

The Role of Teaching Staff to Advocate for Global Citizenship Values among Students in Hashemite University

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The aim of this research is to define the role of the Hashemite University's teaching staff to advocate the global citizenship values among students. There are 21381 students in the university, but the sample contains 850 students selected by the technique of random and stratified sampling. To achieve the purpose of the study, a questionnaire was designed to learn students' opinion about the role of the teaching staff in advocating the global citizenship values. It has been found that the role of the Hashemite University's teaching staff in advocating the global citizenship values, from the students' perspective, is intermediate, and there are statistically significant differences in students' evaluations due to the gender variable. In addition, there are no statistically significant differences in the role of the Hashemite University's teaching staff to advocate the global citizenship values due to the college variable.

Key words: *Global Citizenship Values, Jordan, Hashemite University, Hashemite University's Teaching Staff, University Students.*

Introduction

Now the world is experiencing not only rapid progress, but also the struggle for the dominant position. Many rapid changes and developments have been recently witnessed in the world, forcing most countries to accommodate them. Hence, Arabic and Islamic societies have started to accept these changes carefully for the fear that such changes might affect their traditions, customs and values (Al-Kaltham, 2016). In addition, as Al-Ahmadi (2012) argued, the world is still witnessing political conflicts, problems and turbulences, economic exploitation and the dominance of rich nations over poor ones. Consequently, the necessity has emerged to create a universal formula of cooperation among the people and nations. This

cooperation is the ideal way to avoid the cultural, economic and political conflicts that can only be resolved globally, so that requires encouraging people to accept the concept of the global citizenship, take responsibilities towards our planet and care about other people.

From one point of view, family should play leading role in upbringing children and developing their cultural value orientations (Masuda et al., 2019). However, more and more scientists emphasize the key role of teachers in providing education that is oriented at moral and cultural values. Teachers also play an important role in mental and emotional health formation, as well as in psychosocial support (Tol et al., 2014; Zembylas & Bekerman, 2019). Higher education institutions might be considered as the centers of culture and identity of nation. The teacher is responsible for conveying cultural and national values through the educational message (Sorth, 2000; Kezar et al., 2015). Hence, the Faculties in the Jordanian universities aim to train and qualify the teachers, upgrading their performance. Thus, teachers must be familiar with the global developments in different life fields and be able to communicate them to students. Moreover, teachers' responsibilities are to reinforce the cultural and intellectual diversity as well as to spread peace and democracy. Teacher should play his/her part in saving environment and finding solutions to the environmental problems, following the true scientific basis (Saleem, 2011).

According to Al-Taskheri (2001), the idea of global citizenship is to prepare an individual for a world full of cultures, rapid change, and scientific development, while taking into account justice, equality and the global peace and security.

The most important features of citizenship are awareness of the national and international issues, the effective contribution to construct the society, and the ability to make rational decisions to resolve the environmental problems. The citizen should have the required thinking skills to adapt to the modern civilization (Dower & Williams, 2016; Salah, 2018). Hence, global citizenship means facing international issues which impede human progress.

Global citizenship means realizing the integrity of the world, and there should be a human system to govern the world, despite the political disputes, the economic interest, cultural diversity, or the need to rule and have dominant position. Furthermore, there is an urgent need to create a common understanding and a collective sense between people, whatever the challenges they face in the present or the future (Andreotti et al., 2015; Aktas et al., 2017).

Global citizenship is originally one of the valuable considerations to form the university youth because they are original parts of the society, not adversaries that destroy its being (Torres, 2015; Pais & Costa, 2017). Educating university students to have the sense of the global citizenship is one of the controversial topics in the field of the modern education. Some fundamental education concepts are necessary to be reconsidered (Turner, 2016), so it

is important to inculcate students with the global citizenship values that are present in society and are expected to resolve the global problems.

The Research Problem

It is necessary to focus on global citizenship values and instil them into university students' behaviour as they are considered the state's power, symbol of state's civilization, safety and high interests (Sklad et al., 2016; Goren & Yemini, 2017). Following the values of the global citizenship, states will develop, and people will have the will to adapt and achieve these values. Hence, the global citizenship values should be constantly maintained, and not only when a problem arises. Given the importance of this, the authors focus academically and continuously on issue of developing the global citizenship values among students, but the authors notice that they clearly neglect having an idea about the global citizenship values and they care only about the human commonalities in the kingdom. Hence, this study identifies the role of the Hashemite University's teaching staff in advocating the global citizenship values among students; the study also answers the two following questions:

1. What is the role of the Hashemite University's teaching staff in advocating the global citizenship values among students?
2. Are there statistically significant differences ($\alpha=0.05$) in the individual assessments about the role of the Hashemite University's teaching staff in advocating the global citizenship values according to the variables of gender and faculty?

The aims of this study are:

- Learning the role of the Hashemite University's teaching staff in advocating the global citizenship values, based on the analysis of student's responses.
- Finding the differences in the sample assessments about the role of the Hashemite University's teaching staff in advocating the global citizenship values, according to the variables of gender and faculty.

This study is significant for teachers as it gives them an idea about their role in advocating the global citizenship values and how these values might be developed to fit the culture of global citizenship. The authors hope that this study will get other researchers' attention to conduct more studies about the global citizenship values and how to advocate them among university students.

The authors researched previous studies related to the citizenship values. One of the studies that has been reviewed is by Al-Sagheer (2012). It is an analytic study, which is aimed to investigate the concept, aims, and significance of global citizenship according to education. It



describes the Egyptian school's role in pre-university education, taking into consideration the international directions and the nature of the Egyptian society. This study's most important recommendation is adding the international dimension to the education system inside the school and organizing the programs of the cultural exchange with other countries. It also recommends combining the concepts of global education with the existing teaching courses.

Another study has been conducted by Abu-Saleema (2009) in Palestine, aiming to investigate the role of universities in advocating citizenship values for students according to the variables of educational level, gender, and the educational institution. The analytic descriptive methodology has been used by the researcher, with the sample of 487 students from the Palestinian universities in Gaza. The study concludes that the universities advocate citizenship moderately, with statistically significant differences in responses in favour of males.

Rights and duties of citizenship and the students' role in society have been explored in a previous study of QIA (2007). This study concludes that the values of citizenship have been instilled in students by their participation in the university's activities, discussions with teachers and their engagement in social issues. Additionally, it has been stated that students should understand the social and political matters inside and outside the university. They must be prepared to face the life's challenges and act according to the democratic principles. There is another study by Al-Khayary (2007) entitled "The Conceptual Components to Acquire the Global Citizenship Values". It is aimed to learn the conceptual components that help the students of Moroccan high schools to acquire the global citizenship values from the high education teachers' perspective. Its most important conclusion is re-establishing the educational relationship inside Moroccan high schools in accordance with democracy, dialogue, and partnership with others. In addition, the study also states that teachers should be enabled in the best pedagogical methods by which they create the global citizenship values, especially those related to human rights, tolerance and dialogue.

A previous study by McDougall (2005) has emphasized that the concept of global citizenship is reflected when the individual is nationally and internationally involved. When the students' experiences have been analyzed, it has been shown that global citizenship education may lead to the individual's improvement and mutual cultural understanding.

Al-Kareem (2009) has investigated the role of Egyptian universities in advocating citizenship values among students, aiming to identify the citizenship concept and dimensions and the most important modern changes that affect citizenship. Based on this information, Al-Sayed and Ismael (2010) have conducted their study to justify the need to advocate citizenship values in universities.



In Mexico, Karsten Mundel (2003) has conducted a study, which aims to recognize the effect of university's international activities and programs in Mexico on the formation of citizenship values in students. The study has included students of International Universities in Mexico and Canada. It has been concluded that to form citizenship values, a student should apply learning and researching methods based on community participation and continuous training to deal with social issues. The students' awareness and immersing in the society changes also advocate the citizenship values formation.

Virtual exchange is one of the most progressive pedagogical approach for global citizenship education (Garca-Gutierrez et al., 2017; O'Dowd, 2019). Web-based activities help students feel better about their belonging to the global world and be responsible for their actions and words online that are later subconsciously transferred to real life (Choi, 2016). Hence, the authors of the current research believe that this approach should be used in every educational establishment, but its influence in different age groups should be studied.

One can notice that the previous studies have investigated the ability of advocating the citizenship values in various environments. It is notable that some of existing studies have examined global citizenship values and others examined the national citizenship values. These researches have provided positive evidence for advocating citizenship values by universities. The previous studies have assisted the authors of this study to set the study purposes, questions, procedures and methods to analyze information. However, this study attempts to examine the role of the Hashemite University's teaching staff in advocating the international citizenship values for students, within different variables. It is considered the first study in the Hashemite University concerning this subject.

Methodology

In order to understand the examined phenomenon, the study has followed the analytic descriptive methodology based on data collection, disaggregation, and analysis. The study is based on a survey that has been conducted among university students and corresponding analysis. In addition, the study determines the static analysis, which fits the study's aims and questions.

Population

The study population involves the whole university students numbering 21831 during the second semester (2018/2019).

Sample

The study has randomly selected 850 students. Table 1 shows the distribution of the study individuals according to the personal variables.

Table 1: Distribution of the sample according to the variables

Variable	Level	Number	Percentage
Gender	Male	440	0.52
	Female	410	0.48
	Total	850	100.0
Faculty	Education	293	0.34
	Literature	287	0.34
	Science	270	0.32
	Total	850	100.0

Research tool

The study tool includes two parts:

1. The first one includes general information of gender and Faculty.
2. The second part is a questionnaire to measure the role of the Hashemite University's teaching staff in advocating the global citizenship values among students. It has been designed after reviewing educational literature related to the values. Initially, the questionnaire involved 44 items of the four areas: global peace, democracy, human rights, and environmental education. Furthermore, the Likert Scale has been used to formulate the questionnaire items scaling from very high, high, medium, low, and very low. The highest scale is 5 points and the lowest one is 1 point in descending order (1, 2, 3, 4, 5).

To analyze the results, the following standard has been followed:

- (1-1.8): Very low.
- (1.81-2.6): Low.
- (2.61-3.4): Medium.
- (3.41- 4.2): High.
- (4.21 -5): Very high.

The Validity of the Study Tool

The external validity of the questionnaire is ensured after it has been shown to a group of specialized arbitrators in Jordanian universities to follow their opinions about the opportunity,

clarity, and linguistic correctness of the items. Some items have been deleted and modified depending on the feedback. The final version of the questionnaire includes those items that have been selected by more than half of the arbitrators. The 39 items are divided into 7 items for the global peace, 11 items for democracy, 13 items for the human rights and 8 items for the environmental education.

The Reliability of the Tool

The tool has been applied on a sample of 25 students. The reliability coefficient has been measured using Pearson Correlation coefficient. As a result, the correlation coefficient for the tool is 0.87, indicating that the tool is valid for the study.

The Variables of Study

The study involves three variables:

1. Two independent variables (gender, faculty).
2. A dependent variable (the role of the Hashemite University's teaching staff in advocating international citizenship values for students).

Research Limitations

- The objective limitations: The study investigates only the role of the Hashemite University's teaching staff in advocating global citizenship values.
- The geographical limitations: The study is applied only on the Hashemite University.
- The human limitations: The study is applied only on a sample of the Hashemite University students.
- The temporal limitations: The survey has been conducted during the second semester (2018/2019).

Discussion

The results of the first question: What is the role of the Hashemite University's teaching staff in advocating international citizenship values for students?

To answer this question, the means and standard deviation of the global citizenship values areas have been found, as shown in Table 2.

Table 2: Means and Standard Deviation of the global citizenship values

No.	Areas	Means	Standard Deviation	Advocating role	Rank
1	Global Peace	2.71	0.70	Medium	2
2	Democracy	2.87	0.79	Medium	1
3	Human Rights	2.66	0.76	Medium	3
4	Environmental Education	2.64	0.83	Medium	4
Average		2.72	0.77	Medium	

The means of answers range from 2.64 to 2.87. The area of democracy (2.87) is the highest, and the area of environmental education is the lowest (2.64). However, there is no real advising and direct learning method to reflect these values on the students' behaviour and practice in society.

Tables 3, 4, 5 and 6 show the means and standard deviation of students' answers about each global citizenship value.

Table 3: The means and Standard Deviation of students' answers about the "global peace" value

No.	Items	Means	Standard Deviation	Advocating role
1	Teacher calls to respect life and use education and debate to end violence.	3.48	0.53	High
2	Teacher encourages to stop the racism and discrimination, and everything related to intolerance.	3.31	0.61	Medium
3	Teacher advocates the agreement, tolerance and solidarity between all people and cultures.	2.65	0.67	Medium
4	Teacher encourages students to participate in the initiatives during conflict time such as distributing medicine and food.	2.63	0.69	Medium
5	Teacher encourages students to train on how to manage and resolve the conflict.	2.35	0.66	Low
6	Teacher promotes the culture of the global peace by exchanging information with the students.	2.29	0.76	Low
7	Teacher encourages the effective partnerships among various subjects to reinforce the concept of the global peace.	2.25	0.72	Low
Average		2.71	0.70	Medium

As Table 3 shows, the mean of "global peace" items is between (3.48 - 2.25). The item "Teacher calls to respect life and use education and debate to end the violence" is in its highest limit and the item "Teacher encourages effective partnerships among the various subjects to reinforce the concept of the global peace" is in its lowest limit. The overall average is 2.71 and standard deviation is 0.70. As a result, it can be stated that the teachers have a role to advocate the values of the global citizenship among students.

Table 4: The means and standard deviation of the students' answers about the "democracy" value, in descending order

No	Items	Means	Standard Deviation	Advocating role
1	Teacher encourages to respect the human rights and freedoms.	3.27	0.53	Medium
2	Teacher develops the ability to express the opinion.	3.24	0.61	Medium
3	Teacher advises not to rule individually or exclude others.	3.17	0.67	Medium
4	Teacher advises to accept others and their opinions.	3.16	0.69	Medium
5	Teacher calls not to use violence and power to resolve the disputes.	3.01	0.66	Medium
6	Teacher reinforces the students' ability to effect on decision-making.	2.86	0.76	Medium
7	Teacher advices to talk flexibly, away from dogmatism.	2.84	0.72	Medium
8	Teacher encourages disposing intolerance.	2.79	0.83	Medium
9	Teacher encourages students to use dialogue as the only way to resolve the disputes.	2.77	0.89	Medium
10	Teacher clarifies that individual's dignity arises from performing one's duties and complying with one's country's laws.	2.24	0.82	Low
11	Teacher develops the ability of positive opposition.	2.22	0.86	Low
Average		2.87	0.79	Medium

As Table 4 shows, the mean of "democracy" items is between (3.27 - 2.22). The item "Teacher encourages to respect the human rights and freedoms" is in its highest limit and the item "Teacher develops the ability of positive opposition" is in its lowest limit. The overall average is 2.87 and its standard deviation is 0.79. It has been assumed that teachers do not effectively advocate the values of the global citizenship among students, and they focus only on the curriculum without connecting it with democracy.

Table 5: The means and standard deviation of students' answers about the items of the "Human Rights", in descending order

No	Items	Means	Standard Deviation	Advocating role
1	Teacher believes the saying "my freedom ends when other's freedom starts".	3.00	0.53	Medium
2	Teacher advises the students to be open to the international cultures.	2.86	0.56	Medium
3	Teacher advises the students to avoid any offensive behavior.	2.83	0.61	Medium
4	Teacher helps students become more aware about the importance of diversity in the enrichment of the human civilization.	2.76	0.67	Medium
5	Teacher arranges the students' participation in induction courses of human rights and citizenship.	2.76	0.69	Medium
6	Teacher directs the students to be responsible and protect human rights from any violation.	2.73	0.66	Medium
7	Teacher advises the students to be tolerant.	2.71	0.76	Medium
8	Teacher calls students to participate effectively in voluntary work.	2.70	0.72	Medium
9	Teacher is fair with students.	2.70	0.83	Medium
10	Teacher calls students to respect the human rights in social communication.	2.54	0.89	Low
11	Teacher helps students become more aware about the importance of the right to live within a civil society.	2.42	0.94	Low
12	Teacher increases the students' awareness about the right of getting the social insurance components.	2.29	0.99	Low
13	Teacher explains to students their rights.	2.25	0.91	Low
Average		2.66	0.76	Medium

As Table 5 shows, the mean of "Human Rights" items is between (3.00 - 2.25). The item "Teacher believes the saying "my freedom ends when other's freedom starts" is in its highest limit and the item "Teacher explains to students their rights" is in its lowest limit. The overall average is 2.66 and its standard deviation is 0.76. On the one hand, the topic of human rights is presented by teachers. On the other hand, the expected results have not been achieved by encouraging students to live a civilian life respecting humanity.

Table 6: The means and standard deviation of students' answers about the items of the "environmental education", in descending order

No	Items	Means	Standard Deviation	Advocating role
1	Teacher develops the moral values that activate positive relation of students to the environment.	3.03	0.52	Medium
2	Teacher helps students to be aware of the environment by clarifying its related concepts.	2.95	0.56	Medium
3	Teacher highlights the adverse effects when the natural resources are badly exploited.	2.88	0.61	Medium
4	Teacher advises students to participate in the programs of protecting environment from pollution.	2.64	0.59	Medium
5	Teacher encourages students to the international exchange of environmental information and experience during education.	2.48	0.67	Low
6	Teacher encourages students to conduct the researches which lead to better understanding of the environmental education purposes.	2.41	0.69	Low
7	Teacher encourages students to participate in different environmental projects.	2.39	0.66	Low
8	Teacher develops the sense of the individual and public responsibility toward the environment protection by the team work and resolving the environmental problems.	2.33	0.72	Low
Average		2.64	0.83	Medium

As Table 6 shows, the mean of "Human Rights" items is between (3.03 - 2.33). The item "Teacher develops the moral values that activate positive relation of students to the environment" is in its highest limit and the item "Teacher develops the sense of the individual and public responsibility toward the environment protection by the team work and resolving the environmental problems" is in its lowest limit. The overall average is 2.64 and its

standard deviation is 0.83. The authors explain the medium advocating role of teachers in the environmental education due to their ineffectiveness in advocating the global citizenship values among students, lack of influence on students' behavior and feeling of affiliation to a wider community that transcends the national boundaries.

The Results of the Second Question: “Are there statistically significant differences ($\alpha=0.05$) in students' assessments about the role of the Hashemite University's teaching staff in advocating the global citizenship values according to the variables of gender and faculty?”

To answer this question, the means and standard deviations of the answers (about the role of the Hashemite University's teaching staff in advocating the global citizenship values) have been found according to the variables of gender and faculty. Then, the 2-way ANOVA has been applied, as tables 7 and 8 show.

Table 7: The means and standard deviation of students' answers about the role of Hashemite University's teaching staff in advocating the global citizenship values according to the variables of gender and faculty

Variable	Level	Number	Percentage
Gender	Male	2.99	0.65
	Female	2.49	1.11
Faculty	Educational	2.75	1.25
	Literature	2.71	1.42
	Science	2.68	0.83

Table 7 shows that there are differences between the means of answers according to the variables of gender and faculty. Table 8 shows that 2-way ANOVA has been applied to know the static significance for these differences.

Table 8: The results of applying the 2-way ANOVA on students' answers about the role of the Hashemite University's teaching staff in advocating the global citizenship values according to gender and faculty.

Source	Sum of Squares	Degrees of Freedom	Mean Square	F	Static significance
Gender	1.68	1	1.68	3.01	0.02
Faculty	9.22	2	4.61	1.17	0.91
Error	223.52	846	0.26		
Total	2732.00	850			

As it is shown in Table 8, there are statistically significant differences ($\alpha=0.05$) in the role of the teachers in advocating the global citizenship values according to gender, in favour of

males. The role of male teachers to advocate the global citizenship values is more notable than female teachers' role. Additionally, there are no statistically significant differences ($\alpha=0.05$) in the role of the teachers in advocating the global citizenship values because of faculty variable, as the value of (F) is 1.17 and it is not statistically significant. The reason of the latter is that the technique by which the global citizenship values are advocated is similar in all faculties that have the same learning environment in the same university.

In general, the current study corresponds to the study of Abu-Saleema (2009), resulting that the Education Faculty of the Palestinian universities advocate citizenship moderately. The authors of the current study note that teachers focus more on the curriculum without connecting it with democracy and consequently, they unsuccessfully promote the values of the global citizenship among students. Teachers should pay more attention on promoting life in a peaceful environment. Concerning the gender of teachers in advocating the global citizenship values, authors of the current study agree with Atyah (2014), Rhoads & Szelenyi (2011). The study results in favour of males are because of the society's nature and traditions which highlight the leading role of men.

The authors of the current study have conducted this research based on students' responses, as they are the growing generation and the future of the country. The authors agree with Masuda (2019) that the foundations of global citizenship values should be laid in the family. The authors also want to emphasize the importance of working with all age groups in this direction. Global citizenship values education should be based not only on political and social aspects, but also on environmental problems. The latter are extremely urgent for every inhabitant of the planet. However, unfortunately, there are not enough studies on the level of promotion of environmental topic, and in UAE they have not been conducted at all. Regarding this issue, the authors of the current study see the prospect for further research.

Conclusion

In the study, the authors have investigated the role of teaching staff in advocating global citizenship values among students on the base of Hashemite University. To achieve the goal, a survey of 850 students on the role of the teaching staff in the promotion of global values of citizenship has been conducted. Results have shown that, from the students' perspective, the role of teachers is medium and also depends on gender.

In view of the findings, the authors recommend:

1. Continuously develop and enrich an education plan with more activities that advocate the global citizenship values;
2. Holding workshops and courses to advocate global values and concepts;



3. Focusing on appearance of the programs of national, political and social concepts in media, because citizens' education is all state agencies' responsibility.

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