



Innovative Pedagogies for the Twenty-First Century Learners and Global Citizenship of Primary School Pupils in Ikom Education Zone of Cross River State, Nigeria.

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Abstract. This study investigated the influence of innovative pedagogies for the twenty-first century learners on global citizenship of primary school pupils in Ikom Education Zone of Cross River State, Nigeria. The Survey design research design was adopted for the study. The population of the study was made up of one thousand, one hundred and nine (1,109) primary school teachers in Ikom Education Zone of Cross River State. *The simple random sampling technique was used to sample 292 primary school teachers in Ikom Education Zone.* A structured questionnaire titled ‘Innovative Pedagogies and Global Citizenship Questionnaire (IPGCQ)’ developed by the researchers was used for data collection. One-Way Analysis of Variance (ANOVA) was used for data analysis. Findings revealed that critical thinking and media literacy skills significantly influence primary school pupils’ global citizenship in Ikom Education Zone of Cross River State. Based on the findings, it was recommended among others that; innovative pedagogies such as critical thinking and media literacy should be encouraged at all levels of education, teachers should be provided the needed equipment to effectively implement media literacy pedagogy, teachers should always engage pupils in independent learning platform to enrich their critical thinking skills and team work among pupils.

Keywords: Innovative Pedagogies, Twenty-First Century, media literacy, Global Citizenship and Critical thinking

1. Introduction

Innovative pedagogy is critical and is at the heart of ambition to improve education systems which is true for learning situations by children and young people. The global lifelong learning agenda calls for serious reimagining of the education landscape. Therefore, pedagogies especially the innovative pedagogies must be the key control attractive to any systematic transformation if twenty-first century skills are to be achieved. Educators have argued that the best way for schools to prepare young people for future success is to help them to develop a broad range of learning, work and life skills that they can deploy all over in their lives. This means using teaching and learning approaches that delve students deeply into subjects and also fostering a range of learning activities related to 21st century skills. At the core education system must move from prioritizing knowledge acquisition to prioritizing both knowledge acquisition and the development of skills needed to use that knowledge effectively. 21st century skills needed for problem solving and knowledge transfer, which deeply depends upon deep understanding for the attainment of global citizenship among learners (Gangly & Researcher, 2018).

Global citizenship is a term that includes social, political, environmental and economic actions of globally minded individuals and communities. Global citizenship implies that individuals are members of multiple, diverse, local and non-local networks. It is recognized that changes in the global context, for example, the establishment of international conventions and treaties, the growth of transnational

organizations, corporations and civil society movements and the development of international human rights frameworks that have significant implications for global citizenship. Global citizenship refers to a sense of belonging to a common humanity. It emphasizes political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.

A global citizen is considered to be an individual who:

- Is aware of the world and has a sense of their role in it.
- Respects and honors cultural diversity.
- Participates in communities at all levels (from local to state, national and global) and takes responsibility for their actions and interactions with members of community at the local, state, national and global levels.
- Is creative, flexible and proactive in seeking solutions to issues that affect humanity.
- Gets involved as members of the international community and is committed to building on this community in a meaningful and positive way.
- Demonstrates skills such as media literacy, problem solving, critical thinking, judgment and decision making.
- Values traditional knowledge with them and helps build interconnectedness to meet the challenges of the 21st century (Rajnish, 2021).

Global citizenship can be guaranteed through global citizenship education which seek to develop the knowledge, skills, values and attitudes that are required by an individual to participate fully in a globalized society and economy and to support initiatives aimed at building a more just, secure, peaceful, tolerant, inclusive and sustainable world. The GCED helps learners recognize the importance of understanding and resolving global issues in their social, political, cultural, economic and environmental dimensions. The general learning outcomes that are associated with GCED would include the capacity of the learners to acquire and demonstrate: critical thinking skills, media literacy skills, problem-solving skills, creativity, communication skills, coordinating/collaborating with others, among others (Rajnish, 2021).

Thus, in the broader sense, to meet the challenges of the 21 century, schools have to prepare well-informed and active citizens and it is impossible without promoting critical thinking (Islin & Turner, 2002). Now particularly youngsters are victims of this dilemma enchanted by the social media which require

the development of higher order thinking skills, such as critical thinking and media literacy. Foresman, Fosel and Watson (2017) are of the view that thinking productively is far better instead of memorizing or guessing the correct answers. So critical thinking is characterized as a fine skill, which focuses on thinking reflectively, productively and ultimately evaluating the evidence (Santrock, 2014). Similarly, Moreno (2015) opined that critical thinking is a process of systematically assessing the information and drawing an inference based upon evidence. Therefore, the major goal of global citizenship education is to teach how to think rather than what to think. The society which is facing vast amount of information that is just a click away from our learners, many students do not think critically even about the deceptive and unreliable information.

Schools spend much time to convince their students to reach at single correct answer rather than motivate them to develop critical thinking by coming up with new ideas (Santrock, 2014). Thus, Ross (2012) is of the view that classroom should be managed to teach critical thinking repeatedly and explicitly. Critical thinking or critical analysis, is logical and vivid thinking that involves critique. When school children are asked to give rationale or some supporting evidence to support their reasoning, they discuss controversial issues from different contexts (Wilkinson & Birmingham, 2012). In this way, they assess and question what other people say instead of accepting it as a truth. Critical thinking is an important dimension of global citizenship education which demands a dialogical, reflexive and socially embedded learning environment.

According to Iswara, Darhim and Juandi (2021), critical thinking involves (1) practical reasoning, (2) systemic thinking, (3) decision-making and (4) problem-solving skills. It is crucial that instructors and students recognize, acquire and comprehend 21st-century competencies. A person with the ability to think critically will be highly influential in his daily life, constantly making the correct and best choices. Critical thinking is rational and reflective thinking that focuses on deciding what to believe or do (Chukwuyenum, 2013). Thinking is a mental process that aids in issue formulation, resolution and decision-making. Critical and creative thinking are examples of distinct thinking talents. Pupils who can blend attitudes, knowledge and skills by the 21st century are stated to have the ability to think critically to create their surroundings better. It is a structured procedure that enables students to analyze the facts, assumptions, logic and language underlying the reasoning of others (Arifani, As'ari & Abadyo, 2017).

Critical thinking involves analyzing and evaluating information in order to form a well-reasoned judgment or conclusion. This skill is essential for the 21st century learners as it allows individuals to question assumptions, challenge existing ideas and generate new and creative solutions to problems (Zhao, 2021). The degree of critical thinking ability is linked to the spirit of adventure and innovative talents. In other words, critical thinking is an important foundation of creativity, an essential component of thinking quality and an essential ability for students' lifelong learning and development as a measure for the attainment of global citizenship (Ma, 2020). According to Spector and Ma (2019) critical thinking helps individuals to acquire new knowledge and skills, adapt to changing situations and solve complex problems.

Learners can become more independent for developing critical thinking skills and better equipped to navigate the challenges of the 21st century. Furthermore, Changwong, Sukkamart and Sisan (2018) opined that developing strong critical thinking skills can enhance the ability to generate and implement innovative ideas. At the same time, the rapid advancement of science and technology has also made critical thinking one of the 21st century's top educational priorities. Hence, developing critical thinking skills is crucial for learners to effectively analyze and solve problems, make informed decisions and contribute to the advancement of the society (Wang & Wei, 2018).

More so, in recent years, the phenomenon of globalization has expanded the definition of citizenship beyond national borders. While the concept of global citizenship has roots far back, recent trends toward globalization have continued to redefine notions of global community and connection (Ayo-Vaughan & Omiyefa, 2023). The widespread interaction with new media makes media literacy an innovative pedagogy for the twenty-first century learners to attain global citizenship. Erdem and Erişti (2022) argued that media is now an indispensable part of people's lives, making media literacy education pivotal as it empowers individuals to engage in a discerning and analytical assessment of the content they encounter across many media channels. Media literacy entails providing individuals with the essential information and competencies to proficiently navigate and interpret media messages (Neag, Bozdog & Leurs, 2022).

According to Leaning (2019), media literacy enables individuals to enhance their knowledge and critical analysis of media messages as consumers of media, facilitating informed decision-making and active

engagement for global citizenship. The cultivation of media literacy can be attained through educational endeavors, including the integration of media literacy into curriculum and the provision of resources and training for educators (Meehan, Ray, Walker, Wells & Schwarz, 2015). According to Simons, Meeus and T'Sas (2017), the media is now a global force that shapes the values, beliefs, behaviors and decisions of society and allows us to readily locate information, maintain social connections, create and share content.

The National Association for Media Literacy Education (NAMLE, 2020), opined that media literacy is the ability to access, analyze, evaluate, create and act using all forms of communication, it is the ability to encode and decode the symbols transmitted through media and synthesize, analyze and produce mediated messages. Media literacy promotes critical thinking skills that enable individuals to evaluate and choose different information sources and interpret news and information received through various channels for the enhancement of global citizenship (Mrisho & Dominic, 2023). Therefore, this study investigates the influence of innovative pedagogies for the twenty-first century learners on global citizenship of primary school pupils in Ikom Education Zone of Cross River State, Nigeria.

1.1 Statement of Problem

Global citizenship has become increasingly common in the 21st century with appreciation for diversity, global awareness and interconnectedness. Despite the fact that education in the 21st century is an investment that is expected to enhance the growth of the individual in society, the 21st century classrooms are still dominated by the traditional pedagogies where the students/pupils have to learn what they need to from the teacher which is highly outdated and of very little use in their future lives. It is observed that most schools continue to train the 21st century learners with essentially primitive methods because the classroom and learning environments in general are not yet adapted to the age of information communication technology to enhance pupils/students' attainment of global citizenship. It is also observed that the 21st century pupils/students can explore the internet and other social networks at their homes with their parents' devices (phone, laptop and or tablets) to attain global citizenship. Yet, the school system has not made improved efforts toward effectively training learners in this regard. Therefore, this study investigates the influence of innovative pedagogies for the twenty-first century learners on global citizenship of primary school pupils in Ikom Education Zone of Cross River State, Nigeria.

1.2 Purpose of the Study

This study is to investigate the influence of innovative pedagogies for the twenty-first century learners on global citizenship of primary school pupils in Ikom Education Zone of Cross River State, Nigeria. Specifically, this study sought to:

- Examine the influence of critical thinking on global citizenship of primary school pupils in Ikom Education Zone.
- Determine the influence of media literacy on global citizenship of primary school pupils in Ikom Education Zone.

1.3 Research Questions

The following research questions were developed to guide the study:

- What is the influence of critical thinking on global citizenship of primary school pupils in Ikom Education Zone?
- How does media literacy influence global citizenship of primary school pupils in Ikom Education Zone?

1.4 Statement of Hypotheses

The following hypotheses were formulated to guide the study:

- There is no significant influence of critical thinking on global citizenship of primary school pupils in Ikom Education Zone.

- Media literacy does not significantly influence global citizenship of primary school pupils in Ikom Education Zone.

1.5 Research Methodology

This study investigated the influence of innovative pedagogies for the twenty-first century learners on global citizenship of primary school pupils in Ikom Education Zone of Cross River State, Nigeria. The Survey design research design was adopted for the study. The population of the study was made up of one thousand, one hundred and nine (1,109) primary school teachers in Ikom Education Zone of Cross River State. The simple random sampling technique was used to sample 292 primary school teachers in Ikom Education Zone. A structured questionnaire titled 'Innovative Pedagogies and Global Citizenship Questionnaire (IPGCQ)' developed by the researchers was used for data collection. One-Way Analysis of Variance (ANOVA) was used for data analysis.

2. Results

Hypothesis one: There is no significant influence of critical thinking on global citizenship of primary school pupils in Ikom Education Zone.

The independent variable in this hypothesis is critical thinking (low, moderate and high influence); while the dependent variable is global citizenship. To test this hypothesis, global citizenship from critical thinking low, moderate and high influence were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 1.

Table 1: Summary data and one-way ANOVA of the influence of critical thinking on global citizenship of primary school pupils in Ikom Education Zone (N=292)

Critical thinking	N	\bar{x}	SD		
Low – 1	91	35.1538	3.06929		
Moderate – 2	109	36.6606	3.22668		
High – 3	92	36.3804	2.88171		
Total	292	36.1027	3.13001		
Source of variance	SS	df	Ms	F	Sig of F
Between group	122.947	2	61.473	6.512	.000
Within group	2727.971	289	9.439		
Total	2850.918	291			

* Significant at .05 level, p-value = .000, df= 2, 289.

The result on Table 1 revealed that the calculated F-value of 6.512 is higher than the p-value of .000 at .05 level of significance with 2 and 289 degrees of freedom. With this result the null hypothesis was rejected. This result therefore implied that, critical thinking has a significant influence on global citizenship. Therefore, a post hoc analysis was employed using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 2.

Table 2: Fishers’ Least Significant Difference (LSD) multiple comparison analysis of the influence of Critical thinking on global citizenship
LSD

(I) Critical thinking	(J) Critical thinking	Mean Difference (I-J)	Std. Error	Sig.
Low	moderate	-1.50670(*)	.43627	.001
	High	-1.22659(*)	.45424	.007
Moderate	low	1.50670(*)	.43627	.001
	High	.28012	.43497	.520
High	low	1.22659(*)	.45424	.007
	moderate	-.28012	.43497	.520

* The mean difference is significant at the .05 level.

Hypothesis two: Media literacy does not significantly influence global citizenship of primary school pupils in Ikom Education Zone.

The independent variable in this hypothesis is media literacy (low, moderate and high influence) while the dependent variable is global citizenship. To test this hypothesis, global citizenship from media literacy influence of low, moderate and high was compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 3.

Table 3: Summary data and one-way ANOVA of the influence of media literacy on global citizenship (N=292)

Media literacy	N	\bar{x}	SD		
Low – 1	38	35.5000	2.53356		
moderate – 2	157	35.7261	3.39610		
high – 3	97	36.9485	2.71712		
Total	292	36.1027	3.13001		
Source of variance	SS	Df	Ms	F	Sig of F
Between group	105.453	2	52.726	5.550	.000
Within group	2745.465	289	9.500		
Total	2850.918	291			

* Significant at .05 level, p-value =.000, df= 2, 289.

The result on Table 3 revealed that the calculated F-value of 5.550 is higher than the p-value of .000 at .05 level of significance with 2 and 289 degrees of freedom. With this result the null hypothesis was rejected. This result therefore implied that, media literacy significantly influenced global citizenship of learners. Since media literacy had a significant influence on global citizenship of students, a post hoc analysis was employed using Fishers’ Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 4.

Table 4: Fishers’ Least Significant Difference (LSD) multiple comparison analysis of the influence of media literacy on global citizenship
LSD

(I) Media literacy	(J) Media literacy	Mean Difference (I-J)	Std. Error	Sig.
Low	Moderate	-.22611	.55723	.685
	High	-1.44845(*)	.58986	.015
moderate	Low	.22611	.55723	.685
	High	-1.22234(*)	.39805	.002
High	Low	1.44845(*)	.58986	.015
	Moderate	1.22234(*)	.39805	.002

* The mean difference is significant at the .05 level.

3. Discussion of findings

The result of hypothesis one revealed that the calculated F-value of 6.512 is higher than the p-value of .000 at .05 level of significance with 2 and 289 degrees of freedom. This result therefore implied that, critical thinking has a significant influence on global citizenship of pupils in the study area. In this regard, Moreno (2015) opined that critical thinking is a process of systematically assessing the information and drawing an inference based upon evidence. Therefore, the major goal of global citizenship education is to teach how to think rather than what to think. The society which is facing vast amount of information that is just a click away from our learners, many students do not think critically even about the deceptive and unreliable information. Also, Changwong, Sukkamart and Sisan (2018) opined that developing strong critical thinking skills can enhance the ability to generate and implement innovative ideas. The result of hypothesis two revealed that the calculated f-value of 5.550 is higher than the p-value of .000 at .05 level of significance with 2 and 289 degrees of freedom. This result therefore implied that, media literacy significantly influences global citizenship of learners in the study area. In line with the findings of this hypothesis, Erdem and Erişti (2022) argued that media is now an indispensable part of people's lives, making media literacy education pivotal as it empowers individuals to engage in a discerning and analytical assessment of the content they encounter across many media channels.

4. Recommendations

Based on the findings, it was recommended among others that:

- Innovative pedagogies such as critical thinking and media literacy should be encouraged at all levels of education.
- Teachers should be provided the needed equipment to effectively implement media literacy pedagogy.
- Teachers should always engage pupils in independent learning platform to enrich their critical thinking skills, team work among pupils.

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