



Understanding Global Citizenship Education in Social Studies: A Critical–Soft Analysis of Definitions, Goals, and Pedagogical Practices

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Abstract

A teacher's perspectives and practices about global citizenship can significantly influence the way they instruct the concept; however, this relationship remains relatively unexplored. To address this gap in the literature, this qualitative research study worked with 23 social studies teachers to gain understanding for their definition of global citizenship along with their objectives and best methods for teaching it via a soft-critical approach. Using a case study approach, the researcher conducted observations and semi-structured interviews to determine how social studies teachers understand and teach global citizenship. The findings indicated a lack of conceptual clarity and ongoing tensions amongst social studies teachers. Teachers highlighted the promotion of interconnectedness, global empathy, and human rights as core objectives for global citizenship education (GCE). Their instructional strategies revolved around history education, global participation, empathetic storytelling, discussions, and a comparative approach. Overall, the findings suggested that teacher understandings and beliefs lie within a soft approach towards global citizenship.

Keywords: Global Citizenship Education, Social Studies, Critical Global Citizenship, Social Justice, Equity