THE DYNAMICS OF TEACHING POLITICS: A GLOBAL PERSPECTIVE ON EDUCATION

A DINÂMICA DA POLÍTICA DE ENSINO: UMA PERSPECTIVA GLOBAL DA EDUCAÇÃO

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Abstract: In a globalized world full of political dynamics and the need for international peace and security, political education is essential. The current literature review sought to explore the dynamics of teaching politics in education, exploring the various approaches, challenges, and best practices employed worldwide. A narrative literature review was conducted by searching of keywords in the Google search engine, filtered, reviewed, criticized, interpreted, synthesized, and reported the findings from multiple publications on the dynamics of teaching politics as a subject in schools from a global perspective. This research provides the status of political education in the world, while appreciating the dynamics of teaching politics. The consolidated information in this research allows the readers to appreciate the importance of political education in addressing the local political crises as well global thematic aspects such as climate change, security and peace.

Keywords: Political education. Teaching politics. Status of political education. Dynamics of teaching politics.

Resumo: Num mundo globalizado cheio de dinâmicas políticas e da necessidade de paz e segurança internacionais, a educação política é essencial. A atual revisão da literatura procurou explorar a dinâmica do ensino da política na educação, explorando as diversas abordagens, desafios e melhores práticas empregadas em todo o mundo. Uma revisão narrativa da literatura foi realizada por meio de busca de palavras-chave no mecanismo de busca Google, filtrada, revisada, criticada, interpretada, sintetizada e relatada os resultados de múltiplas publicações sobre a dinâmica do ensino de política como disciplina nas escolas a partir de uma perspectiva global. Esta pesquisa fornece a situação da educação política no mundo, ao mesmo tempo que aprecia a dinâmica do ensino de política. A informação consolidada nesta investigação permite aos leitores apreciar a importância da educação política na abordagem das crises políticas locais, bem como de aspectos temáticos globais como as alterações climáticas, a segurança e a paz.

Palavras-chave: Educação política. Ensino de política. Estatuto da educação política. Dinâmica do ensino de política.

1. Introduction

What is politics? This is the initial inquiry that every student of politics encounters in their academic journey. Despite the existence of numerous definitions, Zhefuss (2013) and Mansbach and Pirro (2017) define politics as the art and science of governance. Conversely, Leftwich (2015) emphasizes human behavior and resource management within societies when discussing politics. Together, these authors recognize that politics significantly influences economies and global affairs, whether through democratic or non-democratic systems. Wiseman (2024) observes that certain political systems facilitate citizen participation and decision-making, such as direct democracy, where citizens vote on laws, or representative democracy, where elected officials represent them. However, despite valuing equality and participation, Berglund et al. (2013) note that democracies face challenges like voter apathy and the delicate balance between majority rule and minority rights. Non-democratic systems, on the other hand, concentrate power. For example, monarchic systems in countries like Qatar, Oman, and Saudi Arabia are characterized by hereditary rulers (Anckar, 2021). Anckar (2021) and Dimitrov (2023) observe an interplay of authoritarian regimes and totalitarianism in monarchies, particularly in China and Europe, notably Nazi Germany. While monarchies often foster stability, they can also suppress individual rights (Anckar, 2021; Dimitrov, 2023). Additionally, international political systems involve strategic alliances and negotiations on global issues such as climate change and terrorism (Art et al., 2023). It is essential for political students to comprehend these complexities to navigate societal dynamics effectively in their careers. This article delves into the intricacies of political education, exploring teaching methodologies, challenges, and global best practices to inform the adoption of effective political education strategies."

2. Historical Background of Politics

The historical background of politics in the world forms the basis of its integration in political education. Understanding the complexities of political systems in the past continues to inform the major dynamics of governance in the 21st century, enhancing the effectiveness of the subject of politics in education (Strauss and Cropsey, 2012). Cross (2005) demonstrated that political education was the foundation of political history. For instance,

people are only able to understand historical political regimes through political education which has sought to consolidate fragmented accounts of this history in one space.

2.1. Early political systems

The early political systems entail tribal societies followed by the rise of chiefdoms and empires before 1000 Before Common Era (BCE) in history. The leadership mantal, and the power in such structures were distributed within the community through representation by the council of elders for the purposes of balance and social cohesion. Subsequently, kinship-based groups grew into chiefdoms and empires. As a result, the necessity for centralized leadership became apparent to improve equitable distribution of resources, promote trade and development, and address foreign invasions (Boateng and Afranie, 2020). In as much as politics was being applied as early as before 100 BCE, political education took an informal pathway hence could not characterized as a form of education. For instance, noble families took up leadership through informal education of politics since it was easier for parents to pass leadership skills to their children preparing them to take over in the future (Anckar, 2021). In a case study, in Africa, Boateng and Afranie (2020) supported the relevance of Chieftaincy in Ghana today, confirming that the earliest political structures in society has been sustained through time through political education.

2.2. Ancient political thought

The period between 1000 BCE to 500 CE defined the ancient political thought. During this period, Greece, China and Rome are amplified politically due to their significant milestones in politics. Greece has been regarded as the origin of democracy (Cartledge, 2009). Renowned philosophers in Greece like Plato and Aristotle amplified the concepts of power and justice which solidified political education. These great philosophers debated the ideal form of government and the qualities necessary for good citizenship (Barker, 2012). In consequence, they influenced the thoughts of the few wealthy men who had been destined for leadership roles. Initially known as an oligarchy, the Roman Republic, evolved into a complex system. The elements of democracy and representation were evident during the evolution. In consequence, the Roman law and political structures had a lasting influence on Western political thought (Wieacker, 1981). Political education in the Republic of Rome prepared young men from elite families for politics and public service (Mousourakis, 2017). The emergence of Confucianism in China from previously fragmented Chinese empires

emphasized on social harmony, hierarchy and a strong divine ruler (Adler, 2011). Confucianism has significantly influenced political education not only in China, but also in the neighboring Asian countries like Vietnam. Huong and Fry (2004) acknowledged such influence in Vietnam mentioning that major sections of political education are still anchored on the principles of Confucianism. In a separate study, Doan (2005) acknowledged the interplay of religion and political structures in shaping moral and political education in Asia over the past decades.

2.3.   Medieval political Systems

Feudalism and monarchy dominated the medieval political systems in Europe between 500 to 1500 CE. Lords controlled land and offer protection to peasants in Feudalistic systems. In exchange, the peasants offered loyalty and service (Hilton, 1974). On the other hand, in countries like England, monarchy dominated the political operations (Harriss, 1993). The focus on political education for the privileged continued throughout the between 500 to 1500 CE. Monarchies relied on educating their heirs and court officials in the principles of statecraft and diplomacy (Kilcullen and Robinson, 2006). Berkey (2007) and Møller (2021) acknowledged the foundational influence of religion (Madrassas in Muslim, and Catholic teachings respectively) at this era on political education.

2.4.   Rise of modern political thought

Renaissance, enlightenment, and the American and French revolutions in 1500 – 1800 CE defined the rise of the modern political thought. Skinner (1978) referred to this era as the age of reformation. Liberty and property were the focal points in this era, advocated by great thinkers in history such as Machiavelli, Locke, and Montesquieu (Wood, 2012). Whelan (2004) reported that the American and French revolutions became the pioneers of democracy and republicanism inspired by enlightenment ideals. For instance, constitution of The United States of American established a model for a representative democracy with checks and balances supporting popular sovereignty (Knutsen, 2020). Evidently, ideals of democratic thoughts emerged during this era through the courageous expressions of thinkers like Locke and Montesquieu and the American and French revolutions. In in the long-run, republics replaced some monarchies. However, political education continues to play an integral role of fostering liberty in the modern age by educating citizens about their rights and responsibilities.

2.5. Ideological battles and global transformations

Fueled by industrial revolution, World Wars and Totalitarianism first dominated the 19th and 20th centuries before the rise of nationalism and democracy. Zhefuss (2013) and Stearns (2020) observed that the Industrial Revolution gave rise to industrial capitalism, which spurred new political movements like the significant French political revolution. These political movements, socialism and communism, challenged the existing social order and advocated for worker rights and economic equality. Democracy continued to spread, albeit with limitations and variations in implementation across different countries (Toynbee, 2011). According to Cross (2005) and Toynbee (2011), the 19th century's rise of nation-states significantly boosted the development of political education. The governments of countries like England sought to instill national pride, loyalty, and obedience in their citizens. Doan (2005) reported of Vietnamese governments incorporating civic education in secondary school curriculum to develop a socialist citizenry. Clearly, curricula have been formulated to foster civic virtue and social cohesion, tailored to the prevailing social norms of each country. However, it is also true that such approaches have often prioritized conformity over critical thinking.

The 20th century was characterized by extreme horrors of two World Wars and the rise of totalitarian regimes like Nazi Germany (Dimitrov, 2023) and the Soviet Union (McCauley, 2014). These events highlighted the dangers of unchecked power and extremist ideologies. A shift towards a more critical and participatory approach to political education was equally witnessed during this era, especially on the aspect of inclusion of women in politics (Ludowise, 2018). The horrors of two World Wars and the rise of totalitarian regimes highlighted the dangers of political apathy and blind obedience in political history (Jambrek, 2008). Democracies recognized the need for citizens who could critically analyze information, engage in civil discourse, and hold their leaders accountable. This critical approach gained further momentum in the latter half of the 20th century with the first move being to enhance education literacy (Shannon, 2000). The move towards enhancing education literacy not only laid the foundation for fostering political education, but also encouraged active citizenship. Today, methods such as simulations (Perry and Robichaud, 2020), debates (Sanjuan et al., 2022), and community service projects (Henderson et al., 2012) have been used to engage students in real-world political experiences.

2.6. Post Cold-War era

From the mid-20th century to the present, significant shifts occurred including the end of the Cold War (Wohlforth, 1994), the onset of globalization (Bordo et al., 2007), and the rise of new global powers such as China (Brooks and Wohlforth, 2015), alongside democratic challenges (Noddings, 2013). The Cold War concluded with the collapse of the Soviet Union, dismantling the bipolar world order and altering the dominance of liberal democracies (Arbatov, 2018). Amidst ongoing globalization driven by digitalization, issues like growing inequality, populism, and technological disruptions present fresh hurdles for established democracies. Buenfil-Burgos (2000), focusing on Mexico, contended that globalization during the post-Cold War era not only created opportunities for efficiency but also heightened the complexity of political education by introducing diversity and universality to the political landscape.

The ideals of realism and liberalism are the backbones of international politics. Smith (2020) accredited the emergence of international politics in the post-cold-war era to cross-cutting challenges such as oil crises and climate change. In a separate study, liberalism has been said to have emerged with a focus on individual freedom, economic liberty, and minimal government intervention (Bickerton and Accetti, 2020). In realism, countries like Russia, with access to crucial resources (oil, strategic trade routes and military resources) have demonstrated competitive advantage and power over those that do not like Ukraine (Edinger, 2022). On the other hand, liberalism enhanced international cooperation for peace and prosperity through entities like the United Nations (Kentikelenis and Voeten, 2021). In consequence, due to the delicate nature of the two ideals, countries such as the United States of America (O'Connor and Cooper, 2022) and Vietnam (London, 2006) have recorded a history of embracing a liberal-realist approach to be on the safe side. Similarly, in the spirit of masking capitalism in the 21st century, countries like China and Sweeden (Cejie, 2021) have used a mixed economy approach to blending elements of both capitalism and socialism.

The dynamics of international politics, capitalism and liberalism skewed the approach of political education in the 21st century. For instance, Maher et al. (2020), with reference to the Russian revolution, noted that political systems have strategically diverted their energies and resources to certain political agendas in the political education. In a separate study, Doan (2005) noted that both traditional morality, spread through informal sectors, and socialist morality, spread through formal sectors, have continued to remodify the civic education in Vietnam.

3.   Approaches To Teaching Politics

Effective teaching approaches have evolved to focus on engaging students in critical thinking, debate, and real-world application. This has involved the incorporation of simulations (Perry and Robichaud, 2020), current events discussions (Avery, 2018), and projects (Henderson et al., 2012) that encourage students to analyze political issues, develop solutions, and understand the importance of civic participation in a democracy.

3.1.   Comparative politics: studying political systems

Comparative politics provides students with a broader understanding of political structures, processes, and behaviors across different countries. Wiseman (2024) noted that it broadens students' perspectives by comparing various political systems, challenging assumptions, and fostering critical thinking about their own system. In another study, Mansbach and Pirro (2017) revealed that comparative politics allowed students to identify similarities and differences in historical and current political landscapes, revealing how factors like history, culture, and economic development have shaped political structures and processes over time. In addition, Belanger (2004) revealed that comparative politics helped students to appreciate global interdependence by illustrating how political decisions in one country can affect others. In the long run, students gain a global perspective and readiness to engage with complex political dynamics in today's interconnected world. Asal et al. (2014) used games to demonstrates that studying political systems comparatively enhanced students' comprehension of politics beyond abstract concepts, revealing it as a dynamic force shaping societies and impacting individuals' lives. This approach not only equips students to be informed and active citizens, but also prepares them to critically assess their own political environment and engage effectively in an interconnected world.

3.2.   Political theory and philosophy

Traditionally, Tröhler et al. (2011) recorded that political education focused solely on understanding the role of community, legislative processes, different political systems, and basic citizen rights. While this foundational knowledge is important, it may not adequately prepare students to address complex political issues. However, by integrating political theory and philosophy, Tully (2002) emphasized that students get exposed to frameworks for

examining concepts such as power, justice, and the ideal state. For instance, Williams (2005) illustrated that exploring the ideas of influential thinkers like Plato, Locke, Rousseau, and Rawls provides students with diverse perspectives on governance, the purpose of government, and the relationship between individuals and the state. Miščević (2012) showed that political theory and philosophy developed critical thinking skills of students by prompting them to question assumptions, evaluate arguments, and identify biases in political discourse. Rawls (2008) noted that understanding the nature of power through this political theory and philosophy enabled students to understand the game of political power enabling them to hold those in power accountable in the future. In addition, such revelations foster philosophical inquiries into justice, equality, and the common good. As a result, students get to embrace ethical considerations in policy evaluation, leading to informed political decision-making grounded in moral principles. Peters (2013) explored the exposure of students to robust arguments and counter-arguments. His study revealed that students got equipped with skills for constructive discussions, enabling them to engage in respectful disagreement and effectively communicate on complex issues. In essence, Bull (2008) and DeLue (2021) demonstrated that through the incorporation of political theory and philosophy, political education has evolve from rote memorization to the cultivation of critical citizenship. As a result, equipped with the capacity for critical thinking, information analysis, and reasoned debate, students are better prepared to participate actively in a democratic society.

3.3. Current Events and Case Studies

Utilizing current events and case studies in political education aims to make the subject tangible and relevant. According to Ackerly et al. (2024), political education often struggles to bridge the gap between theory and practice, as textbooks typically present government structures in an idealized manner, lacking the complexities of real-world politics. Current events and case studies fill this gap by grounding political education in the dynamic political landscape. Using programming in the Swedish curriculum, Raptopoulou (2021) demonstrates that current events and case studies provide real-world context, prompting students to actively engage with political issues, analyze news articles, debate policies, and explore historical case studies with practical implications. This approach breathes life into political education, fostering active participation and critical thinking among students. In a separate study, Williamson and Eynon (2020) reported that current events naturally captures students' attention as they engage with political issues relevant to their daily lives. This fosters

curiosity and motivates students to explore underlying political processes and ideologies. In addition, such exposure has been found to push political students to practice information identification (Dwivedi et al., 2020), bias recognition (Ramia, 2021), and evaluation of opposing viewpoints (ThiHoa et al., 2021), thereby enhancing critical thinking skills and facilitating the development of informed opinions on complex issues.

Political educators have implemented unique strategies to ensure that current events and case studies benefit students in real-time. Bukingham (2020) emphasized the significance of having media literacy training as a prerequisite for political students. As a result, media literacy training enables students to assess source credibility and recognize bias in news reporting. In addition, students get exposed to utilize diverse digital sources including mainstream media (Reiter and Mathes, 2023), academic journals, and reputable online publications (Cox, 2021), to gain exposure to different political perspectives. In a separate study, Chiu and Chai (2020) encouraged the incorporation of artificial intelligence in political education as a means to mainstream sustainable learning.

3.4. Experiential learning and simulations

Using experiential learning and simulations in political education transcends traditional textbook-based approaches. Tröhler et al. (2011) revealed that historically, political education relied heavily on textbooks and lectures. Andersen et al. (2021) focusing on generational gaps, reported that such approaches often left students with a theoretical understanding that felt disconnected from the complexities of real-world politics. However, using a case study from Vietnam, Dang (2017) demonstrated that experiential learning and simulations address this gap by immersing students in simulated political scenarios, providing a deeper insight into governance complexities and the challenges of decision-making. According to Jonathan and Laik (2021), experimental learning and simulations enables students to transition from being passive observers to active participants in the political process, engaging in difficult choices, negotiations, and firsthand experiences of decision consequences. In a separate study, Andresen et al. (2020) demonstrated that experiential learning fostered critical skills such as communication, negotiation, problem-solving, and compromise, crucial for navigating political complexities. Following the above mentioned studies, it is evident that experiential learning provides a platform to apply theoretical concepts to practical scenarios, demonstrating how political ideologies and power dynamics manifest in real-world contexts.

The evolution of political education has been observed through diverse strategies developed to foster effective learning in political education over the past decades. According to Jonathan and Laik (2021), the integration of post-simulation discussions into the curriculum by political educators have encouraged reflection. As a result, students are able to analyze their roles, the obstacles encountered, and the potential outcomes of their decisions, reinforcing learning and linking the simulation to broader political concepts. In a separate study, Arlehaili and Osman (2022) observed that the use of games enabled political educators to use role plays within simulations. This enabled students to have multiple perspectives and insights into the motivations of various stakeholders in the political landscape. In addition, role plays enhanced a range of activities from mock elections to international negotiations which maintained engagement and freshness in the learning experience. Overall, experiential learning and simulations have the potential to transform political education. The above mentioned studies reveal that an integration of various approaches to teach politics equip students with the skills and knowledge needed to navigate political complexities effectively, both in and out of the classroom.

4. The Importance of Political Education

Political education serves as the foundation for the health and vitality of any society. According to Robin et al. (2022), the gen-Z perspectives on politics and high interest to be part of it is a demonstration of the attractiveness of the subject. Therefore, when leaders grasp the intricacies of politics through political education, they are able to effectively guide their communities and foster positive change in the societies. Feng and Dong (2020) and Le and Nguyen (2021) demonstrated that political education benefits society by equipping citizens with the knowledge and competencies needed to actively engage in governance, and attain political freedom, particularly in democracies. However, in their study, the quality of teaching approach was emphasized as the best vehicle to amplify such a benefit of political education to students. Feng and Dong (2020) proposed a model called, Deep Learning-Based Innovation Path Optimization approach to foster data awareness and enhance critical thinking in political education. The impact of such an approach enables citizens to make informed choices during elections, hold leaders accountable (Eidelson, 2020), and participate meaningfully in political processes.

Political education is a vehicle to reinforce democracy by empowering citizens to understand their rights and responsibilities. According to Lingling et al. (2021), political education has led to increased civic engagement and transparency in government. In their study, specialized courses taught in English schools addressed unique aspects of government structures and civic engagement. In addition, a separate study revealed that political education promoted critical thinking skills among citizens, enabling them to discern misinformation and propaganda, analyze diverse perspectives, and develop well-founded opinions (Abowitz and Mamlok, 2020). Robin et al. (2022) demonstrated that political education combats political disinterest by fostering accessibility and public involvement, thus fostering a sense of inclusion and engagement in political affairs. In the Norwegian primary school, Utler (2021) revealed that children in $1^{st} - 4^{th}$ grades get exposed to principles of a sense of belonging to their societies through simple political studies. In another study, Grobshäuser and Weißeno (2021), accredited political education to fostering tolerance and civility. The study revealed that political students, who later become citizens get to understand different political ideologies and perspectives. As a result, they get equipped with the necessary skills to engage in constructive dialogue, even amidst disagreement. According to Galston (2001), in the complex landscape of the 21st century, promoting dialogue, critical thinking, and a dedication to democratic principles are essential for effectively navigating the multifaceted realm of politics. In general, the current review confirms that political education is fundamental to the functionality of democracy, empowers individuals, reinforces democratic institutions, and cultivates an informed and engaged populace.

5.   Challenges in Teaching Politics

Even though political education continues to offer numerous advantages, it also presents several obstacles. These challenges include limited resources for effective teaching, student disinterest, bias and social myth (Judson, 2021), the necessity to stay updated with current events, and the sensitivity of certain political subjects (Wiseman, 2024). This section will explore four key areas where these challenges are prominent.

5.1. Controversy and polarization

Teaching politics faces a significant challenge due to controversy and political polarization. While these elements can stimulate interest and critical thinking, they can also

disrupt productive discussions. According to Journell (2022), highly charged political issues can elicit strong emotions, leading students to become defensive or dismissive of opposing viewpoints, thereby impeding civil discourse and critical analysis. The study identified school administrators as the key players when it comes the challenge of controversy and polarization in political education. In a separate study, (Tribukait, 2021) reported that teachers ought to avoid teaching controversial topics to avoid conflict with parents or community members, resulting in diluted discussions and missed opportunities for students to navigate complex issues. For instance, the study notes that the European political history is sensitive and political educators have found themselves in dilemma of controversy with students. The same study observed that the proliferation of social media and partisan news outlets has blurred the lines between fact and fiction. As a result, students have found it a challenged to discern reliable sources of information which has limited them in engaging in evidence-based discussions. In a separate study, DiGiacomo et al. (2021) reported that deep polarization could cause students to be entrenched in their existing beliefs, seeking out information that confirms their viewpoints and creating echo chambers. The resultant effect is that teachers fail to facilitate open discussions, constructive feedback sessions and the ability to explore of alternative perspectives.

However, controversy and polarization in political education aren't entirely negative as they stimulate curiosity and critical thinking while mirroring real-world political dynamics. Teachers in this field have adeptly navigated these challenges by prioritizing teaching skills like critical thinking, research, and respectful communication (DiGiacomo et al., 2021). The focus on these vital skills foster constructive political discourse irrespective of personal beliefs. In a separate study, Reynolds et al. (2021) reported that whenever teachers or political educators established both a safe space for student expression and ground rules for respectful dialogue and evidence-based arguments, constructive political discussions were achieved. The same literature demonstrated that teachers or political educators who ensured that students were exposed to diverse viewpoints on political issues, even those that students would disagree with, and emphasized on the use of primary sources and reputable news outlets were able to combat misinformation. In the long run, while acknowledging differences, teachers are able to encourage students to identify common ground and collaborate on finding solutions to shared problems. Overall, the literature in this section recognize challenges and leverage controversy as a learning opportunity. As a result, political educators are able to effectively utilize controversy and polarization as a valuable asset in

political education. This equips students to become well-informed and actively engaged citizens capable of navigating the complexities of a polarized society.

5.2 . Curriculum Development and Implementation

Crafting and implementing an effective political curriculum is a nuanced task due to several key factors. Firstly, the breadth of content in politics courses can be overwhelming, requiring teachers to strike a balance between covering foundational concepts and delving into contemporary issues. According to Mann et al. (2021) a successful curriculum ought to offer a balanced and objective view of political systems and ideologies while remaining relevant to students' lives and connecting to current events, presenting a challenge in finding this equilibrium. The same study acknowledges, in the contemporary world, the ability of political educators to successfully design courses based on practice-based education as opposed to the traditional problem-based education is still a moving target. As a result, the current curriculum models in most of the countries have standardized testing which often prioritize memorization over critical thinking, potentially hindering deeper discussions on political concepts. According to Akala (2021), citing a case study of Competence Based Curriculum (CBC) in Kenya, teachers may struggle to allocate sufficient time within the curriculum to foster essential skills for informed political engagement. The same study notes a unique externality which affects content delivery in political education. Akala (2021) noted that in such a curriculum, it becomes difficult to accommodate expressive students who bring diverse backgrounds and viewpoints to the classroom. There has been a lack of the time and energy needed to acknowledge this kind of representation in terms of availability of varied sources of learning materials and teaching methods. Similarly, Campbell-Phillips (2020) confirmed that limited resources in educational institutions equally pose challenges in developing a robust political curriculum. As a result, teachers or political educators are obliged to go an extra mile to be resourceful in sourcing quality materials and leveraging technology for enhanced learning experiences.

However, in efforts to support the teaching of politics in schools, educators have identified unique strategies to overcome challenges in curriculum development and implementation. Mann et al. (2021) revealed that teachers in the political landscape encourage students to inquire, research, and form their own opinions, fostering critical thinking and engagement. In a separate study, Henderson et al. (2012), Perry and Robichaud (2020) and Sanjuan et al. (2022) observed that institutions incorporate community projects allowing students to apply knowledge to real-world scenarios through simulations, debates, or

research on local political issues. Chiu and Chai (2020) credited technology as a game-changer teaching tool in political education. Using artificial intelligence, students are able to utilize online resources, simulations, and current event websites to enrich learning and maintain relevance. Campbell-Phillips (2020) reveals that collaboration between political and social studies departments strengthens the curriculum, offering a comprehensive approach. In addition, such collaboration has enhanced increased funding and professional development in the political education. In a study, Holmén (2022) using case studies of Finland and Sweden, higher political education have to be autonomously integrated to foster effective learning in institutions. In addition, the study highlights that the approach of countering political or social issues in isolation proved ineffective in the contemporary world. Overall, by creatively addressing these challenges, educators prepare students to be informed and active participants in democracy.

5.3. Teacher training and professional development

While a robust curriculum is crucial (Akala, 2021), effective teaching hinges on well-prepared educators. Using a case study in Sweden, Karlberg and Bezzina (2022) demonstrated that most of the teacher education programs lack dedicated training in teaching political science concepts or managing political discussions. This gap leaves new teachers in the political landscape with a feeling of unpreparedness. In a separate study, Romijn et al. (2021) observed that the concurrent evolution of the political landscape necessitates teachers to stay updated on current issues. However, professional development opportunities focused on political education remains to be limited in different areas of the world. A study done by Tribukait (2021) noted that addressing controversial political topics demands specific skills such as facilitating respectful discussions and handling pushback. Lack of training in these areas would therefore have significant negative implications on political education as outlined by Akala (2021). In other studies, engaging students in political learning has necessitated varied methods like simulations and debates (Henderson et al., 2012; Perry and Robichaud, 2020; Sanjuan et al., 2022). However, lack of intentional and adequate teacher training in these pedagogical approaches has proven to be a setback in the progress of political education (Romijn et al., 2021). Undoubtedly, inadequate training and professional development in teaching politics have made teachers to struggle with delivering lessons that lack depth or fail to engage students effectively. In the long run, the literature citing in this section confirm that insufficiently trained teachers may graduate students without the necessary skills and knowledge to become active and informed citizens.

However, research literature indicates that efforts have been made over the years to bridge the gap in teacher training and professional development in diverse ways. Flores (2020) noted that in the contemporary world, universities and educational institutions have resolved to offer specialized training programs tailored to teaching political science and handling sensitive topics in classrooms. In addition, the same study revealed that through having very specialized professionals in political education, students are able to get the necessary professional assistance needed, based on their interests when undertaking political courses in higher learning institutions. The study also reported that ongoing professional development opportunities provided to educators, focuses on the latest pedagogical techniques which are specific to political education. As a result, novel teaching approaches which balance political theory and practice without prejudice can be rolled out to enhance student learning experience. In a separate study, Faber and Johnson-Eilola (2020) identified the establishment of online resources and communities of practice through learning institutions as one of the best means to facilitate the sharing of best practices, lesson plans, and teaching strategies among teachers. In the long run, such initiatives foster networking between experienced political education teachers with new educators. This provides the best platform and resources for the necessary guidance and support. Overall, by investing in teacher training and professional development, political educators possess the necessary tools and knowledge to deliver effective political education. This prepares students to become critical thinkers, engaged citizens, and active participants in a vibrant democracy.

5.4. Access and equity in political education

Political education's impact is immense, but ensuring equitable access and opportunities for all students poses challenges due to various factors. According to Ainscow (2020), students from low-income backgrounds often attend schools with limited resources and outdated curricula, hindering their access to a comprehensive political education. Similarly, budget cuts, motivated by diverse political agendas, to arts and social studies programs exacerbate this disparity. The same study noted that although technology has been found as a tool to enhance political teaching (Chiu and Chai, 2020), students from low-income backgrounds may lack access to computers and reliable internet, furthering educational inequality. In a separate study, Wei (2022) observed that students with limited proficiency in the dominant language of instruction (English) often struggled with complex political concepts and active class participation. The aspect of insufficient language support

available in schools therefore presents a major hurdle in political education, especially at international level. Mann et al. (2021) noted that political curriculums often fail to encompass the diverse experiences and perspectives of all students. In the long run, some students feel alienated and disengaged causing a disinterest in political education. In another study, Linvill and Havice (2011) identified unconscious biases among teachers as a significant hurdle to political education. The findings show that bias inadvertently affect how information is presented and how students are interacted with. As a result, social class disparities is exacerbated in the processes significantly affecting marginalized students. The current review noted that achieving a balance in political education necessitates addressing these barriers to ensure inclusivity and effectiveness in teaching. Ultimately, a robust democracy depends on well-informed and actively engaged citizens. Disparities in political education undermine this foundation of democratic participation.

Nevertheless, numerous strategies have emerged to promote equality and fairness in delivering political education. The allocation of adequate resources has been enhanced to ensure that all schools have access to qualified teachers, modern curricula, and necessary technological tools for effective teaching (Han and Li, 2022). Lingling et al. (2021) reported that support systems ought to be established to assist English language learners in fully engaging in political discussions, ensuring their inclusion. Incorporation of project-based learning approaches in political curricula (Henderson et al., 2012) has enabled students to explore politically relevant topics that resonate with their personal experiences, fostering deeper engagement. In a separate study, teacher training programs have been diverted to focus on addressing unconscious bias and employing culturally responsive teaching methods to create an inclusive learning environment where all students feel valued (Linvill and Havice, 2011). In essence, despite the challenges, effective political education remains vital for a thriving democracy. By recognizing and overcoming these obstacles through dynamic teaching strategies, educators can empower students to become well-informed, critical thinkers, and active contributors to the political arena.

6.   Global Perspectives on Political Education

In the modern era of globalization, political education extends beyond national boundaries to encompass global perspectives. This entails understanding political systems and challenges not only within one's own country but also across diverse cultures and regions

worldwide. This approach promotes critical analysis of international relations, global governance, and the interrelated nature of political issues such as climate change and economic development (Akbar, 2020). By cultivating a sense of global citizenship, this broader outlook equips individuals to navigate the complexities of the 21st century and engage actively in an interconnected global community.

6.1. Western democracies: The role of civic education

The emergence of global challenges such as climate change, pandemics, and economic interdependence highlights the importance of understanding international relations and global governance. Straume (2016) and Le and Duong (2023) reported that western democracies have increasingly integrated global perspectives into civic education, offering several advantages to students in political education. Firstly, students develop intercultural understanding, fostering empathy and respect for diverse viewpoints, and facilitating collaboration on global issues. Secondly, they grasp the interconnectedness of political decisions, recognizing the ripple effects on the global community. Thirdly, exposure to global perspectives promotes global citizenship, encouraging citizens to consider the well-being of individuals beyond national borders. Lastly, students analyze the roles of international organizations, trade agreements, and diplomacy in addressing global challenges, enhancing their understanding of global governance mechanisms.

In efforts to promote the success of global perspectives in Western democracies, political educators have embraced three distinct strategies. Firstly, they utilize case studies of global issues like climate change or refugee crises to illustrate the interconnected nature of political challenges (Bennett, 2013). Secondly, educators employ modeled United Nations simulations to immerse students in international diplomacy and negotiation, offering exposure to diverse cultural perspectives (Hammond and Albert, 2020). The study also found that projects tackling global issues, like fundraising for clean water initiatives, fostered a sense of agency and global responsibility in students.

Overall, insights from Galston (2001) and Le and Duong (2023) reveal that civic education in Western democracies continues to play a crucial role in nurturing global citizens. By instilling students with a global perspective, they are empowered to comprehend intricate international issues, participate in constructive dialogue, and contribute to shaping a fairer and more sustainable future. Using a case of Vietnam, Le and Duong (2023) reports that the

evolving landscape requires not just informed national citizens, but informed global citizens capable of critical thinking and collaborative action across borders.

6.2 . Authoritarian regimes: indoctrination vs. critical thinking

Authoritarian regimes prioritize control over citizen engagement. As a result, Dimitrov (2023) noted that such control extend to education where critical thinking is suppressed in favor of indoctrination. In addition, Croke et al. (2016) reported that political education under such regimes serve to entrench their power by promoting obedience and limiting exposure to diverse perspectives. As a result, independent analysis and open discussions are discouraged, with national bias and historical glorification being common themes. However, despite the efforts of authoritarian regimes to suppress critical thinking and global perspectives in political education, Federico and Tagar (2014) used a case of the United States of America to demonstrate that educators can still play a crucial role in fostering curiosity and resourcefulness among students, planting the seeds for critical thinking and broader perspectives.

6.3. Developing countries: challenges and opportunities

Developing countries encounter both challenges and opportunities in integrating a global perspective into their political education systems. While recognizing the importance of fostering global citizenship in today's interconnected world, Akala (2021) observed that these nations face constraints such as limited educational resources and pressing basic needs like food security and healthcare. Implementing a global perspective amidst resource limitations and political complexities requires a nuanced approach. Additionally, issues of political instability and social unrest may divert attention from global concerns, with national identity often taking precedence over international collaboration (Kingdon et al., 2014). Despite these challenges, Akbar (2020) hinted that developing countries have the opportunity to adopt strategies that balance local priorities with global perspectives, ensuring that political education remains relevant and effective in preparing citizens for an increasingly interconnected world.

Despite the obstacles they face, developing countries have notable opportunities to derive advantages from integrating a global perspective into political education. For instance, by exposing students to global issues like poverty, climate change, and sustainable development, a sense of responsibility can be cultivated, motivating them to seek solutions within their own communities (Kingdon et al., 2014). Furthermore, studying successful

policies and initiatives from other developing nations enables students to devise context-specific solutions. Additionally, a global outlook facilitates an understanding of the benefits of international cooperation and diplomacy in resolving conflicts and addressing global challenges.

Political educators in developing countries have employed strategies such as contextualizing global issues, utilizing technology, and fostering critical thinking to instill a global perspective. Although incorporating a global viewpoint into political education poses challenges for developing nations, the potential benefits are undeniable. By embracing innovative strategies and emphasizing the local relevance of global issues, these countries can empower their citizens to become informed and engaged global citizens, equipped to confront the challenges of the 21st century. It is imperative that the voices and perspectives of developing countries are represented in global discussions, and integrating a global perspective into education serves as a crucial initial step toward achieving this objective (Hessami and da Fonseca, 2020; Tram et al., 2021).

5.4. International education initiatives and exchange programs

International education initiatives and exchange programs are integral in fostering global perspectives among students by offering them immersive experiences that transcend national boundaries. These initiatives aim to promote intercultural understanding, experiential learning, and the development of global citizenship. Various types of international education initiatives exist, including scholarships for student exchange programs, global online learning platforms, international Model UN simulations, and international service learning projects (Hammond and Albert, 2020; Scott-Smith, 2020). Through these programs, students get the opportunity to spend academic terms abroad or volunteer for political projects in foreign countries, enabling them to gain insights into different cultural and political environments. In the long-run, these experiences often lead to significant shifts in their perspectives on political education, particularly upon their return to their home countries. In general, as globalization continues to reshape the world, fostering global citizenship is not just beneficial but imperative. International education initiatives are crucial in realizing this objective.

7.   Technology and Innovation in Political Education

Advancements in technology are transforming political education, replacing traditional methods with interactive and engaging tools. Online simulations immerse students in policymaking scenarios (Eilola, 2020; Hoduc et al., 2022), virtual reality experiences expose them to global challenges, and social media platforms facilitate real-time discussions on current affairs (Reiter and Mathes, 2023). These innovations not only enhance the learning experience but also cultivate essential digital literacy skills needed to navigate modern politics effectively.

7.1. Online learning platforms and resources

The emergence of online writing platforms has transformed political education, offering dynamic avenues for student engagement outside traditional classrooms. According to Eilola (2020), through online learning platforms and resources, students can actively participate in discussions, debate current events with peers worldwide, and collaborate on writing projects exploring political themes. This interactive environment fosters critical thinking, refines communication skills, and enables students to form informed viewpoints on intricate political matters. Additionally, these platforms provide access to a wealth of resources, including academic journals, news articles, documentaries, and podcasts, empowering students to conduct independent research and explore diverse perspectives. This review highlights that online writing platforms can transform political education into a more enriching and empowering experience. By embracing these platforms, students can actively participate and develop a deeper understanding of complex political issues.

7.2. Digital citizenship and media literacy

In a digital era like the 21st century, political education ought to evolve to include digital citizenship and media literacy. These are essential skills for navigating the online realm. According to Garcia et al, (2021), digital citizenship education instills responsible online conduct, teaching students to communicate respectfully and critically assess online sources, safeguarding against misinformation. In addition, media literacy empowers students to scrutinize online political content, discerning bias, credibility, and framing techniques. By honing these skills, students become savvy consumers of online political information, enhancing their ability to engage in informed discussions and decision-making. The current review therefore observes that integrating digital citizenship and media literacy into political

education cultivates a generation of conscientious digital citizens capable of navigating the complexities of the online political landscape.

7.3. Virtual reality and gamification

The landscape of political education is evolving with the integration of innovative technologies like virtual reality (VR) and gamification. According to Lampropoulos (2024), VR immerses students in political events, offering firsthand experiences such as historical negotiations and policy decision repercussions. This fosters deeper understanding and empathy for diverse viewpoints. Gamification on the other hand, applies gaming elements to educational contexts, turning lectures into interactive challenges where students engage with political dilemmas, negotiate solutions, and learn from outcomes (Arlehaili and Osman, 2022). The current review notes that by making political education more engaging and interactive, VR and gamification promote critical thinking, collaboration, and a sense of agency. As a result, this prepares students to navigate real-world political complexities and actively participate in the democratic process.

8.   Conclusion

In summary, political education has transitioned from an exclusive training ground for the elite to a vital aspect of cultivating informed citizenship. As democratic principles continue to evolve, methods of teaching politics remain adaptive, ensuring that future generations are equipped to actively engage in building a fairer and more equitable society. In an increasingly interconnected global landscape, the significance of political education cannot be overstated. By examining the dynamics of teaching politics from a global perspective, we gain valuable insights into its challenges, opportunities, and profound impacts in fostering informed, engaged, and empowered global citizens committed to advancing justice and democracy worldwide.

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