Investigate Jordanian teacher candidates' views on global citizenship: views from the classroom

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Abstract

The study purpose was to investigate Jordanian teacher candidate's views on global citizenship. Using ground theory qualitative approach we interview teacher candidates in Jordan regarding perception of global citizenship, a total of thirty teacher candidates were selected to participate in this. Analysis of the data was conducted through open coding, axial coding and selective coding. Specifically, the study wanted to determine what does global citizenship mean to teachers candidate?" What curricular content and instructional strategies should teacher candidates teach to prepare students to be global citizens in the twenty-first century? What teacher candidates do to demonstrate a good global citizen? Finally, what barriers prevent these candidates from teaching global citizenship? The study results indicate that teachers candidates' views global citizenship are grounded in community service or what we consider civic engagement, rather than in political engagement. For teacher candidates, they do not pay attention to the future; their focus is on the present. Many teachers' candidates were their view of the curriculum guidelines underpinning their subject area as incompatible with global citizenship. The findings show that the teacher candidates believed the most effective ways to teach global citizenship are to be knowledgeable about international events.

Introduction

From Plato to contemporary scholars, concerns about the need for an educated citizenry and quality workforce and citizens' ability to think globally and reason well have been regarded as important and necessary outcomes of education. In the twentieth century, John Dewey (1916, 1933, and 1938) pointed out that learning to think is the central purpose of education. More recently, the 2000 Jordanian National Education Conference identified the need for a substantial increase in "the proportion of high school graduates who demonstrate an advanced ability to think , communicate effectively, and solve problems" (Ministry of Education 2000, 62). Citizenship first and foremost refers to a citizen's rights and obligations in society, but also to practices that make individuals competent members of a community. However, the global context of citizenship is changing as the nation-state is changing, and the concept of citizenship, therefore, has become the focus of both political and academic discourses (Chiodo and Martin, 2005).

Through schooling, students gain an understanding of the concept of citizenship in order to comprehend democracy; however, conceptual understanding of citizenship is not enough. John Patrick (1999) states that "students need to move beyond conceptual understanding of citizenship to learning experiences that develop participatory skills and civic dispositions for exercising the rights and carrying out the responsibilities and duties of citizenship in a democracy" (p. 2). Developing a conception of citizenship and fostering the growth of civic values are central foci of our schools today (Chiodo and Martin, 2007). It is important to note that the home, mosque, church, and community organizations all contribute to students' knowledge of citizenship. A primary focus of public schools and social studies teachers, however, is to cultivate the concept of citizenship in children.

The debate over global citizenship education in Jordan takes place within the context of a rapidly changing social environment which means that the young Jordanians students of today will graduate from their schooling years into a dramatically different society from that known by their parents and grandparents (McCullough). Becoming a world citizen encompasses all grade levels and subject areas and should be evident in the curricular content, instructional strategies and sociocultural context. Students in Jordan must be educated to be knowledgeable, active, and competitive citizens in the interconnected world of the twenty-first century (Gallavan, 2008).

What is Global Citizenship?

Global citizenship defined by Kasai, 2007; Merrifield, 2007; Po, Lo, & Merrifield, 2008). The understanding that addition to being a member of one own society or country, each person is a citizen of the global society who view people of all nations and languages is equal, and respect the values of all fellow of human being" p. 8)

MacLean, Cook, Crow (2008), identifies four threads of global citizenship: the interdependence of all people within a global system; the connectedness and diversity of universal human attributes, values and knowledge, curriculum subjects, aspects of schooling, humans and their environment, and the privileging of multiple perspectives before reaching a view (MacLean, Cook, Crow 2008), p. 52). Global citizenship entails concepts, practices, and beliefs that are intricate and belong within every part of the school day for all students, in all subjects, and at all grade levels. Becoming a world citizen encompasses all grade levels and subject areas and should be evident in the curricular content, instructional strategies, and sociocultural context. (Gallavan, 2008, p. 249)

According to Moore (2008)   Ukpokodu in (1999) point out the global citizenship will help students obtain the knowledge and skills necessary to analyze political events in various geographical regions and countries. The forces of globalization have created an interdependent world in which contact with diverse cultures requires knowledge and understanding that is, more than ever before, essential to a state's economic health, national security, and sense of national identity. Ideally, this knowledge will help students to become more tolerant of ethnic diversity and recognize the commonalities in all human societies (Ukpokodu, 1999, p. 300).

Jordan in Brief

The Hashemite Kingdom of Jordan is an independent Arab country founded as a hereditary constitutional monarchy. Islam is its' religion and Arabic is the country's language. Jordan's Arabic/Islamic culture is open to world cultures and other civilizations. Jordan is located in the heart of the Middle East, and is situated between the 29° and 33° north latitude and between the 34° and 39° east longitude. It covers 91,000 sq. km, 8% of which are desert or semi-desert. In the year 2000, Jordan's population was approximately 5 million, 52.5% of which were males and 47.5% females. Of this population, 38.5% reside in Amman, Jordan's capital. The Jordanian society is a young society, with 42% of its citizens under the age of 15 years old.   In 2000, Jordan's population growth rate was 3.4% (Ministry of Education, 2001).

Jordan's educational system is centralized and controlled by the Ministry of Education. The curriculum's content is set and approved by a central educational authority and is followed throughout the country. The educational aims of the curriculum are shaped by the official and national philosophy. The development of knowledge, skills, values, and attitudes are the basic objectives of Jordan's secondary educational system.   These will only be achieved, however, if the learning environment and pedagogy are intellectually and developmentally appropriate. The learning environment and pedagogy, in turn, depend upon learners and teachers fulfilling their expected roles in the teaching and learning processes. The Ministry of Education is the only responsible body for providing textbooks for students attending the state schools. The textbooks used are designed, prepared, and edited by the Ministry of Education.   This work is carried out by establishing national working groups and workshops composed of delegates representing educational supervisors, teachers, and experts .Teachers are not responsible for choosing the topics they teach, and to teach it within a given period. The content is limited and defined beforehand by others, along with the general aims beforehand. A textbook is thought of as the only resource of knowledge, values, trends, and various different skills for teachers and students (Al-Barkat & Al-Karasneh 2005).

Citizenship in Jordan

In Jordan, as in many other Arab countries, generally a greater overlap of the concepts of citizenship, culture, and identity exists than is found in many European, North American, or Australian nations. For example, the argument that citizenship entails status and rights, while identity involves belonging, and solidarity becomes very fuzzy in Jordan, where many words can be found for "citizenship," and the most common term for "identity." Theory of the self as being at the centre of citizenship education in the Middle East provides an explanation of why the two notions of citizenship and identity are less clearly distinguished in much of Arab countries (at least in the Middle East) than in those countries that trace their philosophical citizenship roots to the Greeks and the Enlightenment. Bshara (2005) contended that the lack of emphasis on political aspects of citizenship in Middle East referred for two reasons:

First, rather than talking about politics, citizenship education in the Middle East talks about morality. Second, many Middle Eastern countries tend to focus on the development of individuality (as far as the self is concerned) and relations (as far as society is concerned) in citizenship education. This emphasis on the a political development of the self and human relations as the core of citizenship education naturally has as much to do with identity as it has to do with citizenship, and trying to dichotomize the two concepts in discussion of citizenship education in Jordan is extremely difficult to compare it with western citizenship philosophy.

A similar problem exists in trying to separate concepts of citizenship/identity from culture. This is partly because much of citizenship education in Jordan is purportedly social political, history, and religion it is therefore, so easily contrasted with culture. It is also because education for national identity, which is an essential part of citizenship /identity education, relies so heavily on cultural nationalism in Jordan (Alazzi and Chiodo, 2008).

Background of the Study

Because of the recent resurgence of interest in global citizenship caused by the world conflicts, Arab revaluations, and social media, a study was conducted to determine the perceptions of teacher candidates regarding their concept of global citizenship. The study wanted to determine what does global citizenship mean to teachers candidate?" What curricular content and instructional strategies should we teach students to prepare them to be world citizens in the twenty-first century? What you do to demonstrate a good global citizen? Finally, what barriers prevent these candidates from teaching global citizenship?

Citizenship, as a subject in schools, is unique in the sense that it is multi-disciplinary. Every class teaches citizenship in some way, if only by example. Students also learn about citizenship in many places in addition to school. The home, mosque, and community organizations all contribute to a student's knowledge of citizenship. However, it is a primary focus of public schools and social studies teachers to cultivate the concept of citizenship in our children. (Chiodo and Martin, 2005) Goals, contained in a 2002 document prepared by the Jordanian Ministry of Education, established by the King and the state educators, set a national expectation of citizenship education for the public schools. Goal number three of the document anticipated that by the beginning of the 21st century, Jordanian students would leave grades four, eight, and twelve with demonstrated competency in core content areas "so that they may be prepared for world citizenship...." (Ministry of Education, 2002). Therefore, it is important to determine how Jordanian students view the concept of global citizenship if curriculum and teaching in the schools are to be improved.

Because public school constitute the vast majority of districts across Jordan, it is important to understand what teacher candidates think about citizenship and how they practice it. While previous studies of citizenship have focused on national citizenship students' attitudes, little in-depth research has taken place with teacher candidates toward global citizenship (Alazzi & Chiodo, 2008; Choido & Martin, 2005)**.** Such information is important to fulfill our responsibilities as teachers who educate knowledgeable, thoughtful, committed, and participatory citizens. It is important to know how these candidates view good global citizenship if we are to improve the civic education curriculum and develop teaching strategies to improve this curriculum in our schools. With this in mind, a study was conducted to determine the perceptions of Jordanian teacher candidates regarding their conceptions towards global citizenship.

The Problem

The purpose of this study was to investigate teacher candidates' views on global citizenship. The teacher candidates were asked four questions that guided the research:

1. What does global citizenship mean to you?
2. What curricular content and instructional strategies should we teach students to prepare them to be international citizens in the twenty-first century**?**
3. What you do to demonstrate a good global citizen? And what you anticipate doing in 5 years that will demonstrate global citizenship.
4. What barriers prevent these candidates from teaching global citizenship?

Discussing these four research questions helps teacher candidates convey the importance of learning about and teaching global citizenship in the twenty-first century with their teacher candidates as those candidates prepare to teach their own 1–12 students (Gallavan, 2008).

Methodology

The teacher candidates in this study were all completing their student teaching internships while placed in elementary, middle, and high school classrooms during the spring semester at Yarmouk University in Jordan. At this university, the student teaching internship occurs during the last semester of the teacher education program. The period of data collection ran from February 2011 to May 2011. A ground theory research design was used to capture a teacher candidate sense of appreciation for the global citizenship. For the purpose of this study, data needed to be gathered in order to explore and interpret attitudes towards the global citizenship. Ground theory approach offers insight and increases understanding of a specific phenomenon (Creswell, 1998).   In grounded theory, a theory was derived from data, systematically gathered and analyzed through the research process (Strauss & Corbin 1998, p.12).   Glaser (1998) also mentions that Grounded Theory method can help explain what is actually happening in practical life, rather than what should be going on.

Samples

We randomly selected two groups of teacher's candidate one group majoring in elementary education and other group majoring in social studies secondary education. They were interviewed on their perceptions of global citizenship. A total of thirty teacher candidates (15, elementary teacher candidates, and 15 middle and high schools teacher candidates) were chosen to participate, using a two- phase random sampling from each perspective teachers student. We selected four classes from same University and then, randomly, selected teacher candidates from each class to ensure proper representation. The participants in the study were randomly selected by "purposeful sampling."   The sampling is based on the assumption that the researcher wants to discover, understand and gain insight from a situation. During "purposeful sampling" subjects are selected according to how they give consideration to the average person and situation (Gay, 1999). Semi-structured interview guides were developed for personal and focus group interviews. Other questions and topics raised during the course of interviews could also be pursued. The interviews were conducted in Arabic, the native language of the participants. They were tape recorded and transcribed verbatim in Arabic.

Findings and Results

A content analysis was conducted on the teacher' candidates" comments and the responses were conducted by key words or phrases to potentially reveal patterns in the students" responses. The patterns that became evident in the student responses were somewhat similar to those in previous studies (Gallavan, 2008; Lorna, Sharon, Tracy, 2008)

1. Defining Global citizenship

The first question asked teacher candidates what does global citizenship mean to you. Teacher candidates identified global citizenship in a variety of ways, but always with issues related to international issues such as, human rights, helping other, global warning, and their responsibilities as global citizens. Some included peace and conflict in their description; others, mostly teacher candidates, noted gender inequalities within the definition. As well, women related peace closely to certain values and attitudes: empathy, disposition, diversity, respect and tolerance. Additionally, few teachers' candidates identified environmental issues as part of international citizen. Most teachers' candidates indicating that being a good citizen meant helping others, especially in the other countries. Typical teachers candidates responses about volunteering included comments like, "helping out by volunteering or donating money to a fund like Feed the Children, " or "working in the international organization doing good things for people like helping people in earth quick and natural disaster." *On teacher candidate wrote "if I want to define the global education I can define it as all issues related to global issues such as human right, environmental issues, doctor without border, involve in international crisis to help other"*
Other teacher candidate wrote*" when you talk about global citizenship you have to have educate about all issues concern the world and you should be interesting in theses issue in order to be global citizen"*
Statements characteristic of teachers candidate   responses were: "obey laws, and help people," "follow international rule," and "obey all the rules and try to be involved."

Generally speaking, the responses fell into the categories of helping other nation as and respect for others. When asked about the qualities of a good global citizen, many teacher candidates responded with virtuous characteristics, such as: "honesty," "good-hearted**,** be kind and generous to others," be responsible**"** doing nice things for other people," and" involved with global organization.

This finding consistent with Gallavan, (2008) definition of world citizenship in which she found that the teacher candidate defines world citizenship as vague and unclear.

2. Curricular content and instructional strategies

The second question asked students what curricular content and instructional strategies we should teach students to prepare them to be international citizens in the twenty-first century. The findings show that global citizenship includes many different aspects of diversity, international peace, international, and global education (Gallavan, 2008; Merryfield, 2001). Some responses mentioned international relation, environmental issues, world conflict as part of school curriculum. Several teachers candidate said teacher candidates need experiences that connect global citizenship to their everyday lives in ways that are holistic, natural, and authentic; examples include visit to global agencies and organizations around the country and travel within the country or abroad. (Gallavan, 2008). An interesting comment, mentioned several times, that we categorized under international cooperation/ international justice, equity, peace, and diversity. One teacher candidates said: *"Curricular content must emphasize on all global aspect such as poverty, environment, protect human right, and peace keeping the teacher proceeded teachers who teach these issues should be knowledgeable and experience of these issues to be addressed well to the students.*

When we asked teacher candidates regarding instructional strategies, the findings show that the teacher candidates believed the most effective ways to teach global citizenship are to be active, challenged, and equipped with the tools and freedom to express learning in ways that are meaningful for each student (Gallavan, 2008).

On teacher said " *if the teacher want to teach global issues I think should be used strategies fit to the subject you want to teach for example if your lesson about poverty you should be focus on all countries around the world have most poverty and students should be involve in inquiry lesson:"*

With regards to this question, teacher candidates were more uncertain as to what they will be teaching in the future. Some comments the teachers made were: *"I will teach according to Ministry of education instruction also, will teach the current issues of the global events regardless if it in the content of the social studies or no especially if Those events related to social studies subject matters".*

Other teacher said *"social studies teachers are not free to teach what they want they should be following content of social studies textbooks but in the meanwhile, so teachers goes off the textbook to give students more information than in the texts"*

This finding parallel with Alazzi and Chiodo (2004) study when they concluded their research the social studies need revised and change in order to meet the international standard especially in the global issue and multiculturalism.

Demonstrating Good Global Citizen

The third question asked students what they currently do that demonstrates good global citizenship. Again, the students overwhelmingly mentioned helping others as the main way that they exhibit good citizenship. Many responses mentioned the environment. Hopes relating to this included less pollution, a clean world, more recycling, stopping hunting and global warming. Fears relating to environmental issues included the destruction of trees, the extinction of animals and the disappearance of the countryside.

Many teacher candidates said they do charity for people on other country. An interesting comment, mentioned several times, that we categorized under obeying international law was: "*I educated my self about international law and human right.*" *Finally, multiple student responses referred to being a "good Muslim"* as a way of acting as a good global citizen. Teachers viewed concepts such as helping others; honesty, loyalty, and self-sacrifice, often part of religious doctrine, as compatible with being a "good citizen." Many comments were expressed in the abstract, such as, 'I hope there will not be any wars in the world (Huh, 2008)." *Other teacher indicated that "I demonstrate good global citizen by participation by any global activities no matter where it is occur"* other teacher candidate said *" the Islam urge on the global citizen because the religion of Islam came to all mankind not only for Muslim regardless of race, ethnicity, and background hence, these issue came form Islam principles and Islam strongly emphasis on in order to all mankind live peacefully and security"* Finally, multiple teachers responses referred to being a good global citizen should be able to help in improving the society for quality living, both physical and metaphysical by voicing his opinions to influence the public policies. (Leung, and Yuen, 2009).

This finding support (Alazzi and Chiodo 2008), study when they concluded that good citizenship mean helping other and serve community. Following the third question, when asked students what they anticipate doing in 5 years that will demonstrate global citizenship. With regard to this question, teacher candidates were more uncertain as to what they will be doing in 5 years ahead. Many students uncertain what they will do in the five years later and some of them shack their head as sing of unknown. On teacher candidates said "*I will participate of any thing related to global issue and I am willing to travel to any place in the world for helping other with global organization*".

4. Barriers of teaching Global citizenship?

The fourth question asked teacher' candidates what barriers prevent you from teaching international citizenship. Many candidates were their view of the curriculum guidelines underpinning their subject area as incompatible with global citizenship. We heard from science and history education teacher candidates, for example, that they could not easily discern how to integrate peace and global issues into those subject matters. Even Geography and History students who had completed integration assignments found this process a difficult one (Lorna, Sharon, Tracy, 2008). On teachers candidates said *"the problem not you teach global issue but you can find way to integrate these issues into subjects matters I think it major barriers of teaching global education, on there hand the schools equipments are insufficient .*

Many candidates lay in the methodological demands of teaching global citizenship teacher candidates expressed concern about the complication of international issues, the required broad of knowledge to present them fairly and with a sense of hope. Further, most teacher candidates contended that they do have difficulty in teaching controversial political issues**.** The reason for the lack of difficulty is simple: the teachers maintain a neutral position or try not to address "untouchable" political issues. *On teacher express that "many global issues teacher are s not familiar with it hence, when tried to address it they find difficulty to teach it effectively because they do not have experience and not prepare to teach it"*

Teachers expressed the opinion that covering the content in the textbooks takes too much time, leaving little time for discussion international issues. In addition, teacher's manuals do not provide strategies to aid the teachers in global activities. *One teacher insists that "the global issue is not important in the Jordanian textbooks and teachers and students not interesting to discuss any issue not consistent with ministry of education guideline"***.** These findings align with the study of Lorna, Sharon, Tracy, 2008), when they found that it hard to integrate global issue into social studies curriculum.

Discussion

The most important finding in this study is what was not said. Most teacher candidates did not respond to the future side of demonstrate global citizenship. Rather, their view of global citizenship was grounded in community service and the social side of the concept. But on teacher candidates stated that he might be United Nation Security General someday, but few teacher candidates in suggested that global service was a responsibility of global citizenship.Teacher candidates had a difficult time visualizing themselves as future global citizens. The nebulous answers received on the third question of this survey support Chiodo and Martin (2005) idea that students do not have a clear picture of themselves as active citizens in the future. Chiodo and Martin concluded that students will not be civic-minded in the future unless they can foresee themselves doing specific activities.

Several previous research studies reveal that in teacher students' minds, the social responsibilities supersede political responsibilities (Torney-Purta, 2002; Baldi, Perie, Skidmore, and Green, 2001; Branson, 1999; Etzioni, 1993). However, the fact that candidates do not embrace the future side of global citizenship may not be cause for challenges. Teacher candidates strongly expressed activity on the social side of global citizenship. Candidates explained how they took an active part in their school and community. Schools, through their sports and courses, related to community service**.** All develop the social aspect of being a good global citizen.

It should also be noted that we are not advocating that schools discontinue the political aspects of citizenship. The knowledge and skills related to the global political side of citizenship are important to our students' future. What we are saying is that candidates may be developing a solid foundation regarding good global citizenship through the development of the social and political aspects of global citizenship such as donated money for both international Red Cross and Red Crescent. As candidates, we must continue to stress both aspects of global citizenship.

We must find ways to make the global political side of citizenship more meaningful to our students. Because the global social side of citizenship requires active participation by teacher candidates, it may be useful to also apply this teaching method to the global political citizenship such as cultivated of human right, global disaster, and drugs. Schools must teach student how they should aware of these issues globally. Global learning has found its way into teacher candidate social studies curriculums, and it is not surprising that teacher students think of global citizenship as "helping others around the glob" when all teacher candidates require some type of community service learning (Billig 2000). When teacher candidate define global citizenship, they may be reacting to the change in the social studies curriculum in the new century, which now encourages global service learning in order to be success in the global community.

Conclusion

Data from this study paint a very positive picture of teacher candidates. The study reveals that teacher candidates are altruistic and believe global citizenship is best defined as service to others in their community and around the glob. The responses do not reveal greed, selfishness, or apathy, which previous studies by Damon's (1999) indicated regarding our youth. In Damon's interviews with teenagers, some indicated that citizenship meant "nothing." Some of his respondents also expressed a desire to denounce their citizenship the humanitarian responses in this study demonstrate that students want to contribute to their community. Overall, the teacher candidates in this study seemed to understand the importance of respect, tolerance, justice, and caring for all citizens regardless of race, religion, ethnicity, and regional (Alazzi and Chiodo, 2008).

Nonetheless, the teachers perceived that the school has not done enough to help them become global citizens, and there is evidence that they are inactive global citizens in the broadened sense, some teacher candidates do not think that they themselves are global citizens. This phenomenon may be attributed to the fact that the teacher candidate may be viewing global citizenship in a narrow concept, and assess themselves according to this concept, making them feel like 'limbo citizens' (Leung, and Yuen, 2009)

Teacher candidate perception global citizenship was ethical. They believed that the success of the global citizen depended on the character, self-reliance, and responsibility of the citizens (Chiodo and Martin, 2007). This research revealed that many youth still associate citizenship with "virtue," and the youth today want to contribute to the communities any where they live. However, global citizenship requires politically and socially active and informed citizens. As teacher candidates, we must emphasis both aspects of global citizenship. It is up to teacher candidates, school, and curriculum planners to teach global issues. The educational system, educators, and the community have effectively taught students the most important aspect of global citizenship -- helping others. Now, we must find ways to broaden the concept of global citizenship by teaching students that involve directly into global issues by participation. Also, a tool for assisting others in different place.

In addition, in order to prepare Jordanian students to be global citizens in the twenty-first century, teacher education programs and Ministry of education need to review their programs and policy to ensure that curriculum and experiences are preparing their candidates with knowledge and equipping them with skills to interconnect the knowledge so that all students understand global issues, have the opportunity to become involved, and feel like they belong—locally and globally (Gallavan, 2008). Teacher candidates must be focused on human right, democratic principles, global warranting, world peace, and international justice as school programs. Education system in general and social studies in particular should be integrating global issues related to global citizenship into social studies curriculum for all grade levels. Teachers and curriculum planner must realize that the national citizenship and global citizenship go side by side for create good and effective citizenship. In sum, further research is needed to evaluate this study. This research applies qualitative approach more quantitative research should also conduct in different universities sitting.

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Appendix A

Teacher candidates Interview Question

1. What does global citizenship mean to you?
2. What curricular content and instructional strategies should we teach students to prepare them to be international citizens in the twenty-first century?
3. What you do to demonstrate a good global citizen? And what you anticipate doing in 5 years that will demonstrate global citizenship.
4. What barriers prevent these candidates from teaching global citizenship?