Relationships Between Global Literacy, Global Citizenship and Social Studies

Zafer Çakmak[1]   Birol Bulut[1*]   Cengiz Taşkıran[2]
1.Faculty of Education, Firat University, PO box 23270, Elazig, Turkey
2.Faculty of Education, Mus Alparslan University, PO box 49100, Elazig, Turkey

Abstract
Global changes were accompanied with fundamental requirement for radical transformations in several areas. Individuals, in this era called globalization, are in need qualifications and equipment to enable active participation in this process. This case, parallel with the definition of active citizenship or global citizenship, implies responsibility of the individual not only for the individual but also towards the world as well (Christine, Keulemans, Gent & Spitz, 2012, p.21). Global literacy could be defined as having global knowledge, global awareness and the ability to grasp global events. It can also be described as the knowledge, access to and comprehension of current political, social and economic issues to enable the individuals to fulfill their roles as an active and global citizen. In short, it is the knowledge, recognition and comprehension of the world by the individual. Global literacy traits would result in a successful human profile who is capable to contribute to own and universal cultural environment.In the present study, the concepts of global literacy and global citizenship that are rising as trends and requirements, were scrutinized with document review technique, a qualitative research method, and the reflection of these concepts on the social studies curriculum was investigated.
Keywords: Social Studies, Literacy, Global Literacy, Global Citizenship.

1. Introduction

Humans are curious beings. Throughout history humankind was curious about all that it could conceive including itself, others, nature, and the universe. Curiosity led to discoveries, discoveries pioneered innovations and humankind's efforts that lasted millions of years has given the world a different direction. This occurred in such an extent that today, the world is a scene for developments and changes that could be considered as new, but will soon be old and will be replaced with newer developments and changes like a cycle due to the overwhelming wind of change. Especially since the 19th century and the industrial revolution, the world has begun to shape faster, wider, deeper and more actively, at a pivotal rate never seen in the history of the world, which could also be observed in our times. Technological developments are the main reason for the obvious, radical and strong changes observed in our age. Because the current technologies altered our daily lifestyles, the relationships between individuals, our habits, our likes, our norms and perceptions, in short, everything the individuals are interested in and everything related to individuals have been changed. The phrase "technology is the driving force of change" (Özkalp, 2008, p.315) actually reveals the impact of technology on change.

It could not be argued that the speed and breadth of this new era was fully grasped. The most intense and significant among the various and surprising changes and developments that we face today is the question of how to understand and shape this era called globalization, which includes the transformation of the humankind. Thus, today, it is an important task for the individual to recognize and comprehend itself, the environment and the world and to read the global situation and developments with the awareness of its existence in a global context.

2. Method

In the present study, document review, a qualitative research method, was used. The document review method is used to access the resources based on the study objective and to determine the data to be obtained. Document review includes analysis of written and published documents related to the topic of the study.

3. Globalization

The world experiences a more interactive, more flexible, more transformational process today than ever before. The power of interactions between economics, politics, social structure and other areas and the increase in the intensity of social relations is expressed as globalization. It is not possible to make a consensual and universal definition of globalization that is characterized by liberal democracy on the political level, free market economy on the economic level, and the emergence of cultural interactions and differences (Aktel, 2001, p.193). It is not easy to arrive at a common definition since globalization includes several positive and negative elements and affects various areas. However, there are several studies on the definition and effectiveness of globalization. It was considered that initially, it would be best to scrutinize the definition of globalization, its stages and the first instance it was proposed.

The common view of several scientists and field experts on globalization is the presence of the rapid

changes observed in the world and the increase in interactions.

Globalization means different things to different people, and none so far defined it to include all related processes perfectly. Academicians approach the notion of globalization largely based on their own disciplines. For example, economists tend to identify their understanding of globalization based on an increasingly interdependent global financial system, international trade, and the increase in global movement of capital. Meanwhile, linguists focus on the unprecedented popularity of the English language as a global language, the emergence of new forms of hybrid language due to mass movements and the interaction of people around the globe, and the danger of extinction of some languages due to the homogenizing force of globalization (Balistreri, Giacomo, Noisette & Ptak, 2012 p.8). Interpretations conducted to define globalism resulted in the economist approaching with an economical perspective, the social scientist approaching with a social perspective and concentrating on the impact of globalization on their own fields.

The notion of globalization was initially used by Canadian sociology professor Marshall McLuhan in the 1960s (Elçin, 2012, p.2) and has been frequently used since the 1980s. In the 1990s, it became a key word and its significance was accepted by all scientists. Today, an extensive literature exists on globalization (Çelik, 2012, p.57).

Globalization could be referred as an emerging international network of economic and social structures (Online Etymology Dictionary, 2016). Globalization is widely interpreted as an economic concept (Minister and Yıldırımcı, 2015, p.144). Perhaps this was in reference to the rapid and free circulation of goods and services during the initial stages after the industrial revolution, however, with the emergence of a political and social integration in our internet-connected lives, especially since the end of the cold war, extensive expansion of globalization became inevitable. When all abovementioned perspectives are considered, globalization could be expressed as the worldwide flow of information and an increase in the interactions between capital, goods, technology and humankind (Modelski and Devezas, 2007, p. 309). George Modelski said "globalization is the history of the increasing connection between the great civilizations of the world" (Kürkçü, 2013, p.1).

The debate on the history of globalization continues is still current. While historians point on an earlier date for the emergence of globalization, economists indicate a later date. Some scholars consider that the beginnings of globalization date back to the industrial revolution in the 1800's, some others date globalization back to 16th century, where maritime prospects and activities have expanded. In fact, certain scholars consider an earlier date, the 11th century and the integration of Asian tribes as the starting point of globalization,. In contrast, Tom Friedman stated in his book "The Lexus and the Olive Tree" that the beginning of globalization coincides with the end of the cold war, early 1990s and the expansion in Internet use during that period (Northrup, 2010; Friedman, 1999).

It could be stated that globalization obtained its present status by evolving through three stages based on its most common today. These stages can be listed as follows: the period between the late 19th century and 1914, the period between 1914 and late 1940's and the period after 1950 (Bayar, 2008, p.26). In the first stage, the influence of innovations on production and the change in modes of production and the rise of the mechanized industry, maritime developments, invention of the telegram and developments in train routes resulted in the expansion of the political, military and commercial influence of the West to overseas lands that it experienced problems accessing before, hence globalization began to increase its effects (Oran, 2001, Spark, 2013, Bayly, 2014). It could be argued that this stage of globalization was mainly economical. The second stage that started with the World War I, continued with the Great Depression and ended after the World War II and succeeding cold war era was characterized by problems in active globalization and global communications and integration. Because the period that followed the two world wars was a period characterized with a slowdown in free movement and integration in cultural and economic fields due to the ultra-nationalist, economic protectionism and self-sufficiency trends in the global society. The collapse of the Berlin Wall and the USSR and the Eastern Bloc and the end of the Cold War were accompanied with an incredible wind of change that affected almost every aspect in today's world due to the acceleration in globalization. Globalization, a dominant concept in both the 1990s and the new millennium, has become a popular term in various scientific fields including social, economic and media studies (Kacowicz & Mitrani, 2016, p.192).

These changing conditions did not only create a new global reality, but also led to the development of new global rules of success. This, therefore, created significant challenges for nations, corporations and other social actors in almost every corner of the world. This new reality, characterized by wide turbulence and uncertainty, requires a more innovative and collaborative approach than before. Thus, a well-equipped and improved human profile, who has developed the qualifications necessary to live and work in an interdependent world (Reade, Reckmeyer, Cabot, Jaehne & Novak, 2013, p. 102). The significance of curricula that aim to train individuals who are aware of global affairs, able to recognize developments, have the knowledge and skills to fulfill their local and global citizenship responsibilities with innovative, creative and critical thinking skills is increasing. Since the beginning of its existence, humankind tried to understand and provide the conditions necessary for perpetuation of its existence and began to use knowledge in the struggle against other individuals and the nature

along with the formation of groups that we call "social" today. Since its existence, education was the main factor that enabled and developed human activity and prepared the humans for life. The individual should possess the equipment that help personality development, enable the individual to become successful, happy and useful for her or his nation and the world at large. At the same time, 21st century facts deem it necessary for the individual to acquire the knowledge, skills, attitudes and behavior that would lead to an international identity as an active and global citizen in the global environment, hence to be global literate.

4. Global Literacy and Global Citizenship
The general and common definition of literacy is the ability to read literary texts and to perceive and comprehend the read elements in a language. However, within the context of the present study, it could be defined as acquisition of knowledge, skills and attitudes in the fields that are needed in life based on the changing conditions and diversity of requirements and understanding and comprehension of life and experiences using these knowledge, skills and attitudes, beyond simple literacy (Kuş, 2013, s .208). The International Literacy Association defines literacy as "the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context" (Dwyer, 2016, p.131).

The changes that occurred in the world were accompanied with a need for radical change in many areas. Individuals of the globalization age need qualifications and equipment that would enable them to take an active role in this process. The changes in modern society caused by globalization have also extended the interests and responsibilities of the individual beyond the national borders. This phenomenon, which coincides with the definition of active citizenship or global citizenship, implies the responsibility of the individual not only towards self but also towards the world at large (Christine, Keulemans, Gent & Spitz, 2012, p.21). Global literacy can therefore be defined as possessing global knowledge, understanding global events, and global awareness. It can also be described as the awareness, reading and comprehension of current political, social and economic issues which would enable individuals to fulfill their roles as effective and global citizens. In short, literacy is knowledge, recognition and comprehension of the world by the individual. Having global literacy qualities would serve the individual to have a successful human profile with an ability to contribute to both the individual's own cultural environment and the universal culture. These qualities, which cause the individual to perceive the world with own senses, evaluate it with own system of thought, and act with the sense of being a part of the society and the world, would naturally contribute to a more livable world. In a sense, this achievement would evolve the students of all ages into responsible citizens with values, knowledge and skills that are based on human rights, social justice, diversity, gender equality and environmental sustainability. Thus, global citizenship provides the students the competence and opportunity to fulfill their rights and obligations to promote a better world and future for all (Torres & Dorio, 2015, p.4). Global citizenship includes significant applications to prepare people around the world to face major challenges, particularly in trade, technology and the environment, and to best tackle these challenges (Gibson et al., 2008: 11).

Global citizenship is an important and deep concept that require responsibility and initiative, which could not be reduced to individuals having passports of more than one country.
Global citizenship provides
- Understanding of global management structures, rights and responsibilities, global problems, and associations and correlations between global-national-local systems and processes,
- Development of differences and more than single identity; for instance, the culture, religion and social and common humanity,
- Development and implementation of critical skills for global and social literacy; for instance, acquisition of information technologies and media literacy, critical thinking, decision making, problem solving, negotiation, building peace and personal and social responsibilities,
- Recognition and analysis of beliefs and values,
- Respect for diversity, maintenance of the environment and empathy for others,
- Development of critical analysis skills for inequalities in gender, socioeconomic status, culture, religion, age and other inequalities with honesty and social justice approach,
- Participation in and contribution to local, national and global current problems as informed, engaged, responsible and responsive global citizens (UNESCO, 2015, p.16).

Given the problems facing the world today, the significance of the global citizen model defined above becomes more relevant. Climate change, famines and financial crises, extreme deprivation, urbanization, water shortages, energy security, migration and population growth (Gelsdorf, 2010, p.4), and more importantly, the wars destroying the Middle East are prominent problems facing the humankind. While all these facts are obvious, the polarization and intolerance between people make it difficult to solve these problems, preventing cooperation and solidarity among people. Fear and hate that render the bridges between people dysfunctional unfortunately results in humankind turning their world into hell.

Global citizenship, which is the basis of a more livable world approach, and global literacy that makes this citizenship functional, mostly cannot demonstrate its full effect. Especially during recent years, social media, which became indispensable for human life, was transformed into an field that has tremendous impact on individuals' attitudes and behavior. The aim of nations and international organizations to create an ideal human model and to organize the social life by spending huge budgets unfortunately might lag behind the impact of the social media on humans in certain cases. Virtual world sometimes plays a significant role in the radicalization of individuals. In particular, terrorist groups could assert their propaganda all over the world via social media. According to UN estimates, more than 25,000 foreign citizens from more than 100 countries had joined ISIL and other terrorist organizations. We can better understand better why the UN Secretary-General Ban Ki-Moon's prevention of extreme racism action plan encourages the investigation of internet abuse, the relationship between extremists and violent individuals and social media, and factors that invite individuals to radical extremism (UNESCO, 2016). Because information technologies that became a natural habitat for ideological approaches and political conflicts like a spider web never cease the political and ideological propaganda. Furthermore, this identity born and developed in the European and American continents, unfortunately, has an effect that reaches far beyond the curricula and schools via the environment of prejudice and discrimination atmosphere, preventing the functionality of the global citizenship. The most striking example of this case is the negative attitudes towards the refugees who fled to Europe due to wars in the Middle East for salvation and to protect their right to live, which is the most basic right.

Many Europeans rate Roma, Muslims unfavorably

Unfavorable view of ___ in our country

	Roma* %	Muslims %	Jews %
Italy	82	69	24
Greece	67	65	55
Hungary	64	72	32
France	61	29	10
Spain	49	50	21
Poland	47	66	24
UK	45	28	7
Sweden	42	35	5
Germany	40	29	5
Netherlands	37	35	4
MEDIAN	48	43	16

*In UK, asked as "Gypsies or Roma."

Source: Spring 2016 Global Attitudes Survey. Q36a-c.

PEW RESEARCH CENTER

According to the Pew Research Center (PRC, 2016), there is a significant uncertainty about attitudes towards Muslims and refugees in European politics, and this is also reflected in the public opinion. The majority of the population in Greece, Hungary, Italy and Poland have negative attitudes towards both Muslims and refugees. Even in countries with more favorable views such as Germany, Sweden and the Netherlands, at least half are concerned that Muslims do not want to be integrated in the society and that refugees are increasing the risk of local terrorist attacks. In general, elderly and less educated people are more unfavorable to both Muslims and refugees. In most countries, the people to the right of the ideological spectrum are more negative against Muslim and refugees when compared to those to the left. Also another study conducted by the Pew Research Center (PRC) demonstrated that several people in the West consider Muslims as fanatical, violent and intolerant people. In the meantime, Muslims in the Middle East and Asia often see Westerners as selfish, immoral and greedy, even violent and fanatical.

The data mentioned above demonstrate that for a more livable world, the training of global citizens with global knowledge, skills and attitudes is a need that should be implemented by scientist and even by the whole humanity at a global scale. Today's students live in the age of information and increasingly communicate and interact with different cultures and traditions around the world. Thus, they should develop global literacy (Dwyer, 2016, p.131). Furthermore, we experience a period where we need more cooperation, collaboration and international projects that would contribute to this goal.

5. 4. Global Literacy and Global Citizenship

After 1950s, educators, politicians, or policy makers increasingly adopted educational needs that support successful participation in a globally interconnected world at least in a rhetorical sense. However, changes in education system were not sufficient to conduct an educational reform that could meet the challenges of globalization, especially at primary and secondary levels (Balistreri & al., 2012). Educational institutions should train individuals that could follow up the global developments, curious about current affairs and developments, sensitive about global issues, open to solidarity and cooperation without considering cultural differences, implementing this solidarity and cooperation without allowing their motherland to turn into the land of plunder

of degenerate cultural changes, reading the global changes accurately and on time, in short, as global literate individuals. In other words, the individual should find ways to benefit from these changes both on behalf of their countries and the world at large. It is also important to remember that globalization and the digital age that we live in have the flexibility to open channels suitable for the cultural imperialism. Similar to the example where the biologists consider semi-permeable cell membranes as the beginning of life, and where if the cell is fully permeable, it would not be able to differentiate from its environment and could independently form the core of life, and on the other hand if it were non-permeable, it would rot, deteriorate, and would still fail to function. Among the curricula, the most significant program with respect to global citizenship is undoubtedly the social studies curriculum. Training both national and global citizens became an important aspect of social studies education under the influence of globalization (Bulut, Çakmak & Kara, 2013).

In 2004, with the changes in the Turkish Education System curricula, the social studies curriculum has also undergone comprehensive changes. The reasons for this change, of course, cannot be considered apart from the global developments. Examination of the reasons for the changes in the Turkish Ministry of National Education curricula would make it easier to understand the direction of the Turkish Education System. These reasons were stated as follows;

•   Reflections of rapid advances in global sciences and technologies in Turkey,
•   The need for development of personal and national values based on global values,
•   Lack of harmony between the lifestyles instructed at school and the real world conditions,
•   Increasing significance of the acquisition of creativity, critical thinking, problem solving, decision making and collaboration competencies by the individuals as a result of economic and social developments,
•   Increasing dominance of the need for training self-expressive, communicative, entrepreneurial citizens,
•   Failure of Turkish students in national or international assessments (MEB, cited by Kaymakçı, 2009).

The abovementioned factors revealed that the Turkish education system is not indifferent to the global developments and the system spends efforts to prepare for new developments in globalization. However, is it possible to argue that the curricula that were altered with the abovementioned objectives and targets could respond to today's global developments? The answer to this question was investigated within the framework of social studies curriculum.

In the first and second levels in the 2005 primary education social studies curriculum, there is a single unit at each level on globalization in the learning field "global connections". The Ministry of National Education stated that it was aimed to ensure that students would have an idea about the relationships between societies via the inclusion of a global learning field in the curriculum and that they could pursue solutions to the problems they face by following the developing global agenda. Again, in the description section of the social studies curriculum, the objective of the "global connections" learning field was defined as follows:

"Middle school students at the 6th and 7th grades obtain an idea about the importance of ideas, artworks, international events in the inter-communal interactions and the country's natural resources, economic competencies and economic relations with other countries. They develop ideas about the reasons and solutions of global scale economic, political, ecological, security and health problems. They recognize the objectives and functions of international organizations."

The units and related achievements in the global connections learning field of the new curriculum are presented in Table 1.

Table 1: The Units and Achievements About Globalization in Turkish Social Studies 2005 Curriculum

Grade	Unit	Achievements
4th Grade	Friends far away	➢ Recognizes the presence various countries on the world ➢ Conducts deductions about daily lives of various societies using visual material. ➢ Compares his or her daily life and that of her or his peers in another society. ➢ Provides examples for common special events celebrated in different societies.
5th Grade	The World for all of us	➢ Recognizes common traits and areas of interest of the children of the world. ➢ Recognizes the economic transactions between the nations. ➢ Discusses the impact of communication and transportation technologies on economic relations between nations. ➢ Gives examples for common heritage elements in various countries. ➢ Recognizes the significance of tourism in recognition of the common heritage. ➢ Develops a perspective on the significance of tourism in international relations.
6th Grade	Our country and the world	➢ Deduces the reasons for the distribution of the population and economic activities in the world using visual material and data. ➢ Evaluates the economic relations between Turkey and other countries based on resources and requirements. ➢ Evaluates cultural, social, political and economic relations between Turkey and Turkic republics, neighbors and other countries based on the national international politics approach by Atatürk. ➢ Recognizes the significance of the solidarity and collaboration between Turkey and other countries in natural disasters and environmental problems. ➢ Evaluates the role of international cultural, art, exhibition and sports activities in intercommunal interaction.
7th Grade	Bridges between countries	➢ Relates the political and economic structure in early 20th century Ottoman Empire and Europe and the cause and effects of the World War I. ➢ Relates the global issues and foundation objectives of international organizations. ➢ Recognizes the individual responsibility in resolving global issues. ➢ Recognizes the responsibility of the humanity in sustaining intellectual, art and literature work, natural assets and historical environments as common heritage elements.

As seen in the table, the current curriculum includes learning fields and units where the impact of globalization is evident. The main approach of the program is the adoption of universal values centered on the national identity by the individual.

Also, the basic approach of the program focuses on the importance of training students as active citizens who are aware of and use their rights, fulfill their responsibilities, recognize collaboration and develop social skills. It aims to develop students' problem solving and decision-making skills by increasing their sensitivity for social issues. It prioritizes training students as digital citizens who question the reflections of scientific and technological developments on the society, possess the digital competencies required by the era and develop original ideas for the future (MEB, 2005).

Naturally, it is possible to observe the traces of globalization in the Social Studies curriculum. However, that is not sufficient. Training the individuals to acquire the knowledge, skills and attitudes related to global literacy, of course, involves multifaceted instruction, which has also certain difficulties. For example, the first challenge is to establish an authentic literacy framework that would appeal to every student who aims to be trained in different occupational fields. The second challenge is to provide a compromise between providing in depth field knowledge and instructing a broader global awareness while preserving the integrity of classes and practices. The third challenge is to create a potential instructional environment that would allow students to connect the global and local ties with meaningful and useful approaches in their professional and personal lives (Nair, Norman, Tucker, Burkert, 2012, p.56).

These difficulties related to achieving global literacy or global awareness goals are more evident in the Turkish social studies curriculum. Global literacy must be one of the main objectives in all education programs. However, the social studies curriculum is the most efficient in achieving the goal of active and lasting global

literacy. Social studies, an interdisciplinary curriculum, is the most adequate curriculum for global literacy education, both because of its subject field and its current and direct social characteristics. Since the sources of the social studies curriculum include history, geography, philosophy, and sociology, the ideal curriculum requires intensive work to achieve the goals of instruction of these subjects and the acquisition of global literacy and global citizenship competencies by the individual. For the social studies curriculum to instruct global literacy affectively, primarily the significance of global literacy and global citizenship should be clearly established in the curriculum.

For instance, in 2007, the Oregon State Educational Authority enacted a new Oregon diploma that aimed to enhance the conditions for high school graduation to improve the students preparing for college and a career. Thus, it was emphasized that a student who would graduate from the high school should possess 9 basic skills. One of these was the global literacy skills. The majority of this list is similar to the skill sets required by the other thirty-five states participating in the American Diploma Project Network (King & Thorpe, 2012). In different studies, intercultural cooperation and interaction were promoted. For example, in a series of studies (Dwyer & Larson, 2014; Larson & Dwyer, 2015) conducted in Dublin, Ireland and Manhattan and Kansas, USA, an environment of debate on the books of certain authors was established in the online sixth grade literature classes. According to the results of these research, discussions between students from different cultures on a subject or a book, sharing their related experiences, and then conducting discussions on the subject resulted in students acquiring a global perspective and the formation of global literacy awareness (Dwyer, 2016, pp.132).

Social studies curriculum should aim the acquisition of skills such as media literacy, technology literacy, political literacy and environmental literacy skills that would enable the assessment of topics of different disciplines with a multi-perspective approach and facilitate global literacy.

An educational framework that would help the individual to recognize herself or himself as a global citizen and acquire global knowledge and attitudes, while at the same time providing a competent instruction process and teacher competency should be established.

5. Conclusion and Recommendations

A peaceful and tranquil world habitat is possible with responsible citizens with mutual respect, tolerance for differences and who play an active role in solving problems, who can observe the events from a distance and know how to share. Unfortunately, national politics and the role of the social media in perpetuation of hostilities make this goal difficult to achieve. Nevertheless, every nation should remember that the well-being and peace at home is only possible through global well-being and peace and every individual should contribute to this goal. We need to understand that we live in a globalized world and in the digital age, and closed societies are not protected against global issues. Naturally, this is primarily possible through education. Global warming, famine, poverty, disease, war, terrorism and several other negative issues have become a threat to the world we live in. There is a wide consensus that the future of the world is not bright. Thus, education that changed the human beings throughout the history, and made it increasingly easier to survive should be provided with more effective and sustainable methods to humanity.

Turkish educational institutions work to achieve this goal. One of the reasons behind the renewal of curricula in 2005 was the goal of training active and responsible citizens who could participate in the globalizing world. New studies continue to further these efforts and to ensure that students are trained as more active individuals. Naturally, in addition to the curricula, teachers, education environments, instruction process should contribute to this goal as well. Because, these elements function like links of a chain and the weakest link reduces the effectiveness of the process.

The objectives and achievements in the Social Studies curriculum contribute to the formation of global literacy and global citizenship awareness. Studies are conducted on more effective and adequate curricula. Furthermore, the instruction process should contribute to this objective. For example, peer collaboration could be achieved by creating multicultural online classes or directing students to existing online discussion blogs. This would open the path for the individual to meet and interact with different identities and cultures. It should also be noted that the teacher factor plays an important role for the individual to acquire global literacy skills and to be active as a global citizen who is aware of her or his responsibilities.

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Zafer ÇAKMAK. Professor, Faculty of Education, Fırat University, Turkey. The author was born in Elazig on 1972. He studied primary, elementary and high school in Elazig. He graduated from Ankara University Language and History-Geography Faculty- History Department in 1993. He is professor in Firat University Educational Sciences Institution. His interests include social studies Education, Social Studies Curriculum, Citizenship Training and Teacher Training.

Birol BULUT. Research Assistant, Faculty of Education, Fırat University, Turkey. The author was born in Elazig on 28.05.1986. He studied primary, elementary and high school in Elazig. He graduated from Firat University Education Faculty Social Studies Department in 2008. He received his MBA degree at Firat University Educational Sciences Institution in 2011. The author was also carry out his PhD at Fırat University. He is research assistant in Firat University Educational Sciences Institution. His interests include social studies Education, Social Studies Curriculum, Citizenship Training and Teacher Training.

Cengiz TAŞKIRAN   was born in Elazig on 23.08.1983. He studied primary, elementary and high school in Istanbul. He graduated from Firat University Education Faculty Social Studies Department in 2009. He completed his MBA at Firat University Educational Sciences Institution in 2012. The author was also carry out his PhD at Fırat University. He is Assistant Professor in Mus Alparslan University. Educational Sciences Institution. His interests include social studies Education, Social Studies Curriculum and Teacher Training