

THE USE OF CARTOGRAPHIES IN FOCUS GROUPS FOR FINDING GUIDELINES IN TEACHER EDUCATION ON WORLD CITIZENSHIP

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Abstract

This paper concerns the use of cartographies during the development of focus groups in a case study (Stake, 1998) concerning world citizenship education (CE) in the region of Ticino in Switzerland. The research emphasis will focus on the teachers' perspective. Through their collaboration, guidelines for future teacher training in this field can be achieved.

Among the main objectives of this research is to identify the attitudes, possibilities and difficulties of teachers when they teach world CE, as well as understanding their training needs. Cartographies used in focus groups will help to meet the above objectives.

1. Context

The Department of Education of Ticino considers within its curriculum an approach-resembling world CE, however, teacher education priority is given to History teachers and concerns civic education. Therefore, after having observed an international shift from civic education to CE and to see that in some countries such as Canada (Banks, 2001) and England (Huddleston, 2005), there exists teacher training in world CE, it is appealing to research about it in Ticino, where there is no research concerning the teachers' perspective on how to implement CE in their classes or interdisciplinary neither or what they intend with CE and its relation with teacher identity.

2. Development

The case study is chosen for its "critical character, meaning that the case allows to confirm, change, modify or amplify the knowledge concerning the object of the study" (Rodriguez et al., 1996, p. 95).

It needs different methods of collecting data (Cebreiro, & Fernández, 2004) such as document analysis, interviews, class observations and the teacher participation in focus groups.

Interviews and focus groups with teachers (9) of the middle school of Locarno, will allow for a deeper look into their own perspectives, needs and difficulties in teaching CE. *Art-based research approach* is used to promote dialogue, and is also useful in researching teacher identity (Leavy, 2009, p. 12).

As Colucci mentions “groups also offer the ideal setting to make participants “do” something and answer questions in a more active way, taking the discussion more in-depth and in a potentially more enjoyable way “ (Colucci, 2007, p. 1424). In this sense, cartographies can be thought as a way to dynamise the focus group. In fact in these groups the dialogue between participant is fundamental to success of the endeavor, therefore mapping helps to think together key elements that came up from the interviews, class observations and document analysis and discover new ones but also to connect theory and practice with teachers.

Cartographies can be also used as a way to bring something home of this co-learning process and have something to think about that can be enriched and discuss further with the colleagues in spaces outside the research.

3. Outcomes

This case study is framed to hear teachers’ voices and to more deeply understand their position in CE in Ticino.

Finding guidelines for a future teacher training will also contribute to helping teachers to have satisfying training experiences. In fact, the non-formal teacher training might constitute for teachers an important element for having formative gratifying experiences (Sadio, 2011). It allows them the development of personal and social characteristics; such as being themselves. On the other side, it is difficult for teachers to make deep curricular changes in their educational plan due to a lack of time, lack of material, and a certain resistance from the educational community (Sadio, 2011). The use of cartographies allows making connections for better understanding these key points.

More over the *art-based methods*, such the use of cartography in focus groups allow opportunities for teachers to make an interesting shift from “ teaching citizenship to learning democracy” (Biesta, & Lawy, p.74, 2006). In fact, cartography is a coherent way to create a

democratic approach in co-building analysis on relevant aspects debated during the group discussion. It is a visual material that can be analyzed and it add value to the debate and its reflection can continue after the space given during the focus groups.

As the purpose of this educational research is related to a critical approach to contribute to school change (Freinet, 1993), tools such as cartography in focus group are helpful to meet this purpose.

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