, while there is no attainment regarding global citizenship in the “Humans and Management” unit in the fourth-grade course book, there are activities regarding the dimensions of political and economic processes and

interdependence, and human rights in the teaching-learning process. Again, when the measurement and assessment activities of the same unit are examined, there are measurement and assessment activities regarding environmental responsibility and sustainable development that are not included in the teaching and learning process, while no activity is included within the scope of measurement and assessment regarding the human rights dimension in the teaching and learning process. In a similar way, while there is no attainment regarding world geography and environmental responsibility and sustainable development in the “Our Country and the World” unit in the sixth-grade course book, the teaching and learning process includes activities related to world geography, and there are measurement and assessment activities related to environmental responsibility and sustainable development. Thus, it can be said that it is necessary to eliminate such inconsistencies in the units and the dimensions of global citizenship should be organized. As a result of the study carried out by Gürdoğan-Bayır, Göz and Bozkurt [16], it is expressed that the social studies course requires various arrangements in the curriculum and practice dimension for the effective global citizenship education.

When the attainments of the social studies course are examined according to the dimensions of global citizenship, it is determined that the fourth grade includes the attainments regarding the awareness of diversity and multiculturalism at most, fifth and sixth grades include the attainments regarding the political and economic processes and interdependence at most, and the seventh grade includes the attainments regarding the human rights dimension at most. In addition to this, the attainments are mostly related to the human rights dimension, and there is no attainment regarding the social justice dimension. When the social studies course books are examined in terms of the units, it is determined that there is at least one unit regarding all dimensions apart from the social justice and contemporary peace and conflict dimensions. There are units related to the human rights dimension at most within the scope of the units in general. Upon examining the teaching and learning process activities in the social studies course books, it is determined that the fourth-grade level includes activities related to the awareness of diversity and multiculturalism at most, fifth and sixth-grade levels include activities related to the political and economic processes and interdependence at most, and the seventh-grade level includes the activities related to the human rights dimension at most. Furthermore, there are activities related to the teaching and learning process for all dimensions in general. When the social studies course books are examined in terms of the measurement and assessment process, it is determined that the fourth-grade level includes the measurement and assessment activities regarding the awareness of diversity and multiculturalism at most, the fifth-grade level includes the measurement and assessment activities regarding the political and economic processes and interdependence at most, the sixth-grade level includes the measurement and

assessment activities regarding human rights at most, and the seventh-grade level includes the measurement and assessment activities regarding the dimensions of environmental responsibility and sustainable development at most. In addition to this, it was determined that the measurement and assessment activities regarding the political and economic processes and interdependence dimension were included at most in general. Furthermore, there are measurement and assessment activities regarding all dimensions apart from the contemporary peace and conflict subjects. Starting from these results, it can be said that there are attainments and activities regarding the awareness of diversity and multiculturalism dimension at the fourth-grade level at most, the political and economic processes and interdependence dimension at most at the fifth and sixth grades and the human rights dimension at the seventh grade at most. In addition to this, it is quite challenging that there are very few attainments and activities regarding the social justice and contemporary peace and conflict dimensions in general. In the study performed by Keskin and Coşkun-Keskin [40], the value of peace is emphasized only in the introduction part of the curriculum in the primary school social studies curriculum; however, it is quite limited. In this context, it can be said that the results of the two studies on peace are similar. In the study conducted by Ersoy [11], it was determined that social studies teachers do not have sufficient knowledge and experience in the teaching of international conflicts, war, and controversial subjects. In the study performed by Günel [41], it was determined that pre-service social studies teachers think that there is a global point-of-view on especially the subjects such as history and democracy and human rights in the social studies course and curriculum, however, they do not find themselves sufficient in being sensitive to diversity, being informed of different cultures and people and raising awareness of the reflections of the multiculturalism effects on the society. It can be said that the findings obtained in these studies may have resulted from the fact that certain dimensions were included while others were not included in the context of global citizenship. Furthermore, Petrilli [42] stated that globalization and global education present significant opportunities in achieving social justice, peace, and consciousness. In this context, including the subjects of social justice and peace in the social studies course may be considered as an important way of gaining knowledge and skills regarding global citizenship. Therefore, it can be said that especially these subjects that are little addressed should be included while making arrangements in curricula and course books.

Upon examining the teacher opinions on the attainments of the social studies course in the context of global citizenship, it can be said that in general there are deficiencies regarding global citizenship in the attainments. Therefore, it is considered necessary to review the attainments in the social studies curriculum in the context of global citizenship. When the teacher opinions on the content

are examined, there are negative opinions as well as positive opinions on the content. In addition to this, there are various subjects that are considered necessary to be included in the content. It is considered important to make arrangements on adding these subjects to the content. When the teacher opinions on the teaching and learning process are examined, it is expressed that most of the opinions are negative and there are deficiencies in the teaching and learning process. According to the opinions of the teachers, it is considered that it is necessary to develop and improve the activities related to the teaching and learning process. Opinions of the teachers are generally negative regarding the measurement and assessment process just as in other elements. Therefore, it is necessary to review the measurement and assessment activities in the course books, as well. In addition to negative opinions on the elements of the curriculum, there are problems experienced by teachers in the course. These problems especially result from students and the practice. Also, when the suggestions of the teachers are examined, it is determined that they mostly provide suggestions for the activities, content, and practices. Taking these suggestions provided by teachers into consideration and actualizing them are important for students' development in terms of global citizenship. In the study conducted by Günel [41], it was concluded that the social studies curriculum is restricted in gaining skills regarding the global point-of-view of pre-service social studies teachers. In this direction, it can be said that it is necessary to review the social studies curricula and organize the attainments, content, teaching-learning process and measurement-assessment dimensions in the context of global citizenship. In the study carried out by Kılınç [8], it is expressed that the subjects of globalization and the effects of globalization on life should be increased in the social studies curricula. Also, in the study conducted by Türkcan and Bozkurt [43], it was stated that the awareness of primary school fourth-grade students of different cultures in the global context remains superficial and various activities should be included in order to gain cultural awareness to students at the global level. In addition to this, in the study conducted by İçen and Akpınar [13], it was emphasized that it is necessary to restructure especially the social studies curriculum in order to educate individuals who are aware of the global citizenship. Kan [6] also suggested that more importance should be attributed to global citizenship education in the social studies course.

As a result, in general, it can be said that the attainments, content, teaching and learning process and measurement and assessment elements regarding the dimensions of global citizenship are included. It was determined that the awareness of diversity and multiculturalism, political and economic processes and interdependence, human rights, environmental responsibility and sustainable development subjects were included at most among the dimensions of global citizenship, and it is considered that the social justice and contemporary peace and conflict dimensions are presented very little. Moreover, it can be said that teacher

opinions have similarity to the results obtained in the document review. Also, in the study carried out by Çermik, Çalışoğlu and Tahiroğlu [20], it was determined that primary school teachers think that subjects such as universal values, comparative human rights, and common cultural heritage should be included in primary school curricula with regard to global citizenship, and in this direction, they suggested including attainments and content related to global citizenship in primary school curricula. According to Giroux [44], educators should discuss teaching methods between school and real life, provide arrangement of curriculum for learners regarding communities, cultures and traditions, and the content of the curriculum should be enriched in this direction. It is also necessary that legislators, social scientists, teachers, administrators, program development specialists, universities and other specialists cooperate with each other for globalization in education [5].

In accordance with these results obtained, various suggestions were developed regarding the global citizenship context of the social studies course. Within this scope, the social studies curriculum and course books can be revised in terms of the attainments, content, teaching and learning process, measurement and assessment dimensions in the context of global citizenship and arranged in a more consistent way. In addition to this, a need analysis study can be performed in order to be able to make arrangements regarding global citizenship in the social studies curriculum. Furthermore, the study can be expanded by making observations in such a way to determine the current situation in practice. Finally, the study can be expanded by examining the books of different publishers.

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i This study was presented at 2<sup>nd</sup> International Eurasian Educational Research Congress (June 8-10, 2015, Ankara, Turkey).