DETERMINATION OF THE OBJECTIVES OF GLOBAL CITIZENSHIP EDUCATION CURRICULUM ACCORDING TO DELPHI TECHNIQUE

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Determination of the Objectives of Global Citizenship Education Curriculum According to Delphi Technique

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Abstract

Global citizenship concept aims to bring people together all around the world, and prevents all kinds of discrimination between people and societies. Globalisation and the idea of internationalism in education and in citizenship education can provide many opportunities. It is that global citizenship education creates internationalism in education, international solidarity, common environmental sustainability, common animal rights, women rights, children rights, free rights of expression instead of nationalism The research aims to determine global citizenship education curriculum's objectives with views of experts in the field of curriculum development, citizenship education, international relations and international law with the Delphi technique. Delphi panels consisted on 22 experts from throughout Asia, Europe, Africa, Middle East and USA. They were invited to participate for online survey and feedback reports. Participants joined two session panels then finally experts reached a consensus on the global citizenship education curriculum's objectives.

Keywords: Delphi technique, globalisation in education, global citizenship, the objectives of global citizenship education curriculum.

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Introduction

Today, rapid changes in technology and scientific fields are affecting all fields by forcing individuals and societies to develop (Arpa, 2017). These changes affect educational systems of societies as well as economic, social, political and cultural fields, as a result it creates the necessity to make new regulations in education (Ozkan, 2009). In the context of these needs, it is indicated in relevant research that the restructuring of curricula reflecting the educational philosophies of the societies is necessary. In those studies; it is emphasized that instructional programs should aim to educate individuals who have high-level thinking skills and developed responsibility awareness, can reach the right knowledge easily, is open to innovations and technological developments and gained critical thinking skills (Akgun, Ozden, Cinici, Aslan & Berber, 2014; Caglayan & Kiratli, 2017; Demircioglu, Aslan & Yadigaroglu, 2015). At this point, it is mentioned in the literature that the above-mentioned global citizenship education curriculum (GCEC) is important for globalization on societies and to make students gain in this regard (Dower & Williams, 2002). In some researches, it was indicated the GCEC make students acquire a sense of national identity, learn to respect intercultural differences, races, social values and human rights, as well as fulfil the duties of citizenship both nationally and internationally (Pike, 2007; Ulubey & Gozutok, 2015). In addition, it is also stated that they can gain important qualifications such as being free, claiming their own rights, making the right decisions, self-control and having responsibility (Ersoy, 2016; Merey, Karatekin & Kus, 2012) In addition to these features, it is stated that this curriculum develops awareness of social and political institutions, facilitates the adaptation process to social life, gives social and moral responsibility, teaches to create solutions to conflicts in the society, and encourages the community to cooperate with other members in cooperation (Ugurlu, 2011).

GCEC makes students grow up in a qualified manner and allows them to grow up in the sense of national unity and solidarity that is tolerant, sensitive and shows importance to equality. (Merey, Karatekin & Kus, 2012; Yilmaz, 2013). In this context, it is mentioned in the researches that it is necessary to restructure the target dimension in the curriculum by establishing a common mental phantom with both structural and contextual arrangements related to the GCEC, as well as to make students gain the qualifications mentioned above (Contreras & Aceituno, 2017; Dag, 2012, Gomleksiz & Kilinc, 2013; Guo, Zahabioun & Yousefy, 2014; Hablemitoglu & Ozmete, 2012; Myers, 2010; Som & Karatas, 2015; Yarmohammadion & Keshtiaray, 2013).

In the researches, mostly under the aims it is indicated that it is important to teach the skills like the use of information technology, communication and creative, critical and thought-provoking thinking, problem solving and political thinking, growing by knowing cultural values, respecting for human rights and having the ability to adopt the concept of social equality in the GCEC to develop

the high thinking skills, to increase the awareness of democracy and human rights concepts, and to highlight the importance of understanding the common values of the international platform. (UNESCO, 2014; UNESCO, 2015; Yeoh, 2017; Monaghan & Spreen, 2017). Studies in the literature show that researches on global citizenship education (GCE) are generally prepared in subjects such as citizenship, democracy and human rights education, teacher and student views on the effectiveness of the course, analysis of textbooks and interdisciplinary citizenship education (Bagli, 2013; Bamber, Lewin & White 2018; Cayir & Gurkaynak, 2008; Gozutok & Alkin, 2008; Hancock, 2017; Merey, Karatekin & Kus, 2012; Kevser, Akar & Yildirim, 2011; Osler, 2011; Ozmen, 2011).

It was found that no research in which the curriculum of the GCE was redefined according to the expert views was done. Therefore, it is important to do a research according to the common views of experts to determine the objectives of the GCEC by using Delphi technique and to meet the needs of the literature in this regard. It is believed that the objectives of the GCEC can be revised first and that the new findings obtained through the research can lead to new structures in content, learning-teaching process, measurement and evaluation dimensions of the curriculum

The Purpose of the Study

The main aim of this research is to define experts' views regarding to the GCEC's objectives. Within the scope of this main aim, following questions were prepared: (1) What should be the objectives of GCEC according to experts' views (academicians, administrators and politicians)? (The first session of Delphi); (2) Is there a consensus between experts' views regarding to GCEC? (The second session of Delphi).

Method

The Delphi technique, with which it was aimed to have reach a consensus of experts regarding the objectives of the GCEC, was used in the research. The Delphi Technique is a tool for reconciliation in environments where the experts have knowledge differences in solving a problem situation (Grisham, 2008). Through the use of this method, it was aimed to reveal the expert views and also make them reach a consensus (Sackman, 1975; Quinn, 1986; Semerci & Semerci, 2001). It is highlighted that it is important in the literature to design the Delphi technique according to the essentials of Delphi technique (see *Figure 1*). As shown in Figure 1, the identification of the experts involved in the investigation is in the framework of the ethical rules of the Delphi technique. Until a consensus is reached among

experts, survey continued to be done. This phase is followed by the statistical analysis of experts' responses and the reporting of analysis results to experts (Gulsum & Seker, 2016; Kahramanoglu & Bay, 2016; Rowe & Wright, 1999).
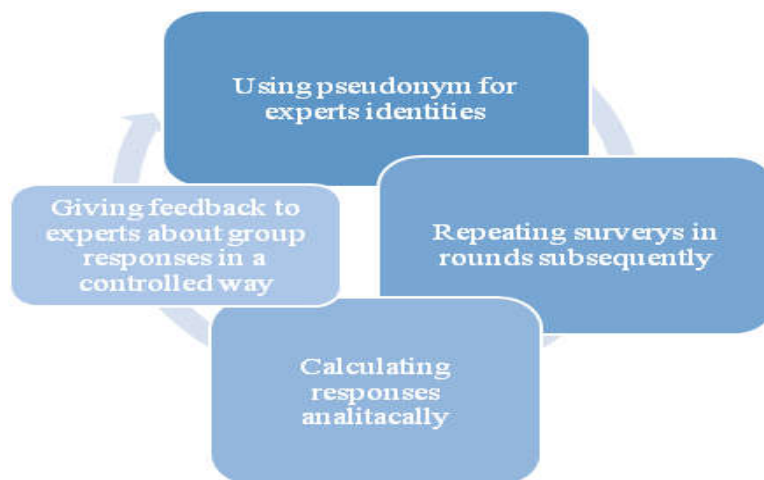

Figure 1. The essentials of Delphi technics

Additionally, in the relevant researches, three basic types of Delphi technics such as identity retention, supervised feedback and repetition and also statistical statement of views were used (Cochran, 1983; Rossman & Carey, 1973). Of these techniques, supervised feedback and repetition type were used. With these, experts' views to be shared twice and then they reached a consensus.

Participants

The experts in this study were selected according to the sampling method. While selecting the sample, individuals who are experts in their fields, willing to participate in the study and able to contribute to the research were chosen (Grisham, 2008). Within this scope; academicians (educational programmer), managers and politicians contributed to this work in the field of GCE. Experts participated in the research from Asia, Europe, Africa, Middle East and USA. In the first session of the Delphi panel, which took place in two sessions, 36 experts were invited to the panel and the open-ended question was sent by e-mail to them. At the end of the first session, feedback was received from 22 experts. In this context, a questionnaire was prepared and sent to 22 experts for the second session according to the answers given by the experts to the open-ended questionnaire.

Table 1. Demographic information of experts completing the Delphi study

Experts No.	Gender	The Background of the expert	f
1	Male	Politician	6
2	Male	Academician	6
3	Female	Academician	7
4	Male	Administrator	3
Total			22

The demographic characteristics of the experts participating in the second session of the Delphi panel were given in *Table 1*. As can be seen, 15 of the experts are male and 7 are females. 6 of the academicians who participated in the research are male experts and 7 are female experts. It is also seen that 6 male experts are politicians and 3 male experts are managers.

Data collection

In this part of the research; information about the implementation of Delphi technique, collection of data and analysis of data was given.

Implication of Delphi Method and Data Collection Process: The phases of the implementation process using Delphi technique and the process of collecting data are shown in *Figure 2*. The research started by making a work plan and the problem situation was determined by scanning the literature related to the topic.
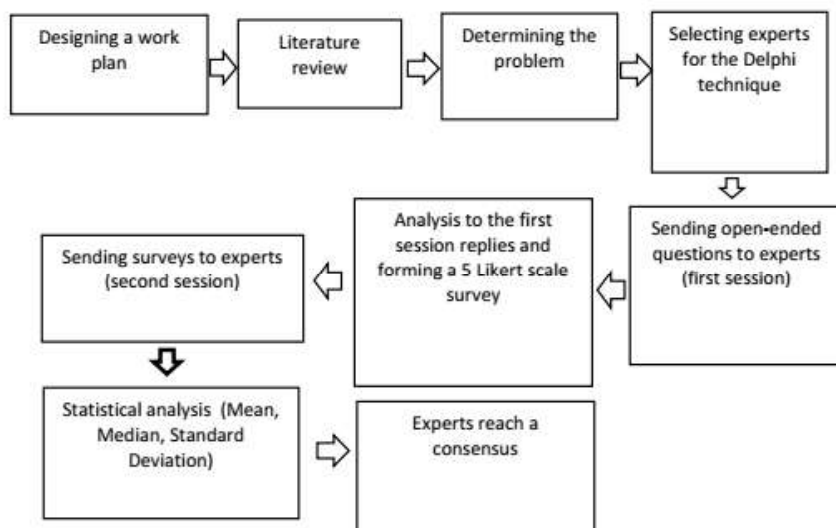

Figure 2. The Data of Delphi Collection Process

In the next phase, open-ended questions were emailed to the selected experts for the 1st session for Delphi implementation. The responses from the 1st session are first divided into codes and themes using content analysis. As a result of this analysis, a 5-point Likert-type questionnaire was developed and emailed to experts for the second session. As a result of the statistical analysis of the questionnaire, it was determined that the experts agreed on the objectives of the GCEC in the determination of the objectives, thus the sessions were terminated. At this point, it is clear that the sessions may be terminated if experts reach a consensus in the related research (Habibi, Sarafrazi & Izadyar, 2014; Hsu & Sandford, 2007).

Data Analysis

Qualitative and quantitative data were analysed in the study. The qualitative data were analysed by content analysis. The data obtained from the experts' responses to the open-ended question in the first session were transferred to the computer environment and three experts checked their accuracy. In the next step, the data are coded separately by the researchers, taking into account the word groups in the responses given by the experts. Codings are categorized according to the contents and they are collected under the themes.

In the third phase, the themes, which were previously identified by the curriculum experts (n = 5) were compared and it was examined whether the determined codes represented the conceptual themes. At this stage, codes of "Consensus" and "Dissidence" were determined. The reliability of the qualitative data was calculated using Miles and Huberman's (1994) formula [Percent of Reconciliation (reliability) = Consensus / Consensus + Dissidence x 100]. As a result of this research, 25 out of 29 codes determined by the researchers were approved and 86% consensus was provided about the appropriateness of the codes. The analysis of the content by a person apart from the researchers shows 80% consensus after a comparison. (Miles & Huberman, 1994). The result shows that the coding is reliable.

A 5-point Likert-type questionnaire was developed in line with expert views in order to obtain the quantitative data. Survey expressions were written in the form of "Completely agree" (4.20-5.00), "I agree" (3.40-4.19), "Partially agree" (2.60-3.39), "I do not agree" (1.80-2.59) and " I do not agree at all" (1.00-1.79). In the analysis of quantitative data, frequency, arithmetic mean, standard deviation and median values were calculated in order to determine the views of the experts using SPSS 25 program. As a result of the analysis of these values, experts' views on the subject were determined.

Results

Findings regarding Delphi 1. Session

At Delphi Session 1, experts were asked to state their views on the topic "What should the goals of the GCEC be?" The data obtained from this session were analysed by content analysis from qualitative methods. The views obtained from the experts were grouped under the themes by creating codes in line with them. The themes and codes derived from the qualitative data for session 1 were given in *Table 2*.

Table 2. Determination of codes and themes of data related to the session data

Theme	Codes
Cognitive High-Level Thinking Skills and Status of Achieving Objectives	Life-long learning skills
	Using information and technology
	Critical thinking skills
	Communication skills
	Creative thinking skills
	Problem solving skills
	Skills that can be used to full-fill the needs and requirements of the continuously changing needs of the 21st Century
Thinking Skills Related to GCE	Comprehensive thinking skills
	In a globalized world, the ability to perceive politically and economically
	The skills to think, analyse and interpret
	Decision-making skill
	The ability of thinking social and cultural events
Democracy	Universal declaration of human rights
	National and international human rights are protected
	Universally respect the rights and freedoms of other nations
Global Human Rights	Interpersonal and intercultural competences
	Global equality of opportunity
	Universal values
	Social justice

As can be seen in *Table 2* expert views were divided into four themes; "Cognitive high-level thinking skills and status of achieving objectives", "Thinking skills related to GCE", "Democracy" and "Global human rights". Within the scope of the first theme; *codes like life-long learning skills, using information and technology, critical thinking skills, communication skills, creative thinking skills, problem solving skills, skills that can be used to full-fill the needs and requirements of the continuously changing needs of the 21st Century* were used. Under the second theme; *comprehensive thinking skills, in a globalized world, the ability to perceive politically and economically, the skills to think analyse and interpret, decision-making skill* and *the ability of thinking social and cultural events*. However, within the scope of the third theme; *universal declarations of human rights, national and international human rights are protected, universally respect the rights and freedoms of other nations codes took place*. In addition, in the fourth theme; *interpersonal and intercultural competences, global equality of opportunity, universal values and social justice codes* were determined.

Findings regarding Delphi 2. Session

At the second Delphi session, the statistical results of the findings obtained as a result of the analysis of the views of experts in session were presented in Table 3.

Table 3. Likert type response and all response provided the second session

Category	Mean	Sd	Median
I. Cognitive High-Level Thinking Skills and Status of Achieving Objectives	4.89	.177	5.00
Life-long learning skills	4.68	.476	5.00
Using information and technology	4.95	.213	5.00
Critical thinking skills	5.00	.000	5.00
Communication skills	5.00	.000	5.00
Creative thinking skills	4.95	.213	5.00
Problem solving skills	4.95	.213	5.00
Skills that can be used to full-fill the needs and requirements of the continuously changing needs of the 21st Century	4.72	.550	5.00
II. Thinking Skills Related to GCE	4.96	.117	5.00
Comprehensive thinking skill	4.90	.294	5.00
In a globalized world, the ability to perceive politically and economically	5.00	.000	5.00
The skills to think analyse and interpret	5.00	.000	5.00
Decision-making skill	4.90	.294	5.00
The ability of thinking social and cultural events	5.00	.000	5.00

III. Democracy	4.83	.224	5.00
Universal declaration of human rights	4.90	.294	5.00
National and international human rights are protected	4.68	.476	5.00
Universally respect the rights and freedoms of other nations	4.90	.294	5.00
IV. Global Human Rights	4.89	.147	5.00
Interpersonal and intercultural competences	4.90	.426	5.00
Global equality of opportunity	5.00	.000	5.00
Universal values	5.00	.000	5.00
Social justice	4.68	.476	5.00

As can be seen in *Table 3*, the experts expressed their views on the topic of "Cognitive high-level thinking skills and status of achieving objectives" (M = 4.89, Sd = .177, Median = 5.00) about the goals of the GCEC. Experts expressed their views under this theme about life-long learning skill (M = 4.68, Sd = .476, Median = 5.00), using information and technology (M = 4.95, Sd = .213, Median = 5.00), critical thinking skills, (M=5.00, Sd=.000, Median=5.00), communication skills (M = 5.00, Sd = .000, Median = 5.00), creative thinking skills (M = 4.95, Sd = .213, Median = 5.00), problem solving skills (M=4.95, Sd=.213, Median=5.00) that can be used to fill the needs of the 21st Century (M = 4.72, Sd = .550, Median = 5.00) experts have fully participated in the material. As evidenced by the findings obtained, experts reached a consensus on all items within the first theme. This finding suggests that the selection of high-level cognitive thinking skills by experts is a necessity for the selection of the GCEC at the target dimension.

The experts expressed their views about the "*Thinking skills related to GCE*" as 'I completely agree (M=4.96, Sd=.117, Median=5.00). Also under this theme expressed that they completely agree with *comprehensive thinking skills* (M=4.90, Sd=.294, Median=5.00)*, In a globalized world, the ability to perceive politically and economically* (M=5.00, Sd=.000, Median=5.00), *the skills to think analyse and interpret* (M=5.00, Sd=.000, Median=5.00), *decision-making skill* (M=4.90, Sd=.294, Median=5.00), *the ability of thinking social and cultural events* (M=5.00, Sd=.000, Median=5.00). It is understood that the findings from the obtained findings point to the necessity of the thinking skills in the dimension of the objectives of the curriculum.

The experts expressed their views about "Democracy" under the third theme that they 'Completely agree' (M=4.83, Sd=.224, Median=5.00). They expressed that they completely agree with *universal declaration of human rights* (M=4.90, Sd=.294, Median=5.00), *national and international human rights are protected* (M=4.68, Sd=.476, Median=5.00), *universally respect the rights and freedoms of other nations* (M=4.90, Sd=.294, Median=5.00). From the views of experts it is

understood that it is important to include democracy issues in the target dimension of the GCEC.

The experts expressed their views about "Global human rights" under the fourth theme (M=4.89, Sd=.147, Median=5.00) that they 'Completely agree'. They expressed that they completely agree with *interpersonal and intercultural competences* (M=4.90, Sd=.426, Median=5.00), *global equality of opportunity* (M=5.00, Sd=.000, Median=5.00), *universal values* (M=5.00, Sd=.000, Median=5.00), *social justice* (M=4.68, Sd=.476, Median=5.00) under this theme. This finding also indicates that it is necessary for experts to include the global human rights issue in the target dimension of the curriculum, and that they are also in a consensus on this issue.

All data obtained from the second session revealed that experts have agreed on the themes and codes set out in the first session. As a result of the experts' consensus, sessions on the 2nd Delphi session did not continue.

Discussion

After analysing the result of the sessions four themes were determined. Within the scope of the first theme, the experts reached a consensus on life-long learning skills, using information and technology, critical thinking skills, communication skills, creative thinking skills, problem solving skills and skills that can be used to meet the needs of the 21st Century. There were findings supporting the views of the experts in the literature review. In Beauvallet (2016), Winter Simat, Wright & Choi (2017), the importance of life-long learning skills, using information and technology, critical thinking skills in the GCEC was mentioned. In addition, Guo (2014), Keser, Akar & Yildirim (2011) and Pashby (2015) also developed communication skills, creative thinking skills, problem-solving skills that can be used to full-fill the needs and requirements of the continuously changing needs of the 21st century. These subjects will be beneficial if they are included in the objectives of the GCEC. In these researches, it is concluded that students should have high level thinking skills in GCE. As it can be seen, the findings in the literature and the results obtained from this research are similar in the first theme. In this context, it is believed that the involvement of Cognitive high-level thinking skills and the status of achieving objectives in the context of the objectives of the GCEC is important.

Experts in the second theme reached a consensus on the subject of comprehensive thinking skills, in a globalized world, the ability to perceive politically and economically, the skills to think analyse and interpret, decision-making skills, the ability to think social and cultural events. When the literature is examined it is seen that similar findings were reached in some studies. Breitkreuz & Songer (2015), Winter Simat, Wright & Choi (2017) and Zahabioun, Yousefy, Yarmohammadian

& Keshtiaray (2013) mentioned the importance of comprehensive thinking skills, in a globalized world, the ability to perceive politically and economically, the skills to think analyse in the context of the objectives of the GCEC. Also, Hancock (2017) and Fitzgerald, McCarthy, Carton, Connor, Lynch & Adam (2016) indicated that decision-making skills, the ability to think of social and cultural events subjects are important and should be the objectives of the GCEC. As can be understood, the results obtained from literature review are similar to the findings of the second theme are similar. In this context, the inclusion of the second theme in the direction of the objectives of the GCEC and it is thought to be important in the development of students' thinking skills about citizenship education.

Within the scope of the third theme, the experts expressed their common views on the universal declaration of human rights, national and international human rights are protected, universally respect the rights and freedoms of other nations. At this point, in the literature, the results of Bamber, Lewin & White (2018), Myers (2006), Pashby (2015) and Sherman (2016) are similar to the findings. In these researches, it was also mentioned that the theme of democracy is one of the most important dimensions within the scope of the objectives of GCEC. The results of the research and the findings from the third theme are similar. This result shows that it is important to address the theme of democracy in the development of students' democratic thinking skills in the GCE.

Experts reached a consensus on the topic of interpersonal and intercultural competences, global equality of opportunity, universal values and social justice which is under the fourth theme 'Global Human Rights'. When the literature is examined; it was seen that Bamber, Lewin & White (2018) and Hancock (2017) also had similar findings. In these researches; the importance of having the global human rights theme in the GCEC was highlighted which is similar to the findings of this research. This result obtained shows that it is necessary to study the human rights in the direction of the objectives of the GCEC in order for the students to be sensitive and loyal to human rights.

Conclusion

In this research, the goals of the Delphi technique and GCEC were determined according to expert views. The qualitative data which are generated codes and themes from open-ended questions were sent via email to experts, while the quantitative dimension was the data from the questionnaire developed for the second Delphi session. As a result of the research; experts' views were collected under four themes after the first session: "Cognitive high-level thinking skills and status of achieving objectives", "Thinking skills related to GCE", "Democracy" and "Global human rights". At the second session of the Delphi technique, as a result of the quantitative data, under the first heading there are two views which were more highlighted than others. These are 'critical thinking skills' and 'communication

skills' whereas at the second theme there are three more emphasized views which are 'In a globalized world, the ability to perceive politically and economically', 'The skills to think analyse and interpret', 'The ability of thinking social and cultural events'. The second theme is the only main heading for the experts that they had a higher consensus for three items than others. For the third theme like the first theme there are two views whose means are higher than others these are 'Universal declaration of human rights', 'Universally respect the rights and freedoms of other nations'. And lastly, the fourth theme has two top views which were 'Global equality of opportunity', 'Universal values'.

However, as can be seen in the results although the experts highlighted some of them more than others, they had a consensus for all which means all items are necessary for the GCEC objectives. According to the findings obtained from the common views of the experts within the scope of the research; it can be understood that it is important to review the GCEC.

Recommendation

When the results of the research examined, it is suggested that four themes related to the target dimension in the research direction should be included in the GCEC. It is thought that this practice will be beneficial in improving the awareness of students about the concepts of democracy and human rights, and in increasing the level of high-level cognitive thinking skills such as problem solving and critical thinking. In addition, with the restructuring of the target size; it would also be possible for GCE to have a structure in which students take into account political, economic, social and environmental factors, and have a more peaceful and fair approach towards other nations. However, in future research it is suggested that the content, learning-teaching process, measurement and evaluation dimensions of the GCEC should be determined with the Delphi technique and the objectives of the program should be reviewed in the direction of expert views. It should be ensured that the content to be determined again is up-to-date, is in conformity with the scientific qualifications and the student's level, and that active methods that take centre of the student should be used in the learning-teaching process. In addition, peer-to-peer evaluation, product files and process-oriented evaluation methods such as performance evaluation and report generation are also considered to be beneficial in measuring the level of achievement of the students in the evaluation and assessment phase, which determines whether the curriculum reaches its goal. In addition, it is recommended to implement experimentally the GCEC, which will be redesigned in this respect, in the context of other scientific researches and to measure the functionality of the curriculum.

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