

Exploring Global Education in Early Childhood: Preschool Teachers' Perspective*

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Abstract

The need for education to emphasize global perspectives is evident as globalisation increasingly permeates our daily lives, cultural interactions and ethnic diversity gain prominence. This study aims to explore the role of global education in the preschool years. Specifically, the present study examines the perspectives of preschool educators. Using a basic qualitative research design, this study involved 36 preschool teachers from different cities in Turkey. Convenience sampling was used to form the participant cohort. Data collection consisted of a personal information survey and a carefully designed semi-structured interviewing protocol developed by the researchers. Content analysis using MAXQDA software was used to analyse the data. The results of the analysis revealed that the educators had foundational knowledge of the nature, content, pedagogical approaches and potential outcomes of global education in the context of early childhood education. At the same time, educators articulated potential challenges in implementing global education. They also identified potential needs for additional training and material support.

Keywords: Global education, global citizenship, preschool education, maxqda.

About the Article

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Introduction

The evolution of information and communication technologies, the global climate crisis, and the issue of migration have led to increased interdependence among countries in various social, economic, and technological realms. Consequently, these developments necessitate the implementation of new regulations and updates across all sectors of society. The capacity of individuals to navigate this phenomenon, commonly referred to as globalization, demands a willingness to embrace transformation and necessitates updates in education to cultivate the skills required for the next century (Guo, 2014; Özdemir, 2011).

With the conceptualization of the 'butterfly effect,' denoting an event's occurrence at one end of the world affecting the other, the imperative of mutual communication and interaction among countries has arisen. Consequently, societies are compelled to collaborate and take collective action within the framework of global developments. In the realm of education, initiatives have been implemented to update programs and curricula, preparing individuals for the skills required in the future. Particularly aligned with the forces of globalization, the notion of 'global education' has surfaced. This educational approach aims to nurture global citizens equipped with essential social skills to appreciate diversity, collaborate effectively with individuals from different backgrounds (Merryfield & Kasai, 2004), cultivate critical thinking abilities to navigate through an inundation of information, and share their accrued knowledge. Global education, as articulated by Doğan (2011, p. 406), is an educational approach that seeks to cultivate and support 'global individuals'. These individuals are characterized by their capacity to design, plan, execute, and take responsibility for tasks. Moreover, they possess a researcher's mindset, engaging in questioning and criticism, contributing meaningfully, and demonstrating discernment in their preferences, rejections, and acceptances.

Literature Review

Recent decades have seen the emergence of significant social and environmental challenges, necessitating the development of an education model that fosters global, participatory, and critical citizenship. Consequently, global education has gained prominence as a response to this imperative, aiming to instill respect for human rights, cultural awareness, interdependence, and the promotion of global ethics. It also seeks to cultivate critical thinking and nurture individuals into globally responsible citizens by encouraging active participation for positive change. In this evolving landscape, educators are urged to embrace the role of global citizen educators. Their responsibilities include presenting diverse perspectives, modeling respect for differences, and prioritizing the development of critical thinking skills in shaping individuals' values and beliefs about the world (Kivistö as cited in Inka & Niina, 2013; Perez, Sánchez, & Fernández, 2020).

Recent studies have highlighted the critical need for an educational paradigm that addresses current global issues while equipping students with the skills to meet and solve

future challenges. According to Leite (2022), integrating sustainable development goals into educational frameworks offers a comprehensive approach to the development of critical and creative thinking skills, especially those skills that are essential for problem solving on a global scale. This integration provides a foundation for transformative education, emphasising the development of knowledge and skills necessary for global citizenship and sustainable living. Furthermore, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) has emphasised the importance of education for sustainable development in ensuring global sustainability, stating that education systems should develop in a way that prepares individuals for the complexities and challenges of the contemporary world (UNESCO, 2021).

As agents of change, educators have a responsibility to create an environment that encourages open-mindedness and critical enquiry. Banks and Banks (2020) argue that multicultural education as an important component of global education promotes understanding of different perspectives and combats ethnocentric prejudices. Educators can incorporate multicultural principles into the curriculum to help students develop a more nuanced understanding of global interdependence and the ethical implications of their actions. This approach develops students' cognitive skills and prepares them to be proactive and responsible global citizens who can contribute to a more just and sustainable world.

When the literature is examined, many studies (Merryfield, 2000; Dyer, 2005; Özkan, 2006; Kaya & Kaya, 2012; Kaymakçı, 2012; Açıkalın, 2013; Ersoy, 2013; Inka & Niina, 2013; Guo, 2014; Günel, 2016; Jeong, 2017; Çolak, Kabapınar, & Öztürk, 2019; Perez, Sánchez, & Fernández, 2020; Mitchem, Shatara, Kim, & Gaudelli, 2020; Akhan & Kaymak, 2021) investigate teachers' or pre-service teachers' perspectives on global education. In the Turkish context, some studies (Ceylan, 2014; Güzelyurt et al., 2020) focused on examining preschool teachers' perspectives on global education within the framework of the concept of world citizenship by addressing different dimensions.

Increasing cultural interactions worldwide and in Turkey necessitate that children are prepared to easily engage with individuals from diverse cultures. Beyond mere acceptance and understanding of other cultures, it is crucial for children to acquire the skills to effectively cooperate with them. In light of this, educational strategies must be designed to equip children with the necessary skills to recognize, understand, respect, and collaborate with other cultures, while fostering awareness of global issues. The integration of these aspects into preschool education and the support provided to children in developing global citizenship skills constitute critical topics that merit discussion (Bell, Sigur & Kim, 2015).

The Purpose of the Study

This study aims to explore global education in the preschool period from the perspective of preschool teachers in all its dimensions. Aligned with this objective, this research seeks

answers to the following questions, aiming to uncover preschool teachers' perspectives on global education in the preschool period:

- How do preschool teachers define the relationship between globalization and education?
- How do preschool teachers conceptualize global education?
- What are preschool teachers' opinions regarding the themes and outcomes related to global education?
- What are preschool teachers' perspectives on the incorporation of global education into the preschool education program?
- What are preschool teachers' views on the knowledge, skills, and values that global education should encompass?
- How do preschool teachers assess their practices related to global education in their classrooms?
- What are preschool teachers' opinions on the challenges associated with global education?
- What are preschool teachers' views on the needs related to global education?

Method

This study, investigating global education in the preschool period from the perspective of preschool teachers, adopted a basic qualitative research design. In basic qualitative research, scholars emphasize how individuals construct realities and explore the meanings people ascribe to experiences, the construction of their world, and the interpretation of their lives (Merriam, 2018).

The Participants

In determining the study group for this research, 36 preschool teachers were recruited online through convenience sampling. Volunteers from various cities across different regions of Türkiye, including Adana, Antalya, Burdur, Bursa, Çanakkale, Denizli, Gaziantep, Kütahya, Giresun, Istanbul, Kahramanmaraş, Kırıkkale, Kırşehir, Malatya, Şanlıurfa, and Yozgat participated in the study. The demographic characteristics of the study group are detailed in Table 1.

Table.1

Characteristics of the Participants

Categories	n	%
Years of service	1-3 years	11 30,6
	4-6 years	3 8,3
	7-9 years	3 8,3
	9-11 years	6 16,7

	11 - + years	13	36,1
Membership status of a Non-governmental Organisation (NGO)	Yes	6	16,7
	No	30	83,3
Foreign language level	Basic	26	72,2
	Middle	10	27,8
Previously travelled abroad	Yes	6	16,7
	No	30	83,3
Internet usage status (daily average)	Less than 1 hour	4	11,1
	2-3 hour	14	38,9
	4-5 hour	14	38,9
	6+ hour	4	11,1
Status of using social media applications	1 application	3	8,3
	2 application	12	33,3
	3 application	19	52,8
	4 application	1	2,8
	5 application	1	2,8
Previous participation in an e-Twinning project	Yes	11	30,6
	No	25	69,4

Table 1 reveals key characteristics of the study group. Notably, 36.1% of the teachers had accumulated eleven or more years of service, while 83.3% were not affiliated with any non-governmental organization (NGO). Furthermore, 72.2% of the teachers possessed a basic-level proficiency in a foreign language, and 83.3% had not travelled abroad before. In terms of internet usage, 38.9% of teachers spent an average of 2-3 hours to 4-5 hours online. Additionally, 52.8% of teachers reported using three different social media applications. Finally, a substantial 69.4% of the teachers stated that they had not participated in any e-Twinning project before.

Data Collection Tools

A personal information form and a semi-structured interview form developed by the researchers were used as data collection tools in this study. The personal information form, which included questions about teachers' personal information, was prepared based on the literature and included years of service, non-governmental organization membership status, foreign language proficiency, foreign travel status, internet usage status, social media usage status, and participation in e-Twinning projects and it consists of seven questions. The semi-structured interview form consisted of nine questions prepared in line with the literature, allowing to reveal the thoughts of preschool teachers about global education in the preschool period. For validity and reliability of the form, it was presented to the opinion of two academicians who were experts in qualitative methods, one who is an expert in global education, and two academics who are experts in the field of preschool education. After completing the corrections of the form after expert opinion, the number of questions was increased to ten. To determine the comprehensibility of the questions in the form, a pilot application was carried out with

two preschool teachers, and then the questions were edited, and the form was given its final form. The form primarily comprises inquiries directed at teachers regarding their perspectives on globalization and global education. It seeks to understand the role of global education within the preschool education curriculum and the themes that can be integrated. Additionally, the form addresses the knowledge, skills, values, and achievements pertinent to global education. It also assesses teachers' self-perceived competence in implementing global education in their classrooms, as well as their reflections on the challenges and needs associated with this implementation.

Data Collection Process

To obtain the data for this research, the researchers first contacted the teachers personally. The scope of this research was explained, and information was given about the research and data collection process. Online interviews were requested with teachers who agreed to demonstrate volunteer work. The instructors were based in various locations across Türkiye. Online meetings were planned with people who requested online meetings (Zoom or Google Meet) according to the availability of the teacher and the researcher. Teachers who declined or were unavailable for online interviews were provided with the option to complete a written questionnaire. Subsequently, the written questionnaire was delivered to the teachers. Expanding data in writing has some outstanding aspects and limitations. While collecting written data provides the advantage of the interviewee's ability to think comprehensively and write it down as parts, giving better answers, it has a limitation in terms of missing stages or probing questions not being asked (Yılmaz & Altinkurt, 2011). Therefore, collecting written data from some research participants is acknowledged as a limitation of this study.

Data analysis

Content analysis was conducted on the data obtained in this research, which aimed to reveal the thoughts of preschool teachers about global education in the preschool period. The primary goal of content analysis is to elucidate and interpret the acquired data, uncovering the inherent meanings within (Yıldırım & Şimşek, 2018). Content analysis was conducted using the MAXQDA 2020 software program. MAXQDA is a software program that helps interpret and evaluate qualitative data. It also provides visual maps regarding the codes or themes obtained in line with the analyses carried out on the data (MAXQDA, 2022). In the present research, first of all, online interviews were transcribed. The researchers carefully examined the raw interview transcripts, identifying and categorizing recurring themes through coding. Upon reaching a consensus on the codes, the researchers derived themes from them. In this regard, it can be said that an inductive approach was used in the analysis of the data obtained.

Validity, Reliability and Ethics

Qualitative research is considered in terms of validity and reliability elements, such as credibility, transferability, consistency, and confirmability (Lincoln & Guba, 1986). In this study, to ensure reliability, teachers who voluntarily agreed to participate were informed

about the audio and video recording procedures, and their consent was obtained. Additionally, participants were assured that their personal information would remain confidential and that the collected data would be presented using coded identifiers (T1, T2, etc.). To collect data in this study regarding consistency, the form prepared based on the literature was presented to five academicians who were experts in the different fields, and expert opinions were obtained. In the transferability dimension, the literature was examined for the conceptual framework and discussion process of this study, and direct quotes from the interviews with teachers were presented in line with the purposes of this study. Expert opinions were sought to confirm the validity of data collection forms, codes, and themes in the research. In this regard, the raw data were read many times by the researchers and basic codes were determined. Then, it was examined whether there was a consensus on the data coded by the researchers. The codes for which consensus was reached were used as they were, and common codes were re-determined by re-reading the data on codes for which consensus could not be reached. The expressions used by teachers were classified based on similarities and themes were reached by naming the classifications (Patton, 2002). At the same time, the expressions used by teachers were directly included to support the themes. As a result, the findings were discussed and interpreted in the light of the literature.

Findings

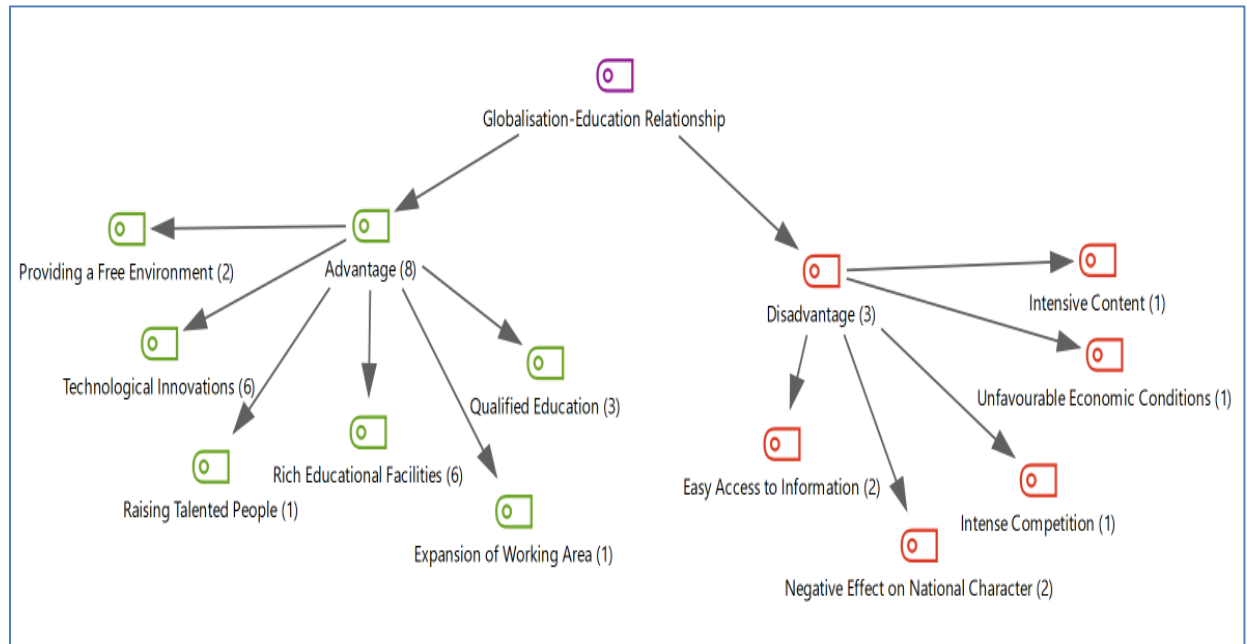
Teacher opinions in this section are presented in alignment with eight distinct sub-objectives. These sub-objectives encompass the following aspects: the relationship between globalization and education, the interpretation of global education, themes and accomplishments associated with global education, the integration of global education into the preschool education program, knowledge, skills, and values pertinent to global education, the proficiency of educators in global education, and challenges as well as needs in global education.

1. Teachers' Perspectives on the Relationship between Globalization and Education:

Figure 1 illustrates teachers' reflections on globalization in education and their perspectives on the relationship between globalization and education.

Figure 1.

Views of Teachers on the Relationship between Globalization and Education



When examining Figure 1, it is evident that teachers hold varied perspectives on the advantages and disadvantages of the relationship between globalization and education. Regarding advantages, teachers' opinions were categorized into codes representing rich educational opportunities, technological innovations, and enhanced educational quality, respectively, based on frequency.

Examples of teachers' positive perspectives include:

T5: 'In general, I find it positive that it diversifies educational opportunities and creates a freer environment'.

T4: 'It contributes to improving the quality of education and making education more scientific. It contributes to the training of more talented people as a result of the educational competition of countries'.

Conversely, concerning disadvantages, teachers' opinions frequently highlight concerns about the 'Negative impact on national character' and 'Easy access to information' in a negative context. Selected statements from teachers expressing these concerns are as follows:

T2: 'It negatively affects the national character of education'.

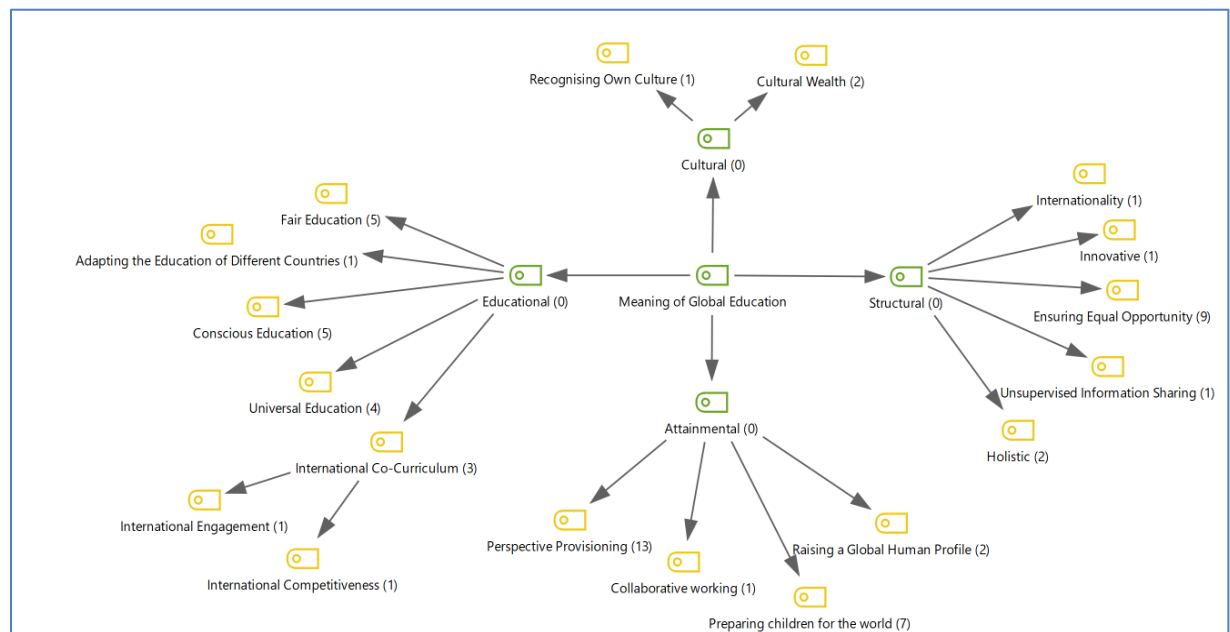
T32: 'As digital and social media reduce book reading and make it easier to access information, the form of research is decreasing. I think this situation may cause educational problems in the future.'

2. Teachers' Perspectives on the Meaning of Global Education:

Figure 2 illustrates the reflections of teachers regarding global education and their perspectives on the definition of global education.

Figure 2.

Teachers' Perspectives on the Meaning of Global Education



In Figure 2, teachers' perspectives on the meaning of global education are categorized into four distinct themes. Consequently, teachers commonly articulate their definition of global education through concepts, such as 'providing perspective,' 'equal opportunity,' 'preparing children for the world,' 'conscious education,' and 'fair education'. Selected statements from teachers illustrating these perspectives are as follows:

T8: 'Global education, in my opinion, means that every individual can receive education equally, regardless of physical or economic awareness.'

T34: 'Looking at the realities of the world from different perspectives and presenting and implementing rational and creative ideas.'

T1: 'To be educated with equal opportunities in terms of knowledge worldwide.'

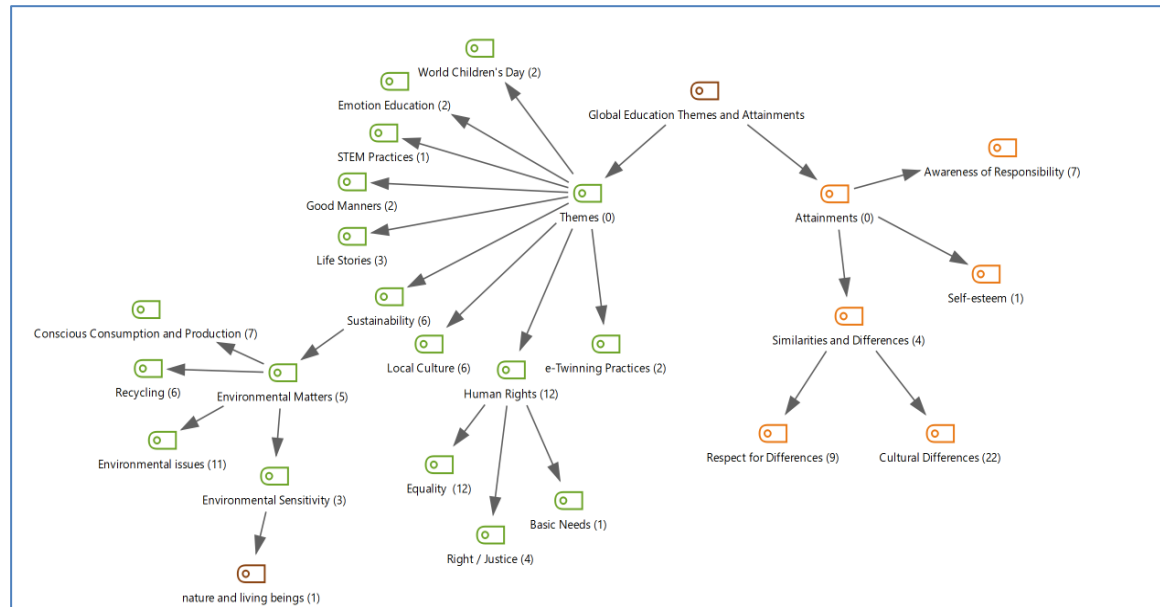
T3: 'I define it as people being more alert, more conscious, and more fair in education.'

3. Teachers' Perspectives on Themes and Attainments in Global Education:

Figure 3 illustrates teachers' opinions regarding the themes and attainments they incorporate into their global education practices, as well as those they believe should be included in the program.

Figure 3.

Teachers' Perspectives on Themes and Attainments in Global Education



When examining Figure 3, teachers articulated their perspectives on the themes deemed essential in global education, such as human rights, sustainability, and local culture, emphasizing specific examples from their classroom practices. Selected statements from teachers exemplifying these views are as follows:

T5: 'We include the topics of equality, rights, justice, and integration with various cultures in our subjects, sometimes through stories and sometimes through drama.'

T29: 'I address environmental pollution, the deterioration of ecological balance, protection of resources, and equality between people within the scope of individual responsibility.'

Upon analyzing teachers' opinions in terms of frequency regarding the attainments that should be included in global education, Figure 3 illustrates their perspectives across dimensions, such as awareness of responsibility, similarities, and differences. Within this context, the codes for 'respect for differences' and 'cultural differences' are evident. Sample statements from teachers expressing these perspectives are presented below:

T7: 'We discuss how issues that are ordinary in our lives are perceived in different cultures.'

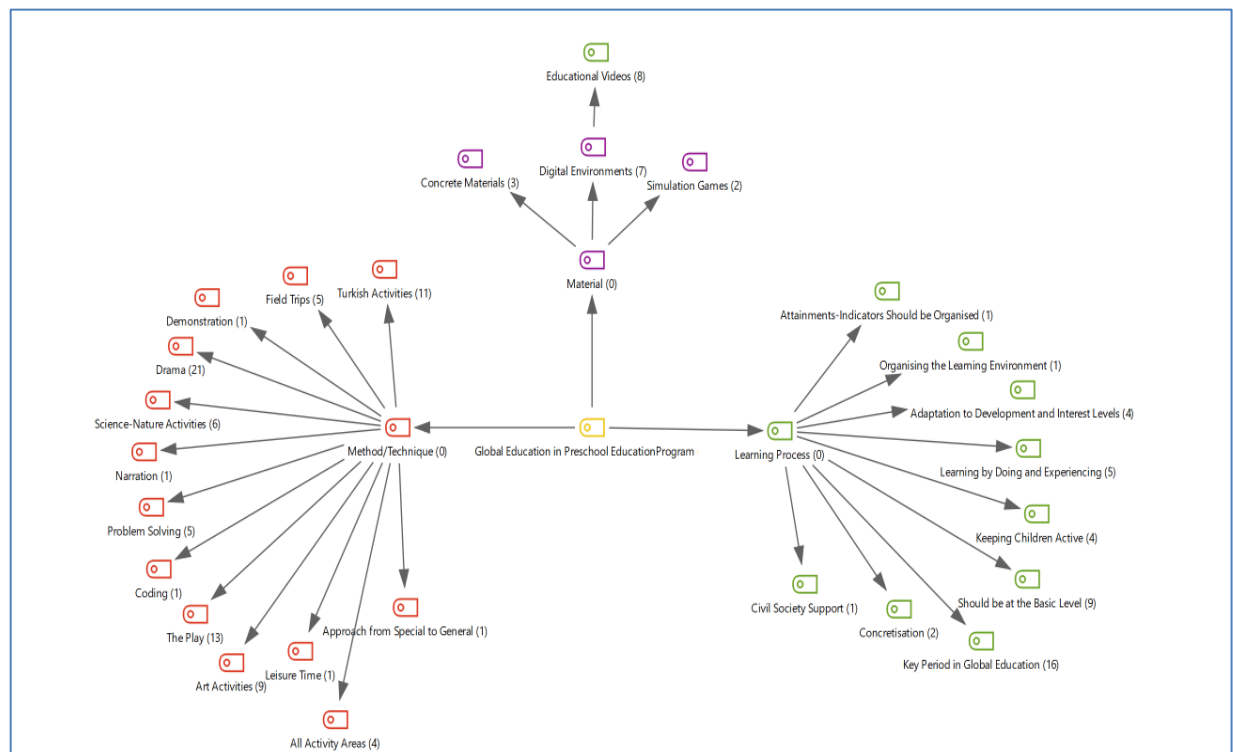
T20: 'In addressing environmental issues, we conduct activities with awareness of our responsibilities and what we can do for a greener and more livable world.'

4. Teachers' Perspectives on the Integration of Global Education into the Preschool Education Program

Figure 4 delineates teachers' views on how global education should be incorporated into the preschool education program.

Figure 4.

Teachers' Perspectives on the Integration of Global Education into the Preschool Education Program



When analyzing Figure 4, the positioning of global education within the preschool education program is observed to be categorized into three distinct dimensions. In the learning process dimension, teachers advocate for the foundational integration of global education at the preschool level, emphasizing the pivotal role of this period in global education. Additionally, they stressed the importance of children learning through hands-on experiences and activities. Simultaneously, teachers underscored the necessity for children to be actively engaged, adapting global education to their developmental levels and employing diverse methods, techniques, and materials in the teaching process. Illustrative examples from teacher statements include:

T14: 'I believe it should be at the basic level, especially to raise conscious children.'

T30: 'It can be expanded by incorporating more trips and observations, with drama and games also being employed frequently.'

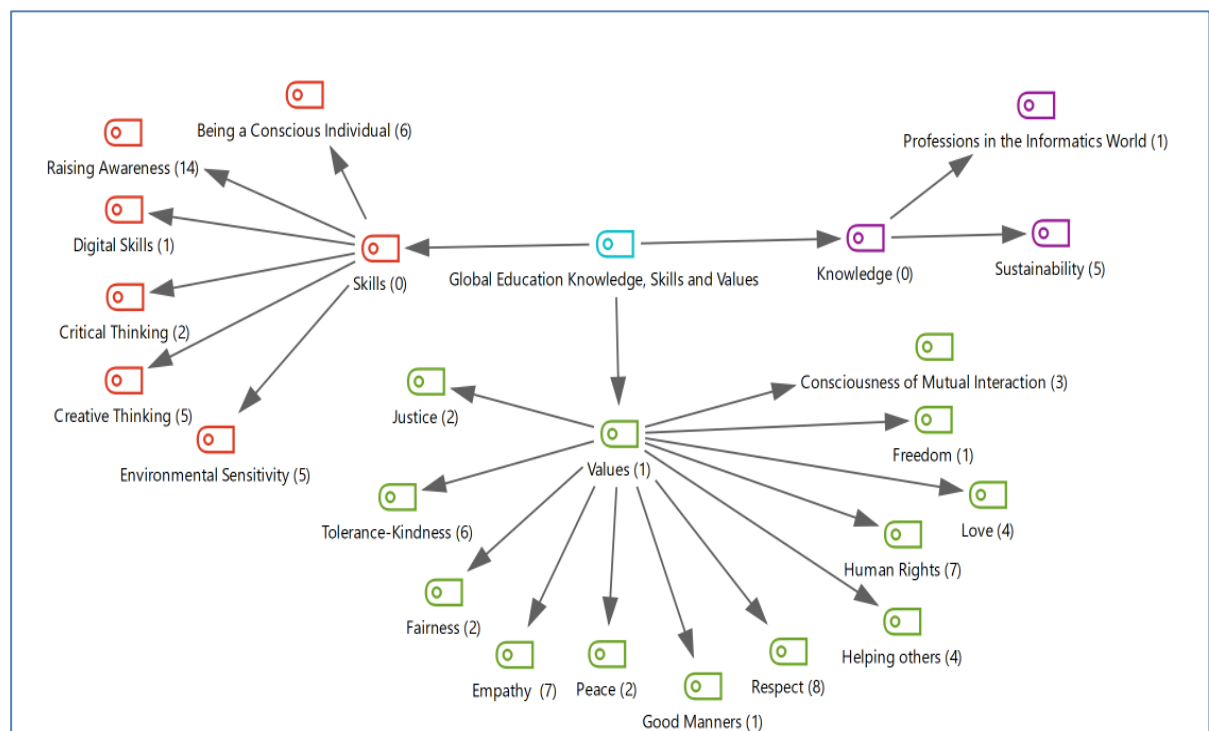
T12: 'I present various visuals and videos, followed by drama studies.'

5. Teacher Perspectives on the Knowledge, Skills, and Values that Global Education Should Instill in Preschool Education

Figure 5 illustrates teachers' opinions regarding the knowledge, skills, and values that should be encompassed by global education during the preschool period.

Figure 5.

Teacher Perspectives on the Knowledge, Skills, and Values that Global Education Should Instill in Preschool Education



Teachers emphasized that global education should encompass knowledge, skills, and values aimed at fostering awareness, sustainability, respect, empathy, and human rights. Representative opinions from teachers on this matter include:

T2: 'In this context, I expect that, as a result of the education to be given, children will be more conscious, have the right attitudes, and be fair individuals.'

T8: 'I believe that this education should primarily include situations aimed at making people aware that every person has equal rights, regardless of religion, language, race, economic and social level.'

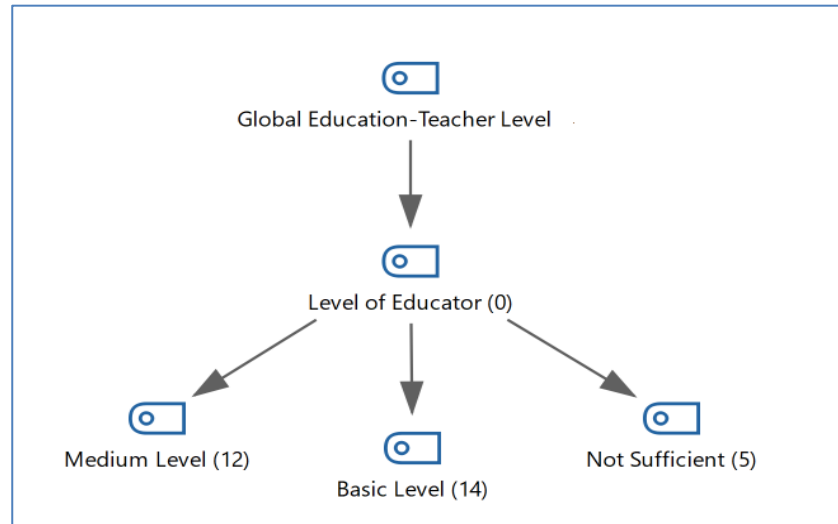
T11: 'It should include the ability to use technology correctly. It should also instill values of love and respect.'

6. Preschool Teachers' Self-Assessment of the Implementation of Global Education

Figure 6 delineates preschool teachers' self-assessment regarding the implementation of global education in their classrooms.

Figure 6.

Preschool Teachers' Self-Assessment of the Implementation of Global Education



Teachers predominantly characterized their proficiency in global education practices as basic or intermediate. Selected statements from teachers reflecting this self-assessment include:

T2: 'I perceive myself as inadequate.'

T5: 'I consider my proficiency to be at a very early stage, particularly concerning environmental and educational opportunities.'

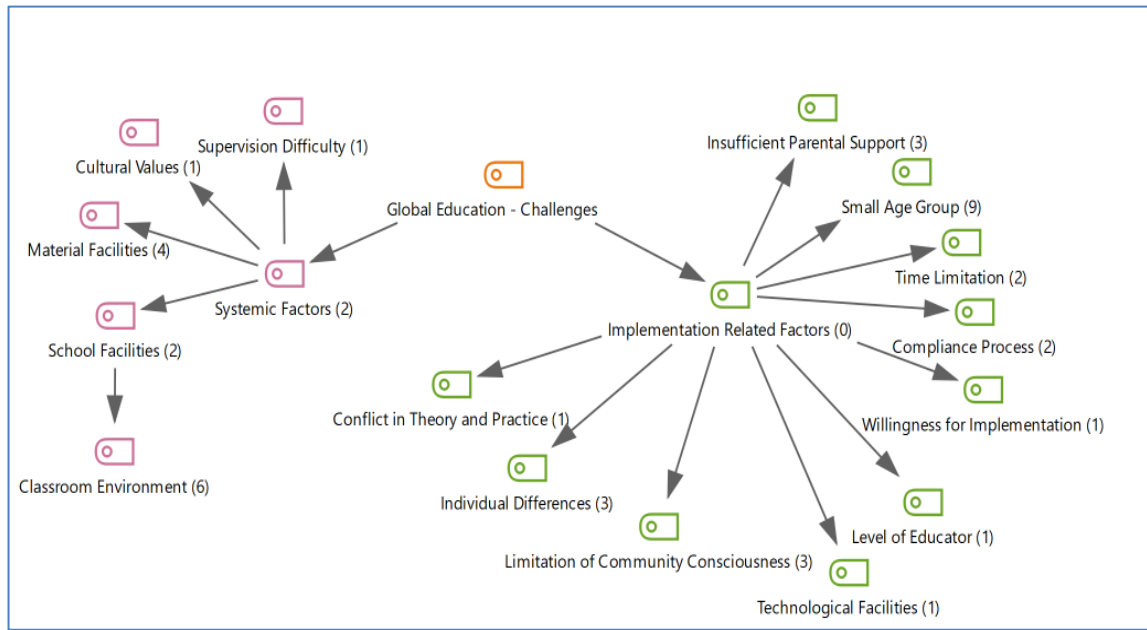
T21: 'While I recognize the need for improvement in terms of systematic methods, I feel well-equipped in terms of content and teaching methods.'

7. Teachers' Perspectives on Challenges in Implementing Global Education in Preschool

Figure 7 delineates teachers' perspectives on the challenges in implementing global education in preschools.

Figure 7.

Teachers' Perspectives on Challenges in Implementing Global Education in Preschool



In addressing the potential challenges encountered in implementing global education within preschool settings, teachers underscored various factors. These include challenges associated with the application, such as 'the small age group, limited social awareness, insufficient parental support, and time limitations. Additionally, challenges related to the system were emphasized, such as 'financial constraints, limitations in school facilities, and difficulties in control,' as indicated in Figure 7. Direct quotations from teachers' statements further illuminate these challenges:

T2: 'It may pose challenges if a child witnesses behaviors conflicting with those acquired at school within their family and environment.'

T8: 'There may be difficulties in accessing technological materials in the classroom.'

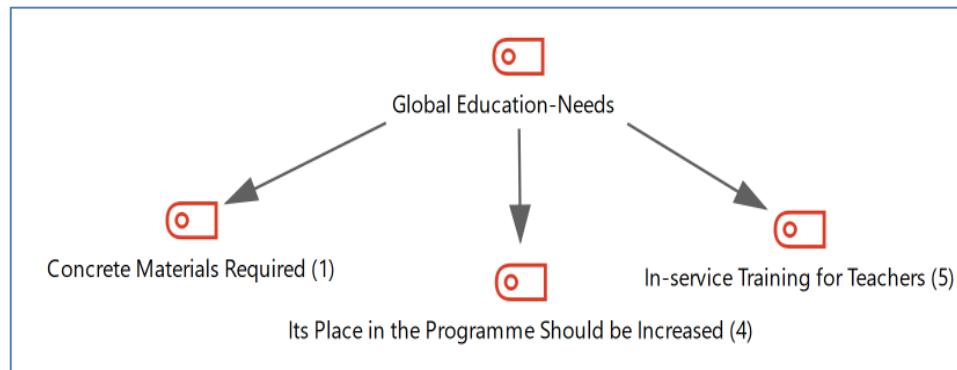
T14: 'Due to the small preschool age group, permanent learning may not be fully realized.'

8. Teachers' Perspectives on Identified Needs in the Implementation of Global Education in Preschool

This section presents teachers' viewpoints on the anticipated needs that may arise during the implementation of global education within the realm of preschool education (Figure 8).

Figure 8.

Teachers' Perspectives on Identified Needs in the Implementation of Global Education in Preschool



In Figure 8, teachers, reflecting on potential needs for the implementation of global education in the preschool period, predominantly underscore the necessity for in-service training on this subject, an increased incorporation of global education into the preschool education program, and the provision of concrete materials pertaining to this domain. Several statements from teachers elucidated these perspectives:

T8: 'Although visual and auditory materials associated with global education are beneficial, the use of concrete materials is more advantageous for children. Hence, I consider it important and necessary for children to learn about this subject through tangible materials.'

T16: 'All teachers need to receive in-service training to heighten awareness on this issue.'

T35: 'The program lacks sufficient space or is almost non-existent for global education. This issue should be considered during program renewal.'

T36: 'As the initial stage of formal education, we find ourselves in a critical period for raising awareness about global education when children are most receptive. In-service training is essential to enhance teachers' competence in this regard.'

Figure 9 presents a code cloud summarizing teachers' perspectives on global education. Upon examination, prominent concepts, such as 'Cultural differences,' 'Key period in global education,' 'Basic level,' 'Drama,' 'Play,' 'Perspective provisioning,' and 'Human rights' emerged in the teachers' statements about global education.

Figure 9.

Code Cloud Summarizing Teachers' Perspectives on Global Education



Discussion

In this study, an exploration of global education in the preschool period is presented through the lens of preschool teachers. This investigation addresses various dimensions, including the relationship between globalization and education, the essence of global education, themes, and attainments associated with global education, the integration of global education into the preschool education program, and the competencies encompassed within global education, focusing on knowledge, skills, and values. Additionally, the educators' proficiency levels, encountered difficulties, needs, and perspectives were examined, leading to data collection that underwent content analysis. The analysis adhered to eight distinct sub-objectives, delineating both the challenges and requirements.

Within the context of the findings, the perspectives of preschool teachers on the globalization-education relationship were categorized into advantageous and disadvantageous themes. The advantageous theme comprised codes, such as 'Rich educational opportunities,' 'Technological innovations,' and 'Qualified education'. Conversely, the disadvantageous theme featured codes emphasizing the 'Negative impact on national character' and 'Easy access to information' within a negative context.

Notably, the findings obtained in this study are consistent with the conclusions drawn from Özkan's (2006) research, wherein primary school teachers acknowledged the positive aspects of global education, such as human rights, equality, and environmental issues. However, similar to the current study, there was a consensus that limited attention was given to the unique facets of different beliefs or cultures in the educational discourse.

In consideration of teachers' varied opinions, encompassing both positive and negative perspectives, it is noteworthy that this dichotomy aligns with existing literature. Bennett's (1993) developmental model of intercultural sensitivity distinguishes between ethnocentric and ethnorelative stages. The ethnocentric stage encompasses denial, defense, and minimization of cultural differences, where individuals may reject, defend, or downplay cultural distinctions, resulting in an isolationist stance. Conversely, the ethnorelative stage reflects an openness to diverse cultures, marked by curiosity, the ability to view the world from different perspectives, and a respectful acknowledgment of differences.

Within the present study, teachers expressing concerns about the negative impact of global education on national character appear to align with the ethnocentric stage in Bennett's model. Preschool teachers' perspectives on global education were further categorized into four themes: structural, attainmental, educational, and cultural. These themes encompassed codes, such as 'Providing perspective,' 'Equal opportunity,' 'Preparing children for the world,' 'Conscious education,' and 'Fair education.'

Global citizenship, as described in the literature (Adams & Carfagna, 2006; Carlsson-Paige & Lantieri, 2005), involves equipping individuals with knowledge, skills, and attitudes to participate as citizens in a globalized world. Hanvey's (1976) definition of global education includes perspective consciousness, emphasizing awareness and appreciation for global elements. The findings suggest that preschool teachers possess a fundamental awareness and knowledge level concerning the meaning of global education. Teachers incorporated themes like human rights, sustainability, and local culture into their global education practices, with corresponding attainments focusing on awareness of responsibility, similarities, and differences.

In her study, Ceylan (2014) reported that teachers defined world citizenship as the recognition of equal rights and freedoms for all people, embracing democracy, and fostering respect, appreciation, acceptance, and tolerance of diverse races and cultures. Güzelyurt et al. (2020) highlighted the skills targeted by preschool teachers through world citizenship education, including sensitivity to differences, familiarity with various cultures and societies, respect for the values of other societies, and the cultivation of individual responsibility.

The teachers' opinions in this study regarding the themes and achievements of global education align with existing literature, suggesting a collective awareness and knowledge about the content of global education. Concerning the integration of global education into the preschool education program, teachers' perspectives coalesce around three

main themes. They advocate for its inclusion at the basic level, emphasizing active learning through practical experiences. Additionally, teachers stress the importance of adapting global education to children's developmental levels and employing diverse methods, techniques, and materials in the teaching process.

Ceylan (2004) echoed the sentiment that world citizenship should be part of the curriculum for preschool teachers, while Güzelyurt et al. (2020) identified various activities supporting world citizenship education, such as displaying visual cards depicting characteristics of different cultures and incorporating drama to introduce diverse cultural themes. Consistent with these findings, it can be inferred that teachers possess detailed insights into dimensions like the learning process, materials, methods, and techniques, which shape their expressed opinions.

Regarding the knowledge, skills, and values global education should impart, teachers emphasized the importance of cultivating awareness, sustainability, respect, empathy, and human rights. Collins (2008) underscores the significance of introducing world citizenship concepts to four-six-year-old children, emphasizing the importance of addressing basic needs, environmental concerns, diverse cultures, human rights, democracy, and global issues within their educational curriculum. A well-crafted global education curriculum, as highlighted by Burnouf (2004) and Cabezudo et al. (2012), imparts knowledge about these critical issues and prioritizes the development of global skills and competencies, such as interpersonal relations, self-awareness, empathy, emotional intelligence, cooperation, organizational abilities, and heightened sensitivity and respect for differences.

In light of this, it is evident that the teachers participating in the research possess a nuanced understanding of the knowledge, skills, and values expected from global education across various dimensions. However, their self-evaluation predominantly places them at basic and intermediate levels in terms of implementing global education practices.

Contrasting perspectives emerge in studies examining educators' views on global education. Çolak, Kabapınar, and Öztürk (2019) found that social studies teachers acquired elements of global citizenship or global education primarily through tools like books and visual resources (TV), lacking direct engagement with foundational sources. They noted limited information transfer on global education among the participants. Similarly, Inka and Niina's (2013) study on basic education teachers in Finland revealed limited knowledge about global education, especially among those who had no familiarity with global education methods.

Similar to the results in the literature, although there are teachers who stated that they have limited knowledge in the research, it can be said that the majority of teachers are at a good level regarding knowledge and awareness. In addition, it is understood from the teachers' statements that they have deficiencies and limitations in applying their knowledge systematically in the classroom. Regarding the challenges that may be

experienced in the implementation of global education in preschool education, teachers emphasized factors, such as "The small age group, limited social awareness, insufficient parental support and time limitation" regarding the application and systemic factors, such as "Financial possibilities, school facilities and difficulty in control." Inkaa and Niina (2013), in their study examining the opinions of basic education teachers regarding global education, stated that the teachers stated that the most important obstacle to the implementation of global education was time and materials. Similarly, Jeong (2017), in his study examining the perceptions of teachers in Association of Southeast Asian Nations (ASEAN) countries about global education, stated that teachers' perceptions of global education in different countries have changed, especially in countries, such as Cambodia and Thailand, there are challenges in this regard due to the lack of a national education budget and the intense workload of teachers. Singapore states that materials and information regarding global education are supported by the school and government and therefore they do not experience challenges. In this regard, it can be said that the teachers' views on the challenges that may be experienced in the implementation of global education are consistent with the results of the previous studies in the literature.

It was observed that teachers especially stated that the young age group was a difficulty. In this situation, it can be said that this is due to their limited awareness that global education can be handled according to age level and that global education given in early childhood can serve as the basis for subsequent global education (Bell, Jean-Sigur & Kim, 2015). To be active in making healthy choices and making effective decisions at various levels, children need to have an awareness and understanding of the global situation, developments, and trends, and in this regard, it is stated in the literature that teachers should first make efforts to develop their global awareness (Burnouf, 2004). Teachers emphasized that they needed in-service training on the possible needs of implementing global education in the preschool period, that the place of global education in the preschool education program should be increased, and that concrete materials were needed on this subject. Similarly, Jeong (2017) touched upon the need for training in global education for teachers working in ASEAN countries and stated that teachers need to learn effective and appropriate teaching methods in this regard. He also emphasized that governments in some ASEAN countries are working on providing in-service programs on these issues. Similarly, Ceylan (2014) emphasized that preschool teachers stated that they needed activities, such as meetings, seminars, courses, congresses, and conferences to prepare children to become world citizens. Within the scope of this research, it is seen that teachers need training in systematically applying global education-related practices. In general, the research findings can be interpreted as preschool teachers having a consciousness and awareness about global education in the preschool period, but they cannot fully put their awareness and knowledge into practice in a sufficient, regular, and systematic way.

Result and Recommendations

The present study aims to explore global education in the preschool period from the perspectives of preschool teachers. According to the findings obtained in this study, teachers acknowledge both the advantages and disadvantages of globalization. They define global education as encompassing concepts, such as 'Providing perspective, equal opportunity, preparing children for the world, conscious education, and fair education'. Themes within global education, including 'Human rights, sustainability, and local culture,' were identified, focusing on achievements emphasizing responsibility awareness, similarities, and differences.

Regarding the implementation of global education in the preschool period, teachers underscored the importance of it occurring at a basic level, considering preschool as a key period for global education. They highlighted the significance of experiential learning through drama, games, art activities, the use of digital media, and concrete materials in the teaching process. Teachers predominantly associated global education with concepts like 'raising awareness, sustainability, respect, empathy, and human rights.'

Self-assessments from teachers suggest that they perceive themselves as basic and intermediate in terms of implementing global education practices. Identified challenges in implementing global education include systemic factors, such as financial resources and school facilities, along with practical factors, such as the small age group, limited social awareness, insufficient parental support, and time constraints.

Teachers expressed the need for in-service training on the implementation of global education, an increased emphasis on global education in the program, and the requirement for concrete materials. Recognizing the evolving global landscape and the necessity for individuals to interact with diverse backgrounds, the paragraph concludes that meeting the knowledge and skill needs of preschool teachers is the first stage in achieving effective global education in early childhood. Teachers, as influencers in an institution, play a crucial role in shaping individuals' perspectives on the world and equipping them with the necessary skills and attitudes to navigate a globally interconnected world.

In the light of the research findings, it is advisable to design targeted in-service training programmes for preschool teachers to enhance their skills in the implementation of global education. Furthermore, a contribution to the literature can be achieved by researching and studying the systematic planning of global education in the preschool period, emphasizing an anti-tourism approach to the process. It is recommended that sample activity pools be developed and shared digitally or in print for use by teachers to support them in adapting their practice to the age and developmental characteristics of preschool children. Finally, to enrich the literature, a longitudinal study of the outcomes of preschool teachers' training in global education is considered valuable.

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Genişletilmiş Türkçe Özet

Son yıllarda yaşanan ciddi sosyal ve çevresel sorunlar küresel, katılımcı ve eleştirel bir vatandaşlık için yeni bir eğitim modeli talep etmektedir. Bu doğrultuda küresel eğitim bu talebi karşılamak için ön plana çıkmaktadır. Küresel eğitim, insan haklarına saygıyı, kültürel farkındalığı, karşılıklı bağımlılığı ve küresel etik anlayışı teşvik etmeyi ve bu doğrultuda dünya ile ilgili eleştirel düşünmeyi ve değişim için katılımı teşvik eder ve amaçlar. Bireyleri bu amaç doğrultusunda küresel sorumlu bir vatandaş olabilmelerinde eğitmeyi hedefler. Bu bağlamda gelecek, eğitimcilerin küresel vatandaş eğitimcisi olmasını gerektirmektedir. Küresel eğitim açısından eğitimcilerin görevi; bireylerde çeşitli ve yeni bakış açıları sağlamak, farklılıklara saygıyı model olarak sunmak ve dünyaya ilişkin değer ve inançları şekillendirmekte eleştirel düşünme becerisini ön planda tutmak olmalıdır (Kivistö'den aktaran Inka & Niina, 2013; Perez, Sánchez & Fernández, 2020).

Alan yazın incelendiğinde küresel eğitim bağlamında öğretmen veya öğretmen adayı görüşlerini inceleyen çalışmalar (Merryfield, 2000; Dyer, 2005; Özkan, 2006; Kaya & Kaya, 2012; Kaymakçı, 2012; Açıkalın, 2013; Ersoy, 2013; Inka & Niina, 2013; Guo, 2014; Günel, 2016; Jeong, 2017; Çolak, Kabapınar & Öztürk, 2019; Perez, Sánchez & Fernández, 2020; Mitchem, Shatara, Kim & Gaudelli, 2020; Akhan & Kaymak, 2021) bulunmaktadır. Türkiye'de okul öncesi öğretmenlerinin küresel eğitime ilişkin görüşlerini dünya vatandaşlığı eğitimi kapsamında farklı boyutlarda inceleyen (Ceylan, 2014; Güzelyurt vd., 2020) birtakım çalışmalara rastlanmıştır.

Dünyada ve Türkiye'de gittikçe artan kültürel etkileşimler, çocukların diğer kültürlerden gelen insanlarla kolaylıkla etkileşime geçmeye hazır olmalarını gerektirmektedir. Diğer kültürleri kabul etme ve anlamının ötesinde, iş birliği yapma becerilerinin kazanılması elzemdir. Bu bağlamda eğitimin farklı kültürleri tanıma, anlama, saygı duyma ve onlarla iş birliği yapmanın ötesinde küresel konulara yönelik farkındalık kazandırma açısından çocukları gereken becerilerle donatma konusunda düzenlenmesi gerekmektedir. Bu konuların okul öncesi eğitime nasıl dahil edilebileceği ve çocukların küresel vatandaşlık becerileri kazanmaları konusunda nasıl desteklenebileceği tartışılması gereken konulardandır (Bell, Sigur & Kim, 2015). Bu bilgiler doğrultusunda okul öncesi dönemde küresel eğitimin nasıl olması gerektiğine yönelik okul öncesi öğretmenlerinin bakış açılarını öğrenmenin hem gelecekteki araştırmalar açısından hem de eğitim politikalarının düzenlenmesinde yol gösterici olacağı düşünülmektedir. Araştırmanın amacı okul öncesi öğretmenlerinin okul öncesi dönemde küresel eğitime yönelik bakış açılarını ortaya koyabilmektir. Bu amaçla hazırlanan araştırmada aşağıdaki sorulara yanıt aranmıştır:

- Okul öncesi öğretmenleri küreselleşme-eğitim ilişkisini nasıl tanımlamaktadır?
- Okul öncesi öğretmenleri küresel eğitimi nasıl tanımlamaktadır?
- Okul öncesi öğretmenlerinin küresel eğitime ilişkin temalar ve kazanımlar hakkındaki düşünceleri nelerdir?

- Okul öncesi öğretmenlerinin küresel eğitimin okul öncesi eğitim programındaki yerine ilişkin düşünceleri nelerdir?
- Okul öncesi öğretmenlerinin küresel eğitimin içermesi gereken bilgi, beceri ve değerler hakkındaki düşünceleri nelerdir?
- Okul öncesi öğretmenleri küresel eğitime ilişkin sınıflarında yaptıkları uygulamalar konusunda kendilerini nasıl değerlendirmektedir?
- Okul öncesi öğretmenlerinin küresel eğitime ilişkin zorluklar hakkındaki düşünceleri nelerdir?
- Okul öncesi öğretmenlerinin küresel eğitime ilişkin ihtiyaçlar hakkındaki düşünceleri nelerdir?

Araştırma temel nitel araştırma olarak planlanmıştır. Temel nitel araştırmada araştırmacılar, bireylerin gerçekleri nasıl inşa ettikleri üzerine odaklanmakta, insanların deneyimlere ne anlam kattığı, dünyalarını nasıl inşa ettiği ve yaşamlarını nasıl yorumladığı ile ilgilenmektedir (Merriam, 2018). Araştırmanın çalışma grubunun belirlenmesinde kolay ulaşılabilir durum örnekleme ile Türkiye'nin farklı bölgelerinde yer alan şehirlerde görev yapan gönüllü katılım gösteren 36 okul öncesi öğretmenine online ortam kullanılarak ulaşılmıştır.

Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen kişisel bilgi formu ve yarı yapılandırılmış görüşme formu kullanılmıştır. Okul öncesi öğretmenlerinin okul öncesi dönemde küresel eğitime yönelik düşüncelerini ortaya çıkarmayı amaçlayan araştırmada elde edilen veriler üzerinde içerik analizi yapılmıştır. İçerik analizinde amaç elde edilen verilerin tanımlanması ve bu verilerin içerisinde var olan anlamların ortaya çıkarılması çabasıdır (Yıldırım & Şimşek, 2018). İçerik analizi, bir analiz programı olan MAXQDA 2020 paket programı ile gerçekleştirilmiştir.

Araştırma sonuçlarına göre okul öncesi öğretmenleri küreselleşmenin avantajları ve dezavantajları olduğunu, "Perspektif sağlamak, fırsat eşitliği, çocukları dünyaya hazırlamak, bilinçli eğitim ve adil eğitim" olgularını ise küresel eğitimin tanımı olarak belirtmişlerdir. Küresel eğitim kapsamında ele alınabilecek temalar "İnsan hakları, sürdürülebilirlik ve yerel kültür" şeklinde belirtilirken, küresel eğitimde yer alması gereken kazanımlara yönelik ise sorumluluk bilinci, benzerlik ve farklılıklar unsurlarının daha ön plana çıktığı görülmüştür. Okul öncesi dönemde küresel eğitimin ne şekilde yer alması gerektiğine ilişkin ise öğretmenler "Okul öncesinde temel düzeyde yer alması, okul öncesinin küresel eğitim için kilit dönem olduğu, küresel eğitim ile ilgili çocukların yaparak-yaşayarak öğrenmesinin" önemli olduğunu belirtmiş, öğretim sürecinin ise drama, oyun ve sanat etkinlikleri gibi tekniklerle ve dijital ortam ile somut materyal kullanımı ile yürütülmesi gerekliliğine dair görüşlerini belirtmişlerdir. Küresel eğitimin ne tür bilgi, beceri ve değerler kazandırması gerektiğine dair öğretmen görüşlerinde ise çoğunlukla "Farkındalık kazandırma, sürdürülebilirlik, saygı, empati ve insan hakları" kavramları yer almıştır. Öğretmenler sınıflarında küresel eğitimin uygulanması

noktasında çoğunlukla temel ve orta düzey olarak kendilerini tanımlamışlardır. Öğretmenler küresel eğitimin uygulanması noktasında yaşanabilecek zorluklar olarak “Maddi olanaklar, okulun olanakları ve denetim güclüğü” gibi sistemsel etkenlere ve “Yaş grubunun küçük olması, toplum bilincinin sınırlılığı, ebeveyn desteğinin yetersizliği ve zaman sınırlılığı” şeklinde uygulamaya ilişkin etmenleri vurgulamışlardır. Son olarak öğretmenler okul öncesi eğitimde küresel eğitimin uygulanmasına ilişkin öğretmenlerin hizmet içi eğitime ihtiyacı olduğunu, küresel eğitimin programdaki yerinin artırılması gerektiğini ve somut materyallerin gerekli olduğunu ihtiyaçlar bağlamında belirtmişlerdir.

Araştırma sonuçları doğrultusunda küresel eğitimin uygulanmasına ilişkin okul öncesi öğretmenlerine bir hizmet içi eğitim planlanmasının faydalı olabileceği söylenebilir. Bunun yanı sıra alan yazında okul öncesi dönemde küresel eğitime ilişkin sistematik, planlı ve turizm karşıtı yaklaşım olarak sürece yayılması noktasında nasıl planlanabileceğine ilişkin araştırma ve çalışmalar yapılarak alan yazına katkı sağlanabilir. Okul öncesi dönemde çocukların yaş ve gelişim özelliklerine uygun şekilde öğretmenlerin uyarlamalarını yapabilmeleri amacıyla örnek etkinlik havuzları oluşturularak öğretmenlerin kullanımına açık şekilde dijital veya basılı olarak paylaşılabilir. Son olarak okul öncesi öğretmenlerine yönelik okul öncesi dönemde küresel eğitim ile ilgili bir hizmet içi eğitimin çıktılarının uzun vadeli olarak incelenmesinin alan yazın için faydalı olabileceği düşünülmektedir.

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