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Compilation and Identification of Content Components of the Curriculum of the Elementary Course of Global Citizenship

Amin Rezaei¹, Zohra Saadatmand^{2*}, Jahanbakhsh Rahmani³

1. PhD student in Curriculum Planning, Isfahan Branch (Khorasgan), Islamic Azad University, Isfahan, Iran.
2. Associate Professor of Curriculum Planning Department, Isfahan Branch (Khorasgan), Islamic Azad University, Isfahan, Iran.
3. Assistant Professor of Curriculum Planning Department, Isfahan Branch (Khorasgan), Islamic Azad University, Isfahan, Iran.

❖ **Corresponding Author Email:** zohreh.saadatmand@vatanmail.ir

Research Paper

Abstract

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Purpose: One of the main concerns of the current society, which is the foundation for the formation of a healthy and developed society, is the issue of citizenship and education of global citizens. The aim of this study was to develop and identify the components of the content of the curriculum of the elementary course of global citizenship.

Methodology: This research was applied in terms of purpose and qualitative in terms of implementation method. The statistical population of the present study was 833 articles of all domestic and foreign articles and documents related to the discussion of global citizenship in the period 2010 to 2021. For this purpose, 65 internal and external documents and articles were purposefully reviewed. Library method was used to collect information, and checklist and receipt tools were used. The validity of the study was reviewed and confirmed by experts and the reliability was calculated to be 0.632. This research was conducted by content analysis method in MAXQDA 2018 software.

Findings: Findings showed that regarding the components of curriculum content with a global citizen approach, 31 basic themes, 7 organizing themes and 3 comprehensive themes were identified. Inclusive and organizing themes included knowledge components (global literacy and global concepts), value and attitude components (global perspective, global responsibility and flexibility), and skill components (social skills and cognitive skills).

Conclusion: Considering the comprehensive and organizing themes, it is necessary to pay attention to the global citizen, and education should revise the content of primary school textbooks in order to raise children in order to achieve citizenship content.



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Detailed abstract

Purpose: Today, understanding the concept of globalization as a phenomenon that has affected all aspects of human life is necessary more than ever before. Examining the changes and transformations of the world from the 1960s onwards confirms that there have been huge changes in beliefs, values and lifestyles. People of the world have happened. These changes and developments, which are mainly caused by changes in the social, political, and economic and information technology dimensions in today's world, have had a huge impact on various aspects of social life and have transformed people from local citizens to global citizens. As a result of the globalization, a new image of the concept of citizenship with the title of global citizen (a person who has sufficient knowledge of the contemporary world and is familiar with his role and includes respect for values and diversity in affairs and has the ability to participate actively and responsibly in the global arena) in It is now in formation and development, and the educational systems of different countries have prompted them to revise their programs in order to prepare young people to work effectively in the age of globalization and to teach the students the value of values and skills so that they can National and international should play an effective role. One of the main concerns of the current society, which is the foundation for the formation of a healthy and developed society, is the issue of citizenship and the education of a global citizen. Although global citizenship is a multifaceted and highly contested term, its three key dimensions, i.e. global awareness, self-efficacy and global civic participation, are generally accepted. On the other hand, the topic of globalization and education of global citizenship is a very important issue that originated from the thoughts of the great divine prophets and great philosophers and educators and important education experts have also paid special attention to this issue. In addition, international organizations such as UNESCO and UNICEF have paid attention to this issue and have pursued and implemented programs in this field in different countries. Globalization refers to the compression of the world and the density of awareness about the world, and it is a process in which the geographical restrictions that cast a shadow on social and cultural relations are removed, and people are increasingly aware of the reduction of these restrictions. The present research was conducted with the aim of compiling and identifying the content components of the curriculum of the elementary course of global citizen productivity.

Methodology: This research was qualitative in terms of practical purpose and implementation method. The statistical population of the current research is all internal and external articles and documents related to the global citizen debate, using the review of reliable databases such as Sid, Ensani, Magiran, Noormags, Civilica, Eric, ScienceDirec, google scholar, IEEE, Emerald and Springer, in the period From 2010 to 2021, there were 832 documents and articles. The sample size included 65 sources. The criteria for selecting articles as examples was the use of keywords global citizen, curriculum, components of globalization, Citizenship, Education and Curriculum, which were examined and continued until theoretical saturation. Finally, 65 domestic and foreign sources that had a close semantic affinity to this research were selected as a sample using the purposeful sampling method. In order to conduct this research, first the articles and documents related to the research topic were examined, and after selecting the desired articles, the content analysis was done using thematic analysis method, in the next stages, data extraction (through questionnaires and checklists)) of the texts was done, and then the topics were categorized (comprehensive, organizing, and basic) as well as creating a network of topics, and finally, the validation (validity and reliability) of the data was done using the opinion of specialists. Next, data analysis was done and finally, according to the results of the research, conclusions and general discussion of the research were presented. Thematic analysis method was used to analyze the information and data obtained in this research. This method is a process for analyzing textual data and transforms scattered and diverse data into rich and detailed data. Theme analysis can be implemented and used in various ways, in this research; theme network analysis method was used. Theme grid is a suitable method in theme analysis developed by Atride Stirling. This method in the form of topics; Comprehensive, organizer and base are presented and then these themes were shown in the form of website network maps, drawn and shown along with the relationships between them. The tool used to analyze the data of this research was MAXQDA software version 2018.

Findings: The findings showed that 31 basic themes, 7 organizing themes and 3 comprehensive themes were identified regarding the content components of the curriculum with the global citizen approach. The overarching and organizing themes included knowledge components (global literacy and global concepts), value and attitude components (global perspective, responsibility and global flexibility) and skill components (social skills and cognitive skills).

Conclusion: In this research, it was tried to conceptualize the content components of the global citizen education curriculum in the elementary school by using the theme analysis approach. In this regard, the analysis of the findings shows that the content components of the global citizen education curriculum included 31 basic themes, 7 organizing themes and 3

comprehensive themes, including knowledge, value, attitudinal and skill components. The knowledge component as a comprehensive theme had two organizing themes with the titles of global literacy and attention to global concepts, each of these components had basic themes. In the part of the knowledge component, the most frequent among the basic themes of global literacy is the theme of awareness of the phenomenon of globalization and interrelationship, and the most frequent among the themes is attention to global concepts related to globalization and interdependence. A global citizen is necessary and education should revise the content of elementary course textbooks in order to raise children in order to achieve the content of citizenship.

Keywords: Curriculum, Elementary School, Global Citizenship