

Correlation Between Global Citizenship and Sustainable Development Awareness Levels of Pre-Service Teachers

Research Article

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ABSTRACT

The present study aimed to determine the differences and similarities between global citizenship and sustainable development awareness levels pre-service social studies teachers based on gender and grade variables. Also, the effect of global citizenship perceptions on sustainable development awareness was investigated based on the data collected in the study. Relational model, one of the general screening models in descriptive analysis, was used in the study. The study sample included 387 pre-service teachers attending the social studies teaching departments in two universities in Turkey. Sustainable Development Awareness Scale developed by Türel (2010) and Global Citizenship Scale, developed by Morais and Ogden (2011) and adapted to Turkish by Şahin and Çermik (2014) were used as data collection instruments. Study findings demonstrated that the sustainable development awareness and global citizenship levels of females were higher when compared to male students. Furthermore, the analysis conducted based on the grade level of the students demonstrated that both global citizenship and sustainable development awareness levels increased towards the senior year. Based on the results of the correlation analysis conducted on data collected from the participants, it was determined that there was a correlation between sustainable development awareness levels of the participants and sustainable development. Pearson Product Moment Correlation analysis conducted to determine the correlation between global citizenship scores and sustainable development awareness levels revealed a statistically significant positive correlation between the scores ($p < .05$). In other words, individuals with high global citizenship levels had high sustainable development awareness.

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Keywords:

Global Citizenship, Sustainable Development, Pre-Service Teachers

Introduction

In the current era of globalization, individuals, nature, and phenomena experience a complex and complicated processes that were never experienced before. As a result of the industrial revolution, the

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extraordinary speed of change has led to a global transformation that is difficult to describe. Globalization has become a process that is not only continuous, but also unpredictable; it could only lead to certain impressions based on the current outlook (Falk, 2002). Globalization, which has evolved into a different process, especially after the collapse of the Eastern Bloc, in economic, political and social spheres and led to a rapid circulation and interaction of individuals and all that affect individuals, and globalization of problems. Thus, in this process, our basic duty to cope with the consequences of globalization is to adopt current and realist sustainable development policies and train global citizens, who are susceptible to global developments and changes and possess global knowledge, skills and attitudes. Because, the global changes have introduced a need for radical changes in several areas.

Economic growth and development, which are considered as the way to acquire the level of a welfare society in the developing and changing global order, have led to abuse of natural resources and environmental problems as a result of industrial and technological developments starting from the 19th century, and ultimately to a destruction of the natural habitats that has never experienced in human history. In this way, the effects of the human greed on the nature caused significant environmental problems which inevitably affect all humans. The increase in human activities reached a level where the natural environment is unable to renew itself. Thus, in order to create a sustainable balance between human life, environment and development, it is necessary to train individuals with this awareness (Altunok, 2013, p.39). Individuals, who experience this period of time called globalization, require qualifications and equipment that would allow them to take an active role in this process. This corresponds to the definition of an active citizen or global citizenship, which refers to the responsibility of the individual not only to himself but also to the world at large (Christine, Keulemans, Gent & Spitz, 2012, p.21).

Urbanization, population growth, deforestation, the increase of the gap between rich and poor, concretion, impoverishment, pollution, depletion of resources and several other changes experiences that put our lives and future in danger as a result of the industrial revolution started to affect our world seriously. The obvious presence of the evidences of this change forced humans to become active and do something about it. During the final quarter of the 20th century, scientists, international political and social organizations, and certain political actors began to raise their voices to halt the negative developments. Sustainable development and global citizenship education, which emerged in such an environment, aimed to control the change and to preserve the balance between humans and nature with a more sustainable, innovative and collaborative approach. Humans' relationships with nature and other humans have never been worse in any period in history. Therefore, this meant that a more developed and improved human profile, who has developed the required competencies required to live and work in such an interdependent world and could play a role in the global arena (Reade, Reckmeyer, Cabot, Jaehne & Novak, 2013, p.102). The role of education programs in the training of individuals, who have the knowledge and skills for global awareness, who can read the developments, who works for the nature, who can fulfill the local and global citizenship responsibilities with innovative, creative and critical thinking skills became significant. Thus, each individual and society is required to implement education reforms that would allow them to achieve their goals.

A. Sustainable Development Education

Thirty years have passed since sustainable development concept was defined and used for the first time in Brundtland Report published by the World Commission on Environment and Development in 1987. Based on the assumption that economic growth could be achieved with an environmentally friendly approach, certain improvements have been achieved in 30 years on protection of nature and controlling the climate change, sustainable use of natural resources, struggle against poverty and income inequality, employment, increasing the quality and accessibility of education and health services, increasing access to clean water, safe energy resources and food, elimination of gender discrimination and support of disenfranchised segments of

the society to experience an honorable life, etc. However, it is not possible to argue that these improvements were sufficient at both global and local levels. Because, global collaboration was far from sufficient in this respect. Steps could be taken only with collaboration towards a goal determined by a collective mind and participation of all (Peşkirioğlu, 2016, p.6).

The concept of sustainable development was defined as the development that could meet “the needs of current generations without compromising the ability of the future generations to meet their needs.” In other words, it entails programming the life and development of today’s and the future generations by balancing the needs of humans and nature, in order to meet the needs of future generations without consuming the natural resources abusively and irresponsibly (UN, 1987).

Sustainable development education emphasizes an education and strategic planning which would help students to develop a more sustainable economy-environment-social order, and that considers and strategically plans the future (Bell, 2016, p.48).

Education for sustainable development includes all topics in the concept of sustainable development such as climate change, biodiversity, reduction of poverty, and sustainable consumption. Education for sustainable development includes changing our attitudes and behavior patterns to change the use of natural resources for a sustainable future, acquisition of long-term perspectives, development of systematic thinking and making collective decisions for a sustainable future. It proposes the development of the required education and instruction practices (Teksöz, Ertürk, Lise, 2014, p.88).

The developments and sustained type of development since the nineteenth century clarified the fact that the lifespan of the earth is shortening, and these developments will lead to great disasters. In fact, the climate change, the deterioration of the natural balance, the increase in poverty and injustice along with the population growth, epidemics and many more global problems have inevitably started to threaten human species. According to the World Sustainable Business Council, if the current form of development continues, humankind would need a surface area of around 2.3 times that of the earth to meet the resources and energy utilization levels of a global population that will reach 9 billion by 2050 (Bell, 2016, p.48). Therefore, since the elements that threaten our world are evident, humans should ensure that development is sustainable through preventive and regulatory initiatives. Thus, today should be experienced in an economic, environmental and social balance by considering the next generations. In order to implement the sustainable development approach with policies that include social, economic and environmental dimensions, these three dimensions should be planned with a holistic approach. Based on the current planning practices, industrial, geographical, social and temporal dimensions should be taken into consideration. Education is the decisive element in achieving sustainable development.



Figure 1. The Sustainable Development Goals

The concept of education for sustainable development was initially included in the UN documents during the second half of the 20th century, and the development of this concept was directly related to the implementation of the main political documents adopted by the world community at the UN Conference on Environment and Development in Rio de Janeiro, in 1992. At this summit, world leaders emphasized that education for a better, sustainable and secure future was one of the key factors in achieving sustainable development and a decisive element of change. The World Summit on Sustainable Development, organized in Johannesburg in September 2002, proposed that sustainable development education should be considered one of the main priorities within the activities of the global community (Nasibulina, 2015, p.1078). Concurrently, the UN General Assembly adopted a resolution calling for a Decenary Education for Sustainable Development in 2002. (For 2005-2014) The aim of this ten-year education was the integration of sustainable development values in all aspects of learning to promote behavioral changes that would contribute to the creation of a more sustainable and equitable society for all (UNESCO 2005, cited by Huckle and Wals, 2015 , p. 491). By 2015, a foundation for important decisions on the fundamental issues concerning global transformation was established. At the UN Sustainable Development Summit in New York, organized in September 2015, 2030 Sustainable Development Goals on social, environmental and economic issues were adopted with the approval of 193 countries (UNESCO, 2015).

Furthermore, the same year, the Paris agreement that included historical amendments for a sustainable future, action and investments for low carbon emissions, and control of climate change was signed (Mochizuki, 2016, p.110).

Consequently, 2015 was the year when the rulers of the world were aware of the impending danger and serious measures were taken against these dangers. An article included in the sustainable development targets indirectly determined the direction of the education. According to this article,

“By 2030, all students should acquire the knowledge and skills necessary to promote sustainable development and a culture of sustainable development, sustainable lifestyles, human rights, gender equality, peace and non-violence, global citizenship and cultural diversity, and the said culture should contribute to sustainable development” (Mochizuki, 2016; UNESCO, 2015).

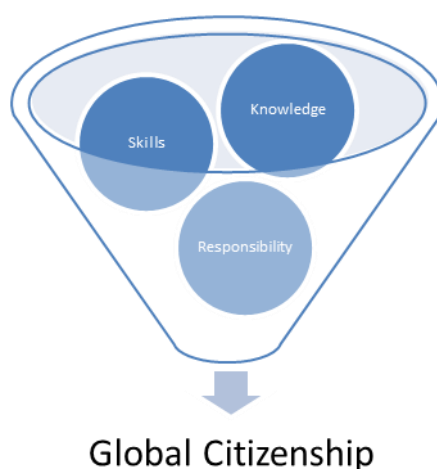
The world's prominent international organizations and scientists, especially the UN, consider it obligatory to ensure the transformation from the conventional development with high destruction power into sustainable development is essential and strongly recommend a change in this direction. The success of all these efforts requires not only individual learning, but also collective efforts and calls. It was accepted that education is the decisive and essential force that would enable change. Quality education for all would allow the individual to adopt the perspective of social justice, and the social goals of sustainable development could also trigger other sustainable development goals (Barrett & Sorensen, 2015; Barrett, 2016).

B. Global Citizenship

Global citizenship is not a novel concept, however the term became significantly popular due to a scientific interest with the acceleration of globalization in recent years, and several theories were proposed for the applications in this new era (Clifford & Montgomery, 2017; Goren & Yemini, 2017; Gaudelli, 2016). In this period of rapid change, global citizenship stands out as a model of a greater citizenship and citizenship education model in preparation for the challenges and facts of the new era (Xiong & Li, 2017, p.794; Salter & Halbert, 2017). Global citizenship could be defined as having global knowledge, understanding events, global awareness and global social responsibility. Furthermore, in order for the individuals to fulfill their duties as global citizens, they should be literate on, read about and comprehend current political, social and economic issues. In short, it is to strive to know, to comprehend and recognize the world the individual lives in and working towards a better world. Possession of global citizenship qualifications would serve to a successful

human profile both in its own culture and in the ability to contribute in a universal scale. These qualifications, which allow the understanding the world with he own senses of individuals, evaluate with their own systems of thought, and act with the feeling of being part of the global society, would naturally serve to achieve a better world. In a sense, these characteristics would pave the way for the students of all ages to global citizenship platform based on human rights, social justice, diversity, gender equality and environmental sustainability and values, knowledge and skills that respect these fundamental rights. Thus, global citizenship provides the students the competence and opportunity to fulfill their rights and obligations to promote a better world and future for all (Torres & Dorio, 2015, p. 4). Global citizenship includes significant applications that aim to prepare future global population for major commercial, technological and environmental challenges (Gibson, Rimmington, & Landwehr-Brown, 2008: 11).

Figure 2. Global Citizenship Components



Global citizenship is an important concept that could not be reduced to possession of several passports by one individual and requires responsibilities and initiative. Several current approaches base the concept of global citizenship on three pillars. These are social responsibility, global competence and global civic engagement (Ogden, 2014; Morais & Ogden, 2011). Social responsibility is the level of interdependence and social anxiety level perceived for others, society and environment. Global competence is the knowledge and understanding about the cultural norms and expectations of others and utilization of this information actively to interact, communicate and work effectively outside the environment. Global civic engagement is openness of the individual to benevolence and cooperation, and also reflects the participatory approach of the individual to problem solving (Coryell, Spencer & Sehin, 2014).

Global citizenship allows

- Comprehension of global administration systems, rights and responsibilities, global problems, connections and relationships between global/national/local systems and processes,
- Development of different and more than one identity, for example cultural, religious, social and common humanitarian identities,
- Development and implementation of critical skills for global and social literacy, i.e., information technologies, media literacy, critical thinking, decision making, problem solving, negotiation, peace building and acquisition of personal and social responsibilities,
 - Recognition and analysis of beliefs and values,
 - Development of respect for diversity, the environment and empathy for others,

- Development of the skills of critical analysis of inequalities based on gender, socioeconomic status, culture, religion, age, etc., with a sense of impartiality and social justice,
- Participation and contribution in local, national and global current issues as knowledgeable, busy, responsible and responsive global citizens. (UNESCO, 2015, p.16).

The Aim of the Study

The present study aimed to determine the differences between the global citizenship and sustainable development awareness levels of the pre-service teachers based on gender and grade variables. For this main purpose, the following sub-problems were investigated:

- To determine the global citizenship and sustainable development awareness levels of the participants,
- To determine the global citizenship and sustainable development awareness levels of the male and female participants,
- To determine the global citizenship and sustainable development awareness levels of the participants based on class grade variable,
- To determine the correlation between the global citizenship and sustainable development awareness levels of the participants.

Method

Relational model, which is one of the general descriptive screening models, was used in the study. The model does not aim to change or influence the study topic. The model aims to recognize the current conditions and solve and explain an existing problem (Yıldırım, 1966,67). Because, scanning models are a suitable for research that aim to describe a situation that existed in the past or exists in the present as is (Karasar, 2006). The relational research method is used to determine the correlations between variables and to predict possible outcomes. The correlation between two or more variables is measured with statistical tests. Correlation test is used to determine the level of correlation.

Population and Sample

The study was conducted with the data collected from 387 pre-service teachers attending social studies department at two universities in Turkey (Firat and Inonu universities) during 2018 fall semester to determine their global citizenship perceptions and sustainable development awareness levels.

Data Collection Instruments

Two data collection instruments were used in the present study. One was the Global Citizenship Scale (GCS), which was developed by Morais and Ogden (2011) and adapted to Turkish language and analyzed for validity and reliability by Şahin and Çermik (2014). The exploratory and confirmatory factor analyses were conducted on the scale, and a three-factor construct that explained 43.77% of the total variance was obtained and it was determined that the fit indices of the three-factor construct were adequate. For reliability, internal consistency, split-half and test-retest techniques were adopted and it was determined that Cronbach alpha reliability coefficient was .76, Spearman Brown split-half reliability coefficient was .75 and test-retest reliability coefficient was .75 (Şahin and Çermik, 2014).

The second data collection instrument was the Sustainable Development Awareness Measurement scale developed by Türel (2010). The scale includes three dimensions: social, economic and environmental. When selecting the measurement tool items, those with a factor load of below 380 were excluded. The Cronbach alpha reliability coefficient of the measurement instrument that included 21 items was .856 (Çobanoğlu & Türel, 2015).

Findings

The study findings were analyzed based on gender and class variables. Furthermore, a correlation analysis was conducted between global citizenship and sustainable development awareness levels of pre-service teachers. Initially, the data collected with the global citizenship scale were analyzed based on gender and the obtained data are presented in Table 1.

Table 1. Descriptive Statistics Findings of the Analysis Conducted on Global Citizenship and Sustainable Development Awareness Levels Based on the Gender Variable

		N	\bar{X}	Sd
Global Citizenship Level	Female	266	105,52	15,99
	Male	121	101,74	16,47
Sustainable Development Awareness	Female	266	77,53	11,98
	Male	121	74,98	12,19

It was observed that 67% of global citizenship and sustainable development awareness scale respondents were female and 33% were male. It was determined that the mean global citizenship level of female participants (\bar{X} ; 105.52) was higher than that of the male participants (\bar{X} ; 101.74). Furthermore, it was observed that the mean sustainable development awareness score of female participants (\bar{X} ; 77.53) was higher than that of the male participants (\bar{X} ; 74.98). ANOVA (univariate analysis of variance) was conducted to determine whether there was a statistically significant difference between the two groups.

Table 2. One -Way ANOVA Findings on Global Citizenship and Sustainable Development Awareness Levels of the Participants Based on the Gender Variable

	Source	Type II Sum of Squares	df	F	p	Partial Eta Squared	Observed Power
Global Citizenship Level	Gender	1187	1	4,57	,033	,012	,568
Sustainable Development Awareness	Gender	541	1	3,72	0.54	0.10	,486

It was observed that both global citizenship and sustainable development awareness levels of the female participants were higher when compared to the male participants. While there was a statistically significant difference between the global citizenship levels of female and male participants ($p < 0.050$), there was no statistically significant difference between the of sustainable development awareness levels ($p > 0.050$).

Table 3. Descriptive Statistics Findings about the Global Citizenship and Sustainable Development Awareness Levels of the Participants Based on the Grade Variable

		N	\bar{X}	Sd
Global Citizenship Level	1	97	101.69	16.79
	2	99	103.68	17.40
	3	90	104.86	12.66
	4	101	107.04	16.97
Sustainable Development Awareness	1	97	74.92	11.24
	2	99	76.2	11.81
	3	90	79.21	10.85
	4	101	76.37	13.89

The descriptive statistics about the participants who answered the global citizenship and sustainable development awareness scales are presented in Table 3. The highest global citizenship perception levels were

observed among the senior participants. Furthermore, the grade with the highest sustainable development awareness was the juniors. ANOVA (Univariate Analysis of Variance) analysis was conducted to determine whether there was a statistically significant difference between the participants based on their grade.

Table 4. One -Way ANOVA Findings on Global Citizenship and Sustainable Development Awareness Levels of the Participants Based on the Grade Variable

	Source	Type II Sum of Squares	df	F	p	Partial Eta Squared	Observed Power
Global Citizenship Level	Grade	1485	3	1.90	0.13	.015	.491
Sustainable Development Awareness	Grade	890	3	2.04	0.11	0.16	.523

It was observed that both global citizenship and sustainable development awareness levels of the students increased as the grade of the students increased from the freshmen to the senior level. However, there was no statistically significant difference between global citizenship and sustainable development awareness levels of the students based on the grade variable ($p > 0.050$).

Table 5. The Correlation Between Global Citizenship and Sustainable Development Awareness Levels of the Participants

Variable	N	p	r
Global Citizenship Level	387	,000	.373
Sustainable Development Awareness	387	,000	.373

As seen in Table 5, Pearson Product Moment Correlation analysis was conducted to determine the correlation between global citizenship scores and sustainable development awareness levels. The analysis revealed a statistically significant positive correlation between the scores ($p < .05$) ($r = .373$; $p < .05$).

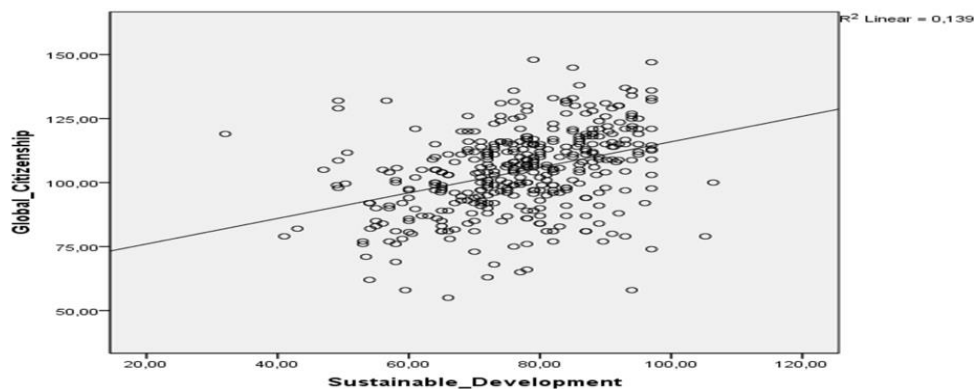


Figure 3. The Correlation Between Global Citizenship and Sustainable Development Awareness Levels

As seen in Figure 3, there was a positive correlation between global citizenship and sustainable development awareness levels of the participants. In other words, as the global citizenship levels increased, a moderate positive improvement was observed in sustainable development awareness levels.

Conclusion, Discussion and Recommendations

Based on the analysis of the data obtained with the global citizenship and sustainable development awareness scales used in the study, it was determined that both the global citizenship perception and sustainable development awareness levels of the female participants were higher when compared to the male participants. However, a statistically significant difference was observed only between the global citizenship levels of female and male participants. There was no statistically significant difference between the sustainable development awareness levels based on gender.

It was determined that both global citizenship and sustainable development awareness levels of the participants increased from the freshmen year to the senior year. However, there was no statistically significant difference between the global citizenship and sustainable development awareness levels based on the grade of the participants ($p > 0,050$).

The findings of the correlation analysis conducted on the data collected from the participants determined that there was a correlation between the global citizenship and sustainable development awareness levels of the participants. Pearson Product Moment Correlation analysis conducted to determine the correlation between global citizenship and sustainable development awareness scores revealed a statistically significant positive correlation between the scores ($r = -.373$; $p < .05$). In other words, individuals with high global citizenship perception levels had high sustainable development awareness levels as well.

Based on the above-mentioned results, it was observed that social studies teaching department courses increased the global citizenship and sustainable development awareness levels of the participants. Because, it was observed that the mean scores increased from the freshmen level to the senior level.

It is clear that global citizenship emphasizes the moral choices of individuals who are not only sympathetic to world events and news, but also politically aware of their duties within the global community, in turn, exert efforts and actions to achieve these goals. However, having universal rights and responsibilities fully explains the concept of global citizenship (Dower, 2003; Parekh, 2003; Hansen, 2013).

Global developments necessitate new and well-equipped citizenship types. Global citizenship, one of the prominent citizenship models that emerged within this context, became the topic of a controversy in the United States, however there is great support to include global citizenship in schools, curricula and practices (Wang & Hoffman, 2016). In particular, the promotion of the concept by UNESCO increased interest and studies on the concept (Calle Diaz, 2017; UN, 2012). Also, Canada has been conducting studies to develop multicultural educational programs for several years (Howe, 2014).

The main objective of sustainable development and global citizenship is to acquire knowledge and skills to cope with the major challenges facing the world and its inhabitants such as climate change, fuel and food shortages, biodiversity and extinction of species, international wars, terrorism and poverty. In the implementation roadmap for the Global Action Program on Sustainable Development Education, Education for Sustainable Development is defined as a holistic and transformational education which would achieve its goal by transforming the society. In the guidance document on global citizenship education, it was stated that global citizenship education aims to be transformative by structuring the knowledge, skills, values and attitudes that the student needs to contribute to a more inclusive, fair and peaceful world (Mochizuki, 2016, p.110).

In conclusion, both global citizenship and sustainable development education are important and encouraged throughout the world. The present study revealed that there was a direct correlation and a positive connection between global citizenship perception and sustainable development awareness levels. Thus, it is necessary to emphasize these two issues in curricula and to find and implement more effective instructional methods.

GENİŞLETİLMİŞ ÖZET

Öğretmen Adaylarının Küresel Vatandaşlık ve Sürdürülebilir Kalkınma Farkındalık Düzeyleri Arasındaki İlişki

Problem Durumu ve Araştırmanın Amacı

Bugün küreselleşen dünyamız; insanıyla, doğasıyla, olayları ve olgularıyla hiç olmadığı kadar girift ve karmaşık bir süreci yaşamaktadır. Endüstri devrimi ile birlikte değişimin olağanüstü bir hızla ulaşması, dünyanın, tarifinde zorlanacağımız bir dönüşümü yaşamasına neden oldu. Dolayısıyla küreselleşme devam eden bir süreç olmasının yanında nereye varacağı kestirilemeyen, ancak bugünkü görünümü itibarıyla belli izlenimler yaratabilen bir süreç halini aldı (Falk, 2002). Özellikle Doğu blokunun yıkılmasıyla farklı bir sürece evrilen küreselleşme; ekonomik, siyasi ve sosyal zeminde, insanın ve insanı etkileyen her şeyin hızlı dolaşımı ve etkileşimini ortaya çıkarmış, sadece etkileşimi ve dolaşımı değil sorunların da küreselleşmesine yol açmıştır. Dolayısıyla yaşadığımız bu süreçte, küreselleşmenin ortaya çıkardığı durumlarla baş edebilmek için en temel ödevimiz, güncel ve realist bir perspektiften, sürdürülebilir bir kalkınma politikası ve bunu gerçekleştirecek, dünyadaki gelişim ve değişmelere duyarlı, küresel bilgi, beceri ve tutuma sahip küresel vatandaşlar olduğu görülmektedir. Çünkü dünyamızın yaşadığı değişim birçok alanda köklü değişim ihtiyaçlarını da beraberinde getirmiştir.

Gelişen ve değişen dünya düzeninde refah toplumu seviyesine ulaşmanın yolu olarak görülen ekonomik büyüme ve kalkınma, 19. Yüzyıldan itibaren sanayi ve teknolojik gelişmelerin de etkisiyle doğal kaynakların bilinçsiz ve hoyratça kullanımına ve nihayetinde insan - doğa ilişkisinin hiçbir döneminde olmadığı kadar çevre tahribatı ve çevre sorunlarına sebep olmuştur. Böylelikle insanoğlunun daha fazla kazanma hırsının doğa üzerindeki etkileri artık herkesi etkileyen ve kaçınılmaz önemli çevre sorunlarına yol açmıştır. İnsan faaliyetlerinin yoğunlaşması, doğal çevrenin kendini yenileyebilme kapasitesinin üstüne çıkmasına sebep olmuştur. Dolayısıyla insan-çevre-kalkınma arasında sürdürülebilir bir denge oluşturmak için öncelikle bunu gerçekleştirecek olan bireylerin yetiştirilmesi gerekmektedir (Altunok, 2013, s.39). Küreselleşme denilen bu zaman dilimi içerisinde bulunan insanlar artık bu sürecin içerisinde aktif rol almalarını sağlayacak nitelik ve donanımına ihtiyaç duymaktadırlar. Aktif vatandaş veya küresel vatandaşlık tanımlarıyla da örtüşen bu durum bireyin sadece kendine değil dünyaya karşı da sorumluluğunu ifade etmektedir (Christine, Keulemans, Gent & Spitz, 2012, s.21).

Endüstri devrimiyle birlikte yaşanan kentleşme, nüfus artışı, ormansızlaşma, zengin-fakir arasındaki uçurumun artması, betonlaşma, yoksullaşma, kirlilik, kaynakların tükenmesi ve hayatımızı ve yarınlarımızı riske sokacak daha birçok değişim dünyamızı ciddi manada etkilemeye başlamıştır. Yaşanan bu değişimin izlerinin belirgin bir şekilde ortaya çıkması, insanoğlunu harekete geçirmek ve artık bir şeyler yapmak zorunda bırakmıştır. 20. Yüzyılın son çeyreğine girildiğinde artık hem bilim insanları hem uluslararası siyasi ve toplumsal örgütlenmeler hem de bazı siyasi aktörler bu olumsuz gidişe dur demek için seslerini yükseltmeye başladılar. Böyle bir zeminde ortaya çıkan sürdürülebilir kalkınma ve küresel vatandaşlık eğitimi daha sürdürülebilir, yenilikçi ve işbirlikçi bir yaklaşımla değişimi kontrol altına alma ve insan-doğa dengesini koruma amacını taşıyordu. İnsanın doğayla ve insanın insanla ilişkisi belki de tarihin hiçbir döneminde bu kadar kötü olmamıştı. Dolayısıyla bu durum gittikçe birbirine bağımlı bir dünyada yaşamak ve çalışmak için gerekli yeterlilikleri geliştiren küresel zeminde rol alabilecek donanımlı ve bu yönüyle geliştirilmiş bir insan profiline daha fazla ihtiyaç duyulacağı anlamına geliyor (Reade, Reckmeyer, Cabot, Jaehne & Novak, 2013, s.102). Küresel meselelerin farkında olan, gelişmeleri okuyabilen, doğa için çalışan yenilikçi, yaratıcı ve eleştirel düşünce becerisine sahip yerel ve küresel vatandaşlık sorumluluğunu yerine getirebilecek bilgi ve beceriye sahip bireylerin yetişmesinde eğitim programlarının önemi ortaya çıkmaktadır. Dolayısıyla bu tablo

karşısında her insan ve her toplumun hedeflenen yere ulaştırarak eğitim reformlarını hiç vakit kaybetmeksizin yerine getirmesi gerekmektedir.

Bu araştırmada öğretmen adaylarının küresel vatandaşlık ve sürdürülebilir kalkınma farkındalık düzeylerini cinsiyet ve sınıf değişkeni açısından farklılıklar ve benzerlikleri ile ortaya koymayı amaçlamıştır. Bu temel amaç çerçevesinde aşağıdaki alt problemler araştırılmıştır;

- Katılımcıların Küresel vatandaşlık ve sürdürülebilir kalkınma farkındalık düzeylerini ortaya koymak,
- Kadın ve Erkek katılımcıların Küresel vatandaşlık ve sürdürülebilir kalkınma farkındalık düzeylerini ortaya koymak,
- Katılımcıların buldukları sınıf değişkenine göre küresel vatandaşlık ve sürdürülebilir kalkınma farkındalık düzeylerini ortaya koymak,
- Katılımcıların küresel vatandaşlık ve sürdürülebilir kalkınma farkındalık düzeyleri arasındaki ilişkiyi ortaya koymak amaçlanmıştır.

Yöntem

Araştırmada betimsel model kapsamında genel tarama modellerinden biri olan ilişkisel model kullanılmıştır. Bu modelle araştırmaya konu olan her neyse onları değiştirme ve etkileme çabası yoktur. Bu modelde mevcut şartları tanımak ve problemi çözmeye ve açıklama gibi iki hedef vardır(Yıldırım,1966,67). Çünkü tarama modelleri geçmişte ya da halen var olan bir durumu var olduğu şekli ile betimlemeyi amaç edinen araştırmalar için uygun bir modeldir (Karasar, 2006). İlişkisel araştırma yöntemi, değişkenler arasındaki ilişkileri belirlemek ve muhtemel sonuçları tahmin için kullanılır. İki ve ya daha fazla değişken arasındaki ilişki düzeyi istatistiksel testler kullanılarak ölçülmeye çalışılır. İlişkinin düzeyini belirlemek için korelasyon testi kullanılır.

Evren ve Örneklem

Araştırmada, Türkiye’de bulunan iki üniversitenin (Fırat ve İnönü Üniversiteleri) Eğitim Fakültesi Sosyal Bilgiler bölümünde öğrenim gören öğretmen adaylarının “Küresel Vatandaşlık algılarını ve sürdürülebilir kalkınma farkındalık” düzeylerini belirlemek amacıyla 2018 güz döneminde okuyan ve katılım gösteren toplam 387 kişiye ait veri üzerinden yürütülmüştür.

Veri Toplama Araçları

Bu araştırmada iki veri toplama aracı kullanılmıştır. Bunlardan birisi Morais ve Ogden (2011) tarafından geliştirilen Şahin ve Çermik (2014) tarafından Türkçeye uyarlanıp, geçerlik ve güvenilirlik analizleri yapılan Küresel Vatandaşlık Ölçeği (KVÖ)’dir. Ölçeğin açıcı ve doğrulayıcı faktör analizi yapılmış ve bunun sonucunda toplam varyansın % 43.77’sini açıklayan üç faktörlü bir yapı elde edilmiş ve üç faktörlü yapının model uyum indekslerinin yeterli olduğu bulunmuştur. Güvenirlik için iç tutarlık, iki yarı ve test tekrar test teknikleri uygulanmış ve güvenilirlik katsayıları Cronbach alpha .76, Spearman Brown iki yarı güvenilirlik katsayısı .75 ve test tekrar test güvenilirlik katsayısı .75 olarak bulunmuştur(Şahin ve Çermik, 2014).

Diğer veri toplama aracı ise Türel (2010) tarafından geliştirilen “Sürdürülebilir Kalkınma Farkındalığı Ölçme” aracıdır. Ölçme aracı sosyal, ekonomik ve çevresel olmak üzere 3 boyuttan oluşmaktadır. Ölçme aracı maddelerinin seçimi yapılırken faktör yük değerleri göz önüne alınarak ,380 değerinden aşağıda olanlar elenmiştir. 21 maddeden oluşan ölçme aracının cronbach’s alpha güvenilirlik katsayısı, 856 bulunmuştur(Çobanoğlu ve Türel, 2015).

Sonuç, Tartışma ve Öneriler

Araştırmada kullanılan küresel vatandaşlık ve sürdürülebilir kalkınma ölçeği ile elde edilen verilerin analizi ile kadın katılımcıların hem küresel vatandaşlık düzeylerinin hem de sürdürülebilir kalkınma farkındalık düzeylerinin erkek katılımcılara göre fazla olduğu görülmüştür. Ama İstatistiksel olarak anlamlı bir farklılık sadece kadın ve erkek katılımcıların küresel vatandaşlık düzeyleri görülmüştür. Cinsiyet açısından sürdürülebilir kalkınma farkındalık düzeyleri arasında istatistiksel olarak anlamlı bir farklılığa ulaşılamamıştır.

Katılımcıların 1. Sınıftan 4. Sınıfa doğru hem küresel vatandaşlık hem de sürdürülebilir kalkınma farkındalık düzeylerinin arttığı görülmektedir. Ama katılımcıların buldukları sınıflara göre ne küresel vatandaşlık ne de sürdürülebilir kalkınma farkındalık düzeyleri arasında istatistiksel olarak anlamlı bir farklılığa ulaşılamamıştır ($p > 0,050$).

Katılımcılardan elde edilen veriler üzerinde yapılan korelasyon analizinde ise katılımcıların sürdürülebilir kalkınma ile sürdürülebilir kalkınma farkındalık düzeyleri arasında bir ilişkinin olduğu tespit edilmiştir. Küresel vatandaşlık ölçeğinden alınan puanlarla sürdürülebilir kalkınma farkındalık düzeyleri arasındaki ilişkiyi belirlemek üzere yapılan Pearson Çarpım Moment Korelasyon analizi sonucunda puanlar arasında istatistiksel açıdan $p < .05$ düzeyinde pozitif yönde anlamlı bir ilişki saptanmıştır ($r = -.373$; $p < .05$). Yani küresel vatandaşlık düzeyleri yüksek olan bireylerin sürdürülebilir kalkınma düzeylerinin de yüksek olduğu görülmüştür.

Bu sonuçlardan yola çıkarak sosyal bilgiler öğretmenliği bölümü derslerinin katılımcıların küresel vatandaşlık ve sürdürülebilir kalkınma farkındalık düzeylerini artırdığı gözlenmiştir. Çünkü 1. sınıftan 4. Sınıfa doğru ortalamaların arttığı görülmüştür.

Küresel vatandaşlığın, yalnızca dünya olaylarına ve haberlere sempati duymakla kalmayıp aynı zamanda küresel topluma karşı görevlerinin siyasi olarak bilincinde olan ve bu minvalde de çaba ve eylem ortaya koyan bireylerin ahlaki tercihlerini vurguladığı açıktır. Bununla birlikte, evrensel haklara ve sorumluluklara sahip olmak, küresel vatandaşlık kavramını tam olarak açıklamaktadır (Dower, 2003; Parekh, 2003; Hansen, 2013).

Dünyadaki gelişmeler artık yeni ve donanımlı vatandaşlık tiplerini zorunlu kılıyor. Bu çerçevede öne çıkan vatandaşlık modellerinden olan küresel vatandaşlık ABD’de bazı tartışmalara konu olsa da okullarına, müfredatlarına ve uygulamalarına dahil etmek için büyük destek vardır (Wang & Hoffman, 2016). Özellikle UNESCO tarafında teşvik edilmesi, bu kavram üzerine olan ilgi ve çalışmayı artırmıştır (Calle Diaz, 2017; UN, 2012). Yine Kanada’nın uzun yıllar çok kültürlülük temelinde eğitim programlarını şekillendirmeye yönelik çalışmaları bulunmaktadır (Howe, 2014).

Sürdürülebilir kalkınma ve küresel vatandaşlığın temel amacı; iklim değişikliği, yakıt ve gıda sıkıntısı, biyoçeşitlilik ve türlerin yok olması, uluslararası savaşlar, terörizm ve yoksulluk gibi dünyanın ve sakinlerinin karşılaştığı büyük zorluklarla başa çıkmak için bilgi ve beceriler kazandırmaktır. Sürdürülebilir Kalkınma Eğitimi Küresel Eylem Programının uygulanmasına yönelik yol haritasında; "Sürdürülebilir Kalkınma için Eğitim", toplumu dönüştürerek amacına ulaşan, bütüncül ve dönüşümsel eğitim "olarak nitelendirilmektedir. Küresel vatandaşlık eğitimiyle ilgili rehberlik belgesinde ise "Küresel vatandaşlık eğitimi, öğrencilerin daha kapsayıcı, adil ve huzurlu bir dünyaya katkıda bulunabilmek için ihtiyaç duyduğu bilgi, beceri, değer ve tutumları yapılandırarak dönüştürücü olmayı" amaçlıyor (Mochizuki, 2016, s.110).

Sonuç olarak hem küresel vatandaşlık hem de sürdürülebilir kalkınma eğitimi dünyada önemsen ve teşvik edilen bir konudur. Bu çalışma ile ortaya çıkmıştır ki küresel vatandaşlık ve sürdürülebilir kalkınma farkındalık düzeyleri arasında doğrudan bir ilişki ve olumlu bir bağ vardır. O halde özellikle öğretim

programları temelinde bu iki konunun vurgulanması ve daha etkili öğretim yollarının bulunması ve uygulanması gerekmektedir.

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