

# Global education through teaching/learning Portuguese as a mother tongue: a formative journey<sup>1</sup>

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## *Educação global através do ensino em Português língua materna: um percurso formativo*

Cristina Manuela Sá\*  
Luciana Mesquita\*

### ABSTRACT

This study aimed, on the one hand, to identify representations of future childhood educators and primary school teachers on global education, and, on the other hand, to analyze the influence of such representations on the promotion of teaching/learning situations in the field of Education in Portuguese as a mother tongue. As part of a Curricular Unit of a Professional Master's degree from Bologna, data were collected and analyzed from a questionnaire applied at the beginning of the semester (initial representations) and individual written reflections presented at the end of the course (final representations), as well as seven lesson plans and respective foundations, oriented towards the development of oral and written communication skills in Portuguese from a global education perspective. In this paper, we present a cross analysis of all this data. From this, it was concluded that attending the classes of the Curricular Unit changed the students' beliefs concerning global education, although such students reported difficulties in what comes to promote this perspective within the teaching/learning of Portuguese as a mother tongue.

*Keywords:* Global Education. Teacher Education. Representations. Teaching Plans. Mother Tongue.

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\* University of Aveiro. Aveiro, Portugal. E-mail: [cristina@ua.pt](mailto:cristina@ua.pt) - <https://orcid.org/0000-0002-8768-661X> E-mail: [lucianamesq@gmail.com](mailto:lucianamesq@gmail.com) - <https://orcid.org/0000-0003-1881-6975>

## RESUMO

Este estudo visou, numa primeira fase, identificar as representações de futuras educadoras de infância e professoras do 1.º Ciclo do Ensino Básico sobre a educação global e, posteriormente, caracterizar a forma como estas representações se refletiam na promoção e análise de situações de ensino/aprendizagem no campo da Educação em Português como língua materna. No âmbito de uma Unidade Curricular de um mestrado profissionalizante de Bolonha, foram recolhidos e analisados dados provenientes de um questionário aplicado no início do semestre (representações iniciais) e de uma reflexão escrita individual entregue no final do percurso (representações finais), assim como sete planificações e respetivas fundamentações, orientadas para o desenvolvimento de competências em comunicação oral e escrita em Português a partir de uma perspetiva de educação global (desempenho). Neste texto, apresentamos uma análise cruzada de todos estes dados. A partir disso, concluiu-se que o percurso vivenciado na UC alterou a forma como as estudantes encaravam a educação global, embora tenha-se registado a dificuldade em operacionalizar esse conceito em articulação com o ensino e aprendizagem da língua materna.

*Palavras-chave:* Educação Global. Formação Inicial de Professores. Representações. Planificações de Ensino. Língua Materna.

## Introduction

Starting from the premise that the modern experience of globalization allows new ways of access to cultures, economies and languages (CONSELHO DA EUROPA, 2010) produces new challenges for education in several dimensions. In this context, global education emerges as a formative path with the potential to make individuals aware of issues concerning globalization and of an enlarged citizenship, which is realized through participation and the assumption of individual and collective responsibility on the planet in favor of values such as (environmental, cultural, economic) sustainability, peace and social justice.

This educational point of view demands a revision of the curricula concerning the training of teachers and educators by education professionals, in order to include in them a global perspective. Therefore, it is important to do research how these professionals conceive global education and the possibility of including it in their practices. This study is an important starting point since, as Sercu e St. John (2007) sustain, actions centered in teacher training, especially those focused on changing their practices, need to start from the identification of their personal conceptions about teaching and learning.

Taking into account these principles, this study intends to summarize the interactions between the conceptions of future preschool educators and primary school teachers about the contribution of Education in Portuguese to the promotion of global education and about the ways in which such educative perspective can be integrated in linguistic-communicative educative situations.

## **Theoretical Framework: From Global Education to Teacher Education**

The modern experience of globalization brings challenges that affect educational systems in different dimensions, taking into account the fact that it implies new forms of interaction between cultures, economies and languages (CONSELHO DA EUROPA, 2010). Global education arises in this framework as a way to help people to become aware of the need for an enlarged citizenship, which materializes in the participation and the assumption of individual and collective responsibility towards the planet and favoring values such as (environmental, cultural, economic) sustainability, peace and social justice. These same ideas are referred in the Universal Declaration of Human Rights (ONU, 1948)<sup>2</sup>, namely in article 26, which states that

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Although one cannot ignore a mercantile perspective of global education, relating it to training for the labor market in more and more competitive global contexts (CONSELHO DA EUROPA, 2010; PATRICK; MCQUEEN; REYNOLDS, 2014), it is essential to emphasize, especially in the face of humanitarian and environmental issues in today's world, values that are important for cooperation among people such as understanding, friendship and peace.

In this sense, adaptation to a globalized society emerges as a relevant issue in the educational policies for the 21<sup>st</sup> century, in particular Europeans, since it's essential to "better prepare people for changing labour markets and active

2 Universal Declaration of Human Rights (UNO, 1948)

citizenship in more diverse, mobile, digital and global societies, and develop learning at all stages of life” (EUROPEAN COMMISSION, 2018, p. 4). This implies promoting specific key competences: “Communication” (both in the mother tongue and foreign languages), “Mathematics, Science and Technology”, “Digital Competence”, “Learning to Learn”, “Social and Civic Competences”, “Entrepreneurship”, and “Cultural Awareness and Expression”.

In Portugal, it is important to refer the *Perfil dos Alunos para o Século XXI*<sup>3</sup> (GOMES *et al.*, 2017), the most recent curricular document that presents orientations for educational policies. This document establishes, among its principles, a humanistic-based education that demands that the pupils acquire knowledge that allows them to contribute to the building of a fairer society where the human dignity is an essential value and to act on the world as a good to preserve (GOMES *et al.*, 2017, p. 8). It also defends the sustainable development through the preparation of the 21<sup>st</sup> century citizens to think globally while acting locally (GOMES *et al.*, 2017, p. 8). Therefore, according to this text, the pupils should be encouraged to adopt values such as respect (namely for diversity), ethics, responsibility, solidarity, conflict negotiation, ecological sustainability and equity, in order to become responsible citizens at local, national and global level.

Taking these ideas into account, it is important to discuss the conceptions about global education and the challenges this perspective presents to the training of preschool educators and teachers. The following two subtopics are dedicated, respectively, to each of these thematic axes.

## **Education for Global Citizenship**

In the face of increasingly evident global issues in the contemporary scenario, emerging mainly from the experience of globalization that has been built historically, there is a tendency for the intensification of competition between different nations, on the one hand, and the economic premise of human exploitation of natural resources, on the other. The broader disclosure of local and global realities results from the same communication networks created and strengthened by the phenomenon of globalization, allowing global issues such as conflicts between different peoples, poverty, social (in)justice and climate changes, among others, to become increasingly pressing concerns in educational contexts (HOLDEN; HICKS, 2007).

In this scenario, global education has emerged as a response that different educational fields have given to such concerns (CONSELHO DA EUROPA, 2010;

<sup>3</sup> *Students' Profile for the 21<sup>st</sup> century.*

HOLDEN; HICKS, 2007; PATRICK; MCQUEEN; REYNOLDS, 2014), in order to promote, in students, a broader perspective of the world they live in and allow them to adopt attitudes based on the respect for differences and on responsible intervention towards sustainable development for a shared future. In the end, education is supposed to contribute to the formation of individuals capable of acting as global citizens in contexts that are larger than the school and the university.

In the European context, global education was defined in the *Maastricht Declaration on Global Education*, published in 2002, in which governments and representatives of the civil society assumed that they would contribute to the formation of globally conscious and responsible citizens. Nevertheless, it is important to note that the history of global education is older in English-speaking nations (LOURENÇO, 2017).

Global education is an educational approach focused mainly on raising awareness of cultural diversity, interaction/interdependence different between peoples, social, environmental, political and economic issues affecting the entire humanity. It is also about individual and global actions based on social justice, peace and environmental sustainability (PATRICK; MCQUEEN; REYNOLDS, 2014). In summary, it is pertinent to recall the notions registered in the *Global Education Guidebook*:

**Global education** is an education perspective, which arises from the fact that contemporary people live and interact in an increasingly globalized world. This makes it crucial for education to give learners the opportunity and competences to reflect and share their own point of view and role within a global interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, so as to derive new ways of thinking and acting. (CONSELHO DA EUROPA, 2010, p. 10, highlight of the authors).

The formation thought along these lines requires a closer look at the learning to be promoted in the educational process, either in a fragmented perspective (related to several domains of knowledge) or an integrated and transversal standpoint. In this regard, a reference curriculum can be found in the document *Education for Global Citizenship: A Guide for Schools* (OXFAM, 2015), which provides schools and teachers a set of knowledge, skills and attitudes that are essential to the education for global citizenship.

From these brief contributions, it is observed that global education establishes and reinforces a challenging educational perspective for both present and future preschool educators/teachers, making them reflect on the curricula in order

to introduce a global perspective in such policy documents. In other words, it is important to try other paths of curricular construction, leading to the acquisition of knowledge, the development of abilities and the adoption of attitudes coherent with the exercise of global and responsible citizenship on the part of the subjects.

## **Train Educators/Teachers to Global Education: A Closer Look to the Pre-Service Teacher Education**

The review of training curricula according to the challenges of global education also involves the initial training of educators and teachers. In this regard, a first question that can be asked falls on the purposes of such measure: why is it important to internationalize the teacher education curriculum?

Faced with this issue, Zeichner (2010) sustains the importance of helping teachers and future teachers to develop a sociocultural consciousness, which makes them understand that “their ways of thinking, behaving and being are deeply influenced by their social and cultural location—race, ethnicity, gender, social class, nationality and so on” (ZEICHNER, 2010, p. 6). This awareness leads to the development of a more relative perspective about one’s own worldview in relation to those of other people. Also, according to Zeichner (2010), an international curriculum may help the teachers to learn more about the histories and cultures around the world, including those of migrant pupils they may have in their classrooms. In summary, the global perspective inserted in initial teacher education can contribute to the development of intercultural competence, making people become more attentive to contemporary social issues, namely the ones related to global injustices, that education must not ignore.

The profile of an educator/a teacher capable of promoting global education is someone who deeply knows himself/herself, with great knowledge about the world and its problems, openness to several forms of cultural expression and possessing a critical sense of social justice. In this sense, Goodwin (2010) sustains that training globally competent educators/teachers involves five kinds of knowledge: “personal knowledge”, related to autobiography and teaching philosophy; “contextual knowledge”, related to understanding pupils, school and society; “pedagogical content knowledge”, related to theories, teaching methodology and curricular development; “sociological knowledge”, concerning diversity, cultures and social justice; finally, “social knowledge”, related to cooperation, democracy and conflict resolution. These different kinds of knowledge should be put together by means of comprehensive training and reflection on issues that go beyond dealing with contents and classroom activities.

Empirical studies involving future teachers help to understand the kind of challenges and benefits underlying the adoption of a global perspective in initial teacher education. For instance, Holden and Hicks (2007) studied the knowledge of trainee teachers about global issues and their motivation to include a global dimension in their practices. In turn, Patrick; Mcqueen; Reynolds (2014) focused on the analysis of future teachers' representations on global education, such as Horsley and Bauer (2010), who led a more extensive study on this subject.

These studies show that, directly or indirectly, it is possible to promote global education among teachers in initial formation, highlighting the value of the global perspective of contents being incorporated along the process. Most of the future teachers that took part in these studies seemed motivated to teach about global issues, although it is difficult to assume that many global issues are seen as sensible, complex and/or controversial (HOLDEN; HICKS, 2007) and were more focused on primary classroom issues, rather than the role they can play as global citizens, are the primary object of concern for future teachers (PATRICK; MCQUEEN; REYNOLDS, 2014).

Taking these clues into account, this research seeks to contribute to this field of empirical studies by assuming, as a context, an experience with the insertion of a global perspective in the curricular documents and in the didactic development of a Curricular Unity included in a master's degree centered in the training of preschool educators and primary school teachers. As will be developed below, the focus of this study had a similar direction to the ones discussed above, since it tries to identify the representations of these students about global education in general and, more concretely, the ways it can be promoted by teaching Portuguese as a mother tongue.

## **Methodology**

The study here reported aimed to understand how pre-service teacher education can prepare future teachers/preschool educators to promote global education. The general research plan took place in the 2016/2017 academic year, within a Curricular Unity of a professional master's degree, in whose program, work guidelines and evaluation criteria a global education perspective was introduced<sup>4</sup>.

<sup>4</sup> The experience resulted from the participation of the authors of this text in the Working Group "Internacionalização do currículo: rumo a uma educação global na formação inicial de professores" ["Internationalization of the curriculum: towards a global education in the initial teacher education"].

The central question addressed by this article is the following: how future teachers/educators' representations about global education are reflected in written texts and in plans of linguistic and communicative teaching situations in Portuguese?

As it is an exploratory investigation in a real context, the study assumed a qualitative epistemological orientation (BOGDAN; BIKLEN, 1994; FLICK, 2009; LESSARD-HÉBERT; GOYETTE; BOUTIN, 2005). Besides, it was oriented towards the identification of the individuals' representations on global education in the referred context (being the individuals' meanings the central object of study and the interpretation the focus of the analysis of these meanings). It was also of interest the study of how these representations evolved along the Curricular Unity's activities and were reflected in the students' educative plans centered on Education in Portuguese with changers of global education and on their theoretical foundation.

Therefore, this text presents the cross analysis of two aspects: identification of the students' initial and final representations and characterization of the students' performance in planning educative activities related to teaching Portuguese as a mother tongue in a global education perspective and its theoretical foundation.

## **Data Collection Instruments**

The students' initial representations were identified through the analysis of the answers to a questionnaire about global education and its manifestation in the training course and its promotion in the teaching and learning of Portuguese as a mother tongue, applied to the students at the beginning of the semester. Through the questionnaire, it was also possible to draw a profile of the group of students and it was found, among other information, that it was a group formed exclusively by female individuals.

The students' final representations were collected through the content analysis of individual written reflections on the learning activities of the Curricular Unity. Such documents were delivered at the end of the semester as part of the evaluation criteria.

The results concerning the performance came from the content analysis of plans produced by the students and presented in the last session of the Curricular Unity. These documents included descriptions of educative activities for a week



in a kindergarten or primary school and should develop competences in oral and written communication in the mother tongue considering principles of a global education. The plans were produced in teamwork, around themes chosen by their members, and should include a theoretical framework, which was also analyzed in this study.

## Data Analysis Process

The analysis of all the data was conducted according to categories presented in the following table:

TABLE 1 – DATA COLLECTION INSTRUMENTS AND ANALYSIS CATEGORIES

Instruments	Categories
Questionnaire	<ol style="list-style-type: none"> <li>1. Knowledge related to global education</li> <li>2. Skills related to global education</li> <li>3. Attitudes and values related to global education</li> </ol>
Individual written reflection	<ol style="list-style-type: none"> <li>1. Knowledge related to global education</li> <li>2. Skills related to global education</li> <li>3. Attitudes &amp; Values related to global education</li> </ol>
Plan	<ol style="list-style-type: none"> <li>1. Goals                             <ol style="list-style-type: none"> <li>1.1. Knowledge related to global education</li> <li>1.2. Skills related to global education</li> <li>1.3. Attitudes &amp; Values related to global education</li> </ol> </li> </ol>
	<ol style="list-style-type: none"> <li>2. Topics (selected contents)                             <ol style="list-style-type: none"> <li>2.1. Knowledge related to global education</li> <li>2.2. Skills related to global education</li> <li>2.3. Attitudes &amp; Values related to global education</li> </ol> </li> </ol>
	<ol style="list-style-type: none"> <li>3. Teaching activities and strategies                             <ol style="list-style-type: none"> <li>3.1. Cooperation-based Learning                                     <ol style="list-style-type: none"> <li>3.1.1. Project-Based Pedagogy</li> <li>3.1.2. Sport Activities</li> <li>3.1.3. Community service and Volunteering</li> </ol> </li> <li>3.2. Dialogue-Based Learning                                     <ol style="list-style-type: none"> <li>3.2.1. Debates</li> <li>3.2.2. Blogs</li> </ol> </li> <li>3.3. Questioning-Based Learning (dramatization and games)</li> </ol> </li> </ol>

Continue

Conclusion

Instruments	Categories
Theoretical framework of the plans	4. Justification of goals and topics 4.1. Knowledge related to global education 4.2. Skills related to global education 4.3. Attitudes & Values related to global education 5. Justification of activities 5.1. Cooperation-based Learning 5.1.1. Project-Based Pedagogy 5.1.2. Sport Activities 5.1.3. Community service and Volunteering 5.2. Dialogue-based Learning 5.2.1. Debates 5.2.2. Blogs 5.3. Questioning-based Learning (dramatization and games)

SOURCE: Authors, 2018

The data were submitted to content analysis (BARDIN, 2007) meaning that registration units were collected in the several documents and later grouped according to recurring topics that, finally, gave origin to categories and subcategories. Afterwards, the occurrences for each category were counted and percentages were calculated, a statistic proceeding which allows the researcher to be aware of the representativeness of the data. The data collected in all the documents could refer to global education either in an explicit or in an implicit way.

## Results of the Analysis of the Initial and Final Representations of the Students

As already mentioned, this analysis was done taking into account the knowledge, skills and attitudes & values associated to the promotion of global education (SÁ; MESQUITA, 2018a).

### Knowledge

The analysis of the answers given to the questionnaire revealed that the students privileged, in a first moment, “Interdependence & Globalization”, as well as “Identity & Cultural Diversity” as the main topics related to global education.

From the analysis of the individual written reflections, it was remarkable that, at the end of the intervention under the Curricular Unity, the same students valued almost *ex aequo* a broader range of topics associated to global education, namely: “Interdependence & Globalization”, “Identity & Cultural Diversity”, “Social Justice & Human Rights”, “Peace Building & Conflict Resolution”, and “Sustainable Development”.

We consider as decisive factors of this change in perspective several aspects related to the dynamics that took place in the Curricular Unity:

- The contents of the Curricular Unity which included topics about the “Transversality of Portuguese Language and its operationalization in the development of oral and written communication” and didactic strategies promoting the transversality of the Portuguese language associated with the acquisition and development of skills in oral and written communication that could be related to knowledge in the field of global education – particularly with emphasis on the topic “Identity & Cultural Diversity” – to be explored through reflection on the teaching/learning of the mother tongue;

- Didactic activities carried out, with emphasis on a specific seminar<sup>5</sup> in which the concept of education for global citizenship was discussed, including the related knowledge, skills and attitudes & values were explored. Challenges and pedagogical-didactic proposals for the first years of schooling were also analyzed.

## Skills

The analysis of the students’ answers to the initial questionnaire revealed that, in a first moment, they highlighted skills related to “Communication” (which is directly related to the teaching of languages, namely mother tongue), “Collaboration” (which is essential in academic and everyday life and also was introduced as a teaching methodology in this Curricular Unity), and finally “Reflection”, and “Problem-Solving” (essential skills for the adaptation to the life in society, namely in the 21<sup>st</sup> century).

From the analysis of the individual written reflections on the learning process under this Curricular Unity, it turned out that the students valued a balance of all the skills related to global education (Critical Thinking; Communication; Argumentation; Reflection; Collaboration; and Problem-Solving). “Collaboration”

<sup>5</sup> The seminar was entitled “Educação (para a cidadania) global: uma possibilidade para os primeiros anos de escolaridade?” [“Global Education (for Citizenship): is It a Possibility for the First Years of Schooling?”] and was promoted by the researcher Mónica Lourenço on March 6, 2017.

(with the highest number of occurrences) and “Problem-solving” (with the lowest number) stood out.

Also, in this case we can refer to some Curricular Unity aspects (extracted from its curricular plan) as adjuvant factors:

- The planned skills to be developed under the Curricular Unity subordinated to a global education perspective (to recognize the importance of learning languages in a life-long perspective; to plan context-adapted linguistic-communicative learning activities appropriate to the characteristics of the contexts; to mobilize relevant concepts and processes within the scope of this Curricular Unity; to develop the ability to work individually and in team, recognizing the importance of their contribution to the personal and professional development; and to express themselves adequately in the mother tongue, both orally and writing, in order to communicate on relevant topics within the scope of this course);

- The objectives to be achieved, assuming this perspective (to include strategies to promote global education in the Portuguese language teaching planning, with emphasis on the linguistic-communicative component; to discuss with the teacher and colleagues the importance of including the life-long language learning perspective in educative plans; to understand different perspectives (communicated both orally and in writing); and to communicate the own ideas (both orally and in writing) in an appropriate way);

- The teaching strategies adopted (presentation and discussion of proposals among teacher and students; and individual and collaborative work, in person and online – through Web 2.0 tools);

- The evaluation system, which was articulated in two axes: oral/written communication, by one side, and individual/collaborative work, by another side – each contributing with 50% in the final classification.

## **Attitudes & Values**

The analysis of the students’ responses given to the initial questionnaire shows that, in this first moment, they highlighted the “Valorization and Respect towards Human Diversity” and also “Social Responsibility”. In their individual written reflections, by its turn, they added to this pair the “Commitment to Social Justice” and “Equity”.

Once more, there are aspects of the Curricular Unity that may have worked as adjuvant factors. Besides the seminar devoted to the theme, it is possible to mention the skills that it aimed to develop in the students and the teaching methodology adopted.

## **Results Concerning the Analysis of the Students' Educative Plans**

This analysis was carried out taking into account the knowledge, skills and attitudes & values associated with the promotion of global education referred in the performance goals and/or topics registered in the educative plans produced by the students<sup>6</sup>. The relationship between the activities proposed by the plans and learning strategies that promote global education was also considered (SÁ; MESQUITA, 2018b).

### **Knowledge**

The analysis of the goals and topics in the students' plans did not reveal associations with any knowledge related to global education.

This may have happened because these students tended to restrict their plans to the curricular area directly implied by this Curricular Unity – the teaching of Portuguese as a mother tongue – despite de fact that this subject proposes a transversal approach to this process, through teaching and learning from different subjects of the curriculum.

### **Skills**

The analysis of the goals mentioned in the plans revealed that the students:

- Had explicitly highlighted “Communication”, directly related to the teaching and learning of the mother tongue, as evidenced by the selection of Portuguese curriculum goals for Basic Education (BUESCU; MORAIS; ROCHA; MAGALHÃES, 2015) for the specific domains of oral communication (interaction, comprehension, expression), reading (lexical development; the understanding of texts and identification of their main ideas; contact with different kinds of textual genres; and the linkage of texts and the reader's previous

<sup>6</sup> In the didactic plans for the Preschool Education, the students reported only to the “learning goals” (MINISTÉRIO DA EDUCAÇÃO, 2010).

world knowledge); and writing (stages of planning, writing and revision for rewriting and improvement – considering different genres of text)<sup>7</sup>;

- Had implicitly considered:

- Critical thinking, taking into account curricular goals linked to oral communication, reading (aiming to build knowledge through listening and reading of different textual genres) and also writing (especially with regard to the planning of texts, which requires research, selection and organization of relevant information to address the required topic),
- Reflection, present in goals linked to oral communication (which implies the production of speeches with different purposes according to the communication situation), reading (when one aims to organize the information of a text into their previous knowledge), and writing (especially when planning the text),
- Argumentation, underlying the goals of oral communication that address the production of speeches for argumentative purposes (linked to performance descriptors such as asking questions about the presentation of a work by colleagues and debating ideas), from reading aimed at the construction of knowledge from texts (including performance descriptors such as properly expressing a critical opinion about a text and comparing it with other opinions already read and known) and writing (for example, in the planning of argumentative texts).

With regard to the topics registered in the students' plans<sup>8</sup>, the outlook is similar:

- Only "Communication" was explicitly included through the selection of oral content (for example, Comprehension and Expression – articulation, intonation and rhythm), reading (such as research and recording of information), and writing (namely text review: planning, vocabulary and spelling);

- The following topics were implicitly covered:

- Critical Thinking, through oral content (linked to the exploration of argumentative texts), reading (implying the expression of a critical opinion on the texts), and writing (related to the revision of texts),
- Reflection, involved in oral communication (related to the retention of essential information from the texts heard), reading (linked to research and

<sup>7</sup> References to literary education were excluded, because they were implied in aspects involved in reading and writing.

<sup>8</sup> Taken from the "Programa e metas curriculares para o 1.º Ciclo do Ensino Básico" [Program and Goals for the 1st Cycle of Basic Education] (BUESCU; MORAIS; ROCHA; MAGALHÃES, 2015) or deduced from the learning goals for the Preschool Education (MINISTÉRIO DA EDUCAÇÃO, 2010).

- the recording of information from it), and writing (when it is necessary to organize ideas on the topic addressed in the text during its planning),
- Argumentation, by reinforcing the orality and writing dimensions (with topics related to the exploration of argumentative texts) and reading (through topics focused on issuing a critical opinion on the texts).

## **Attitudes & Values**

The analysis of the goals and topics registered in the students' plans did not show any relation between them and the promotion of attitudes and values related to global education.

This may have happened because these students – future preschool educators and primary school teachers – would have the perception that the development of such attitudes and values is the responsibility of a specific curricular area (which, in the case of Preschool Education, is the curricular area “Personal and Social Education”). However, in the policy texts for both educational contexts, the approach of attitudes and values is a transversal task among the different curricular areas.

## **Teaching Activities and Strategies that Promote Global Education**

The analysis of the educative activities proposed in the students' plans allowed us to verify that:

- None of the teaching strategies that promote global education had been explicitly included in the plans;
- There were implicit references:
  - To the Project-Based Pedagogy, included in the category of the “Cooperation-Based Learning”, probably due to the fact that, when asked to choose a basic theme for planning, the working groups have engaged in a spirit of project;
  - To the “Dialogue-Based Learning”, in activities in which various themes were explored through dialogue and debate (the former being often confused with the latter);
  - To the “Questioning-based Learning”, namely games and simulations.

## **Results of the Analysis of the Theoretical Framework of the Plans**

Analyzing the texts in which the students justified the pedagogical-didactic options allowed us to understand how they had appropriated the education process on global education that had been provided to them (SÁ; MESQUITA, 2018b).

### **Knowledge**

In general, when the students justified the goals and topics in their plans, they referred to knowledge related to global education mainly from the Oxfam's guides (2015): "Interdependence & Globalization", "Peacebuilding & Conflict Resolution", "Identity & Cultural Diversity", "Social Justice & Human Rights", and "Sustainable Development".

### **Skills**

Implicitly, when justifying the goals and topics mentioned in their plans, the students considered skills associated with global education: "Communication"; "Argumentation", "Critical Thinking", "Reflection", "Problem-solving", and even "Collaboration".

### **Attitudes & Values**

In justifying the goals and topics of their plans, the students also implicitly referred to attitudes and values underlying global education: "Sense of Identity & Self-Esteem", "Valorization and Respect towards Diversity and Human Rights", "Environmental Concerns & Commitment to Sustainable Development", "Commitment to Social Justice and Equity", and "Social Responsibility".



## **Teaching Activities and Strategies that Promote Global Education**

Also, in the theoretical basis of the plans, none of these strategies was explicitly mentioned. However, implicit references to global education can be found in the allusion of:

- “Collaboration-Based Learning” and associated with Project-Based Pedagogy;
- “Dialogue-Based Learning”, due to the mention of debates, which, in truth, meant dialogues on topics covered by the plans;
- “Questioning-Based Learning”, namely when the plans justified the use of dramatization.

## **Intersections of the Results of the Various Analyses**

### **Knowledge**

Regardless of whether or not they were present in the students’ initial or final representations, none of the topics included in this category was mentioned either in the plans or in their respective theoretical frameworks. In such plans, students focused on topics of the curricular area directly involved in this Curricular Unity – the mother tongue, in this case Portuguese – or on topics of specific curricular areas, based on a transversal approach of teaching and learning.

There was even a theme – “Communication & Argumentation” – that was not included in any of the analyzed plans; probably because the students confused it with the subcategory “Communication”, integrated in the Skills.

### **Skills**

Only “Communication” and “Reflection” were included in all analyzed plans. The first is directly related to the curricular area to which the Curricular Unity refers – the mother tongue – and the second can easily be associated

with performance goals/descriptors and even orientations of activities present in teaching materials for the Primary Education.

Other skills – “Critical Thinking” and “Argumentation” – were included in the plans, in their theoretical frameworks and in the students’ final representations. In the plans focused on the primary education, this probably can be explained due to references made to them in the official curricular programs, especially at the level of performance goals/descriptors (that highlights the importance of critical opinions) and content (particularly the argumentative text). Such skills can also be associated – both in the Preschool and in Primary Education – with the resource of dialogue, often called debate, as a teaching strategy.

“Problem-Solving” and “Collaboration” are present only in the students’ initial and final representations and in the theoretical framework of their plans, but they are absent from the plans, which can indicate that students could consider important to mention them, but they are not aware of how to operationalize them.

## **Attitudes & Values**

All topics in this category (“Sense of Identity & Self-Esteem”, “Valorization and Respect towards Diversity and Human Rights”, “Environmental Concerns & commitment to Sustainable Development”, “Commitment to Social Justice and Equity”, and “Social Responsibility”) were mentioned in the theoretical framework of the students’ plans but none of them were represented in the plans. Some of them were present in their initial and final representations.

Curiously, only two of them were mentioned only in the theoretical framework: “Sense of Identity & Self-Esteem” and “Environmental Concerns & Commitment to Sustainable Development”.

From this, we can conclude that the students were aware of the need to promote such attitudes and values, but they were not able to understand how to do it by teaching their mother tongue.

## **Teaching Activities and Strategies that Promote Global Education**

Due to their nature, the subcategories regarding teaching activities/strategies were only represented in the plans and in their theoretical framework.

References to the first two – “Cooperation-Based Learning” and “Dialogue-Based Learning” – were implicitly and only partially considered. Therefore, it seems that the students were not aware of how they could operationalize them through the proposed activities.

## Conclusions

From the intersections of all the results, it is possible to conclude that global education became part of the students’ professional future, since the categories of analysis of this study that were present both in their final written reflections and in the theoretical framework of their plans.

The students’ initial representations revealed a general understanding of what global education could be, most likely because they were not yet familiar with the topic at that time. The progress of the Curricular Unity’s activities may have contributed to a greater understanding of the problem, which led to more categories being mentioned in their final representations.

The problem lies in the fact that their presence is not observed in the plans, which are an ideal tool to register ways to operationalize global education in its various aspects.

It is also worth mentioning the fact that there is a notable gap between the operational part of the plans and their respective theoretical framework. Among the goals to be achieved and the topics to be addressed by the plans:

- There were no references to knowledge or attitudes and values related to global education, although some were present in the respective theoretical frameworks;

- Only one skill was explicitly mentioned (“Communication”), with other present implicitly (“Critical Thinking”, “Reflection” and “Argumentation”); all of them, though, were implicitly mentioned in the theoretical frameworks of the plans.

Regarding the planned teaching activities, there is consonance between the plans and their respective theoretical framework. In both cases, there were implicit references:

- To the Project-Based Pedagogy, integrated in the category “Cooperation-Based Learning”;

- To the Debate, linked to the “Dialogue-Based Learning” (although the proposed activities in the plans were dialogues);

- To the Dramatization and Games, linked to the category “Questioning-Based Learning”.

In summary, it is possible to conclude that these students would need to deepen their reflection on these issues, in order to find possible ways to operationalize global education in the teaching of Portuguese as their mother tongue.

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