

Glocalization, Perception, Application and Pedagogy of Social Science Teachers

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Abstract – This study aimed to identify the perception of teachers about glocalization in teaching social science subject. Qualitative methodology was utilized in the study. Findings revealed that the respondents believed that as exceptional local and global educators, they should be less ethnocentric and more empathetic. Findings revealed that respondents believed they should be less ethnocentric and more empathetic as local and global educators. Furthermore, by attending in-service training, travel or study abroad, joining international conferences, and fora, attending graduate school, readings, and use of internet, subscribing professional magazines and joining professional organizations such as ADHIKA or BAKAS. They can diversify the lives of students, teachers with rich resources through which attending graduate studies to teach about different groups and their experiences and well-trained teachers, are obliged to provide students with knowledge and experiences that will enable them to incorporate global perspectives in their classes.

Keywords - Glocalization, Perception, Pedagogy, Social Science

I. INTRODUCTION

The social studies education at West Visayas State University has long been committed in preparing students for participation in a democratic *society known as citizenship*. According to Miliziano (2009), citizenship education is as important today as at any other time in our history. Citizens in the twenty-first century must be prepared to deal with rapid change, complex local, national, and global issues, cultural and religious conflicts, and the increasing interdependence of nations in a global economy.

Metzger (1988) identified seven potential challenges to global education and these were teacher knowledge, teacher instruction or pedagogical competency, curriculum rigidity, textbook bias, student attitudes, mass media and the controversies surrounding the existence of the field of global education. Even with these challenges, teachers are teaching social studies with a global perspective (Kasai & Merryfield, 2004).

Avery (2004) analyzed the desirable characteristics of citizenship for the 21st century as identified by a panel of scholars, practitioners, and policy leaders from education, science and technology, business and labor and government, when merging a traditional model of citizenship with a new model in the global context. It appears incongruous to consider citizenship characteristics for the future without considering the powerful transformations occurring under globalization (Maira, 2004; Suarez-Orozco & Qin-Hilliard, 2004).

Globalization is perhaps the most important change happening in societies around the world (Merryfield & Kasai, 2004). According to a position statement issued by the National Council for Social Studies (2001), the

increasing globalization in the human condition has created additional opportunities and responsibilities for individuals and groups to take personal, social and political action in the international arena. Given the rapid pace of global transformation today, it is unclear if educational institutions have realigned their goals to prepare students to be competent citizens in an age of globalization (Reimers, 2006).

The information age places an important responsibility of connecting students with a constantly changing world, new information and technological developments (Merryfield, 1997). In today's highly interdependent and interactive world, global events impact virtually every town, city and state (Heyl & McCarthy, 2003).

Merryfield (2006) said that social studies education programs have an international or global component. Avery (2004) emphasized how social studies teachers today negotiate their way through changing national and global contexts and through civic identities that are torn between national and global.

Social studies education, both teacher education and the instruction given in the classrooms, has not changed much over the past 100 or so years (Davis & Davis, 2007). The curriculum is still largely textbook-driven, and the classroom is primarily teacher-dominated (Thornton, 1991). However, contemporary notions of effective social studies instruction call for classrooms that are student centered, interactive and infuse global perspectives (Kirkwood, 2001; Merryfield, 2005; Au & Apple, 2004).

The traditional notion of social studies education is rooted in the concept of allegiance to the nation-state; yet global interdependence has become a reality in ways unparalleled in human experience (Anderson, Bruce & Podemski, 1991).

Becker (1989) stated that effective and responsible action at the local level requires citizens with a global perspective.

Thornton (1989) described this teacher decision-making as curricular-instructional gate keeping which is crucial decisions teachers make concerning the content and methods they bring to their students. Though much has been written about the need for educators to have and act upon a global view of life, little action has been taken to change individual or institutional action (Kissock, 2002).

Hanvey (1976), Becker (1989), Anderson (1991) and Tucker (1990) pointed out that a global education ought to require that students develop competencies that will prepare them for a world characterized by rapid growth and mounting inequities.

Social studies teachers in public institutions have an obligation to produce the kind of citizenship that would render students prepared to participate in an increasingly interconnected society (Diaz, 2004; Merryfield, 2002; Parker, 2004). Conventional borders

and archaic notions of nationalistic geographies are losing meaning to a more global kind of citizen.

Delanty (2000) stated that the traditional citizenship course, whether it be civics or government, would become completely irrelevant if the complexities of globalization were not observed and incorporated. These include the socialization processes that foster an awareness of the growing intensity of connections between the local and the distant (Avery, Trygestad & Sedro, 1991).

Colleges of education have an obligation also to prepare teachers by providing them with pedagogical and content knowledge so that they can teach in an increasingly globalized society (Tucker & Cistone, 1991; Diaz, 2004).

Smith (2002) proposed that the most critical factor remains inadequate teacher knowledge of the subject matter. This may indeed warrant the examination of teacher licensure regulations, professional development resources, in-service opportunities that provide international experiences to teachers, the development of programs, and a review of pre-service and general education requirements for prospective teachers (Heyl & McCarthy, 2003).

In spite of these developments, teacher preparation programs in the United States have not emphasized the development of global or multicultural competencies (Merryfield, 1991, 1997; Diaz, 2004). Social studies curriculum frameworks reflect little emphasis on teaching about the world (Hicks, 2003). As a result, secondary social studies curriculum has changed little over the past 100 years (Hickes, Tlou, & Lee, 2002). Colleges of Education prepare social studies teachers in much the same way they did decades ago.

Merryfield's (1990) study on teacher education in social studies revealed that few prospective social studies teachers were being prepared to teach about the world. The lack of knowledge and interest about the world were cited as the main concerns of global teacher educators (Merryfield, 1990). The field of social studies is rooted primarily in the academic disciplines of history, geography, civics, political science, and economics. Over the course of a century, social studies educators have adapted and responded to political, social, and economic changes. From the education of students a century earlier to addressing contemporary cross-border issues today, social studies educators inherit unique challenges in today's increasingly globalized world. In addition to these external forces, constraints are placed on teachers who prescribe what content must be included in an already crowded curriculum. Relevant to this, understanding the glocalization, perception, application and pedagogy of social science teachers of West Visayas State University, Calinog Campus is the main purpose of this study.

II. OBJECTIVES OF THE STUDY

This study aimed to identify the perception of teachers about glocalization in teaching social science subject; to discover the application of teachers about glocalization in teaching social science subject; to find out the Teaching Strategies, Methods, and Enrichment

Activities of teachers in teaching social science subject; and to detect the updates of teachers about glocalization in teaching social science subject.

III. METHOD

In this research, the qualitative data analysis (QDA) suggested by Seidel (1998) for qualitative methodology was followed or used. This model simplifies the complex process into three components: noticing, collecting and thinking about interesting things.

Noticing is a process which comprises making observations, writing field notes, taping recorded interviews, gathering documents, etc. Relevant to the study, the data from observations and interviews were reviewed and the passages related to the objectives were identified, like trust and ties among people, beliefs, values, norms and attitudes towards glocalization and perception, application and pedagogy in teaching social science. In other words, the text was coded into the key concepts of the study.

Collecting refers to the process of joining all the codes (pieces) of data which were noticed or considered and trying to establish order among them. Once the data were codified, they were condensed into tables fitting each piece into the correct category.

Thinking is a process which consists of close examination and comparison, looking for similarities and differences and raising questions about the phenomena as reflected in the data (Corbin and Strauss, 1990). This means that in the research, drawing conclusions about how the key concepts of the study were interrelated was conducted. Data from the different participants were compared and contrasted in order to find convergences or divergences, which allowed the identification of groups among the respondents, and treatment of each group as a collective.

Although this account of QDA presents three distinct parts, the process is not linear, as Seidel (1998) remarked, and the process may be iterative (a cycle that keeps repeating), recursive (some parts can call you back to a previous part) and holographic (each step already contains aspects of the entire process). In the case of the present study, the process was started with some thought about the link between glocalization, perception, application and pedagogy in teaching social science. The initial ideas became a study proposal, which were discussed with the social science teachers. At the initial interviews with the department chair of social science (there were two), some of the key aspects they mentioned were noted. These included teachers' perceived influence of global classrooms on student interest and engagement, application to teaching global perspectives stemming from students, and innovative pedagogy and learning activities, which enriched ideas about the study and the aspects that needed to be considered.

Collection of secondary information such as the teaching strategies, methods, materials and enrichment activities in teaching social science subject were also done. These initial investigations resulted in the consideration of other things related to the topic and production of the design for the schedule for the first

semi-structured interviews about the glocalization, perception, application and pedagogy in teaching social science. Following data collection, interviews led to awareness of new things and thinking about them led to the design a more extensive questionnaire on glocalization, perception, application and pedagogy of social science teachers.

IV. RESULTS AND DISCUSSION

Perception of Teachers about Glocalization in Teaching Social Science Subject

Respondents appreciate the other images of the world and recognize that others have views of the world profoundly different from their own. They have in-depth understanding of the prevailing global issues, events and conditions and of emerging trends such as population growth, migration, economic conditions, health and resources, intra-national and international conflicts. They have knowledge of geography and its relationship between space, human settlement, and movement. Generally, they can discuss the characteristics of world cultures with an emphasis on understanding differences and similarities but they have limited understanding of how one's own society might be viewed from other perspectives. They also have an understanding of the key traits and mechanisms of the world systems, concepts and theories which may be attributed to their knowledge of global dynamics. The respondents are also well aware of an introduction to the complex international system in which state and non state actors are linked in patterns of interdependence and dependence on a variety issues and have a consciousness of global change. Furthermore, their awareness of human choices depends on understanding problems of choice that confront individuals and nations and a review of strategies for action on issues in local, national, and international settings. Finally, they view glocalization as the integration of global and local techniques, methods, ideas, and others in the teaching of social science subject.

Application of Teachers about Glocalization in Teaching Social Science Subject

The respondents believe that participation in local and global studies programs increases their local and global knowledge and the infusion of global perspectives in their classroom instruction. Their local and global topics and perspectives are reflected in their social science curriculum guides and assessments. Their crucial decisions concerning what and how to teach social science subject ultimately affect their students' experiences. Finally, respondents apply glocalization by including its concepts in their syllabus, topics, materials, references, methods and others.

Teaching Strategies, Methods, and Enrichment Activities of Teachers in Teaching Social Science Subject

The respondents' teaching strategies are the following: demonstrating, learning by teaching, explaining and collaborating. The respondents believe that these strategies would contribute to the

development of a local and global perspective among West Visayas State University students and enable them to acquire opportunity to attain a particular global dimension.

As to teaching methods and techniques, field trips/learning visits/ other co-curricular activities, symposia, seminars, workshop professional lectures, peer teaching/ cooperative learning and computer – aided instruction or computer – aided lectures are identified as having local and international dimensions. These factors contribute to the teacher's application of global perspectives in teaching social science subject. Furthermore, teachers believe education programs should not only integrate global perspectives but also include travel-study programs.

As for enrichment activities, respondents use problem-solving, peer teaching type study methods, multimedia and group dynamics. These enrichment activities would broaden students' construction of the world and also facilitate the inclusion of active learning wherein students would be engaged in cooperative research and problem solving and thereby practice the skills they need to be successful in a global society.

The Updates of Teachers about Glocalization in Teaching

Social Science Subject

The respondents believe that as local and global educators, they should be less ethnocentric and more empathetic. Furthermore, they believe that by attending in-service training, travel or study abroad, joining international conferences, and fora, attending graduate school, readings, and use of internet, subscribing professional magazines and joining professional organizations such as ADHIKA or BAKAS, they could be updated about glocalization and allow them to enrich and diversify the lives of students. Teachers with rich resources get updates through attending graduate studies. All these updates are believed to empower teachers to teach about different groups, discuss their experiences and provide students with knowledge and learning experiences that would enable them to incorporate global perspectives in their (classes) in their everyday lives.

The respondents are knowledgeable about glocalization and they believe that application of glocalization should be included in syllabus, topics, materials, references and others in the teaching-learning process. They also apply varied strategies, methods, and enrichment activities in teaching social science subjects. Finally, faculty members get update in glocalization by attending in-service training, travelling and studying abroad, attending international conferences and fora, attending graduate school, readings and using the internet, subscribing to professional magazines and joining professional organizations such as ADHIKA or BAKAS.

V. RECOMMENDATION

It is highly recommended that more faculty development activities promoting glocalization be conducted by the government schools, college,

universities, and social science subject professional organization.

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