

# Global Learning or Education: a Challenge to Contemporary Geography Teaching

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## **Abstract**

*Global learning (global education) is seen as a didactic response to different aspects of globalization in all spheres of life. Since global learning requires an interdisciplinary concept of the curriculum, its basic ideas are incorporated in the syllabi of different school subjects. The paper discusses in detail the possibilities of their realization in geography teaching. The emphasis is placed on defining the aims and objectives of geography teaching, incorporating new subject matter into the syllabus, as well as new learning methods and models.*

*The second section of this paper analyses and compares the attitudes of geography teachers and secondary school pupils at "Gimnazija Sisak" towards the phenomenon of globalisation, which is taught in geography classes. The results have shown that both groups of respondents are familiar with the contemporary features of globalisation as well as its advantages and disadvantages. It has been observed that pupils' view of globalisation is fundamentally more positive than that of the teachers.*

**Key words:** *globalisation, geography teaching aims, learning models, pupils' and geography teachers' attitudes*

## **Introductory considerations**

The underlying idea of this paper is the realisation that the changes accompanying the phenomenon of globalisation, relating to almost all spheres of life, have largely pervaded education itself, and consequently geography teaching. Whereas in the 1970s, the changes in the educational policies were mainly introduced as consequences of rapid scientific and technological development, economic insecurity, rapid population growth in less developed parts of the world and changed role of government, the 1990s saw the appearance of a number of new factors. Among others, the emphasis

was on the global expansion of free markets, strengthening of supranational unions, growing gap between the wealthy and the poor, and widespread acceptance of a common agenda for addressing the burning issues of humankind (Spajić-Vrkaš, 1999). Searching for the meaning, content, objectives, strategies and methodologies behind the changes in the educational system within the international context is, to a significant extent, a consequence of the effects of globalisation (Ilić & Žilić-Juričić, 2006). Therefore, for the last twenty years, in the educational system as a whole there have been increasing references to the requirements of global education, and in relevant reading materials, terms such as globalised education, global education, global learning, and others can be found.

Although more intensive debates on the demands of the global education have only begun over the last twenty years, in the English-speaking world the term “global education” has been introduced already in the late 1970s. One of the first definitions of global education (Hanvey, 1976) introduced it as the doctrine of the interrelationship of environmental, cultural, economic, political and technological systems. Global education was given relevant stimuli through the activities of various non-governmental organisations (NGOs), debates on sustainable development in the late 1980s and a series of UN world conferences in the 1990s. *The Centre for Global Education* was established at York University in the UK in 1982 and its founder, David Selby, is considered one of the main representatives of the Anglo-American tradition of global education (Schreiber, 2010).

In the German-speaking world, the issues of global education were given greater attention in the 1990s. Apart from certain differences in the theoretical approaches, German authors, unlike the Anglo-Saxon authors, prefer the term “Globales Lernen” (Global learning) (Burger, 2008), which in time introduced the second theoretical school of global learning and education. Important stimuli followed the Swiss Forum “School for One World” (1996) whose conclusions contain the basic ideas and objectives of global learning.

The fact remains that a single, uniform and unambiguous definition of global learning or education does not exist, which may be the cause of the difficulties in defining its aims and objectives. Therefore, for the purpose of clarification, it is necessary to provide several definitions of this term. Forghani (2004) sees global learning as “a collective term for all didactic approaches that are related to globalisation”, and Selby (1999) emphasizes that global learning is a philosophy of teaching and learning, not merely an interdisciplinary concept of the curriculum. It is an approach to education which focuses on the subject and the pupils reflect on their role in a globalised society. In other words, global education programmes focus on the development of an individual who understands the interdependence and connectivity of the problems that occur in the world and consider their actions and responsibilities in the context in which the interests of the entire human community

are reflected (Maleš et al., 2003). Burger (2008) defines global learning as a didactic concept that aims to capture current educational processes of (global) changes and to prepare pupils for the life in a globalised world society.

Based on the above definitions, global learning, that is education is not only a novel educational subject matter which pupils should be taught in a new school subject, but a programme (a concept) that can and should be integrated into the existing school subjects (Schreiber, 2010). When solving a particular problem, an interdisciplinary approach is required, i.e. interaction of knowledge acquired in individual subjects (Maleš, 1993).

The concept of global learning or education is founded on the content of related educational fields developed within UNESCO's programmes over past decades, such as *education for environment and sustainable development*, *development education*, *intercultural education*, *peace education*, *education for human rights and democratic citizenship*, and others. Using the concept of global learning, these disciplines attempt to interconnect in order for the complexity of the globalisation process to be studied from several aspects (Humpert, 2010). By defining common aims, global learning gives them a new dimension. Selby (1999) sees global education as a central discipline that (using a novel perspective) integrates the content of related disciplines as their subdisciplines. Nevertheless, it should be noted that some authors, especially in the German speaking countries (Bühler, 1996), have a different view of global learning and consider it as "adjacent" discipline to *peace pedagogy*, *education for environment* and others.

### ***Geography teaching and the requirements of global learning or education***

Starting from the fact that globalisation and its consequences have stimulated geographers' interest in the study of global processes and structures, teaching geography in the world as well as in Croatia is also closely connected with *global learning or education*. Under the influence of global learning, aims and objectives of geography teaching change, with the syllabi being incorporated with a variety of topics and units covering subject matter or issues relating to the causes and consequences of the globalisation processes. Nevertheless, one should bear in mind that global learning or education is oriented towards (global) problems rather than being primarily oriented towards individual school subjects.

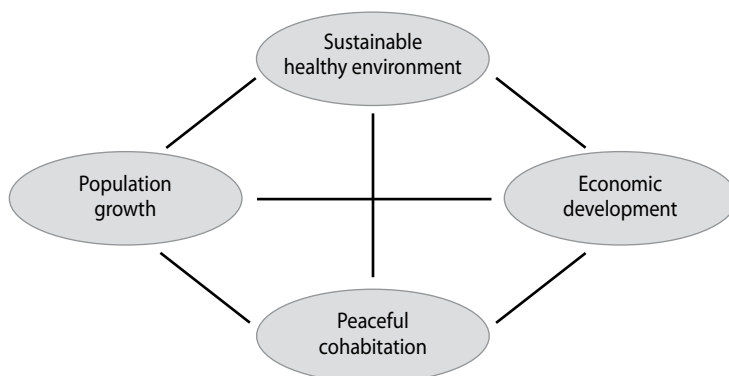
The global aspect of teaching geography can also be found as early as forty years ago in the visionary writings of the Croatian geographer, Josip Roglič, Fellow of the Croatian Academy of Sciences and Arts. He is one of the first scientists in Croatia to discuss globalisation, its causes and consequences, as well as changes in the curriculum with the aim to provide a more comprehensive education of the new generations. Discussing the notion of global homeland, Roglič maintains that "in real life the importance of geography is reflected in its impact on the education of global citizens,

i.e. in the reputation it establishes in the classroom” (Roglić, 1974: 59). Among other Croatian authors who also write about the global aspects of geography, Husanović-Pejnović (1996) and Braičić & Matas (2008) may be mentioned.

When it comes to the objectives of geography teaching, global learning or education can be achieved in the cognitive (knowledge), affective (viewpoints) and conative (action) domain (Rinschede, 2003). Cognitive objectives of geography teaching, viewed in the context of global learning, relate to the acquisition of knowledge about the processes of globalisation and its causes and consequences. The syllabus integrates new themes that result from the four basic forms of globalisation, that is cultural, political, environmental and economic. Affective domain implies a willingness to make efforts to address international and global problems (Matas, 1996). “Using appropriate examples, geography has an important role in contributing to the education of global citizens whose understanding of the enormous benefits of the new relationships will foster a loyal social relationship. (...) The global or geographical knowledge is the foundation on which to build a general human awareness, strengthen cooperation and international understanding, that is the basis of world peace and stability” (Roglić, 1974: 55). In other words, pupils’ awareness of the issues of poverty, energy consumption, debts of the underdeveloped countries, etc. need to be raised. Let us mention that for this purpose, the subject matter of geography syllabus in the 6th grade in Croatian elementary schools is particularly suitable. In addition, Croatian elementary school curriculum states that “the environmental education and environmental protection are ongoing educational objectives of geography teaching” (Ministry of Science, Education and Sports, 2006). Conative domain refers to specific actions (activities), and is closely connected with the motto “think global - act local”.

German geography teaching methodologist Kroß (1995) constructed a “magic square” that summarizes the issues and objectives of geography teaching (Figure 1). He states that global problems are caused by the dynamics of population growth and economic development, which lead to complex interactions. The aim is to ensure sustainable, healthy environment and peaceful cohabitation of all people, i.e. geography classes should contribute to directing the solution of the future global problems towards consensus rather than conflicts (Kroß, 1995). Some authors (Schreiber & Schuler, 2005) have taken this issue even further and have identified global learning in geography with the education for sustainable development, pointing out that geography, as it explores the interrelationships between nature, technology, economy and society is, more than any other discipline, under the obligation to promote sustainable future on Earth. Education for the environment and sustainable development, as well as the education for human rights and democratic citizenship, have been introduced in the curriculum of the new Croatian school as integrative educational subject matter.

Finally, after analysing Croatian secondary school curriculum, we can determine that global issues are prevalent in the third year, and in the fourth year Croatia is viewed in the context of regional alliances and globalisation processes.



**Figure 1.** „Magic square“ in contemporary geography teaching (adapted from Kroß, 1995)

In addition to the changes in the subject matter, even in geography teaching, global learning or education imposes the application of new principles, methods and models of learning in order for the new territorial relationships and structures to be better explained. So Rinschede (2003), listing educational principles in geography teaching, apart from the regular ones, such as contemporary, interdisciplinary, systematic, native and other principles, also states the principles of global learning, education for the environment and intercultural learning. Learning and teaching methods should focus on developing the abilities needed for the interpretation of the changes in society in order for the individual to manage them better, but also to be able to take an active role in their creation and change (Maleš, 1993). Despite the demands of global education, one must sadly conclude that in our schools, there is still little departure from the traditional teaching characterized by verbal methods, lectures and frontal teaching.

“Your city in the world, the world in your city” is an example of a learning model or a solution to global education in the United States. The project is based on encouraging pupils to explore a variety of active or passive links between their city and the world. Such a learning model, which has since been copied many times, is based on the didactic and geographical principle of “gradual progression.” It has shown that using sensual experience and research in the immediate environment, we can gain knowledge of the abstract and complex relationships from around the world (Seitz, 2001).

It has already been emphasised that global learning or education requires an interdisciplinary approach to problem solving. Thus, for example, the study of *Climate changes*, as one of the topics in teaching geography, can and should be accessed from different aspects: the meteorological (storms, floods, droughts), environmental (effects of climate change on flora and fauna), developmental and political (the consequences for undeveloped countries), security and political (potential wars over drinking water), economic (economic consequences of the climate change), and the aspect of human rights (the initial reception of “refugees” whose displacement could be caused by climate change).

There are considerable opportunities for geography teaching to become part of the GLOBE programme (The Global Learning and Observations to Benefit the Environment) developed in mid 1990s. It is a scientific and educational programme, but also a model of global learning or education, whose development has been enabled by the expansion of ICT and Internet development. The programme allows pupils to collaborate with renowned scientists and create a network that connects the whole world into a single community. Within the GLOBE programme, the pupils measure the data in their immediate environment and send them to the U.S. scientific database using the internet (Obad, 2006). For example, during geography lesson *Weather and climate* pupils measure atmospheric phenomena and thus are introduced to a number of measuring instruments such as thermometer, barometer, rain gauge, etc., and in addition, they make climatograms for the GLOBE programme. The data obtained through the GLOBE research can be used in many other geography units.

### ***Research of pupils' and geography teachers' attitudes to globalisation processes***

Recognizing the fact that global learning is directed towards an individual who reflects on his/her role in a globalised society, for the purposes of this paper a research was conducted with the aim to establish the basic attitudes of pupils and geography teachers to globalisation, and examine their similarities and differences.

### **Research methodology**

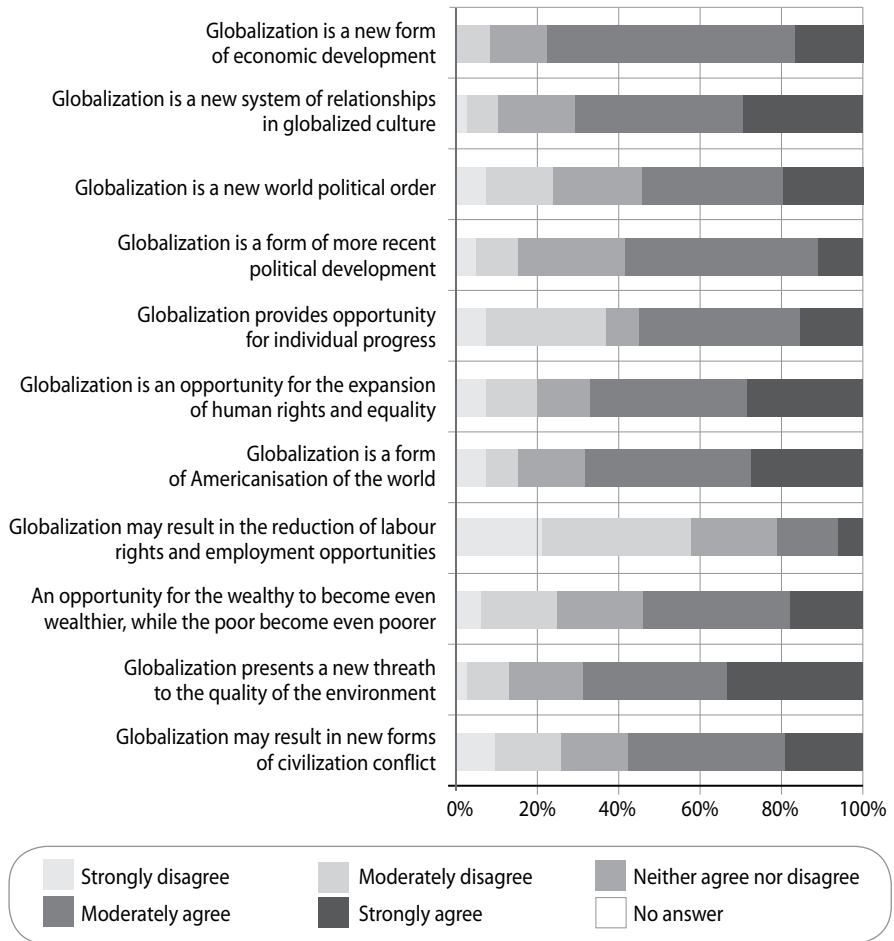
The research was conducted on a sample of 85 respondents, secondary school pupils at "Gimnazija Sisak" and 56 geography teachers (35 elementary and 21 secondary school teachers), participants of the *Learning Styles and Motivation in Geography Teaching* seminar held in Donja Stubica for county coordinators of teacher training, teacher mentors and advisers. The research included full age pupils of four fourth-year secondary school classes at "Gimnazija Sisak" in the 2009/10 school year. Participation in the research was anonymous and voluntary both for the pupils and the teachers.

Data were collected using a questionnaire based on the content of the geography textbook for the third year of secondary school (Gall & Matas, 2007). The questionnaire used a five point Likert scale and the respondents were asked to express the degree of their agreement/disagreement with certain statements about globalisation processes.

### **Results – presentation and analysis**

The results showed that pupils generally agreed with the statements about globalisation (Figure 2). According to the results, 77.7% of the respondents strongly or moderately agreed with the claim that globalisation is a new form of economic development, and 70.6% agreed that globalisation is a new system of relationships in a globalised culture. It is significant that over two thirds of the respondents saw globalisation as a threat to the quality of the environment (69.4%), as well as that it was

greatly perceived as a form of Americanisation (westernisation) of the world (68.3%). However, more than two-thirds of the pupils saw globalisation as an opportunity for the expansion of human rights and equality. The only statement with which more than half of the respondents (68.3%) strongly or moderately disagreed is that globalisation may result in the reduction of labour rights and employment opportunities.



**Figure 2.** Secondary school pupils' attitudes towards globalisation and its characteristics

Research results showed that geography teachers also generally agreed with the statements about globalisation (Figure 3). More than 70% of all respondents in this group strongly or moderately agreed with as many as 8 out of 11 questionnaire items. Moreover, over 90% of the respondents believe that globalisation is a new form of economic development (94.7%), and that in conditions of globalisation, the developed countries become even wealthier while the undeveloped ones become poorer (92.8%). On the other hand, most respondents did not see globalisation as an opportunity for

individual progress. It was also the test item with the lowest mean rate of agreement, only 35.8%, while 50.0% of the respondents disagreed with the statement. The issue of whether globalisation presents an opportunity for the expansion of human rights and equality completely divided the teachers. Whereas nearly half of the respondents agreed with this statement, the second half disagreed.

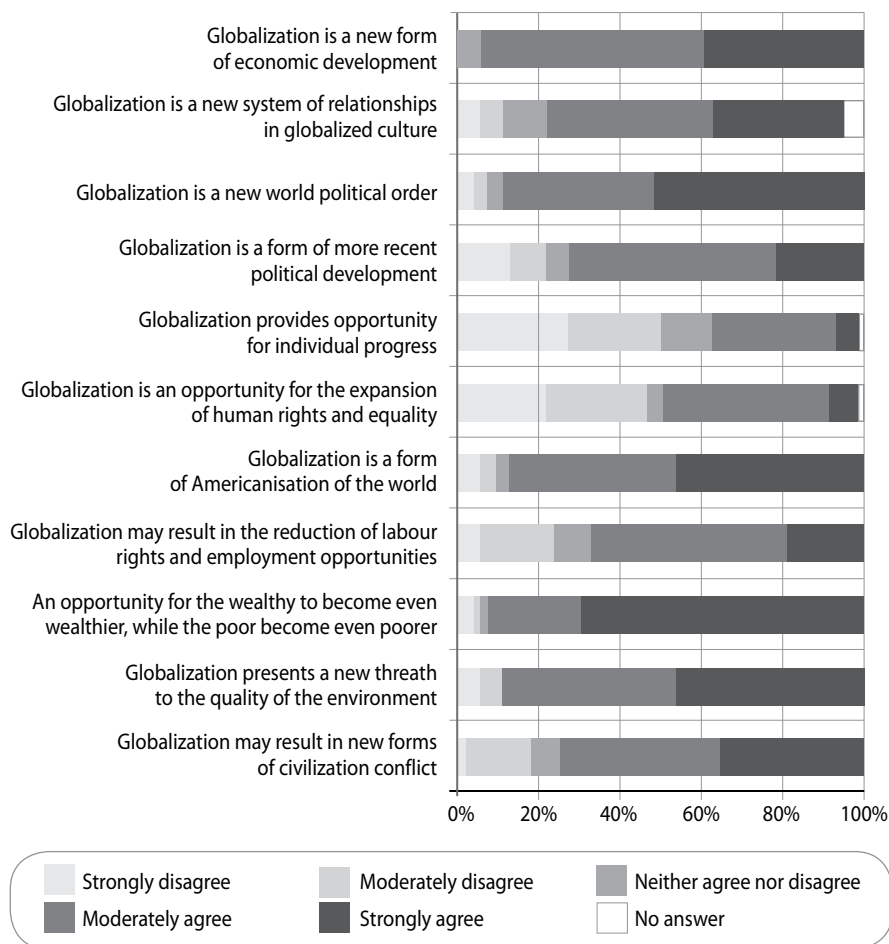


Figure 3. Geography teachers' attitudes to globalisation and its characteristics

The results further showed that the pupils' response average was between 2.48 and 3.87 (Table 1). Response average higher than 3.5 was obtained on a total of 5 claims: *a new threat to the quality of the environment* (3.87), *a new system of relationships in a globalised culture* (3.87), *a new form of economic development* (3.86), *a form of Americanisation of the world* (3.73) and *an opportunity for the expansion of human rights and equality* (3.68). The variable *reduction of labour rights and employment opportunities* had the lowest mean rate (2.48).



In order to determine the dispersion of attitudes in relation to the mean rate (arithmetic mean), standard deviation and variation coefficient were calculated. Table 1 shows that the average deviation from the mean rate (attitudes) in most cases amounted to more than one rate. The standard deviation for the variable *expansion of human rights and equality* was 1.231, which means that the average deviation from the mean rate was 1.2 of the rate, i.e. 37.6%. Dispersion of pupils' attitudes (responses) was the lowest for the variable *a new form of economic development* ( $SD = .784, V = 20.3\%$ ).

**Table 1.** Average rates for the globalisation processes and indicators of the dispersion of the responses

Globalisation is or could be:	Respondents	N	M	SD	V (%)
New form of economic development	pupils	85	3.86	.784	20.3
	teachers	56	4.29	.725	16.9
New system of relationships in a globalised culture	pupils	85	3.87	1.003	25.9
	teachers	53	3.94	1.089	27.6
New world political order	pupils	85	3.42	1.172	34.3
	teachers	56	4.30	0.990	23.0
A form of more recent political development	pupils	85	3.49	0.978	28.0
	teachers	56	3.61	1.263	35.0
An opportunity for individual progress	pupils	85	3.27	1.231	37.6
	teachers	55	2.64	1.312	49.7
An opportunity for the expansion of human rights and equality	pupils	85	3.68	1.210	32.9
	teachers	55	2.87	1.349	47.0
A form of Americanisation (westernisation) of the world	pupils	85	3.73	1.152	30.9
	teachers	56	4.20	1.042	24.8
The reduction of labour rights and employment opportunities	pupils	85	2.48	1.154	46.5
	teachers	56	3.59	1.146	31.9
An opportunity for the wealthy to become even wealthier, while the poor become even poorer	pupils	85	3.41	1.151	33.8
	teachers	56	4.54	0.906	19.9
A new threat to the quality of the environment	pupils	85	3.87	1.060	27.4
	teachers	56	4.20	1.059	25.2
A threat to the new forms of civilizational conflict	pupils	85	3.41	1.230	36.1
	teachers	56	3.91	1.106	28.3

*N* – number of respondents, *M* – arithmetic mean, *SD* – standard deviation, *V* – variation coefficient

The teachers' mean rates for the globalisation processes range between 2.64 and 4.54. Mean rates higher than 3.5 were obtained on as many as 9 items, of which one item received an average score higher than 4.5: *an opportunity for the wealthy to become even wealthier, while the poor become even poorer*. The claim that *globalisation is an opportunity for individual progress* has the lowest mean rate of 2.64.

The highest dispersion of teachers' responses was obtained on the variable *globalisation is an opportunity for the expansion of human rights and equality*, with the standard deviation of 1.349, i.e. average deviation from the mean rate (2.87) was 47.0%. As with the pupils' attitudes, the lowest dispersion of responses was obtained on the variable *a new form of economic development* with the standard deviation of 0.725, i.e. average deviation from the mean rate (4.29) was merely 16.9%.

A comparative analysis points to significant differences in the assessment (attitudes) of the two groups of respondents. Primarily, it should be emphasized that pupils, far more than the teachers, avoided extreme responses, i.e. they tended to choose *moderately agree* or *moderate disagree* more often. Furthermore, due to lack of interest, knowledge and experience in relation to the subject matter, pupils often selected neutral response, i.e. *neither agree nor disagree* (on some items as many as one quarter of pupils did not express an opinion). Naturally, this affected the final research results, and one can wonder what the obtained results would have been, had this response been omitted, because then the respondents would have had to state a definite attitude to the items in the questionnaire.

The following are some further examples of the observed significant differences in the attitudes of the two groups of respondents. According to the results, 89.3% of teachers, and only half of the pupils (54.1%) agreed strongly or moderately that *globalisation is a new world political order*. While teachers' attitudes to the statement that *globalisation is an opportunity for the expansion of human rights and equality* were mainly divided (as already discussed), two-thirds of pupils strongly or moderately agreed with the statement. Furthermore, whereas 67.8% of teachers saw *globalisation as a potential for the reduction of labour rights and employment opportunities*, the same goes only for 21.2% of pupils. The vast majority of teachers (92.8%) believed that *globalisation increases the gap between the wealthy and the poor*, while "only" 54.1% of pupils held the same opinion (however, every fifth pupil did not express attitude to this statement). In other words, pupils' attitudes towards globalisation were not as negative as those of the teachers.

There are a number of claims where the pupils' attitudes corresponded to those of the teachers. For example, the largest number of both pupils and teachers agreed, strongly or moderately, with the claim that globalisation is a new form of economic development. In addition, this is the only statement for which none of the respondents selected *strongly disagree*. Substantial level of agreement also related to the statements that globalisation presents a new threat to the environment, and that it may result in new civilisational conflicts, etc.

The pupils' lowest mean rate was 2.48 and the teachers' was 2.64. Due to the avoidance of extreme response – *strongly agree*, the pupils' highest mean rate was 3.87 while the teachers' highest mean rate was 4.54.

## Conclusion

While in the traditional approach to learning, the view of the world focused on regions, the new age imposes a new, global (holistic) view of the world and, therefore, the requirements for the inclusion of global education into the educational system as a whole are quite understandable and justified. Although there are different approaches to defining and determining the goals of global education or learning, it is basically a didactic response to various aspects of globalisation in all spheres of life (culture, politics, ecology, economics). Global learning and education enable individuals to acquire a series of cognitive, social and emotional competences necessary for a responsible life in a globalised world society.

Although global learning is not primarily oriented towards individual school subjects, geography teaching, where interrelationships between nature and society are studied, is especially suitable for the realization of this segment of education, including learning using one's *head, heart and hand*. Geography syllabi in the world and in Croatia cover the topics dealing with the processes of globalisation, its causes and consequences. However, the learning process should not be limited to intellectual acquisition of new knowledge (knowledge about globalisation), but should also focus on the emotional level: teaching geography is suitable for the development of proper attitudes towards the preservation and protection of nature, for the promotion of humanity and advocating social justice, compassion for the hungry and the injured during natural and other disasters, etc. Above all, pupils themselves need to take action in accordance with the motto "think global - act local". In order for these objectives to be achieved, new methods, principles and procedures need to be gradually introduced into teaching.

The content of the empirical research of pupils' and geography teachers' attitudes towards globalisation was in accordance with the secondary school geography syllabus. Research results showed that far away places are, more than ever, linked to the living space of the young, i.e. that wide world is no longer as distant from their immediate surroundings and their personal experiences. Both groups of respondents attached great importance to the growing gap between the developed and undeveloped countries, threat to the quality of the environment, etc. Some differences in attitudes between the two groups of respondents could be observed, with the pupils essentially expressing more "positive" attitudes towards globalisation than geography teachers. That is, teachers' mean rates on all of the questionnaire items that express extremely negative attitudes towards globalisation were higher than those of the pupils. The only statements for which the pupils' mean rates were higher than those of the teachers' were *an opportunity for individual progress and an opportunity for the expansion of human rights and equality*, as two extremely positive effects of globalisation.

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# Globalno učenje ili obrazovanje: izazov za suvremenu nastavu geografije

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## Sažetak

*Globalno učenje (globalno obrazovanje) predstavlja pedagoški odgovor na različite aspekte globalizacije u svim životnim sferama. Budući da koncept globalnog učenja zahtijeva interdisciplinarnu koncepciju kurikula, njegove se osnovne ideje ugrađuju u planove i programe različitih nastavnih predmeta. U radu se detaljnije raspravlja o mogućnostima njihova ostvarivanja u nastavi geografije. Naglasak je stavljen na određivanje ciljeva i zadaća nastave geografije, ugrađivanje novih sadržaja u nastavni plan i program, kao i nove metode i modele učenja.*

*U drugom dijelu rada analiziraju se i uspoređuju stavovi učitelja geografije i učenika Gimnazije Sisak o fenomenu globalizacije koji se poučava u nastavi geografije. Rezultati su pokazali da su obje skupine ispitanika upoznate sa suvremenim značajkama globalizacije i njezinim pozitivnim i negativnim stranama. Uočeno je da učenici u osnovi pozitivnije doživljavaju globalizaciju negoli učitelji.*

**Ključne riječi:** *globalizacija, zadaće nastave geografije, modeli učenja, stavovi učenika i učitelja geografije*

## Uvodna razmatranja

Polazna točka u ovom radu je spoznaja da su promjene obuhvaćene fenomenom globalizacije, a koje se odnose na gotovo sva životna područja, u velikoj mjeri zahvatile odgoj i obrazovanje, pa samim tim i nastavu geografije. Dok su još sedamdesetih godina prošlog stoljeća na promjene obrazovnih politika najviše utjecali brzi znanstveni i tehnološki razvoj, gospodarska nesigurnost, brz porast stanovništva u slabije razvijenim dijelovima svijeta te promijenjena uloga države, u devedesetima se pojavio i niz novih čimbenika. Među ostalim ističu se globalno širenje slobodnog tržišta, jačanje supranacionalnih grupacija, sve jači jaz bogatih i siromašnih, kao i sve šire prihvaćanje zajedničke agende za rješavanje gorućih pitanja čovječanstva (Spajić-Vrkaš, 1999). Traženje smisla, sadržaja, ciljeva, strategija i metodologija promjena sustava odgoja i obrazovanja u međunarodnom kontekstu značajnim je

dijelom posljedica učinaka globalizacije (Ilić i Žilić-Juričić, 2006). Stoga se posljednjih dvadesetak godina u odgojno-obrazovnom sustavu u cjelini sve češće spominju zahtjevi globalnog odgoja i obrazovanja, a u literaturi se mogu naći termini kao što su globalizirani odgoj, globalno obrazovanje, globalno učenje i drugi.

Iako se intenzivnije rasprave o zahtjevima globalnog odgoja i obrazovanja vode posljednjih dvadesetak godina, u engleskom se govornom području još kasnih 1970-ih godina pojavio termin „global education” (globalno obrazovanje). Hanvey (1976) je dao jednu od prvih definicija globalnog obrazovanja smatrajući ga učenjem o uzajamnoj povezanosti ekoloških, kulturnih, ekonomskih, političkih i tehnoloških sustava. Globalno obrazovanje dobiva bitne impulse iz aktivnosti raznih nevladinih udruga, rasprava o održivom razvoju krajem osamdesetih godina prošlog stoljeća i nizu UN-ovih svjetskih konferencija u devedesetima. Na Sveučilištu York u Ujedinjenom Kraljevstvu osnovan je 1982. godine *Centar za globalno obrazovanje* (*Centre for Global Education*) čiji je utemeljitelj David Selby, danas jedan od glavnih predstavnika angloameričke škole globalnog obrazovanja (Schreiber, 2010).

U njemačkom se govornom području pitanjima globalnog odgoja i obrazovanja veća pažnja pridaje 1990-ih godina. Osim izvjesnih razlika u teorijskom pristupu, u njemačkoj se literaturi, u odnosu na anglosaksonsku, daje prednost terminu „Globales Lernen“ (globalno učenje) (Burger, 2008) čime je s vremenom nastala i druga teorijska škola globalnog učenja i obrazovanja. Značajni impulsi proizašli su od švicarskog foruma „Škola za Jedan svijet“ (1996) u čijim su zaključcima sadržane osnovne ideje globalnog učenja i ciljevi.

Činjenica je i kako ne postoji ujednačena jednoznačna definicija globalnog učenja odnosno obrazovanja iz čega proizlaze i teškoće u određivanju njegovih ciljeva i zadaća. Stoga je nužno pomoću nekoliko definicija ovaj termin približiti i pojasniti. Za Forghani (2004) globalno je učenje „skupni pojam za sve pedagoške pristupe koji se odnose na globalizaciju“, a Selby (1999) naglašava kako je globalno učenje jedna filozofija poučavanja i učenja, a ne samo interdisciplinarna koncepcija kurikula. To je pristup obrazovanju usmjeren na subjekta kod kojeg učenik promišlja o vlastitoj ulozi u globaliziranom društvu. Drugim riječima, programi globalnog odgoja i obrazovanja su usmjereni na razvoj pojedinca koji shvaća međuovisnost i povezanost problema koji se javljaju u svijetu te svoje postupke i odgovornost promatra u kontekstu interesa čitave ljudske zajednice (Maleš i dr., 2003). Za Burger (2008) globalno učenje je didaktički koncept koji ima za cilj pedagoški obuhvatiti aktualne procese (globalnih) promjena i pripremiti učenike za život u globaliziranom svjetskom društvu.

Iz navedenih definicija proizlazi kako globalno učenje, odnosno obrazovanje nije samo nov nastavni sadržaj o kojem bi učenike trebalo poučavati u nekom novom nastavnom predmetu, već se radi o programu (konceptu) koji je moguće i potrebno integrirati u postojeće nastavne predmete (Schreiber, 2010). Pri rješavanju određenog problema traži se interdisciplinarni pristup, tj. međusobno prožimanje spoznaja iz pojedinih predmeta (Maleš, 1993).

Koncept globalnog učenja ili obrazovanja oslanja se na sadržaje srodnih odgojno-obrazovnih područja razvijenih u UNESCO-ovim programima proteklih desetljeća, kao što su *odgoj i obrazovanje za okoliš i održivi razvoj, odgoj za razvoj, interkulturalni odgoj i obrazovanje, mirovni odgoj, odgoj za ljudska prava i demokratsko građanstvo* i drugi. Konceptom globalnog učenja navedene se discipline nastoje povezati kako bi se složenost globalizacijskih procesa sagledala s više aspekata (Humpert, 2010). Oblikovanjem zajedničkih zadata globalno učenje daje im novu dimenziju. Selby (1999) na globalno obrazovanje gleda kao na središnju disciplinu koja (s novog gledišta) integrira sadržaje srodnih disciplina kao svojih poddisciplina. Ipak valja napomenuti kako pojedini autori, naročito iz njemačkog govornog područja (Bühler, 1996), imaju drukčije poglede te globalno učenje smatraju „susjednom“ disciplinom *pedagogije mira, obrazovanja za okoliš* i drugih.

### ***Nastava geografije i zahtjevi globalnog učenja ili obrazovanja***

Polazeći od činjenice da su globalizacija i njezine posljedice potakle interes geografa za izučavanjem globalnih procesa i struktura, i nastava se geografije u svijetu i u nas dovodi u vezu s *globalnim učenjem ili obrazovanjem*. Pod utjecajem globalnog učenja mijenjaju se ciljevi i zadaće nastave geografije pri čemu se u planove i programe ugrađuju raznolike teme i cjeline s nastavnim sadržajima ili pitanjima koja se odnose na uzroke i posljedice globalizacijskih procesa. Ipak treba imati na umu da globalno učenje ili obrazovanje nije primarno orijentirano na pojedine nastavne predmete, već na probleme (globalne).

O globalnom je aspektu nastave geografije još prije četrdesetak godina vizionarski pisao i jedan hrvatski geograf, akademik Josip Roglič. Među prvim znanstvenicima u nas raspravlja o globalizaciji, njezinim uzrocima i posljedicama, kao i o promjenama u nastavnim planovima i programima radi što potpunijeg odgoja i obrazovanja novih generacija. Raspravljajući o globalnoj domovini Roglič ističe da „u praktičnom životu geografija vrijedi prema tome koliko se odrazi u odgoju globalnog građanina, tj. prema ugledu koji postiže u nastavi“ (Roglić, 1974: 59). Od ostalih hrvatskih autora koji se kasnije u svojim radovima također dotiču globalnog aspekta u nastavi geografije mogu se spomenuti Husanović-Pejnović (1996) te Braičić i Matas (2008).

Kada je riječ o zadaćama nastave geografije, globalno učenje ili obrazovanje moguće je ostvariti u kognitivnom (spoznaje), afektivnom (stajališta) i konativnom (djelovanja) području (Rinschede, 2003). Kognitivni se zadatak nastave geografije, promatran u kontekstu globalnog učenja, odnosi na stjecanje znanja o procesima globalizacije i njezinim uzrocima i posljedicama. U nastavni plan i program integriraju se nove teme koje su proizašle iz četiriju osnovnih oblika globalizacije tj. kulturne, političke, ekološke i ekonomske. Afektivno područje podrazumijeva spremnost zalaganja za rješavanje internacionalnih i globalnih problema (Matas, 1996). „Velika je zadaća geografije da pomoću dobrih primjera pridonesu odgoju globalnoga građanina koga će spoznaja golemih prednosti novih odnosa poticati na lojalan socijalni odnos. (...) Globalno, odnosno geografsko poznavanje je temelj na kome se gradi opće humana svijest,



jačaju suradnja i međunarodno razumijevanje, tj. osnove svjetskog mira i stabilnosti“ (Roglić, 1974: 55). Drugim riječima, učenika je potrebno senzibilizirati u pitanju siromaštva, potrošnje energije, dugova nerazvijenih zemalja itd. Spomenimo kako su u tu svrhu naročito pogodni sadržaji nastavnog programa geografije u 6. razredu hrvatske osnovne škole. Pored toga, u nastavnom planu i programu za osnovnu školu u nas stoji i to da je „ekološki odgoj i očuvanje okoliša trajni odgojni zadatak u nastavi geografije“ (MZOŠ, 2006). Konativno područje odnosi se na konkretne postupke (akcije, djelovanja) te je u vezi s motom „misli globalno – djeluj lokalno“.

Njemački je metodičar nastave geografije Kroß (1995) konstruirao „začarani četverokut“ koji sažima sadržajne probleme i ciljeve nastave geografije (Slika 1). Ističe da globalne probleme uzrokuje dinamika porasta stanovništva i gospodarski rast, pri čemu dolazi do složenih uzajamnih djelovanja. Cilj je osigurati održiv, zdrav okoliš i miran suživot svih ljudi, odnosno nastava geografije treba pridonijeti da rješavanje naših globalnih problema u budućnosti bude usmjereno ka konsenzusu, a ne prema konfliktima (Kroß, 1995). Pojedini su autori (Schreiber i Schuler, 2005) otišli tako daleko da globalno učenje u nastavi geografije poistovjećuju s odgojem i obrazovanjem za održivi razvoj ističući da je geografija, budući da istražuje međudnose između prirode, tehnike, gospodarstva i društva, više nego i jedna druga disciplina pozvana i stvorena založiti se za održivu budućnost na Zemlji. Odgoj i obrazovanje za okoliš i održivi razvoj te odgoj i obrazovanje za ljudska prava i demokratsko građanstvo uvedeni su i u nastavni plan i program nove hrvatske škole kao integrativni odgojno-obrazovni sadržaji.

Na kraju, analizirajući nastavni plan i program za gimnazije u Hrvatskoj, možemo utvrditi da globalne teme prevladavaju u 3. razredu, dok se u 4. razredu Hrvatska promatra u kontekstu regionalnih udruživanja i globalizacijskih procesa.

#### Slika 1.

Osim promjena u sadržajnom području, globalno učenje ili obrazovanje i u nastavi geografije nameće primjenu novih načela, metoda i modela učenja kako bi se novi prostorni odnosi i strukture što kvalitetnije obrazložili. Tako Rinschede (2003), nabrajajući nastavna načela u nastavi geografije, uz ona uobičajena, kao što su načela aktualizacije, interdisciplinarnosti, sistematičnosti, zavičajnosti i dr., navodi i načela globalnog učenja, odgoja za okoliš i interkulturalnog učenja. Metode učenja i poučavanja trebaju biti usmjerene na razvoj sposobnosti interpretiranja promjena u društvu kako bi se pojedinac u njima što bolje snalazio, ali i mogao preuzeti aktivnu ulogu u njihovu oblikovanju i mijenjanju (Maleš, 1993). Usprkos zahtjevima globalnog obrazovanja, mora se nažalost konstatirati kako u našoj školi još uvijek nema velikog odmaka od tradicionalnog poučavanja obilježenog verbalnim metodama, predavačkom nastavom i frontalnim radom.

Kao primjer jednog od modela učenja ili rješenja globalnog obrazovanja u SAD-u spomenimo onaj pod naslovom „Your city in the world, the world in your city“ („Moj grad u svijetu – svijet u mom gradu“). Projekt je baziran na poticanju učenika na

istraživanje raznovrsnih aktivnih ili pasivnih veza njihova grada sa svijetom. Takav model učenja, koji je u međuvremenu mnogo puta oponašan, polazi od didaktičko-geografskog načela „od bližeg prema daljem“. On je pokazao kako preko senzualnih iskustava i ispitivanja u bliskom prostoru možemo doći do spoznaja o apstraktnim i kompleksnim odnosima diljem svijeta (Seitz, 2001).

Već je istaknuto da globalno učenje ili obrazovanje zahtijeva interdisciplinarni pristup rješavanju problema. Tako je, primjera radi, i izučavanju *Klimatskih promjena*, kao jednoj od tema u nastavi geografije, moguće i potrebno pristupiti s različitih aspekata: meteorološkog (oluje, poplave, suše), ekološkog (posljedice klimatskih promjena na biljni i životinjski svijet), razvojno-političkog (posljedice za nerazvijene zemlje), sigurnosno-političkog (mogući ratovi oko pitke vode), ekonomskog (ekonomske posljedice uslijed promjene klime) te s aspekta ljudskih prava (prihvat „izbjeglica“ čiju bi pojavu mogla prouzročiti promjena klime).

Znatne su mogućnosti uključivanja nastave geografije u GLOBE program (Globalno, cjelovito učenje i opažanje za dobrobit okoliša) razvijenog sredinom 1990-ih godina. Riječ je o znanstveno-obrazovnom programu, ali ujedno i o modelu globalnog učenja ili obrazovanja, čiji je razvoj omogućen ekspanzijom informacijsko-komunikacijskih tehnologija i razvojem interneta. Program omogućuje učeničku suradnju s uvaženim znanstvenicima i stvaranje mreže koja povezuje cijeli svijet u jedinstvenu zajednicu. U sklopu GLOBE programa učenici mjere podatke iz neposrednog okoliša i upućuju ih u američku znanstvenu bazu putem interneta (Obad, 2006). Primjera radi, u nastavi geografije prilikom obrade nastavne cjeline *Vrijeme i klima* učenici za potrebe GLOBE programa mogu provesti mjerenja atmosferskih pojava i na taj način upoznati niz mjernih instrumenata kao što su termometar, barometar, kišomjer i dr., te izraditi klimadijagrame. Podatci dobiveni GLOBE istraživanjima mogu se koristiti i u mnogim drugim nastavnim cjelinama.

### ***Istraživanje stavova učenika i učitelja geografije o procesima globalizacije***

Uvažavajući činjenicu da je globalno učenje usmjereno na pojedinca koji promišlja o svojoj ulozi u globaliziranom društvu, za potrebe ovog rada provedeno je istraživanje koje je imalo za cilj utvrditi osnovne stavove učenika i učitelja geografije o globalizaciji te ispitati njihove sličnosti i razlike.

## **Metodologija**

Istraživanje je provedeno na uzorku od 85 ispitanika učenika Gimnazije Sisak te 56 učitelja geografije (35 iz osnovnih i 21 iz srednjih škola) sudionika stručnog skupa za voditelje županijskih stručnih vijeća, učitelje mentore i savjetnike *Stilovi učenja i motivacija u nastavi geografije* održanog u Donjoj Stubici. Istraživanjem su bili obuhvaćeni punoljetni učenici svih četiriju razrednih odjela 4. razreda Gimnazije Sisak u šk. god. 2009./10. Za učenike i učitelje sudjelovanje u ispitivanju bilo je anonimno i dragovoljno.

Podaci su prikupljeni pomoću anketnog upitnika utemeljenog na sadržajima iz udžbenika za 3. razred gimnazije (Gall i Matas, 2007). U anketnom je upitniku upotrijebljena Likertova ljestvica procjene pri čemu su stavljanjem odgovarajuće oznake na skali 1 – 5 ispitanici trebali ocijeniti u kojoj se mjeri slažu s pojedinim tvrdnjama o globalizacijskim procesima.

## Rezultati – prikaz i analiza

Rezultati istraživanja pokazali su kako se učenici uglavnom slažu s ponuđenim tvrdnjama o globalizaciji (Slika 2). S tvrdnjom da je globalizacija novi oblik gospodarskog razvoja slaže se (potpuno ili djelomično) 77,7% ispitanika, a da je globalizacija novi sustav odnosa u svjetskoj kulturi 70,6%. Valja uočiti da preko dvije trećine ispitanika u globalizaciji vidi opasnost za narušavanje kvalitete okoliša (69,4%) te da ju doživljavaju kao oblik amerikanizacije (vesternizacije) svijeta (68,3%). Ipak, više od dvije trećine ispitanih učenika u globalizaciji vidi i šansu za širenje ljudskih prava i jednakosti. Jedina tvrdnja s kojom se, potpuno ili djelomično, ne slaže više od polovine učenika (68,3%) jest da globalizacija donosi smanjenje radnih prava i mogućnosti zaposlenja.

### Slika 2.

Rezultati istraživanja su pokazali kako se i učitelji geografije uglavnom slažu s postavljenim tvrdnjama o globalizaciji (Slika 3). Više od 70% svih ispitanih učitelja potpuno se ili djelomično slaže s čak 8 od ukupno 11 tvrdnji. Štoviše, više od 90% ispitanika ističe da je globalizacija novi oblik gospodarskog razvoja (94,7%) i da se u uvjetima globalizacije razvijene zemlje još više bogate, a nerazvijene bivaju sve siromašnije (92,8%). S druge strane, ispitanici u globalizaciji uglavnom ne vide priliku za napredovanje svakog pojedinca. To je ujedno tvrdnja s kojom se složio najmanji broj učitelja, svega njih 35,8%, dok se njih 50,0% s njom nije složilo. Pitanje: *Predstavlja li globalizacija šansu za širenje ljudskih prava i jednakosti?* potpuno je podijelilo učitelje. Dok je približno jedna polovina ispitanika na ovo pitanje odgovorila potvrdno, druga se polovina s tim nije složila.

### Slika 3.

Rezultati su, nadalje, pokazali da se prosječne ocjene globalizacijskih procesa, dobivene od strane učenika, kreću između 2,48 i 3,87 (Tablica 1). Ocjenom višom od 3,5 učenici su vrednovali ukupno 5 tvrdnji: *nova opasnost za kvalitetu okoliša* (3,87), *novi sustav odnosa u svjetskoj kulturi* (3,87), *novi oblik gospodarskog razvoja* (3,86), *oblik amerikanizacije svijeta* (3,73) i *šansa za širenje ljudskih prava i jednakosti* (3,68). Varijablu *smanjivanje radnih prava i mogućnosti zaposlenja* učenici su vrednovali s najnižom prosječnom ocjenom od 2,48.

Kako bi se utvrdila raspršenost stavova u odnosu na prosječnu ocjenu (aritmetičku sredinu), izračunate su vrijednosti standardne devijacije i koeficijenta varijacije. Iz tabličnog prikaza vidi se da prosječna odstupanja od prosječnih ocjena (stavova) u većini slučajeva iznose više negoli jednu ocjenu. Razvidno je da standardna devijacija

za varijablu *širenje ljudskih prava i jednakosti* iznosi 1,231, što znači da je prosječno odstupanje od utvrđenog prosjeka 1,2 ocjene ili 37,6%. Raspršenost stavova (odgovora) učenika najniža je kod varijable *novi oblik gospodarskog razvoja* ( $SD = ,784, V = 20,3\%$ ).

Tablica 1.

Kod učitelja prosječne ocjene globalizacijskih procesa kreću se između 2,64 i 4,54. Ocjenom višom od 3,5 vrednovali su čak 9 tvrdnji, od čega je jedna tvrdnja dobila prosječnu ocjenu višu i od 4,5: *način na koji bogati postaju još bogatijim, a siromašni još siromašnijim*. Najnižom prosječnom ocjenom od 2,64 vrednovali su učitelji tvrdnju prema kojoj globalizacija predstavlja šansu za napredovanje svakog pojedinca.

Najveća raspršenost odgovora kod učitelja odnosi se na varijablu *globalizacija je šansa za širenje ljudskih prava i jednakosti*, pri čemu standardna devijacija iznosi 1,349 tj. prosječno odstupanje od prosječne ocjene (2,87) iznosi 47,0%. Kao i kod stavova učenika, raspršenost odgovora je najmanja kod varijable *novi oblik gospodarskog razvoja* gdje je standardna devijacija 0,725 odnosno prosječno odstupanje od prosječne ocjene (4,29) je svega 16,9%.

Komparativnom analizom uočene su značajnije razlike u procjenama (stavovima) dviju skupina ispitanika. Prije svega, valja istaknuti kako učenici, u znatno većoj mjeri od učitelja izbjegavaju ekstremne odgovore, tj. češće se opredjeljuju za odgovore *djelomično se slažem* ili *djelomično se ne slažem*. Nadalje, zbog pomanjkanja interesa, znanja i iskustava za dotičnu problematiku, učenici češće pribjegavaju srednjoj ocjeni, tj. biraju odgovor *nemam posebno mišljenje* (ponegdje čak jedna četvrtina ispitanih učenika nije izrazila svoje mišljenje). To je, dakako, utjecalo i na konačne rezultate istraživanja, pa se s pravom postavlja pitanje kakvi bi oni bili da se u upitniku izostavila srednja ocjena jer bi tada ispitanici o svakoj tvrdnji morali iznijeti određeni stav.

Evo još nekih primjera značajnijih razlika zamijećenih u stavovima dviju skupina ispitanika. S tvrdnjom da je globalizacija novi oblik svjetskog političkog poretka, potpuno ili djelomično, slaže se 89,3% učitelja, ali tek svaki drugi učenik (54,1%). Dok su mišljenja učitelja uglavnom podijeljena oko tvrdnje *globalizacija je šansa za širenje ljudskih prava i jednakosti* (o čemu je već bilo govora), s njom se, potpuno ili djelomično, dvije trećine učenika slaže. Nadalje, dok 67,8% učitelja u globalizaciji vidi opasnost za smanjivanje radnih prava i mogućnosti zaposlenja, s istim se slaže tek 21,2% učenika. Velika većina učitelja (92,8%) smatra da se globalizacijom povećava jaz između bogatih i siromašnih, dok isto smatra „samo“ 54,1% učenika (no, svaki peti učenik o ovoj tvrdnji nije izrazio svoje mišljenje). Drugim riječima, učenici u globalizaciji vide manje negativnosti negoli učitelji.

U više se tvrdnji stavovi učenika i učitelja podudaraju. Primjerice, s tvrdnjom da je globalizacija novi oblik gospodarskog razvoja složio se, potpuno ili djelomično, najveći broj ispitanih učenika i učitelja, a to je ujedno i jedina tvrdnja kod koje je u obje skupine ispitanika izostao odgovor *nikako se ne slažem*. Znatna razina slaganja odnosi se i na tvrdnje da globalizacija nosi nove opasnosti za okoliš, nova civilizacijska sukobljavanja i dr.

Najniža prosječna ocjena stavova učenika iznosi 2,48, a kod učitelja 2,64. Uslijed izbjegavanja ekstremnog odgovora *u potpunosti se slažem*, najviša prosječna ocjena kod učenika iznosi 3,87 dok je kod učitelja visokih 4,54.

## Zaključak

Dok je u tradicionalnom učenju pogled u svijet bio usmjeren prema regijama, novo doba nameće globalan (cjelovit, općesvjetski) pogled u svijet pa su i zahtjevi ugrađivanja globalnog odgoja i obrazovanja u odgojno-obrazovni sustav u cjelini sasvim razumljivi i opravdani. Iako se različito pristupa definiranju i određivanju ciljeva globalnog učenja ili obrazovanja, ono je u osnovi pedagoški odgovor na različite aspekte globalizacije u svim životnim sferama (kultura, politika, ekologija, ekonomija). Globalno učenje ili obrazovanje omogućuje pojedincu stjecanje niza kognitivnih, socijalnih i emocionalnih kompetencija potrebnih za odgovoran život u globaliziranom svjetskom društvu.

Iako globalno učenje nije primarno orijentirano na pojedine nastavne predmete, nastava je geografije, u kojoj se proučavaju međuodnosi prirode i društva, iznimno pogodna za ostvarivanje ovog segmenta odgoja i obrazovanja, a to uključuje učenje *glavom, srcem i rukom*. U planove i programe nastave geografije u svijetu i u nas ugrađene su teme s nastavnim sadržajima o procesima globalizacije, njezinim uzrocima i posljedicama. No, proces učenja ne smije biti ograničen samo na intelektualno stjecanje novih spoznaja (znanja o globalizaciji), već treba biti usmjeren i na emocionalnu razinu: nastava geografije pogodna je za razvijanje pravilnog stava prema očuvanju i zaštiti prirode na Zemlji, zatim za poticanje ljudskosti i zalaganja za socijalnu pravdu, suosjećanja s gladnim i unesrećenim prirodnim i drugim katastrofama i sl. Povrh svega, učenik treba postati i akter što je u skladu s motom „misli globalno – djeluj lokalno“. Kako bi se navedene zadaće ostvarile, u nastavu se postupno uvode nove metode, načela i postupci.

Provedeno empirijsko istraživanje stavova učenika i učitelja geografije o globalizaciji sadržajno je bilo usklađeno s nastavnim planom i programom geografije za gimnazije. Iz rezultata ispitivanja vidi se da je daleki svijet više nego ikad povezan sa životnim prostorom mladih, odnosno da daleki svijet nije više „daleko“ od područja njihovih osobnih iskustava. Obje skupine ispitanika veliku pozornost pridaju rastućem jazu između razvijenih i nerazvijenih zemalja, narušavanju kvalitete okoliša itd. Moguće je zamijetiti izvjesne razlike u stavovima dviju skupina ispitanika pri čemu učenici u osnovi „pozitivnije“ percipiraju globalizaciju negoli učitelji geografije. Naime, sve tvrdnje o globalizaciji koje imaju izrazito negativan predznak učitelji su ocijenili većom prosječnom ocjenom učenici. Jedine tvrdnje koje su učenici ocijenili većom prosječnom ocjenom (u odnosu na ocjene učitelja) jesu *šansa za napredovanje svakog pojedinca* i *šansa za širenje ljudskih prava i jednakosti*, što su dvije izrazito pozitivne posljedice globalizacije.