

Curriculum Integration of Global Citizenship Education: A Phenomenological Inquiry

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ABSTRACT

Against the backdrop of rapid technological advancement, an increasingly globalized and interconnected world, and amidst calls for education to promote peace, well-being, prosperity and sustainability, there is growing interest in Global Citizenship Education (GCED). Employing qualitative phenomenological approach, this study explored and examined the practices and experiences of the administrators and instructors in integrating global citizenship education in a regional university in the Philippines. An interview guide validated by experts was used to interview the participants. Results show that most of the administrators and instructors barely know the term global citizenship education (GCED). As the researcher probed deeper, it was found that the informants have partially implemented and integrated some of the features and concepts of GCED but are unaware that it was already GCED they are practicing. These GCED practices include incorporating it in their intended learning outcomes, using real life artifacts/materials that feature global issues as instructional aids/springboard, employing methods, strategies and activities that develop GCED knowledge, skills and values, and giving assessment tasks that measure students' achievement of the relevant GCED knowledge, skills and values. The participants also conveyed the challenges they perceived in the integration of GCED in the curriculum namely, lack of conceptual knowledge about GCED, scarcity of resources, lack of pedagogical knowledge in integrating GCED, and time constraints. These findings imply that there is an utter need for seminar and training among administrators and faculty members to equip them with conceptual and pedagogical knowledge on GCED integration in the curriculum. By incorporating this in the curriculum, the university can better equip its graduates with knowledge and skills that conform to global standards.

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1. INTRODUCTION

As the fourth industrial revolution calls for globally-minded employees in the workplace, several schools in various countries have implemented a form of learning that would develop students' international-mindedness. Such form of learning is known as Global Citizenship Education. Against the backdrop of rapid technological advancement, an increasingly globalized and interconnected world, and amidst calls for education to promote peace, well-being, prosperity and sustainability, there is growing interest in Global Citizenship Education (GCED). This form of civic education promotes holistic development among students by highlighting the role of education in developing values, soft skills and attitudes for

social transformation which are required in the job trends brought by the new industrial revolution (UNESCO, 2018).

GCED intends to foster essential attributes among learners such as: an attitude supported by an understanding of multiple levels of identity, and the potential for a 'collective identity' which transcends individual cultural, religious, ethnic or other differences; a deep knowledge of global issues and universal values such as justice, equality, dignity and respect; cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes the

different dimensions, perspectives and angles of issues; non-cognitive skills including social skills such as empathy and conflict resolution, communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives; and behavioral capacities to act collaboratively and responsibly to find global solutions for global challenges, and to strive for the collective good (UNESCO, 2015).

Accordingly, several nations all over the globe implement and integrate GCED in their academic curriculum in all levels of education. Different researches reveal the various ways that GCED is implemented and incorporated in school curriculum. For example, in Canada, global citizenship is frequently identified by industry, government, and universities as an important outcome of education (Rathburn & Royal, 2016). In South Korea, Cho (2016), offered the same recommendation that GCED should be considered as an integral part in the curriculum. Explicit inclusion of GCE in the regular curriculum is necessary. While teachers mentioned there are issues concerning the components of GCE in regular textbooks, a few teachers reported these are hard to recognize because they are implicit and scattered throughout curriculum.

Moreover, Langdon (2017) emphasized the importance of pedagogy in the integration of GCED. This interdisciplinary approach to global citizenship education improves student engagement, as well as increase students' level of comfort engaging with complex local and global issues. Teachers can also improve their global citizenship pedagogy by drawing on their local communities as well as global issues to create community change and influence active citizenship among their students (UNESCO Asia-Pacific Regional Bureau for Education, 2017).

Furthermore, effective global citizenship education entails student assessment. Thus, according to (UNESCO, 2018), subjects across curriculum should see to it that student assessment includes the measuring of students' attainment of relevant GCED knowledge, skills and values.

While GCED is implemented and integrated, this is also plagued with issues and challenges. These challenges, if not addressed are considered detrimental to GCED implementation. One of these challenges is the seemingly lack of knowledge among teachers on pressing global issues and their partial understanding about the concept of global citizenship education (Guo, 2015; Langdon, 2017; Muwagga et al., 2016). Many instructors lack knowledge about the skill dimension of global citizenship, lack awareness of their roles and responsibilities in global citizenship

education, and exclude activities that contribute to the development of students as global citizens in the lessons (Başarir, 2017).

Another issue on the implementation of GCED is the scarcity of materials and other resources (Guo, 2015; Langdon, 2017; Pratama & Yuliati, 2016). In certain schools in Canada, teachers did face certain challenges such as access to resources, peer collaboration, and a lack of parent and administrative support. In addressing these challenges, the teachers demonstrated their successful integration of global citizenship education across their classroom curriculum by connecting meaningfully with local community partners and professional development. In fact, these teachers proved to use global citizenship education intentionally as an asset, using this specific pedagogy as the way to form culturally relevant, politically relevant, and locally relevant lessons to engage more deeply with their student (Langdon, 2017).

In the Philippines, GCED is scarcely studied as to its implementation and curriculum integration. Cognizant of this, the present study aimed to explore the practices and experiences of administrators and faculty as to how GCED is implemented and integrated in the curriculum of a university located in a regional area. Through this, insights may be gained as to how GCED implementation can be improved if the university truly aims to produce global-minded citizens.

2. METHODOLOGY

This study employed a qualitative phenomenological research design to unveil the lived experiences and practices of the administrators and faculty of North Eastern Mindanao State University in Tagbina, Surigao del Sur, Philippines. Qualitative data were taken through interviews. As many researchers including Creswell (2013) as cited in Langdon (2017) have argued, the value of qualitative research is more than attaining a quantifiable outcome. Qualitative research attempts to comprehend experiences from the perspective of the participant, instead of that of the researcher's.

Eight participants were included in this study through purposive sampling. Through this sampling procedure, the researcher selected the participants following a set of inclusion and exclusion criteria namely, that they are actively involved in the planning and designing of the curriculum and that they have been teaching for more than five years.

Key Informant Interview was utilized in this research using a validated interview guide. In analyzing the data elicited from the interview, phenomenological data reduction process was employed (Bayod, 2015).

Thematic analysis was used interpreting and coding the informants' answers. Creswell (2007) as cited by Bayod (2015) advanced that phenomenological data analysis proceeds by way of reduction, the analysis of specific statements and themes, and a search for possible meanings. The participants' delineation of their individual experience and practices on GCED implementation and integration were clustered into the most common and the most extreme of themes or meanings of experiences.

3. Results and Discussion

During the interview with the administrators and instructors, it was found out that many of them are not familiar with the term *global citizenship education*. But when the researcher described what the terms are and its key features, they pronounced

that they have been implementing and integrating some of its features and concepts in the curriculum and in their classes but are unaware that it was GCED. This supports the findings of Muwagga et al. (2016) that many educators of today claim partial knowledge about the GCED program and practices. Furthermore, many educators acknowledged that not all the aims of the GCED are implemented in their classrooms. This goes to show that there is ultimately a need to help educators in deepening their concept about GCED.

Nonetheless, upon probing how they have partially integrated some features and concepts of GCED, and the challenges they face in its integration, the researcher deduced the following themes reflected on Table 1 based on their responses.

Table 1. Practices and Challenges in GCED and Industry 4.0 Skills Integration

Practices in Integrating GCED	Challenges in Integrating GCED
<ul style="list-style-type: none"> Incorporating the GCED skills, knowledge and values in the competencies/intended learning outcomes of the course 	<ul style="list-style-type: none"> Lack of conceptual knowledge about GCED
<ul style="list-style-type: none"> Using real life artifacts/materials that feature global issues as instructional aids/springboard 	<ul style="list-style-type: none"> Scarcity of resources
<ul style="list-style-type: none"> Employing methods, strategies and activities that develop GCED knowledge, skills and values 	<ul style="list-style-type: none"> Lack of pedagogical knowledge in integrating GCED
<ul style="list-style-type: none"> Giving assessment tasks that measure students' achievement of the relevant GCED knowledge, skills and values 	<ul style="list-style-type: none"> Time constraints

Practices in Integrating GCED and Industry 4.0 skills in the Curriculum

Although majority of the key informants (KI1, KI2, KI3, KI4, KI5, KI7, KI8) admitted no profound knowledge about GCED, they, however, claimed that they partially implemented and integrated GCED in the curriculum. On the contrary, KI6 professed that having taught previously in Metro Manila and South Korea, he has acquired deep knowledge and understanding of both concepts and has always been an advocate in its integration in the teaching and learning process. Taking the key informants' partial and full implementation and integration of GCED, the researcher generated the following themes from their responses.

Incorporating the GCED skills, knowledge and values in the competencies/intended learning outcomes. All of the key informants pronounced that some of the knowledge, skills and values advanced by GCED have been part of the intended learning outcomes in teaching their respective subjects. This is especially true in the teaching of general education courses as some of the GCED knowledge, skills and values are the prescribed learning outcomes based on CHED Memorandum. Even in major courses of the students, the knowledge, skills and values prescribed by CHED, from which outcomes are generally based, are

also similar to that of GCED. They further expressed that other the GCED features can be added and blended in the course intended learning outcomes if deemed appropriate.

For example, KI3 gave the following response when asked how she integrated GCED:

"Sir Lyoid, I'm not so knowledgeable with global citizenship education, but I should say that despite my lack of knowledge about it, honestly some of the skills and values that you have mentioned to be the global citizenship are already part of the curriculum. As program coordinator, I have read CHED memoranda, and those knowledge, skills and values are part of the general and specific outcomes of the curriculum. Even in the major subjects...although not all of it. But maybe for those competencies that are not yet integrated, teachers can create a learning outcome that would incorporate that alongside the prescribed course learning outcomes."

The integration of global citizenship education in the course intended learning outcomes as suggested by the key informants supports the suggestion of Rathburn and Royal (2016) that learning outcomes should be developed that encourage global citizenship. By doing this, global citizenship among

students will be strengthened. This would also be a more efficient and spontaneous way of developing global citizenship among students by treating it as integral part of the course learning outcomes rather than teaching it in isolation. This proves that GCED can be taught implicitly or explicitly with other areas of curriculum (Cho, 2016). Thereby, in the development of the modules, ILO's should reflect GCED knowledge, skills and values

Using real life artifacts/materials that feature global issues as instructional aids/springboard. Some of the key informants shared that since global citizenship education deals with real life issues and events, then, it is also essential that the teaching and learning process uses materials and artifacts that feature global issues as instructional aid or springboard. From these materials/artifacts will emanate the GCED concept/theme which will be used to develop GCED skills and values (KI1, KI3, KI5, KI6, KI7, KI8).

This was explicitly conveyed when KI7 said,

"As an English teacher, I always use springboard in teaching grammar. This springboard could come in the form of literary pieces, videos, news articles and others containing grammatical structures which I intended to teach. However, for the purpose of GCED integration, then maybe, part of my selection criteria of the material to be utilized as springboard would be one that features global issues like a story about culture in Africa, news about global economy, video clips about climate change and the likes. In this way, the teaching of grammar would be integrated with global citizenship learning."

This pronouncement is in unison with the contention of Pratama and Yuliati (2016) that teachers can utilize worldwide issues in their instructional materials. In English Language Teaching, the use of this real-life artifacts can help in making language instruction more timely and relevant by meeting the demand of the global conditions. According also to BAŞARIR (2017), using global issues as the main theme in language classes may be one of the practical ways of doing global citizenship education. Likewise, content educators advised the use of motivating themes and authentic materials in language teaching. Global issues are real issues so, language learners will be motivated when they find out that their prior knowledge, experience, concepts and ideas are being used as an avenue to understand global content being taught in the classroom. When they deal with the content relevant to real life situations, they actively participate and follow instruction in the classroom (Omidvar & Sukumar, 2015). Therefore, in the development of learner's modules in English that aim

to produce global citizens, it is imperative to use artifacts that highlight global issues affecting students locally. This way, students will gain insightful ideas about it and respond to it as global citizens.

Employing methods, strategies and activities that develop GCED knowledge, skills and values. Majority of the key informants also imparted their idea on the employment of methods, strategies and activities that would address global citizenship and skills demanded in the new era. According to them, it is necessary that learning outcomes are matched with appropriate methods, strategies and activities that would ensure the attainment of such outcomes (KI2, KI4, KI5, KI6, KI7, KI8).

This is clearly stated when KI6, who is experienced in GCED integration in his teaching, articulated,

"I've been an advocate of GCED because this is one way of meeting the demand of the industrial revolution 4.0. Hence, I always see to it that GCED is integrated in the teaching and learning process; and the kind of methods and strategies, and the activities that you use to students are very crucial. You need to see to it that the activities are aligned to the GCED outcomes. The activities have to be student-centered. A good classroom activity also would be involving people in the community. They can be good partners from whom students can learn in addressing global issues which effects extend down to the local setting..."

This response of the participants conforms to Langdon (2017) findings how crucial pedagogy is crucial to global citizenship education. According to Langdon, culturally relevant and responsive pedagogy purveys strong benefits of bringing into the classroom, relevant, real-world issues from a variety of cultural perspectives. The informant's pronouncement is in consonance with the concept of UNESCO Asia-Pacific Regional Bureau for Education (2017) that participation in community activities and interactions with people from different backgrounds or having different views are necessary in providing an avenue for students to create positive action in their local community. This implies the need to use of relevant and responsive pedagogy as a feature of a good language instructional modules.

Giving assessment tasks that measure students' achievement of the relevant GCED knowledge, skills and values. Another way of integrating GCED is by giving assessment tasks that measure students' achievement of the relevant GCED knowledge, skills and values. The results of the assessment tasks will serve as baseline data whether or not the GCED learning outcomes are attained (KI3, KI4, KI5, KI6, KI7, KI8).

This can be gleaned when KI6 expressed,

“Assessment is very important in GCED. A teacher should see to it that assessments are aligned with the learning outcomes. The assessment tasks should reflect GCED features, that is, it needs to ask students to demonstrate understanding on GCED key ideas, skills and values. This is an avenue to require student to respond to global issues and reflect on it as a global citizen.”

This idea of integrating GCED in giving assessment for students jives with UNESCO's (2017) inclusion of student assessment as a key area to measure GCED learning outcomes. However, data reveal that less than half of reporting countries have included GCED in their assessments of students across education. Hence, there is a necessity to strengthen the incorporation of GCED in classroom assessments across curriculum to ascertain that GCED is effectively integrated.

Challenges in Integrating GCED and Industry 4.0 skills in the Curriculum

When asked of the existing and possible challenges of integrating GCED in the curriculum, the key informants gave responses which can be grouped into four themes.

Lack of conceptual knowledge about Global Citizenship Education. Among the eight key informants interviewed, only one (KI6) has vast conceptual knowledge about global citizenship education. The rest possesses GCED conceptual knowledge ranging from little to none at all which they all see as a serious problem in the effective implementation and integration of GCED in the curriculum.

This is manifested when KI2 said,

“Although I was able to hit some of the competencies of GCED in the teaching of my subjects, honestly I really don't have a grasp as to what GCED is... its general concept down to its specific features. This is I think a serious problem as how can I integrate something I don't fully understand?”

This problem confirms common research findings that many instructors lack knowledge about global citizenship education (Başarir, 2017; Muwagga et al., 2016). This is also similar to Guo's (2015) findings that many teachers are not adequately equipped with the theoretical understanding and professional skills to effectively engage and enable students to become global citizens. Langdon (2017) also pointed out that the most common challenges and barriers that

teachers face with implementing GCED is that many teachers come into the education system with minimal training or knowledge of GCED. Given the extremely globalized world that teachers are in at the present time, these findings only imply of the urgency to assist and orient instructors about GCED.

Scarcity of resources. Another challenge that six of the key informants (KI3, KI4, KI5, KI6, KI7, KI8) cited is the scarcity of resources that will aid them in properly and effectively integrating GCED.

This is evident on the following pronouncements of the informants:

“We don't have books, teaching modules or teaching guides that would at least guide us as to how to integrate GCED.”

– KI3

“This is GLOBAL citizenship education. We need proper facilities and materials to provide our students a global touch in the classroom like the internet, not to mention our lag in terms of technology.” – KI7

“There should be abundant materials if we are to truly aim for GCED. And that requires finances, and that would be burdensome if it would be shouldered by teachers or students.” – KI5

The same observation was pointed out by Langdon (2017) on the insufficiency of resources as barrier to GCED integration and implementation. Pratama and Yuliati (2016) shared the same findings on the inadequacy of materials saying that textbooks available so far seem to have not touched global issues deeply. Even when they touch these issues, they do not put them as the priority but simply on the surface of the issues. This merely implies that instructional aids should be produced to guide and assist teachers in successfully implementing and integrating GCED in the classroom. As Guo (2015) contended, effective implementation of any educational initiative like GCED requires suitable quality educational resources.

Lack of pedagogical knowledge in integrating GCED. Nearly all of the key informants expressed that they do not have sufficient knowledge on the proper and effective integration of GCED in their subject (KI2, KI3, KI4, KI5, KI7, KI8).

As KI2 enunciated,

“It's hard and it would be hard for many teachers. Our knowledge about global citizenship is lacking, [let alone] the methods and strategies in teaching or integrating it.”

KI4 also said,

"I am not a teacher by profession. I struggled in my strategies in teaching my subject already, how much more in integrating GCED which I barely understand?"

KI5 shared,

"I am not adept in teaching strategies. I need training especially in integrating GCED which you say, Sir, is very important in today's era."

This result provides evidence to the lack of pedagogical knowledge most teachers have which impedes them to proper and effective integration of global citizenship education in their classrooms (BAŞARIR, 2017; Buchanan et al., 2018; Langdon, 2017; Muwagga et al., 2016). This result calls for training for among instructors on GCED pedagogy. According to Pratama and Yuliaty (2016), in order to be successful in introducing something new to education like global citizenship education, teachers need to be well prepared. Teacher training is one of fundamental parts in education. Equipping teachers with the knowledge and view of global issues is also needed so that teachers can improve their professional development through some seminars, workshops, and short course.

Time constraints. The interview with the key informants also generated another challenge in GCED integration which is the lack of time in the integration of the activities especially that GCED entails inquiry, problem-based and project-based activities.

For instance, KI6 pronounced,

"Time, Sir. Time constraints. That is really a challenge in GCED integration. Activities involving GCED are very engaging to the students and it consumes a lot of time. Students want to finish their outputs with explicit and informative responses. So, the teacher really needs to manage their time well. But with proper training, this won't be a problem."

This problem on time constraints on the integration of GCED only stems from lack of training. When instructors will be properly trained on GCED pedagogy, then surely, time will be manageable as KI6 assured. This merely implies that time is an important aspect that should be considered in crafting instructional modules that intend to integrate GCED.

4. Conclusion and Recommendation

The findings of this study shed us light that global citizenship education is only partially implemented in the context of the key informants. Majority of the key informants lack conceptual and pedagogical knowledge on GCED. The university administration and faculty should look into this challenge along with

other bottlenecks to comprehensively and effectively integrate GCED in the curriculum if the university truly aims to produce global citizens. Training on GCED among administrators and faculty would be a vital step towards this paramount goal.

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