

What Global Education Should Focus on

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Received: July 1, 2017

Accepted: August 14, 2017

Online Published: September 1, 2017

doi: 10.23918/ijsses.v4i1p82

Abstract: As globalization raises new threats, so does the need to be globally skilled. The ability of teachers to be globally capable will allow them to participate in and explore solutions to issues in society. In the 21st century people are faced with more complicated events than they used to be and their global ability to interpret these things in confidence is more important than it used to be. Teachers have the key role to encourage people to deal with global issues as they are at the center of learning. Teachers are at the heart of every educational system. In order to help people to be aware of global issues, their professional development holds a very significant place. If teachers are not educated at a sufficient quality level, they are not expected to find solutions to global problems. This paper defines global education from different perspectives and stresses the elements global education should focus on.

Keywords: Global Education, Culture, Respect, Global Issues

1. Introduction

Different definitions have been made for the term global education. Global education means to be sensitive to global affairs, to have a sense of global visions, to have knowledge about the events happening in the world, and to give an international character to the curricula. Morris (1977) argues that global education in a simple way is to provide training for responsible citizenship in a rapidly connected society. Michigan Department of Education (1979) defines global education as joining or working with the societies and systems of the world for lifelong development. This development comes from social, cultural, racial, economic, linguistic, technological and ecological aspects. Global education refers to learning simple concepts and principles that are related to the society.

Global education is to have knowledge about problems and issues that are beyond borders. It refers to having a good command of systems, ecology, culture, economic, politics and technology. Global education is to look at the issues and problems of the people in the world from their perspectives. Global education is to be aware of the events while thinking differently and to make accurate comments (Tye, 1990). Global education is defined as a social movement. Tye (1990) describes social movements as programs or activities that lead people to social changes. Global education has been seen as a temporary opportunity to social change.

2. What Global Education Should Focus on

Ludwig (1977) defines global education as daily facts, and argues that global education should include the following aspects:

1. The role of the America in world relations and the situation of the world
2. Information about places of the world
3. Information about languages and cultures of people
4. Information about the contributions and experiences of the people

The relationship between countries and people and to have sufficient amount of information about them is a prior issue in global education. This information plays a role for the individuals to know about other people and their cultures. Anderson (1979) describes global education as a method to better prepare human and global citizenship and to make changes to the social content of education. Frequently repeated concepts in global education are:

- a. Attitude
- b. Information
- c. Talents

These terms need to be better interpreted to understand the term global education. We can summarize the elements of these concepts as:

Attitude	information about the world
	the relationship between places and people
	respect for others
	respect for culture
	all people belong to the same world
Information	about the changing world
	changes and disagreements
	other cultures
	global issues
	international days

Skills	foreign language
	relations between cultures
	information process
	alternative planning for the future
	respond to changes
	making decisions
	make judgments
	make an impression

Global education is simply being well aware that there are other people with their own languages and cultures in the world and living with them in harmony through promoting mutual understanding. Individuals need to change their attitudes towards others and need to collect information about their cultures and values, and finally they need to develop skills to embrace the changes for the establishment of a tolerant society.

Long and King (1964) define the elements that global education should focus on:

- respect for different cultures
- respect for others
- feeling responsibility for human and nation roles

What should be taught in global education is a point that should be dealt with. Anderson (1979) argues that the human factor must be studied, and Long and King (1964) argue that the events in the world, why they originate, and what solutions and proposals should be found for them should be included in global education. Brodbelt (1979) suggests that critical issues must be at the center of global education. Anderson (1979) argues that global education should target the following aspects:

- Encourage people participate in global issues
- Encourage people to make decisions
- Encourage people to make judgments
- Encourage people to be more effective

Merryfield (1998) seeks to address the goals of global education:

- being aware of global and local ties and fighting for human rights
- be able to decide your own press
- struggling for social justice
- striving for a better life

- strengthening relationships among people
- being aware of global content
- to give people the ability to think

Global education aims to develop inter-community relations to create respect and tolerance. Individuals need to live responsibly in the community and education is the best way to help people become aware of differences and create a setting in which they learn about diversity. Merryfield (1990) argues that teachers should prepare themselves for global education and they are in need of talent and intelligence to teach the following concepts:

- a. The concept of mutual solidarity and interdependence as a system
- b. Acceptance and respect of cultural differences, at the same time the confirmation of the differences and similarities between students and cultures
- c. Being aware that student decisions can be influenced by global influences

This idea emphasizes the need for teachers to have a global perspective. The global education field offers many proposals to the teachers who prepare themselves for the global perspective. The most popular model is the Hanvey Model (1976). This model is the most commonly used model in American schools. The Bo model offers three major tips to teachers on how to teach with a global perspective:

- a. To teach philosophy and purpose of Hanvey Model
- b. To improve global perspective by using evolving global activities
- c. To make an individual's or a nation's ideas a world view

The Hanvey model is an effective teacher training model. It has mainly two objectives.

- a. Making the content of the school global
- b. Developing an effective strategy for assessing the learning outcomes of the students

Hanvey argues that this model needs to be addressed in different areas for better presentation. First, Hanvey stresses the need to understand the different aspects of different people and nations. Hanvey claims that these views constituted the beliefs and assumptions of the individual. These values are shaped by extreme influences and will continue to be shaped. Since different opinions cannot be accepted by everyone and can be quite different from our thoughts, it is necessary to examine the conflicts, and these differences should be respected. Classroom activities may include texts containing prejudice, discrimination, and racism. In this case, tolerance should be taught. At the same time, it should be emphasized that there are different views and they should be respected. Teachers should be aware of the differences in the practices and ideas in a society.

3. Conclusion

Education and globalization dynamics have become a central issue. With the emergence of globalization, national boundaries have not kept people in or out of the protected zone. Global education has begun to be used in education beyond borders and is focused on shaping the commitment of the individual. Teachers have the primary role in preparing the individuals for the global world. For that reason, teachers should be aware of global affairs and develop their skills to deal with them.

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