

“Dreaming About Being a Saviour”:

Discovering the Impact of a Global Competency Learning Program on Year 5 Girls’

Curiosity for Global Knowledge and Participatory Disposition Towards Transformative Global Action

Sheridan Sweeney

Kambala, Sydney, Australia

Abstract

In recent years, Covid-19 has highlighted the major issues facing the world and the continued importance of international collaboration and purpose (Hughes, 2020). Australian students and educators experienced significant disruption due to Covid-19 and endured sustained disconnection from local, national and international collaboration. This action research explores how participating in a global competency learning program can engage girls as global citizens by developing their curiosity for global knowledge and willingness to participate in transformative global action. The sixteen project participants from Kambala’s Year 5 cohort participated in a project-based learning program, which connected students in an e-classroom and incorporated global thinking routines to engage the girls in effective collaborative discussion and deepen the girls’ critical thinking. Analysis of questionnaires, observations, student reflection journals, and interview responses demonstrated that an international collaboration strengthened the girls’ curiosity for global knowledge because the sharing of ideas between international peers provided alternative perspectives about global issues. The consideration of new perspectives successfully led to challenging the girls’ own understandings and therefore fostered collaborative discussions and increased confidence to participate as change makers. Importantly, the data provided evidence that the inclusion of global thinking routines, as a scaffold during collaborative discussions, encouraged the girls to think critically and engage in rich discussions about complex global issues.

Glossary

Global Competency: The capacity and disposition to understand and act on issues of global significance and the awareness, curiosity and interest in learning about how the world works (Boix Mansilla & Jackson, 2011).

Index of Community Socio-Educational Advantage: This was developed in Australia to enable fair and meaningful comparisons between schools of the students' performance in literacy and numeracy as estimated by the National Assessment Program - Literacy and Numeracy (NAPLAN) based on the level of educational advantage or disadvantage that students bring to their academic studies.

Lifeworthy Learning: Learning that matters for our girls, now and into the future. Lifeworthy learning incorporates the development of foundational skills and broad interdisciplinary knowledge which is underpinned by contemporary skill development and embraces global perspective.

Participatory Disposition: The inherent qualities of mind or inclination to be involved in deciding how something is done.

Sustained Dialogue: Working together in conversations which provide opportunities to discuss and think about problems or challenges in a serious, extended way (Department of Education, Employment and Workplace Relations, 2012).

Thinking Routines: A set of questions, or a brief sequence of steps used to scaffold and support student thinking (Harvard Graduate School of Education, 2022).

“Dreaming About Being a Saviour”:

Discovering the Impact of a Global Competency Learning Program on Year 5 Girls’

Curiosity for Global Knowledge and Participatory Disposition Towards Transformative Global Action

“The first object of any act of learning, over and beyond the pleasure it may give, is that it should serve us in the future” (Bruner, 1982, p. 17).

Ensuring girls’ education serves them with the skills they need to succeed in contemporary society means educators must ask themselves: “What is lifeworthy learning?” A reimagined, lifeworthy education, prepares girls to thrive within a dynamic globalised society and is built on curricula which offer opportunities for girls to be connected global citizens and develop deep understandings of complex global challenges. In the context of Covid-19, rapid global change, and the subsequent paradigm shift in education, it has never been more important to implement learning programs which enable girls to flourish both within the school environment and take with them, the lifeworthy skills which ensure they are globally competent and engaged citizens.

This action research project was conceived in the wake of Covid-19 and a global reset in education. The project aimed to understand the impact of a global competency learning program on Year 5 girls and their curiosity for global knowledge and disposition to participate in transformative global action. It explored strategies for connecting girls with international peers via e-classrooms and embedding lessons with global thinking routines to scaffold rich discussions and critical thinking. These strategies were specifically chosen and implemented to develop girls’ global competencies and support them to grow into ethical global citizens who have the skills to participate in transformative global action.

“Action research allows teachers to study their own classrooms” (Mertler, 2020, p. 6) and is used to analyse the impact of targeted teaching strategies. In this instance, the action research and inductive reasoning provided an approach which determined “general conclusions and theories” (Mertler, 2020, p. 9) about the impact of implementing a reimagined approach to global citizenship education. The desire to know more about global citizenship education led to the formulation of the following research question: *How does*

a global competency learning program strengthen Year 5 girls' curiosity for global knowledge and participatory disposition towards transformative global action?

Literature Review

Global Citizenship Definitions and Significance

Covid-19 changed the world in unimaginable ways. Suddenly, we were a lived example that “occurrences in one city can have a direct, immediate and lasting impact on the entire world” (Witt, 2022, p. 1). Australians became acutely aware of how easily we could be detached from the global community; our isolation never felt greater. We endured closed international and closed local borders; closed restaurants, cafes, theatres and sporting fields; and most significantly, closed school buildings. This unexpected closure of classrooms shifted the education system in profound and enduring ways (Pokhrel & Chhetri, 2021). It became evident that we had to develop “lifeworthy learning” (Perkins, 2014, p. 7) programs which fostered global citizenship skills to ensure that, despite our isolation, Australian girls knew the significance of their place in the global community. A forced move to online learning provided evidence that we can connect girls with their peers worldwide to develop global competencies and empower them to foster the knowledge, skills, attitudes, and behaviours to confront the most significant global issues (Tiven, et al., 2022).

The United Nations (n.d.) defines global citizenship as an “umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale.” Globally competent citizens use big ideas to engage with the pressing issues of our time (Boix Mansilla & Jackson, 2011). They understand the nuances of the wider world and the place they hold in it. Education systems around the world have widely adopted the United Nations Educational, Scientific and Cultural Organization’s (UNESCO) (2015) comprehensive definition of global citizenship, which incorporates social considerations, such as a sense of belonging to a broader community and common humanity, as well as connecting political, economic and social interdependency and interconnectedness. UNESCO’s definition underpins the development of holistic global competency learning programs which aim to develop future ready global citizens.

Target 4.7 of the United Nation's Sustainable Development Goals calls on countries to ensure all learners are provided with the knowledge and skills to promote sustainable development, including the importance of global citizenship education for sustainable development (UNESCO, 2016). We know from educational research that girls' schools have a unique obligation to review their current practice to ensure they are providing learning opportunities which foster the knowledge, skills, attitudes, and behaviours that are needed to be engaged, global citizens.

In a study about the gendering of global citizenship education, Tormey & Gleeson (2012) found that girls' schools use global competence programs to analyse global inequalities and promote a sense of responsibility. Furthermore, the Programme for International Student Assessment (PISA) found that girls are less likely than boys to learn about the interconnectedness of global economies, be asked their opinion by teachers about international news, participate in class discussions about world events, or analyse global issues with their class (Organization for Economic Cooperation and Development, 2021).

For girls to grow into ethical global citizens, they must develop global competency skills. Nurturing these skills with targeted teaching programs, which promote interconnectedness and the analysis of global issues with global thinking routines, will support girls to be inspiring leaders concerned with tackling the environmental, social, and political challenges of their generation. Given PISA's findings, now is the time for girls' schools to design lifeworthy teaching programs which foster girls' curiosity for global knowledge and the confidence to participate towards positive global action.

Studies and Models to Develop Global Competencies in Children

In an analysis of Global Scholars, a global competency learning program which incorporated project-based learning and e-classrooms, Tiven et al. (2022) determined that sustained peer connections in a digital environment and a project-based curriculum were the pillars which developed global competencies for participants. Tiven and colleagues' innovative approach to global citizenship education, which engaged 10 to 13 year-old students across international borders to collaborate on a project of global significance, demonstrated a useable framework for increasing the global competency skills of participants. The global program increased the students' curiosity for global matters, broadened their understanding of significant

global issues, and enhanced their appreciation of cultural diversity. The use of e-classrooms, in the form of virtual discussion boards, meant that students could “exchange observations and ideas about a global problem and learn how their peers worldwide understand and confront similar challenges” (Tiven, et al., p. 5).

In a study similar to Tiven and colleagues’ (2022), Duffy and others (2020), found that virtual exchange led to the enhancement of cross-cultural communication and critical thinking skills, increased awareness of global and cultural dynamics, and higher levels of proficiency in global collaboration. Gay (2010) also proposed the use of written international exchange to learn about cultures because students who collaborate inter-culturally, through written exchange, learn about diverse social practices and build perspective-taking skills.

Young girls require scaffolded challenges, within their zone of proximal development, to promote the learning of new skills (Vygotsky, 1978). Developing global competencies:

Requires that we nurture rather specific habits of mind such as the dispositions of moving beyond the familiar to engage new ideas and experiences openly, discerning local-global significance, and comparing places, contexts and cultures.” (Boix Mansilla, n.d., p. 5)

According to Boix Mansilla (n.d.), global thinking routines are essential elements in the creation of a “classroom culture of global competence” (p. 6) because they act as a bridge to move girls’ deep individual thinking about global issues to a sustained collaborative discussion. The open-ended structure and simple design of the thinking routines, act as a scaffold to make global thinking visible and ensure the accessibility of individuals, collaborative groups and teachers who use the thinking routines to develop new knowledge and skills.

Boix Mansilla and Jackson (2011) propose that “what is needed more than ever is a laser-like focus on the kinds of human beings that we are raising and the kinds of societies—indeed, in a global era, the kind of world society— that we are fashioning” (p. xi). This action research evaluated how a global competency learning program, involving peer collaboration in e-classrooms and global thinking routines to engage in collaborative discussions and critical thinking, fostered global knowledge and a participatory disposition.

Research Context

Kambala is an independent Anglican school in Sydney, Australia for girls up to 18 years. The school is a non-selective school which offers the New South Wales Higher School Certificate and International Baccalaureate Diploma learning pathways. The Kambala school values: Courage, Curiosity, Humanity and Respect underpin the academic, social, and emotional development of Kambala girls as we aim to “empower young women of integrity.” There are 1200 girls enrolled at Kambala with 99% of them placing within the middle or highest level on the Index of Community Socio-Educational Advantage, 21% having a language background other than English, and 1% identifying as Indigenous (Australia Curriculum, Assessment and Reporting Authority, n.d.)

The sixteen Year 5 girls involved in the action research project were 11 years old. The girls self-selected into the project and committed to two lunchtime lessons per week for 15 weeks. Given that the project took place during lunchtime, the teaching and learning content did not need to form part of formal assessing structures for Year 5, and therefore provided greater flexibility for the project delivery. Each of the participants, and their parents, provided written consent to participate in the project. The students’ names have been omitted from this report for anonymity.

The Action

The global competency learning program is a structured, project-based learning program that was implemented as a co-curricular lunchtime activity to engage girls in lifeworthy learning. Year 5 girls self-nominated to participate in the program based on their interest in learning more about global citizenship. The action research focused on how a global competency learning program could impact girls’ curiosity for global knowledge and a disposition to participate in positive global action. The program included two key strategies, which were purposefully implemented to support the action research. These were: an international collaboration via e-classrooms and the implementation of global thinking routines.

International collaboration was formed with peers at Belvedere College, Dublin, Ireland. Peers at both schools undertook lessons and researched climate action as their globally significant issue. Peer connections were made in an e-classroom by way of virtual discussion boards, for the purpose of sharing

learned information and posing questions regarding climate action and its management in their respective countries. Global thinking routines were implemented to encourage critical thinking and collaborative discussion. Each global thinking routine was used during one lesson per week, over three consecutive weeks, to deepen the girls' critical thinking and to scaffold collaborative discussion. The global thinking routines were:

1. The Three Whys
2. Step In – Step Out – Step Back
3. How Else and Why
4. Circles of Action

Data Collection

The open-ended, systematic, and iterative inquiry of this action research project was suitable for the collection of mixed-method research data in order to establish the impact of a global competency learning program. The Triangulation Mixed-Method design meant that qualitative and quantitative data were collected and equal weight was placed on their contribution to the research (Mertler, 2020). Qualitative and quantitative data were collected and analysed over an extended period to support their trustworthiness, including the accuracy, credibility and dependability of the findings (Mertler, 2020).

To determine if the global competency learning program strengthened Year 5 girls' curiosity for global knowledge and participatory disposition, a range of methods were used for data collection. Collecting multiple sources of data enhanced the validity of the findings (Mertler, 2020). My data collection methods were:

- Pre and post student questionnaires
- Researcher observation (video recorded) and field notes of lessons
- Student reflection journals
- Group interviews

The pre- and post-action questionnaires included open-ended and rating scale questions, meaning that both qualitative and quantitative data were collected from this data source.

The semi-structured interviews and student reflection journals provided for the inclusion of girls' voices in the data analysis process. These interviews and journals ensured the ideas and opinions of the girls were collected in written and verbal form, allowing them to undertake reflective analysis and express their ideas in their own words. Incorporating opportunities for written and verbal reflection was important due to the young age of the girls. The interviews also encouraged group reflection, providing the girls with the opportunity to build their reflections onto other girls' ideas; thus providing a complex view of the group's thinking.

Data Analysis

After collecting a diverse range of data, inductive reasoning was used to find patterns within the girls' responses and to draw broad conclusions, which contributed to the formation of emerging themes. Questionnaire data were triangulated with information from my field notes, student reflection journals, and group interviews. Triangulation is the "process of relating or integrating two or more sources of data in order to establish their quality and accuracy" (Mertler, 2020, p. 42). Triangulating the data enabled a thematic analysis of all data, which were coded in order to discover recurring ideas and themes. The coding also contributed to the discovery of ideas that contested emerging patterns. Reviewing the data with a school-based mentor allowed critical analysis and feedback on the data analysis and findings.

Discussion of Findings

The analysis of collected data allowed the discovery of three overarching themes, based on the research question: *How does a global competency learning program strengthen Year 5 girls' curiosity for global knowledge and participatory disposition towards transformative global action?* These themes are outlined below.

Knowledge Sharing Through Sustained Peer Dialogue Strengthened the Girls' Curiosity for Global Knowledge

In an analysis of pre-questionnaire responses, all participants indicated that they understood the importance of learning about global issues. Additionally, the same data identified that thirteen of sixteen girls agreed it was important to hear the ideas of people from different countries and cultures. These results

are not surprising given that the girls self-selected for this program. Observational data provided evidence that participating in knowledge sharing through sustained peer dialogue, as a part of the global competency learning program, facilitated the girls to be increasingly curious and knowledgeable about global issues.

Post-questionnaire data revealed that, through the global competency learning program, a space was created for girls to engage in sustained dialogue, which was key to developing the girls' curiosity about and knowledge of global issues. The knowledge sharing framework included both synchronous and asynchronous opportunities; the resulting sustained dialogue providing girls with the opportunity to share knowledge in a synchronous manner with peers in the classroom, and asynchronously through virtual discussion boards in an e-classroom.

During e-classroom lessons, the girls took ideas from international peers and discussed these with their classroom group. Soon knowledge travelled between groups, often leading to whole class discussions. It became evident that the girls' connections with their international peers worked as a catalyst to build on their own understandings, therefore creating a larger network of knowledge sharing and increased curiosity for each other's perspectives. In her reflection journal, Girl C commented that the ideas of her international peers were "interesting because I had not thought about climate action in that way." Girl J wrote, "My perspective has changed after talking with my peers because they helped me think more deeply about the topics".

Collaboration Developed the Girls' Courage to Participate as a Learning Collective and Evolve from Individual Dreamers to Collective Doers

Initially, the girls were observed working independently through research tasks to build global knowledge and plan their actions. They allocated roles, researched autonomously, and participated in "unbelievable fact" sharing sessions. From the outset, this model built an artillery of superficial knowledge. However, initial excitement waned as the responsibility to become a change-maker weighed heavily on such young minds. Comments in the student reflection journals had a defeated tone; such as Girl K who said, "It is a big job to get rid of the waste in the world, I don't think we can achieve that." During an interview, Girl B mentioned that before the program started, she had "dreamed about being a saviour" but as she began to

learn more about taking action she felt that “all the little aspects of change are hard and we need to think about reality because a person our age can’t really fix that.” This sentiment was reiterated by the group, who all felt that, as they learned more, they were increasingly hopeless about being advocates for change. Girl K reflected that she “found it harder in reality” to plan and make change.

As the global competency learning program continued, the girls grew in their capacity to use the defined structures to participate in collaborative tasks. E-classroom and face-to-face knowledge sharing, as well as the structure of the thinking routines, supported the girls’ shift to a collaborative mindset. Taking part in these structured processes resulted in the building of individual confidence, a positive shift in self-efficacy, and the motivation to participate. Notably, as the girls felt the benefits of collaboration, their courage to engage with a participatory disposition increased. This was evident throughout lessons, with examples such as Girl B saying, “what about this idea ... do you think that could work?”.

Observational data and post-interviews demonstrated the girls’ realisation that the collective is more powerful than the individual. Girl G believed that: “The most impactful part of the global scholars to me was creating my action. I learned to collaborate more in my group, bounce off our ideas more and it gave me a greater insight.” Almost every girl included a similar reflection in their journal. However, Girl M reflected that she did not think as a group the girls could take positive action for climate change because she believed the problem was too large to be solved, either as an individual or as a collective. Throughout the project, she remained quietly determined to express her belief that this globally significant issue was too big for Year 5 girls to make any meaningful change.

Global Thinking Routines Facilitated Critical Thinking, Encouraged Rich Discussions and Cultivated Curiosity

Global thinking routines were included in the global competency learning program to provide a framework for thinking and discussion. At the inception of their use, observational data demonstrated little positive impact due to a lack of reciprocity between the girls. The girls tended to pose an idea without it being challenged or elaborated upon, demonstrating they were working in silos. In an interview, the girls

reflected on their hesitancy to share, with Girl F saying that she was “thinking about how to structure my own ideas before I was happy to comment on other people's ideas.”

Over time, observational data showed that the girls were more comfortable with the structure of these routines. This shift in comfort was noticeable during lessons. Initially, the girls would provide ideas about the topic without engaging purposefully with each other's ideas. At this stage, the girls also spent very little time recording their ideas. However, in time, the students were observed spending time in independent thought and recording their ideas before sharing their thinking and engaging in discussion whilst recording more ideas. The shift in confidence with the global thinking routines as a scaffold for critical thinking and collaborative discussion led to opportunities for nuanced thinking, generating a deeper understanding of topics and a curiosity to learn more. Girl A wrote, “the thinking routines helped me learn more about global issues because it helped me broaden my thinking and go into topics that I’ve never really touched base with before.”

It was evident that consistent use of the thinking routines provided a scaffold which cultivated curiosity and resulted in a progressively dynamic and louder classroom. Often multiple conversations would take place concurrently as ideas grew or were rebutted. Girl C believed her “perspective has changed after learning from [her] peers because they helped [her] think more deeply and know more about the topics [they] talked about”, while Girl H reflected that she “learned from the thinking routine lessons that no matter how sure you are, your opinions can change.”

Conclusions

Implementing a global competency learning program, which included opportunities for international peer connections and scaffolded learning with global thinking routines, unquestionably engaged Year 5 girls in global citizenship education. The data provided evidence that the girls developed their curiosity for global knowledge and willingness to participate in transformative global action. Throughout the program, the girls noticeably experienced stages of growth and change which contributed to their overall experience.

The girls remained highly engaged when collaborating with international peers, which created a positive learning environment. At the conclusion of the program, the girls provided comprehensive evidence

that international connections via e-classrooms was the main catalyst for the development of their curiosity for global knowledge. Global thinking routines then provided a scaffold that encouraged the girls to collaborate with each other to discuss perspectives, draw conclusions, and build knowledge. Additionally, data analysis showed that many girls found the enormity of being an advocate for change overwhelming and therefore they remained apprehensive about engaging with a participatory disposition. However, with time, the students came to discover that working as a collaborative could foster individual and collective strength to engage as participants in positive global change.

Perkins (2014) believes that “there’s a global trend toward cultivating critical and creative thinking, collaborative skills and dispositions, leadership, entrepreneurship, and related skills and dispositions that speak strongly to living and thriving in our era” (p. 2). For girls to thrive, we know that the global competency learning program provides lifeworthy learning, which will successfully develop the global competency skills and dispositions that girls require to be ethical global citizens.

It is important that opportunities for further research are recognised and considered. Outlined below are ideas for consideration.

Engagement: Observational and post-interview data revealed the girls were highly engaged in the global competency learning program, with many citing that they “really enjoyed” participating and asked if the program could “keep going next year.” Further research should be conducted to determine which components engaged and motivated the girls to participate in the program.

Self-efficacy: At the beginning of this program, the girls clearly felt overwhelmed with the prospect of “saving the world.” Courage was established through collaboration, however, there is an opportunity to undertake further research to understand how global citizenship education can promote, not impede, self-efficacy.

Curriculum alignment: There is scope to embed this program into curriculum lessons, and research should be conducted to define how this program can promote the acquisition of global competency skills at the same time as meeting curriculum outcomes.

Reflection

Being a part of the Global Action Research Collaborative (GARC) and undertaking this action research project was a lifeworthy learning experience which provided challenges and opportunities for personal and professional development. In many ways, the journey of self-discovery that the girls took during the global competency learning program was akin to my journey as a researcher. In particular, the feeling that on my own there was a huge mountain to climb. Thankfully, I was able to lean on the shoulders of inspirational women who supported my climb to the peak. Thank you to Dr. Carolyn Mak who so patiently guided me through this process with kind reflections and thoughtful wonderings. And to Ms Samantha Gooch who spent much time listening, reflecting and providing feedback whenever I needed assistance to see through the fog. I am also grateful to Ms Jane Danvers, Principal of Kambala and Mr Stuart Coppin, Deputy Head of School, Head of Junior School for their commitment to GARC and for providing me with the time and opportunity to participate.

As a primary school teacher, I have always been interested in ensuring our littlest learners have the opportunity to participate in the wider world. It is easy to consider a vast array of reasons why this is not possible. Perhaps age, suitability of content, isolation and time zones, and an increasingly crowded curriculum can mean that traditional methods of global citizenship education are not appropriate for young learners. However, in this rapidly changing world, now is the time to look past these challenges to new and exciting ways which ensure our girls participate in lifeworthy learning that develops their global competencies to be active and ethical global citizens.

References

- Australia Curriculum, Assessment and Reporting Authority (n.d.) *My School*.
<https://www.myschool.edu.au/school/43920>
- Akkari, A., & Maleq, K. (2019). Global citizenship: Buzzword or new instrument for educational change? *Europe's Journal of Psychology*, 15(2), 176–182. <https://doi.org/10.5964/ejop.v15i2.1999>
- Boni, A., & Calabuig, C. (2017). Education for global citizenship at universities: Potentialities of formal and informal learning spaces to foster cosmopolitanism. *Journal of Studies in International Education*, 21(1), 22-38. <https://doi.org/10.1177/1028315315602926>
- Boix Mansilla, V., & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world*. Council of Chief State School Officers: Edsteps Initiative and Asia Society Partnership for Global Learning (CCSSO), 21(3) https://www.education.ne.gov/wp-content/uploads/2017/07/Educating_for_Global_Competence.pdf
- Boix Mansilla, V., (n.d.). *Global Thinking: An ID-Global bundle to foster global thinking dispositions through global thinking routines*. Project Zero: Harvard Graduate School of Education.
https://pz.harvard.edu/sites/default/files/Global%20Thinking%20for%20ISV%202017%2006%2023_CreativeCommonsLicense.pdf
- Bruner, J. (1982). The language of education. *Social Research*, 49(4), 835–853.
<http://www.jstor.org/stable/40971219>
- Duffy, L. N., Stone, G. A., Townsend, J., & Cathey, J. (2020). Rethinking curriculum internationalization: Virtual exchange as a means to attaining global competencies, developing critical thinking, and experiencing transformative learning. *SCHOLE: A Journal of Leisure Studies and Recreation Education*, 37(1-2), 11-25. <https://doi.org/10.1080/1937156X.2020.1760749>
- Gay, G. (2010). *Culturally responsive teaching*. (2nd ed.). Teachers College Press.
- Harvard Graduate School of Education. (2022). *Project Zero's Thinking Routine Toolbox*.
<https://pz.harvard.edu/thinking-routines>

- Hughes, C. (2020). *Operationalising global citizenship education: The Universal Learning Programme*. International School of Geneva. DOI: 10.51186/journals/ed.2020.10-1.e370
- Mertler, C.A. (2020). *Action research: Improving schools and empowering educators* (6th ed.). Sage Publishing.
- Perkins, D. (2014). *Future wise: Educating our children for a changing world*. Jossey-Bass.
- Pokhrel, S., & Chhetri, R. (2021). A literature review on impact of Covid-19 pandemic on teaching and learning. *Higher Education for the Future*, 8(1), 133–141.
<https://doi.org/10.1177/2347631120983481>
- Shultz, L. (2007). Educating for global citizenship: Conflicting agendas and understandings. *The Alberta Journal of Educational Research*, 53(3), 248–258. <https://doi.org/10.11575/ajer.v53i3.55291>
- Tiven, M. B., Fuchs, E. R., Bazari, A., & Wilhelm, M. (2022). *Successfully educating tomorrow's global citizens: Teaching and evaluating global competency in e-classrooms*. Bloomberg Philanthropies and the Organisation for Economic Co-operation and Development.
<https://static1.squarespace.com/static/58bc9ce2d482e9728b969c2d/t/62fc082b04c1b35899a59d6b/1660684355848/Successfully+Educating+Tomorrow%27s+Global+Citizens.pdf>
- Torney, R., & Gleeson, J. (2012). The gendering of global citizenship: Findings from a large-scale quantitative study on global citizenship education experiences. *Gender and Education*, 24(6), 627–645. <https://doi.org/10.1080/09540253.2011.646960>
- United Nations. (n.d.). *Academic impact global citizenship*. <https://www.un.org/en/academic-impact/global-citizenship>
- United Nations Educational, Scientific and Cultural Organization. (2015). *Global citizenship education: Topics and learning and objectives*. <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>.
- United Nations Educational, Scientific and Cultural Organization. (2016). *Education 2030: Incheon Declaration and framework for action for the implementation of Sustainable Development Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*.
<https://unesdoc.unesco.org/ark:/48223/pf0000245656>

- Vygotsky, L. S. (1978). *Mind in society: Development of higher psychological processes* (M. Cole, V. Jolm-Steiner, S. Scribner, & E. Souberman, Eds.). Harvard University Press. <https://doi.org/10.2307/j.ctvjf9vz4>
- Witt, A. (2022). Postpandemic futures of global citizenship education for preservice teachers: Challenges and possibilities. *Prospects*, 1–14. <https://doi.org/10.1007/s11125-022-09599-5>