Assessment of global citizenship education: The case of the Southeast Asia Primary Learning Metric (SEA-PLM)

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Global Citizenship in Southeast Asia

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• Defining Global Citizenship
• What is Global Citizenship Education?
• How is it included in curricula of Southeast Asian countries?
• Positive features and challenges
• Questions
Appreciate and value differences
Use second or third languages
Appreciate history, geography, and current global issues
Act to make a difference
A Global citizen:

• Is aware of the wider world and has a sense of their own role as a world citizen.
• Respects and values diversity.
• Has an understanding of how the world works.
• Is passionately committed to social justice.
• Participates in the community at a range of levels, from the local to the global.
• Works with others to make the world a more equitable and sustainable place.
• Takes responsibility for their actions.
UNESCO Global Citizenship Education
Topics and Learning Objectives (2015)

• Domains of Learning
  Cognitive, Socio-emotional, Behavioural
• Key Learning Outcomes
• Key Learner Attributes
• Topics
• Learning Objectives by Age/Education Level
ACER: International Civic and Citizenship Education Study (ICCS)

- Extends IEA studies such as CIVED in 1999
- Based on ACER ICCS 2009 study centre
- Ongoing ACER ICCS 2016 study
Key Concepts: Citizenship Issues

- Interconnectedness
- Globalisation
- Government
- Citizenship
- Justice
- Human rights
- Environmental sustainability
- Sustainable development
- Rule of law
- Democracy
- Transparency
- Critical thinking
Key Concepts: Citizenship Identity

• Identity
• Diversity
• Culture
• Society
Key Concepts: Citizenship

Engagement

- Participation
- Engagement
- Ethical
- Collective action
Global citizens appreciate and understand the interconnectedness of all life on the planet. They act and relate to others with this understanding to make the world a more peaceful, just, safe and sustainable place.
What is Global Citizenship Education?

The term is used to situate global citizenship in educational contexts and to describe the attributes it aims to foster related to:

• Knowledge
• Attitudes and values
• Behaviours and skills
Global Citizenship Assessment Framework

Southeast Asia Primary Learning Metrics

• ASEAN Values

• Curriculum-referenced

• Assessment Framework
Global citizenship in the curriculum

• ACER created a framework to review the curricula of Southeast Asian nations, and

• Reviewed curricula in 9 countries
Global citizenship in the curriculum

• Located global citizenship content concepts
• Collected evidence – vision, values, principles, goals, aims, objectives, outcomes
• Identified concepts and content
• Identified 3 measurement domains

  Knowledge
  Attitudes and values
  Behaviors and skills
Global citizenship in the curriculum

We found:

1. Global citizenship concepts and content found in ALL curricula,

2. Most frequently located in curriculum or subject aims and objectives,

3. Included all three measurement domains,

4. But not translated into content/topic learning outcomes.
Some Positive Examples

Brunei: What is social studies? “The content includes...an understanding of global issues as we see happening around the world, and how these events affect our students’ views on world.”

Indonesia: Globalisation, three measurement domains, across numerous learning areas, many key concepts, at the level of learning area

Laos: Characteristics of a good world citizen, design and implement a plan to improve oneself as a leader/manager
From Construct to Measures

Potential Topics to Address

• Climate change, natural disasters
• Conflict, war, and peace
• Justice, fairness, equity
• Historical events and geography

Must be sensitive to national interpretations and possible bias.
Examples of Possible Response Formats: Frequency

How often do you …

discuss ..........

participate in ......

see people do ........

take actions to ..........

Every Day    Sometimes    Never
Examples of Possible Response Formats: Agreement

How much do you agree with the following statements?

People could …..
Governments should …..
My country is …..

Strongly Agree  Agree  Disagree  Strongly Disagree
Examples of Possible Response Formats: Judgments

Do you think the following actions are good or bad for a society?

Everyone ........
The government ........
Religious minorities ........

Good For Society    Does Not Matter    Bad For Society
Examples of Possible Response Formats: Importance

How important is it for you to learn about:
- Other countries
- Other languages
- Other religions

Very Important | Quite Important | Not Very Important | Not At All Important
Measures of Global Citizenship

• Must be acceptable to policymakers
• Must be appropriate for Grade 5 students
• Must be engaging and comprehensible
• Must be valid and reliable
Persistent Challenges

Defining and identifying knowledge, values, and practices of good citizens

• Are the values ASEAN? Western? Global? Liberal?

• Do the values translate into actions?

• Are the concepts, values, and practices appropriate for Grade 5 students?
Persistent Challenges

Teachers

• Do they have content knowledge about global citizenship?
• Do they know how to teach it?
• Can they embed citizenship education into daily instruction?
Persistent Challenges

Resources

• Do curricula and textbooks include content about citizenship?
• Do schools have ICT resources to help teach it?
• Is there whole school participation?
• Is it inclusive for all students?
Persistent Challenges

Multiple Dimensions of Measures

- Do the measures cover knowledge, attitudes, and actions?
- Are the measures resistant to faking?
- Does good knowledge lead to positive values and actions?
Thank you! Questions?

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