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## Ways of Thinking Globalisation – Insights Into a Currently Running Investigation of Students' Ideas of Globalisation

The investigation is about which ideas ninth form students at grammar schools and secondary modern schools have about globalisation. It shall be investigated if the perception of and judgement on globalisation-connected contexts happens along social structure-specific patterns. At first, by way of a questionnaire, the field of ideas is supposed to be broadly recorded, a selection of interview partners based on the results of the questionnaire aims at a deeper analysis of the students' ideas. Knowledge of these subjective preconditions for learning, as far as the topic of globalisation is concerned, is supposed to provide empirically-grounded hints for what curricula in the political-economic field of learning might look like. Apart from the education-political background, also the methodical outline of the investigation is described. This is followed by a presentation of the results of the analysis of the questionnaire.

### Keywords:

globalisation, students' ideas, political and economic didactics, triangulative method, qualitative social research, topical analysis, logographic analysis, learning, climate change

### 1 Introduction: Scientific context

Concerning citizenship education and social-scientific teaching, the field of economic learning has increasingly become more significant in the past few years. However, this readjustment has not been sufficiently prepared when it comes to subject-related didactics. Due to their topical foci, often those educational offers as being provided by business enterprises, foundations, interest groups and initiatives do not meet the controversy demands of citizenship education (see Hedtke 2008). Our "Ways of Thinking Globalisation" study is supposed to close this gap; it is meant to provide an empirical foundation for preventing one-sidedness. Recording the subjective ideas of students about globalisation provides the basis for the further development of curricula which will connect to the students' preconditions for learning.

From a didactic point of view, the topic of globalisation is well suited for bringing together different economic

and political fields of learning. It serves as a focus for essential topics, such as the change of the world of work with its multi-faceted lifeworld implications, the change of ways of communication, ecological issues, as far as to general questions of the possibilities to participate in society.

In this context it is assumed that young people are affected by globalisation to different degrees and in different ways, according to the class they respectively belong to. For some of them, globalisation means an extension of possibilities. For others, there are rather the threatening and restrictive aspects of globalisation. We assume that the perception of and judgement on globalisation are closely connected to individual possibilities to participate within a globalised world. A comparison of the ideas of grammar school and secondary modern school students' ideas of globalisation may be called an adequate operationalization of the groups under comparison: "privileged with far-reaching participation expectations" vs. "uneducated with limited participation expectations" (see Adamy 2009, p. 11; Giering et al. 2005, p. 5; PISA Konsortium Deutschland 2004; Harring et al. 2007, p. 376; Deutsche Shell 2006, p. 71ff). To support the original hypothesis of a socio-economically differing perception of globalisation by way of the analysis structure, a neighbourhood analysis had been conducted beforehand by help of data from "Strukturdaten der Stadtteile und Stadtbezirke 2011" (FB Steuerung, personal u. zentrale Dienste, Bereich Wahlen und Statistik der Landeshauptstadt Hannover). They were meant to guide our search for schools, with the goal of identifying secondary modern schools from socially weaker neighbourhoods and grammar schools from socially stronger ones.

It is investigated if the ideas of globalisation-connected contexts are running along social structure-specific patterns. The theoretical background is provided, among

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others, by the concept of “social representation” (see Moscovici 1973; 1988) and of thinking being influenced by neighbourhoods in the sense of Karl Mannheim (1952), also by Bourdieu’s (2001) explanations on the connection between social structure and its incorporation by the individual, in the context of which we follow Vester (2001) when assuming a variable, flexible connection between class and idea.

## 2 Methodical structure and goal of the investigation

The subject of the research project is a comparison of ideas of the globalisation process as developed by students from secondary modern schools and grammar schools. To get a most comprehensive picture of existing ideas, the data survey happens by way of a two-levelled combination method, consisting of an open questionnaire (100 secondary modern students, 100 grammar school students) and of a partly standardised interview (20 secondary modern students, 20 grammar school students).

By the first step of the survey, by way of the questionnaire, we got an overview of the topical range of the field of ideas and of how essential elements of students’ ideas were distributed. The collected data material was made subject to a topical-analytical evaluation which allows for condensing an identified idea into types of ideas. This method is based on adapting the method of logographical analysis developed by Laucken and Mees (1987), which way the collected material can be explicated according to categories and overarching patterns of the construction of meaning can be identified (see Laucken/Mees 1987; Schmitt 1996; Schmitt et al. 2001). Based on these results, there happened the interview sampling according to the principle of internal representation. Both the centre and the fringes of the field were supposed to be taken into consideration (Merkens 2003). Now the partly standardised, problem-focused interviews themselves allowed for a more thorough discussion of the students’ ideas (Flick 1995; Witzel 2000). The collected data material again is topical-analytically evaluated, allowing for a condensation of existing statements on idea patterns (Mayring 1997; Gropengießer 2008). The recording of identified patterns of ideas provides the basis for perfecting the curricula

and adjusting them to the students’ preconditions for learning – from textbooks as far as to curricula.

## 3 Conducting the investigation

### 3.1 Structure of the questionnaire analysis and way of conducting it

The questionnaire was structured by three levels. The questions aimed at grasping the basic way of understanding the term “globalisation”, at depicting the assumed causes of the globalisation process, as well as at the students’ subjective judgements on globalisation.

A total of 200 questionnaires was distributed among ninth-formers at three secondary modern schools and three grammar schools. The teachers had been instructed beforehand not to give any topically relevant information to their classes, so that we could expect that the students’ ideas would be depicted as purely as possible. The students were addressed as experts, and they were explicitly told to give their own personal ideas. The information that the students’ explanations were supposed to help with designing future teaching aids proved to be motivation-supporting. Furthermore it was emphasized that this was not a kind of test, and the students were assured that this was an anonymous survey.

### 3.2 Evaluation of the data from the questionnaire analysis

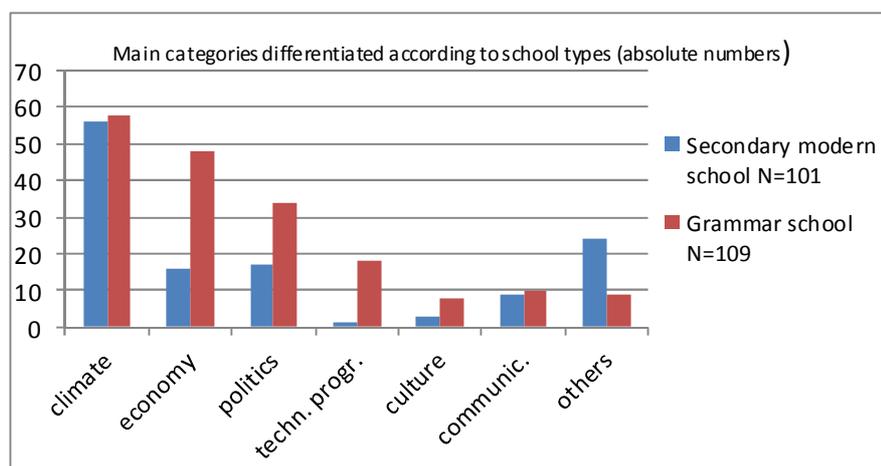
#### 3.2.1 The category system – main categories and distribution according to kinds of schools

The existing data material covered all expected fields of the everyday discourse on globalisation. Many ideas referred to climate- and environment-related topics, many answers referred to the economic realm, to the realms of politics, culture, communication, or they made the aspect of technological development or of progress the focus of their written explanations. The “others” category included statements explicitly expressing ignorance of the topic or those not showing any contents going beyond being loosely connected to terms such as the World, the Earth.

The scope of these main categories was defined, provided with an anchor example and clearly contoured by way of appropriate coding rules. The evaluation

showed the following distribution of the main categories (see figure 1, on the left).

It becomes obvious at first sight that more than half of the students from both types of school consider globalisation to be connected to climate/environment (secondary modern school (SM): 55.5%; grammar school (GS): 53.2%). It is also conspicuous that at grammar schools the total number of references to category-



clearly higher than at secondary modern schools. In tendency, multi-topical ideas are rather found at grammar schools, at secondary modern schools the probability of mono-topical ideas is on the whole higher. Also, the “others” category is clearly more often referred to at secondary modern schools. Only one single secondary modern student gives technology, technological development or modernisation as a typical feature, at grammar schools it was 18 students. The category of communication, which in the Internet age is subjectively experienced as a part of the lifeworld, is basically equally distributed among the two types of school, however on the whole it is weakly occupied. Only the category of culture is even more weakly occupied.

In the following the main categories and their sub-categories will be presented in more detail.

### 3.2.2 Climate-environment-nature

Respectively more than one half (SM: 55.5%; GS: 53.2%) of the interviewed students connected “globalisation” to an environment- or climate-related topic. In this context there were statements which a) stated a connection between globalisation and ecological topics in a value-neutral way, b) connected them to a clear idea of threat, c) connected the causes of an ecological problem to societal factors (traffic, industry, exhaust gases, rubbish, wasting resources), and c) connected statements on ecological problems to the demand that these problems must be tackled.

On the whole, 20 out of 56 secondary modern students were satisfied with referring to the categories of environment or climate, without elaborating on them in the sense of the above mentioned sub-differentiation. At grammar schools this held for 7 out of 58 students.

Some students of this category equated globalisation with global warming and, like secondary modern student Code-No. 34 (SM34), for example, gave non-societal processes as the cause: “*That the sun melts away the glaciers*”, or SM54 who identifies a declining distance of the sun to the earth as the cause global warming. Although most students showed rather a negative attitude towards the consequences of global warming, there were some exceptions from this rule: “*globalisation has got to do with global warming. A variety of climate changes.*” – “*I like it that it’s varying.*” (SM40). Slightly less positive, however also referring to personal thermal advantages, is the judgement by SM50: “*On the one hand I think it a good thing because there will be more warmth. However, on the other hand this makes the water level rise because the polar caps are melting, so I have a neutral attitude towards the topic.*”

Among the grammar school students, references to the category of climate/environment were isolated only in two out of seven cases, without embedding the statement into further topical contexts (in the sense of the other main categories).

30 out of 56 secondary modern students and 44 out of 58 grammar school students gave societal causes for the

topic of climate or environment. Typically these students referred, among others, to exhaust gases (greenhouse gases) without giving societal causes (GS: 6; SM: 3). Others pointed out to societal causes, in particular to industry, transport or traffic behaviour (GS: 27; SM: 17). Two grammar school students and one secondary modern student gave things like cars, aeroplanes, factories, nuclear power stations, industry as causes for the environment or climate issue, without referring to the problem of exhaust gases. Eight grammar school students and seven secondary modern students mentioned the topic of rubbish and recycling. Five grammar school students and two secondary modern students referred to the consumption of resources. Smokers or “smoking” was given by three grammar school students and two secondary modern students, and finally two students respectively of the two types of school mentioned cows or factory farming.

16 secondary modern students and 39 grammar school students explicitly expressed a feeling of being afraid or threatened by the problems they referred to. For example, grammar school student No. 24 (GS24) warns against “*globalisation perhaps resulting in the melting of the Arctic and Antarctic and several animals losing their habitats*”. Furthermore, he/she stated, “*in continents such as Africa the climate will rise to such an extent that the continent is no longer habitable*”. In this context, GS45 believes not only the future of Africa to be threatened but that of all mankind: “*It is bad, as this way our future is damaged ever more. At some time the ozone layer will be broken, and soon life on Earth will be impossible.*”

Nine secondary modern students and 18 grammar school students connected their statements to an appeal in favour of more environmental protection, prevention of further damage to the environment or of ecological innovation and information.

### 3.2.3 Economy

#### 1<sup>st</sup> Level: relevance of the statements

In the field of references to economy, at first the material was different concerning the relevance of the statements. Statements not going beyond the level of associating the category of economy with globalisation (secondary modern school: 8 out of 16; grammar school: 11 out of 47) were distinguished from more far-reaching statements (secondary modern school: 8 out of 16; grammar school: 36 out of 47). The latter group of statements, referring to international trade, wider distribution of products, labels or economic or economy-political principles, were made subject to further analysis in the following.

#### 2<sup>nd</sup> Level: judgements within the group of complex statements

A more thorough analysis of that group of statements doing justice to the demanding definition at first referred to judgements found with them, in the context of which



there was a distinction between clear supporters (the described development is judged on positively without any relevant reservation), critics (the described development is judged on negatively without any relevant reservation), weighing-controversial (both advantages and disadvantages are expressed as influencing the statement), and those not judging at all (no judging aspect is found in the description of the development). The strongest group was that of supporters, with 16 out of 36 grammar school students and 5 out of 8 secondary modern students. The second-strongest group was those weighing the facts, with 14 out of 36 grammar school students and 2 out of 8 secondary modern students, clearly ahead of the group of critics which, with 3 grammar school students and one secondary modern student, was comparably weak. Four statements by grammar school students did not show any judging comments referring to the economic development.

### 3<sup>rd</sup> Level: topical references of the statements

At another analysis level the topical references were considered. What was described as positive effects of economic globalisation, and what was described as being negative?

The grammar school students give as positive features of globalisation the improvement of understanding among nations (the described development is said to result in a better understanding among nations or in less conflicts), progress (the described development is said to result in progress), reasonable international cooperation (the usefulness of the development is emphasized), national advantages (the described development is said to be advantageous for one's own country, global economic acting is congruent with the national interest) and consumption advantages (advantages at the level of consumption are emphasized). Three secondary modern students give consumption advantages, in one case the national advantage is mentioned.

As negative aspects of economic globalisation, six grammar school students mention the disadvantaging of single countries, five mention damaging consequences for man and nature, three criticize excess production while partly mentioning the development of a culture of neglecting the value of things. Only 2 grammar school students mention negative consequences for employees. This aspect is also given by only one out of 8 secondary modern students who consider globalisation a complex economic problem. Given their imminent joining the world of work, the lacking relevance of this aspect is surprisingly indeed.

In the following we intend to give an idea of the students' actual statements on selected topical aspects of economic globalisation.

#### Consumption advantages

SM78 writes: "Globalisation is that no longer countries make markets but big companies such as VW [VW, the

authors]. And as you may sell your goods in this case cars everywhere in the country or the world." (...) "That has got to do that once in a while we like to also eat bananas and it must come from somewhere, after all, that is why globalisation so that everybody has something." (...) "I find globalisation perfect that e. g. people in France can eat the same as what we have over here. With the EU it is still all right that you don't have to pay customs aso."

#### National advantages

To this sub-category there belong all statements connecting the described economic development to advantages for one's own country or expressing the identification of national interests and global economic acting. In this sense, for example grammar school student No. 25 writes: "It is important that e. g. labels are globalised so that they have a good name in the world. By way of globalised labels the export can be increased." (...) "Those companies as producing products or labels are looking for new markets all over the world." (...) "In my opinion it is beautiful if you go abroad (possibly even visiting another continent) and that there everybody likes these labels from my home country and that thus I can identify with this product."

#### Disadvantaged countries

By their statements, half of the here represented grammar school students refer to countries and regions in Africa. For example grammar school student No. 69 remarks that cross-cultural knowledge is increasing and new alliances between countries are developing but that "the rapid development is much to the disadvantage of Third World countries which, given such a development, have hardly any chance to build up a stable economy." Grammar school student No. 82 has it somewhat more generally: "I think that this way some countries benefit more than others and I don't like that", and against this background she demands: "there should be more national trade." According to her, a return to more intensive trade at the national level is an option to work against such a kind of injustice.

#### Excess production

Grammar school student No. 68 gives the advantages of the exchange of goods: "Globalisation makes it possible that we in Germany can eat bananas". At the same time, however, he criticizes the attitude of society which wants "to have everything available at any time", emphasizing on the other hand that "much is simply unnecessary. We don't really need all that what is made possible these days".

Student GS70 identifies as the cause of the "ever faster and ever more extensive networking of the world market and the countries the ever growing consumption of First World countries" and generally the "demand for ever faster and better (more convenient?) goods and services". He writes: "I have a critical attitude towards it, because as a consequence humans forget how to



*appreciate things, as everything is supposed to be always available."*

### 3.2.4 Politics

To which sub-field of the political realm do students refer when being confronted with globalisation? Among the grammar school students, ideas of international cooperation as far as to international unity made the biggest group of ideas (16 out of a total of 49 references by grammar school students in the "politics" category). Among them, elements of power politics or of political equality together with elements of economy-politics made the two second-strongest sub-categories (10 out of 49). It was followed by ideas of elements of development policy (6 out of 49). Both among grammar school students and among secondary modern students the point of view of employees played a very insignificant role (see sub-category of economy). If students think about globalisation and imagine it in the political realm, it seems as if their own socio-economic role as future employees plays only a minor role with their imagination. At the secondary modern schools, demographic elements together with those belonging to the sub-category of international cooperation/unity seem to be most widespread (respectively 5 out of 21 references by secondary modern students in the field of politics), followed by elements belonging to the power-/democracy-political perspective.

#### International unity/cooperation

To the sub-category of international unity/cooperation there belong all statements referring to international alliances or describing increasing international cooperation. GS30, for example, understands by globalisation that *"the world starts 'uniting' like e. g. Europe"*. *"in the best case"* he foresees the *"unification of all continents"*. GS97 is the only one who seems to associate globalisation with international meetings. He seems to understand globalisation in the sense that *"different countries cooperate more strongly or have more trade with each other or meet for discussions more often"*. On the whole, 17 out of 21 students referring to international unity or cooperation also refer to economic

aspects. Accordingly, GS70 understands globalisation as the *"ever faster and more comprehensive networking of the world market and the countries"*. GS64 thinks that the *"community of states"* contributes to being able to exchange raw materials among the countries in a way that *"one mutually benefits"*.

#### Economy-political perspective

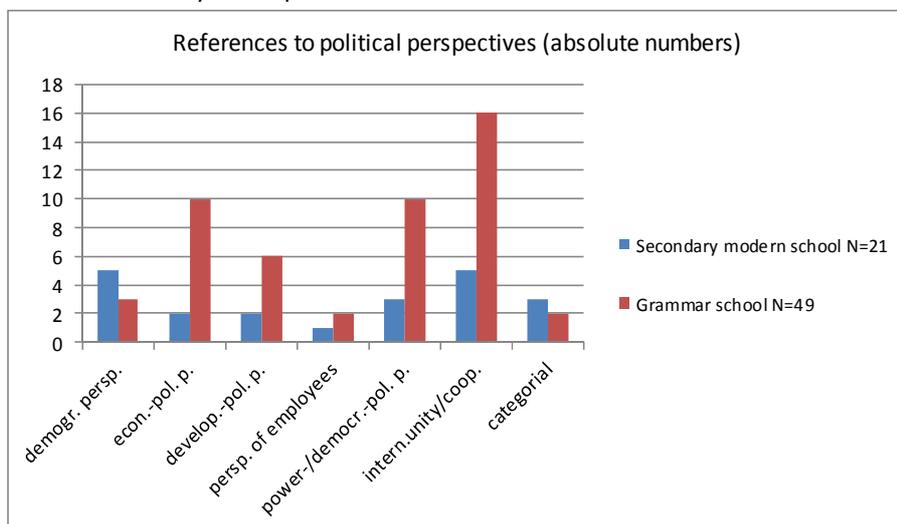
Four grammar school students make the current economic crisis a topic. E. g. GS15 understands globalisation this way: that not only *"countries like those in Africa need help to survive"* but *"just the same poorer countries such as Greece"*. Apart from *"unemployment"* he identifies one aspect of globalisation by *"the state's incapability to handle the economic crisis"*. On the whole, 7 students referring to this category believe that an extension of international trade is a worthwhile political goal. GS81, for example, states that by globalisation she understands *"similar economies/policies in every country – improvement of trade across the world"*. This, she says, would result in a *"better market economy"*.

#### Power- or democracy-political aspect

To the sub-category of the power- or democracy-political aspect there belong both statements referring to a political-economic imbalance in power and those being based on ideas of political equality and/or participation. GS77, for example, understands by globalisation the *"networking of trade partners"*. As the cause of globalisation he identifies *"too much injustice or differences in the world"* and the *"desire for something better, for a better world"*. GS4 believes that the process of globalisation may contribute to reducing global inequalities. By *"taking African villages living like hundreds of years ago into the 'now'"* it shall be achieved that *"each person living on earth is at the same level and has the same references"*. He thinks it is *"good that everybody can have a better future and that their lives are not disadvantaged by their place of residence"*.

#### Perspective of employees

To this there belong all statements on situations and developments making the situation of employees a topic. GS108 writes that globalisation has *"many advantages and disadvantages"*. She identifies advantages by *"less expenses for goods, as the production costs are low"*. As a disadvantage she gives the *"the exploitation of jobs"*. She takes an entrepreneur's the point of view and finds: *"Many think: 'Why producing goods in Germany if there are also other jobs for this, where I have to pay less'"*. This way, she states, there develops



*“e. g. child labour”, which is “not really great”. SM98 makes the international division of labour the focus of his way of understanding globalisation: “That e. g. shrimps are caught in the North Sea and go e. g. to Korea for podding, an open world market”. He identifies the following aspects as causes: “The worldwide networking of data by the Internet due to an open world market due to low-wage countries due to multi-cultures”. His evaluation is very critical: “I am not very fond of globalisation because over ours jobs are lost and globalisation supports child labour and it is difficult to find out from which countries the goods are.”*

### 3.2.4 Technology-progress-modernisation

The statements belonging to this category were characterised by a tendency of normative judgements. The majority gave expression to a definitely positive attitude towards progress and modernisation (9 out of 18 grammar school students). However some, among them the only secondary modern student stating on this category, express reservations when it comes to this basically positive attitude, in most cases by referring to negative ecological consequences (5 out of 18 grammar school students, one secondary modern student). Only a small share of the students expresses a clear rejection of technological development or sees it explicitly as a risk or danger (3 out of 18 grammar school students).

Also on this point we would like to provide some insight into the students' ideas.

#### *Group of those showing a definitely positive attitude*

The strongest group are those students who perceived the described technological development, progress, as something definitely positive. It is conspicuous with this group, just like the group giving a “positive with reservations” mark, that there is a semantic chain according to the globalisation = technological progress = positive pattern. Development and progress are given as something which is positive per se. Accordingly, GS46 understands by globalisation *“that the technologies of the various countries are spread all over the world”,* he believes this to be caused by *“ever more developing technology”* itself. (...) *“Globalisation is a good thing, as the further development of technology is an important thing. After all, these days the world depends on technology.”*

For the group of those commenting basically positive in the field of technology-progress-modernisation while expressing reservations we may state that most students give damage for man and nature as the reason for their reservations. In her judgement, for example GS88 contrasts the destruction of nature and the advantage of *“communication with other countries all over the world”* becoming easier, GS66 contrasts the suffering of humans and animal to an unreflected advantage: *“on the one hand a good thing, for things develop further”*. The ideas of GS55 show a similar pattern, she emphasizes the

damage for nature, however at the same time also that globalisation is a good thing *“because people need modernisation”*.

#### *Criticism of progress/technology*

Another category is formed by statements frequently expressing a critical attitude towards technological development or modernisation, as well as all statements showing clear rejection. With three students, their number was small if compared to the group of positive or positive with reservations statements. For example, GS65 understands by globalisation essentially climate change and believes the latter to be caused by *“too rapid technological development (perhaps we should also develop towards a different direction)”*. In her judgement, she speaks out in favour of steps against climate change and in favour of ecological technological innovation: *“I think that one must fight climate change purposefully. One could e. g. design mobile phones and other electronic devices in a more climate-friendly way (solar cells, making the materials more environment-friendly).”*

### 3.2.6 Communication

In the field of communication, one the one hand we could distinguish ideas connecting globalisation to communications technologies and their development. Ideas of an increasing exchange of information and knowledge among people formed another identified group.

Whereas the secondary modern students rather referred to communications-technological aspects (6 out of a total of 9 references by secondary modern students vs. 4 out of 10 references by grammar school students), the grammar school students were stronger represented in the field of being informed (6 out of 10 references by grammar school students vs. 3 out of 9 references by secondary modern students).

#### *Communications technology*

SM74 understands by globalisation a *“networked world, that is that everything is connected”*. Concretely, by this she means that *“you may phone everywhere”* and *“you can write to each other also by e-mail or indeed generally on the Internet”*. She much appreciates globalisation, for *“this way one can be contacted much better and faster”*. SM77 makes further references to communications technology. She thinks globalisation to be *“great”* because *“these days e. g. by way of the computer you may chat with people between here and America or you make a video call, so you can see each other”*.

#### *Being informed*

SM75 *“likes”* globalisation because *“this way you get to know [...] what's going on in the world”*. Also SM44 understands globalisation in this sense and *“likes”* it because *“the people get to know what's happening”*. However, he believes privacy to be endangered and illustrates this by giving the example *“if at this moment*



[...] *Obama is betraying his wife*". GS67 thinks that the media are obliged to report about things such as *"climate change, weather phenomena as far as to natural disasters"*. Those *"cities/countries"* as being concerned must be *"helped or they must be built up again"*. For *"some countries"*, which are e. g. *"threatened by earthquakes"*, it might be *"essential that one reports on them in time and thus may be able to perhaps evacuate the country"*. Three grammar school students contextualise being informed with the right to have a say. GS01 believes globalisation to be *"important"*, for *"the whole world should be informed about important issues and be able to discuss them"*. Furthermore she says that *"our globe"* is everybody's concern and that accordingly *"all of us [should] have the possibility to have our say"*.

### 3.2.7 Culture

8 grammar school students and three secondary modern students connected their ideas of globalisation to elements from the field of culture. 4 out of 8 grammar school students believed globalisation to be a danger or threat for cultural identity, 2 identified enrichment due to mutual influences, and 2 expressed both positive and negative culture-related aspects. One secondary modern student considered globalisation a cultural enrichment, 2 secondary modern students mentioned culture in passing, without further category-relevant explanations.

#### *Cultural identities being threatened by globalisation*

GS43 is the only one to explicitly characterise globalisation as *"western globalisation"*. By this he means *"that the world becomes oriented towards the western world (North America, Europe aso.)"*. As a cause of globalisation he identifies the will *"of the people to modernise"*. This way, on the one hand he refers to *"technology, lifestyle"* and, *"after all, living standard"*. However, he also believes *"recognition"* to be *"very important"*. As a conclusion he writes that *"the people in the 'East' want to adjust to the western world"*. His judgement on this process is negative:

*"I think this is not such a good thing because one does no longer live into the direction where one has been grown up. By this I mean that no longer there are different cultures but lives almost just one culture, and I don't really like that. Anybody should live like he/she wants and also one should not feel to be threatened by globalisation just because one is not capable of adjusting to the western world."*

GS70, on the other hand, argues first of all in terms of economy and fears that economic change might also come along with cultural change. Accordingly, *"ever growing consumption in the First World countries"* is said to be the reason why *"the people [...] increasingly forget how to value and appreciate things, as everything is/shall always be available"*.

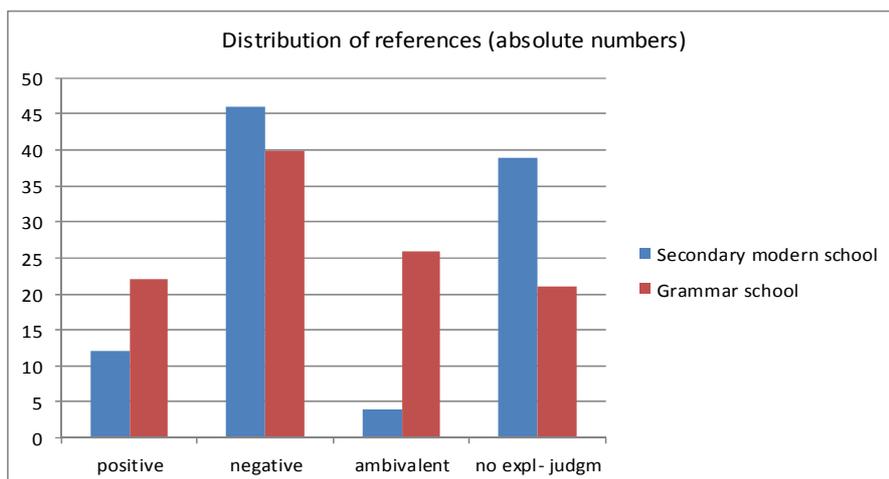
#### *Enrichment due to globalisation*

Although GS69 considers globalisation first of all from an economic point of view, he/she *"likes"* globalisation most of all because this way *"information about different cultures and countries has improved"*. SM79 understands by globalisation that *"something is spread all over the world"*. In particular, by this she means *"cultures from other countries, the Internet, music, people or friends from other countries"*. She *"dislikes [...]"* nothing of it because without this spread *"that what we have today or what I want"* would *"not be"*. On the whole she states: *"Also you learn much about other cultures."*

#### *Opportunities and risks resulting from globalisation*

To the category of opportunities and risks there belong all statements expressing both positive and negative culture-related aspects. In this context, the two grammar students' arguments differ clearly from each other. GS61 understands by globalisation that *"certain developments in the world are adopted by all countries"* and *"likes"* globalisation because it *"supports solidarity among the people"*. However, at once he expresses reservations when stating that on the other hand globalisation *"is certainly harmful for individual people [...] as it restricts their cultural development"*. GS101 is an exception in the field of culture. By globalisation he basically means colonialism. In case of *"a globalisation"* people *"leave their home countries to 'globalise' the world"*. *People like Columbus, who discovered America, provided the basis for the USA*". This way, he says, *"many different cultures and nations"* had been brought together and live *"there, indeed mostly in peace"*. However, as a result of this process there had also been a *"spread of culture/religion"* and also *"learning about new places, customs etc."*. However, his positive judgement on globalisation is qualified in one respect. *"As a colonialist you"* change the environment in so far as *"there they will be able to live like in their home countries"*. This way *"people who have perhaps been living there before"* are dispossessed. Against the background of this way of arguing he comes to this weighing conclusion: *"Although I support globalisation, to live with these countries and get to know them, but (in most cases) at the expense of the natives, and their ancient customs and traditions."*





### 3.2.8 Judgements

Which judgements can be found by the here presented statements of students on globalisation? Independently of the specific contents of their statements, how many identify positive aspects of globalisation, and how many identify negative aspects, and how many express both positive and negative aspects?

The group of students judging frequently negatively was by far the biggest one at both types of school. About double as many grammar school students as secondary modern students consider globalisation something frequently positive. At the grammar schools ambivalent statements were found significantly more often than at the secondary modern schools. At the secondary modern schools the group of students whose statements did not express any judgement was about double as big as at the grammar schools. Concerning the secondary modern schools one may state that ideas connected to frequently negative judgements were clearly more frequent than those connected to frequently positive statements, that there were hardly any ambivalent statements (the tendency of taking clear positions was higher than at the grammar schools), and that statements without judgement were found double as often as at the grammar schools. The high number of negative judgements must be interpreted as being clearly connected to the widespread idea that globalisation is connected to

the aspect of climate/environment. Further-more, the high number of students not making any judgement indicates that for many of the interviewed students globalisation seems to be a phenomenon not touching them personally.

### 3.2.9 Gender-specific distribution among the main categories

Female students show a conspicuously higher share in the field of climate-nature-environment.

The share of male students is bigger in the fields of economy and politics, at secondary modern schools this gender-specific difference is less clear in the field of economy than in the field of politics. In the field of technology-progress-modernisation the female grammar school students are ahead of their male fellow students, whereas the field of culture is almost exclusively occupied by male grammar school students. Concerning the main category of communication there is no gender-specific difference worth mentioning, the same holds for the "others" category.

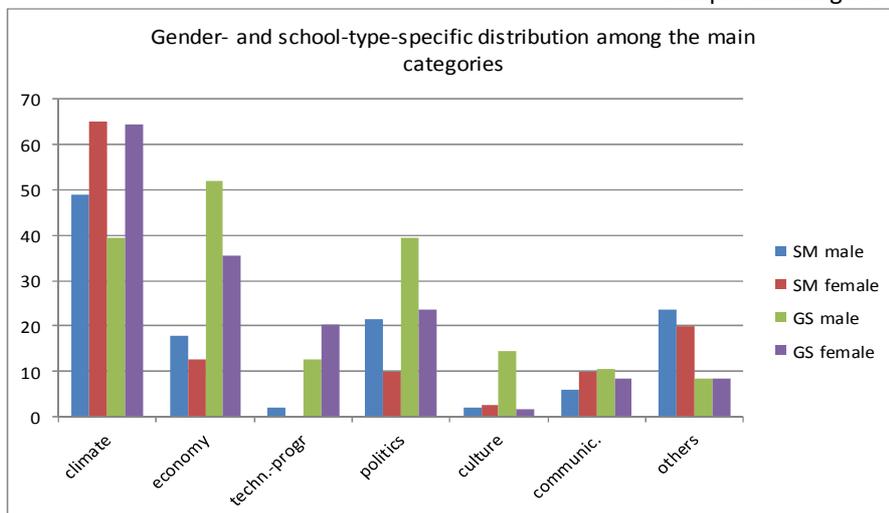
### 4 The interview sampling

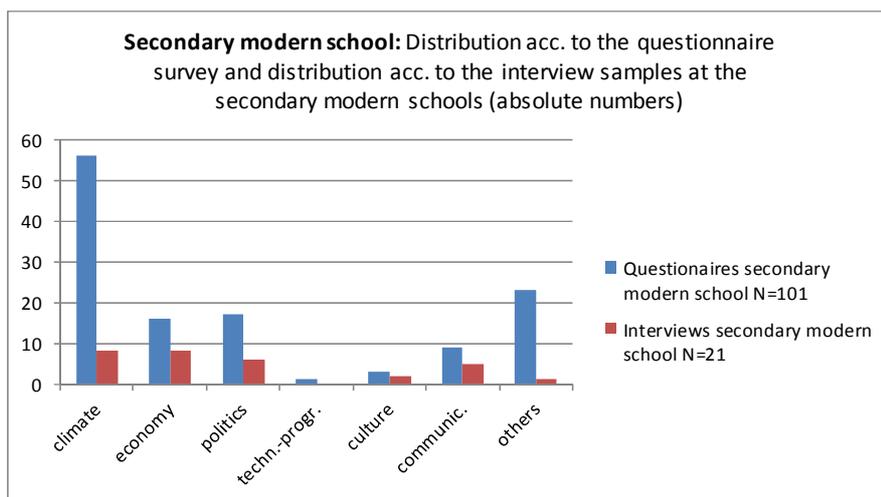
It was the goal of the interview sampling to provide an adequate picture of distributions among the main categories as found in the questionnaire survey, according to the principle of internal representation. Apart from that, also our socio-economic research interest played a major role. The fields of economy, politics and culture had thus comparably more weight for the sample, due to this criterion the field of climate-environment-nature is less represented.

### 4.2 Outlook: First impressions from the interviews

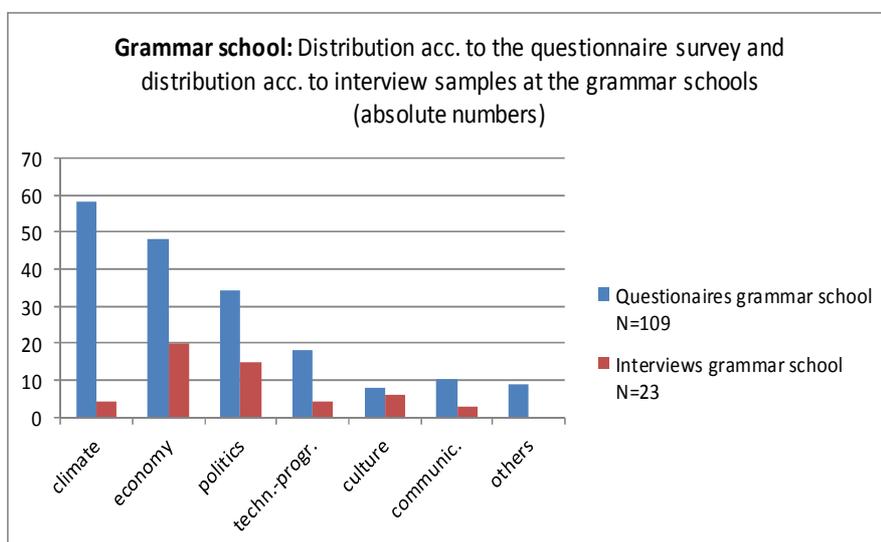
Against the background of the results of the questionnaire analysis it was possible to develop an interview sample allowing for systematically analysing the ways of

thinking as found among the population under analysis. As the evaluation has not been completed yet, here we may just give first expressions and an outlook. The interviews lasted between 15 and 70 minutes. In almost all cases the students referred to a broad range of topics. The evaluation is structured according to the following eight-fields category system. In the field of work the statements are discussed within the tension area of the points of view of employees and enterprises. The field of





politics/economy asks about the understanding of market, market regulation, state and economic crisis. The section on participation is about which possibilities of political participation the students identify. There, apart from the predominant consumer's point of view, also ideas of trade union, civil society and non-parliamentary ways of participation are addressed. Then, in the section on international division of labour, the material is differentiated according to the question if the students employ rather development- or modernisation-theoretical or dependence-theoretical explanation patterns to identify global inequalities. The field of migration presents the material within the tension area of a migration-political support of isolation and a cosmopolitan attitude of open-mindedness. This field views at the students' concepts of culture. Here the analysis will organise the material within a tension area of an essentialist and a hybrid concept of culture. The section on the sources of ideas depicts which sources of their knowledge are given by the students. The field of personal points of view views at the students' self-positioning, in so far as they include conclusions on the perception of globalisation as an extension of one's personal possibility space or rather as an anxiety-provoking process of limiting one's own possibilities. In



the following, the latter dimension of the study shall be shortly illustrated.

In the course of the interview all students gave an answer to the question if they could imagine to do a work placement in a foreign country or to take part in a foreign exchange programme or to work in a foreign country. Whereas 19 grammar school students considered this an opportunity, only 10 secondary modern students did so. 8 secondary modern students in contrast to one grammar school

student ruled this out explicitly. 3 each had a weighing attitude and could not decide. Of those students who could imagine a foreign stay, 11 grammar school students and only 4 secondary modern students had concrete plans. In this context, also the kind of plans indicates the different possibility spaces of students from the two types of school. The concrete plans of the 4 secondary moderns students reached from the wish to be transferred "to America" as Bundeswehr Privates via a possible career as a trained hotel clerk with the destination Dubai as far as to opening a cocktail bar in Miami or Los Angeles. The grammar school students, on the other hand, spoke of already planned exchange programmes, international studies, work and travel plans after their graduation, as well as of working in a foreign country for one year in the context of German development aid. Whereas Luka (GS02), for example, intended to go to Argentina in the context of a three-months student exchange programme two days after the interview, Jannik (GS01) can also imagine to work in a foreign country. Jannik "definitely" wants to go to a foreign country for one year after school – either to New Zealand, Australia, France or Great Britain. After all, "in other places you may expect more" and may hope for "adventures and challenges". Indeed, he said, today

"everything has become much more open". Secondary modern student Lennart "cannot really imagine" going to a foreign country. As a reason he gives that his "foreign language skills are not really good". Obviously this has not been a topic for him.

Already this short insight into the analysis field of personal points of view illustrates that the perception of mobility as an expression of extending the possibility space in the course of the globalisation process depends much on the socio-economic position of students. Thus, one of



the starting hypotheses of the investigation is proven to be true: The interviewed young people are class-specifically differently concerned by globalisation, and accordingly they have different perceptions of this dimension of the globalisation process.

Currently, in the above mentioned eight different analysis fields the different ways of thinking of secondary modern students and grammar school students are being worked out. Against the background of this analysis design, the results to be achieved cannot claim to be statistically representative. However, they allow for a certain generalisation of the results, which may be a valuable contribution to the question of what up-to-date citizenship and economic education might look like.

## 5 Summary

The students explained their ideas of globalisation under a questionnaire. The questionnaire survey collected the students' ideas at an associative level.

### *Globalisation as a climate phenomenon*

It is striking that students at secondary modern schools as well as grammar school students most frequently think of globalisation as a climate or environmental phenomenon. Relatively few students mention the political or economical dimension of globalisation, whereas for 58 out of 109 grammar school students and 56 out of 101 secondary modern school students' globalisation is linked to aspects of climate and environment. 48 students at grammar schools address aspects of economy, in contrast to 16 secondary modern school students. The category "politics" is mentioned by 34 grammar school students, while only 17 secondary modern school students address political aspects of globalisation.

### *Politics*

Here grammar schools students particularly think about enhanced international cooperation of national political stakeholders. Secondly, ideas about economic policy are to be found. Developmental notions are mentioned by a few of the students as well.

At secondary modern schools comments on population policy and international cooperation were most frequent. Comments by male students are to be found noticeably more often in the category "politics" than by female students (secondary modern school: 21% male students compared with 10% female students, grammar school: 39.6% male students, 23.6% female students).

### *Economic conceptions about globalisation*

Whereas perception and assessment of globalisation were different according to the type of schools in some study areas, we were able to observe a far-reaching uniformity in the way of thinking in other fields. The questionnaire survey showed that a majority of those students who associate economic aspects with the concept "globalisation" assess the developments

described by them in a positive way. They think of individual or collective consumption benefits or they believe that enhanced international cooperation would lead to an improved international understanding or to general progress. Significantly fewer students however mention negative aspects of economic globalisation, for example damage for human beings and nature in the course of ever increasing production or the situation of disadvantaged countries in global competition. It is remarkable however, that only three out of 210 students think of negative consequences for employees and workers.

### *Assessment of globalisation*

With regard to an assessment of globalisation comparatively more secondary modern school students than grammar school students mention negative aspects of globalisation. Positive assessments are more frequently to be found at grammar schools. 22 students of grammar schools regard globalisation as a good thing in contrast to only ten students at secondary modern schools. Certainly the high number of negative comments should be seen in context with the widespread understanding of globalisation as a climate or environmental phenomenon. Globalisation is perceived as something negative because numerous students think of environmental degradation or climate change in this context.

### *Technology, Modernisation, Progress*

The statements in this area are characterized by a normative or an evaluative tendency. A majority expresses a positive attitude without any restrictions as far as "technology" or "modernisation" are concerned. Some of the students however, restrict their basically positive attitude with a reference to negative consequences for the environment. Only a small proportion of students definitely rejects technological progress or explicitly considers it a risk or danger.

### *Interview study*

The questionnaire collected the students' ideas primarily at an associative level. The interview study will provide more appropriate data in order to give answers to the problem of developing didactically suitable ways of learning regarding the topic "Globalisation" which take the students' preconceptions into account. Relevant results will be available by the end of 2014.

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## Endnote

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