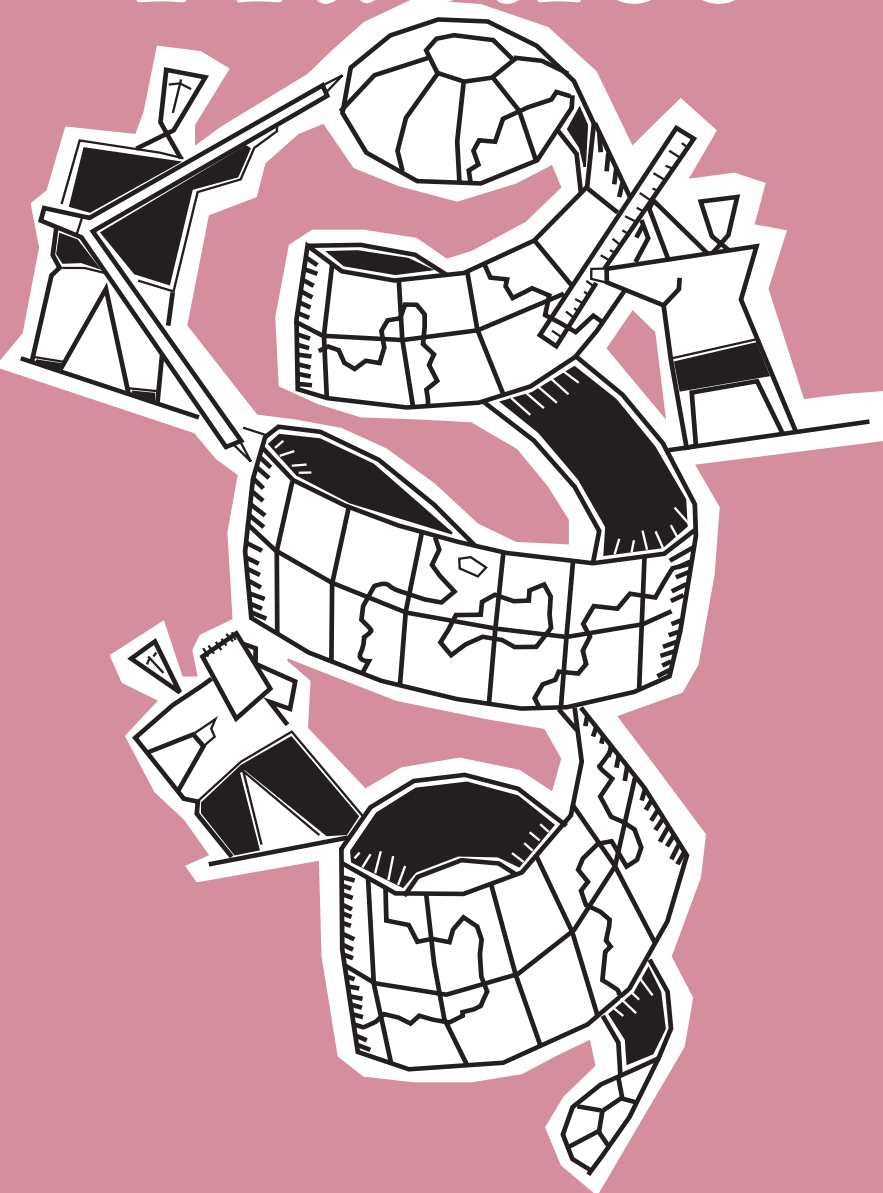


Theory — INTO — Practice



Global Citizenship Education

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WALKINGTON**

PROFESSIONAL DEVELOPMENT
FOR GEOGRAPHY TEACHERS
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Introduction

Geographical systems, from the water cycle to the global trading system, are linked in such complex ways that they present quite a challenge to teachers helping students understand how the world works. These links have generated the geographical concept of interdependence; this concept is central to geography, because it offers the opportunity not only to share geographical knowledge but also to foster a global perspective. An example of this is the theme of water, common to geography at all levels. Whether we study the complex flow of a river or the first elements of the water cycle the fact remains that without water we cannot survive: this need links every person on the planet, regardless of cultural background, race, gender, age or nationality. A common resource, constantly moving, shared by all the world's citizens; water cannot be truly owned. Teaching about this concept offers the potential to convey a global perspective.

The concept of interdependence is also fundamental to an understanding of the rights and responsibilities of all citizens. To have meaning to students such rights and responsibilities must be considered in relation to real systems, centred on individuals within their cultural and social contexts. The definition of 'citizenship' adopted in this book focuses on the global scale, which provides an holistic interpretation of the term. It is at this global scale that the concept of citizenship may have the greatest potential to contribute to geographical understanding.

This book explores the complementary aims shared by geography and global citizenship education and suggests that learners can benefit greatly from a combination of these perspectives within an investigative framework. It focuses on the potential for teaching global citizenship *through* geography and describes research which shows how a number of teachers have successfully put this into practice (some without even realising it!). The book proposes that good practice in global citizenship education is achieved through actively involving pupils in their learning. Moreover, students can only learn to understand the world and how they fit into it as global citizens if they have awareness of themselves and their own values and attitudes. The research also proposes a 'tried-and-tested' framework which allows teachers to reflect on the extent to which their practice currently addresses the teaching of global citizenship. This framework should also help teachers consider how their practice could develop global citizenship education through geographical outcomes in the future.

The research described in this book comes from a broader study of teaching practice in primary schools from which the theme of global citizenship arose. This revealed a connection between the teaching of global citizenship through geography and a particular set of classroom methods and makes the findings relevant to teachers of all age ranges.



Gaining a clear understanding of the term 'global citizenship' must be the first step in the process, so Chapter 1 attempts to define this concept and some of the characteristics of global citizenship education. Chapter 2 considers the research process and findings in relation to teachers' aims for teaching about the developing world. Chapter 3 outlines the range of methodologies used by teachers in the study as well as identifying those methods most closely associated with global citizenship education. Chapter 4 sets out the 'How-Why' model, to support reflection and professional development. Here the model is discussed within the context of teaching about developing localities. Chapter 5 highlights those themes which link geography teaching and global citizenship education. It also emphasises how the use of active, enquiry-based methods can enable all teachers of geography to engage in global citizenship education.



How to use this book

This book is intended as a practical working document to support the work of individual geography teachers and geography departments in schools. Figure 1 offers guidelines on how individuals and groups of teachers can absorb the issues raised in this book into their work in the geography classroom. Column two consists of a set of strategies on which to build good practice, and is by no means exhaustive.

Type of teacher	Activity
Individual geography teacher Newly-qualified teacher Novice teacher Non-specialist teaching geography	<ul style="list-style-type: none"> • Enhance personal knowledge of global citizenship and clarify specific aspects of the term in relation to different areas of geography, e.g. human geography, human-environmental relationships. • Identify possible ways of delivering global citizenship teaching through geography using a variety of approaches, e.g. the design of experiential activities. • Critically evaluate teaching in the light of issues identified in this book. • Reflect upon the content and methods used in classroom practice in relation to the 'How-Why' model.
Head of geography department Geography teaching team (including non-specialists)	<ul style="list-style-type: none"> • Create opportunities via in-service training to share knowledge of global citizenship and identify teachers' understanding of the term prior to teaching related aspects of the subject. • Share reflection on practice using the 'How-Why' model between members of the departmental team. • Consider the opportunity for linking global citizenship education to progression of geographical enquiry through the key stage/school. • Evaluate current schemes of work to identify opportunities for delivering global citizenship education in geography at all levels. • Evaluate current geography textbooks and other resources for possible use in delivering global citizenship education. • Plan opportunities for ongoing research into ways of delivering global citizenship education through more active experiential-based learning. • Liaise with feeder primary schools to support non-specialists teaching global citizenship through geography and to enhance the transition from key stage 2 to key stage 3.
Other subject departments within the school	<ul style="list-style-type: none"> • Liaise with departments, e.g. science and religious education, to ascertain how certain geography and global citizenship-related concepts are being taught and assessed • Ask for feedback on students' understanding of the term global citizenship identified when teaching related concepts in other departments.

Figure 1: How individuals and groups can use this book.



These primary children have been working collaboratively in their school garden (shown in background) in Mzimuni, Zimbabwe.



2: Global citizenship through geography

2

This chapter reports on research into teachers' aims in teaching about the developing world, research which was carried out as part of a broader study of images, aims and practice in this area. Their aims, though diverse, reveal a clear progression towards teaching geography for global citizenship; this progression is shown in Figure 4 at the end of this chapter. Because the research described in this chapter was undertaken with teachers of geography in primary schools the term 'pupils' has been used to distinguish between them and students in secondary schools.

The research

I studied the classroom practice of a group of primary school teachers during their delivery of the national curriculum requirement to study a contrasting locality in:

'a country in Africa, Asia (excluding Japan), South America or Central America (including the Caribbean)' (DfE, 1995, p. 5).

In using the term 'a contrasting locality' the Department for Education avoids using an all-embracing term for other countries. This highlights a problem with 'labels' such as 'Third World', 'Economically developing' or 'South' which are often associated with negative images and stereotypes. In my research it has been impossible to avoid labelling the countries for quick reference. I decided to adopt the term 'developing locality' simply because the process of 'development' can be conceived in a positive way and the dynamic nature of a 'locality' is encompassed in the phrase.

Three aspects of teaching practice were central to my research:

1. Teachers' *images* of the localities they had chosen to teach about.
2. Teachers' *aims* for teaching these localities in terms of learning outcomes and the way that these aims influenced their practice.
3. The *content and methodology* which characterised the teachers' practice.

As my research investigated the degree to which teachers adopted learner-centred, enquiry-based, active participatory styles (termed 'Why'-type teaching) I was particularly interested in their classroom approaches. I found that a teacher-led, didactic, descriptive



Photo: Steve Mitchell



approach ('How'-type teaching) was most common. During the research I developed a tool to structure teachers' reflections on the balance between their use of How- and Why-type teaching practice in the classroom. Although the teachers involved in the research were exclusively from primary schools, the findings are relevant for geography teachers at secondary and tertiary level.

Two methods of data collection, question and interview, were used to discover how teachers had taught their chosen developing locality. A detailed questionnaire was completed by 68 primary school teachers, of whom 24 were interviewed. These comprised:

- eleven teachers with information about the developing world gained from secondary sources, e.g. books, television,
- two teachers who had spent a short holiday in a developing country and
- eleven teachers who had taught for at least two years in a developing locality with Voluntary Service Overseas before returning to teaching in the UK.

All the teachers were asked to outline the aims for the topic, and how they taught it (i.e. content covered and methods used). These are described in Chapter 3 (pages 25-32) with an in-depth discussion of those relating to global citizenship education.

Emerging aims

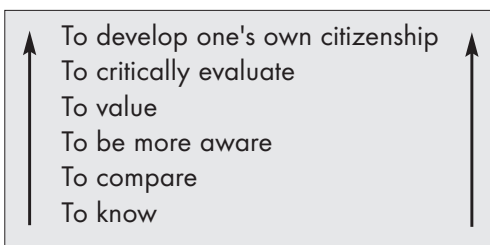
Six aims emerged from the responses in relation to teaching about a developing locality.

1. Fulfilling the national curriculum
2. Seeing similarities and differences
3. Increasing global and cultural awareness
4. Giving children positive images/values
5. Developing critical thinking skills
6. Delivering global citizenship education

The aims shared by all teachers (regardless of experience) were 'increasing global and cultural awareness' and 'giving pupils a positive image of the locality'. Those teachers with no direct experience of the developing world focused their aims on fulfilling the national curriculum and encouraging their pupils to see both similarities and differences between the developing locality and the home area. Those teachers with first-hand experience tended to raise aims such as developing critical thinking skills and global citizenship education. These results showed that while all the teachers fulfilled geographical aims, some were able to combine these with global citizenship education.

Figure 3:

A progression in aims.



The six aims can be ordered to form a progression from fulfilling the educational agenda to a fuller awareness of global citizenship (Figure 3). The themes which arose from the teachers' descriptions are discussed below in relation to this progression. Each of the key aims is described and exemplified using extracts from the interviews. In each extract the key point is emboldened, while the teacher's own emphasis is italicised. (Names have been changed throughout.)



National curriculum knowledge

The need to fulfil an educational agenda was paramount to many of the teachers. This agenda included:

- the national curriculum requirements, e.g. the similarities and differences between places and geographical skills (DFE, 1995, pp. 3 and 5),
- literacy targets and other self-motivated goals derived from the teacher's own educational philosophy (e.g. to 'stretch' the children).

Together these represent general educational aims which extend beyond the context of a developing locality as this teacher's succinct comment indicates:

'Basically we're trying to **teach skills** through this particular place. It just happens to be Pakistan.' (Lisa)

Similarities and differences

There was wide variation in the way the teachers treated *similarities and differences* between the home and the developing locality. Some teachers stressed underlying similarities to a greater extent than differences and attempted to explain the reasons for disparities, whereas others tended to highlight the differences in a descriptive manner. An awareness that similarities and differences exist, but that the differences should be valued, was central to the aims of all the teachers. All teachers also stressed the skill of comparison. The teacher quoted below was very keen that her pupils should look at the concerns and issues in their own locality and those of the contrasting one - in this case Chembakolli, a village in India. She describes the concerns of her own locality first:

'You might elicit from the children heavy traffic, there's a lot of house building, there are various **concerns about the environment** and then we'd go to the concerns that the people in Chembakolli have about their environment ... getting water is one of them. We would look at that too and think about how we get water at home and we would relate it to Chembakolli, so there is a comparison all the time.' (Norma)

Global awareness

Global awareness centred upon broadening pupil's horizons by encouraging them to recognise diversity and raise their awareness of other cultures. One teacher noted how this was strongly related to encouraging pupils to see something from the point of view of another person.

'I want them to broaden their horizons. I want them to see beyond their everyday experience ... they are still at the immature stage where they see **everything in relation to themselves**. I'm trying to extend it to look beyond that. That's for their own development.' (Geraldine)

Positive images, values and attitudes

The theme of *positive images, values and attitudes* stemmed from a number of the teachers' concerns:



- the desire to counter negative images and stereotypes,
- to foster children's appreciation of the diversity of people and places,
- to be tolerant and respectful rather than judgmental, and
- to give pupils a 'real' picture of the place - a fair representation.

This theme had two parts, one concerning pupils' images of the developing locality, and another focusing upon their attitudes toward the place and people. As conveying 'fair' or 'positive' images of the locality was a key aim, teachers frequently mentioned the range of images which they felt were appropriate and, for example, whether these images captured the diversity of the location or whether they challenged stereotypes and gave a sense of dynamism in the locality. However, the concept of a 'fair image' remains problematic: people create and select images and they are, therefore, often subjective or 'biased'. It is difficult to be objective about places to which we are attached and easy to be influenced by others when considering places of which we have limited experience. The bias can be equally severe in both cases. In the classroom this presents the opportunity to encourage enquiry and critical thinking, so that students can reflect on and evaluate all images.

Positive values and attitudes were often mentioned as a response to the pupils' own values and attitudes, as this teacher's comment shows.

'I want them to have an awareness that it's not full of people who are dirty ... I want them to have a positive image because most pupils will look at the colour of skin of the people in the photographs and will **start making assumptions** about what they are doing and why they are doing it.' (Kay)

Critical thinking

Critical thinking as an aim was fulfilled in relation to the developing locality through:

- the consideration of moral issues such as prejudice,
- an examination of the underlying causes of specific patterns such as inequalities in wealth, and
- by questioning and evaluating relevant information.

It also related to a critical evaluation by the teachers of their own images and preconceptions and to concepts such as development. Critical thinking was a highly significant theme for some teachers, as the quote below shows. This teacher describes how she wanted her pupils to consider critically the messages behind the photographs they were studying.

'I want them to come away with basic geographical information about India and where it is in the world but I also want them to come away understanding that **information is only as good as the people who give it** to them ... I'm always trying to show them how their impressions change depending on the source of information. They learn to **question the purpose** of what they read and look for the **underlying message**.' (Ruth)



This example relates to the need to consider bias in materials and to develop and rely upon one's own critical thinking skills (Dove, 1999). Teachers also described critical thinking as evaluating one's own values and attitudes in the light of others, and most teachers saw evaluation as an important precursor to developing their own concept of what it is to be a global citizen.

Global citizenship education

Two topics became apparent in relation to *global citizenship education*.

1. The *concepts* necessary for global citizenship:
 - being able to reflect on the local community,
 - the interdependence of people and places throughout the world,
 - a feeling of self-esteem, identity and personal development.
2. The *skills* which young people need to develop their own concepts of citizenship:
 - the abilities to challenge ideas, and
 - the means to develop a sense of personal responsibility and involvement with the issues of the locality being studied.

The age of the pupils in this study meant that these skills were often developed through simulations. With secondary school students active participation in collaborative projects is possible.

The aims most frequently mentioned when teachers elaborated on global citizenship education were 'pupils' involvement with issues in the developing locality' and 'self esteem'. These are exemplified below.



Pupils' involvement

The majority of teachers questioned wanted their pupils to become more involved with the developing locality at a personal level, and many used activities like role-play to achieve this. The example below relates to an activity adapted from the *Focus on Castries, St Lucia* photopack (Bunce *et al.*, 1997). The teacher, Kay, developed a range of roles for her pupils based on different options for the development of a banana plantation, e.g. tour companies, plantation workers, ecologists. Kay describes why she chose this approach:



'... they really got into role and they **actually saw themselves as those people**. I had to spend a long time calming them down as they were still saying "I'm a banana grower and I don't want my land ..." and **we tend to talk about places far away with a detachment** that "yes in this country *they* ..." and I would always say "Well who is *they*?" By taking on the role themselves they actually saw how those people might think and it worked because they came away very fired up and saying "Crikey we always thought that people didn't bother about things like that, but **when we were there** we did" ... **we got it on a very personal level.**' (Kay)

This experience highlights how active learning can both overcome the problem of detachment from distant places *and* promote global citizenship education. Phrases like 'When we were there' indicate that the pupils had 'moved into' the locality during the role-play; the experiential approach also increased their involvement with the issue. The pupils 'saw' issues like land ownership, fair trade and the problems as well as the benefits of tourism from another person's viewpoint and, importantly, they made the connection between these issues for themselves. Kay reported that the sense of involvement the pupils felt had remained with them. Some time after the role-play the pupils watched a video on the banana trade in St Lucia:

'... and they felt the empathy then because they were talking about the problems of the banana trade and the tourist trade and **how the problems are linked**. They were all sitting there saying "Yeah, well that's what we said." They could then understand what was being said, whereas before, they might just have said "Oh they are moaning again." But **because they had thought up those ideas themselves it seemed to them to be more important.**' (Kay)

Self esteem

All teachers aimed to increase the self-esteem of their pupils; however, those teachers who work in multi-ethnic schools particularly emphasised the need to increase the self-esteem of the pupils for whom English is a second language (ESL). Clare, a language support teacher, aimed to give a positive image of the locality, designed to balance negative preconceptions and to increase the ESL pupils' esteem.

'I'm trying to get across to them that this is not something that is exotic and bizarre and frightening and not something that you can dismiss as being inferior ... you are actually dealing with a fascinating viable culture that could teach us a thing or two. The children have fun and games, they go to parties and they go to weddings and they do lots of the things that kids do today, that they do them differently doesn't invalidate them in any sense ... After I've done this usually I find that the **children's attitude towards my ESL pupils improves**. They want to know more about the ESL pupils and are more impressed by the fact that the ESL pupils speak another language. Instead of it being perceived that this person is stupid because they don't speak English, this person is clever because they speak another language *and* they speak some English ... **it raised awareness amongst their peers tremendously.**' (Clare)



Methodology

Some teachers also mentioned the theme of 'methodology' or teaching approach as an aim, but I found that this permeated the six aims described on page 16. As Lynch (1992) notes, methodology is important in its potential to convey, either explicitly or subtly, a values message:

'These modes [methods] are powerful socialising media and they are probably more potent in inculcating values and attitudes than are curricular knowledge or materials. They express the real underlying purposes of educators and illustrate the way in which educators seek to deliver the content and form of citizenship education' (Lynch, 1992, p. 34).

My research suggests that all teachers, regardless of their experience of the developing world, can develop the themes of citizenship and critical thinking by adopting enquiry-based approaches (i.e. Why-type teaching - see pages 16-20). The teaching methods used by teachers vary; those adopted in this study are elaborated upon in Chapters 3 and 4.

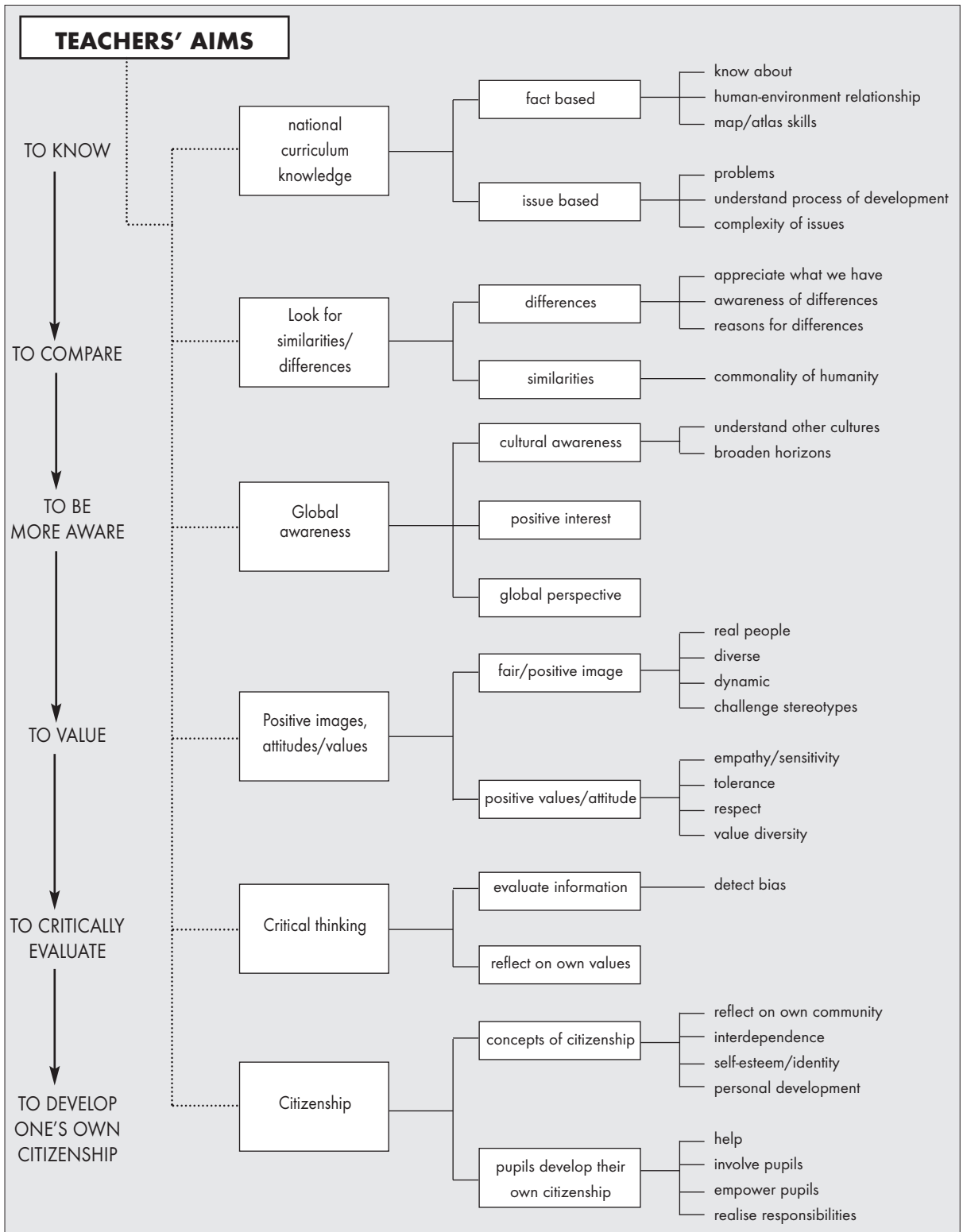
Discussion

The research indicates that those primary teachers who focused on developing their pupils' understanding of global citizenship also developed a set of mutually supportive aims. These are:

1. Encouraging the recognition of the interconnected nature of places and people.
2. Engendering a sense of responsibility in the pupils for their own actions.
3. Increasing pupils' self esteem, especially that of ESL pupils.
4. Teaching the skills of critical thinking and evaluation.
5. Employing active participatory approaches to learning.
6. Allowing pupils to work collaboratively.

Those teachers whose aim was to encourage global citizenship were generally teaching about localities on the basis of first-hand experience. They reported that the experience of living and working in the developing world provided them with the confidence to involve their pupils with global issues, even when they were teaching about unfamiliar localities.

There is a correlation between the *Education for Citizenship: Curriculum Guidance 8* (NCC, 1990) and the global citizenship education aims reported above. The NCC citizenship objectives include an awareness of the similarities and differences between people which can lead to an acknowledgement of human diversity and interdependence. The NCC document also highlights the detection of opinion, bias and omission in information as a skill, as well as positive attitudes and respect for different ways of life and beliefs (NCC, 1990). These were all concerns addressed by the teachers questioned during this research.





Summary

Teachers' descriptions of their underlying aims (with respect to teaching about a developing locality) appeared to show a progression from 'conveying geographical knowledge' through a teacher-led approach to 'teaching geography for global citizenship education' through pupils actively participating in a range of classroom experiences. This progression incorporates the development of pupils' skills and values as well as extending their knowledge base. Figure 4 summarises the progression in teaching aims from isolated knowledge to global citizenship.

The research shows that these teachers' aim to incorporate global citizenship education within the geography curriculum arises from their desire to develop pupils' values and attitudes. All of the teachers interviewed wished to provide their pupils with the critical skills necessary for their future in an information-rich society. This raises the question 'How are these aims put into practice?'; Chapter 3 provides some answers.

Figure 4: A model of key stage 2 teachers' aims when teaching about a locality in the developing world.

Theory — INTO — Practice

The aim of *Theory into Practice* is to take aspects of current research into geographical education and deliver them directly to the classroom practitioner. Geography teachers from across the professional spectrum will be able to access research findings on particular issues which they can relate to their own particular context; thus students will benefit from new and well-informed approaches in the classroom, whilst teachers will keep their own professional development fresh and up-to-date.

A key element in the series is to encourage teachers to reconsider their thinking about teaching and learning in geography; we hope to reinvigorate the debate about how to teach geography and give teachers the support they need to revisit essential questions like:

- Why am I teaching this topic?
- Why am I teaching it this way?
- Is there a more enjoyable/challenging/interesting/successful way to teach it?
- What, how and why are the students learning?

The books in the series will provide a framework for challenging current assumptions about the nature of the subject in schools and answering these questions in new and well-informed ways.

Each book in the series has been contributed by acknowledged experts in their particular fields.

Global Citizenship Education

HELEN WALKINGTON

This book demonstrates that geography and global citizenship education have complementary aims, and looks in detail at the classroom strategies used by teachers who have successfully taught global citizenship *through* geography: most significantly, enquiry-based, participatory approaches .