

Impact of Transformative Education on Global Identity in Emerging Country: A Q Method Study

Behiye Selin Gökküt, Research Assistant, Kadirhas University, PhD Student, Galatasaray University,

Melis Ulusoy, Research Assistant Yeditepe University,, PhD Student, Galatasaray University,

Abstract

Universities are well-positioned to bring together stakeholders from private, public, and diverse organizations to address the common adaptation challenges of the Sustainable Development Goals (SDGs).

The UN Sustainable Development Goals include global education objectives for global citizenship education (GCED). However, there aren't enough studies explaining the global citizenship concept covered in GCED and transformative education. In this context, the article's foundation is the transformational learning theory, which contends that learning should go beyond rote memorization and include critical thinking. The three interconnected components of education—cognitive, social, emotional, and behavioral are recognized by UNESCO. Transformational education is required to foster respect for human rights, justice, diversity, equality, and a sustainable future. This type of education pushes students to realize their full potential and goes beyond rote learning. Transformative education will be revolutionary when it encourages sustainable development and sustainable lifestyles. It also identifies some of the present global difficulties. Finally, it emphasizes the significance of engaged global citizenship and the requirement for a change in how young generations see and understand the World. To understand their impact and global identities, research and education are required at this midpoint to speed up and scale local action in support of the global movement. The study aims to understand the global citizenship identity in the context of education and students' knowledge and expectations.

The research will help clarify the conceptual connection between transformative education and global citizenship. The study used the Q method to examine the students' viewpoints on the impact of transformative education on global identity in an emerging country relatively new to global citizenship. Also, analysis shows that the student's viewpoints collected from the Q method help to determine the impact of transformative education on global identity and better understand the transformative leadership role of universities in guiding the transformation toward SDGs. In addition, these results will assist other higher education institutions in developing their education system.

INTRODUCTION

In recent years, the importance of transformational education in creating global identities has drawn more and more attention (Taylor, 2007). This educational strategy encourages critical thinking and holistic growth beyond traditional rote learning (Brown, 2018). It acknowledges the interconnectedness of education's cognitive, social, emotional, and behavioral aspects, promoting respect for human rights, justice, diversity, equality, and sustainability and equipping students to actively shape the World around them (Akkari and Maleq, 2020). The Sustainable Development Goals (SDGs) of the United Nations have highlighted the value of global citizenship education (GCED) in tackling global issues (Zakaria et al., 2021).

Nonetheless, the conceptual link between transformational education and global citizenship remains largely unexplored. The current study explores the influence of transformational education on global identity among students in a developing nation with little exposure to notions of global citizenship to fill this knowledge gap.

The research uses the Q method, a tried-and-true research approach that successfully captures subjective points of view, to accomplish its goals. The study aims to provide insight into students' perceptions of transformational education's impact on their global identities and its contribution to developing active, engaged global citizens capable of tackling challenging global issues.

The Covid-19 epidemic has had a significant influence on a lot of societal issues, including schooling. In particular, the difficulties experienced by medical students at this time have prompted discussions on the development of their professional identities. A recent study qualitatively analyzes medical students' reflective submissions to the global creative competition, providing essential insights into how unexpected occurrences might affect future professionals' perspectives and identities (Moula et al., 2022).

These revelations highlight the value of transformational education in enabling people to traverse complex international environments successfully.

With an emphasis on global citizenship education, this study aims to investigate how transformational education affects global identity in the context of developing nations. The project seeks to further knowledge in education by defining the connection between transformational learning and global citizenship. The research aims to demonstrate the transformational value of education in creating globally engaged individuals who can effect long-lasting change.

THEORETICAL BACKGROUND

Global Citizenship

The current relevance of the concept of global citizenship is related to political, economic, technological, and cultural trends summed up by processes of globalization.

Global citizenship education (GCE) is one of the three priorities of the United Nations Secretary-General's "Global Education First Initiative," which was launched in September 2012, according to a recent statement from the United Nations Educational, Scientific, and Cultural Organization (UNESCO). UNESCO justifies implementing global citizenship education in various nations in the 2013 publication "Global Citizenship Education: An Emerging Perspective." This action encapsulates over two decades of higher education's unrelenting internationalization, which was justified as a response to the expanding globalization and increased civic ideals.

In addition to other developments in the educational literature strongly connected to GCE, this great interest in the "global" is also evident in discussions about global education, international education, peace education, human rights education, development education, and other related themes. According to L. Davies (2006, p. 6), GCE was the outcome of the fusion of all international educational trends and CE viewpoints. However, he is not the only academic who views GCE as a unifying idea that unites many educational programs concentrating on global and citizenship concerns.

Many nations have started including curriculum materials to encourage students to adopt a global perspective into their studies to prepare them better to navigate and succeed in the modern, global society (Dill, 2013). These internationally focused materials are frequently included under Global Citizenship Education (GCE) (Davies, 2008). The inclusion of materials related to GCE is sometimes characterized as an educational system's direct response to the characteristics of the contemporary, globally mobile workforce (Brown, 2003; Resnik, 2009; Goren & Yemini, 2016, 2017) or to societal shifts resulting from more generalized global processes like immigration.

The global competencies approach seeks to equip students with the abilities to compete in a global society, and the global consciousness approach, which aims to instill in students a sense of international orientation, empathy, and cultural sensitivity based on humanistic values and presumptions, are the two main approaches to GCE, according to Dill (2013). Dill demonstrated that different instructors use the two techniques in various ways depending on how they see their pupils' futures.

Examples include Zhao (2010) 's claim that "To ensure a better society for all to ensure the very survival and continuity of human civilization, requires us to prepare our students to

become global citizens" (p. 425) and Lee et al. (2011) 's assertion that "We, as global citizens, need to collaborate and communicate to resolve the issues for the safety of an international community" (p. 2). These quotes show that GCE is being viewed as a crucial component of a more just society.

Political, economic, technical, and cultural changes, which are summed up by processes of globalization, are connected to the contemporary applicability of the notion of global citizenship. Discussions regarding global education or education for peace, democracy, and human rights are particularly pertinent to developing global citizenship education (Osler & Vincent, 2002). However, global education is far more expansive, relying on the principles of development education, human rights education, peace education, anti-racist education, and multicultural education.

Transformational Learning Theory

According to previous writers, a global civic identity can be fostered in participating students via study abroad programs (e.g., Hendershot & Sperandio, 2009). The learning processes of students have been explained by these writers and others using a variety of learning theories, such as the developmental model of intercultural sensitivity (DMIS), transformational learning theory, and experiential learning theory (ELT).

An approach to adult education known as transformative learning (TL) emphasizes the possibility of significant and fundamental changes in a person's perspectives, beliefs, and worldviews. The theory contains components from Paulo Freire's conscientization process, Jurgen Habermas's principles of emancipatory action, and Jack Mezirow's (1991) theories in addition to Jack Mezirow's concepts. TL equips students with relevant views by directing their behaviors and evaluating the facts (Mezirow, 1991). In this process, preconceptions and personal beliefs are challenged, along with previously held social assumptions that are questioned and overturned. Participants can "defamiliarize" themselves via critical thought and exposure to unusual circumstances, allowing them to shed preconceived notions and adopt fresh ways of thinking and behaving (Greene, 1995).

According to the transformational learning theory (Cranton, 1994; Mezirow, 2000), adult learners critically evaluate their beliefs, presumptions, and values in light of new knowledge and subsequently change their worldviews to consider new concepts, agreements, and expectations.

In several situations, Mezirow's transformational learning theory has effectively examined how adult learners' perspectives change (Taylor, 1994; Kovan & Dirkx, 2003; Kiely, 2004; Christofi & Thompson, 2007). However, it is crucial to maintain the original meaning of transformational

learning and critical consciousness since when these concepts are inappropriately used, they risk losing their original purpose (Brookfield, 2005; Deans, 1999).

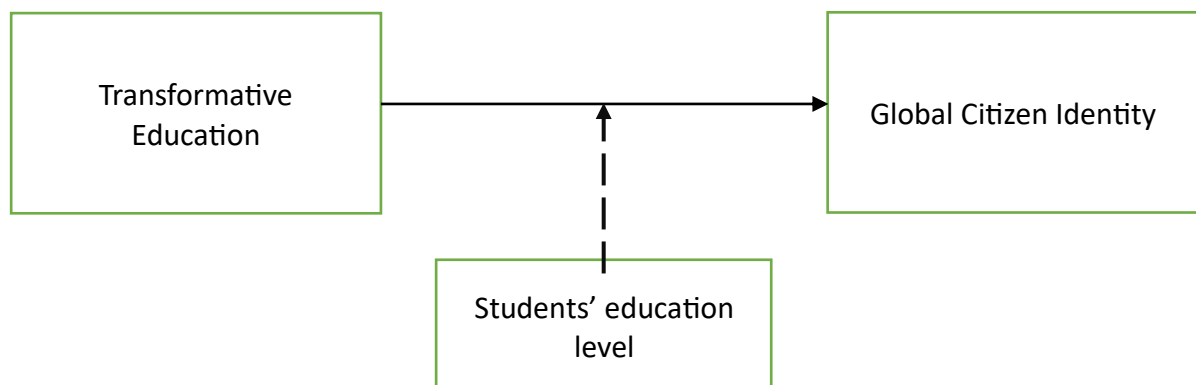
In conclusion, transformative learning is a strategy that aims to change people's perceptions in a profound and meaningful way via critical self-reflection and an openness to uncomfortable experiences and knowledge (Mezirow, 1991). It challenges students to consider their assumptions and helps them create a more inclusive and holistic worldview that guides their behavior in the real World.

Another subtle reason and simplification for this support of GCE are as follows: GCE can address global concerns, but if they aren't, it hasn't been implemented correctly. In this instance, the instructor is the leading GCE agent. In other words, it is overstated how crucial teachers are to the success of GCE programs.

METHOD

This study examined the most recent scholarly writing on global citizenship education (GCE) and transformational education theory. After reviewing these two topics in general, we developed a set of statements for the Q-methodology. University students were targeted to understand the benefits of GCE to the university and how they see international citizenship education.

Figure 1. Research Model



The study will help to elucidate the conceptual link between global citizenship and transformational education. In a developing nation still new to GCE, the study used the Q method to evaluate the students' perspectives on the effect of transformational education on

global identity. Additionally, as shown in Figure 1, the study demonstrates that the perspectives of students gathered using the Q method contribute to understanding the influence of transformative education on global identity and the transformational leadership role of universities in fostering the shift toward the Sustainable Development Goals (SDGs).

Q Method

The Q method is a systematic approach to studying subjectivity, or a person's point of view, opinion, beliefs, attitude, and the like (Brown, 1993). In a Q methodological research, participants are presented with a sample of statements about a specific topic, known as the Q-set. The participants are then asked to rank-order the statements from their point of view, often using a quasi-normal distribution, following some preference, judgment, or sentiment about them. People expose their subjective opinions (Smith, 2001) or personal profile (Brouwer, 1999) by applying their subjective interpretations to the statements using Q sorting. This research used Q-methodology to understand students' viewpoints on how they see the transformative education systems in universities. The student's perspective is crucial to develop the system better.

We gathered information online, articles, and other resources to build the Q sorting. We came up with 30 statements to use in the Q-set.

FUTURE RESEARCH ASPECTS

This investigation identifies the many strategies that resource providers have used to teach students about global citizenship through classroom texts. It raises questions regarding the relative significance of the links between the subject matter and instructional strategies used to educate and learn about global citizenship. Since this study is ongoing, we will finish the Q-sorting data and analyze it for further interpretation. We would like to gain more insights from the data and help universities develop their education system better. Additionally, for further research, we can expand this research with some interviews to understand teachers' viewpoints to build an effective curriculum to enhance global citizenship within the students and help students to understand the concept of being global citizens better

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