

13th International Educational Technology Conference**Global Citizenship in Technology Age from the Perspective of Social Sciences**Birol Bulut^{*a} Zafer Çakmak^b, Cihan Kara^c^aArş.Gör., Fırat Üniversitesi, Eğitim Fakültesi, Elazığ-23000, Türkiye^bDoç.Dr., Fırat Üniversitesi, Eğitim Fakültesi, Elazığ-23000, Türkiye^cYrd. Doç.Dr., Artvin Çoruh Üniversitesi, Eğitim Fakültesi, Artvin-08000, Türkiye

Abstract

Technological changes are considered as a significant factor for the development of societies. This change has led to society's going beyond in addition to pervasion of value judgments pertaining to cultural, political and especially economic aspects and formation of internationally shared and valid structures. The development of technology, world's being smaller and increasing of its population rises the mutual dependency of us with the people whom we may never see in life. In this process, which also affects the educational systems, "Global Citizenship" comes to the fore in accordance with these developments as a model dealing with the problems of not only his own nation but also those of the whole humanity.

In this study, which was carried out in literature review model, global citizen development ability of Social Sciences Instructional Programs through new communication media like social networks within the context of the relation between technology and society will be analyzed.

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Introduction

Change is a continuous being stage that comes against us during the history of mankind whatever its quality, direction and effect may be. Change can also be defined as differentiations from a previous stage. However traditional and conservative they may be, all societies and cultures are in a continuous stage of change. Against many opinions, technology is a concept that showed itself with a rising acceleration from the very beginning of mankind rather than coming into being with the 21st century (Çalık and Çınar, 2009). Since the very beginning, mankind has tried to understand and ensure the conditions to survive, started to use their experiences to fight against nature and among themselves with the formation of groups which can be defined "social". The primitive life's getting free from this vicious circle which is in a way out of history has become with the invention of fire, wheel and the advancement of civilizations and etc., and all these actually have led us reach the contemporary technology age (Bulut, 2011: 1).

Technological change are seen as important effects in the development of mankind. The factor that puts a society in leading rows of civilization is mostly the high speed of technological change. The statement of "Technology is the pushing power of change." (Özkalp, 2008: 315) shows the relationship between technology and change actually. Some philosophers state that the changes in technology are the sources of all social and cultural changes (Ergil, 2012: 264). Thanks to technological advancements, now, all kinds of information are being reached rapidly; new global economies are being formed with economical developments; all social systems are being changed with social changes in a way to form new social reactions (Çalık ve Sezgin, 2005: 57). New technological advancements form the basic concepts of globalization which can also be defined as the spreading of cultural, political and especially economical norms and states, and moral values and formation of international common and valid forms. That's why technology is one of the main tools for globalization.

Globalization is defined as some events happening in one place effecting the events in other places by these effects the social relations gaining density worldwide (Yılmaz ve Horzum, 2005:106). Technology has made the world smaller by making faster the distances and time. Communication and transportation technologies acquire new bounds and forms of expression and form new areas hard to be controlled by the states. As seen in recent events in middle east, named the "Arabian Spring", dictatorials of almost half a century long were ended by uprisings and resistances of some dissidents organized via Facebook. For example social networks played an important role in the turnover of Hosni Mubarak in Egypt. Social networks getting more widespread thanks to technology has almost become the unseen place of political activists. Globalization as an interaction that is related with events, facts and societies in the world where technology is the main factor and accelerates it. This change, interaction provided the concept of globalization to start and accelerate since it became more widespread together with technological developments. Thomas Friedman who divided the globalization process into periods

says that the first period of globalization starts with the dense relationships of European people with the new world in America and eastern societies (Aggarwal, 2011: 58). The concept of globalization was first used in a manuscript in *The American Journal of Sociology* in 1966 (Kaya ve Kaya, 2012: 82). It is of course important how and when the concept of globalization started but the most important thing is the role of globalization in social interaction and change and the role modal the curricula offers in as our subject matter.

Changes in the form of the society, the differentiation of population, economical transformation, forms of family and the changing of lifestyles are just some of the important changes the globalization caused. Together with these developments globalization caused, there has been a need for changes and transformations in citizenship perceptions and a reformation in locality-universality, identity-diversity and similar relations. Therefore, the citizenship transformed into locally and universally activities. In globalization process, different perspectives in citizenship literature and a rise of cosmopolite ideas have emerged. Thus new concepts and understandings of citizenship emerged and a new area formed suitable for the discussions of new alternative concepts like European Citizenship, Urban Citizenship, Global Citizenship. In this process which also effects our education system, is the concept "Global Citizenship" our preference or is it a result put in front of us? Off course it is not easy for us to give a certain answer. However, there is the fact that today people cannot escape from global events and their results. Moreover, no society in the world can get back from the crossroads they turned before. However, societies and individuals have a problem or a homework of preserving their freedom and future from the power holders of modern world. As biologists state the semipermeable cell membrane the beginning of life, if the cell membrane was full-permeable, it would change and not be able to survive independently; if it wasn't permeable it would get rotten in itself and wouldn't be able to stay as it was. States must find ways of profiting these changes for their own societies and the world while compromising the changes in correctly and on time and preventing the raceless culture changes despoil themselves. Educational organizations and curricula are forming the basics for this in long terms. In primary school level, very important duties are on the social sciences courses, which is responsible for growing good citizens, in growing global world citizens that enrich themselves with new views without losing their identity and are in harmony with global changes in a way special to themselves and their nations. Definitely, some changes must be made in both the teacher education institutes and primary school curricula. Social networks forming a global citizenship awareness in students who don't speak the same language is open to debates. Because of this, English Language literacy must be acquired to students. This also makes some serious changes in foreign language teaching and teaching design compulsory.

The development of technology, the world getting smaller and the rising of world population rises the boundedness between us and people we would never see. Over usage of aerosol in Europe may cause the ozone layer get thinner and rise cancer events in Chile. Destruction of rain forests in Brazil may cause global warming

and some of touristic islands drained with sea water. A technological development in Switzerland effects the quality of life in Turkiye. 300 vote in America effects the process of peace in Middle East. The rising need for energy in China causes a rise in energy prices worldwide and even changes the consumption habits of people (Argüden, 2006). In this correlation atmosphere an individual who earns his life with the fishing has to deal with global events as he deals with the lake he fishes and his home near it and the events in his own country.

All these effects of globalization loads some responsibility to all people. We have to fulfill these responsibilities if we want a better future, a more livable world, and a more peaceful life. Actually this interaction, which makes all living things, events and phenomena correlated, is the proof of this must. Then, if the problems in the world has become global in the context of this responsibility, at least we must grow responsible citizens who would address collectively all these problems in the global context. All these factors brought out the model of “Global Citizen”. Global citizenship emerges as the addressing to the common problems of humanity like mass poverty, hunger, and war and as a response for the search of identity that the globalization caused. In this context, a world citizen or a global citizen must be the one who thinks common problems must be in responsibility of all nations and all people (Alpaslan, 2008: 142). Global citizenship includes in the widest means all people in the world encountering difficulties mainly in trading, technology, and environment and the applications about how world citizens of the future will be prepared these encounters (Gibson et al., 2008: 11).

The concept of global citizen is used for someone who has knowledge, skill and understanding in global scale in his lifestyle and understanding of life while he has no belonging to a world in legal means(Kan, 2009: 896). Global citizenship has no relation with legal means according to the citizenship model of Preston also (Lagos, 2002). A sociological global citizenship and a lifestyle may be stated as a different perception and approach of the world and humanity. According to Stokes, the concept of global citizenship defines an identity and activity of citizenship that exceeds the citizenship of national states and boundaries of it.

The role of England in putting the global citizenship education into education curricula is significantly big. With this education, issues like especially cooperation among continents and countries, curing poverty in the world, cooperation between cosmopolity and multiculturalism, and human rights are emphasized. In developing the understanding of global citizenship especially the world famous center of England: Oxfam which is a worldwide development and education organization has been effective (Schattle, 2008:77-78). In the curricula, a wide range of lessons like global citizenship, language learning, environmental awareness, intercultural responsibility, world history and literature, and technological literacy are present.

Oxfam defines global citizen as follows. A global citizen:

- Is aware of a large world and his role as a citizen of it.

- Values diversity and respects it.
- Understands the world, technologically, environmentally, economically, politically, socially, and culturally.
- Is furious about social injustice
- Participates in communities in local to global levels.
- Is ready for all activities to make the world a more just and sustainable place.
- Takes responsibility of his actions. (Oxfam, 2006).

The most important issue about global citizenship in educational curricula is social sciences curricula. With the effect of globalization, growing both national and global citizens is an important part of social sciences education. According to Erden, social sciences is a work area in which basic knowledge, skills, attitudes, and values are given (Erden, no date: 8). Then a good and responsible citizen must be equipped with knowledge, skills and behaviors for not only his society but also in a global scale. Social sciences education curricula is the discipline to fulfill this. Equipping new generations with attitudes and values necessary for global events will be done with this curricula. It is important in developing social sciences curricula to take into consideration the factors related with global education (Taş, 2004: 31-32). Attitudes and values needed for global developments must be formed without compromising self values and othering. Because belief and culture scheme of no society does accept this.

Today people talk about the cultural aspect of globalization also. The most important aspect of cultural dimension is education. The concept of “Globalization in education” refers to common qualities in education. An individual being in a globalizing ground brings out some problems with it. First of these problems is about how suitable is the attitudes and values acquired about global issues to the societies. It is off course impossible to produce a global view in all issues. For those who think the opposite, reminding Karl Poppers famous words will be nice: “Those who think they found the universal truth, desire that others also share this truth. This is the source of all totalitarisms and despotisms.””(Özlem,1999: 123). We won’t be as generalizing as Popper. Definitely there are many areas where common responses and global behaviors can be developed. But, we mustn't forget that in many issues the societies have rights or truths of their own. Because, there is a social mechanism that shapes an individual’s world of ideas and spiritual side and that himself belongs to. Then our self values must be in the center of the global citizenship model. Education of social sciences in our country is in an enough level to fulfill this model.

Now, citizenship education makes necessary the understanding of citizens sensitive to global issues and problems without limiting themselves to national scale. National Council of Social Sciences of the USA also emphasizes on global citizenship while stating the qualities of effective citizens. Among these qualities; the

statement: “knows the history and traditions of his own nation and the people in the world and is aware of events and problems effecting humanity” are the indicators of this (NCSS, 2013). Social sciences curricula in our country also have the responsibility to grow people who describe, understand and try to solve the developing and changing problems of the country and the world (Durlu, 2008: 501). The item in the general aims of social sciences curricula as: "shows sensitivity to issues that is related to his country and the world while knowing that he is a part of humanity" is an obvious indicator of this (MEB, 2005). All these as shown above is a result of social, psychological, and environmental events getting purged in to each other that surround people. Then, generally the whole education, specially the social sciences curriculum must attribute to the education of this global individual (Öztürk&Dilek,2005: 86).

Results

As seen above global citizenship education is suitable to the nature of social sciences. Main theme that will ensure the understanding of global citizenship is present in the aims of social sciences courses. Social sciences curricula helps individuals to put themselves aside and understand the world objectively, knowing himself as not only the citizen of his country but also the citizen of the world, and adding the universal responsibility to national responsibility. Thanks to this responsibility individuals acts for the common profit of the whole humanity and feels responsibility for all humanity.

Conditions, products and areas can be understood only by one side when they are evaluated by themselves only. However if they are taken together and for a social aim some issues that haven't been seen before may emerge. At this point, in the context of curricula, "Global Citizenship" education must be evaluated through social networks. In order to accomplish this individuals must be able to reach virtual communication grounds in schools and classes and these grounds must give the chance to reach a lot of different cultures and understandings. For this, technological literacy education must be taken seriously. Because, with this education, individuals and groups come together in new communication grounds, get awareness of the selves and evaluate the states and conditions they are in.

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