

Introducing global citizenship in a teacher education program: Effects on personal and professional development

Ana Raquel Simões – Universidade de Aveiro, CIDTFF

Carlota Tomaz – Universidade de Aveiro, CIDTFF

Abstract: Teacher education programs have to tackle the ‘world of supercomplexity’ (Ling, 2017) we live in and prepare future teachers to develop students’ competences in/for a globalized world. Global citizenship education is one of the possible ways to address this challenge, as it seeks to “equip students with knowledge, values, attitudes and skills required to succeed in an increasingly globalized society” (Appleyard & McLean, 2011, p. 7) with the end goal of creating a more just, peaceful and democratic world (Lourenço, 2017). This paper presents a study involving two action research-type projects developed with six prospective teachers enrolled in the third and final year of a Basic Education degree in a Portuguese Higher Education Institution. The projects aimed to develop students’ understanding of global citizenship education, as well as to support their professional and personal development while they were designing and implementing group intervention projects in two different schools. Data were collected through an initial questionnaire and two reflective essays. Results from a preliminary analysis suggest that the students developed reflective and collaborative skills throughout the year, as well as knowledge on global citizenship education and its methodologies. Still, they found global citizenship education difficult to operationalize, namely due to curricular and time constraints and to the need to develop a more complex understanding of the different roles played by teachers in schools (see also Patrick, Macqueen, & Reynolds, 2014). These findings show the need to provide more support and knowledge to future teachers to help them integrate global citizenship education in their professional identity. Furthermore, more research should be conducted on ‘how’, and mainly ‘why’ (Zeichner, 2010), to integrate global citizenship education in higher education programs and degrees.

Keywords: teacher education, global citizenship education, professional development, professional knowledge