

Determination of Global Competence Levels of Pre-Service Social Studies Teachers¹

Assist. Prof. Dr. Ayşegül Pehlivan Yılmaz

Anadolu University – Türkiye

ORCID: 0000-0002-0271-4520

aysegulpehlivan@anadolu.edu.tr

Abstract

Many positive or negative changes occurring in the global era force countries to take the necessary steps to sustain social life and create healthier and more harmonious societies. In this context, especially under the leadership of the United Nations, Sustainable Development Goals were adopted with the participation of 193 countries in 2015. One of the competences related to the individual accepted within the scope of these goals is global competences that reveal the need to be a global citizen. Global competence is defined as the ability to examine local and global problems, to understand, respect and appreciate different perspectives, to communicate and interact openly and effectively with individuals from different places and cultures, and to take action for sustainable development as a common vision. The purpose of this study is to determine the global competence levels of pre-service social studies teachers in terms of variables such as gender, grade level, level of interest in global issues, frequency of following global issues and level of knowledge about global issues. Descriptive survey model, one of the quantitative research methods, was used in the study. The population of the study consisted of a total of 216 pre-service social studies teachers studying at Anadolu University Faculty of Education, Social Studies Teacher Education Undergraduate Programme in the autumn term of the 2022-2023 academic year, including 1st, 2nd, 3rd and 4th grades. The Global Competence Scale developed by Brantley-Todd (2017) and adapted into Turkish by Karaca-Akarsu and Özdemir (2021) was used as a data collection tool in the study. SPSS 24 programme was used for the analysis of the scale items. As a result of the research, according to the descriptive analyses of demographic variables, it was found that the level of interest of pre-service social studies teachers in global issues, their level of knowledge about global issues and their frequency of following global issues were at medium and high levels; however, the global competence levels of pre-service social studies teachers did not differ significantly in terms of variables such as gender, grade level, level of interest, frequency of following and level of knowledge.

Keywords: Social studies, Global competence, Pre-service teachers, Scale



**E-International Journal
of Educational
Research**

Vol: 14, No: 3, pp. 267-282

Research Article

Received: 2023-01-14

Accepted: 2023-06-26

Suggested Citation

Pehlivan Yılmaz, A. (2023). Determination of global competence levels of pre-service social studies teachers, *E-International Journal of Educational Research*, 14(3), 267-282. DOI: <https://doi.org/10.19160/e-ijer.1233534>

¹ This research was presented as an oral presentation at the "INSAC International Researches Congress on Social and Education Sciences" held in Ereğli/KONYA on 18-19 March 2023.

INTRODUCTION

With globalisation, which is one of the most emphasised issues in recent times, the level of development among the countries of the world has started to differentiate rapidly. It is possible to see this differentiation not only in the context of countries but also in the societies formed by individuals living in those countries. In this age, which is described as the global age, it is seen that positive and negative emotions such as wealth, poverty, justice, freedom, oppression, equality-inequality, tolerance and intolerance have become increasingly widespread among individuals in daily life. This situation has made it necessary for the whole world to take important steps to ensure the continuation of social life and to create healthy societies.

In order to eliminate the increasing inequalities around the world and to create a global awareness in individuals, many multinational states, especially the United Nations, have taken action. In this context, one of the important steps taken is the Sustainable Development Goals unanimously adopted by 193 member countries of the United Nations in 2015 (Karaca-Akarsu, 2022). The countries that came together in line with these goals aimed to end poverty, protect the environment, and combat inequalities between countries and individuals, based on the idea that education is the main tool in creating an inclusive and equal world (Schleicher, 2017). These aims have brought about the necessity of having global competences and becoming a global citizen within the framework of global education.

Global competence is defined as the ability to examine local and global problems, to understand, respect and appreciate different perspectives, to communicate and interact openly and effectively with individuals from different places and cultures, and to take action for sustainable development as a common vision (Organisation for Economic Co-operation and Development [OECD], 2018). Auld and Morris (2019) analysed how the concept of global competence has changed since its first emergence and emphasised that global competence is a new measure of internationalisation. With the changes and developments experienced as a result of globalisation, raising individuals with global competencies has become an important interdisciplinary issue in the field of education. Education is the process of making the child an effective human being, a qualified individual for the society/nation and world in which he lives (Toprakçı, 2012). Part of being an active member of the world is protecting the earth we live on it. All countries should have this understanding in their educational activities. This understanding should also guide the behavior of teachers, textbooks and social cultural activities (Toprakçı, 2017). The world is a value and it must be protected (Toprakçı, 2021). In the report published by the OECD in 2018, the concept of global competence was included for the first time and global competence was added to the quality, equity and effectiveness dimensions of the OECD Programme for International Student Assessment (PISA) (OECD, 2018). OECD's (2018) global competence assessments aim to provide the necessary data to create a sustainable society and to develop a perspective on designing educational environments that facilitate individuals' understanding and adaptation to the new world.

PISA (2018) emphasised that the trainings to be provided to ensure global competence will contribute to the individual in the areas of living in harmony in multicultural communities, increasing the rate of employability in the labour market, using digital technologies and media elements effectively and responsibly, and supporting sustainable development goals. It can be said that the development of the individual in these areas will support raising global citizens who have adapted to the globalised world.

The global competence components are based on the five basic themes of global education put forward by Hanvey (1976) (Karaca Akarsu & Özdemir, 2021). Hanvey (1976) explained these themes as "perspective awareness", "awareness of the planetary state", "awareness of the counter-culture", "knowledge of global dynamics" and "awareness of human choices". Olson and Kroeger (2001) stated that in addition to these components, there are also hidden components such as "perceptual understanding" and "intercultural communication", which include the individual's perceptions, emotions and communication skills.

Reimers (2009) stated that global competence is a set of knowledge and skills that help individuals understand the world they live in and show sensitivity to global events and problems. In this context, it can be said that in order for individuals to have global competence, they must first have sufficient interest and knowledge about global problems and global issues, and the grade level is also important for

investigating the level of this knowledge. Indeed, [OECD \(2018\)](#) defines global competence as the ability to look at global and intercultural issues critically and from different perspectives, to understand how differences are perceived by people, and to communicate and interact appropriately on the basis of mutual respect. In this respect, the fact that an individual is interested in global issues, has sufficient knowledge and follows these issues closely as a sensitive individual is considered important in terms of having global competence. [Boix-Mansilla and Jackson \(2012\)](#) also emphasised that individuals who can research global and intercultural issues as well as local issues will be considered as globally competent individuals and emphasised the importance of the frequency of following these issues. Since one's experiences about global issues and how one makes sense of these issues are important in global competence ([Reimers, 2009](#)), gender is seen as a characteristic that is frequently addressed in global competence, global education and global citizenship research. In this context, it can be said that gender, experiences, how the individual perceives the world and global issues, level of sensitivity to global issues and level of knowledge about global issues are important factors for ensuring global competence of the individual.

Certainly, the most important task for the adaptation of global competence within the education system falls to schools. Schools can provide opportunities for students to critically analyse developments both in their own environment and in the world. It is through schools that students can learn how to use digital information technologies and how to develop an understanding and respect for different cultures. In this context, especially in recent years, it is seen that in different countries of the world, attention has been paid to providing students with knowledge, skills and values that will give students a global understanding and perspective while organising the curricula of schools ([Karaca-Akarsu, 2022](#)). Indeed, [Olson and Kroeger \(2001\)](#) emphasised the need for global and intercultural professional development programmes that will encourage educators to work in a foreign language and culture in order to achieve global competence.

Global education understanding is an approach that aims to provide individuals with knowledge, skills and values such as human rights, sustainability, understanding and respecting differences, reducing prejudices and stereotypes, understanding interdependence and interdependence together with citizenship education ([Merryfield, 1995, Kirkwood, 2001](#)). However, thinking only in such a framework with a programme dimension limits the multidimensional structure of global education ([O'Loughlin & Wegimont, 2002](#)). In this respect, it can be said that it is important to consider the global competencies to be gained within the scope of teacher training education and in-service training as well as the programme framework.

In Turkey, with the effect of globalisation, global education approach was included in the curricula prepared in 2005. One of these programmes was prepared for the social studies course. In the 2005 social studies curriculum, one of the main objectives of the social studies course, which prepares the individual for life with its interdisciplinary structure, was to raise global citizens ([Ministry of National Education \[MNE\], 2005](#)). The understanding of global education and its reflections, which took place in the curriculum with the dimensions of knowledge, skills and values, were also reflected in the 4th, 5th, 6th, and 7th grade social studies textbooks. However, even though it is in textbooks and curricula, many teachers do not have pre-service training in instilling global competencies in their lessons ([Felch, 2016](#)). Therefore, it is important to inform pre-service social studies teachers about raising individuals with global competencies during teacher education and to provide them with the necessary training. However, in order to plan what kind of training to provide, it is important to determine the global competence levels of pre-service teachers and to understand their perceptions on this issue.

When the literature is analysed, it is seen that many studies have been conducted on the implementation of global education and increasing global characteristics in individuals, especially with the titles such as global citizenship, global competence or global competence ([Auld & Morris, 2019; Boix-Mansilla & Jackson, 2011; Brantley-Todd, 2017; Olson & Kroeger, 2001; Reimers, 2009](#)). In addition, the study directly addressing the concept of global competence in literature is [Karaca-Akarsu and Özdemir's \(2021\)](#) scale adaptation study. This scale was also be used in this study. Apart from this study, [Özdemir Özden and Karadağ \(2021\)](#) conducted a study on pre-service social studies teachers and tried to determine the global citizenship levels of pre-service social studies teachers. The researchers collected

data from pre-service social studies teachers using a "Global Citizenship Scale" consisting of three dimensions: "Social Responsibility", "Global Competence" and "Global Civic Engagement". However, the research focused on global citizenship characteristics and global competence was considered as a sub-dimension. In this study, on the other hand, the "Global Competence Scale" was used and research was carried out in four main dimensions including "Communication Skills"; "Open Mindedness"; "Self Knowledge" and "Problem Solving Styles", which include the basic components of global competence. In this respect, it is considered that this research is different from the research of [Özdemir Özden and Karadağ \(2021\)](#). The studies conducted in social studies generally focused on the concepts of global citizenship and global education, and these studies include the author's own research ([Çolak, Kabapınar, & Öztürk, 2019](#); [Egüz, 2016](#); [Günel & Pehlivan, 2015](#); [Günel & Pehlivan, 2016](#); [Kan, 2009](#); [Kantar & Bulut, 2023](#); [Kaya & Kaya, 2012](#); [Tünkler, 2020](#); [Yüksel, 2018](#)). Therefore, it is thought that this research is original research in terms of social studies education and will contribute to the field.

This study aims to determine the global competence levels of pre-service social studies teachers in terms of variables such as gender, grade level, level of interest, frequency of following and level of knowledge. In line with this purpose, the following sub-problems were analysed:

1. Do pre-service social studies teachers' global competence levels differ in terms of gender variable?
2. Do pre-service social studies teachers' global competence levels differ in terms of grade level variable?
3. Do pre-service social studies teachers' global competence levels differ in terms of level of interest in global issues variable?
4. Do pre-service social studies teachers' global competence levels differ in terms of frequency of following global issues variable?
5. Do pre-service social studies teachers' global competence levels differ in terms of the level of knowledge about global issues variable?

METHOD

1. Research model

In the study, descriptive survey model, one of the quantitative research methods, was used. Descriptive survey model is one of the most common quantitative research methods used to summarise the characteristics of individuals, groups or physical environments ([Büyüköztürk et al., 2012](#)). In other words, in quantitative research, it refers to the numerical representation of the opinions in the general population through a sample selected from a population ([Creswell, 2017](#)) and the description of the current situation in the past or present as it currently exists ([Karasar, 2012](#)). Since this study aims to examine the global competence levels of pre-service social studies teachers in terms of various variables (gender, grade level, level of interest, frequency of following and level of knowledge) and to reveal the current situation, the descriptive survey model was found appropriate for the research design.

2. Population and Sample

The population of the study consists of pre-service social studies teachers studying at Anadolu University Faculty of Education, Social Studies Teacher Education Undergraduate Programme in the fall term of the 2022-2023 academic year. When determining the population, two types of population can be selected as target population and accessible population. If the research is conducted on the accessible population within the scope of the research, there is no need for sample selection ([Büyüköztürk et al., 2012](#)). Since the population of this research is an accessible population, it was tried to reach the population in the research. Therefore, no sample selection was made in the study.

The population of the study consisted of 1st, 2nd, 3rd and 4th grade pre-service social studies teachers studying at Anadolu University Faculty of Education, Social Studies Teaching Undergraduate Programme in the fall term of 2022-2023 academic year. The population of the research consists of 248 pre-service teachers in total. However, 225 pre-service social studies teachers voluntarily participated in the study. Nine of the participants were not included in the study because they filled the scale

incompletely or incorrectly. This study, 216 pre-service social studies teachers who voluntarily participated and answered the scale questions participated. Pre-service teachers take the Globalisation and Society course as an elective course in the 2nd grade based on the social studies undergraduate curriculum. However, this course was not used as a criterion for this study since it is not taught as an elective course in the 1st grade in the related institution, it is an elective course and it can be taken in every grade level except the 1st grade. The demographic information of the participants is shown in Table 1.

Table 1. *The Demographic information of the participants*

Demographic Variables		Frequency	Percentage (%)
Gender	Female	152	70,4
	Male	64	29,6
Grade level	1st grade	66	30,6
	2nd grade	56	25,9
	3rd grade	52	24,1
	4th grade	42	19,4
Level of interest in global issues	Low	15	6,9
	Intermediate	145	67,1
	High	56	25,9
Frequency of following global Issues	Occasionally	93	43,1
	Mostly	96	44,4
	Continuous	27	12,5
Level of knowledge on global issues	Low	24	11,1
	Intermediate	172	79,6
	High	20	9,3

As can be seen in Table 1, 152 of the pre-service social studies teachers who constituted the participants of the study were female and 64 were male. The percentages of these numbers are 70.4% and 29.6% respectively.

The group participating in the study also differed according to their grade level. The number of 1st grade pre-service social studies teachers participating in the study was 66, 2nd grade pre-service teachers was 56, 3rd grade pre-service teachers was 52, and 4th grade pre-service teachers was 42. The percentages of these numbers are 30,6%, 25,9%, 24,1% and 19,4% respectively.

Research participants also differ according to their level of interest in global issues. 15 of the pre-service social studies teachers participating in the study with a rate of 6,9% had a low level of interest in global issues, 145 of them with a rate of 67,1% had a intermediate level of interest in global issues and 56 of them with a rate of 25,9% had a high level of interest in global issues.

The participants of the study also differed according to the frequency of following global issues. 93 of the pre-service social studies teachers who participated in the research followed global issues occasionally with a rate of 43.1%, 96 of them followed global issues mostly with a rate of 44.4% and 27 of them followed global issues continuously with a rate of 12.5%.

In the study, the knowledge level of the participants about global issues was also evaluated. 24 of the pre-service social studies teachers who participated in the study stated that their level of knowledge about global issues was low. On the other hand, 172 of the participants stated that they had a intermediate level of knowledge about global issues. 20 of them stated that their knowledge level was high. The percentages of these rates are 11.1%, 79.6% and 9.3% respectively.

3. Data Collection

A scale was used as a data collection tool in the study. Quantitative data were collected with the Global Competence Scale (GCS) developed by [Brantley-Todd \(2017\)](#) and adapted into Turkish by [Karaca-Akarsu and Özdemir \(2021\)](#). The necessary permissions for the application of the scale were obtained from [Karaca-Akarsu and Özdemir \(2021\)](#) via e-mail on 01.07.2022.

Before conducting this research, Ethics Committee permission dated 19.08.2022 and numbered 7/18 was obtained from Anadolu University Scientific Research and Publication Ethics Committee and the research was approved by the relevant committee.

Global Competence Scale (GCS) (Karaca-Akarsu & Özdemir, 2021): The Global Competence Scale used in the study was developed by Brantley-Todd (2017) and adapted into Turkish by Karaca-Akarsu and Özdemir (2021). The scale was developed to contribute to educators to create basic knowledge about global competence (Karaca-Akarsu, 2022). The developed Global Competence Scale consists of 48 items covering four dimensions of global competence. According to the results of the analyses conducted within the scope of the validity and reliability analyses of the scale, it was determined that the GCS includes four sub-dimensions: first sub-dimension: communication skills; second sub-dimension: open-mindedness; third sub-dimension: self-knowledge and fourth sub-dimension: problem solving styles and consists of a total of 32 items. Exploratory Factor Analysis (EFA) in the adaptation of the Global Competence Scale into Turkish was performed with 48 items. Exploratory Factor Analysis was conducted four times for the scale. After these analyses, a scale draft consisting of a four-dimensional structure and 36 items was obtained. Then, the scale was subjected to confirmatory factor analysis. After confirmatory factor analysis, it was understood that 4 items were related to each other and these items were removed from the scale. The Global Competence Scale was finalised with four dimensions and 32 items. Fit values of the final version of the scale;

- Similarity ratio chi-square statistic $\chi^2(364)=1021,00$ $p<0.01$;
- The ratio of chi-square statistic to degrees of freedom (χ^2/sd)=2,98;
- Root mean square error of approximation (RMSEA)=0.070;
- Standardised root mean square residual (SRMR)=0.091;
- Comparative fit index (CFI) = 1.00;
- Goodness of fit index (GFI)=0.91;
- Normed fit index (NFI)=0.97;
- The relative fit index (RFI)=0.97.

In this context, it can be said that the fit indices of the four-factor and 32-item scale adapted by Karaca Akarsu and Özdemir (2021) are above acceptable values and the structural validity of the scale is ensured. Within the scope of the reliability studies of the Global Competence Scale, the reliability coefficient in terms of Cronbach's Alpha was calculated. Accordingly, the reliability coefficient of the scale in terms of Cronbach's Alpha,

- ✓ for the communication skills factor=.896
- ✓ for the open-mindedness factor = .775
- ✓ for the self-knowledge factor =.670
- ✓ for the problem solving styles factor =.730.

For the whole global competence scale, the reliability coefficient in terms of Cronbach's Alpha was found to be .820. In this respect, when Cronbach's Alpha coefficients for the whole scale and its sub-dimensions are considered, it can be said that it is a reliable scale (Balci, 2005).

Within the scope of this research, Cronbach's Alpha reliability coefficient was calculated within the scope of reliability studies for the new participant group. The reliability coefficient of the Global Competence Scale (GCS) developed by Brantley-Todd (2017) and adapted into Turkish by Karaca-Akarsu and Özdemir (2021) was calculated and the Cronbach's Alpha reliability coefficient of the scale was found to be .643. In addition, the Cronbach's Alpha reliability coefficient results of the sub-dimensions of the scale were calculated as .531 for the first dimension, .652 for the second dimension, .913 for the third dimension and .654 for the fourth dimension. According to this result, it can be said that the scale has intermediate reliability according to the reliability coefficient table of Özdamar (2002).

The items in the prepared 4-point Likert-type scale were scored as "Strongly agree=4", "Agree=3", "Disagree=2" and "Strongly disagree=1" respectively. For the interpretation of the data transferred to the SPSS environment and the arithmetic averages of the participants, the score intervals were determined by using the score interval calculated as 0.75. Accordingly, "Strongly disagree" was evaluated as very low with a score range of 1,00-1,75; "Disagree" was evaluated as low with a score range of 1,76-2,50; "Agree" was evaluated as high with a score range of 2,51-3,25; and "Strongly agree" was evaluated as very high with a score range of 3,26-4,00.

4. Analysing the Data

In the research, it was examined whether the scale was normally distributed in terms of demographic variables and it was decided which parametric/non-parametric tests would be applied on the scale. In this context, the results of the Shapiro-Wilk test were examined and it was determined that normal distribution was provided. Therefore, Independent Samples T test and independent one-way ANOVA test were applied. SPSS 24 programme was used for the analysis of the scale items. The data obtained after the analyses were combined and the findings were reported.

FINDINGS

In this study, it was aimed to determine the global competence levels of pre-service social studies teachers in terms of various variables. Firstly, the reliability analyses of the scale were performed and the Cronbach's Alpha reliability coefficient of the scale was found to be .743. According to this result, it can be said that the scale has a medium reliability (Özdamar, 2002). While presenting the findings, firstly, it was examined whether the scale was normally distributed in terms of each demographic variable, the homogeneity status was checked and it was determined which tests (parametric/non-parametric) should be performed on the scale.

Table 2. Descriptive analysis of the global competence scale

	N	Minimum	Maximum	Mean	Sd	
Open-Mindedness (Total)	216	1,00	3,20	2,1542	,38710	Disagree
Self-Knowledge (Total)	216	1,50	4,00	3,1304	,43294	Agree
Communication Capacity (Total)	215	1,40	4,00	3,0042	,50901	Agree
Problem-Solving Style (Total)	216	1,50	3,83	2,6281	,36769	Agree
Grand total of the scale	215	1,88	3,31	2,6914	,24998	Agree

According to the results of the analyses given in Table 2, the arithmetic means of the global competence levels of pre-service social studies teachers were found to be the lowest 1,00 and the highest 3,20 in the open-mindedness dimension; the lowest 1,50 and the highest 4,00 in the self-knowledge dimension; the lowest 1,40 and the highest 4,00 in the communication capacity dimension; and the lowest 1,50 and the highest 3,83 in the problem-solving styles dimension. In the arithmetic averages of the global competence levels of pre-service social studies teachers across the scale, the lowest score was 1,88 and the highest score was 3,31. The average score of the scale was calculated as 2,69. This score corresponds to the level of "agree" on a four-point Likert scale. When the mean scores were analysed in terms of the scale dimensions, it was found that the open-mindedness dimension corresponded to the "disagree" level, while the dimensions of knowledge-self, communication skills and problem solving styles corresponded to the "agree" level.

1- Global Competence Levels of Pre-service Social Studies Teachers by Gender

In order to determine the global competence levels of pre-service social studies teachers according to gender, firstly, it was examined whether the scale was normally distributed or not. In this context, "Shapiro-Wilk" test result was analysed. Since the "Sig." values were greater than 0.05, H0 hypotheses were accepted for all groups. In other words, it can be said that "**Data are normally distributed with 95% confidence**" for all groups. Since $P > 0.05$ ($p_{\text{female}} = .455$, $p_{\text{male}} = .011$) according to gender and normal distribution conditions were fulfilled, Independent Samples t-test from parametric tests was applied. The t-test results of global competence levels of pre-service social studies teachers according to gender are shown in Table 3.

Table 3. T-test results of participants' global competence levels according to gender

Gender	N	X'	Ss	Sh	Sd	t	p
Female	151	2,6898	,24439	,01989			
Male	64	2,6953	,26464	,03308	213	-,148	,882

According to the t-test results given in Table 3, the arithmetic mean of global competence was found to be (\bar{X} =2.68) for female pre-service teachers and (\bar{X} =2.69) for male pre-service teachers. Accordingly, no significant difference was found between the global competence levels of pre-service social studies teachers and gender variable ($t = -,148$; $p = ,882 > .05$).

2- Global Competence Levels of Pre-service Social Studies Teachers According to Grade Level Variable

In order to determine the global competence levels of pre-service social studies teachers according to their grade level, firstly, it was examined whether the scale was normally distributed or not. In this context, "Shapiro-Wilk" test result was analysed. According to the test result of global competence levels of pre-service social studies teachers according to grade level, it was determined that $P > 0.05$ for 1st, 3rd and 4th grades ($p_{1st\ grade} = ,893$; $p_{3rd\ grade} = ,470$; $p_{4th\ grade} = ,546$). For the 2nd grade, it was observed that the scale did not meet the value of $P > 0.05$ ($p_{2nd\ grade} = ,005$). In this context, kurtosis and skewness coefficients were examined to check whether normal distribution was provided for all groups. Within the scope of normality test and these coefficients, it can be stated that normal distribution conditions are provided for all groups.

Independent one-way ANOVA test, which is one of the parametric tests, was used to determine whether there is a significant difference between the grade level variable and the global competence levels of pre-service social studies teachers since the normal distribution conditions were fulfilled. The results of ANOVA analysis of pre-service social studies teachers' global competencies in terms of grade level variable are shown in Table 4.

Table 4. ANOVA analysis results of participants' global competencies in terms of grade level

Grade Level	Sum of squares		Mean squares		
Between groups	,097	3	,032	,512	,674
In-group	13,276	211	,063		
Total	13,373	214			

When Table 4 is analysed, since $P > 0.05$, it is seen that the global competencies of pre-service social studies teachers do not differ significantly in terms of the grade level variable.

3- Global Competence Levels of Pre-Service Social Studies Teachers According to the Variable of Interest Level towards Global Issues

In order to determine the global competence levels of pre-service social studies teachers according to their level of interest in global issues, firstly, it was examined whether the scale was normally distributed or not. In this context, "Shapiro-Wilk" test result was analysed. It was determined that the global competence levels of pre-service social studies teachers according to their level of interest in global issues were $P > 0.05$ ($p_{low} = ,106$; $p_{intermediate} = ,224$; $p_{high} = ,468$). In this context, it can be stated that normal distribution conditions are met for all groups. Since normal distribution conditions were fulfilled, independent one-way ANOVA test, one of the parametric tests, was used to determine whether there was a significant difference. The results of ANOVA analyses of pre-service social studies teachers' global competencies in terms of the variable of interest level towards global issues are shown in Table 5.

Table 5. ANOVA analysis results of participants' global competencies in terms of their level of interest in global issues

Level of interest in global issues	Sum of squares	Sd	Mean squares	F	p
Between groups	,088	2	,044	,706	,495
In-group	13,284	212	,063		
Total	13,373	214			

When Table 5 is analysed, since $P = ,495 > 0,05$, it is seen that the global competencies of pre-service social studies teachers do not differ significantly in terms of the level of interest in global issues.

4- Global Competence Levels of Pre-service Social Studies Teachers According to the Frequency of Following Global Issues

In order to determine the global competence levels of pre-service social studies teachers according to the frequency of following global issues, it was first checked whether the scale was normally distributed. It was determined that the global competence levels of pre-service teachers according to this variable were $P > 0.05$ ($p_{\text{occasionally}} = ,544$; $p_{\text{mostly}} = ,140$; $p_{\text{continuously}} = ,323$). In this context, it can be stated that normal distribution conditions were met for all groups.

Since normal distribution conditions were fulfilled, independent one-way ANOVA test was used to determine whether there was a significant difference. The results of ANOVA analyses of pre-service social studies teachers' global competencies in terms of the frequency of following global issues are shown in Table 6.

Table 6. ANOVA analysis results of pre-service social studies teachers' global competencies in terms of the frequency of following global issues

Frequency of following global issues	Sum of squares		Mean squares		
Between groups	,076	2	,038	,606	,546
In-group	13,297	212	,063		
Total	13,373	214			

When Table 6 is analysed, since $P = ,495 > 0,05$, it is seen that the global competencies of pre-service social studies teachers do not differ significantly in terms of the frequency of following global issues.

5- Global Competence Levels of Pre-service Social Studies Teachers According to the Variable of Level of Knowledge on Global Issues

In order to determine the global competence levels of pre-service social studies teachers according to their level of knowledge about global issues, it was firstly checked whether the scale was normally distributed or not. It was determined that the global competence levels of pre-service teachers according to this variable were $P > 0,05$ ($p_{\text{low}} = ,023$; $p_{\text{high}} = ,547$) for items 1 and 3. For item 2, it was observed that it did not meet the condition of $P > 0.05$ ($p_{\text{intermediate}} = ,006$). In order to check normality for all groups, kurtosis and skewness coefficients were analysed. Skewness-Kurtosis values are between (+2)-(-2) values. It was seen that these values met the normality conditions and normality was ensured for the scale in general. In this context, it can be stated that normal distribution conditions are fulfilled for all groups. Since normal distribution conditions were fulfilled, independent one-way ANOVA test was used. The results of ANOVA analyses of pre-service social studies teachers' global competencies in terms of the variable of level of knowledge about global issues are shown in Table 7.

Table 7. ANOVA analysis results of pre-service social studies teachers' global competencies in terms of their level of knowledge about global issues

Level of knowledge on global issues	Sum of squares	Sd	Mean squares		
Between groups	,062	2	,031	,490	,613
In-group	13,311	212	,063		
Total	13,373	214			

When Table 7 is analysed, since $P = ,495 > 0,05$, it is seen that the global competencies of pre-service social studies teachers do not differ significantly in terms of the variable of level of knowledge about global issues.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

In this section, the conclusion and discussion part of the research, which aimed to determine the global competence levels of pre-service social studies teachers in terms of various variables, is given.

In the study, it was determined that pre-service social studies teachers' global competence levels were at the level of "disagree" in the open-mindedness dimension, and at the level of "agree" in the

dimensions of self-knowledge, communication capacity and problem-solving styles. In other words, it was seen that the open-mindedness levels of pre-service social studies teachers were "low", while their self-knowledge, communication skills and problem-solving styles levels were "high". The open-mindedness dimension refers to the behaviours of understanding and respecting different cultures and being sensitive to culturally different individuals (Todd, 2017). In this context, it can be said that pre-service social studies teachers' sensitivity towards cultural differences should be developed. In his study, Öksüzoğlu (2022) found that pre-service social studies teachers' global citizenship and global competence levels were high, while their global civic engagement level, which means active participation in solving global problems, was at a medium level. In this context, it can be accepted that the results of the two studies support each other. Kaya and Kaya (2012) also found that pre-service social studies teachers had higher levels of "positive effects of globalisation" than pre-service teachers studying in Turkish Language Teaching and Computer Education programmes, and higher levels of "following the international agenda" than pre-service teachers studying in Turkish Language Teaching and Science Education programmes. This may be due to the fact that pre-service social studies teachers encounter with courses related to globalisation issues in their undergraduate education.

In the study, it was concluded that pre-service social studies teachers' level of interest in global issues and their level of knowledge about global issues were mostly at an intermediate level. Karaca-Akarsu (2022) concluded that the total score was high when the average of the scale scores of teachers' views on global competencies was analysed. Similarly, although not directly on global competence, there are studies in the literature that conclude that the global competence levels of pre-service social studies teachers are at intermediate or high levels regarding the global competence sub-dimension within the scope of global citizenship (Bulut, 2019; Çermik, 2015; Durmuş, 2017; Göl, 2013; Özden & Karadağ, 2021; Şahin et al., 2016). Considering the results of all studies, it can be said that the global competence levels of pre-service teachers are at an intermediate level or higher.

Regarding the frequency of following global issues, 96 of the pre-service teachers participating in the research stated that they mostly follow global issues. According to these numbers, the answers given seem to be very close to each other. In the literature, there is no research in which the level of competence is determined according to this demographic variable. In this respect, it can be said that the study has produced a unique result based on this variable.

Another result of the study was that the global competence levels of pre-service social studies teachers did not differ significantly in terms of the grade level variable. In his study, Öksüzoğlu (2022) also found that there was no significant difference between the total score of global citizenship and global competence sub-dimension of pre-service social studies teachers according to their grade level. Similar to the results of these studies, there are other studies in the literature that concluded that the grade levels of pre-service social studies teachers have no effect on the levels of global citizenship and its sub-dimensions, although there are no direct global competencies (Baser & Kılinc, 2015; Bulut, 2019; Durmuş, 2017; Göl, 2013; Özden & Karadağ, 2021; Türksever et al, 2020). Considering that global themes are included in both elective and field education courses that pre-service social studies teachers have taken from Grade 1 to Grade 4, it can be said that the lack of a significant difference at grade level is an issue that needs to be investigated. Öksüzoğlu (2022) also stated that pre-service social studies teachers receive all the features related to their professional life in terms of knowledge, skills and values during their undergraduate education process, and therefore, it is thought-provoking that there is no difference in grade level.

In the study, it was concluded that the relationship between the global competence levels of pre-service social studies teachers and the variables of level of interest in global issues, frequency of following global issues and level of knowledge about global issues did not differ significantly. Özdemir Özden and Karadağ (2021) also revealed in their study that pre-service social studies teachers who are more interested in global problems and events, have a high frequency of following global problems and events, and are more knowledgeable about global events have higher levels of global citizenship. It can be said that the emergence of this difference in pre-service teachers who received similar education in geographical places with similar characteristics may be due to the profile of the participants participating in the research.

In the study, it was found that the scoring of the global competence scale according to gender was close to each other for female ($\bar{X}=2.68$) and male ($\bar{X}=2.69$) pre-service teachers and there was no significant difference between the global competence levels of pre-service social studies teachers and the gender variable. Karaca-Akarsu (2022) also found that the gender variable did not make a difference for global competence in his study with teachers and school administrators using the same scale. Similar results were found in different studies conducted in the literature in terms of gender variable. Can and Kaymakçı (2015) found that gender variable did not make a significant difference within the scope of open-mindedness dimension of global competence. Çermik (2015) and Morais and Ogden (2011) also addressed the global competence dimension in his study on global citizenship and found that the gender variable did not have a significant difference. Özdemir Özden and Karadağ (2021) also determined that there was no significant difference in the global citizenship levels of pre-service teachers according to gender variable. Within the scope of these results, it can be concluded that gender is mostly not a determining factor in the global competences of pre-service social studies teachers.

In the results of the descriptive analysis of the demographic variables given in this study, it was concluded that pre-service social studies teachers' level of interest in global issues, level of knowledge about global issues and frequency of following global issues were at intermediate and high levels. In this context, it can be inferred that the presence of an average level according to all variables may have served not to create a difference among pre-service teachers. In the literature, it is stated that global competence is a set of knowledge and skills that help individuals understand the world they live in and show sensitivity to global events and problems, that in order for individuals to have global competence, they must first have sufficient interest and knowledge about global problems and global issues, and to be able to look at global and intercultural issues critically and from different perspectives, It is explained that there is a need to understand what kind of awareness can emerge according to gender in order to understand how differences are perceived by individuals and that it is necessary for individuals to follow global issues in order to be able to communicate and interact appropriately on the basis of common respect. In this context, it can be said that the variables of gender, grade level, level of interest in global issues, frequency of following global issues and level of knowledge about global issues are important in determining global competence.

According to the results of the research, the following suggestions can be added:

- This study was conducted with 216 pre-service teachers studying at Anadolu University Social Studies Teacher Education undergraduate programme in Eskişehir province. In future research, the global competence levels of teachers and pre-service teachers from different branches can be investigated.
- In this study, descriptive survey model, one of the quantitative research methods, was used. New researches can be designed for participants' global competence levels, attitudes and perceptions with different research methods.
- In the study, it was determined that pre-service teachers' open-mindedness levels were low. This dimension serves the theme of understanding and respecting different cultures of global education. In order to increase the open-mindedness levels of pre-service teachers, applied studies can be conducted and courses that can be given within the scope of pre-service education can be added to the undergraduate programme.

Sosyal Bilgiler Öğretmen Adaylarının Küresel Yetkinlik Düzeylerinin Belirlenmesi²

Dr. Öğr. Üyesi Ayşegül Pehlivan Yılmaz

Anadolu Üniversitesi – Türkiye

ORCID: 0000-0002-0271-4520

aysegulpehlivan@anadolu.edu.tr

Özet

Küresel çağda meydana gelen olumlu ya da olumsuz birçok değişim, ülkeleri toplumsal yaşamı sürdürülebilir kılmak, daha sağlıklı ve uyumlu toplumlar yaratmak için gerekli adımları atmaya zorlamaktadır. Bu bağlamda, özellikle Birleşmiş Milletler öncülüğünde 2015 yılında 193 ülkenin katılımıyla Sürdürülebilir Kalkınma Hedefleri kabul edilmiştir. Bu hedefler kapsamında kabul edilen bireye ilişkin yetkinliklerden biri de küresel vatandaş olma ihtiyacını ortaya koyan küresel yetkinliklerdir. Küresel yetkinlik; yerel ve küresel anlamda ortaya çıkan sorunları inceleme, farklı bakış açılarını anlam, saygı duyma ve takdir etme, farklı yerlerden ve kültürlerden bireylerle açık ve etkili iletişim ve etkileşim kurma ve ortak bir görüş olarak sürdürülebilir kalkınma için harekete geçme yeteneği olarak tanımlanmaktadır. Bu çalışmanın amacı, sosyal bilgiler öğretmen adaylarının cinsiyet, sınıf düzeyi, küresel konulara ilgi düzeyi, küresel konuları takip etme sıklığı ve küresel konular hakkındaki bilgi düzeyi gibi değişkenler açısından küresel yetkinlik düzeylerini belirlemektir. Araştırmada nicel araştırma yöntemlerinden betimsel tarama modeli kullanılmıştır. Araştırmanın evrenini 2022-2023 eğitim-öğretim yılı güz döneminde Anadolu Üniversitesi Eğitim Fakültesi Sosyal Bilgiler Öğretmenliği Lisans Programında öğrenim gören 1, 2, 3 ve 4. sınıf olmak üzere toplam 276 sosyal bilgiler öğretmen adayı oluşturmaktadır. Araştırmada veri toplama aracı olarak Brantley-Todd (2017) tarafından geliştirilen ve Karaca-Akarsu ve Özdemir (2021) tarafından Türkçe'ye uyarlanan Küresel Yetkinlik Ölçeği kullanılmıştır. Ölçek maddelerinin analizi için SPSS 24 programı kullanılmıştır. Araştırma sonucunda, demografik değişkenlere ilişkin betimsel analiz sonuçlarına göre, sosyal bilgiler öğretmen adaylarının küresel konulara ilgi düzeylerinin, küresel konulara ilişkin bilgi düzeylerinin ve küresel konuları takip etme sıklıklarının orta ve yüksek düzeyde olduğu; ancak, sosyal bilgiler öğretmen adaylarının küresel yetkinlik düzeylerinin cinsiyet, sınıf düzeyi, ilgi düzeyi, takip etme sıklığı ve bilgi düzeyi gibi değişkenler açısından anlamlı bir şekilde farklılaşmadığı tespit edilmiştir.

Anahtar Kelimeler: Sosyal bilgiler, Küresel yetkinlik, Öğretmen adayları, Ölçek



**E-Uluslararası
Eğitim Araştırmaları
Dergisi**

Cilt: 14, No: 3, ss. 267-282

Araştırma Makalesi

278

Gönderim: 2023-01-14
Kabul: 2023-06-26

Önerilen Atıf

Pehlivan Yılmaz, A. (2023). Sosyal bilgiler öğretmen adaylarının küresel yetkinlik düzeylerinin belirlenmesi, *E-Uluslararası Eğitim Araştırmaları Dergisi*, 14(3), 267-282. DOI: <https://doi.org/10.19160/e-ijer.1233534>

² Bu araştırma, 18-19 Mart 2023 tarihinde Ereğli/KONYA'da gerçekleştirilen "INSAC International Researches Congress on Social and Education Sciences" isimli kongrede sözlü bildiri olarak sunulmuştur.

Genişletilmiş Özet

Problem: Küresel yetkinlik, ortaya çıkan sorunları yerel ve küresel olarak inceleme, farklı bakış açılarını anlama, saygı duyma ve takdir etme, farklı yerlerden ve kültürlerden bireylerle açık ve etkili bir şekilde iletişim ve etkileşim kurma ve ortak bir vizyon olarak sürdürülebilir kalkınma için harekete geçme becerisi olarak tanımlanmaktadır (OECD, 2018). Auld ve Morris (2019) küresel yetkinlik kavramının ilk ortaya çıkışından bu yana nasıl değiştiğini analiz etmiş ve küresel yetkinliğin uluslararasılaşmanın yeni bir ölçütü olduğunu vurgulamıştır. Küresel yetkinlik bileşenleri, Hanvey (1976) tarafından ortaya konan küresel eğitimin beş temel temasına dayanmaktadır (Karaca Akarsu ve Özdemir, 2021). Hanvey (1976) bu temaları "perspektif farkındalığı", "gezegenel durum farkındalığı", "karşı kültür farkındalığı", "küresel dinamikler bilgisi" ve "insan tercihleri farkındalığı" olarak açıklamıştır. Olson ve Kroeger (2001) bu bileşenlere ek olarak bireyin algılarını, duygularını ve iletişim becerisini içeren "algısal anlayış" ve "kültürlerarası iletişim" gibi gizli bileşenlerin de olduğunu belirtmiştir. Son yıllarda dünyanın farklı ülkelerinde okulların müfredatları düzenlenirken öğrencilere küresel bir anlayış ve bakış açısı kazandıracak bilgi, beceri ve değerlerin kazandırılmasına dikkat edildiği görülmektedir (Karaca Akarsu, 2022).

Türkiye'de 2005 yılında hazırlanan sosyal bilgiler öğretim programı 4, 5, 6 ve 7. sınıf düzeylerinde küresel eğitim yaklaşımını içermektedir (Milli Eğitim Bakanlığı [MEB], 2005). Ancak, ders kitaplarında ve öğretim programlarında yer almasına rağmen, birçok öğretmen derslerinde küresel yetkinlikler kazandırma konusunda hizmet öncesi eğitim almamaktadır (Felch, 2016). Bu nedenle sosyal bilgiler öğretmen adaylarının öğretmen eğitimi sırasında küresel yetkinliklere sahip bireyler yetiştirme konusunda bilgilendirilmesi ve gerekli eğitimlerin verilmesi önemlidir. Ancak öğretmen adaylarının küresel yetkinlik düzeylerinin belirlenmesi ve bu konudaki algılarının anlaşılması nasıl bir eğitim vereceğinin planlanması açısından önemlidir.

Bu çalışmada sosyal bilgiler öğretmen adaylarının küresel yetkinlik düzeylerinin cinsiyet, sınıf düzeyi, ilgi düzeyi, takip etme sıklığı ve bilgi düzeyi gibi değişkenler açısından belirlenmesi amaçlanmıştır.

Yöntem: Çalışmada nicel araştırma yöntemlerinden biri olan betimsel tarama modeli kullanılmıştır. Betimsel tarama modeli, bireylerin, grupların veya fiziksel ortamların özelliklerini özetlemek için kullanılan en yaygın nicel araştırma yöntemlerinden biridir (Büyüköztürk vd., 2012). Başka bir deyişle, nicel araştırmalarda, bir evrenden seçilen örneklem yoluyla evrenin geneline ilişkin görüşlerin sayısal olarak ortaya konulması (Creswell, 2013) ve mevcut durumun geçmişte ya da halen var olduğu şekliyle betimlenmesini ifade eder (Karasar, 2012). Bu araştırmada sosyal bilgiler öğretmen adaylarının küresel yetkinlik düzeylerinin çeşitli değişkenler (cinsiyet, sınıf düzeyi, ilgi düzeyi, takip etme sıklığı ve bilgi düzeyi) açısından incelenmesi ve mevcut durumun ortaya konulması amaçlandığından araştırma deseni olarak betimsel tarama modeli uygun görülmüştür. Araştırmanın evrenini 2022-2023 öğretim yılı güz döneminde Anadolu Üniversitesi Eğitim Fakültesi Sosyal Bilgiler Öğretmenliği Lisans Programında öğrenim gören sosyal bilgiler öğretmen adayları oluşturmaktadır. Araştırmanın evreni ulaşılabilir bir evren olduğu için araştırmada evrene ulaşılmaya çalışılmıştır. Araştırmaya 152 kadın ve 64 erkek olmak üzere toplam 216 sosyal bilgiler öğretmen adayı katılmıştır.

Araştırmada veri toplama aracı olarak ölçek kullanılmıştır. Nicel veriler Brantley-Todd (2017) tarafından geliştirilen ve Karaca Akarsu ve Özdemir (2021) tarafından Türkçeye uyarlanan Küresel Yetkinlik Ölçeği (KYÖ) ile toplanmıştır. Ölçeğin güvenirlik katsayısı hesaplanmış ve Cronbach's Alpha güvenirlik katsayısı .643 olarak bulunmuştur. Çalışmada yer alan demografik değişkenler Shapiro-Wilk testi ile analiz edilmiş ve normal dağılımın sağlandığı tespit edilmiştir. Bu nedenle parametrik testlerden Independent Samples T testi ve bağımsız tek yönlü ANOVA testi uygulanmıştır. Ölçek maddelerinin analizi için SPSS 24 programı kullanılmıştır. Analizler sonrasında elde edilen veriler birleştirilerek bulgular raporlanmıştır.

Bulgular: Sosyal bilgiler öğretmen adaylarının küresel yetkinlik düzeylerinin cinsiyete göre t-testi sonuçlarına göre kadın öğretmen adayları için (\bar{X} =2,68), erkek öğretmen adayları için (\bar{X} =2,69)'dur. Sosyal bilgiler öğretmen adaylarının küresel yetkinlik düzeyleri ile cinsiyet değişkeni arasında anlamlı bir farklılık bulunmamıştır (t = -,148; p =,882 > .05).

Sosyal bilgiler öğretmen adaylarının küresel yetkinliklerinin sınıf düzeyi değişkeni açısından ANOVA analizi sonuçlarına göre $P>0,05$ olduğundan sosyal bilgiler öğretmen adaylarının küresel yetkinliklerinin sınıf düzeyi değişkeni açısından anlamlı bir farklılık göstermediği görülmüştür.

Sosyal bilgiler öğretmen adaylarının küresel yetkinliklerinin küresel konulara ilgi düzeyi değişkeni açısından ANOVA analizi sonuçlarına göre $P=,495>0,05$ olduğundan sosyal bilgiler öğretmen adaylarının küresel yetkinliklerinin küresel konulara ilgi düzeyi değişkeni açısından anlamlı düzeyde farklılaşmadığı görülmüştür.

Sosyal bilgiler öğretmen adaylarının küresel yetkinliklerinin küresel konuları takip etme sıklığı değişkeni açısından ANOVA analizi sonuçlarına göre $P=,495>0,05$ olduğundan sosyal bilgiler öğretmen adaylarının küresel yetkinliklerinin küresel konuları takip etme sıklığı değişkeni açısından anlamlı bir şekilde farklılaşmadığı görülmüştür.

Sosyal bilgiler öğretmen adaylarının küresel yetkinliklerinin küresel konular hakkında bilgi düzeyi değişkeni açısından ANOVA analizi sonuçlarına göre $P=,495>0,05$ olduğundan sosyal bilgiler öğretmen adaylarının küresel yetkinliklerinin küresel konular hakkında bilgi düzeyi değişkeni açısından anlamlı bir şekilde farklılaşmadığı görülmüştür.

Bu çalışmada verilen demografik değişkenlere ilişkin betimsel analiz sonuçlarında sosyal bilgiler öğretmen adaylarının küresel konulara ilgi düzeylerinin, küresel konulara ilişkin bilgi düzeylerinin ve küresel konuları takip etme sıklıklarının orta ve yüksek düzeyde olduğu sonucuna ulaşılmıştır. Literatürde küresel yeterliliğin, bireylerin içinde yaşadıkları dünyayı anlamalarına, küresel olay ve sorunlara duyarlılık göstermelerine yardımcı olan bilgi ve beceriler bütünü olduğu, bireylerin küresel yeterliliğe sahip olabilmeleri için öncelikle küresel sorunlar ve küresel konular hakkında yeterli ilgi ve bilgiye sahip olmaları gerektiği belirtilmektedir, Küresel ve kültürlerarası konulara eleştirel ve farklı açılardan bakabilmek, farklılıkların bireyler tarafından nasıl algılandığını anlamak için cinsiyete göre ne tür farkındalıkların ortaya çıkabileceğini anlamaya ihtiyaç duyulduğu ve bireylerin ortak saygı temelinde uygun iletişim ve etkileşim kurabilmeleri için küresel konuları takip etmelerinin gerekli olduğu açıklanmaktadır. Bu bağlamda cinsiyet, sınıf düzeyi, küresel konulara ilgi düzeyi, küresel konuları takip etme sıklığı ve küresel konulara ilişkin bilgi düzeyi değişkenlerinin küresel yetkinliği belirlemede önemli olduğu söylenebilir. Nitekim ölçeğin Türkçe uyarlaması sırasında yapılan ölçek uygulamasında da öğretmenler için benzer değişkenlere yer verilmiştir (Karaca Akarsu ve Özdemir, 2021). Ancak bireysel algı farklılıkları ve dünyayı anlamlandırma bileşenlerine rağmen iki çalışmada da küresel yetkinlikte cinsiyet farklılığı olmadığı görülmüştür. Çermik (2015) ile Morais ve Ogden (2011) de çalışmalarında cinsiyet değişkenini kullanmış ancak anlamlı bir fark olmadığı sonucuna varmıştır.

Öneriler: Araştırma sonuçlarına göre aşağıdaki öneriler eklenebilir:

- Bu çalışma, Eskişehir ilinde Anadolu Üniversitesi Sosyal Bilgiler Öğretmenliği lisans programında öğrenim gören 216 öğretmen adayı ile gerçekleştirilmiştir. Gelecek araştırmalarda farklı branşlardan öğretmen ve öğretmen adaylarının küresel yetkinlik düzeyleri araştırılabilir.
- Bu çalışmada nicel araştırma yöntemlerinden betimsel tarama modeli kullanılmıştır. Farklı araştırma yöntemleri ile katılımcıların küresel yetkinlik düzeyleri, tutumları ve algılarına yönelik yeni araştırmalar tasarlanabilir.
- Araştırmada öğretmen adaylarının açık fikirlilik düzeylerinin düşük olduğu tespit edilmiştir. Bu boyut küresel eğitimin farklı kültürleri anlama ve saygı duyma temasına hizmet etmektedir. Öğretmen adaylarının açık fikirlilik düzeylerini artırmak için uygulamalı çalışmalar yapılabilir ve lisans programına hizmet öncesi eğitim kapsamında verilebilecek dersler eklenebilir.

REFERENCES/KAYNAKÇA

- Auld, E., & Morris, P. (2019). Science by streetlight and the OECD's measure of global competence: A new yardstick for internationalisation? *Policy Futures in Education*, 17(6), 677-698.
- Baser, E. H., & Kılinc, E. (2015). Investigating pre-service social studies teachers' global social responsibility level. *Educational Process: International Journal*, 4(1-2), 45-55.

- Boix-Mansilla, V. & Jackson, A. (2011). *Educating for global competence: Learning redefined for an interconnected world*. Asia Society.
- Brantley-Todd, K. (2017). *Global competence survey development*. (Unpublished Doctoral Dissertation). University of Kentucky, Education Science.
- Bulut, B. (2019). Correlation between global citizenship and sustainable development awareness levels of pre-service teachers. *International Online Journal of Educational Sciences*, 11(3), 279-293. <http://dx.doi.org/10.15345/iojes.2019.03.019>
- Büyükoztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2012). *Scientific research methods*. Pegem Academy.
- Can, Ş. & Kaymakçı, G. (2015). Pre-service teachers' critical thinking tendencies. *Education Sciences*, 10(2), 66-83.
- Creswell, J. W. (2017). *Introduction to mixed method research* (Trans. M. Sözbilir). Ankara: Pegem Academy.
- Çakmak, Z., Bulut, B., & Taşkıran, C. (2015). A study on the relationship between global citizenship perceptions and internet use of social studies pre-service teachers. *Adiyaman University Journal of Educational Sciences*, 5(1), 99-112. <http://dx.doi.org/10.17984/adyuebd.34905>
- Çermik, F. (2015). *The relationship between social entrepreneurship, global citizenship and environmental behavior: Structural Equation Modelling*. (Unpublished Doctoral Dissertation). Atatürk University, Institute of Educational Sciences.
- Çolak, K., Kabapınar, Y., & Öztürk, C. (2019). Social studies teachers' views on global citizenship and global citizenship education. *Education and Science*, 44(197), 335-352.
- Durmuş, G. (2017). *Examination of attitudes of social science teacher candidates towards global citizenship and multicultural education*. (Unpublished Master's Thesis). Amasya University, Institute of Social Sciences.
- Egüz, Ş. (2016). Sosyal bilgiler öğretmen adaylarının küresel vatandaşlık eğitimine yönelik algıları. *International Journal of Eurasia Social Sciences*, 7(24), 30-49.
- Felch, C. (2016). *Preparing the next generation of global leaders: How principals in international studies high schools promote global competence*. ProQuest Dissertations & Theses Global.
- Göl, E. (2013). *The examination of global citizenship attitude levels of social studies nominee instructors according to different variants*. (Unpublished Master's Thesis). Ahi Evran University, Institute of Social Sciences.
- Günel, E., & Pehlivan, A. (2015). Examining the citizenship and democracy education textbook and curriculum in terms of global education. *Journal of Social Studies Education Research*, 6(1), 123-171.
- Günel, E., & Pehlivan, A. (2016). Pre-service social studies teachers' perception of global citizenship. *Journal of Education and Future*, (10), 51-69.
- Hanvey, R. G. (1976). *An attainable global perspective*. New York: Global Perspectives in Education.
- Kan, Ç. (2009). Changing values and global citizenship education. *Kastamonu Journal of Education*, 17(3), 895-904.
- Kanar, H. B. & Bulut, B. (2023). The effect of social studies preservice teachers' value preferences on global citizenship levels. *Firat University Journal of Social Sciences*, 33(1), 149-158. <https://doi.org/10.17984/adyuebd.34905>
- Karaca-Akarsu, C. (2022). *The relationship between the school principal's innovation qualifications and teachers' global competences*. (Unpublished Doctoral Dissertation). Hacettepe University, Institute of Educational Sciences.
- Karaca-Akarsu, C. & Özdemir, M. (2021). Turkish adaptation study of global competence scale. *OPUS-International Journal of Social Research*, 18(42), 5542-5576. DOI: 10.26466/opus.861584.
- Karasar, N. (2012). *Scientific research method: Concepts, principles, techniques*. Nobel Academic Publishing.
- Kaya, B., & Kaya, A. (2012). Global citizenship perceptions of pre-service teachers in the age of technology. *Sakarya University Journal of Education*, 2(3), 81-95.
- Kirkwood, T. F. (2001). Our global age requires global education: Clarifying definitional ambiguities. *The social studies*, 92(1), 10-15.
- Merryfield, M. M. (1995). Institutionalizing cross-cultural experiences and international expertise in teacher education: The development and potential of a global education PDS network. *Journal of Teacher Education*, 46(1), 19-27.
- MNE (2005). *Social studies curriculum*. Ministry of National Education.

- Morais, D. B., & Ogden, A. C. (2011). Initial development and validation of the global citizenship scale. *Journal of Studies in International Education*, 15(5), 445-466.
- OECD (Organisation for Economic Co-operation and Development) (2018). Preparing our youth to an inclusive and sustainable world. The OECD PISA Global Competence Framework. <https://www.oecd.org/education/Globalcompetency-for-an-inclusive-world.pdf>.
- OECD (2018). *Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework*.
- O'Loughlin, E., & Wegimont, L. (Ed.) (2002). *Global education in Europe to 2015: Strategy, policies and perspectives*. North-South Centre of the Council of Europe.
- Olson, C. L., & Kroeger, K. R. (2001). Global competency and intercultural sensitivity. *Journal of Studies in International Education*, 5(2), 116-137.
- Öksüzoğlu, M.K. (2022). *The relationship between pre-service social studies teachers' global citizenship levels and their attitudes towards today's world problems*. Firat University, Institute of Educational Sciences.
- Özdamar, K. (2002). *Statistical data analysis with package programmes*. Kaan Bookstore.
- Özden, D. Ö., & Karadağ, Y. (2021). An investigation of global citizenship levels of preservice social studies teachers. *International Journal of Field Education*, 7(2), 12-35.
- Reimers, F. (2009). Global competency is imperative for global success. *Chronicle of Higher Education*, 55(21), A29. <https://www.chronicle.com/article/globalcompetency-is-imperative-for-global-success/>.
- Robertson, S. L. (2021) Provincialising the OECD-PISA global competences project. *Globalisation, Societies and Education*, 19(2), 167-182.
- Schleicher, A. (2017, December). Educating our youth to care about each other and the world. <https://oecdeditoday.com/educating-our-youth-to-care-about-each-other-and-the-world/>
- Şahin, M., Şahin, S., & Göğebakan-Yıldız, D. (2016). The curriculum of social studies education and world citizenship: From perspective of prospective teachers. *Hacettepe University Journal of Education*, 31(2), 369-390. DOI:10.16986/HUJE.2016015386
- Toprakçı, E. (2021) "Değerlerli" uzaktan öğretim, *Hürriyet Gazetesi, Eğitim Haberleri* (04.01.2021), Erişim: <https://www.hurriyet.com.tr/egitim/degerlerli-uzaktan-ogretim-41705164>
- Toprakçı, E. (2012). Rethinking classroom management: A new perspective, a new horizon, *e-international journal of educational research*, 3(3), 84-110. Retrived: <http://www.e-ijer.com/tr/download/article-file/89768>
- Toprakçı, E. (2017). *Sınıf yönetimi* Ankara: Pegem.
- Tünkler, V. (2020). Sosyal bilgiler öğretmenlerinin küresel, çokkültürlü eğitime ve küresel vatandaşlık eğitimine yönelik bakış açıları. *Milli Eğitim Dergisi*, 49(226), 255-290.
- Türksever, F., Korucu, D. K., & Türkoğlu, A. Y. (2020). Investigation of the preservice teachers' attitudes towards socioscientific issues and their character and values as global citizens. *Başkent University Journal of Education*, 7(2), 339-354.
- Yüksel, A. (2018). *The effect of teachers' perceptions of multicultural competence on global citizenship perceptions and the determination of the mediating effect of cultural intelligence on this relationship*. (Unpublished Doctoral Dissertation). Gazi University, Institute of Educational Sciences.