



Sosyal Bilgiler Öğretmen Eğitiminde Küresel Okuryazarlık: Paydaşların Programa Yönelik İhtiyaçlarının Değerlendirilmesi¹

Evaluating Stakeholders Curricular Needs: Global Literacy in Social Studies Teacher Education¹

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ÖZ: Bu çalışma, Sosyal Bilgiler Öğretmenliği Lisans Programı alan eğitimi seçmeli dersi olan Küreselleşme ve Toplum dersi programını değerlendirmeyi amaçlamaktadır. Çalışmada dersin, program paydaşlarının konuya ilişkin eğitimsel ihtiyaçlarını ne ölçüde karşıladığı belirlenmeye çalışılmıştır. Bu amaçla, Küreselleşme ve Toplum dersi programının paydaşların girdiler, işlemler ve çıktılar boyutlarındaki ihtiyaçlarını karşılama durumu ortaya koyulmuştur. Program tek bir durum olarak değerlendirildiği için araştırma tasarımı bütüncül tek durum çalışması tasarımı olarak ele alınmıştır. Ayrıca program değerlendirme sürecinde Stake tarafından literatüre kazandırılan İhtiyaca Cevap Verici Değerlendirme Modeli kullanılmıştır. Sosyal bilgiler öğretmenleri, öğretmen adayları, dersi yürüten öğretim elemanları ve program uzmanı gibi paydaşlar ile yapılandırılmış ve yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Araştırma bulguları, programın paydaşlarının dersin hedeflerine ve içeriklerine ilişkin farklı bakış açılarına ve beklentilere sahip olduğunu göstermektedir. Ancak, bu hedef ve içerikler öğretmen eğitimi ve sosyal bilgiler öğretimine tam olarak ilişkilendirilememiştir. Bu durum sosyal bilgiler öğretiminde küreselleşmenin etkin bir şekilde işlenmediğinin bir göstergesi olabilir. Araştırma sonucunda programla ilgili sorunların çözümünde faydalı olacağına inandığımız bazı öneriler sunulmuştur. Programın hedef ve içerikleri, belirlenen ihtiyaçlara yönelik olmalıdır. Ders, küreselleşmenin toplumu etkilediği boyutları içermelidir. Dolayısıyla bu ders, küresel bir dünyada bireylerin sahip olması gereken bilgi, beceri ve değerleri kazanmayı amaçlamalıdır.

Anahtar sözcükler: Küreselleşme, toplum, program, öğretmen eğitimi, sosyal bilgiler

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ABSTRACT: This study aims to evaluate the curriculum of the Globalization and Society course under the Social Studies Teacher Education Program. We attempted to determine the educational needs of the various curriculum stakeholders and the extent to which the relevant course met these needs. For this purpose, we aimed to reveal how effectively the globalization and society curriculum addresses stakeholders' needs regarding antecedents, transactions, and outcomes. We chose the research design (singular case study) because we evaluated the curriculum as a single case. We also used Stake's Responsive Evaluation Model during the curriculum evaluation process. We conducted structured and semi-structured interviews with curriculum stakeholders such as social studies teachers, pre-service teachers, course instructors, and a curriculum expert. The findings indicate that curriculum stakeholders have different perspectives and expectations regarding the course's objectives and contents. However, these objectives and contents needed to be better integrated into teacher education and social studies teaching. This case may indicate that social studies teaching handles globalization in a limited way

. Some suggestions that we believe to be useful in solving problems related to the curriculum: The objectives and contents of the curriculum should be directed at the identified needs. The course should include the dimensions in which globalization affects society. Therefore, this course should aim to acquire the knowledge, skills, and values individuals should have in a global world.

Keywords: Globalization, society, curriculum, teacher education, social studies

1. INTRODUCTION

20th-century global society has faced dramatic changes, such as the decline of the peasantry, the rise of cities, the enrichment of communication opportunities, the increase in literacy, and the improvement of women's status (Hobsbawn, 2008). The 21st century has taken the shift further. Technological developments, the downturn in transportation and communication costs, as well as the acceleration of information transfer, and the increase in commercial integration between countries radically change the way of life (Tomlinson, 2013). Not all scholars advocate the direction that global society has taken. There is also an approach that takes a skeptical attitude toward globalization (Giddens, 2006). However, anti-globalization is also a global movement (Ritzer, 2011). To progress the anti-globalization movement, we should have a global perspective and establish connections with various societies and cultures. Globalization is the increase or intensification of the state of connectivity (Tomlinson, 2013).

Since globalization touches upon the lives of each person on earth because it is economical and political, changing our natural environment and our link with and perspective about people. Relations across the globe intensify to the extent that it affects events and local processes many kilometers away. No matter where one lives, globalization can displace the regional characteristics of life (Haviland et al., 2008). This makes it essential to be knowledgeable about globalization and act accordingly. Albeit all the advancement and progress across the globe, the world faces serious threats such as acid rain, toxic wastes, natural diversity, social justice, inequality, war, terrorism, and political problems (UN, 2018). Therefore, schools should take action to provide students with a global perspective.

As Kirkwood (2001) states, a student who starts school today will face a very different world when s/he graduates from high school. In this world, s/he will need to communicate with people who differ significantly from him/her in terms of ethnicity, race, gender, language, culture, and socio-economic status. Therefore, as Kirkwood points out, we expect students to develop a global sense of belonging and their local, regional, and national belongings. A global sense of belonging involves identifying as a member of a global community (Giddens, 2006). People increasingly understand that social responsibility does not stop at national borders but goes beyond them. Therefore, people should be knowledgeable about injustice incidents or disasters and take a stand.

Globalization is taught in three different approaches in educational environments. These are international business education, international studies, and global education (Myers, 2006). We adopted the global education approach in this paper for operationalizing globalization. Global education literature sheds light on the knowledge, skills, and values that individuals should have in the context of the current and future situation of the world (Ukpodoku, 1999; Hanvey, 1976; Merryfield & Kasai, 2004; Kirkwood, 2001; Pike, 2000; Pike & Selby, 1988; King & Thorpe, 2012).

We have known the necessity of a global perspective in social studies teaching for roughly the last 60 years (Alger & Harf, 1986; Anderson, 1979; Becker, 1979; Gaudelli, 2013; Hanvey, 1976). The belief Mitsakos expressed in the final sentences of the Family of Man project serves as the foundation for this approach. "A carefully designed primary grade social studies curriculum with a strong global education dimension can have a significant effect on the understanding that children develop of other nations and other people" (Mitsakos, 1978, p.12).

The global education framework introduced in the 1970s primarily determined the general principles of the approach. In one of the most cited studies, Hanvey (2004) suggested that individuals should have five fundamental dispositions: Perspective Consciousness, State of the Planet Awareness, Cross-Cultural Awareness, Knowledge of Global Dynamics, and Awareness of Human Choices. Similarly, in 1982, the National Council for Social Studies (NCSS) envisioned the global education

approach. Accordingly, individuals should know the global, national, and local links and develop knowledge, skills, and attitudes regarding these facets' social, cultural, and ecological ties. This approach includes themes of prejudice reduction, interdependence, and dependency (Merryfield, 1998).

1.1. Literature Review

Two main criticisms are of interest to global education scholars. Complaints are directed at the importance and goals of global education. Global education is a realistic approach that evaluates the state of the world in the context of the past, present, and future and draws attention to individual and social responsibilities. However, the stakeholders limitedly consider necessary the nature of the approach. One example of that is the perception of global issues. Global issues can be perceived by students and teachers as disconnected from daily life, distant and irrelevant (Gaudelli, 2013). The main problem here may be the misperception of global education as international content added to social studies (Davies & Reid, 2005). However, global education is not only about content. It should be one of the main elements of social studies. Otherwise, the power of social studies teaching may decrease (Myers, 2006). As a result, it has been claimed that the fields of study, such as global education and teachers or global education and teacher education, are given limited attention (Ukpokudu, 2010). Hahn (2020) made a remarkable observation on the subject in his research, examining the position of immigrants in the classroom in four different countries. Although global advances are widespread and influential, teaching-related subjects are still taught traditionally. According to this research, teachers did not bring their perspective and importance to the agenda "unless it was necessary", even when there were immigrant students in the classroom. Teachers' caring attitudes and perspectives indicate that the global education literature needs to be more sensitive to teacher needs. This case is not a new argument. Merryfield (1992) also brought up the situation regarding teacher needs in the study's conclusion. Teachers requested more information on global education, referring to the need for teacher education to respond more to needs. We understand that similar findings still exist. For example, the fact that teachers see global education or globalization as a threat to national interests (Günel, 2016; Myers, 2006; Gaudelli, 2003) indicates the need for global education.

We should allow global education to add international content to current teaching (Davies & Reid, 2005). It should indicate how global developments affect individuals (Gaudelli, 2013). Various researchers suggest that global education goals are addressed at a limited level in teacher education (Ukpokudu, 2010; Myers, 2006). Accordingly, concepts such as social and economic inequalities or human rights have been neglected in the global education literature (Myers, 2006). In contexts outside of North America, what needs global education meets and how it relates to daily life are discussed in a limited way. Gaudelli (2013) suggested that the international information approach should be left aside. Instead, he said that the individual should examine the relationship of the global situation with daily life and acquire knowledge, skills, and values related to this. Accordingly, pre-service teachers should consider education and training in global citizenship and should be able to interpret developments affecting children, families, and societies from a global perspective (Goodwin, 2020). Therefore, pre-service teachers and teachers should reduce traditional limitations by bringing global issues to the classroom environment with examples from different countries (Dabach & Fones, 2016). Teachers should avoid limiting citizenship education and provide a global perspective (Kim, 2021).

Despite its crucial goals, the relevant literature indicates that global education receives limited attention. Minimal studies on this subject examine examples outside of North America and Europe. In addition, the indifference faced by global education may cause the global dimension of social studies teaching to be neglected. Studies examine how global education courses' objectives, scope, and contents

can contribute to overcoming this limitation. It is understood from the literature (Merryfield, 1992; Goodwin, 2020; Dabach & Fones, 2016; Kim, 2021; Davies & Reid, 2005; Gaudelli, 2013; Ukpokudu, 2010) that it would be more functional to examine undergraduate courses related to global education through a method that reveals the needs of stakeholders.

Today, revealing the quality of the curricula is possible by determining the responsiveness of these stakeholder needs (Stake, 2011). One of the most valuable and reliable ways to do this is to conduct formal curriculum evaluation studies. It is because they define curriculum evaluation as revealing the effectiveness and efficiency of the curricula developed in the light of scientific developments through scientific and formal methods and deciding about the curriculum (Fitzpatrick, Sanders, & Worthen, 2011; Mertens & Wilson, 2019; Stufflebeam & Coryn, 2014). However, what the researchers expressed here is not just a description or decision about the level of achievement of the curriculum's objectives. Today, curriculum evaluation studies go far beyond determining the extent to which the students have achieved the objectives of the curriculum. The researchers focus curriculum evaluation on the extent to which the curricula met specific standards rather than objectives (Joint Committee on Standards for Educational Evaluation-JCSEE, 2018). On the other hand, these standards emphasize uncovering the requirements of all curriculum stakeholders and managing curricula through participant-oriented procedures (Fitzpatrick et al., 2011; Yüksel & Sağlam, 2014). In this respect, today's curriculum evaluation approach is also suitable for the spirit of globalization because of the importance it attaches to participation.

1.2. Turkish Social Studies Context and Global Education

Social studies teaching is a secondary school course given in the 4th-7th grades in Turkey (Ministry of National Education-MNE, 2018). Including the concept of globalization in social studies teaching is a relatively recent development. There needs to be more evidence to say that the concept of globalization occupied an important place in social studies teaching in Turkey until the beginning of the 2000s. Until 2005, they planned social studies teaching from a national perspective and made no significant reference to issues and perspectives related to globalization. However, in 2005, the "global connections" learning area took its place in the middle school social studies curriculum as one of the leading learning areas (Board of Education- BE, 2009a, 2009b).

Global connections learning area with increasing economic, political, and cultural relations between people and societies include knowledge, skills, and values about global problems and economic and political connections (Açıklın, 2010). Açıklın (2010) argues that the social studies curriculum offers a limited perspective in terms of global education. In addition, according to Açıklın, information on global problems and world cultures is limited in the curriculum. Some studies have examined how these issues are taught in the classroom environment. Öztürk & Günel (2016) state that social studies teachers see globalization as the cause of global social, political, and economic conflicts. According to these teachers, global education is a concept related to globalization. Teachers participating in this research had a negative attitude toward global education.

Integration of globalization into teacher education is a relatively recent development. Although a course related to globalization did not directly take place in the teacher education undergraduate curriculum until 2018, studies examining pre-service teachers' global education knowledge, skills, and values (Kaymakçı, 2012; Günel & Pehlivan, 2016) started roughly after the 2010s. Kaymakçı (2012) revealed that the teacher education undergraduate curriculum, which began in 2006, includes courses related to global education but reflects the themes of global education in a limited way. According to this research, although the undergraduate program is limited in knowledge, it offers content related to global education. Nevertheless, the skills and values associated with global education are neglected. Related

studies do not contradict this argument. For example, according to Günel (2016), pre-service teachers associated the global perspective with concepts such as expansionism, imperialism, and liberalism and described globalization with negative concepts. The same study indicates that pre-service teachers characterized global education as harmful, uncertain, and contrary to national values. According to Günel and Pehlivan (2016), pre-service teachers do not conceive of themselves as global citizens. The research results show that the candidates perceive global citizenship as abandoning national feelings.

Due to the nature of the approach, global education should be applied and responded to in different countries. However, in the rest of the world, studies related to global education examine perceptions and awareness of the related concept. Still, a limited group of researchers discussed how this approach responds to local-national needs. In addition, some studies evaluate teacher training undergraduate programs in teaching fields, although there are few in Turkey (Akdoğan, 2016; Tekmen, 2012). However, among these studies, there were no studies evaluating social studies teaching programs using any curriculum evaluation approach or model.

Similarly, there is no curriculum evaluation study on globalization and society. This study extends earlier research by providing evidence that the global education concept is essential in indicating what needs will correspond in a non-Western context. The research evaluates how the course included in the social studies teaching undergraduate program in Turkey examines the relationship between globalization and society should be planned.

1.3. Aim of the Study

This research aims to evaluate the curriculum of a course that provides pre-service teachers with knowledge, skills, and values regarding globalization. For this purpose, we determined the educational needs of the different stakeholders of the program and to what extent the relevant course meets these needs. In this context, we sought answers to the following questions:

1. What are the stakeholders' needs/suggestions and practices regarding the globalization and society course?
2. How effectively does the globalization and society curriculum address the needs of stakeholders in terms of antecedents, transactions, and outcomes?

2. METHOD

2.1. Curriculum Evaluation Procedures

Since we evaluated the globalization and society curriculum as a single case, we considered the research design a singular case study (Stake, 2005; Creswell, 2007).

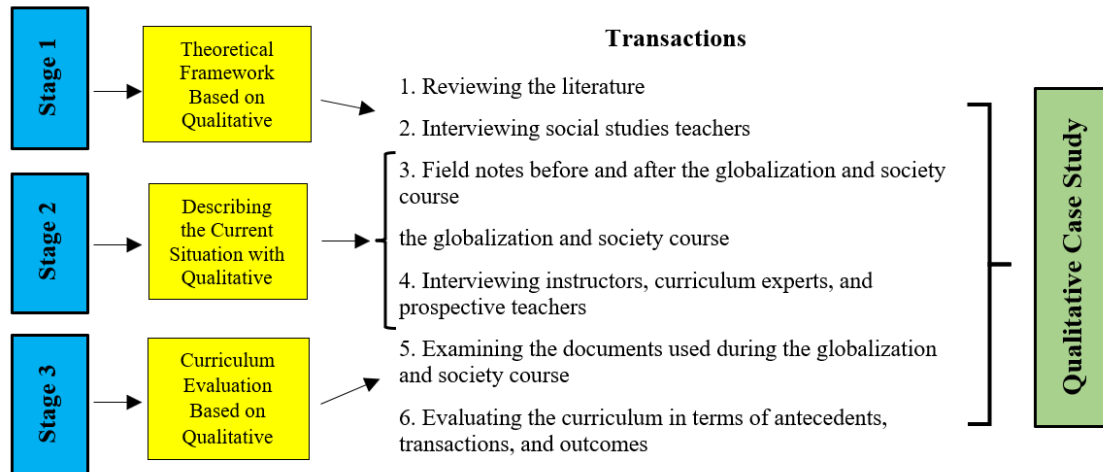


Figure 1: *Stages of the Qualitative Case Study Design Used in the Research*

Congruence-Contingency Evaluation Model reveals the compatibility between objectives and observations and the connection between antecedents, transactions, and outcomes in the description process (Stake, 1967). We used Stake's Responsive Evaluation Model, one of the participant-oriented program evaluation models, to evaluate the globalization and society curriculum and the "Description Matrix" of Stake's Congruence-Contingency Evaluation Model in describing the different dimensions of the curriculum. The Stake's Responsive Evaluation Model is an approach or model that includes the Congruence-Contingency Model (Stufflebeam, 1983). Accordingly, we conducted the study considering the evaluation stages of the responsive model.

2.2. Setting and Participants

We collected data from 34 social studies teachers working in different public schools in northeast Turkey and pre-service teachers studying in the social studies teaching undergraduate program in the education faculty of a state university in the same region. Other data sources were four lecturers who led the globalization and society course in social studies teaching undergraduate programs at different state universities in Turkey and a curriculum expert who contributed to preparing the social studies course curriculum. There were over 100 teachers invited to the study. We contacted these teachers individually, conveyed the purpose and scope of the research, and shared information on publication ethics. Only 34 of the teachers agreed to participate in the study. The pre-service teachers participating in the research are undergraduate students taking the globalization and society course in the relevant semester. We invited various lecturers who led the course and had academic studies on the subject to the research. However, most of them, particularly those who teach the globalization and society course, refused to participate in the interviews, claiming that they were forced to teach the course owing to a lack of instructors and so could not contribute to the study. Table 1. shows the details of sampling, data collection, and participant characteristics.

Table 1: Sampling Methods, Data Collection Tools, and Participant Characteristics.

PARTICIPANTS		INTERVIEWS			FIELD NOTES	
		Teachers	Pre-service teachers	Instructors and curriculum expert	Pre-service teachers	
Type of data collection tool		Structured	Structured	Semi-structured	Semi-structured	
Sampling Methods		Snowball Sampling	Study group	Snowball Sampling	Typical Case Sampling	
Gender	N	Female	15	17	1	18
		Male	19	5	5	9
Grade	N	2	16		18	
		3	2		3	
		4	4		6	
		1-3	2			
Seniority (Year)	N	4-7	2			
		8-10	7			
		11-15	16			
		Over 16	7			
		TOTAL	34	22	5	37

At the beginning of the research, we conducted pilot interviews with two well-known teachers in the region's social studies field who are continuing their graduate education. In the interviews, we observed that the participants avoided answering some questions. For this reason, instead of semi-structured interviews with teachers and pre-service teachers, we preferred to collect data through questionnaires comprising open-ended questions as a structured interview. In preparing these forms, we considered the previous interviews a pilot application. We analyzed the data obtained from the relevant documents by using content analysis.

3. FINDINGS

3.1. Needs, Suggestions, and Practices of Stakeholders for the Globalization and Society Course

Responsiveness has been a particularly emphasized issue in this study. Therefore, the research findings were shaped in line with the needs and suggestions of the globalization and society course's stakeholders from the beginning.

Table 2: Needs and Suggestions of Stakeholders for the Globalization and Society Course Objectives.

	Teachers		Pre-service Teachers	
		f		f
Proposed Objectives	Globalization awareness	7	Awareness of global change	2
	Having a global perspective	5	Developing an original perspective	2
	Irrelevant Answer	3	Having an open mind	1
	Having a worldview	1	Raising individuals who can produce solutions to social problems	1
	Becoming a global citizen	1		
	In-depth learning	1		
	Raising global and active citizens	1		

The objectives proposed by the stakeholders for teaching the globalization and society course show that the teachers initially emphasized the awareness of globalization. The second most emphasized objective was to provide the course with a global perspective. Moreover, the teachers stated that this course should also involve the objectives of having a worldview, raising global and active citizens, and in-depth learning.

Pre-service teachers, another stakeholder group, proposed different objectives for the course. The first of these objectives was the awareness of global change; the other was to develop an original perspective on events. Pre-service teachers also suggested being open-minded as an objective for the course. On the other hand, numerous participants answered the question about the objectives irrelevantly or preferred not to respond.

Instructors and the curriculum expert answered the related question by stating the objectives of their undergraduate courses. The curriculum stakeholders expressed that various contents should be included in line with the proposed objectives.

Table 3: Needs and Suggestions of Stakeholders for the Globalization and Society Course Content.

	Teachers		Pre-service Teachers		Instructors and the Curriculum Expert	
		f		f		f
Proposed Contents	Effects of globalization	21	They should extend the contents	3	Subject area expertise	3
	Awareness against hegemony	13	Interdisciplinarity	2	They should deepen content	1
	Different cultures and countries	13	Content cohesion	1	Cohesion with PPSE	1
	Global agenda	9			Subject area knowledge	1
	Media literacy	7				
	Global perspective	6				
	Cultural interaction	5				
	Communication skills	4				
	Cultural change	3				
	Dimensions of globalization	3				
	Global economy	3				
	Change and continuity	3				
	Global and social justice	3				
	Dimensions of imperialism	2				
	Social skills	2				
	Technology knowledge	2				

The suggestions of the stakeholders regarding the course content showed that teachers primarily focus on the effects of globalization. Other topics that the teachers made suggestions about the contents focused on awareness against hegemony, getting to know different cultures and countries, being

knowledgeable about global issues, media literacy, and acquiring a global perspective. In addition, teachers think that content should be presented on cultural interaction, communication skills, cultural change, dimensions of globalization, global economy, perception of change and continuity, global and social justice issues, dimensions of imperialism, acquiring social skills, and having technological knowledge.

Compared to the teachers, the other curriculum stakeholders (pre-service teachers, instructors, and the curriculum expert made limited suggestions about the contents. Pre-service teachers' requests are towards the way they handle the existing content rather than the presence of specific content. In this context, they suggested increasing the scope of the content. In addition, the pre-service teachers think that there should be an interdisciplinary approach in the content's organization and that they should establish a close relationship between teaching and this content. Accordingly, instructors and the curriculum expert expressed their expectations regarding the selection and arrangement of the content. The subjects that the instructors and the curriculum expert focused on were to have more authority in the content's structure, deepen the content to make it compatible with PPSE, and focus on subject area knowledge besides the teaching profession knowledge. In addition, the curriculum stakeholders stated they should make various arrangements to make teaching more effective.

Table 4: Needs and Suggestions of Stakeholders for the Teaching and Learning Activities of the Globalization and Society Course.

	Teachers	f	Pre-service Teachers	f	Instructors and the Curriculum Expert	f
	Proposed Teaching and Learning Activities	Practical training	14	Communication with different cultures	6	Time pressure should decrease
Interactive methods		3	Course duration appropriate to the content	6	They should reduce the number of students	1
Comparative education		2	Student-centered education	3	The instructor should be open-minded.	1
Individualized education		1	Recognition of different cultures	3		
Student exchange		1	Out-of-class activities	3		
			Activity-based training	2		
			Individual and small group activities	2		
		Opportunity to experience abroad	2			

Teachers made various suggestions regarding teaching and learning activities. Various participants emphasized that teaching and learning activities should be carried out practically. In addition, some teachers suggested that the lessons should be interactive, comparative, and individualized.

Pre-service teachers' suggestions for teaching and learning activities were more diverse than the teachers' suggestions. Pre-service teachers suggested that the course duration should be appropriate for the content, and there should be interaction with different cultures within this course. Accordingly, some pre-service teachers believe the lecturers should introduce different cultures and identities within this course. In addition, three pre-service teachers suggested that the course be student-centered and allow out-of-class activities.

Instructors have made different suggestions compared to each other. While one instructor stated that the course should cover a broader time frame, the other suggested reducing the number of students. An instructor said that people who are free from prejudices and open-minded should conduct this course on events and situations. The curriculum stakeholders were also asked for their views on the methods

and techniques used in teaching and learning activities. Teachers and pre-service teachers gave irrelevant answers (such as stating that “it was appropriate, sufficient”) or avoided answering questions about their practices on globalization and society. On the other hand, instructors mentioned the teaching methods-techniques, resources, and materials that they frequently use in their courses.

Table 5: *Methods, Techniques, Resources, and Materials Used by Instructors in the Globalization and Society Course.*

Instructors	f
Lecture	2
Scientific articles	2
Case study	2
Question Answer	1
Discovery learning	1
Book	1
Newspaper articles	1
Films and documentaries	1
Worksheets	1

Table 5 shows that the instructors preferred different activities related to the globalization and society course. These methods and techniques are lecturing scientific article reviews and case studies. In addition, instructors used the discovery learning strategy and the question-answer method. The materials used during the course were books, newspaper news, films, documentaries, and worksheets.

3.2. Evaluation of the Globalization and Society Curriculum in terms of Antecedents, Transactions, and Outcomes

In the research, we evaluated the globalization and society curriculum in line with the needs and suggestions of the stakeholders. We considered stakeholders' perception of globalization, their importance to the course, their expectations, the level of readiness of the students, and the course's objectives and contents as the curriculum's antecedents. In this context, we revealed the findings about how well the course meets the needs of the stakeholders.

Table 6: *Codes and Frequencies of Stakeholders' Perceptions of Globalization.*

	Teachers	f	Instructors and the Curriculum Expert	f
Globalization Perceptions	Hegemony	10	Interdependence	2
	Global interaction	9	Hard to define	2
	ICT development	9	Positive	1
	Convergence	7	Economic change	1
	Global change	3	The weakening of nation-states	1
	World citizenship	3	Displacement of locality	1
	Global issues	2	Internationalization	1
	Global economy	2		
	Cultural assimilation	1		
	Social injustice	1		
	Global responsibility	1		
	Global society	1		

The globalization perceptions of the instructors and the curriculum expert were based on something other than certain common concepts. For this reason, there is no aggregation in the frequency distributions. In this context, the most emphasized concept was interdependence (economy, international relations, and politics). The second was "hard to define." In addition, the participants discussed globalization through concepts such as economic change, weakening of nation-states, displacement of locality, and internationalization.

According to the research findings, teachers perceived globalization differently from each other. Remarkably, the intersections of teacher perceptions of globalization were limited. Teacher perceptions varied between two poles. While one of these poles was global society, the other was hegemony. Many teachers (f 10) define globalization as a global power or hegemony of dominant powers over others. Correspondingly, teachers associated globalization with global problems (f 2), assimilation, and social injustice. Some teachers, on the other hand, explained globalization through the concept of interaction. According to them, globalization was related to developing information and communication technologies, global interaction, and convergence. Other teachers who define globalization as interaction associate it with global change, world citizenship, global economy, global responsibility, and global society.

Table 7: *The Importance of Stakeholders' Attribute to the Course and their Expectations.*

	Pre-service Teachers	f	Instructors and the Curriculum Expert	f
The Importance of The Course and The Expectations	Having knowledge	19	Prevention of racism, war, violence	3
	Gaining perspective	7	By necessity	3
	Curiosity and interest	6	The inevitability of globalization	2
	Social Studies branch effect	5	Raising awareness	2
	Audiovisual materials	2	Active citizenship	1
	Instructor effect	2	Getting to know our environment	1
	Current developments	2		
	No reason	2		
	Other	2		
	The popularity of the topic	1		
	Friend influence	1		
	Student quota	1		

Three instructors who participated in the study did not agree with the relevance of the course and indicated that they accepted it since no other instructor would manage it. According to other instructors and curriculum expert, the globalization and society course is crucial because it touches on specific concepts. These concepts are the prevention of racism, war, and violence. These participants also stated that globalization is inevitable, and there should be aware of this issue. On the other hand, some instructors said they attach importance to the globalization and society course as a requirement of active citizenship and recognizing the environment.

In the interviews, pre-service teachers emphasized the need for knowledge and perspective on globalization and society. They also mentioned the relationship between the social studies field and the subject and the curiosity and interest generated by this situation as reasons for preferring this course. Moreover, pre-service teachers expressed the current developments in globalization and society and the subject's popularity were also the features considered in the course's preference. A few interviewees stated they had expectations from the course, especially about using audiovisual materials, and that their preference for the course was not based on any particular reason. On the other hand, some interviewees

emphasized that the lecturer conducting the course, peers in their departments, and the student quota are essential factors in preferring this course.

Table 8: Codes and Frequencies Regarding the Readiness Levels of Pre-service Teachers.

	Pre-service Teachers	f	Instructors and the Curriculum Expert	f
Readiness Level	Low readiness level	10	Low readiness level	3
	Peer influence	4	Interested students	1
	Daily life	3	Prejudiced students	1
	Subclasses	3		
	From books	2		
	Previous university	2		
	Information and communication technologies	2		

The teachers participating in the research did not take the globalization and society course in their undergraduate education. Therefore, we did not ask the teachers about the course's objectives. We asked pre-service teachers enrolled in the globalization and society course their views on the objectives. Remarkably, the pre-service teachers were unable to provide any views on the objectives. They generally answered the related question with expressions such as "I do not know," "I have no idea," and "it is appropriate."

Instructors and the curriculum expert stated that the readiness level of the students who chose the globalization and society course was low. However, some instructors believe students may be divided into two as interested and prejudiced. Pre-service teachers also stated that their level of readiness is low (f 10), and their knowledge about the course mainly comes from the social environment. Pre-service teachers received information about the course from their peers, daily lives, previous learning experiences, and printed and digital sources.

Table 9: Codes and Frequencies Regarding the Objectives of the Curriculum.

	Pre-service Teachers	f	Instructors and the Curriculum Expert	f
Objectives	-		Acquiring a global perspective	2
			Understanding globalization and its effects	2
			Acquiring global awareness	1
			Acquiring problem-solving skills	1

Instructors and the curriculum expert emphasized four different objectives that they thought were important for the globalization and society course. The objectives repeated by different experts are "gaining a global perspective" and "understanding globalization and its effects." The other two objectives are gaining global awareness and problem-solving skills. Pre-service teachers gave irrelevant answers to the question (it was above my expectation, etc.).

Table 10: Codes and Frequencies Regarding the Contents of the Program.

	Teachers		Pre-service Teachers		Instructors and the Curriculum Expert	
		f		f		f
Contents	Global issues	1	History and culture of countries	11	Recognition of cultures	7
	Cultural assimilation	1	Met expectations	10	Recognition of the world	2
	Technological and cultural hegemony	1	The content is too comprehensive	5	Superficial contents	2
			It was above expectations	4	The history of globalization	2
			Limited contents	4	Definition of globalization	1
			Perspectives expanded	3	Global countries	1
			Contents should be more concrete	2	Anti-globalization	1
			We learned about current issues	2	Global issues	1
			Issues apart from culture were effective	1	Dimensions of globalization	1
			Permanence	1	Social studies and globalization	1
			We learned important topics	1	Immigration and refugees	1
			Keeping up with the time	1	Global citizenship	1

Instructors and the curriculum expert suggested that specific issues should be addressed in the globalization and society course. These topics are the recognition of different cultures and the world, the definition and history of globalization, countries, anti-globalization, dimensions of globalization, global issues, migration, refugees, global citizenship, and the relationship between social studies and globalization. Two instructors stated that the current globalization and society course content is superficial. However, teachers suggested a different content than instructors and the curriculum expert did. The teachers believe that contents such as global issues, cultural assimilation, and technological and cultural hegemony should be integrated into the globalization and society course.

The pre-service teachers stated that they learned the history and culture of countries, how to keep up with the times and current globalization problems, and their perspectives improved in this context at the end of the course. Moreover, they believe that the contents presented met their expectations to a large extent. While some participants criticized the course contents as overly comprehensive, others thought that the contents were limited. A few pre-service teachers stated that the contents should have been more concrete in terms of permanence.

Since globalization and society is an elective course carried out in various faculties of education, it is difficult to achieve unity in terms of different institutions in the course content. CHE has published framework contents to achieve this unity. The instructor, who also took field notes, shared the contents with the pre-service teachers through the syllabus at the beginning of the semester.

Table 11: Comparison of Contents in the Syllabus, Contents Presented in Lectures, and Contents Included in CHE Framework.

Week	Contents in the Syllabus	Contents Presented in Lectures	Contents Included in CHE Framework
1.	Course Introduction	Course Introduction	Changes in the environment; Military and economic associations; Turkey's situation in the face of globalization;
2.	What is Globalization?	What is Globalization?	Globalization and its effects in Turkey Developments in the world in the last century Concepts such as pluralism and multiculturalism (and their place in teaching social studies) and multicultural education practices
3.	Globalization Debate	Globalization Debate	The developments in the world in the last century; Effects of globalization on underdeveloped countries;
4.	What is Migration?	Globalization and Migration	Globalization and its effects in Turkey Effects of globalization on underdeveloped countries; The developments in the world in the last century; Concepts such as pluralism and multiculturalism (and their place in teaching social studies) and multicultural education practices
5.	Immigrants	Immigrants	Globalization and its effects in Turkey Effects of globalization on underdeveloped countries; The developments in the world in the last century; Concepts such as pluralism and multiculturalism (and their place in teaching social studies) and multicultural education practices
6.	What is culture?	What is Culture?	Globalization and its effects in Turkey Effects of globalization on underdeveloped countries; The developments in the world in the last century; Concepts such as pluralism and multiculturalism (and their place in teaching social studies) and multicultural education practices
7.	What is culture?	What is Culture?	Globalization and its effects in Turkey Effects of globalization on underdeveloped countries; The developments in the world in the last century; Concepts such as pluralism and multiculturalism (and their place in teaching social studies) and multicultural education practices
8.	Institutions and Organizations Related to Migration	Activity Related to Migration and Culture	Globalization and its effects in Turkey Effects of globalization on underdeveloped countries; The developments in the world in the last century; Concepts such as pluralism and multiculturalism (and their place in teaching social studies) and multicultural education practices
9.	Migration and Culture: Immigrant Countries	Activity Related to Migration and Culture	Globalization and its effects in Turkey Effects of globalization on underdeveloped countries; The developments in the world in the last century;

			Concepts such as pluralism and multiculturalism (and their place in teaching social studies) and multicultural education practices
10.	Migration and Culture: Immigrant Countries	Activity Related to Migration and Culture	Globalization and its effects in Turkey Effects of globalization on underdeveloped countries; The developments in the world in the last century; Concepts such as pluralism and multiculturalism (and their place in teaching social studies) and multicultural education practices
11.	Migration and Culture: International Students	Activity Related to Migration and Culture	Globalization and its effects in Turkey Effects of globalization on underdeveloped countries; The developments in the world in the last century; Concepts such as pluralism and multiculturalism (and their place in teaching social studies) and multicultural education practices
12.	Migration and Culture: International Students	Activity Related to Migration and Culture	Globalization and its effects in Turkey Effects of globalization on underdeveloped countries; The developments in the world in the last century; Concepts such as pluralism and multiculturalism (and their place in teaching social studies) and multicultural education practices
13.	Lesson Plan Reviews	Activity Related to Migration and Culture	Globalization and its effects in Turkey Concepts such as pluralism and multiculturalism (and their place in teaching social studies) and multicultural education practices
14.	Lesson Plan Reviews	Activity Related to Migration and Culture	Globalization and its effects in Turkey

The instructor teaching the globalization and society course carried out a teaching process beginning with the conceptual definition of globalization through the discussion of globalization, migration, and culture. Observations indicate that the instructor usually presented the contents he/she had included in his syllabus.

The topics suggested by the CHE for the globalization and society course are globalization and its effects on Turkey; developments in the world in the last century; changes in the environment; military and economic alliances; the impact of globalization on underdeveloped countries; Turkey's situation in the face of globalization; concepts such as pluralism and multiculturalism (and their place in teaching social studies) and multicultural education practices. The contents of the course recommended by CHE are more comprehensive than the practice. The course is expected to cover broad topics such as education on multicultural issues, changes in the environment, and military and economic cooperation. Another finding concerning the CHE contents is that it is unclear for what objectives the contents are determined.

We examined the globalization and society curriculum in terms of transactions under the titles such as teaching environment, teaching methods and techniques, tools and materials, attendance, participation and interaction, and assessment methods.

Table 12: Field Notes Findings Regarding the Transactions of the Curriculum.

Themes	Attendance	Teaching Methods and Techniques	TMT f	Tools and Materials	Assessment Methods	Participation and Interaction
Codes	1-34	Research	7	Textbook	Homework	-
	2-27	Authentic learning	7	PowerPoint	Exam	2-15
	3-28	Question-answer	5	Research	Question-answer	3-16
	4-21	Discussion	4	report	Performance	4-5
	5-27	Lecturing	3	Articles	assessment	5-18
	6-24	Case study	3	Picture and		6-12
	7-11	Group work	1	song		7-11
	9- 19			Newspaper		Midterm exam
	10-27			News		1-5
	11-29					1-5
	12-30					1-5
	13-32					1-3
	14-35					1-3
	15-23					1-5

Table 13: Interview Findings Regarding the Transactions of the Curriculum.

	Pre-service Teachers	f	Instructors and the curriculum expert	f
Teaching atmosphere	Acceptable population	15	Crowded classes	1
	Insufficient time	11	Limited lesson time	1
	Sufficient time	9	Globalization prejudice	1
	Partially sufficient time	9		
	Crowded classes	8		
	Redundant time	4		
Teaching Methods and Techniques	Discussion	13	Lecturing	2
	Engaging and motivational	8	Question-answer	2
	Research	7	Case study	2
	Student-centered	4	Discovery learning	1
	Lecturing	4		
	Authentic	4		
	Question-answer	3		
	Discovery learning	2		
	Group work	2		
	Student presentations	2		
	Case study	1		
Other	1			
Sources and Materials	Sufficient	10	Scientific article	2
	Appropriate	10	Books	1
	Authentic	5	Newspaper	1
	Various	4	Film and documentary	1
	Student presentations were effective	3	Worksheets	1
	Student presentations were limited	3	Student research-presentations	1
	Primary source	2		
Participation and Interacti	Active participation	16		
	interactive lesson	15		
	Insufficient participation	13		

	Democratic classroom	5
Assessment	Course evaluation surveys are effective	4
	No information	2
	Insufficient exam time	1
	Needs Improvement	1
	Group assessment was not effective	1

Instructors and the curriculum expert mentioned some problems observed in the teaching environment. These problems were related to the attitudes towards the course and the physical conditions of the classroom. Experts touched upon issues such as conducting the lesson with large groups in short periods and students' prejudices towards the lesson. However, the related problems did not arise in the practical lesson.

The pre-service teachers in the globalization and society course mainly considered the class population ideal. Only a few participants stated that the classes were crowded. Most of the pre-service teachers consider the course time insufficient or partially sufficient. According to some pre-service teachers, the course duration was longer than necessary.

Instructors stated that they mainly use the learning strategy through lecture, question-answer, case studies, and discovery in the globalization and society course. Research, authentic learning, discussion, class, question-answer, case study, and group work methods and techniques were used in the lesson.

We asked pre-service teachers whether the teaching methods and techniques used in the lessons met their expectations. Participants stated that the teaching methods and techniques were engaging, motivating, and student-centered. However, the answers to the related question mostly summarize the teaching methods and techniques instead of evaluating them (lecture, question-and-answer method was used, etc.).

The globalization and society course instructors used resources and materials such as books, newspaper news, scientific articles, films and documentaries, worksheets, and student research presentations throughout the semester. Sources and materials such as the course book, presentations, research reports, articles, pictures, songs, and newspaper news were preferred in the lesson.

Most pre-service teachers think that the course was active and interactive. A significant number of the participants (f 16) stated that the course allowed active participation (f 15) and included interaction. Some participants (f 5) noted conducting the course in a democratic atmosphere. On the other hand, many participants (f 15) stated that participation in the course was insufficient.

They conducted a teaching process based on theoretical contents in the first seven weeks of the course. In the second seven weeks of the course, there was a teaching process based on student presentations (student research, presentations, and student participation from different cultures). It was noted that the participation level in the first seven weeks was approximately 50%. In the second seven weeks, student participation decreased to about 10%, and there was almost no participation in some courses.

Observations showed that the measurement and evaluation methods used in the course were research assignments, question-and-answer activities, performance assessments for student research, presentations, and midterm/final exams. We also received the students' opinions about the assessment methods used in the course. These views indicated that students had different evaluations of the related methods. Most students found the assessment approach in the course positive. On the other hand, three

students argued that some points should be improved. Accordingly, the students argued that exam duration, quality, and group work evaluation should be improved. In addition, two students stated that they did not have an answer to this question. Most of the students answered the question that concerned their thoughts about the applied assessment approach by addressing the measurement and evaluation methods (question-answer, homework, exam, etc.).

In the research, we discussed the curriculum outcomes in serving the course's purpose. We revealed to what extent the globalization and society course meets the needs of stakeholders in the subject area.

Table 14: Interview Findings Regarding the Curriculum's Serving its Purpose.

	Teachers		Pre-service Teachers		Instructors and the curriculum expert	
		f		f		f
Serving the Purpose	Globalization awareness	11	Academic and professional development	22	Meets the needs	3
	Not effective	3	Recognizing differences, identities, and different cultures	14	Does not meet needs	1
	Anti-globalization	2	Providing/developing a different perspective	7		
			Breaking down prejudices	4		
			Will significantly affect lecture (put into practice)	4		
			Developing a sense of empathy	3		
			Identifying value judgments	2		
			Breaking stereotypes	1		
			Building self-confidence	1		

Instructors and the curriculum expert (f 3) argued that the globalization and society course met the need of the relevant subject area. According to these experts, there are different courses related to globalization and society. These are *sustainable development education*, *language and culture*, and *contemporary global issues* courses. On the other hand, an instructor stated that the relevant course was insufficient to meet the needs of social studies teaching in the subject area. According to this instructor, the duration of the course should be increased.

We also asked the teachers whether their undergraduate education met their need for knowledge, attitudes, and skills related to the globalization and society course. A few teachers said that their undergraduate education caused them to develop an anti-globalization view (f 2) or that their undergraduate education did not affect this subject (f 3). On the other hand, many teachers (f 11) stated that the undergraduate program provided them with awareness about globalization.

According to pre-service teachers, the globalization and society course essentially meets the needs of providing academic and professional development on the subject. Pre-service teachers stated that they made progress in recognizing differences, identities, and various cultures, gaining a different perspective, breaking down prejudices, developing a sense of empathy, identifying value judgments, breaking stereotypes, and building self-confidence. Some pre-service teachers believe they will practice these skills during their teaching profession.

4. DISCUSSION, CONCLUSION, AND SUGGESTIONS

In today's world, it is possible to see the effects of globalization in many spheres. Preparing for the global world is one of the essential requirements expected of pre-service teachers, especially social

studies teachers (Ukpokudu, 2010; Goodwin, 2020; Martell, 2018). The paper presented the findings in compliance with Stakes's model as antecedents-transactions-outcomes. In this context, instructors, the curriculum expert, teachers, and pre-service teachers have diverse opinions and expectations about the course's objectives. However, these objectives were not sufficiently associated with teacher education and social studies teaching. This circumstance demonstrates that globalization has been inadequately handled in social studies education. The main problem may be the lack of expected teacher education policies regarding globalization teaching and its effects (Paine, Aydarova & Syahril, 2017).

Global education scholars (Ukpokudu, 2010; Gaudelli, 2013) have pointed out a similar case arguing that the global education dimension is undervalued in social studies teaching. However, globalization as a teaching subject and the global process is a significant issue that should be considered in social studies teaching and the entire teacher training system (Paine, Bloemeke & Aydarova, 2016). Moreover, this problem makes it questionable to what extent the objectives needed in the program have been achieved. At present, the inability to achieve the objectives sufficiently in various programs at different education levels in Turkey is a subject of criticism (Akıncı, 2021; Çiftçi, 2019; Kotluk & Yayla, 2016). This finding also may indicate the lack of attention given to the course of globalization and society.

Similarly, this paper's field and the curriculum experts did not associate globalization with studies teaching. This limitation may be because globalization is coded as international information (Davies & Reid, 2005; Gaudelli, 2013; Myers, 2006). Three of the four field experts who participated in the research stated that they gave this course out of necessity, not by expertise or choice. One of these experts is a lecturer from outside social studies education. Field expertise and academic qualifications in teacher training undergraduate programs in Turkey are a matter of debate (Akıncı, 2021; Aslan, 2015; Tekmen, 2012).

Therefore, we may consider that the instructors from the field of social studies education or out of the subject area insufficiently consider whether the course they give is compatible with the goals of social studies teaching. This result makes the premise that the course is delivered with enough importance questionable (Ukpokudu, 2010; Gaudelli, 2013). In addition, the globalization and society course is an elective course in social studies teaching undergraduate programs (Council of Higher Education-CHE, 2018a). Hence, the reason for enrolling in the course differs from that of instructors. Like the demands of teachers in the study of Merryfield (1992), most pre-service teachers in this study prefer the course for reasons such as aspiration to obtain knowledge, interest, and curiosity. Pre-service teachers associated the social studies teaching profession with the course, albeit in limited numbers. However, it is inferred from the expressions that pre-service teachers limitedly examined the syllabus or the course's objectives. This deficiency may be due to pre-service teachers' lack of curriculum literacy skills. In other words, pre-service teachers, as a stakeholder of the curriculum, may need more understanding of the objectives, content, teaching activities, and evaluation process. This result supports the findings of Tan Şişman (2021), who concluded that pre-service teachers have superficial knowledge about the curriculum. Findings so far make it possible to assume neglect in the teacher training system.

Three stakeholder groups suggested diverse content for the course. This case may indicate that stakeholders' perceptions of related content are various. A couple of participants stressed the contents that are related to the term global citizenship. On the other hand, a significant group of participants argued that globalization is related to concepts such as imperialism and hegemony. A similar tendency has been noted in previous studies (Gaudelli, 2003; Myers, 2006; Günel & Pehlivan, 2016). Recent studies have stated that there has been a reaction against globalization for different reasons (Frieden,

2018; Walter, 2021). According to Wang et al. (2011), the first thing to do for successful teacher training policies is to accept the effects of globalization and then proceed.

Regardless of its probable impact and consequences, it is evident that the teacher training policy is closely related to globalization. Subject area experts have suggested content related to different dimensions of globalization. For example, while some experts focused on the content of prejudice, others made content suggestions that concentrated on the history of globalization. The dimensions of globalization are given in the contents of the course defined by CHE (CHE, 2018b). However, many dimensions of globalization suggested by CHE are left out, both in the observed course and in the content suggestions of subject area experts. For example, subject area experts should have suggested topics such as migration, interaction, and computer and communication technologies of globalization. The relevant inconsistency may be because the expert suggestions are limited to some concepts. At the same time, the content recommendations of CHE are too comprehensive for a course. It is a matter of criticism that current teacher training programs cannot reflect the ideal content at the ideal range due to reasons such as ideal duration and scope (Dağtekin & Zorluoğlu, 2019; Yapucuoğlu & Gündoğdu, 2020). This situation may cause ambiguity in the arrangement of the course contents and their reflection in the curriculum.

Teachers' views are worrying but still crucial since teachers are responsible stakeholders in teaching globalization to young generations. According to current research, the problem of globalization as a teaching qualification must be addressed adequately. There must be a consensus on which characteristics should be covered in teacher training curricula. (Myers & Rivero, 2020; Poole & Russell III, 2015; White & Myers, 2016). This situation may lead to the acquisition of incomplete or false information, which may cause prejudices about globalization, especially among teachers. Some teachers directly associate the concept of globalization with destructive processes and notions such as imperialism, hegemony, cultural degeneration, and assimilation. Different studies in the field of social studies education in Turkey also confirm the existence of this problem (Günel, 2016; Öztürk & Günel, 2016).

There are subjects on which the stakeholders agree relatively on teaching the course. Field experts have a common opinion regarding the low level of readiness of pre-service teachers. It is understood that the knowledge gained by the pre-service teachers about the course is at the level of the impressions obtained from the social environment. Therefore, the readiness of the candidates is low. Participants also supported this result with their opinions. Acceptance of students to teacher training in the undergraduate curriculum and the inadequacy of the readiness level of these students for the related curriculum is a subject that has been criticized in different studies (Aslan, 2015; Duman, 2019; Tekmen, 2012).

Teachers and field experts believe that teaching the globalization and society course should not remain at the abstract and theoretical level. In this context, it has been observed that the field and the curriculum expert use different methods and techniques. According to the stakeholders, it is right to handle the course with methods and techniques that allow interaction and practice. However, it is stated that the variety of teaching methods and techniques, especially for research and practice, needs to be improved. This situation has also been emphasized in different studies on teacher training curricula (Kuzu, 2015; Tekmen, 2012; Türk, 2019). According to Martell (2018), one of the most fundamental problems of the social studies teacher training curriculum is that teaching methods and techniques that will increase research skills are insufficient. Although the globalization and society course is a course that should be open to classroom and extracurricular activities due to its nature, it is open to criticism on whether it adequately meets the needs in this regard. Contrary to the educational philosophy adopted in

Turkey, it is known that teaching is limited within the school, and little importance is given to extracurricular activities (Başaran & Ulubey, 2018; Keskin & Yazar, 2019).

In addition, field experts prefer books, newspaper news, movies, documentaries, and worksheets as sources and materials in their teaching processes. The stakeholders stated that the materials provided the necessary variety. In addition, the stakeholders believe that the duration of the course should be increased. The inadequacy of course duration in both current teacher training curricula and previous curricula is a subject of criticism (Akıncı, 2021; Aslan, 2015; Hıdıroğlu, Kandemir & Tuncel, 2016). The problems related to the lesson duration might be not planning the content according to the needs.

The fact that teacher training undergraduate curricula in Turkey do not adequately meet the needs is an issue that has been criticized in different contexts (Akdoğan, 2016; Kuzu, 2015). For this reason, teacher training undergraduate curricula were updated in 2018 as they did not meet the educational needs of the age (CHE, 2018a).

In this respect, the course of globalization and society has been added to the current curricula in line with the needs of today's conditions. Accordingly, the curriculum stakeholders were asked about meeting the needs of the globalization and society course. It was observed that the field and the curriculum expert were satisfied with the answer "Yes," when asked this question. The purpose of the course in terms of social studies remained an unanswered question by the participants. Pre-service teachers, on the other hand, argued that the course created an awareness of prejudice, culture, and identity. However, they did not offer any views on other concepts related to globalization. When these two results are combined, it is clear that the participants did not evaluate the globalization and society course in the framework of social studies and the breadth demanded by the concept.

The lack of unity of practice in teacher training curricula in Turkey is a subject of criticism (Akdoğan, 2016; Özaltaş Serçek, 2014). The relevant results make it questionable whether the course serves its purpose. In addition, considering that the globalization and society course is an elective course in the undergraduate curriculum of social studies teaching, it is a matter that should be considered by whom and under what conditions the relevant course is conducted and whether there is a unity of practice among different faculties.

As a result, when examining the globalization and society curriculum, there are issues and doubts regarding which needs are based on the course objectives and, in this context, what information is included in the curriculum and how. In addition, the curriculum stakeholders do not have overlapping views on the subject and its importance.

In particular, it was observed that a significant part of teachers has negative thoughts about globalization. Despite these negativities, the stakeholders have relatively more positive opinions and expressions regarding the teaching process of the course. This situation indicates that the curriculum is promising in teaching if it is developed according to clearly identified needs. Various suggestions have been presented based on the research results in this context.

The issue of globalization and society should be handled in a way other than indirectly through the concept of globalization. When the case is handled this way, the stakeholders may tend to a polarization irrelevant to the goals and contents. Therefore, it is crucial to explore the diversity of stakeholders' perceptions of globalization and the sources of opposing views. As Myers (2006) stated, globalization can be considered in the context of intersection points and interdependence themes.

The meaning and importance of globalization in social studies education need to be clarified. Therefore, experts studying global education in social studies need to discuss the needs of the curricula' stakeholders regarding globalization and society. The meaning and importance of global education for social studies should be addressed globally, not just in the context of a country but in comparative studies and scientific meetings between countries because it is challenging to solve such an issue with local practices.

The goals and contents of the curriculum should be directed to these identified needs. The curriculum should include goals and content to end prejudice against globalization. Nevertheless, it should be remembered that the course of globalization and society is not limited to this. This course should include the dimensions in which globalization affects society. Therefore, this course should aim to gain individuals' knowledge, skills, and values in a global world. The content intensity and course duration make it difficult to achieve the relevant goals. In addition, teaching methods and techniques that will increase research skills in line with the appropriate objectives and extracurricular activities should be included.

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