



## Trends and caveats: Review of literature on global citizenship education in teacher training



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### H I G H L I G H T S

- There has been an increase in the publications concerning GCE and teacher education.
- The research about GCE and teacher education is mostly pragmatic.
- GCE theoretical constructs within teacher education need to accommodate diversity.
- UNESCO's incorporation of GCE in its goals is expected to shift the discourse.

### A R T I C L E I N F O

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## 1. Introduction

The recently growing incorporation of contents related to Global Citizenship Education (GCE) in education systems and teacher education worldwide (Bamber, Bullivant, Glover, King, & McCann, 2016; Gaudelli, 2016) has generated a vast body of empirical and theoretical scholarship (Goren and Yemini, 2017a). Often, the increasing prominence of GCE internationally is described as a response to economic, social, and political changes that have made countries more interconnected through enhanced international mobility and economic interdependency (Gaudelli, 2016). Globalization is claimed to lead to more diverse societies that require engagement with broader, more inclusive conceptions of citizenship (Banks, 2017; Davies et al., 2018).

Within this scholarship, teacher education and the professional development of in-service teachers in the realm of GCE remains under-examined. Teachers may be the most influential agents of GCE, determining both the way and the extent to which it is implemented in classrooms (Goren and Yemini, 2016; Schweisfurth, 2006). Professional development programs aimed at fostering Global Citizenship (GC) among teachers and preparing them for teaching GCE have been shown to impact teachers' predispositions towards and understanding of these fields (Appleyard & McLean, 2011). One comprehensive, systematic review was conducted in the field of GCE to date (Goren and Yemini, 2017a). That review, which qualitatively explored trends and caveats in the empirical literature concerning GCE, showed that studies related to teachers were unique in many ways and raised questions that differ from those covered by studies focused on students or policy. That review, alongside several other studies, alluded to teacher education and professional development as imperative in the dissemination and execution of GCE-related themes and policy within classrooms, pointing to the practical need to explore what is currently being done (and more specifically, researched) in this field. To address this gap, the present mixed-methods systematic review analyzes the academic literature on GCE and teacher education between 2006 and 2017 in a quest to understand how teacher education scholars are theorizing and researching the presence of GCE in teacher education programs.

The mapping of academic fields can be performed through various methods, but the main aim is common (Blumenfeld-Lieberthal, Serok, & Milner, 2017; Özçınar, 2015); namely, to locate catalysts, revolutions, and nuanced changes—particularly over time—so as to inform future scholarship and practice. In the present review, we seek to influence the GCE field by identifying the evolution over time of the scholarship surrounding GCE within teacher education and providing an account of topics it most prominently encompasses, as well as those that have been overlooked.

We describe our methodology in the first section of this article. We carried out a mixed-methods analysis of the literature, applying both inductive and deductive approaches to discerning the presence of GCE-related topic in teacher-training research. Our quantitative analysis of 90 articles through the use of Open Calais (a Natural Language Processing [NLP] tool), followed by an inductive network analysis, revealed four clusters of topics in the GCE teacher-education literature: (1) Education Concepts; (2) Globalization and Culture; (3) Education for Environmental Sustainability; and (4) Language Learning. By breaking down our analysis into

three time periods (2006–2009, 2010–2013, and 2015–2017), we detected further nuances in the quantitative and visual trends.

We then carried out a complementary qualitative content analysis with a subset of the articles that attested to pronounced themes in GCE as the intention was to shed light on both the common GCE frameworks that scholars use and the characteristics of GCE in teacher training and professional development as presented in the literature. Our analysis is rooted in adapted versions of two typologies: (1) we drew on teacher education program typologies developed by Evans, Stevenson, Lasen, Ferreira, and Davis (2017) in coding for programming approaches, program rationales, and pedagogical approaches; and (2) we relied on Oxley and Morris' (2013) GCE typologies in reviewing the underlying rationales for GCE that scholars apply. We selected these theoretical frameworks because of their popularity in GCE research and their comprehensiveness.

We present our findings in the second section of our article. The analysis reveals how studies involving GCE and teacher training fit into existing categorizations of both typologies. Moreover, we show through network analysis how the topics discussed in the literature evolved over time, becoming more intricate and encompassing more distinct topics, such as education for sustainable development (ESD) and critical thinking.

We conclude by discussing the implications of our findings for future research. Considering the rising interest in GCE and the importance of teacher education in its implementation, we argue that understanding the current research landscape could be useful for policymakers, educators, and scholars who seek to build upon the existing body of knowledge and to develop it in new directions.

## 2. Methodology

### 2.1. Research purpose and review questions

The purpose of this study was to map the scholarship of global citizenship within teacher training to identify trends, trajectories, and caveats in the corpus of research in this area between 2006 and 2017, as well as to examine the scholarship in light of different typologies of GCE in teacher education. This review is unique in that it provides visual and quantitative analysis through Natural Language Processing (NLP) and network visualization, complemented by a qualitative content analysis of the literature on GCE within teacher training in the last decade. We did not set out to reach all-encompassing conclusions; we merely seek to introduce some order to this multifaceted field, to reveal trends and strands of research, and to inform the ways in which theoretically derived typologies are helpful or deficient in their applicability to empirical research in the field. We intend neither to establish causation nor to determine the superiority of one approach over others. Rather, we offer a systematically conducted review and categorization of research in the field (as per Özçınar, 2015; Evans et al., 2017).

The following research questions guided our review and analysis:

- What topics are most prominent in the scholarship on GCE within teacher training? How do these topics relate to one another? What trends can be identified in this field over time?

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