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Global Citizenship Through the Eyes of the Grade Seven Elementary Students: A Case Study

Eva Jaberi
The University of Western Ontario

Supervisor
Dr. Marianne Larsen
The University of Western Ontario

Graduate Program in Education

A thesis submitted in partial fulfillment of the requirements for the degree in Master of Education

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GLOBAL CITIZENSHIP THROUGH THE EYES OF THE GRADE SEVEN
ELEMENTARY STUDENTS: A CASE STUDY

(Monograph)

by

Eva <u>Jaberi</u>

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of the requirements for the degree of
Master of Education

The School of Graduate and Postdoctoral Studies
The University of Western Ontario
London, Ontario, Canada

Abstract

This case study in Southwestern Ontario, Canada explores 22 grade seven students' perceptions about global citizenship, their stance as global citizens and the sources that students draw upon for global learning. Using the Global Citizenship framework and existing theories in the field, this exploratory case study addresses the lack of empirical enquiry in the literature, revealing the roles of schools, the media/social media and the family in shaping emerging global citizens. This study provides evidence that students relate being Canadian to being global citizens. Their global learning mainly happens outside of school. The majority of participants reflect the passive form of citizenship, and some show potential for active and analytical global citizenship. Global Citizenship Education (GCE) is not sufficiently operationalized for elementary students, and the practices associated with creating global citizens are limited in schools. To create opportunity for GCE to foster global citizens, schools should adopt analytical approaches in knowledge acquisition and incorporate global citizenship concepts in educational programs.

Keywords

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Table of Contents

List of Tables

List of Appendices

List of Figures

Chapter 1: Introduction

"Global Citizenship is the whole world being connected, everybody trying to help each other an[d] work without war" (Sky, student participant, 2014).

We live in a new era that is evolving through many unprecedented developments, bringing people of all walks of life together. Significant changes in political, economic, and social spheres stirred by the advancement of globalization demonstrate the magnitude of human capacity and its potential, but, more importantly, they dictate the urgent need for world societies to collectively figure out how to interact with each other in order to advance common well-being. To determine our collective futures, we need to acquire profound understandings of global developments and expand our global consciousness. Many believe that global knowledge and global mindfulness should be fostered through global citizenship education (GCE), thus suggesting that all the students who have access to the GCE have a greater potential to become global citizens.

As a mother of young teenagers[1], I often think about the forces that influence young peoples' lives individually and collectively. I also think about how much as a parent I support their preparation for the unexpected future, how well I understand the needs of their generation, and prepare them to carry out the responsibilities of adulthood, as global citizens. Looking at today's youth, and particularly young teenagers, I only can imagine how challenging is for them to develop world embracing thoughts and noble

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[1] Young teenagers, young people, elementary students and youth, are used interchangeably throughout this study to refer to young people generally between the ages of 10-15.

characters, when targeted by consumer cultures, individualistic ideologies and related technological developments. Yet, I agree with Franklin D. Roosevelt, who states that "we cannot always build the future for our youth, but we can build our youth for the future." With this belief, I consider it valuable to examine the role of different agents, such as schools, family, individuals, communities, media and social media in young people's self-construction. To foster emerging global citizens, to support their acquisition of information, including global events, adequate skills, and analytical thinking, it is vital to understand what these young people learn both inside and outside of their schools.

1.1 Background and Rationale

"Global Citizenship" is a relatively new term that reflects our understanding of this global era. It has become quite popular world-wide and especially in Canada (Byers, 2005). It is frequently used in media, in governmental and non-governmental documents, in diverse academic literature and educational curricula. Various institutions cite global citizenship in their mission statements. For example, the Canadian International Development Agency (CIDA), in conjunction with the Department of Foreign Affairs, Trade and Development (DFATP) facilitates a Global Citizens Program**,** which aims to "engage and mobilize Canadians as global citizens to participate in international development initiatives in three significant areas: public awareness, education and knowledge, and youth participation" (DFATP, 2011, p. 32).

According to the UN, global citizenship can be viewed as an interdisciplinary lens through which one can analyze the history and development of our changing world, cultural identity, economic fairness, education, environment, gender equality,

globalization, health, peace, social entrepreneurship, social justice, and sustainable

development. "Global citizenship is an umbrella term for the social, political,

environmental, and economic actions of globally-minded individuals and communities on

a worldwide scale" (UN, 2013). Likewise, many scholars have recognized the above

mentioned themes as the key concepts of GCE (Barnouf, 2000; Hicks, 2003; Landorf,

2009; Merryfield 2009).

Numerous countries, including Canada, identify GCE as an important feature of

their official school curricula (UN, 2013). Different world-wide organizations, such as the

United Nations (UN), United Nations Educational, Scientific and Cultural Organization

(UNESCO), Oxford Committee for Famine Relief (Oxfam), Development Education

Association (DEA) and CIDA, promote and fund many projects that support education

for global citizenship. Learning to see the world through the eyes and minds of others,

learning about issues that cut across national boundaries (Tye, 2003), has become an

aspiration for various educational systems, governmental and non-governmental

organizations (NGO), which strive to promote education for international understanding.

Given the significant efforts these organizations have coordinated, more needs to be

known about the impact of GCE on students.

According to Oxfam's curriculum for global citizenship, young people should be

given opportunities to develop critical thinking, embrace diversity and act responsibly

towards themselves and others. The aim of global citizenship education is to "[enable]

pupils to develop the knowledge, skills and values needed for securing a just and

sustainable world in which all may fulfil their potential" (Oxfam, 2006). In Canada, GCE

has been promoted for over two decades mainly through social studies (SS) curricula or

integrated across the curriculum (Mundy et al., 2007). In the province of Ontario, for

example, *The Ontario Curriculum: Social Studies, Grades 1-6; History and Geography Grades, 7-8, 2013,* addresses the main concepts of global citizenship through the – *Canada and World Connections* strand. According to this strand of the curriculum, students will be able to develop the understanding of global issues of political, social, economic, and environmental importance, discover the interconnections between these issues, and acquire global perspectives and a sense of active citizenship. Indeed, one of the objectives of the Social Studies, History, Geography, and Canadian and World Studies programs is "to enable students to become responsible, active citizens who are informed and critically thoughtful" (Ontario Government, 2013, p. 47). Thus, it is important to examine how schools create young global citizens.

Education in the 21st century is responsible for preparing and motivating learners for the challenges of the current world. Many contend that it is the role of GCE to prepare students for today's social, cultural and economic world, to provide knowledge about the world's physical and social realities, and to assist learners with the development of adequate skills, attitudes and behaviors to deal with these realities (Hicks, 2003; Krogman & Foote, 2011; Merryfield, 2009; Pike, 2008). Even though the above aims are the explicit goals of GCE, little research has focused on the processes or actual outcomes of these goals.

Moreover, some scholars argue that similar to professional schools, elementary and high schools in many countries have the potential to become agencies of economic and social development (Kuzminov et al., 2011). However, while there is a wide range of research on global citizenship conducted in post-secondary or high schools (e.g. Abdi & Shultz, 2008; Davies et al., 2005; Shultz, 2011; Stearns, 2009), far fewer studies (e.g.

Mundy et al., 2007; Richardson 2008) have been done on global citizenship in elementary schools.

The following exploratory case study attempts to provide insight into a) what global citizenship means for elementary students, b) what kind of global citizens they are, and c) what factors shape their understandings of global citizenship.

1.2 Positioning of Self as Researcher

I would like to consider myself a global citizen who has a long-standing interest in the topic of GCE. I have encountered multiple occasions when global knowledge or an understanding of world-wide interdependence was distorted among my two teenage daughters and their friends. One day (shortly after we moved to Canada) my seventh grader came home and shared her surprise at how her classmates did not know about many countries and people around the world. She said it was strange for her classmates to hear about the customs of people from other nations, and make connection between their own, and other (different) ways of life. This small encounter triggered my curiosity as a mother, an educator and a member of multiple cultures, to explore the advancement of GCE in Canada, and ultimately was the catalyst for this study. I chose to conduct the study in the elementary school where my three children are enrolled. I hoped that being a familiar face at the school would be beneficial in gaining access and trust of the student-participants.

Life has offered me the experience of living in diverse environments and working in different educational systems in the USSR and the Middle East. I have had the pleasure of encountering different ethnicities, cultures and ways of life. These experiences

continue to shape my perceptions, attitudes, and beliefs about the world I live in, and strengthen my understanding of global citizenship. I agree with Pike (2008) that education should be relevant and responsive to the world in which we live, and should be guided by advanced concepts and assisted by effective teaching strategies, both of which are vitally important for bringing out a greater social role from education. I believe that global citizenship, as developing an analytical global outlook and a sense of moral responsibility for personal and social transformation, can be attained by individuals. Like Shultz (2007), I think that, as global citizens, we are obliged to "build spaces of understanding and engagement that extend beyond traditional boundaries and create new ways of negotiating global relations" (p. 257).

Assumptions

Four assumptions underlay this study. The first assumption is that globalization is influencing young people. It is difficult to examine any social enterprise of the 21st century without taking into consideration processes of globalization. Globalization, often defined as the flow of technology, economics, knowledge, people, values, and ideas across borders, is constantly influencing different aspects of human enterprises, challenging state/national, social and economic boundaries (Beck, 2000; Giddens, 2000; Held & McGrew, 2000; Knight, 2004). Today's world is not what it used to be 20 years ago. The lives of youth today are constantly shaped by a wide range of experiences that are very different from those of youth one or two generations ago (Nugent, 2005). These experiences can be attributed to processes of globalization, as technological and economic developments, or interaction with different groups of people, ideas and values. How young people cope with these new developments and how they see their roles as members

of our globalized world is an important inquiry. According to Bourn (2008), "[t]oday's young people may be more globally aware and experienced than any previous generation but that does not automatically make them global citizens" (p. 55).

The second assumption underlying this study is that the mass media plays a role in shaping youth as global citizens. Globalization has brought rapid exchanges of information. Modern technological devices, which are intensively accessible to many students in western countries, provide streams of information. Young people today process more information than any other previous generation. Youth are constantly receiving news, often contingently, and become aware of many events around the world. The effect of these factors cannot be underestimated (McGrath, 2009; Miles, 2004).

The third assumption is that GCE has the potential to prepare students to function in our globalized world. According to the literature, education for global citizenship, which can happen both within and outside of school, can foster the acquisition of the necessary attributes, skills and knowledge that are necessary for active global citizens (Evans, 2003; Pike, 2008; Shultz, 2011). In Ontario, where my study takes place, the majority of explicit teaching about GCE takes place in the social studies (SS) classroom. The SS curriculum claims to provide young people with the opportunity to become responsible, active, critically thoughtful and informed citizens who value an inclusive society, as well as to equip them with concepts of disciplinary thinking, and the skills for collaborative and cooperative relationships (Ontario Government, 2013).

Thus, the fourth assumption is that schools (still) play a role in shaping students as global citizens. Shaping individuals' personalities and perceptions incorporates different forces that influence individuals' lives. Considering the large amount of time that students spend at schools, it is reasonable to consider the impact of schooling on young people.

Indeed there is some research that shows how public elementary schools can become agencies of wider social goals as economic and social development (Kuzminov et al., 2011), including global citizenship.

1.3 Purpose and Aims of this Case Study

The purpose of the study is to contribute to the existing literature on global citizenship education, and practices associated with creating global citizens. This study aims to contribute qualitative knowledge about how young people perceive global citizenship; where they gather information about the wider world and its current challenges; how they consider themselves, if at all, global citizens; and how school and media support students' preparation for social responsibility on local, national and global levels.

 The following research questions are designed to guide this study:

1. What are grade seven students' perceptions about the concept of global citizenship?

2. What kind of global citizens, if at all, are grade seven students?

3. What influences shape their understandings of global citizenship and being a global citizen?

        This research project is a qualitative, interpretivist study based on a case study method. The study aims to examine one homeroom grade seven class' perceptions about global citizenship and analyze those through qualitative inquiry. Three research instruments, a semi-structured questionnaire, a photo image classification activity, and a focus group interview were used to collect data. The qualitative data analysis was done by hand, rather than using a statistical program. The study adopted an inductive research

approach, which moved from specific observations to develop broader patterns and claims.

Thematically, the study is guided by the Global Citizenship Framework, which was developed by the researcher based on the two overlapping conceptual frameworks of global citizenship formulated by Shultz (2007), and Westheimer and Kahne (2004). The outcome of this study will provide an examination of the impact of both the mass media and the official school curriculum on elementary students, thus helping educators and policymakers better evaluate the efficacy of current strategies undertaken in elementary schools to construct global citizens. The findings could be used to improve and enhance global citizenship programs, which will result in more globally mindful students.

1.4 Overview of Chapters

The goal of this case study is to gather rich data about students' perceptions of global citizenship in order to better support students' development as global citizens. Chapter 1 highlights the importance of exploring students' understandings of global citizenship and states the main goals of the study. Chapter 2 provides a review of the literature that examines the history, development, key concepts and types of global citizenship, followed by a critique of gaps in the literature and how this case study contributes to the field. Chapter 2 also outlines the theoretical framework for this case study. The research design, including methodology, case study design, participants, research instruments, analysis and limitations of this project, is described in Chapter 3. Chapter 4 follows in presenting findings about global citizenship through the eyes of participants. The findings are organized around the three categories of citizenship and the themes that emerged from

the study. Discussion/analyses are provided in Chapter 5 and finally, the summary of the

case study with suggestions for further exploration is presented in Chapter 6.

Chapter 2: Literature Review and Theoretical Framework

> Today's young people will grow up to be the citizens of the future: but what that future holds for them is uncertain. We can be quite confident, however, that they will be faced with decisions about a wide range of issues on which people have differing, contradictory views. If they are to develop as global citizens all young people should have the opportunity to engage with these controversial issues (Oxfam, 2006. p. 1).

This chapter provides a review of the literature on global citizenship, which is a subject of global citizenship education (GCE) and is one of the branches of global education (GE). There is an extensive body of literature on global citizenship. First, I will provide a review of the literature on different aspects of global citizenship, particularly the history/development of GCE, and various approaches to global citizenship including ecological, gender oriented, justice oriented and critical global citizenship. Second, I will present a review of the literature concerned with the goals of GCE, challenges of teaching global citizenship, and a description of gaps in the literature. Finally, the contribution of this study to filling those gaps in the field of global citizenship will be provided. The chapter will end with a description of the theoretical framework for this case study.

2.1 History/Development of Global Citizenship

The history and the development of GCE as a part of global education (GE) have been carefully examined by many researchers. Scholars such as Lee Anderson, Robert Hanvey, Jan Tucker, and James Becker, have conceptualized, designed, and implemented global education programs. One of the most eloquent and early presentations of the global perspective was formulated by Robert Hanvey. Hanvey (1976) asserts that GE can help each person relate to the world on cultural, social, economic and other levels. He

provided a comprehensive definition of the concept of "global awareness" and proposed

five dimensions that should assist students in gaining global awareness. These include

Perspective Consciousness, "State of the Planet" awareness, Cross-cultural awareness,

Knowledge of Global Dynamics and Awareness of Human Choices. According to

Hanvey (1976), these five dimensions require an in-depth understanding of global issues,

comprehension of prevailing world conditions, diversity of ideas and practices, high

levels of cognition, an understanding of the world as an interconnected complex system,

and an awareness of interrelatedness on individual, national, and international levels, just

to mention a few. Hanvey's concepts became a framework for GE for many scholars

around the world and have prevailed until today.

In the United Kingdom and Canada, Pike and Selby (1999) can be considered

early proponents of GE. Building on Hanvey's seminal work they developed a four

dimensional model of GE to represent the multifaceted and interconnected elements of

global educational theory and practice together. These dimensions are: spatial, issues,

temporal and inner. Spatial dimension, addresses the themes of interdependence and

interconnections. Issues dimension, which is the substantive dimension, emphasizes

global and local issues. Temporal dimension, explores an interactive nature of passage of

time – past, present and future embedded within one another. And finally, inner

dimension weaves two complementary pathways – journeying outwards and inwards, to

understand the global world.

Early scholars of GE believed that knowledge about the world should inform and

help students to understand themselves – and their roles in the world, related to other

people, cultures, and nations. According to Tye (2003), it was after WW-II that global

and international emphases gradually began to be incorporated into school curricula, and

international educational exchange was promoted. At this stage of the history, the focus

was on programs for foreign language learning, area studies centers, travel-study courses,

teacher training and material development, particularly of lesser-known countries of the

world. US writers argue that Global Education was born between the 1960s and 1970s in

the US, and by the 1980s reached its 'Golden Years'. By the mid-1990s, because of the

changing world order, the golden age of GE, it is argued, was really over (Tucker, in Tye,

2003). However, by the early 21st century, with the support of different programs that

had global content, including networks of schools and organizations that focused on

young people as active participants in the social and political changes in the world, GE

began to gain momentum again (Merryfield, 2009; Pike & Selby, 1999; Sutton, 1999;

Tye, 2003).

Over time, the most common issues addressed in GE curricula became citizenship,

ecology/environment, development, intercultural relations, peace, human rights, global

perspectives, cross-cultural sensitivity, economics and technology (Evans, 2003;

Haakenson et al., 1999; Hicks, 2003; Lenskaya, 2009; Merryfield, 2009; Pike, 2008; Tye,

2009). Above all, GE focuses on development of individuals as citizens of the world, and

it is this emphasis on citizenship that has been made explicit in GCE.

GCE is a term that started to replace GE in the early 2000s. There is a broad body

of literature that examines the fundamental goals of GCE. It is difficult to provide one

single definition of GCE, but most academics agree that GCE is capable of developing

global citizens who will actively engage in global issues and strive for the betterment of

the world (Evans, 2003; Krogman & Foote, 2011; Pike, 2008; Shultz, 2011). The current

research encompasses different versions of globally minded citizenship. Just a few of

these models include: critical global citizenship, ecological citizenship, gender oriented

citizenship and justice oriented citizenship. Each of these versions are briefly described in the following section.

2.3 Approaches to Global Citizenship

Critical Global Citizenship

More recently, researchers have used critical theory to understand the complexities associated with GCE (Andreotti, 2005; 2006; 2010; Merryfield, 2009; Pashby, 2011; Young, 2007; Write, 2012). These authors emphasize the challenges of GCE transitioning from institutionalized divisions of people and ideas to the complexity of the interaction of the global human experience. For example, Andreotti (2006) distinguishes between soft and critical global approach to the central concern in GCE - an understanding of global issues. She suggests an examination of cultural and material local/global processes through the system of unequal power distribution in the world. Using a post-colonial lens, she criticizes the 'global', which represents the interests of rich and powerful "First world" countries, and asserts that education ought to unlearn Eurocentrism and triumphalism, and incorporate the knowledge of 'others'. This new approach provides space for students to reflect on 'their' and 'others' perspectives, views, identities, relationships, and only after that decide on appropriate choice of action. From Andreotti's perspective, the development of students' critical skills can be achieved through "critical global citizenship", while a "soft" approach to global citizenship will reproduce relationships of inequity and power abuse that contribute to global injustice.

Very similarly, Pashby (2011), Merryfield (2009) and Shultz (2007) identify current schooling as the reproducer of social inequities, and call for a critical approach to

GCE, by incorporating more diversity and questioning power relations. These authors suggest a reconceptualization of GCE through informed interdisciplinary and multidisciplinary scholarship from different cultures and worldviews, and through literature, theories, and perspectives that reflect the complexity of the planet in the 21st century. According to these authors, for GCE to become truly global, it is crucial that students learn from the experience, ideas, and knowledge of people who are marginalized and oppressed. Through analyzing the principles of mainstream academic knowledge, identifying their limitations in a world embracing understanding, they call for the decolonizing of the mind as a transformative tool to help people become conscious about the postcolonial inheritance of cultural imperialism. The critical approach, from this perspective, is invaluable in identifying the violence of Eurocentric forms of universalism and Western modernity.

Ecological Citizenship

Many scholars have approached global citizenship through the lens of ecological citizenship (Armoure, 2011; Dobson, 2005; Gruenwald, 2009; Krogman & Foote, 2011; Shiva, 2005; Valencia, 2005). According to this perspective, in our world of diverse traditions, and ethical and institutional principles, human survival and well-being is intimately related to our capacity to understand and deal responsibly with nature. Moreover, global issues, such as pollution and global warming act as the bonding threads and stimulators of the notion of interconnectedness among human beings (Armoure, 2011; Valencia, 2005). But most importantly, the importance of ecological citizenship is not only in a better understanding of human impact on nature, but rather that it can foster world peace and justice, as well as economic prosperity (Armoure, 2011; Shiva, 2005).

Dobson (2005), Krogman and Foote (2011) and Armoure (2011) suggest rethinking the traditions of civic citizenship. They frame ecological citizenship, directed to achieving a sustainable society, as not bounded to nation-states or supranational organizations, but extending through time and space, and carrying responsibility towards generations to come. Ecological citizenship encompasses liabilities to other living and non-living entities beyond the human community.

Moreover, scholars such as Shiva (2005), Valencia (2005), Armoure (2011) and Swanimathan (2001) emphasize awareness about environmental justice. They interpret global scale issues through the challenges of global trade, population pressure on fragile ecosystems, politically imposed solutions, injustice to indigenous people and war. According to these authors, without global perspectives, it is impossible to understand humanity's complex interactions with planet Earth. Furthermore, they suggests rethinking how GCE can foster learners' abilities to evaluate the significance of our relationships with our common planet in the context of Earth's health and productivity, which is critical to all human beings.

While analyzing the connections between human decision-making, economic advancements, mass consumption and intellect, and their effects on nature and its regenerative potential, Krogman and Foote (2011) and Valencia (2005) suggest that, for successful coexistence (human and nature) there should be respect, which is defined as recognition, freedom of choice, equality, and profound humility. The realization of human affairs – global and local, internal and external – is the strength of the ecological conceptualization of global citizenship.

Gender Oriented Citizenship

According to Hutchings (2002), ideals of feminism and global citizenship are compatible

since both are concerned with rights and responsibilities, sustainable development, the

environment, war and global justice. Thus, another small body of researchers has looked

at global citizenship through a feminist lens (Brooks, 2001; Ghosh, 2008; Hutchings,

2002). According to these authors, many factors like culture, identity or traditions,

including prevailing inequalities, affect global citizenship. They acknowledge the

significance of globalization, which has put women's status on the international agenda,

but not sufficiently legislated women's rights so as to allow them to reveal their full

potential as global citizens. Women are still underrepresented in the definitions and

constitutions of citizenship discourse and identities. Given the importance of women's

active participation in socialization processes, Ghosh (2008) highlights the role of

education in prolonging the inequalities between men and women and calls for civic

awareness. She claims that fundamental to human rights should be human capabilities.

Moreover, the ability to do anything depends on the combination of fundamental human

capabilities and external conditions. And this means that, in order to improve the well-

being of humanity, the change should be directed towards the external conditions, such as

politics, ideology and legislation, and not the internal factor of human capability.

Unfortunately, the lack of enforcement of family, civil, penal, labor, business and

administrative laws that are intended to ensure women's development continues in the

world. Ghosh suggests that, while states in different countries fail to promote human

rights, "citizens of the state as key stakeholders [are] constructing practical foundations of

human rights practices" (p. 82).

Justice Oriented Citizenship

Other researchers have approached the subject of citizenship from a social justice

perspective (Benhabib, 2006; Brock, 2009; Fraser, 2009; Landorf, 2009; Nyers, 2008;

Shultz, 2011). They are concerned with the equal worth of all human beings, suggesting

implications for actual practice of global justice, which should be the goal of citizenship

education. Citizenship education typically was focused on politics, with a dichotomy of

'us' and 'them' (Heilman, 2009; Nayers, 2008), however, advancement of globalization

has challenged this notion. In place of traditional nation-based forms of citizenship

education, some authors (Landorf, 2009; Shultz, 2011) argue that citizenship education

needs to teach about current social issues, such as human rights, peace and social justice,

and at the same time define individuals' ethical responsibilities to the global world. They

identify the key difference between the GE, which starts with the nation state, and the

GCE, which is concerned with the globe. As Davies et al. (2005) argue, prevailing

national citizenship education is obsolete, "[t]he question for education is how to come to

grips with the changing nature of citizenship in a globalizing world" (p. 72). Davies et al.

(2005), conceptualize GCE as transcending the GE focus on the interconnectedness of

world systems and activities, and instead emphasize the role of the conscious

active/responsible citizenship. According to Landorf (2009), GCE, often interchangeable

with cosmopolitan education, attempts to bridge the love of country highlighted by

traditional citizenship education with respect for others. This subject is particularly

relevant in the age of globalization, which has revealed unknown forms of injustice but at

the same time has problematized our understanding of social justice (Fraser, 2009).

Moreover, Landorf (2009), who operates from the social justice perspective, proposes a

clear articulation of central concepts and a philosophy of GE. She states that the moral

imperative underlying GE is based on human rights philosophy, which can serve as a source for GCE pedagogy and practice, ultimately assisting students to acquire knowledge, skills, and attitudes that will allow them to understand the changing global world while practicing the balance between individual rights and ethical responsibilities.

2.3 Challenges and Concerns with Teaching Global Citizenship

There is a large body of scholars who believe in the pivotal role of educational institutions in fostering global citizens. They envision education as an active agent in constructing students' worldviews and visions of the future, and thus highlight those qualities of GCE that should be relevant to the demands of the current times. As Pike (2008) states, there is a need for a profound understanding of global citizenship that extends beyond the borders of a nation.

According to many researchers (Evans, 2003; Hicks, 2003; Merrifield, 2009; Pike, 2008; Shultz, 2007; 2011; Tye, 2003), despite years of practice of GE in North America, there is still need for its improvement today. According to these authors a few challenges to the implementation of GCE include: a variety of theories and practices of GCE, national or state/provincial focus in curricula, the standardization movement and lack of teacher preparation.

According to Hicks (2003), for GE to occur, "core elements", as well as appropriate definitions of "global" terminology, need to be present. Similarly, Shultz (2007; 2011) underlines the importance for a clear understanding of the actual goals of GCE, and the implications of educating students for global citizenship. She argues that the challenges for GCE are vastly different understandings of what global citizenship and

its implications require, and an integration of concepts and practice. Multiple discourses

of GCE should lead to a new understanding of citizenship in the context of relations

between students, educators and societies (Shultz, 2011).

Another challenge to the development of GCE in schools is that education systems

and curricula are either national or state/provincial. According to Tye (2003), the

curricula of all schools of the world are relatively nationalistic and therefore contradictory

to the approaches of GE. Some critics of GE fear that efforts to internationalize schools

are a threat to national unity, operating in ways to instruct pacifism, moral relativism,

opposition to nationalism via free-market economies, and redistribution of wealth to less

advantaged nations (Roberts, 2007). To achieve a better understanding of the

development of GE, it should be examined on provincial/state, national and international

levels.

Even though there are a variety of programs that have global content, there are

barriers as well, such as the national standards movement, which has robbed time from

subjects that provide knowledge about the world (Mundy et al., 2007; Pike, 2008; Shultz,

2007; Tye, 2003). According to these authors global literacy has been suppressed by the

current emphasis on scientific and technological literacies. Thus, schools are rarely able

to provide sufficient time and effort that would lead to profound understandings and

learning of complex global issues.

Concern with teachers' preparation and examining them as global educators is

another topic in the literature (Burnouf, 2004; Larsen & Faden, 2008; Merryfield, 2009;

Schweisfurth, 2006; Tailor, 2012; Yamashita, 2006; Zong, 2009). These researchers

recognize the role of teachers as vital in GCE. Global knowledge that teachers have and

the way they teach it in the classroom have a critical effect on the students (Merryfield,

2009). In order for students to become active citizens in their currently ever-changing

society, they need to learn about global issues in school through their teachers. Burnouf

(2004) argues that, in order to teach global perspectives, and to help students critically

examine their own perspectives and connections to local and global levels, teachers

should develop analytical thinking and decision-making skills themselves, the "first step

towards global awareness is the shaping of attitudes" (p.7). In this manner, teaching about

the views of diverse peoples, and the knowledge of modern worldviews and their effect

on the state of the planet, will be effective. Moreover, Pike (2008) suggests that the

methods used for teaching should correspond with the current needs and allow for more

student directed learning, rather than teacher led instructions. On the same note, Evans

(2003) argues that current challenges for GCE in Ontario are the prevailing teaching

methods for competency in the global economy, and teachers' passive attitudes based on

"high pressure" and "low support" for their professional learning. He criticizes the

tendency where the "intended" curriculum is often substituted by the "hidden"

curriculum, which is problematic for citizenship education programs, and stresses the

great responsibility of educational institutions in assisting and preparing students for

active engagement in diverse global issues.

Research has shown that the idea of global citizenship has gained increased

interest among educators around the world. However, it is noted that besides highly

motivated educators, there are many teachers who are disempowered by public opinion

and are restricted by curricula or government legislations (Schweisfurth, 2006;

Yamashita, 2006). It is argued, that teachers need sustainable support to become global

citizenship educators. In writing about Canadian schools, Mundy et al. (2007) state, that

besides wide recognition of the importance of global education, there are many barriers to

its effective implementation on both the individual and structural levels. Highlighting the recent changes in curricula – adding social studies, history and civics to math and language (which followed Canada's International Policy Statement of active citizenship for Canadians in 2005) – the authors advocate collaborative work among ministries, school districts and teachers for sustainable global education.

According to these authors, despite the wide range of theoretical models and visions of GCE, its implementation in schools is limited. In Canada, the challenges for the development of GCE are due to the prevailing Eurocentric approach, unclear conceptions of GCE itself, and the still small number of dedicated teachers and organizations that strive to promote better understandings of the current complex world. Moreover, GCE has not become a concern of politicians which, prevents additional funding, or of parents as a part of their children's education (Pike, 2008; Richardson, 2008). According to Pike (2008), "we have failed to fully explore and appreciate the problematic concept of global citizenship and the challenges it poses for education" (p. 225).

2.4 Gaps in the Literature

Most of the wide range of literature addressing global citizenship presents studies conducted in post-secondary or high school (e.g. Abdi, 2011; Abdi & Shultz 2008; Davies et al., 2005; Stearns, 2009; Shultz, 2007; 2011; Shultz et al., 2011). By comparison, less literature is available on the research done on global citizenship in elementary school (e.g. Mundy et al., 2007; O'Sullivan, 1999; Richardson, 2008). Even though there is a great interest in global citizenship among academics, administrators and individuals, the number of studies, particularly focusing on young teenagers, is very limited.

Over the past half century, Canadian provincial education systems have been addressing GE through Social Studies, History and Geography courses. Previously, formal curricula integrating GE were mainly developed for secondary schools. After 1998, many provinces, including Ontario, incorporated GE or GCE in curricular guidelines for elementary schools (Mundy et al., 2007). Currently, *The Ontario Curriculum: Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8,* 2013, which replaced the curriculum of 2004, addresses global citizenship. The expectations for social studies for grades 1 to 6 are organized into two strands: 1) Heritage and Citizenship, and 2) Canada and World Connections. It is the second strand that emphasizes global citizenship. However, attention to GCE at the elementary level is a relatively new phenomenon in Canada, and there has been little research done to evaluate the implementation and evaluation of GCE in elementary schools. As Mundy et al. (2007) argue, there are some significant gaps that need to be addressed in the elementary school years. The issues with implementing global education include: a lack of time in the weekly school timetable, insufficient pedagogical support, absence of collaboration across schools and districts. According to Gaudelli (2003), empirical research on the implementation of global education in the classroom is limited.

Research has shown that global issues and perspectives, including global citizenship, should be introduced to elementary school students as early as possible (Diaz et al., 1999; Evans et al., 2009; Giese & Downing, 1994). According to the literature, students can develop a better understanding of their potential and responsibilities in connection to both the human world and the natural world in the early elementary levels. "Children can and must be exposed to the challenges of complex interdependence in an increasingly integrated world" (Mundy et al., 2007, p. 23). Students as young as grade six

can understand complex issues as far as these concepts are related to their experiences (Larsen & Faden, 2008). For example, Craig Kielburger, the founder of the NGO "Free the Children," the largest network of children helping children, was twelve years old when he and his school friends initiated social action against child labor (Larsen & Rosati, 2007). One of the explicit goals of GCE is to promote active citizenship (Andreotti, 2006; Pashby, 2011), yet there has been little research focused on this outcome, particularly with young teenagers.

The lives of youth today are constantly shaped by a wide range of experiences that are very different from those of youth one or two generations ago (Nugent, 2005). These experiences can be attributed to the processes of globalization, and technological and economic developments. According to Andreotti and Pashby (2013), technology has increased the potential of 21st century global citizens, and they acknowledge that digital learning is a companion to GCE. Similarly, Pike (2008) states that, the role of technology and media in the personal construction of students' sense of themselves should not be underestimated. Canadian youth have almost universal access to the Internet. Moreover, today's youth use computers, cell phones, iPods, and other technical devices to connect in cyberspace. As a result, emails, instant messages, blogs, images, and other online networking mechanisms are becoming a larger part of their social networks (Statistics, Canada, 2013). According to McGrath (2009), youth see technologies – especially the internet – as a vital part of their social lives and as a construct of their identities.

What happens to young people when they are in "limbo between childhood and adulthood" will affect their lives in an irreversible manner (Arnot & Swartz, 2012). Young teenagers today are bombarded with constant messages concerning global social, economic and environmental problems and they are targets of consumer culture and

technological developments. Young people are vigorous users of the information

broadcasted in media (Werner-Wilson et al., 2004). In order to develop worldviews,

youth go through complex and challenging processes of self-construction (Bourn, 2008;

Miles, 2004; McGrath, 2009). However, the research on the role of social media in young

people's development as global citizens is narrow (Gross, 2004; Werner-Wilson et al.,

2004). For this reason there is a need for wider research to understand the impact of

media/social media on youth self-development particularly on elementary students.

Based on the above challenges for GCE, this study aims to address three gaps in

the research literature about global citizenship: 1) empirical studies about global

citizenship in Canadian schools, 2) elementary school students' perceptions about global

citizenship, and 3) the role of media/social media in shaping global citizens. This case

study will build on and will add to the qualitative knowledge of global citizenship where

gaps currently exist, particularly at the elementary school level.

2.5 Theoretical Framework

This study employs a Global Citizenship theoretical framework that I have developed

based on two related frameworks: Shultz' (2007) conceptual framework of global

citizenship, and Westheimer and Kahne's (2004) conceptual framework of citizenship.

My Global Citizenship framework will be used to analyze elementary grade seven

students' perceptions about the concepts of global citizenship and how they think of

themselves as global citizens. In this section, I will first describe the key concepts

associated with Shultz' and Westheimer and Kahne's frameworks and then explain the

Global Citizenship framework that is used in this study.

Shultz' Conceptual Framework

Shultz' (2007) conceptual framework is comprised of three contrasting approaches to GCE. The first is the neoliberal approach, which sees global citizens as successful participants in a liberal economy driven by capitalism and technology. According to the second approach which Shultz calls radical approach, global citizens understand how the current system creates poverty and oppression, and therefore have a responsibility to challenge state and corporate structures. Lastly, according to the transformationalist interpretation, the global citizen understands that "in order to create communities (local and global) that are just, democratic, and sustainable, citizens must understand their connection to all other people through a common humanity, a shared environment, and shared interests and activities" (Shultz, 2007, p. 249). According to Shultz, the neoliberal global citizen is a consumer, and is not aware of deep social inequalities and necessity for social change in the world. On the contrary, the radical global citizen attempts to build solidarity among other global citizens through acting against global corporate structures. It is the transformational global citizen who, through his/her realization of the complex interconnections between politics, economic activities and social oppression, strives to build knowledge in partnership. This type of global citizenship promotes the creation of social justice through a 'shared common humanity', through democratic spaces, and through actions that promote exchanges of experience (p. 255), and this is most similar to the social justice form of global citizenship discussed above in the literature review.

Westheimer and Kahne's Conceptual Framework

Westheimer and Kahne's (2004) conceptual framework is similar to Shultz' and is comprised of three categories of citizenship. The first category is the personally responsible citizen – who acts responsibly in his/her community by giving blood, recycling, obeying laws. The second category is the participatory citizen – who participates in civic affairs and the social life of the community at the local, state or national level through participating in collective endeavors. And finally, the justice oriented citizen strives to improve society by critically analyzing and addressing social issues and injustices, and whose global perspectives require not only knowledge but awareness and willingness for active participation (Westheimer & Kahne, 2004). According to Westheimer and Kahne (2004), the personally responsible citizen focuses on individual acts of compassion, self-discipline and good manners, and therefore is insufficient for advancing democracy. The participatory citizen is actively engaged in community or social structures in order to solve existing social problems. However, this category of citizenship envisions democracy through participation in collective endeavors while practicing competition. Both, the participatory and the justice oriented citizens, aim for "collective social action and the pursuit of social justice," that can have an impact on social, economic and political structures in order to change them (p. 244, 264). But, while sharing an emphasis on collective work with participatory citizens, justice oriented citizens focus on responding to social problems through a "root causes" or systemic injustice lens. The justice oriented citizen questions belief systems and values that underlie established social systems and structures, and strives to change them.

Global Citizenship Framework

Overlapping concepts and similarities in different types of global citizenship indicate that both Shultz' (2007) and Westheimer and Kahne's (2004) conceptual frameworks fit well together and would benefit this study. However, there is some uncertainty in separation of these types of citizenship. By combining these two conceptual frameworks, I have formulated my own Global Citizenship framework to use in my study. Like Shultz' and Westheimer and Kahne's frameworks my Global Citizenship Framework entails three forms of citizenship. The passive global citizen is a self-centered individual, whose actions are motivated by his/her personal interests on a small individual scale. The active global citizen considers him/herself as part of the community, thus participating in civic activities, such as charity or humanitarian programs, or protests against current social structures. However, this type of citizen is still following the dominant mainstream ideologies, thus has little impact on transformation of existing unjust structures. The analytical global citizen has a strong sense of self-awareness, and sees him/herself as an inseparable part of the local/global community. This type of citizen considers contributing to the well-being of the society through enriching knowledge, staying informed and critically approaching matters, studying the social, economic and political structures to understand the reasons behind prevailing injustices. The analytical global citizen values and practices cooperation in order to promote collective progress.

Becoming a passive, active or analytical global citizen is a complex and cumulative process. Certainly, the progression from passive to active and to analytical citizenship is evolutionary and not regressive. All three categories possess certain types of knowledge and consciousness that guide their attendant actions. If understanding is multilayered and based on knowledge taxonomy, it advances from simple recall to the

synthesis of ideas, thus the actions based on these categories of knowledge ought to be different too. The activities that passive, active and analytical global citizens are engaged in are very much dictated by the level of knowledge and consciousness that each global citizen obtains. Thus, to become an analytical global citizen, an individual needs to move from passive – self-centered world reality to active, and then to analytical – selfless consciousness. The progression applies to the transition from one category to the next, as well as within each domain. It can be achieved by enriching an individual's knowledge, raising his/her self-awareness and by providing adequate training, within each category of citizenship. Once an analytical global citizen, that person cannot remain a passive global citizen. However, any individual can be situated within more than one form of citizenship since analytical global citizenship encompasses active and passive global citizenships. (See Figure 1. p. 30) I have provided four steps to better represent ascension from passive to analytical global citizenship: 1) an individual's knowledge and understanding of human activities and their effects on the wider world expands; 2) to understand complex issues an individual starts critically approaching matters and independently investigating truths; 3) the critical approach generates higher awareness and self-consciousness, inspiring an individual to acquire adequate skills and attitudes to act according to his/her understandings; 4) based on the common understanding of well-being, an individual then is able to engage in such activities that challenge current unjust systems and promote global prosperity.

Both Shultz' (2007) and Westheimer and Kahne's (2004) concepts of global citizenship envision individuals who are actively engaged in global issues and strive for the betterment of the world. Westheimer and Kahne's justice oriented citizen is similar to Shultz' transformational global citizen and both are positioned in the analytical sphere. It

is these forms of citizenship I am interested in to capture in students' responses about

global citizenship. I want to examine if the students reflect the attributes of global

citizens, who have the capacity for companionship, solidarity and understanding and who

are not hesitant to challenge prevailing ideologies and structures that govern equality and

justice. I am also interested in finding out how students are prepared to participate in their

community activities that address the causes of injustice, and what kind of activities or

practices connect students to the wider world.

I will describe the research methodology, research instruments and participants of

this study in the next chapter. I will attempt to provide a detailed explanation of each

topic.

Figure 1. Categories of Global Citizenship
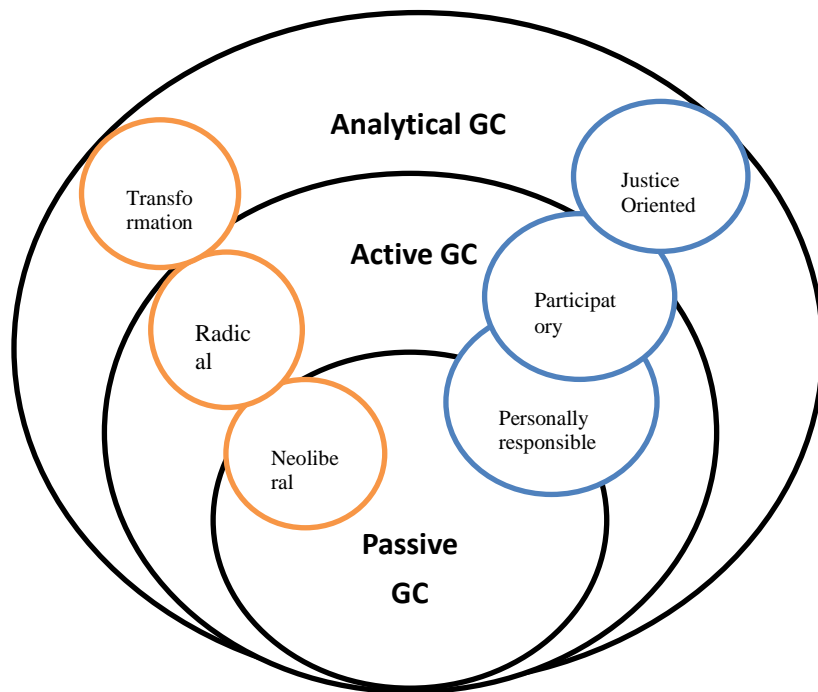
Chapter 3: Methodology

This research project is a case study using a qualitative, interpretivist method to examine one homeroom grade seven class' perceptions about global citizenship. This chapter outlines the research methodology, including a description of the qualitative, interpretivist approach and the case study method. It also presents descriptions of participants, the research instruments, and limitations of the study.

3.1 Case Study Method

Case studies are one of the main qualitative inquiries (Cohen et al., 2011). I chose a case study to catch a close-up reality of participants' lived experiences, thoughts and feelings. Also, a case study can provide subjective and objective data (Cohen et al., 2011). As Yin (2009) suggests, a case study must be significant, complex and engaging, and include alternative perspectives and sufficient evidence. Likewise, it will be suited to this investigation that is time and activity based. I chose a single case design to explore students' multifaceted and dynamic perceptions of events in a certain time period (Cohen et al., 2011). According to Yin (2009), it is important in case studies to recognize and accept that there are many variables operating in single case, and, therefore, to catch the implications of these variables more than one tool for data collection and many sources of evidence are required. In particular, I am interested in exploring the following two variables: the effect of global citizenship education on students in elementary school, and the impact of information sources that are external to the school learning and that students use for their global learning. The data from this case study, with its detailed description of

the classroom and school context, facilitated the emergence of patterns within particular conditions and individual cases, which provided a deeper understanding of the phenomena.

3.2 Qualitative, Interpretivist Approach

The interpretivist study was chosen for its focus on individuals' meaning making, and particularly for investigating concepts such as individual perspective, personal constructs and negotiated meanings. I drew upon a theoretical framework that I developed as a referant to examine the students' interpretations of global citizenship. The data gathered from the study reveals the themes and concepts. The goal of this study is to gather data about students' perceptions about global citizenship and analyze those through qualitative inquiry. Since one of the features of a qualitative approach is to "suggest how to turn evidence into practice" (Cohen et al., 2011), the findings can contribute to existing knowledge in order to improve student learning for global citizenship.

3.3 Background

After obtaining ethical approval from the University of Western Ontario and the school board in March 2013 for my study, I sought approval from the principal of the "Old City" elementary public school. A letter of information and consent (Appendix A) was sent to the parents of all 30 students. The letter provided a brief overview of the purpose of the study and sought parents' permission for their children's participation in the study. Two deadlines were set to collect consent forms, which resulted in 22 positive responses. After obtaining parental consent, the letter of assent (Appendix B) was given to 22 students.

The letter of assent provided a brief overview of the purpose of the study and sought

students' willingness to participate. Both letter templates included: title of the study,

introduction/researcher's identity, purpose of study, what the participant was being asked

to do, voluntary participation, anonymity/confidentiality, risks/benefits and contact for

further questions. Participants were invited to participate either in the first part, the survey

and the photo activity, or in the first and the second parts, the survey and the photo

activity, and the interview, which are described in detail on pages 99-105.

3.4 The Research Instruments

According to Yin (2009), the main concern in case study research is the selection of

information. Case study research generally relies on different data sources to enhance the

validity of the study (Cohen et al., 2011). In this case study, I used three different research

instruments to collect data: semi-structured questionnaire, photo image classification

activity, and the focus group interview. A multi-method approach can provide

triangulation. Triangulation attempts to provide a richer account of human behavior, from

different standpoints, and is particularly useful in case studies (Cohen, et al., 2011).

Semi-structured Questionnaire

The first research instrument I used was a semi-structured questionnaire. The semi-

structured questionnaire (Appendix C) consisted of five parts, with a total number of 40

questions - 6 open ended and 34 close ended questions.

Part I explored participants' understandings and feelings about global citizenship,

as well as their levels of curiosity and responsibility. Students had to choose between

"strongly disagree" to "strongly agree" for statements that represented skills/attitudes and motivation for action on local and global levels. Part II aimed to discover to which category participants aligned themselves among three categories of citizenship - passive, active and analytical. Part III determined types of media, including social media that are used by participants. Students had to name the media forms as well as define their purpose of use. This part also attempted to identify means and activities that connect participants to the wider world. Part IV investigated participants' self-awareness and global responsibility. Students had to choose "yes," "sometimes," or "no" for the statements that represented their ability/interest to understand current global issues, acknowledgment of global interdependence and active participation for sustainable development. Part V offered four short answer questions for students to express their perceptions of global citizenship. Part VI posed questions about participants' backgrounds, including age, gender, status, ethnicity and if they thought of themselves as global citizens. With the exception of six open ended questions, all other questions on the questionnaire were close ended and most used scalar responses to facilitate analysis.

I chose a rating scale type semi-structured questionnaire, which produces ordinal level data, and enables me to combine measurement with opinion, quantity and quality (Cohen et al., 2011). The 5 point rating scales included point and verbal labels because, according to Cohen et al. (2011), rating scales that have a verbal label for each point in the scale are more reliable. These questions allowed me to explore students' knowledge about the world and their perceptions about how the world works economically, politically, socially, culturally, technologically and environmentally. Also, through these questions I could get information about students' understandings of global citizenship, Canadian citizenship, self-awareness, responsibility, and finally the sources from where

they draw their information about the world and global issues. Twenty two students

manually completed the questionnaire, which I administered, in paper form in their class.

Students who did not participate in the survey were supervised by their homeroom

teacher. The process took 35 minutes to complete. Occasionally, students would raise

their hands to ask questions. Data collection took place in April 2014.

Photo Image Classification Activity

To broaden the scope of data collection, I used a photo image classification activity.

According to Greig and Taylor (1999), visual artifacts, in this case photo images, will

help participants to solidify their ideas. Based on the fact that visual fluency is the most

important competency in world societies today, visual methods are becoming one of the

significant qualitative research methodologies in the 21st century (in Prosser, 2008).

According to Prosser (2008), qualitative researchers are trying to understand a "society

increasingly dominated by visual rather than verbal and textual culture" (p. 479). As

photos remain the most commonly used visual method in social research (p. 484), I chose

photo images for my examination of students' understandings of global citizenship.

According to Webber (2008), images encourage embodied knowledge and provoke action

for social justice (in Prosser, 2008). In other words, if images are interpretations of the

things they refer to, I think students' responses to various photo images can help to

understand their perceptions about global citizenship.

　　　I used 160 photo images for this activity. Each image had a corresponding number

from 1 to 160. The photo activity (Appendix D) was composed of observation (looking at

different images) and having students write down brief explanations. I tried to collect as

diverse and rich representations of human activities as possible. Taking into consideration

that the purpose of this activity was to collect information about students' perceptions of global citizenship, and analyze it through the lens of the theoretical framework outlined above, images were demonstrative of all three categories: passive, active and justice oriented citizens.

The images represented a diverse and rich variety of human activities, including celebrities, politicians, businessmen, missionaries, ethnic and cultural representation, and slogans. The photos also portrayed people involved in various acts, signifying current or historical events, individuals who might or might not be known to the general public, and images that broadly represent activities such as protests, conflict resolutions, nature preservations, culture, ethnicity, gender, world trade, travel, mass media, political and humanitarian acts. The activity was composed of two parts: 1) participants had to view pictures and choose 10 images that most closely represent their understandings of global citizenship; 2) students had to provide brief explanations to why they chose those images. Images were viewed by students for five to ten minutes. Some of them went and came back to look at the images again, random conversations were initiated while the activity was in progress.

While preparing this activity I thought it would be helpful for students to have the names of the famous people representing the current world written on the photos. The list of the names used included: Bill Gates, Justin Bieber, Ben Affleck, Nelson Mandela, Angelina Jolie, Steve Jobs, Jack Layton, Craig Kielburger, Mother Teresa, Albert Einstein, Mahatma Ghandhi, Malala Yousafzai, Selena Gomez, John A. Macdonald, Lord, Avril Lavigne, Terry Fox, Mark Zuckerberg, Miley Cyrus, Michael Jackson and Martin Luther King.

Twenty two students participated in this activity, which I administered, in their class. Students who did not participate in the activity were supervised by their homeroom teacher. The process took 20 minutes to complete.

Focus Group Interview

Finally, I conducted a focus group interview that had the potential to develop discussion and produce a wide range of responses. I chose the focus group interview since it can be very useful with students from one home class for several reasons. Group interviews are beneficial when applied to "a group of people who have been working together for some time or common purpose" (Watt & Ebbutt, in Cohen et al., 2011). Group interviews have practical and organizational advantages, such as time-saving, collection of varied opinions and minimum disruption. Group interviewing is suitable for children as it encourages interaction between participants and is less intimidating. Group interviewing enables children to challenge each other (Cohen et al., 2011).

Pre-set questions, in this case open ended questions, were used to guide the interview (Cohen et al., 2011). The guided questions aimed to unveil participants' thoughts and feelings about global issues, humanity/cooperation and necessity for action. I also used some additional questions to better direct the topics of the conversation. Students were asked four questions, which were:

1. What do you know about any major issues/problems facing Canada or the rest of the world?

2. How did you learn about these issues/problems?

3. What kinds of activities connect you to the world?

4. What do you think it means to be a global citizen, and do you consider yourself a global citizen?

The focus group interview was conducted in one of the classrooms of the school to provide a "close to a natural surrounding," while the homeroom teacher supervised the rest of the students. The interview was audio recorded and lasted for about 20 minutes.

All three instruments, the questionnaire, the interview and the photo activity, were guided by the theoretical framework described above in correspondence with three research questions.

3.5 Participants

As mentioned above, evidence of elementary students' perceptions and experience of global learning is lacking in the literature. Thus, I chose to conduct the study examining students' perceptions because students are regarded as "the best sources of information about themselves" (Docherty & Sandelowski, in Cohen et al., 2011). By elementary grade seven, Ontario students have covered the SS curriculum, including Heritage and Citizenship, and Canada and World Connections, which provides a useful opportunity to examine their knowledge, skills and attitudes associated with responsible citizenship at this level.

The letter of introduction and consent form was sent home to each of the 30 students in one grade 7 class in a Southwestern Ontario school. Eventually, 22 (73%) students (14 boys and 8 girls) agreed to participate in the study. All 22 participants in this study were from one homeroom grade seven class in an "Old City" elementary school in Southwestern Ontario. Out of 30 students, 22 agreed to participate in the first part of the

study; out of 22, 16 agreed to participate in the first and the second parts of the study. Out of those 16, eight students were selected to participate in the interview. I tried to maintain the number of participants close to eight, since too small a group may cause pressure on individuals, while too large a group may become fragmented.

According to Cohen, et al. (2011), there are no specific rules on sample size in qualitative research, as its size is informed by "fitness of purpose," and so the number of participants and broad qualitative data collected can be considered sufficient to answer the research questions.

All the participants ranged in age from 12 to 13. Eleven identified themselves as descendants of multiple ethnic groups, six identified themselves as descendants of a single ethnic group, and the rest did not specify. To describe their status, fifteen chose Canadian, including 1st, 2nd or 3rd generation; and five multicitizen. Additionally, five students identified themselves as citizens of the world. For the status that best describes you, twelve students chose "Global citizen", seven "Sometimes I feel like a Global Citizen", and one did not specify. Throughout the study I used pseudonyms to refer to specific students. (For details see Table 1. p. 40).

Table 1: Participants' Demographic Information

#	Pseudonym	Age	Sex	Status	Ethnicity	Where do I belong?
1	Ava	13	F	Canadian 3rd generation	Multiple	GC
2	Henry	12	M	Canadian 3rd generation Citizen of the World	Multiple	GC
3	Curt	13	M	Canadian 1st generation	-	-
4	Liam	12	M	Canadian	Multiple	GC
5	Al	12	M	Canadian; Citizen of the world	Multiple	GC
6	Ocean	12	F	Canadian 1st generation; Immigrant; Multicitizen; Citizen of the World	Multiple	GC
7	Connor	12	M	Canadian; Citizen of the World	Multiple	Sometimes GC
8	Sky	12	M	Canadian	-	GC
9	Bill	12	M	Canadian	Multiple	GC
10	Leo	-	M	Canadian		Sometimes GC
11	Sarah	13	F	Canadian 3rd generation	Single	GC
12	Greg	12	M	Canadian	-	Sometimes GC
13	Patrick	13	M	Canadian 2d generation; Citizen of the World	Single	GC
14	Fay	12	F	Canadian 3rd generation; Citizen of the world	Multiple	Sometimes GC
15	Adam	12	M	Canadian	Multiple	GC
16	Isaac	-	M	Canadian	Single	Sometimes GC
17	Heidi	12	F	Multicitizen	Single	GC
18	Emilia	-	F	Canadian 1st generation; Multicitizen	Multiple	Sometimes GC
19	Rob	_	M	Canadian	Single	GC
20	Dona	12	F	Multicitizen	Multiple	Sometimes GC
21	Paul	12	M	Multicitizen	Multiple	Sometimes GC
22	Liz	12	F	Multicitizen; Citizen of the World	Single	GC

3.6 Data Analyses

I chose an interpretivist approach for its distinguishing assumptions, as follows: a) there are multiple interpretations and perspectives on single events; b) reality is multilayered and complex; c) events and individuals are unique and largely non-generalizable. Hence, the biggest challenge for me was to examine situations through the eyes of participants, and to use detailed descriptions to represent the richness of data against reductionism. I exercised great caution and self- awareness for the analysis not to "say more about the researcher than about the data" (Cohen et al., 2011). Also, I recognized the tension in data analysis between maintaining holism and the tendency for analysis to fragment the data. For this reason I generated units of meaning, categorized these units of meaning, interpreted them by describing the content, and generated ideas that resonated with the students' responses.

While analyzing the questionnaire, the interview and photo image activity, I disclosed students' perceptions about global citizenship to identify similarities and differences in their responses and to discover patterns, interactions and ideas that derived from students' responses. I used deductive and inductive methods, in an interactive, back and forth process. I examined the relevance of data gathered from the questionnaire to see whether the findings reflected passive, active and analytical global citizen types, as aligned with the Global Citizenship framework. These strategies formed my initial categories for analysis.

I applied these three categories of citizenship to all three research instruments – questionnaire, interview and photo image activity. The audio recording from the group interview was transcribed. The transcript was studied through content analysis. Content

analysis, which involves "reading and judgment" through disclosing my own views and values (Cohen et al., 2011), helped to interpret the verbal data. The frequencies of three categories of citizenship were studied and reflected upon. I also attempted to discover new themes and theories that emerged from the study. Finally, I triangulated the findings from the three different qualitative data to increase validity (Cohen et al., 2011).

3.7 Ethical Concerns and Limitations of the Study

To ensure confidentiality I did not include any identification marks, names or addresses, in the semi-structured questionnaire. Students' names were substituted with pseudonyms. There are no proofs of identity for the interview participants, school and location. And finally, pseudonyms for identifying people and password-protected files are secure on my laptop, and are accessible only to me. Participants and their parents were informed in the letters of consent and assent that the information collected was to be used for research purposes only, and neither the participants' names nor information that could identify them would be used in any publication of this study's results. During the study, all of the hard data collected (paper) was stored in a locked cabinet at the researcher's home, and electronic data, including audio recording, was stored on a password protected electronic device. All data will be destroyed within five years after the results have been published.

Qualitative enquiry is not a neutral activity. Interpretation is a reflexive, reactive interaction between the researcher and the data, which are already interpretations of social encounters (Cohen et al., 2011). Since all educational research is sensitive (Cohen et al., 2011), I tried to pay great attention to the context, cultures, consequences (if any) and other agendas. For example, considering the context of the school, I was aware that the

families representing the neighborhood around the "Old City" school were from the upper social class. Later, from the comments in the consent forms, or homeroom teacher, I came to know that many parents are actively involved in their children's education.

Reflexivity is an important feature of qualitative data analysis, and I, as a researcher, acknowledge that I am not neutral because of my own values, biases and world views, and these are lenses through which I look at and interpret the world of participants. I tried to use reflexivity at every stage of the research to make my values, bias and beliefs transparent as much as possible. For example, I was open to different ideas of global citizenship even if contradictory to my own views. According to Clark (2010), "ethical reflexivity is a matter of awareness and sensitivity and is reflected in the degree of honesty and truthfulness in their dealings with others. These values are a measure of researcher's integrity and professionalism" (in Prosser, 2010).

Validity in qualitative research is an important component of effective research. Validity encompasses a researcher's objectivity and honesty, and the richness, depth and scope of the data achieved (Winter, 2000). I tried to ensure validity by deliberately not manipulating variables or conditions, and by presenting realities of situations as they occurred naturally. To achieve validity, I used detailed descriptions so that my findings may convey a clear message, and allow other researchers to follow the process, logic and decisions I made. I also tried to confirm that results were consistent with the collected data. Converging data across multiple methods allowed for triangulation, which increased my understanding and confidence about the findings. Triangulation, as I have noted above, is a powerful way to demonstrate concurrent validity in qualitative research.

According to Yin (2009), and Cohen et al. (2011), case studies have limited generalizability. The participants of this study do not necessarily represent the average

population of Ontario elementary schools. There are specific characteristics of this

school, as there are with all individual schools. For example, according to the Fraser

Institute School rating, which is based on students' academic performance and family

income, "Old City" elementary school's overall rating is 8.7 out of 10, which is relatively

high compared to other Ontario schools.

      However, according to Flyvberg (2011), case knowledge is valuable, since it can

provide an insight of human affairs. Thus, case study can be useful for generating and

testing theories, but is not limited to these activities only. A case study may be central to

development of a broader theory by means of generalization as supplement or alternative

to other methods. Despite the limited generalizability of this study, case studies' ability to

contribute to the expansion of theory can help researchers to make connections between

the case study and the wider theory (Cohen et al., 2011). Multiple case studies can add to

the pool of data and, thus contribute to a form of generalizability.

Chapter 4: Findings

This chapter describes what twenty-two grade seven students from one homeroom class in an "Old City" Southwestern Ontario School revealed about their understandings of global citizenship. The qualitative data showed the patterns that emerged from students' responses, feelings, opinions and perceptions about global issues and active citizenship. The semi-structured questionnaire provided information for analyses about participants' attitudes towards others and themselves; knowledge of local/global issues and global interconnectedness; beliefs about poverty, justice and power relationships; the desire to be informed and active participants of local/global societies; and the means for connecting with the wider world. The photo image classification activity allowed further exploration of students' perceptions of global citizenship. The photos selected by participants reflected their understandings of the activities that represent global citizenship, as well as the people whom they perceive as global citizens. The focus group interview provided additional information regarding respondents' knowledge about the world, self-assertion and responsibility, involvement in local/global activities, information sources and self-awareness as global citizens.

In the first part of this chapter I will present different categories to capture whom students consider as global citizens. Next, I will describe participants' understandings about qualities and meanings of being a global citizen. And finally, I will discuss the sources that students draw upon for their learning about global citizenship.

4.1 Who Are Global Citizens?

The data collected from the three research instruments, revealed that participants consider the following categories of people as global citizens: 1) people who try to make world a better place (54.5%); 2) contemporary media and pop culture celebrities (50%); 3) people who perform selfless acts of kindness and extending help to other humans (32%); and 4) individuals, including family members, who know about global issues and are involved in solving those issues (18%). The ability to travel, to have multiple citizenship and the skills to use modern technologies is considered a characteristic of a global citizen by 50% of the participants.

Many students identified various people who work to make the world a better place as global citizens in this study. For example, Fay wrote that the "global citizen cares about others … and do what they can to promote equality", and similar to her, students named Dr. Martin Luther King, Nelson Mandela, Mahatma Gandhi, Terry Fox and Malala Yousafzai as global citizens who demonstrate these qualities. In the photo activity, Nelson Mandela was chosen by the largest number of students (50%), followed by Martin Luther King (36%) as representative of global citizens. This is how Al explained why he chose Martin Luther King to represent global citizenship:

> MLK had a vision to bring people of America together and he changed the world that way. One last person probably the greatest Global Citizen ever was Nelson Mandela. He became president of South Africa after years in a labor camp and instead of take ….away from the people who put him in, he helped them, he is my role model.

Mahatma Gandhi, Terry Fox and Malala Yousafzai were selected to represent global citizens by almost one in five of the participants. According to Isaac, "Gandhi showed

that you can win a fight without guns and bombs and Terry Fox raised money by running".

More than a half of the participants identified a global citizen as someone who is skilled in modern technologies, who "stays connected to the world" and is "updated". Several students like Sky and Bill chose Steve Jobs, Bill Gates and Mark Zuckerberg as global citizens for their contributions to the advancement of technology and communication, which according to the students are of a great value. Most interestingly it appears that 50% of the participants sometimes consider pop culture celebrities as their role models. All the celebrities presented in the photo image activity were chosen as global citizens at least once by the participants. According to Bill, "actors and singers connect people through movies and songs. Mark Zuckerberg created Facebook which connects thousands of people every day".

Almost one third of participants chose the photos that showed random acts of kindness such as, a little girl donating her hair, a man sharing his water with a stranger and old Afghani man getting tea for the American soldier, as a representation of global citizenship. Similarly 27% of students picked the photos of black and white girls hugging each other, an RCMP officer talking to the Native Canadian and a volunteer girl to represent global citizens. Overall, it appears that students were more drawn to photos of people showing respect to one another, or helping one another regardless the race, religion, social class and background. Paul's comment for the photo image classification activity summarizes this idea. He said, "these images … represent the world and its variety of problems and citizens. That's what global citizenship is about".

A relatively small number (18%) of students identified photos of individuals who demonstrate awareness of local/global issues and are trying to figure out a solution to a

global issue, to represent a global citizen. These images included, scientists saving animals, environmental workers, leaders of the world gathered at the summit, Albert Einstein and "Eating locally, thinking Globally" slogan. According to Curt, global citizenship is "doing scientific research … helping wild life".

Besides well-known figures, some students named their family members as global citizens. Patrick considered his father and Ocean her grandparents and uncle and aunt as global citizens. Patrick explained his rationale for choosing his father as follows: "My Dad, he is a Shriner… and the Shriners have many different children's hospitals that help with ahh… crippled children that have been injured, and they also raise money in awareness fairs, by doing parades and stuff like that". Similarly, Ocean explained why she thought her grandparents were global citizens. "My grandma and grandpa, they still go for charity runs, and my aunt and uncle they work mostly with environmental issues".

When participants were asked to identify whether or not they considered themselves as a "Global Citizen", almost 100% of the participants felt that "Global Citizen" best describes them or that they "sometimes feel like a Global Citizen". None of them refused being called a "Global Citizen". Some were initially reluctant to identify with being called a global citizen, but when they thought more deeply about it, they changed their mind. As Heidi explained, "I never thought of myself being a Global Citizen but I have changed my mind. I am a Global Citizen". This also is suggestive of the impact that participating in this study had on their sense of themselves as global citizens.

I was interested to see if there was a correlation between students identifying themselves as being descendants of multiple ethnic groups, being a multi-citizen or a Citizen of the World, and being a global citizen. More than a half of the participants

(54.5%) said they were descendants of multiple ethnic groups, meaning they have likely been exposed to different cultures, religions, customs, cuisines and languages. Like Ocean, who is descendant of multiple ethnic groups, which she describes as: living in three different cultures; speaking three different languages; watching movies, listening to the music and eating foods from different countries, could signify that it is her cultural capital that helps her to have a stand and answer questions in a certain way. Ocean, described herself as an immigrant, Canadian 1st generation, multi-citizen and Citizen of the world. Henry described himself as British, Irish, Indian, Pakistani, Bangladeshi, Egyptian and French. Similarly, the majority of the participants also identified themselves as multi-citizen, or Citizen of the World.

More importantly, almost all the participants, in addition to identifying themselves as a multi-citizen or Citizen of the World, also identified themselves as Canadian. For example Adam wrote, "I am comfortable as Canadian but fine being from any other country". Likewise, Ocean said: "I am German, Columbian and Canadian, but I feel I belong everywhere in the world". This may indicate that the term "Canadian", already signifies belonging to multiple places and cultures for the participants. It is very much possible that their conception of being a Canadian includes being a multi-citizen, or the Citizen of the world, or even being a global citizen.

4.2 Understandings about Global Citizenship and Being a Global Citizen

Students' knowledge and awareness about global issues, their skills for participating in local/global activities, along with the attitudes toward the others, points to the type of global citizenship that they represent.

Desire to learn

When I first introduced the topic of the study to the students, I suspected some lack of understanding. I then revisited the class and decided to initiate a conversation about global citizenship with them. I was aware that such an activity could be considered provocative, but necessary at the same time. At first, the term "Global Citizenship" appeared quite unfamiliar to them. After analyzing the situation I came to the conclusion that concepts and interpretations of global citizenship had to be reinforced. My first discovery – that students are not familiar with the term "Global Citizenship" – was followed with the second finding. I was intrigued to discover that after watching a short You Tube video representing people's opinions about global citizenship, students acknowledged understanding of the concepts but had never related them to the idea of "Global Citizenship". In spite of their limited knowledge about global citizenship all the students showed excitement and interest in learning more about it. They spoke about how interesting and new it was to talk about global citizenship. Some like Sarah, Sky and Fay remarked on how they do not get opportunities to talk about this topic in class. According to Ocean, discussion about global citizenship promotes further thinking, researching, learning and eventually make one ponder upon questions such as: "What you want to do to change the world?" A few of the remarks made by the students in the Thank You card (which was made by the participants after the completion of the study) express their feelings:

> Rob: Thank you so much for teaching me a lot!
> Heidi: You have changed my outlook of this Planet in the best way possible.
> Thank you so much for this learning experience.
> Emilia: Thank you for opening our eyes about the world …
> Sky: Thank you for the info.
> Leo: Thanks for teaching us about global citizenship by giving us the survey.

Fay: Thanks for the … great experience! You really opened my eyes to global citizenship.

Students' desire to learn is shown in their response to the importance of inquiry and awareness of global issues. Most of the participants (68%) agreed or strongly agreed that asking questions and staying aware of global issues are the necessary qualities of a global citizen. The majority answered yes to the question "I am interested to know what is happening in the world". Moreover, the vast majority (81%) of the twenty-two students also agreed with the importance of understanding how the world works economically, socially, environmentally and technologically. These responses indicate a real desire amongst these students to deepen their understanding about the issue and ideas associated with global citizenship.

Knowledge of Global Issues

Students showed some knowledge about local/global issues. The list of issues that the students thought were major global issues appeared to be quite interesting. The responses to the question "What do you know about any major issues in the World or in Canada?" were not immediate. Participants took some time to come up with answers. Eventually, the majority of participants (68%) identified global warming/climate change/pollution as a major global issue. While about 40% recognized war and poverty as major global issues. The rest of the global issues listed by the students in response to this question, included abuse, terrorism, overpopulation, AIDS, injustice, "Ukraine problem", the Malaysian airplane crash, politics, racism, North Korea, unemployment, animal extinction, obesity, sweat shop collapse in Bangladesh, drug smuggling, the Oscar

Pistorius case and the Stanley Cup. Many of these issues were in the news when the study took place in April 2014.

General Understandings of Global Citizenship

Some students had a very broad and optimistic understanding of global citizenship, like Ocean, who wrote, "Global citizenship is freedom of speech, religion, thought, coming from different ethnicities and fighting for justice, and learn as much as you can about different countries". On the contrary, a small number of students had a more practical and narrow definition of global citizenship, like Curt, who wrote, "Global Citizenship is what you need to live in a different country". Likewise, to describe global citizenship some participants used words such as great, happy, awesome, fun, different, international, everyone, worldwide and global. On the contrary, a few participants used words with more profound meaning such as serious, together, unity, generosity, acceptance, compassion, action, diversity and solving to describe global citizenship. Moreover, a small number of students indicated an unexpected level of maturity by using phrases like: "Small acts of Global Citizenship"; "one small action can make a huge change"; "no matter what background … [we] are all human"; "how we can all come together as a community" for their description of global citizens. In general, the majority of the students used words such as connected, media, respect, helping, member, peace and community to describe global citizenship. Almost all the participants also reflected upon these types of qualities/attributes for being a global citizen: responsibility, volunteer work, awareness, care, interconnectedness, kindness, generosity, empathy and compassion, indicating a sense that global citizenship was about being concerned with

others and involved some sense of responsibility, a topic I explore further in the next

section.

Responsibility

All the respondents strongly agreed that all humans, regardless of ethnicity, religion and

culture, share the same rights and responsibilities. Some students identified qualities such

as freedom, responsibility, understanding, justice and rights, as necessary attributes of

global citizens. Fay wrote, "Determination … because you actually need to have

determination to make a change". A significant percentage of the participants (80%)

agreed that taking responsibility for their own actions is important. Moreover, almost two

thirds agreed or strongly agreed that our actions are directly affecting others and agreed

that conducting selfless actions of service is important. The discussion about acts of

service and the role of individuals involved in them during the focus group interview

gradually led to these kinds of responses from the participants:

> Patrick: A person who accepts that they are not the only person, that there are
> other places and other people who are more important than them…knowing that
> everybody is the same as you.
> Sky: I feel that something that we do here, affects lots of people on the other side
> of the world.
> Patrick: It's kind of butterfly effect, when you do something here it happens pretty
> much to the rest of the world…

However, despite the high level of understanding regarding the importance of taking

responsibility, and the realization of interconnectedness of the world, students' responses

about their roles as global citizens were not all the same. More than two thirds (70%) of

the participants considered pursuing a successful career as the means for a secure future.

To become successful 68% of the participants agreed or strongly agreed with choosing

competition over cooperation. Similarly, half of the participants indicated that a global

citizen stayed away from trouble and minded their own business. 60% of the participants

thought that it was the job of the governments and NGOs to take care of poor and

disadvantaged. Similarly, 50% considered it the responsibility of governments and

international organizations to deal with global issues. And finally, almost two thirds of

the participants answered "yes" to the question "I am too young to promote any change or

solve complicated global issues".

The Role of the Global Citizen

To answer the question about how to make one's city or neighborhood a better place,

participants chose diverse expressions. Some students summarized their roles as just

"being happy". Others thought being curious and compassionate will suffice. A few

underlined the importance of participating in social and environmental community

campaigns. Some students gave insightful suggestions.

> Emilia: Being a global citizen is playing a role in the community.
> Heidi: We are all part of this world. Everyone can make a change. Everyone is a
> global citizen.
> Ocean: Teach others about injustice and how to make a change.

When asked, "Name things that you can do to make your neighborhood or city a better

place", half of the participants (50%) chose donating to charities, recycling and picking

up trash. Just over one-quarter identified volunteering at food banks or local charity, and

carpooling. Other answers included: start charities/campaigns, raise money for charities,

plant more trees and plants, reuse stuff and reduce waste and do park clean ups. During

the focus group interview, after a small debate about social justice and equality on

local/global levels, participants started to question the role of charities as a solution for

injustice, confirming the claim of the majority of the participants that they questioned

different types of news that they hear. As Isaac explained, "I've read this thing that

charities only give like 15% or something like that, to the people who are starving and the

rest they keep to themselves". Along these lines Sarah noted: "That's why I think it's

better to volunteer because that way you actually know what you are doing and giving,

rather than giving something to the charity and wondering if it's all going to the

children"…

Fay, Isaak, Sarah, Ocean, Sky, Patrick and Bill came to the conclusion that the

best way for a person to show their intentions is by transforming them into actions. They

came to the conclusion that starting a charity is better than donating to one; to investigate

the problem and approach it directly is more efficient; and like Craig Kielburger it is

useful first to learn about the issue and then approach it with the solution. Students were

beginning to realize that ideas alone are not good enough; it is more important how you

act upon these ideas.

Engaging Differences

Almost all the participants (100%) thought that they have, or sometimes have things in

common with someone from wealthy countries, while just over one quarter thought they

had things in common with someone from poor countries. However, a few students

believed that regardless of many differences, all humans are the same.

Self-criticism

During the discussion which was directed toward the participants' perceptions of self-

awareness and self-critique, it became clear that students are concerned about their own

lack of knowledge, awareness and skills for action. Sarah shared her concern about the

lack of knowledge of global issues: "A lot of people do not actually know what's going

on hmm… around the world, like Craig said when he was 12 he had no idea what child

abuse was, or child labor, because nobody talked to him about it"… Similarly, Fay and

Sky said, "Well… we talk about how we are going to, but then never actually do what we

ought to do". "We talk more than we do because we are scared of what we can do … we

don't know …" Participants clearly expressed desire to learn more about the world and its

issues and to acquire adequate skills for action. Ocean expressed her feelings about

remaining passive: "Every minute we do nothing, somebody suffers from injustice… We

should not wait until we grow up. If we have an idea we should act upon it."

4.3 The Sources That Connect Students to the World

All three agents, school, media/social media and home, appear to be protagonists in the

construction of students' world-views and their understandings of global citizenship, but

at different levels, which I discuss next.

School

The findings in this case study showed that the term "Global Citizenship" was not initially

familiar to the participants; however they did have an understanding of the different

aspects of global citizenship without specifically relating them to the term "Global

Citizenship". As Fay wrote, "I think, just because we've never really learned being a

global citizen in the class, so it's kind of the first time, like I kind of knew what it meant

but I didn't for sure know what it actually meant, so this activity kind of opened my

understanding". Participants of the focus group interview had trouble naming activities available in the school that connected them to the world. Among the few such activities participants mentioned included the following: "Me to We" club (out of 30 students in the class, only three are members of the Me to We club. None of the members of the Me to We participated in the focus group interview), tree planting field trip and Scouts (which is not part of school activities, but takes place in the school building). Also, a few students said that writing essays on certain global issues contributed to their knowledge of those issues. For example Sarah had written an essay, on Craig Kielburger, and the establishment of the "Free the Children" organization.

Based on the conversations held before and after the study, it is clear that students felt that the learning and discussion about global citizenship available in the school is insufficient or almost absent. Liz' comment in the thank you card powerfully summarizes this idea, "I liked how you taught us things this school rarely has time to". Highly significant is that only 13.5% of the students answered "yes" to the question "I can find answers to my questions about the world problems at school".

Media/Social media

The answers in the questionnaire revealed the types of media, including social media that are used by participants and the ways students use the media to connect to the wider world. Out of fifteen different types of media, including social media, listed in the questionnaire, the participants acknowledged using them all and additionally almost half of them chose "other media" as well. According to the participants, the main reasons for using Instagram, iMessage, Google+, Snapchat, card copy newspapers and hard copy magazines, include connecting to other people, including friends and family (73%);

learning about news from around the world (30%); for entertainment; belonging to the certain social media groups like "Instagramers" or "Viners", and most importantly the ability to get various information quickly.

Some students mentioned convenience, fun and "just like[ing] it" as reasons for using social media. According to Leo, "you could read about things in other countries … stories, news, criminals and etc., but I don't. I watch TV, use magazines to read about cars, and newspapers because I am bored". Sarah wrote that, "social media connects you to the outside world and updates you about what's going on". Similarly, Patrick thought that since the advancement of technology we have better understanding what is going on in the world and we can connect with people in other countries. Ocean's response was exceptional: "I chose different forms of media to learn the most I can about the world, and about current issues, so that I can do the best I can to change the world".

Students generally confirmed learning about global issues through social media and traditional media like TV shows, radio broadcasts and newspapers. Many students acknowledged listening to the news on the radio, TV or reading newspapers, because their parents did. Fay, Patrick, Ocean, Bill and Isaac admitted that their parents or grandparents watch or listen to news often, thus exposing them to the news as well. Bill wrote: "In the car, my Dad always runs one full news presentation before we use the radio because he knows it's important…I think it's good … because it's not math or … it's not boring, you listen about the real world and stuff like that, so you have better understanding". The environment which provided a wide range of media/social media access, also promoted spontaneous learning. An example is Sky, who thought that we often learn about some major news when we come across them just by accident. More

than half (54.5%) of participants claimed they could find answers to their questions from the media, including social media, while only 13.5% could not.

Family

Besides media/social media, participants identified traveling, eating foods from other countries, and having relatives and friends in other countries, as the main means to connect to the wider world. Ocean provided some additional information about herself: "I live in 3 different cultures at home. I have traveled all over Europe, North and South America. My parents and I speak English, Spanish and German at home. I have relatives in many different countries. My parents and I mostly watch movies and listen to music from mostly Germany and Columbia, also from India, China and many more." According to Ocean, the activities that connect her to the world are charity runs, charity walks and park clean ups which she does with her family members.

Based on her answer it is clear that family can play an important role in connecting students to the world. Some families are capable of creating environment where learning is constantly supported and furthered. This study showed that some young peoples' learning is promoted in the family very naturally on a daily basis, by being exposed to traditional sources of media, by accompanying family members in their community service activities, and by learning about the world from their parents and other relatives. Also, from the very beginning of the study I received an email from a student's parent identifying his interest in the study and its results, which signified parents involvement and concern for their children's' development as global citizens.

The findings indicate that grade seven students, regardless of their young age, are capable of analytical thinking, empathy towards individuals and their needs. They have a

sense of personal responsibility, and understanding of the interdependence between social and environmental issues. Based on the findings, students are aware of some local and global issues and show interest in learning more about these issues. What is missing is support for their zeal for action. In the next chapter, I will discuss the findings, which have been presented in this chapter in order to answer my research questions.

Chapter 5: Discussion

> Citizenship education is an important facet of students' overall education.
> In every grade and course in the social studies, history, and geography
> curriculum, students are given opportunities to learn about what it means
> to be a responsible, active citizen in the community of the classroom and
> the diverse communities to which they belong within and outside the
> school. It is important for students to understand that they belong to many
> communities and that, ultimately, they are all citizens of the global
> community (Ontario Government, 2013, p. 9).

This study set out to reveal students' perceptions of global citizenship and the way

they perceive themselves as global citizens. The findings in this study have shown that

participating in this project positively reinforced students' perceptions of themselves as

global citizens. Furthermore, drawing upon the global citizenship framework (developed

for this study) the majority of the students reflected the passive form of citizenship.

However, a small number of the participants showed signs of being active and analytical

global citizens. The attitudes towards being a global citizen expressed by applicants were

positive and constructive. By contrast, the knowledge about global citizenship and skills

to put knowledge into action appear to be less well represented.

In this chapter, I will attempt to address a few ideas that have emerged from this

case study in the following order. First, I will discuss students' perceptions of global

citizenship and being a global citizen. Then I will talk about the processes in which

students evolved as passive, active or analytical global citizens. Finally, I will address the

influences that shape students' understandings of global citizenship.

5.1 Students' Perceptions of Global Citizenship and Being a Global Citizen

The findings in this study show that students have a variety of views and opinions about global citizenship and about being a global citizen. Certainly, students possess a diverse range of ideas about what they think global citizenship might mean. As presented in the literature review, there are many different interpretations and approaches to global citizenship (Andreotti, 2006; Evans, 2003; Krogman & Foote, 2011; Pashby, 2011; Pike, 2008; Shultz, 2011; Valencia, 2005), and the students' answers also reflect this diversity. Their definitions of global citizenship varied from "fan, awesome, global, connected" to "acceptance, freedom, everyone and justice". Similarly, according to students, a global citizen is someone who is "connected" to the world and stays "updated", as well as someone who promotes equality and acknowledges being part of the world. Similarly, when asked to list global issues, students' responses ranged from the Stanley Cup to global warming and pollution.

It is curious that students' descriptions reflect the ambiguity existing in the literature regarding the diverse conceptions and definitions of the term "Global Citizenship". Some regarded it as an event/noun (peace), some used adjectives (great) to describe it, and others perceived it as an action (helping). This suggests that all the answers provided by the students have equal significance, or as Fay noted, "because there is no right or wrong answers'…, which makes it difficult to categorize these answers according to the passive, active or analytical standpoints.

Unfamiliarity with the term "Global Citizenship"

However, the above mentioned interpretations of global citizenship were not produced in the beginning of the study. Students actually were not initially familiar with the term "Global Citizenship" even though they seemed familiar with a number of the core concepts associated with global citizenship such as 'making difference', environmental issues and the 'global and local'. This is a curious discovery, and prompts the question, why are students in grade seven unfamiliar with the terminology of global citizenship even though the social studies curriculum from grades 1-6, as well as the history curriculum in grade 7, addresses global citizenship? As the quote at the start of this chapter clearly shows, GCE is considered an important aspect of citizenship education in the Ontario Social Studies, History and Geography (Grades 1-8) curriculum. The key concepts of global citizenship are addressed from grade 1 under the Canada's Heritage, Diversity and Complexity Strand, as well as under acquiring skills, attitudes and knowledge. The social studies, history and geography classes should "prepare students to fulfill their role as informed and responsible global citizens" (Ontario Government, 2013. p. 12). Yet, many students noted that they never really learned in class what global citizenship was and what it actually meant. One would assume that since global citizenship is addressed in the SS curriculum, they would at the very least be familiar with the term. However, that was not the case at the start of this study.

It took some time for the participants to answer the question whether they are global citizens or not. The answer to this question was not linear. According to Byers, (2005), the term "Global Citizenship" is complex and could represent different things or encompass combinations of different things for different people. Although they were not sure how to identify themselves in the beginning, almost all the participants described

themselves as "Global citizens" by the end of the study, thus confirming that students'

hesitancy at the start of the study can be attributed to lack of knowledge about the term

itself although not about the ideas associated with global citizenship or any uncertainty

about their stance as global citizens.

Being Canadian is being a Global Citizen

Some findings suggest that, for students, being Canadian is considered equivalent to

being a global citizen. It is very possible that being Canadian not only confirms for

students they are multi-citizens or citizens of the world, but it actually confirms they are

global citizens. It should be mentioned that students' acknowledgement and appreciation

of Canadian heritage and identity meets the expectations of one of the goals of the SS,

History and Geography curriculum. The description of the qualities of global citizenship

provided by students includes fundamental elements of Canadian identity such as

inclusiveness, respect for human rights and for diversity, democracy and multiculturalism

(p. 123). Liam who chose the picture that depicted people from different backgrounds,

ages and ethnicities holding Canadian flag wrote, "I chose this image because people that

come [to Canada] from all countries feel united and safe and part of the world. That is

what I think a global citizen is". In grade 6, students are supposed to learn the importance

of effective international cooperation in addressing global issues by Canada and Canadian

citizens on a world wide scale, and that "the actions of Canada and Canadians can make a

difference in the world" (p. 14). Fay noted that "before the survey I only thought of

myself as Canadian, but now I realize that we are all part of the world, and I am a global

citizen!"

5.2 Types of Global Citizenship

The ways students perceive themselves as global citizens are also diverse. Interestingly, the findings provided information that helped to categorize, as much as possible, participants' responses according to their stance as passive, active or analytical citizens. It is worth noting that the study had a positive impact on students' perceptions as global citizens and provided them with an opportunity to expand the scope of their understandings about global citizenship and piqued their interest in progressing from passive to active to analytical thinking.

Passive Global Citizen

According to Andreotti and Pashby (2013), a reality of todays' world is that many people are focused on consumerism and driven by a neoliberal global economy. Accordingly, 32% of the participants reflected a consumer type of global citizen by choosing products from around the world to represent global citizenship. This type reflects Shultz' (2007) neoliberal global citizen, who is primarily a consumer, thus falling into what I call the passive global citizenship category.

Over two thirds of the students chose competition over cooperation to become successful. Their choice is based on how they think the world is operating. It can be suggested, that this problematic point is linked to the existing competitiveness in a global economy. Similarly, more than half of the respondents preferred to mind their own business and stay away from trouble. The great majority of the participants identified with people from wealthy countries, rather than those in poor countries. These are egocentric attitudes, associated with lack of awareness of people in the developing world and their

needs. These attitudes can be definitely attributed to passive global citizenship. Moreover, almost two thirds of the participants considered a successful career as the means for a secure future. This shows respondents' concern with their own self-development and lack of solidarity with others. According to Pike (2008), it is no secret that the prevailing neoliberal ideology in Western society that promotes individualism and competition plays a significant role in the development of such a mentality. Similarly, Richardson (2008) and Shultz (2011) question whether schools that are inherently undemocratic institutions are able to develop in students the habit of active participation. It can be argued that educational systems, embedded in the larger societal context, are grounded on unjust ideologies cannot produce global perspectives that will benefit all of humanity.

These perspectives carried through in the students' descriptions of global citizenship, as the majority of students used words such as fun, happy, awesome, different, great, worldwide, connected and global. These answers convey a relatively superficial understanding of the term, and thus can be attributed to the passive outlook of global citizenship. Similarly, half of the participants sometimes considered pop culture celebrities as their role models. More than half of the students recognized a global citizen as someone who knows about global issues and developments, is skilled in modern technologies, has citizenship of more than one country, likes to travel, has contacts with people around the world, stays "connected" to the world and is "updated". According to Shultz, social and economic relationships unconstrained by national borders, accompanied by using advancements in technology, "results in an understanding of the global citizen as traveler" (p.251). It is difficult to categorize these answers as strictly passive viewpoints of citizenship even though they correspond with Shultz' (2007) neoliberal global citizenship, which is propelled by capitalist ideologies and technology.

While reflecting the neoliberal global citizenship, through advanced use of technology and mobility around the world, these individuals at the same time can be altruistic and humane in their actions. An example mentioned by the participants was Bill Gates, a global philanthropist who has established a foundation that aims to enhance healthcare, reduce extreme poverty, and support educational opportunities and access to information technology on a global scale.

A few other examples also demonstrate the passive citizenship attitudes in students' answers. Almost all the participants thought that it is the job of governments and NGOs to deal with global issues and to take care of the poor and disadvantaged. Two thirds of the participants considered themselves too young to promote any change, or solve complicated global issues. It can be argued, that students realizing the magnitude of the endeavor, consider themselves incapable to deal with these issues. But, based on their limited knowledge about different countries, social structures and power relations on the global level, I would suggest that this is not the case. Their responses indicate a lack of understanding of how governments and organizations work, and likewise an absence of organized collective effort, which is a requirement for participatory citizens (Westheimer & Kahne, 2004). Unfortunately, students could not identify themselves with any group or organization, except for the Me to We club, which is mainly concerned with environmental issues. Only three students out of 30 were members of this club, which started in the same academic year, and did not have much to share. Two students identified themselves as Scouts. One may assume that students are not members of community or school-based organizations due to their lack of understanding about these organizations, or a lack of opportunities and motivation. Once again, according to Westheimer and Kahne (2004), the requirements for participatory citizenship are

membership in community organizations (social, economic or environmental) and

leadership within those organizations.

Active Global Citizen

Overlapping and somewhat contradictory understanding of global citizenship was also

apparent when students talked about ideas such as global action and responsibility. Some

students provided definitions of global citizenship that can be attributed to passive, as

well as to active form of citizenship. For example, some of them used words, such as

connected, compassion, generosity, respect, helping, caring and action, to describe global

citizens. Along the same lines, people who were chosen to represent a global citizen

included media celebrities, leaders of the world, volunteers and scientists involved in

environmental issues. In that vein, almost all the students considered donations or

volunteering as an expression of their global citizenship responsibility. These

engagements may manifest some level of empathy and care, but reflect a narrow

understanding of responsibility. According to Westheimer and Kahne (2004), these forms

of engagement, particularly involving students in volunteer activities, seek to develop

personally responsible citizens. However, it can be argued that on one hand, these

students represent passive citizenship for their limited understanding of common

prosperity (wealthy contributing to the poor), while on the other hand they choose to act

while being part of charitable organizations, thus demonstrating active citizenship. Some

participants mentioned charity runs, park cleanups, and recycling as the main forms of

their individual global responsibilities. Even though, according to Westheimer and

Kahne, these actions can be examples of personally responsible citizens, I would suggest

that in a certain degree they also reflect active citizenship. Students chose to participate in

civic activities, such as charity runs and humanitarian programs, based on their desire to contribute to society and their understandings of being part of their communities.

In addition, it is important to note that students were more familiar with environmental issues than other kinds of issues such as economic or political. More than two thirds of the participants answered the questions related to the environmental issues from the active citizenship position, thus revealing some kind of commitment to ecological global citizenship (Armoure, 2011; Dobson, 2005; Valencia, 2005).

Analytical Global Citizen

Almost all the participants recognized that all humans, regardless of ethnicity, religion and culture, share the same rights and responsibilities. These understandings may suggest that students reflect attitudes of analytical global citizens, which corresponds with Shultz' (2007) transformational global citizenship, according to which in order to create communities that are democratic and just, "citizens must understand their connection to all other people through common humanity" (p. 248). Moreover, several students recognized people who strive to make the world a better place and perform selfless service to humanity and the environment as global citizens. By choosing Nelson Mandela, Martin Luther King and Mahatma Ghandhi as their role models of a global citizen, these students showed understandings of transformationalist global citizens, who through deep compassion and solidarity, through embracing diversity, seek to create spaces for inclusive communities and promote social justice (Shultz, 2007).

One can argue that this group of students reflects the understandings of radical, transformationalist and justice oriented citizens, positioning them within the analytical global citizenship domain of my framework. But, as Shultz (2007) states, radical global

citizens have strong ethical positions in questioning dominant social systems and are

engaged in actions aimed at social, political and economic change. Furthermore,

according to Andreotti (2006) and Pashby (2011), in order to improve society, global

citizens should recognize our shared humanity, strive to understand the root causes of

social issues and injustice and actively engage in solidarity with others to create positive

social change in the world. Nevertheless, these students only demonstrated

understandings of the attitudes of analytical citizens. Their actions in response to their

perceptions were limited.

   A small number of students including Ocean, Sky, Patrick and Fay, came up with

a quite comprehensive list of attributes of a global citizen. This list included

understanding, responsibility, selfless service, interconnectedness, the will to help,

awareness, nobility, justice, caring, rights, solving and unity. These students considered

learning about others, establishing friendships with others, and collectively fighting

injustice, as an actualization of their individual global responsibilities. Their answers

represent a deeper understanding of the concept, positioning them closer to the analytical

perspective of global citizenship. What made these students different and stand out from

others in terms of their understandings of global citizenship? All four are classmates of

the same age between 12 and 13, two boys and two girls. There are no significant

similarities in their demographic statistics. Ocean identified herself as a descendent of a

multiple ethnic group, Canadian 1st generation, immigrant, multicitizen, citizen of the

world and global citizen. On the contrary, Sky did not specify his ethnicity, and chose

Canadian and global citizen to describe his status. Patrick identified himself as

descendent of a single ethnic group and Canadian 2nd generation, citizen of the world and

global citizen, while Fay described herself as descendent of multiple ethnic groups,

Canadian 3rd generation, citizen of the world and sometimes global citizen. However, all four students mentioned using social media and traditional forms of media. According to their answers, these different forms of media are regularly used by their family members to learn about news from around the world, including global issues. Moreover, their family members expose these students to the news in order to support and encourage their global knowledge. Also, these students listed various opportunities to participate in the community service/development activities along with their family members, and identified their family members as their role models of global citizens. These examples illustrate how acquisition of knowledge, supported by relevant practices can foster development of young analytical global citizens. Yet, it should be noted that the actions of these students as analytical global citizens were limited.

At this point, it is important to mention that in several instances students demonstrated the transition from passive to analytical thinking and the following discussion will illustrate this.

The Progression from Passive to Analytical

In many occasions, students' responses reflected the progression from superficial to a deeper understanding of concepts, such as describing themselves as global citizens. Liz saw herself as a physical entity that is part of a larger whole. She wrote, "I am a piece of a puzzle in the multiverse". Sky's answer was more self-reflective, "I feel like a global citizen but I don't always feel involved". Patrick summarized his understanding of global citizenship as "knowing that everybody is same as you". As for Ocean, she expressed not only an understanding of the concept, but its implementation, "My dream starting now is to make the world a better place".

Similar progressions from passive to analytical thinking could be observed during the discussion during focus group interview. After sharing her knowledge about child labor, Sarah concluded, "children of our age are working and getting abused, when we are going to school and getting educated …" Sara's ideas provoked further discussion among students, resulting in very similar thoughts:

> Ocean: I think it's really unfair ... that we are going to school here in Canada all safe and happy, and take things for granted and children of our age have to work for things that we don't…or, they have to spend their lives like that and then die, because the factory collapses due to the bad conditions…
> Sky: We take things for granted, but we don't really think about them too much, like we could have been born in a different country…

These quotes show students' knowledge about inequalities in the world and their compassion towards those who are living in less fortunate circumstances. They represent the participants' strong sense of responsibility and care. However, students' sense of gratitude and privilege appears as feeling of guilt for having comfortable and safe lives. Stereotypes are perpetuated and somewhat reinforced when students refer to themselves as rich and powerful and others as poor and powerless. Sky's comment about people from other places is an example of this, "I feel really bad for people in other places where there are totally different rules, for reasons like, absence of clean drinking water, or child abuse".

Here I provide another illustration of the transformation from passive to analytical thinking. During the focus group interview about personal roles in the community, students thought that donating to charities was the best way to contribute to common well-being. However, gradually they started questioning this choice and came up with a more critical solution – to set up the charities themselves. In Ocean's case, her thoughts moved from a passive to an analytical understanding while discussing the lack of justice

in the world. "Maybe they don't care… or they don't have the voice that is strong enough to create their own foundation or a campaign… So, maybe they have really good ideas but they are lacking the confidence and hmm … the power to speak"… After a small discussion, students started evaluating the role and efficiency of charities. Eventually, they began to criticize the impact of charities in promoting justice and preferred to initiate charities/campaigns of their own. Participants preferred to plant trees and clean parks, instead of donating or volunteering. They moved from a weak understanding to the practical implications of their ideas.

The transition from passive to active and to analytical attitudes in students' answers is apparent in the above discussion. It is also evident that it is an ascending process and the certain strategies can encourage this process.

Students exhibited understandings of all three categories of global citizenship, demonstrating that these three types of citizenship are complex and each one has merit. It is hard to decide in favor of only one of these approaches, as each has different purposes to address. It is also difficult to figure out where to categorize students, since these different categories of global citizenship are overlapping. As one could argue, becoming a global citizen is a process that is always changing and in flux. However, many researchers, such as Andreotti, (2006), Schultz (2007) and Westheimer and Kahne (2004) state, that passive citizenship deprives a person from seeing deep social inequalities and is inherently undemocratic. Thus, I would suggest that there is a need to support students' evolution from passive to analytical understandings of citizenship. I also agree with Byers (2005), who states that the secret of transforming students from passive to analytical global citizens is to "turn caring into committed engagement" (p. 10). The question is how

to do this. I will attempt to address the challenges of supporting students' development as committed global citizens in the next section.

*Positive Impact of the Study*

There is evidence from this study that suggests providing students with the opportunity to talk about their knowledge and ideas of global citizenship will help and further enhance their sense of themselves as global citizens. For example, as Ocean explained, this study was unique in terms of its introduction and explanation about global citizenship and was like none of the lessons they had had in the school before. She wrote, "it sort of introduced me to global citizenship more and …we can actually learn and research what it is by looking at the pictures and discussion". As the study progressed and students' understandings about the topic expanded, their answers became more focused, assertive and self-critical, thereby verifying a positive impact of this study on their perceptions of global citizenship. According to Pike (2008), the driving forces of motivation are desire and possibility. Only through understanding can individual actions make a difference at the global level. Like in Fay's case, an exposure to a news broadcast piqued her curiosity, which led to deeper thoughts of compassion, responsibility and solidarity (albeit with the support of her family).

Through the study, students started to become more analytical and this points to the need to support students in their development as analytical global citizens. The occurrence of the shift from passive to analytical can be attributed firstly, to the natural existence of curiosity. According to Bill, it is interesting to learn about the real world and its developments, as by learning "you have better understanding". Regardless of their unfamiliarity with the term, all the participants showed extended interest in the topic, and

shared their desire to learn more about global citizenship. The great majority of the

participants expressed the desire to ask questions and to learn about different

developments around the world.

Secondly, participating in the study piqued students' curiosity. Many participants

had questions about global citizenship and its definitions. These questions were

welcomed in a friendly environment and answered to the best knowledge of the

researcher. Al's remark in the thank you card given to me at the end of the study is quite

explicit: "Thank you for performing this study in our class, you can come back any time

you like!" Every topic of the discussion was designed to provoke profound thinking,

regardless of the young ages of the participants. To the researcher's surprise, students

showed an unexpected level of maturity in their reasoning. Some of these thoughts

included Connor's comment on images that represented global citizenship, "they all show

small acts of global citizenship… The things that these people are doing are amazing and

strike me to the heart"… Ocean's comment in the end of the study was, "I am so

passionate about this that I cannot express myself!" She took some time to create a logo

for the topic of our study, which represents her understandings of global citizenship. (See

Figure 2, p. 76)

Figure 2: Ocean's Conception of Global Citizenship.
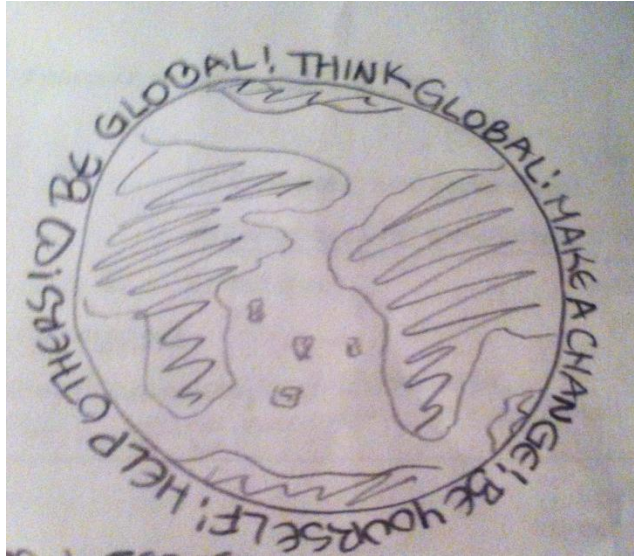
Researchers such as Tudball (2012), Niens and Reilly (2012) and Parmenter (2011), strongly emphasize the capacity and potential of youth regardless of their young ages. As Beare (2007) claims, "Children can help to bring about change in the wider community... one way to transform prevailing world-views is to help young people teach adults [about it]" (in Tudball, 2012, p. 108). The results of my study show the desire amongst young people to make a difference in the world and a corresponding need to provide students with opportunities to understand global issues and their roles as global citizens.

5.3 Influences that Shape Students' Understandings of Global Citizenship

Besides being interested in the extent to which participants understood the concepts of global citizenship, I also wanted to examine influences that contributed to shaping

students as passive, active or analytical global citizens. Different activities and factors

that influence students' beliefs and understandings about global citizenship were revealed

throughout the study. The three sources, school, media/social media and family, are

discussed in the following section.

School

The study showed that, besides the unfamiliarity with the term "Global Citizenship",

students also had trouble naming activities in the school that connect them to the world.

The teaching about GCE in the school is dependent on a few teacher-initiated activities.

Teachers that recognize students need to learn more about the world and its issues support

this learning outside of the formal SS classroom through the writing of essays on global

issues and the establishment of the Me to We club in 2013. (However, it should be noted

that there are debates regarding what a person learns from participating in Me to We club,

and if membership is actually promoting the understanding of global citizenship

(Jefferess, 2012)). A few students shared their learning experiences through these

initiatives. For example, some students chose to donate gifts in their teachers' names to

UNICEF. By doing so, they felt they were supporting a good cause on a worldwide scale.

Sarah researched the establishment of the "Free The Children" organization and the

initiatives of its founder Craig Kielburger. Liz examined the textile industry making

clothes for a well-known store. According to Sara and Liz, these activities enriched their

understandings about child abuse and child labor. However, the activities that are

promoting learning about global citizenship are still inadequate, and the number of

students involved in them is very small. In general, despite the important role that schools

should play in shaping students as global citizens, only 13.5% of students can find

answers to their questions at school. This naturally raises questions about from where else students draw their global learning.

Social Media and Traditional Forms of Media

One of the significant findings that this study provided is the substantial role of media, including social media, in connecting young people to the wider world and influencing their worldviews. Out of fifteen different types of media, including social media, offered in the questionnaire, the participants acknowledged using them all and additionally almost half of them chose "other media" as well. According to the participants, the main reasons for using these types of media and social media are connecting to other people, including friends and family; learning about news from around the world; for entertainment; belonging to certain social media groups like "Instagramers" or "Viners"; and most importantly, the ability to get information more quickly. Students identified various forms of media and social media as the best sources of information either just for entertainment or for learning about global events. Even though almost all the participants confirmed that they do not look for news or issues that are problematic in the world to understand their significance, they like to know what is happening in the world in general. They like to "catch up" with news about famous people through TV, radio and hard copy newspapers or magazines, surf the internet and stay in touch with different people.

Youth in Canada in 2014 already possess tools and abilities to receive abundant information from all over the world, and their connection to the wider world is part of their daily lives. Globalization, including technological advancements, is definitely influencing young people, as students in many parts of the world, "have greater access than ever before to new technologies" (Tudball, 2012).

For this reason, this study aimed to explore the participants' knowledge of global issues. In grade six social studies, students are expected to investigate some global issues of political, social, economic, and/or environmental importance, their impact on the global community and describe how natural disasters have affected Canada and the world (p. 119). The list of the global issues revealed by the students was quite diverse. The major global issues known to the majority of the participants were global warming, climate change, pollution, war and poverty. The fact that these issues were listed by almost all the students may signify collective acquisition of knowledge, which occurs in the school. On the other hand, the rest of the issues, like politics, abuse, AIDS, injustice, racism, the "North Korea" problem, unemployment, animal extinction, obesity, the sweat shop collapse in Bangladesh, drug smuggling or the Oscar Pistorious case, which were mentioned individually (just once), may signify the absence of collective experience and identical patterns of learning. As one of the participants shared, the school does not engage them in current events. Unless there are fragmented conversations that individual teachers initiate before or after the classes, students do not have opportunity to discuss recent events. The assumption here is that students learn about local/global issues individually outside the school environment. The group interview confirmed that the sources of learning for students in most cases are media/social media.

Except for a few, all the global issues known to the students were learned through social media and traditional media like TV shows, radio broadcasts and newspapers. The great majority (85%) of participants claimed they could, or sometimes could, find answers to their questions from media, including social media.

Additionally, the study revealed that those environments that provide a wide range of media/social media access also promote spontaneous learning. As an example, this is

how Fay described her desire to learn more about a current event that occurred when she was abroad: "When we went to Florida, we were on the airplane when the plane crashed, hmm Malaysian airplane. So when we were in Florida, we would basically watch news all the time. So, when I got back home I kept looking online to see if they had found it because it kind of interests me. I felt really bad…" Just by being exposed to the media (TV), Fay learned some news that encouraged her to use other forms of media (internet). There is no doubt that part of being a global citizen for students is having wide access to this information.

Family

Besides media/social media, the study provided information about other sources that connect students to the wider world, hence enriching their learning. These include experiences such as traveling, eating foods from other countries, and having relatives in other countries, all of which can be linked to the family network. Parents, grandparents, uncles and aunts who are active participants in community life, who show interest in local/global development and nurture young people's global perspectives by personal examples, are role model global citizens in the eyes of elementary grade seven students. Family appears to be the main provider and supporter of the participants' global outlooks, thus becoming the most significant finding of this study - parents are the first and the most influential global educators. They shape, guide and encourage their children's worldviews, and the development of their habits and attitudes. This statement is the reflection of the message in the SS curriculum about the role of the family, "parents are the primary educators of their children with respect to learning about values, appropriate behavior, and cultural, spiritual, and personal beliefs and traditions, and they are their

children's first role models" (p. 15). If the schools are to ensure that home and school

provide a mutually supportive framework for young people's education, then a new

approach should be implemented.

Based on these findings, it is possible to conclude that school plays a much

weaker role in comparison to the family and the media/social media in shaping students

as global citizens. The findings indicate that 1) parents are promoting global learning at

home, and 2) youth are equipped with the media devices that allow them to instantly

access information, thus suggesting that students learn about the wider world mainly from

media/social media and home. However, it is unclear what the depth of their knowledge

is, or if they have critical media literacy skills to make sense of the information they

receive.

It would appear that schools are not keeping up with teaching students about

global citizenship in conjunction with family and media/social media. It is desirable for

schools to seek for effective ways in which they can support their students' learning by

incorporating knowledge acquired from home. The Ontario SS, History and Geography

curriculum already encourages the use of appropriate technology as a tool to help students

gather information and solve problems (p. 6). A step ahead would be to know what types

of technology youth are using and how to provide support in their activities to solve

problems. This approach begs the question; does using various forms of media make

global citizens? I would suggest that the answer is – no. The media provides not only

information, but biases and values that influence young people and shape their

perceptions of the world. The same can apply to the parents. From this perspective, it is

the schools that can and should provide support for their students to analytically

understand the mass media, its power of constructing reality and its influence on

recipients' mindsets (Pike, 2008). If the small activity of this research study, engaged students in global citizenship education for just a few hours and had such an impact on their understandings, how much greater can be the outcome of a continuous learning process that schools have the potential to provide? This also illustrated students' craving to know and learn about the world around them.

It is urgent for educators, policy makers and researchers to realize that in many cases the youth of today are already more globally-oriented than their teachers, although schools are "responsible for educating the next generation of the world's citizens"(Beare, 2008, in Tudball, 2012). As Pike (2008) states, the task for educators in this global age is to "weave the fabric of the new legend", by speeding global consciousness within educational institutions. What better place than schools that have "unique opportunities to present other versions of reality ... and alternative visions of future" to help students to broaden their critical thinking and expand their worldviews (p.230).

During the study, Sara realized her lack of knowledge of global issues and inadequate skills for action. She did not hesitate to openly call for schools and parents to take a more active role in the creation of globally minded youth. She said, "[p]eople, or… parents should educate about things like that, so we know what it [issues] is and how to act … There are many who are not educated about this, and if not parents… maybe school should teach more about it, so they catch up with what's going on". According to Shultz (2007), the key element in promoting transformationalist understandings of global citizenship is the focus on knowledge-building. From this perspective it is clear that to help students become analytical global citizens, who are able to disrupt forces that perpetuate poverty, marginalization and injustice, their knowledge needs to be expanded and their thoughts challenged. In the same manner, Westheimer and Kahne (2004) argue

that there should be spaces and opportunities for justice oriented citizens to understand

and analyze the interaction of social, economic and political forces. The accommodation

of such important goals needs dedication and great effort. According to Abdi (2011), all

education could be qualified as citizenship education. On the other hand, Bayers (2005)

states that the term "Global Citizenship" is not only complex but relatively new, and is

open to appropriation. From this standpoint, it might be practical first to strive for a

common understanding of global citizenship and its applications, and second to adopt

such practices that will promote the development of analytical citizens.

Chapter 6: Implications and Conclusions

Considering the profound developments in social, political and economic spheres stirred by globalization, it is easy to notice how different aspects of our social lives are interrelated. For example, politics influence education; in the same manner, education can have an effect on politics by raising conscious citizens who view the world as whole and interdependent, who have developed an understanding of cooperation and justice, and who are capable of reasoning and analytical thinking. However, at the world level, according to UNESCO, present models of education reflect aspects of political dominance, which lead to antagonistic relationships between people of different cultures, religions and social groups. At the level of institutions, there is also separation. For example the division of knowledge into individual subjects in schools creates disconnections in understanding.

What is required today is "an education for mind as well for the heart" (UNESCO, 2012). According to many scholars (Armoure, 2011; Evans, 2003; Krogman & Foote, 2011; Tye, 2003), global conflicts, the growth of multinational corporations, spread of worldwide media, environmental crises and the growth of poverty make the need for GE, including GCE in schools, impeccably clear. In Canada, GE and GCE have been a concern of NGOs, scholars and educators for over 30 years. Canada is recognized in the world as a promoter of peace, international relations and economic development, through its government and NGOs. Different organizations, such as the Canadian International Development Agency, have funded many projects that support international education, including global citizenship education. Moreover, the Department of Foreign Affairs,

Trade and Development has developed a Global Citizens Program in 2010, which aims to advance Canadian values of global citizenship and prepare Canadians as global citizens to participate in international development initiatives (DFATP, 2011). Accordingly, research and curricula, concerned with strategies of fostering global citizens in Canadian elementary schools have been advanced. Just a few available teaching resource kits for global citizenship, include Active Citizens Today (ACT) developed in 2007, Bridges That Unite (2009) and Development in a Box (2010). However, there is still relatively little research highlighting the voices of young people, who might be viewed as the children of globalization. In order to address this lack of empirical enquiry in the literature, this case study set out to explore how young people understand their connection to the wider world and how these understandings shape them as global citizens.

It can be argued that the time of youth is a time of preparation. It is also certain that great changes needed in the world today are the responsibilities of the current and most probably future generations. In its letter addressed to youth, the Universal House of Justice (UHJ), which is the international governing council of the Bahá'í Faith, writes that "the transformation which is to occur in the functioning of society will certainly depend to a great extent on the effectiveness of the preparations the youth make for the world they will inherit" (UHJ, 1985). Thus the task for all societies, educational systems and parents, is how to support young people's preparation for the responsibilities that they will inherit.

6.1 Summary of the Study

Under the umbrella of the above mentioned challenges, as a mother and as an educator, I was interested to investigate how young teenagers perceive the world and its issues, how they see their roles as a part of society at large, and what factors influence their understandings and observations. Specifically, this case study set out to examine elementary grade seven students' perceptions about global citizenship and their stance as global citizens. It also explored the environments that students draw upon for their global learning.

The study attempted to address three gaps in the research literature about global citizenship: 1) empirical studies about global citizenship in Canadian schools, 2) elementary school students' perceptions about global citizenship, and 3) the role of the mass media in shaping global citizens. Three research instruments were used to collect data: a semi-structured questionnaire, a photo image classification activity, and a focus group interview. The following research questions guided this study:

1. What are grade seven students' perceptions about the concepts of global citizenship?

2. What kind of global citizens, if at all, are grade seven students?

3. What influences shape their understandings of global citizenship, and being a global citizen?

The findings gathered from this study were analyzed according to the Global Citizenship framework, which was developed by the researcher, based on the overlapping conceptual frameworks of global citizenship formulated by Shultz (2007) and Westheimer and Kahne (2004). The analyses of participants' views on being global citizens were done according to the three categories of global citizenship that constitute

this theoretical framework: passive global citizen, active global citizen and analytical

global citizen.

This study was conducted in Southwestern Ontario, which is the most ethnically

and culturally diverse, and populous province in Canada. The choice of the school was

based on the mixed representation of local population and the researcher's relation to the

school through her children. After acquiring approval from the University of Western

Ontario and the school board, the researcher invited one homeroom class of grade 7

students to participate in the study. Twenty two students expressed a desire to be part of

this project including 14 boys and 8 girls aged 12 -13. This was a good representation of

the whole class of 30 students. All 22 participants completed the two parts of the study –

the survey and the photo image classification activity. Eight students out of 22

participated in the third part of the study, the group interview, which was audio recorded.

The completion of the study took 95 minutes. Pizza lunch was shared with the whole

class and the homeroom teacher as a symbolic celebration of the completion of the study.

The thank you card was received by the researcher from the participants at the end of the

study.

This research project was a qualitative, interpretivist study based on a case study

method. Given the size of the data, the qualitative data analyses were done by hand, rather

than using a statistical program. The outcome of this study aimed to provide an

examination of the impact of both the mass media and the official school curriculum on

elementary students, thus helping educators and policymakers better evaluate the efficacy

of current strategies undertaken in elementary schools to construct global citizens.

Furthermore, the findings can be used to enhance global citizenship programs, in order to

foster the development of globally mindful students.

6.2 Significance of the Study and Areas for Future Research

Generally, the findings showed that students in this study enjoyed learning about global citizenship, and were eager to learn more, which is consistent with the findings of a similar study, which took place in Northern Ireland (Neins & Reilly, 2012). Also, the findings confirmed that young learners are capable of analytical thinking and can relate to some models of global citizenship (Larsen & Faden, 2008). Overall, the participation in this study appears to have promoted the development of better understanding of the concepts of global citizenship. Students expressed willingness to expand their knowledge about world developments, question the news and critically approach matters. They requested stronger support from parents and educators in their preparation as global citizens. According to Nugent (2006), youth, just as adults, need opportunities for training. Thus, their effective participation should naturally spring from adequate support and training, time and space to develop the skills and attitudes of global citizens.

The participants showed some understandings of human values and responsibilities and interconnectedness in the world. They were particularly touched by the images representing acts of kindness and fellowship, confirming that humans are destined to feel a moral responsibility to all people around the world, which resonates with Dower's (2002) moral global citizenship. In fact, moral responsibility was the motivator behind their desire to investigate, their will to act and promote change in the world. I would say that teaching about human virtues has the potential to create the foundation for an analytical perspective in global citizenship education. Participants in this study were compassionate about less advantaged populations in other countries and

enthusiastic to extend help. But their knowledge of those countries and the experiences of their peoples were insufficient, as well as their engagement with social structures. Their views reflected the prevailing stereotypes about the rich and the poor. The discussions revealed that charity is still considered the main expression of care and support to others. As Andreotti (2006) argues, the "soft' approach to global citizenship can reproduce the existing system of beliefs and practices.

The study reveals the need for further research in elementary students' learning about global citizenship, and how to foster this learning. This study was based on a small sample, and the specifics of the school environment where the research was conducted may not necessarily represent other schools in Ontario. However, despite the limited generalizability, the results of this study can be used to better understand global citizenship education in other Ontario schools. As Flyvberg (2011) notes, case studies can be essential in generating predictive theories.

To gain better insight into students' perceptions of global citizenship, similar studies can be conducted in different grades, schools and provinces. In the same manner, it is important to emphasize the work that needs to be done within teacher training programs to prepare global educators (Burnouf, 2004; Larsen & Faden, 2008). Based on the findings, it is desirable, that teachers adapt similar approaches to that of the parents who assist and accompany their children in the process of acquiring global citizenship knowledge, skills and attitudes, and moreover demonstrate being a global citizen through their own actions. Strategies that support the development of global citizenship educators should be developed both in teacher education programs and in further professional development opportunities for classroom teachers.

Some findings suggest that students related being Canadian to being a global citizen. Further research on this phenomenon can provide better understanding for the implementation of GCE. The role of family as global educator is another significant finding of this study. Family members are the role models of global citizens for elementary students. Moreover, traditional forms of media and social media, by providing a wide range of information, appeared to play an important role in the students' global outlook. These two factors require attention in order to enrich existing strategies, or develop new strategies, for teaching global citizenship in schools.

According to the findings of this case study, which are not widely generalizable, students in elementary schools have diverse understandings of concepts of global citizenship. This suggests that global citizenship is not operationalized for students. The reasons behind this can include teachers' lack of knowledge about global citizenship, its history, background and different conceptualizations. Likewise, it is possible to conclude, that schools are not implementing GCE in a way that promotes analytical thinking and skills for active participation. The practices associated with creating global citizens are limited. There are no regular assessments for students to determine their knowledge in GCE, which makes it difficult to evaluate the efficiency of the existing curricula.

According to the findings, the implementations of global education in the school largely depend on individual teachers, despite the strong curricular mandate. This prompts a question about the significance of GCE in the Canadian educational system. Moreover, the knowledge and understandings of those teachers shape their teaching strategies. It is unclear if teachers engage their students in controversial issues of historical or current examples of injustice. In the example of this case study, charitable fundraising activities are still the main global citizenship activities for students. Likewise,

it is uncertain if teachers are able to create opportunities for young learners to draw links

between local and global issues. Besides enthusiasm, global educators need to have

complex understandings of global interdependence, development and disposition of

analytical thinking. According to Mundy et al., teachers' knowledge of global issues and

the ability to act upon this knowledge is limited (2007). Thus, suggest that there is a need

for teachers' preparation programs in global citizenship. These programs should aim to

support teachers in their understandings of the concepts of global citizenship. It is crucial

to develop a desire for teaching GCE, if we hope to touch not only the minds, but also the

hearts of our students.

Overall, in order to strengthen the effectiveness of GCE, it should become a high

priority for policy makers. GCE also should receive sufficient attention in professional

development programs. Some extra-curricular activities, focusing on global education,

can be beneficial too. However, the latter requires more pedagogical support for teachers.

Also, including different perspectives of cultural or spiritual communities (e.g. Bahá'í

Faith) in curricula, could be beneficial to broaden students' worldviews. According to

Elvin (1960), "young people must be given some understanding of the fact that there are

many religions in the world, and a measure of insight into them" (p. 20).

We live in an age of science and technology, and increasingly interconnected

social, economic and environmental developments. We are approaching the common

realization that human activities are not any more restricted by space or time, and that

humanity together is building a global civilization. As argued by many scholars, to

advance human well-being, we need to foster individuals with a critical global outlook

and a sense of moral responsibility for personal and social transformation (Andreotti,

2006; Dower, 2002; Pike, 2008; Shultz, 2007; Whesthaimer & Kahne, 2004). I believe

that, as educators, leaders and parents, we are all obliged to create opportunities for learning, understanding and engagement that will enrich human experience and promote progress on a global level. In the recent letter by the UHJ, it is noted that, "the path to peace require[s] expansive hearts, a passion for progress, unbounded creative energy, great resilience, a strength forged from diversity, and minds enlightened by the spirit of the age and inspired by the quest for justice" (UHJ, 2014).

Thus, understanding the synergy between global processes, social structures and educational programs, promoting analytical approaches in knowledge acquisition, clearly defining concepts of global citizenship, incorporating concepts of global citizenship in education and developing teaching strategies in education that correspond with the existing needs in the world, will collectively create a great opportunity for GCE to act as a constructive force to confront prevailing injustices in the world.

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Appendices

Appendix A: Letter of Consent

Global Citizenship Through The Eyes of Grade 7 Elementary Students: A Case Study

Principal Investigator: Dr. Marianne Larsen, Associate Professor, Faculty of
Education, UWO
Co- Investigator : Eva Jaberi, M.A. student, Faculty of Education, UWO

LETTER OF INFORMATION (PARENT)

My name is Eva Jaberi and I am a master's student at the faculty of Education at the

University of Western Ontario. I am currently working on the research on Global

Citizenship Through The Eyes of Grade 7 Elementary Students. I would like to invite

your child to participate in this research study.

The purpose of this letter is to provide you with information required for you to make an

informed decision regarding your child's participation in this project.

The aims of this study are:

*To examine how elementary students perceive global citizenship;

*Where they gather information about the world and its current challenges;

*How they consider themselves, if at all, global citizens;

*How school and media support students' preparation for social responsibility on

 local, national and global levels.

Individuals, who are students of the elementary grade 7 class, are eligible to participate in

this study. Individuals, who are not students of the elementary grade 7 class, are not

eligible to participate in this study.

The study consists of two parts: 1. Survey and 2. Interview. You may choose for your child to participate in the survey only, or in the survey and the interview. Those who agree to participate in the survey will be asked to complete a questionnaire, which is not a test, in their classroom that will take about 35 minutes, and to participate in an activity with photos of people from around the world to find out what they think about global citizenship. This will take about 25 minutes.

Students who have participated in the survey are eligible to participate in the interview. Those who agree to participate in the interview will be invited to the discussion which will take about 20 min, over one session. The tasks will be conducted in the meeting room of your child's school. There will be about 7 participants, grade 7 students from his/her class. The session will be audio recorded.

There are no known or anticipated risks or discomforts associated with participating in this study.

Participating in this study will contribute to students' understandings of global citizenship. Also, the information gathered may benefit society as a whole which include information about how young people today think of themselves as global citizens, and help educators and policymakers to better evaluate the efficacy of current strategies undertaken in elementary schools to construct global citizens.

As a compensation for participation in this project, pizza (of individual choice) lunch will be offered for the whole class, after the completion of the entire study. If your child will not complete the entire study he/she will still be offered pizza lunch.

Participation in this study is voluntary. Student may refuse to participate, refuse to answer any questions or withdraw from the study at any time with no effect on their future academic status.

All data collected will remain confidential and accessible only to the investigators of this study. Pseudonyms will be assigned to each of the participants to correspond to the survey data. No personal information of the participants' is required in the questionnaire, photo activity or the interview. However, because the interview will be conducted in a group protocol, we cannot guarantee complete confidentiality. Once the audio recorded data is transcribed, the digital file will be destroyed immediately. All of the hard data collected will be stored in a locked cabinet during the study and destroyed 5 years after the results have been published. If student will choose to withdraw from this study, his/her data will be removed and destroyed from our database.

If you require any further information regarding this research project or your participation in the study you may contact student researcher Eva Jaberi, or Principle Investigator Dr. Marianne Larsen.

If you have any questions about your rights as a research participant or the conduct of this study, you may contact The Office of Research Ethics at the UWO.

If the results of the study are published, your child's name will not be used. If you would like to receive a copy of any potential study results, please contact Eva Jaberi.

Sincerely,

Eva Jaberi

M.A. student, Faculty of Education, UWO

This letter is yours to keep for future reference.

Global Citizenship Through The Eyes of Grade 7 Elementary Students:

A Case Study

CONSENT FORM

I have read the Letter of Information. I have had the nature of the study explained and all questions have been answered to my satisfaction.

I agree for my child to participate in   Part 1 [ ] ;   Part 1 & 2 [ ]

Participant's Name (please print): _____

Participant's Signature:_____   Date:_____

Parent / Legal Guardian (Please Print):_____ _____

Parent / Legal Guardian (Signature): _____

Parent / Legal Guardian (Date): _____

Person Obtaining Informed Consent: Eva Jaberi

Signature of Person Obtaining Informed Consent:_____

Date: _____

Appendix B: Letter of Assent

Global Citizenship Through The Eyes of Grade 7 Elementary Students:

A Case Study

Principal Investigator: Dr. Marianne Larsen, Associate Professor, Faculty of Education,

UWO

Co- Investigator: Eva Jaberi, M.A. student, Faculty of Education, UWO

<u>ASSENT LETTER</u>

-Dr. Marianne and I are doing research on Global Citizenship Through The Eyes of Grade

7 Elementary Students. I would like to see if you would like to be in this study.

-Dr. Marianne and I want to see how grade 7 elementary students, like you, think about

GC; where they gather information about the world; and if they think of themselves as

global citizens.

-If you want to be in this study you can choose to participate in 1. The survey only: or 2.

The survey and the interview.

-In the survey you will be asked to do a survey in your classroom, with your teacher

there, that will take about 35 minutes; and to participate in an activity with photos of

people from around the world to find out what you think about global citizenship, which

will take about 25 minutes.

For the interview you will be invited to the meeting room, for a conversation with about 7

students from your class, which will take about 20 min. The interview will be audio

recorded. If you do not want to be recorded you cannot participate in this interview.

-These activities are not some type of a test. There will not be any marks on the report card from this study. Participating in this study will help you understand global citizenship.

-Pizza (of individual choice) lunch will be offered for the whole class, when the study is done. If you do not finish the study you will still be offered pizza lunch.

-You do not have to be in this study. Even if you agree and later change your mind, it is completely fine. You can refuse to answer any questions or stop participating in the study at any time with no effect on your academics. You can ask questions about this study or your participation at any time. You can talk to the teachers, your family or someone else.

- All information from this study will be confidential; however not completely, as other students will be in the interview. We are asking you to not share the information that is discussed during the interview with anyone outside of the interview.

I want to participate in   1. The survey   _____

                             2. The survey and the interview _____

Print Name of Child _____ Date _____

Signature of Child _____ Age _____

Person Obtaining Informed Consent: Eva Jaberi

Signature of Person Obtaining Consent:_____   Date: _____

Appendix C: A Semi structured Questionnaire

Grade 7 Students' Perceptions about Global Citizenship

Part l: What is Global Citizenship?

      Using the following 1-5 scale, please choose the word that best represents your views by circling the corresponding number:

1	**2**	**3**	**4**	**5**
STRONGLY DISAGREE	DISAGREE	DO NOT KNOW	AGREE	STRONGLY AGREE

I think Global Citizenship means …

Asking questions	1 2 3 4 5
Taking responsibility for your own actions	1 2 3 4 5
Traveling a lot	1 2 3 4 5
Having multiple citizenship	1 2 3 4 5
Being skilled in modern technologies	1 2 3 4 5
Ability to communicate with the remote places any time	1 2 3 4 5
Being wealthy	1 2 3 4 5
Choosing cooperation to become successful	1 2 3 4 5
Realizing that world is as strong as its weakest link	1 2 3 4 5
Trying to understand how the world works economically, socially, politically, environmentally and technologically	1 2 3 4 5
Realizing that my actions are directly affecting someone on the other side of the globe	1 2 3 4 5
Being famous	1 2 3 4 5
Being aware of global issues	1 2 3 4 5
Minding my own business and staying away from trouble	1 2 3 4 5
Studying well and pursuing career that will secure my future	1 2 3 4 5
Realizing that all humans – regardless ethnicity, religion and culture – share the same rights and responsibilities	1 2 3 4 5
Choosing competition to become successful	1 2 3 4 5
Realizing that corruption and injustice will continue if everybody remains inactive	1 2 3 4 5
Trying to conduct selfless actions of service	1 2 3 4 5

Part ll: What does being a Global Citizen mean?

Please underline one statement from sections 1, 2 and 3 that is closest to your views:

Being a Global Citizen to me is…

1. -To promote justice by volunteering for a charity
        -To promote justice by giving money to a charity
        -To promote justice by helping to set up a charity

2. -To help the environment by getting involved with an environmental organization,
         or a community initiative like clean-ups/tree planting
        -To help the environment by protesting against a local company that pollutes your
         community, like writing to a newspaper or public figure about it
        -To help the environment by recycling everything I can

3. -To promote unity in the world by studying human diversity
        -To promote unity in the world by working together with diverse groups of people
        -To promote unity in the world by respecting human diversity

Part lll: How am I connected?

Please specify what forms of media including social media do you use? You can choose
as many as apply

Facebook [facebook] ___   Twitter [twitter] ___

Instagram [Instagram] ___   Snapchat [snapchat] ___

Whatsapp [whatsapp] ___   iMessage [imessage] ___

Vine [vine] ___   Tumblr [tumblr.] ___

Pinterest [Pinterest] ___   Google [Google+] ___

Online newspaper ___   Online magazine   ___

Hard-copy newspaper ___   Hard-copy magazine   ___

Other ___

- Why do you use these different forms of media including social media?

  _____

  _____

- How are you, if at all, connected to the wider world through using these media?

  _____

  _____

- Please place a star beside any of the following that connects you to the wider world

  Traveling to the other countries ____

  Listening to music from other countries ____

  Speaking a language other than English ____

  Having relatives and friends in other countries ____

  Using foreign made products ____

  Eating foods from other countries ____

  Watching movies or performances from other countries ____

Part lV: I think…

Please put a check mark √ in the box that is closest to your understanding of each of the following:

	Yes	Some times	No
I am interested to know what is happening in the world			
I am not interested in news in general because I do not understand it			
I question different types of news that I hear about			
Most of the time my role models are pop culture celebrities from around the world			
I can find answers to my questions from media, including social media			
I can find answers to my questions about the world problems at school			
To help poor and disadvantaged is the responsibility of the government			
I have the responsibility to deal with global issues.			
I have things in common with someone living in a poorer country			
I have things in common with someone living in a richer country			
As long as what is happening in the world is not affecting me, I do not care			
I can make a difference in my community or neighborhood			
Governments, international organizations and NGOs have the responsibility to deal with global issues.			
I am too young to promote any change or solve complicated global issues			
Each individual has the responsibility to deal with global issues.			

Part V: Some more thoughts …

- Give 3 words that best describe what Global Citizenship is

  --.

- Define Global Citizen in 1-2 sentences

  -- .

- List 3 global issues that you know about

  --.

- Name 3 things that you could do to make your neighborhood or city a better place.

  --.

Part Vl: Background Information

Age:

Gender: Boy   Girl

Status that best describes you:

Please underline the answer(s) that is closest to your views

a) Canadian;   b) Canadian/third generation;

c) Canadian/second generation;   d) Canadian/first generation;

e) Immigrant;   f) Refugee;

g) Multicitizen (citizen of more than one country);

h) Citizen of the World;

i) Other (list here): _____

Ethnicity that best describes you:

(Ethnicity or ethnic group is a group of people who identify with each other based on a

 shared culture, language, religion and physical appearance).

a) I am a descendant of a single ethnic group
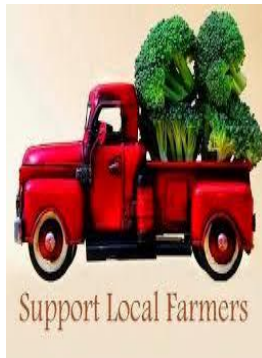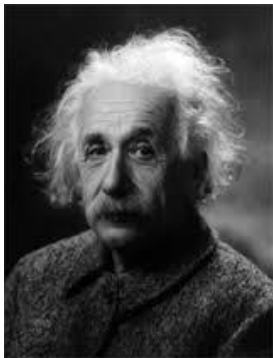
b) I am a descendant of a multiple ethnic groups

Where do you belong? Circle one answer

a) I am a Global Citizen

b) I do not feel like a Global Citizen

c) Sometimes I feel like a Global Citizen

d) Any other thoughts? _____

THANK YOU :)

Appendix D: Sample of images from the photo image classification activity.

Curriculum Vitae

Name: Eva Jaberi

Post-secondary   The University of Western Ontario
Education and   London, Ontario, Canada
Degrees: 2012-2014 M.A. candidate.

                                     The State University of Georgia
                                     Tbilisi, Georgia
                                     1990-1995 B.A

Related Work   Teacher
Experience   Khobar, KSA
                                     2000-2011
                                     Rustavi, Georgia
                                     1995-1996