

Prospects of Global Dimensions Learning in School: An Analytical Review

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ABSTRACT

The present study in to gather the various perspectives of educational exchange program in schools to develop global awareness among students. The internationalization of school education brought reforms and innovation in education. The term international understanding, cooperation and peace are to be considered as an indivisible whole; based on the principles of friendly relations between peoples and states having different social and political systems on the respect for human rights and fundamental freedoms. A focus on global awareness puts the spotlight on why internationalization is central to quality education and emphasizes that internationalization is a means not end. There are endless disadvantages and repercussions for students not being globally aware. The major query is all about can we develop any such kind of environment in schools or educational institutions where without migration one may aware themselves about the six factors of Global awareness i.e. Global Citizenship, Interdependence, conflict resolution, social justice, diversity, sustainable development, human rights, values and world views.

Keywords: -Global awareness, Educational Exchange program, international understanding, Global citizenship.

I INTRODUCTION

Global School Partnership Program aims the inclusion of global awareness in school curriculum. From the perspective of Global awareness, it is twofold approach: to provide environment of learning which is inseparable connected with a knowledge base that is competitive with the world and to use technology as a tool for connecting world through e-communication and as a resource for opening and connecting the classroom to the world. "Providing students multiple perspectives, creating cultural awareness, encouraging world knowledge, and focusing on 21st century skills such as innovative thinking, creativity, and teambuilding are necessary strategies for infusing a global approach to the curriculum and bridging the gap between a global and traditional education" (Adams & Carfagna, 2006; Hunter, 2004). A curriculum infused with a global approach ensures that students relate learning to real world experience. Two model programs for this approach, Global school partnership program and Gateway Schools, report that participating students were "enthusiastic, engaged, and excited about learning" (VIF Program, n.d.) as a result of their experience.

There are several researches and studies are conducted on cross cultural education, global awareness through particular subjects or interdisciplinary approach of teaching is imbibed with concept of developing global awareness.

How does Global school Partnership program develop global awareness? The major component of this research is Global awareness and Global Partnership program.

Various researches on global awareness were review to get the proper definition of Global Awareness. Mostly the in-depth study of 'Global Awareness' was conducted in UK or America. In Asian &

African continent the education and social practices are limited to individual country-based awareness instead of developing awareness of other communities or countries.

First time Hanvey (1982) one of the educationists derive the meaning of global awareness. He recommended five dimensions to develop students' global awareness. These dimensions are "perspective consciousness", "State-of-the-planet-awareness", "cross-cultural awareness", "knowledge of global dynamics" and "awareness of human choices".

According to Hanvey, "It provides the individual with a realistic prospective on world issues, problems and prospects, and an awareness of the relationships between an individual's enlightened self-interest and the concerns of people elsewhere in world".

Global Awareness develops a value system where cultural diversity or racial differences are recognized and honoured. It recognizes and respects that there can be more than one way to do something in favour of humanity.

In general, the global awareness can be specified as:-

- (i) Developing a comprehension of one's civic duties and rights — from global to local.
- (ii) Developing an environment to honour and work with people from all backgrounds, cultures, and religions.
- (iii) Understanding and learning of different foreign language.
- (iv) Creating belongingness with different nations and cultures.

In research survey carried out in 2005 by Oxfam proposed by Department for Education

and skills (DfES) have concluded the idea of global awareness that it is very much similar to “global dimension, global learning, and global citizenship education.” (DfES) provided a school curriculum for the global dimension in one of their publications “Developing a Global Dimension in the School Curriculum”. The global dimension includes “eight key concepts” that include “global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions”. According to (DfES, 2005) The global dimension can be explained as the “interconnection between the local and the global. It builds knowledge and understanding as well as developing skills and attitudes”.

Whenever the teachers use the curriculum from the prospect of global awareness, they strive to create an environment of logical thinking and try to communicate the reasons behind attitudinal, behavioural differences of people from different parts of the world.

Hongtao Jing (2013) of Japan, had performed a research on “Global Awareness: Foreign Language Teachers’ Beliefs and Practices”. According to him “the knowledge related to global awareness includes globalization, culture, language, global issues, cultural self-awareness”. Further he suggested that “Global awareness is to understand different cultures in the world and other countries’ information”.

The focus questions of his research were- :

- (i) What are the beliefs about the concept of global awareness for foreign language teachers?
- (ii) How do the teachers understand the purpose of global awareness?
- (iii) How do the teachers perceive the importance of global awareness?
- (iv) How do the teachers describe the relationship between global awareness and language learning?
- (v) What is the content of teachers’ global awareness instruction in the language classroom?
- (vi) How are the teachers’ beliefs related to practices?

These questions are reflecting his concern about teaching Global awareness through language teacher. He found that language teachers’ especially English language teacher is more responsible to connect the world boundaries by means of poem, drama, autobiographies of different authors of different countries, and culture.

The language teacher may create a scene of unity in diversity by portraying the characters of various communities through role play.

HangTao in his research concluded that “The purpose of global awareness is to cultivate students’ tolerance and open-mindedness and to educate them to be global citizens. There are three kinds of categories for the importance of global awareness: global awareness is beneficial for language learning and communication with foreigners; global awareness is good for students’ personal development; global awareness is good for developing students’ open-mindedness and critical thinking. The relationship can be classified into two categories: global awareness is in close touch with language learning and culture, they are a single undivided whole; language is a tool and bridge for communicating and understanding the world. The English teachers taught global awareness through the following ways: the global issues in textbooks, films, music, debate, group discussion, newspapers, role play, and examinations”.

Ipsos MORI (2008) which is a survey research agency of UK, conducted research in 2008 on topic “teachers’ attitudes to global learning and their confidence in teaching it in the England”. The survey was conducted among teachers of Primary and secondary school of England. This survey was done on behalf of Think Global /DEA

The objective of this research was to identify the significance of teaching to cover global issues, The possibility to incorporate global learning in school curriculum and knowledge level of teachers to address global issues (like Diversity , Interdependence, Social Justice) in the class.

Through this survey it was revealed that teachers have positive attitude towards teaching global issues in class. The perception of teachers towards global learning was partially missing as few of the teachers were not aware about the actual meaning and factors of global issues or global dimensions.

It was concluded from this survey that if teacher’s education curriculum would be comprised of elements of global awareness then it teacher’s attention and attitude would be focused on actual global learning instead of merely touching the idea of global learning.

II AN EPILOGUE

From these researches it is being generalized that the global awareness is one of the important segments of school curriculum. Teachers and all the stakeholders of school should have focus on incorporating global learning in classes. It is the need of the hour to develop global awareness is the reason that there are endless disadvantages and repercussions for students not being globally aware. Some disadvantages and repercussions of not being globally apt student are lack of job opportunities, cultural sensitivity and environmental problems.

Another prominent fact point out from these studies that if we want students to feel responsible towards global issues then teachers should be aware about knowhow of global issues and hence it should be included in teachers' education curriculum.

Also these researches helped out to generalize one common definition of Global Awareness which is inclusive of six factors "Global Citizenship, Interdependence, conflict resolution, social justice, diversity, sustainable development, human rights, values and world views."

All these researches were conducted in other countries but need of developing global awareness is equally important for Indian context.

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