

Beliefs of future teachers on global education and its implementation

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Abstract: Adaptation to a globalized society is a major issue in 21st century education highlighted in EU education policies (European Commission, 2018). In Portugal, worth mentioning is the report *Student Profile – Competences for the 21st century* (2017) which focuses on the development of competences by socially responsible citizens for local/national/global contexts. To address these recommendations teacher education programs should help future teachers understand global education and its implications to their role as educators and to their classroom practice. These concerns led to an exploratory study that aimed to identify the beliefs of future primary school teachers on global education and its implementation within the teaching of Portuguese as a mother tongue. Data were collected through a questionnaire applied at the beginning of the semester (initial beliefs) and an individual written essay presented at the end of the semester after the theme had already been discussed (final beliefs). Data were submitted to content analysis, thus inscribing this study in a qualitative research methodology paradigm. The cross analysis of initial and final beliefs revealed that the students became aware of the nature and importance of global education and of strategies to promote it. Their final beliefs on which knowledge, skills and attitudes are related to global education included, in descending order: a) *knowledge* related with interdependence and globalization, identity and cultural diversity (issues studied in past courses), social justice and human rights, peace building and conflict resolution and, finally, sustainable development; b) *skills* in the field of communication (directly related to the teaching of the mother tongue), collaboration and problem solving; c) *attitudes and values* of respect for human diversity, social responsibility combined with compromise with social justice and equity. Findings suggest that students need to reflect more on these issues through engaged participation in other projects and critical discussion.

Keywords: global education, mother tongue teacher education, student teachers, beliefs