

THE INTEGRATION OF GLOBAL CITIZENSHIP EDUCATION IN CLASSROOMS AND THE ASSESSMENT OF ITS THREE DOMAINS: A STATE-OF-THE-ART REVIEW

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Rizvika Rahmita Salim*, **Gyöngyvér Molnár****

**University of Szeged, Doctoral School of Education,*

***University of Szeged, Institute of Education; MTA-SZTE Digital Learning Technologies
Research Group*

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The increase in global problems creates an urgency in the need for global collective actions (United Nations, 2019). The idea of bringing people together led to the emergence of an initiative by the United Nations Educational, Scientific and Cultural Organization (UNESCO), namely, Global Citizenship Education (GCED). This initiative enforces the development of awareness for learners around the globe that we are all global citizens. This paper reviews the development of the integration of GCED in classrooms around the world and investigates the existing assessments used to assess the learning outcomes of its three domains, namely, the cognitive domain, the socio-emotional domain, and the behavioural domain. The aim is to provide an up-to-date picture of the recent development of the integration of GCED, emerging trends, and gaps for future studies in GCED. The study is a systematic review on selected articles (N = 82) from the SCOPUS database, analyzing (1) contents involving studies on the integration of GCED in classrooms, (2) reports of GCED assessments from UNESCO report documents, and (3) the GCED Clearing House reports, known as the database for reports on GCED practices around the world (UNESCO APCEIU, 2015). The results show that the integration of GCED in classrooms is implemented around the world but there are still some regions and countries with few studies on this topic. In addition, as the integration of GCED in all subjects is encouraged by the UNESCO, studies on the integration of GCED in language and literature related subjects are few compared to other subjects. Furthermore, there exists no global assessment tool to assess the learning outcomes of the three domains of GCED: cognitive, socio-emotional, and behavioural. It is then encouraged for individuals, groups, and country representatives to submit proposals on creating a new assessment framework for a more comprehensive and fruitful assessment on the learning and teaching process of GCED. As for the educational implication, the findings of this research can present solutions to several issues in the global citizenship education realm, such as future research that can be conducted relating to GCED and GCED assessments that can be developed in the future.

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