

Student's Acquisition of Global Education Perspectives in Social Studies

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ABSTRACT

The world is interdependent. The survival and well-being of a country is intimately related to its ability to deal effectively with other people and nations. With a host of international issues, global studies can be viewed as basic education. In this regard, the study aimed to determine how the promotion of global education in Social Studies impacts on students' acquisition of global perspectives in the public secondary schools in the DepEd Division of Batangas City. Three hundred fifty-four students participated in the investigation. Results of the study showed that promotion of global education is significantly related to students' acquisition of global perspectives. The teachers amply integrated global education in their lessons and that their students possessed global perspectives. Global education was regarded as an inherent and important component of the Social Studies curriculum. The discussion of world problems, issues and concerns enabled students to develop virtues of empathy, responsibility and civic mindedness making them global citizens beyond national boundary. The subject Social Studies sufficiently provided a setting for the students to develop global perspectives.

Keywords: social studies, public secondary school, global education, perspectives in high school curriculum, global perspectives

INTRODUCTION

The world is interdependent. The survival and well-being of a country is intimately related to its ability to deal effectively with other people and nations. With a host of international issues, global studies can be viewed as basic education that students must learn in their subject Social Studies. Global education, therefore, is not just a study of a group of international concerns such as global warming, education for all, women emancipation, and free trade but it promotes a change in the

way one sees the world – a fundamental change of collective world view. Global education prepares students for the preservation of a sustainable environment, for the promotion of universal basic education, for the eradication of discrimination of marginalized sectors of the society, and for participation in a competitive economic world (Steinberg & Kincheloe, 2010).

A multitude of international education organizations have emphasized that comprehensive global education must be made a priority in the schools of all nations. The United Nations Educational, Social, and Cultural Organization (UNESCO, 2006) underscored the need for all countries to incorporate such global education concepts as sustainability education, education for human rights, and intercultural and interfaith education into their school curricula. Similarly, the Organization for Economic Cooperation and Development (OECD, 2010) asserted that high levels of educational attainment and the ability to work effectively in a global context are the key indicators of a nation's potential for economic success in the future. Students' learning is not simply an understanding of each world issue but an awareness of the interconnections among these issues. Along with knowledge, the goals of global education is to increasingly emphasize values and attitudes. Its purpose is to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism and increasing interdependence. All of these pave the way toward the development of the students' global perspectives.

The best way to achieve a global perspective is through a learner-centered syllabus informed by the students' needs, their present understanding of global issues, and a clarification of their own values as espoused by OECD (2010). Values-oriented education seems best implemented by learner-centered pedagogy that encourages students to take responsibility for their learning, to learn cooperatively in pairs and small groups, and to make connections between the classroom lesson and their own lives. Students are encouraged to clarify and express their values, to think and speak critically about world issues, and to judge and synthesize other perspectives.

While integration of global perspectives should occur across the curriculum, infusing these aims into Social Studies has become particularly imperative. Social Studies is the primary subject through which young people develop their civic identity (Avery, 2004). In fact, the National Council for the Social Studies (NCSS, 2010) defined Social Studies as “the integrated study of the social sciences and humanities to promote civic competence.” In today’s world, civic competence requires the knowledge and dispositions embraced by global educators including a thorough understanding of world geography, national and international politics, and the historical foundations of the modern world; intrapersonal understanding, as well as intercultural and interpersonal skills (Rapoport, 2012).

The NCSS National Curriculum Standards of the United States (2010) stated that “Social Studies programs should include experiences that provide for the study of culture and cultural diversity” and that they “should include experiences that provide for the study of global connections and interdependence”. In fact, two of the ten Themes of Social Studies endorsed by the NCSS, culture and global connections, directly relate to the importance of global education in the Social Studies curricula. If students are to be successful in future global society, they will need to develop a truly global perspective. It is the responsibility of Social Studies educators to facilitate this growth through global education.

The researchers fully agree that Social Studies is the primary course wherein global education can be integrated. In conducting the current research, it will give teachers a deeper understanding of global education and how students can acquire global perspectives. The results of the investigation will likewise be of great help to others to be enlightened of the significance of acquiring personal global perspectives to enable them to be globally competitive in any field of specialization.

The current study is anchored on the Critical Theory, developed by a group of writers and researchers connected with the Institute of Social Research at the University of Frankfurt (Steinberg & Kincheloe, 2010). It is a moral construct designed to reduce human suffering in the world and it asserts that every individual is granted dignity regardless of his or her

location. Wood (2008) further explained that the Critical Theory provides a framework for understanding and analyzing power relationships in society. It asks questions about injustice, inequality, and oppression that highlight the power imbalances in all societies. Educators taking critical theory perspectives decide whether educational practices address social justice and empowerment for oppressed persons. It explores the context (historical, political, economic, etc.) in which education systems evolve and exist as a way of understanding the nature and depth of inequity.

In seeking to understand how education reforms fomented by globalization have affected their beneficiaries, especially students, it is important to establish how both globalization and education reform are examined. Kellner (2000) described the link between critical theory and globalization. A critical theory of globalization attempts to specify the interconnections and interdependencies between different levels such as the economic, political, cultural, and psychological as well as between different flows of products, ideas and information, people, and technology. It analyzes both how globalization creates forces of domination and resistance and seeks and promotes strategies of resistance to the oppressive and exploitative aspects of globalization. The intent of critical theorists is to understand and reveal inequities to be able to constructively change society to make it more equitable.

Kellner (2003) viewed a critical theory of education as conceiving what education could be, in how reforming education could help change society. The structures of education need to change dramatically to adjust to new global realities in the economy, technology, culture, etc. The reconstruction of education on the grounds that socio-economic, cultural, and the material conditions of everyday life and labor are changing is a reasonable response to the great transformations now underway. The author calls for a radical reconstruction and democratization of education. He asserts that critical pedagogy must engage the difficult issue of overcoming differences, understanding cultures very dissimilar from one's own and developing a more inclusive democracy that will incorporate marginalized groups and resolve conflicts between diverse groups and cultures.

In relation to the above-mentioned discussion, the researchers were able to conceptualize their study. The promotion of global studies in Social Studies subject is a medium by which students acquire global perspectives. The following figure shows their conceptual framework.

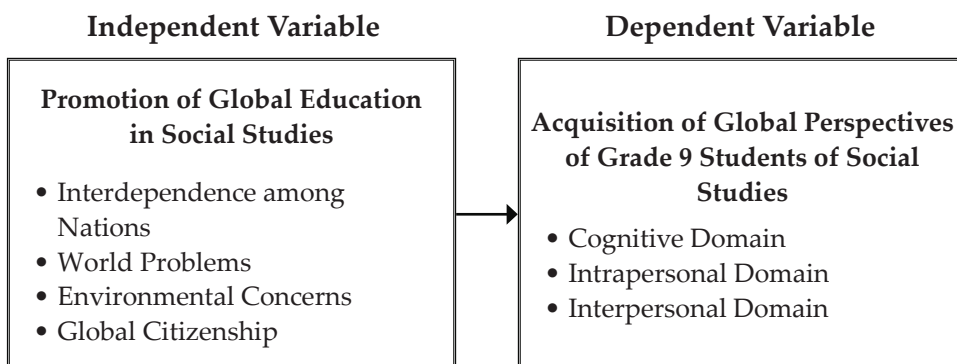


Figure 1. Paradigm of the Study

Figure 1 shows the paradigm of the study. The study intends to determine the relationship of global education to students' global perspectives. Thus, the researchers see the independent-dependent variable model as the proper diagrammatic representation of the conceptual framework of the study.

The independent variable is a set of aspects of global education in the teaching of Social Studies which include interdependence among nations, world problems, environmental concerns, and global citizenship. On the other hand, the dependent variable involves the students' acquisition of global perspectives along the dimensions of cognitive, intrapersonal and interpersonal domains.

This study focused on how the promotion of global education in the teaching of Social Studies is related to the students' acquisition of global perspectives in the public secondary schools in the Division of Batangas City during the academic year 2014-2015. Specifically, it sought answers to the following questions:

1. To what extent do Grade 9 students of public secondary schools observe the promotion of global education in the teaching of Social Studies in the Division of Batangas City in terms of interdependence among nations, world problems, environmental concerns, and global citizenship?
2. What is the level of agreement of the students on their acquisition of global perspectives in Social Studies along cognitive, intrapersonal, and interpersonal domains?
3. Is there a significant relationship in the promotion of global education and the students' acquisition of global perspectives in Social Studies?

METHODOLOGY

The descriptive method was deemed the most suitable design in establishing the relationship between global education and students' acquisition of global perspectives. Three-hundred fifty-four (354) Grade 9 students from nine public secondary schools in DepEd Division of Batangas City participated in the investigation. The main data-gathering instrument was a questionnaire in which indicators were based on the global education survey constructed by Poole (2014) and the Global Perspectives Inventory (GPI) of Braskamp, et al. (2013). The questionnaire was reworded to adapt it to the local setting with the assistance of several local education authorities. As to the statistical treatments, the simple mean and Pearson Product-Moment Correlation were utilized.

RESULTS AND DISCUSSIONS

Social Studies is an important component to make the basic education of the students complete. It is here that their understanding of Philippine society and the world gets deeper in the light of diversified cultures and traditions aside from different ways of looking at the issues that concern the very survival of the human race. Respect for diversity, and at the same time, promotion of global perspectives are given consideration so that people from different countries can live in peace and in prosperity.

The advent of globalization and modern technology further enhance communication and transportation paving the way to a more globalized living. As an all-embracing contemporary phenomenon, according to Tullao (2003), globalization has affected almost all aspects of human life. With greater interdependence among nations, groups and individuals, wealth has been enhanced through global trade and investment but at the price of exposing vulnerable sectors to systematic risks and uncertainties. As globalization tries to integrate the global village, it simultaneously breaks down traditional institutions. It has brought about unequal consequences that even the efficiency gains are being challenged by sectors that are hurt by the conduct of liberalization and deregulation of the economy. The negative effects of globalization, not only on the productive sectors of the economy but also on environment, health, education and society as a whole, can no longer be ignored. This is one of the concerns global education is tackling in school.

In view of all of these, the researchers deem it proper to determine the extent global education is being promoted in Social Studies, and consequently, to establish its relationship, if there is any, to the students' acquisition of global perspectives.

Promotion of Global Education in Social Studies

Global education, according to NCSS (2005), has as its main goal to "develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence". It is based on the belief that due to increasing technology, worldwide environmental and political concerns, and the emergence of many international organizations and businesses, the supremacy of national interests decline, and a universal, transnational culture come to prominence. While learning about other countries, languages, and cultures is certainly a part of global education, it is not sufficient, as students must also gain an awareness of how separate countries interact in the world and create a sort of new transnational society.

Gaudelli (2003) defined global education as a curriculum that seeks to prepare students to live in a progressively interconnected world where the study of human values, institutions, and behaviors are contextually examined through a pedagogical style that promotes critical engagement of complex, diverse information toward socially meaningful action. In this regard, the first objective of the study concerns the extent global education is promoted in Social Studies classrooms. Results of such inquiry are presented in the following table.

Table 1
 Observance of Promotion of Global Education
 In Social Studies

COMPONENTS	Mean Assessment	Verbal Interpretation
Interdependence Among Nations	3.81	Observed
World Problems	3.82	Observed
Environmental Concerns	4.02	Observed
Global Citizenship	3.97	Observed
Overall Assessment	3.91	Observed

Legend: 4.50 – 5.00, Highly Observed (HO); 3.50 – 4.49, Observed (O); 2.50 – 3.49, Moderately Observed (MO); 1.50 – 2.49, Slightly Observed (SO); 1.00 – 1.49, Not Observed (NO)

Table 1 shows the essential components of a global education. Interdependence among nations is one of the topics promoting global education. In general, teaching students of interdependence among nations is observed in Social Studies classrooms as can be gleaned from an assessment rating of 3.81. Social Studies serves as a venue for the students to learn the need for countries to work together in order to maintain world peace and keep their economies in a healthy condition. The students are taught that world peace can be attained if disputing countries will be willing to sit down and have a meaningful dialogue where disagreements can be threshed out and given lasting solution. In the subject, international agencies like the United Nations are identified which facilitate such dialogues. Furthermore, students learned that any country can benefit

from engaging in international trade with other countries inasmuch as these create jobs and generate profits among local industries.

In a globalized world, according to Malaya and Mendoza-Oblena (2010), nation-states are aptly described as independent within their respective borders but interdependent outside. The benefits of interaction and cooperation with other countries are generally beyond dispute. The same view was held by Carano (2013) when he stated that upon entering the twenty-first century, the world is becoming increasingly interconnected creating a need for a global education. Global education is a movement whose supporters advocate an education reflecting the push towards globalization by providing students with information necessary to live and thrive in an increasingly interconnected world system. Interdependence among nations is the need for countries to stay connected with one another in order that world peace and prosperity are maintained.

Global education has become an area of urgent need in the curriculum of all nations as technological advances and population shifts have changed the nature of the modern world. While many definitions of global education exist, Poole (2014) observed that most global education researchers would agree that the primary purpose of global education is to develop within students the skills and dispositions necessary to live and work successfully in a globally-interconnected world. Furthermore, Merryfield (2012) stated that everybody is all linked to people around the world, through economics, politics, culture, the environment, and technology; and that everybody's actions may have international effects.

Meanwhile, no other time in the history of mankind were problems confronting the world as complex as it is now. It follows that promotion of global education will not be complete without the discussion of its second component – world problems. Opening the eyes of the students on world problems in Social Studies is observed as can be deduced from an assessment rating of 3.82 (see Table 1). Students are taught to empathize for others' misfortunes and be responsible enough to get active involvement in finding solutions to world problems. They learn that, because of globalization, problems of other countries can become the problem of the country. These include epidemics like AIDS and ebola virus, terrorism,

human trafficking, and racism, to name a few. No country can evade these problems because of the fast and modern transportation that makes it easy for people to travel from one country to another. Thus, the students get the chance to fully understand the extent of the problems and are encouraged to assume responsibility to do everything possible to get people and governments to work on a solution.

World problems are difficulties and dilemmas the world is facing that basically infringe on basic rights of people and endanger lives and properties of different nations. Pike & Selby (2000) suggested the inclusion of major world problems and their solutions in global education. They are inequality/equality, injustice/justice, conflict/peace, environmental damage/care, and alienation/participation. Awareness of these problems encourage students to contribute to their solutions.

With an assessment rating of 4.02, promotion of global education in Social Studies in terms of environmental concerns (3rd component) is observed. This indicates that awareness on environmental sustainability is a concern that Social Studies inculcates to students. The teachers taught them to take personal responsibility of taking good care of the environment and contribute to its conservation and further development. Environmental concerns are problems created by man's wanton disregard of the environment and ecological system that create natural calamities and disasters. Thus, the students are made aware that unless people learn to act against destruction of the environment, phenomena such as global warming, el niño / la niña, red tide, and storm surge will continue to haunt the people.

Global citizenship, as the last component of global education, defines persons who place their identity with a planetary human community that is interdependent and whole. In Social Studies classrooms, promotion of global education in terms of inculcating global citizenship among students is observed as indicated by an assessment rating of 3.97. In this regard, the students are able to identify themselves as citizens of the world who are caring and responsible for the welfare of others that goes beyond national borders. They learn that to be a global citizen, they have to fully utilize the latest technology to interact with other people. Modern communication

makes it easy for people located in different parts of the globe to get interconnected. Students are taught to be tolerant and respectful of human diversity – respect for different views and perspectives for as long as they are not violating the rights of others.

In this regard, Myers (2006) suggested three primary themes that should be considered in school curricula for a global citizenship education. The first one is international human rights. He contends that this should be the foundation for learning about globalization. The second theme is the reconciliation of the universal and the local. This topic recognizes a global interdependence and focuses on the complex relationships between local and global events. The final theme is political action beyond the nation-state. The goal of this dimension is to explore ways that globalization is changing politics and how the individual can work towards having an impact in improving the world, especially regarding issues that his or her government and other organizations are ignoring.

The goal of Social Studies education has long been committed to preparing citizens for participation in a democratic society. According to a position statement prepared by the NCSS Task Force on Revitalizing Citizenship Education (NCSS, 2001), citizenship education is as important today as at any other time in history. Citizens in the twenty-first century must be prepared to deal with rapid change, complex local, national, and global issues, cultural and religious conflicts, and the increasing interdependence of nations in a global economy. The field of Social Studies is rooted primarily in the academic disciplines of history, geography, civics, political science, and economics. Over the course of a century, Social Studies educators have adapted and responded to political, social, and economic changes. They inherit unique challenges in today's increasingly globalized world. In this context, it becomes a necessity that global education be a part of Social Studies curriculum.

Students' Acquisition of Global Perspectives in Social Studies

Global perspectives, according to Engberg & Fox (2011), refers to the acquisition of knowledge, attitudes, and skills important to intercultural communication and the development of more complex processes, identities,

and interpersonal development. It is a way of understanding the world based on a number of facets including multiple viewpoints, knowledge of global dynamics, interconnected nature of things, realities of human choice, and the implications of those choices.

Poole & Russel (2013) explained that the first step to promoting global perspectives in the classroom is to ensure that the teachers entrusted with those classrooms have to develop their own global perspectives. According to Turner, Russel & Waters (2012), it is crucial that teachers not only value Social Studies as a discipline, but also that they value the promotion of global perspectives in their students. Furthermore, Miliziano (2009) suggested that education is by far the most hopeful and promising endeavour of the human race. There is nothing more critical than understanding what teachers do every day as they prepare generations to become knowledgeable, empowered, empathetic, compassionate and peace-loving citizens of the world.

Within the above-mentioned premises, the study focused its effort to determine how the students acquire global perspectives in Social Studies. The following table shows the results.

Table 2
Students' Level of Agreement on their Acquisition
of Global Perspectives in Social Studies

DOMAINS	General Assessment	Verbal Interpretation
Cognitive Domain	4.02	Agree
Intrapersonal Domain	4.22	Agree
Interpersonal Domain	4.16	Agree
Overall Assessment	4.13	Agree

Legend: 4.50 – 5.00, Strongly Agree (SA); 3.50 – 4.49, Agree (A); 2.50 – 3.49, Neither Agree Nor Disagree (N); 1.50 – 2.49, Disagree (D); 1.00 – 1.49, Strongly Disagree (SD)

Table 2 shows the students' agreement on their acquisition of global perspectives in terms of cognitive domain. Braskamp et al. (2013) explained that the cognitive domain that the students acquire relates to the knowledge and understandings one has about the world, what knowledge

one judges to be important, and the way in which knowledge is gained. The said domain focuses on the way participants approach thinking & knowing and on the actual knowledge that participants have acquired about the world. In general, the students agree that they acquire the cognitive domain of global perspectives in Social Studies as can be gauged from a general assessment rating of 4.02. This implies that students' acquisition of knowledge in global perspectives enable them to develop their ability to work effectively in a global context. They are made to understand the different views of different people of diverse nationalities in different global issues and concerns that explain their expected reactions and apprehensions on these matters. They get to know various cultures of the world that enlighten them of their values, beliefs, symbols, and language. And when making conclusions out of studying global disputes, the students take into account different points of view enabling them to offer judicious solutions.

Meanwhile, the intrapersonal domain, according to Braskamp et al. (2013), focuses on one's personal values and self-image. It measures the participants' knowledge about themselves and their unique identity & purpose in life. It also measures participants' level of respect for and acceptance of cultural differences.

Taken as a whole, the students are able to acquire the intrapersonal domain of global perspectives in Social Studies as can be deduced from a general assessment rating of 4.22. This implies that global perspectives enable the students to fully know oneself paving the way in developing self-confidence and tolerance for different points of views. The students acquire the inner strength to hold on to their principles and philosophy in life in their day-to-day interaction with other people. They are sure of their values, beliefs and identity in the midst of diverse religious, political and cultural perspectives while respecting the points of view of others.

Finally, Braskamp et al. (2013) defined the interpersonal domain as measures of one's ability and comfort in relating to others, and acceptance of cultural differences. It measures participants' feelings of concern for members of other cultural groups, and the participants' degree of interaction with members of other cultural groups.

In general, Social Studies enables the students to acquire the interpersonal domain of global perspectives as can be seen from a general assessment rating of 4.16. Students were able to develop their civic-mindedness, that is, to serve and work for the general welfare of society. They get to appreciate interacting with people of different cultures and be accommodating of people who live differently. They also learn that it is a good idea to work with other nationalities in a global workforce. They look for the time in the future they can travel abroad, work or live there.

In relation to this, Social Studies, according to Avery (2004), is the primary subject through which young people develop their civic identity. The National Council for the Social Studies (NCSS, 2010) defined Social Studies as “the integrated study of the Social Sciences and Humanities to promote civic competence.” Civic competence requires the knowledge and dispositions embraced by global educators including a thorough understanding of world geography, national and international politics, and intercultural and interpersonal skills (Rapoport, 2012). The Organization for Economic Cooperation and Development [OECD] (2010) asserted that high levels of global perspectives are the key indicators of a nation’s potential for economic success in the future. Students’ learning is not simply an understanding of each world issue but an awareness of the interconnections among these issues.

Relationship of Global Education and Global Perspectives

The last concern of the study is to establish relationship, if there is any, between promotion of global education and students’ acquisition of global perspectives in their subject Social Studies. Results of analyses done are presented in the table below.

Table 3
Correlation of Promotion of Global Education and Students'
Acquisition of Global Perspectives

GLOBAL EDUCATION		GLOBAL PERSPECTIVES			
		Cognitive Domain	Intrapersonal Domain	Interpersonal Domain	Overall Acquisition of Global Perspectives
Interdependence Among Nations	Pearson r	.556*	.370*	.377*	.441*
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	Corr Lev	High Positive	Small Positive	Small Positive	Small Positive
World Problems	Pearson r	.548*	.444*	.411*	.490*
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	Corr Lev	High Positive	Small Positive	Small Positive	Small Positive
Environmental Concerns	Pearson r	.579*	.379*	.422*	.447*
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	Corr Lev	High Positive	Small Positive	Small Positive	Small Positive
Global Citizenship	Pearson r	.561*	.467*	.443*	.484*
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	Corr Lev	High Positive	Small Positive	Small Positive	Small Positive
Overall Global Education Promotion	Pearson r	.628*	.474*	.469*	.512*
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	Corr Lev	High Positive	Small Positive	Small Positive	High Positive

* Correlation is significant at 0.05 level (2-tailed)

Table 3 shows that all analyses generated probability values which are all less than the level of significance equal to 0.05. In general the promotion of global education in Social Studies is significantly related to the students' acquisition of global perspectives. This implies that the more global education is promoted, such as by increased discussions on world problems, issues and concerns in Social Studies, the more likely students develop their global perspectives which include developing the virtue of empathy, responsibility and civic mindedness, making them global citizens beyond national boundaries and territories.

The importance of global education, according to Poole & Russell (2013), cannot be overstated in modern society. In order to be successful and live happily in the world, today's young people must develop the skills, knowledge, and attitudes required to interact with people and countries around the globe.

To realize promotion of global education and global perspectives in Social Studies classrooms, the teachers should have sufficient preparation and training. Miliziano (2009) explained that understanding the experiences of teachers who elect to participate in globally oriented programs is vital in preparing Social Studies teachers. Teacher preparation and in-service training need to be responsive to the need to develop an emerging cadre of teachers who are becoming increasingly aware of the need to infuse global perspectives into the Social Studies curriculum. Professional standards have long called for Social Studies teaching for global citizenship. Furthermore, economic and political stakeholders call for Social Studies curriculum to include global perspectives, and prospective teachers and pre-service teachers demonstrate increasing global mindedness and awareness of the need to provide their students with knowledge about the world from a global perspective.

CONCLUSIONS

The following are the conclusions drawn by the researchers based on the findings of the study:

1. Global education is an inherent and important part of the Social Studies curriculum. Interdependence among nations is sufficiently discussed. It facilitates the development of students' skills and dispositions necessary to live and work successfully in a globally-interconnected world. They are taught to empathize for other's misfortunes. Personal responsibility of caring for the environment and contributing to its conservation and sustainability are inculcated among them. They are also imparted with the virtue of identifying themselves as citizens of the world who are caring and responsible for the welfare of others that goes beyond national borders.

2. Social Studies sufficiently provides a setting to develop global perspectives among students. Their acquisition of global perspectives enable them to develop their ability to work effectively in a global context; assist them to fully know oneself paving the way in developing self-confidence and tolerance for different points of views; and support them to develop their civic-mindedness to serve and work for the general welfare of the society.

3. Promotion of global education in Social Studies impacts on students' acquisition of global perspectives. That is, the more global education is advocated focusing on world problems, issues and concerns, the more likely students develop the virtue of empathy, responsibility and civic mindedness making them global citizens beyond national boundaries and territories

RECOMMENDATIONS

In the light of the aforecited findings and conclusions of the study, the researchers hereby recommend the following:

Global education should be given adequate time for discussion in Social Studies. The students may engage in different global education-related activities such as newspaper reading on world issues and conflicts; internet researches on history, culture and tradition of different people; and conducting studies on societal problems. Make the lesson more attractive with the use of modern education technologies like slides presentation in depicting the colorful cultures and traditions of the world, videos that show the realities of events happening in different countries, and even movies that dwell on the plights of the underprivileged and deprived people of different countries.

To be successful in this world, today's young people must develop the skills, knowledge, and attitudes required to interact with people of different nationalities. However, the first step to promoting global perspectives in the classroom is to ensure that the teachers have developed their own global perspectives. They could embark on personal readings of books, journals and internet articles that deliberate on the said topic. They may also attend seminars and public talk on these matters.

Furthermore, students may developed global perspectives by allowing them to experience actual exposure in the economically marginalized and informal settlers' ways of living; conducting surveys on the points of views of the different sectors on issues of national and international concerns; performing debates tackling controversial topics that divide the society; and conducting fora with invited panelists where they can ask questions and clarifications on issues that headline the newspapers. Encourage the students to get actively involved in civic and socially relevant activities. Essays and verbal reasoning in tests further hone the students' global perspectives. Moreover, requesting students to provide solutions to world problems will surely enhance their skills in problem solving and critical thinking.

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