

An Evaluative Survey of Cross-Cultural Learning through Video Materials¹

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Abstract

An evaluative survey was held in the US regarding three video programs recently produced to facilitate understanding of the realities of ordinary Japanese life. The viewers evaluated these programs as having satisfactory educational qualities. In addition, the programs created significant learning effects on the viewers, who felt the Japanese were more understandable and easier to get along with, after seeing the films. But they also found the Japanese less intelligent, which may reflect a realistic modification of Americans' high regard of Japanese industriousness. Moreover, the films increased the viewers' cultural interest toward Japan, as well as their feelings of similarity between the two cultures. Path analysis suggested that positive images of the people and feelings of similarity contributed significantly in cross-cultural learning processes. Specific descriptions of learning outcome and suggestions for program improvement were also collected.

Keywords

cross-cultural education, distance education, educational evaluation, college students, Japanese culture

Introduction

The present research is an evaluation survey of three video programs newly produced at the National Institute of Multimedia Education, Japan (NIME). This survey has at least three different qualities from previous studies of its kind.

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Table 1 Program Description

JAPAN: RESOURCES FOR UNDERSTANDING

Video productions depict Japanese society as a monolith. News reports accent the dramatic, the exotic, the current tensions. Yet Americans and Japanese are living and working together in rapidly increasing numbers, with each side hungry to understand the realities of ordinary life and the varieties of everyday people in the other culture. With several thousand Japanese firms now operating in small towns all across the United States, local educational, civic and business groups need video resources that the mass media are not providing.

To address this problem a bi-national group of Japan Studies and television professionals has begun producing quality media materials of this type. The materials are educational in concept and are tailored for audiences in schools and colleges, in civic groups and in business organizations. Design and production are being carried on in collaboration with the National Institute of Multimedia Education, Chiba, Japan.

Three 30-minute programs are ready for distribution.

- #1. AS IWATE GOES: Is Politics Local? An on-the-scene report from two small towns in northeastern Honshu as they struggle to reconcile local needs with national policies in their efforts to combine economic development with environmental protection and an aging population.
- #2. AS IWATE GOES: Is Culture Local? A companion report from two other small towns in the northeast, one of them nationally famous for having preserved its local legends and making them into a tourist attraction, the other a nearby community striving instead to create new traditions.
- #3. NEIGHBORHOOD TOKYO. A vivid portrait of a community of Mom-and-Pop stores and small enterprises, seen through the eyes of Theodore Bestor, an American anthropologist who has been tracking events in the locale for more than a decade.

First, as shown in Table 1, our target programs are cross-cultural learning materials especially developed for the American public. They were so produced to facilitate understanding of the realities of ordinary life and the varieties of everyday people in Japan, not the highly industrialized techno-Japan nor the culturally exotic trad-Japan. Three 30-minute programs have been completed so far by a bi-national group of Japan Studies and Television professionals (Bailey, 1992 ; Plath, 1993).

Secondly, this study adopted both direct and indirect methods of evaluation. That is, viewers were asked to give direct evaluative responses and suggestions for improvement. At the same time, however, since video watching is one type of teaching-learning process, a quasi-experimental approach was taken to see what happens during and after watching a program. The educational efficacy of the program could then be

Table 2 *Measurement Before and After Viewing*

(BEFORE VIEWING)	(AFTER VIEWING)
(Face sheet)	Learning activities during the viewing ^g
Image of Japanese people ^a	Prior knowledge of the program contents ^h
Image of American people ^a	Learning outcome ⁱ
Perceived similarity	Program evaluation ^j
between the two nations ^b	Interest in Japan ^c
Interest in Japan ^c	Interest in the US ^d
Interest in the US ^d	Image of the people in the program ^a
Knowledge of Japan ^{c, e}	Change of image of Japanese and Americans ^k
Japanese language ability ^f	Perceived similarity and its change ^l
	Contact with things Japanese ^m

Note ^a 18 7-point bi-polar scales.

^b 16 5-point scales.

^{c,d} 10 5-point scales.

^e 9 multiple choice test.

^f 4 4-point scales.

^g 30 4-point scales.

^h one binomial scale and free response.

ⁱ 3 binomial scales and free response.

^j 8 7-point scales and free response.

^k free response.

^l 10 5-point scales and free response.

^m 10 binomial scales and free response.

assessed as well as the factors that would affect direct program evaluation. Table 2 shows the various constructs measured before and after viewing a program.

Thirdly, a pilot survey team was sent from NIME and, in close collaboration with Earlham College Institute for Education on Japan, they made a preliminary survey trip in the Midwest region, thereby being able to prepare a well-designed evaluative instrument. It is noteworthy that the design, material production, and evaluation were all pursued by a group of bi-national bi-lingual professionals, which may be a rare and valuable occurrence in the field of cross-cultural education.

Additionally, since the programs deal with unfamiliar issues even to Japanese college students, a comparative study was also planned and carried out. The result does not appear in this paper, but it will be separately reported in the nearest future.

Method

A. Subjects.

1. Pilot Survey in Midwest (October, 1992):

- 149 college students. (Earlham College, Richmond, IN, and University of Illinois at Urbana-Champaign, IL. 59 of them watched one of the three programs. But 90 others

watched other educational programs on Japan, so they were not included in the present analysis.)

- 57 Japan Studies specialists. (Midwest Conference on Asian Affairs in Oshkosh, WI, Ohio Asianist conference in Columbus, OH, and Faculty of Anthropology, University of Illinois at Urbana-Champaign.)
- 25 community residents. (Richmond, IN, and Urbana, IL.)

Constant revision of the instrument design did not allow quantitative examination of this preliminary survey, but the free-response data are valid and included in content analysis.

2. *Main Survey in Midwest (November-December, 1992):* (Table 3)

- 141 college students. (Of four colleges.)
- 5 business persons. (Indianapolis, IN.)

134 Japanese college students joined the survey and their data were included in scale development so that the common scales across the two cultures could be obtained.

Table 3 Student Attributes by Programs

	ALL POLITICS		CULTURE TOKYO		NEIGHBOR POLITICS LOCAL		CULTURE LOCAL		TOKYO
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE
I. SEX									
N OF OBSERVATIONS	146	93	19	34	75	18	11	8	34
1. MALE	82.2	80.6	57.9	100.0	100.0	0.0	100.0	0.0	100.0
2. FEMALE	17.8	19.4	42.1	0.0	0.0	100.0	0.0	100.0	0.0
II. AGE									
MEAN	1.17	1.22	1.26	1.00	1.16	1.44	1.27	1.25	1.00
N OF OBSERVATIONS	146	93	19	34	75	18	11	8	34
1. UNDER 25	90.4	88.2	84.2	100.0	92.0	72.2	81.8	87.5	100.0
2. 25 - 34	2.7	3.2	5.3	0.0	1.3	11.1	9.1	0.0	0.0
3. 35 - 44	6.2	7.5	10.5	0.0	5.3	16.7	9.1	12.5	0.0
4. 45 - 54	0.7	1.1	0.0	0.0	1.3	0.0	0.0	0.0	0.0
5. 55 - 64	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
6. 65 OR OVER	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
III. EDUCATIONAL BACKGROUND									
N OF OBSERVATIONS	145	93	19	33	75	18	11	8	33
1. HIGH SCHOOL COMPLETED	46.2	44.1	0.0	78.8	46.7	33.3	0.0	0.0	78.8
2. TWO-YEAR-COLLEGE COMPLETED	3.4	4.3	5.3	0.0	5.3	0.0	0.0	12.5	0.0
3. FOUR-YEAR-COLLEGE (1ST-YEAR COMPLET	12.4	12.9	5.3	15.2	13.3	11.1	0.0	12.5	15.2
4. FOUR-YEAR-COLLEGE (SOPHOMORE COMPLE	8.3	10.8	5.3	3.0	8.0	22.2	9.1	0.0	3.0
5. FOUR-YEAR-COLLEGE (JUNIOR COMPLETED	20.7	18.3	63.2	3.0	16.0	27.8	81.8	37.5	3.0
6. FOUR-YEAR-COLLEGE (SENIOR COMPLETED	6.2	5.4	21.1	0.0	6.7	0.0	9.1	37.5	0.0
7. GRADUATE SCHOOL COMPLETED	2.8	4.3	0.0	0.0	4.0	5.6	0.0	0.0	0.0
V. CITIZENSHIP									
N OF OBSERVATIONS	142	90	18	34	72	18	10	8	34
1. JAPANESE	0.7	0.0	5.6	0.0	0.0	0.0	0.0	12.5	0.0
2. ASIAN	0.7	1.1	0.0	0.0	1.4	0.0	0.0	0.0	0.0
3. OTHERS	98.6	98.9	94.4	100.0	98.6	100.0	100.0	87.5	100.0
VI. DO YOU HAVE ANY JAPANESE RELATIVES OR BACKGROUND RELATED TO JAPAN?									
N OF OBSERVATIONS	146	93	19	34	75	18	11	8	34
1. YES	4.1	3.2	15.8	0.0	4.0	0.0	0.0	37.5	0.0
2. NO	95.9	96.8	84.2	100.0	96.0	100.0	100.0	62.5	100.0

B. Procedure.

The survey consisted of pretest and posttest sessions. The subjects first answered the Pre-Viewing Questionnaire, then viewed one of the three 30-minute programs, and finally answered the Post-Viewing Questionnaire.

Survey manuals, questionnaires, and video programs were sent to four Japan Studies specialists who generously offered cooperation. Questionnaires were administered in a class hour, and then sent back to NIME via Earlham College.

C. Instrument Design. (Table 2)

Some previous studies on cross-cultural experiences and on teaching-learning processes provided the basis of item generation. In addition, in the course of the pilot survey and discussion among the bi-national group, the whole instrument design was checked and refined.

A quasi-experimental method was preferred because image, perceived similarity, and interest might be changed by watching a program (cf. Furuhata et al., 1986). Also, the programs might be differentially perceived and evaluated according to the subjects' preceding attitude and knowledge.

The reason why the image of Americans and interest in the US might change despite the fact that all three programs deal with Japan and its people, is because the host commentator in each program more or less tries to relate the topics to domestic issues in the US, so the viewers might change their attitude toward their own nation, which could be termed the "reflection phenomenon".

Note that interest in Japan and in the US were not measured by the same items. Also, posttest items of perceived similarity were only part of its pretest items. These irregularities are due to efficient adaptation of this instrument to program contents; that is, only those items were presented that could supposedly reflect possible changes after the viewing.

Results and Discussion²

We could ascertain that most of the students had no Japanese background, no ability in Japanese language use, and little direct contact with Japanese people. So, at least in this respect, subjects of the current survey would not be a biased sample of average American college students.

A. Basic Statistics.

It should be noted that the interaction among respondent attributes and presented programs did not allow estimation of the independent effects of each attribute (except educational background) and each program. So only the overall response pattern will be briefly reported with some impressive differences observed between freshmen and sophomores to seniors combined.

1. *Image of Japanese people* : 'reliable', 'hard-working', 'group-oriented', 'intelligent', 'competent' seem to be the characteristic image of Japanese people. Freshmen tend to see the Japanese as relatively 'cold' and 'hard to get along with', compared with sophomores to seniors combined.
2. *Image of American people* : 'creative', 'individualistic', 'friendly', 'intelligent', 'competent' seem to be the characteristic image of American people. Freshmen tend to see Americans as relatively 'active'.
3. *Perceived similarity* : Except in terms of a shared modern social system and technology, the two nations are considered to have little similarity.
4. *Interest in Japan* : Overall, a moderate level of interest was observed. Also, freshmen tend to have less interest in the 'history' or 'culture' of Japan.
5. *Interest in US* : A fair amount of interest was observed. The technological field seems more interesting to the students than the socio-cultural one.
6. *Knowledge of Japan* : In the multiple-choice knowledge test, the name of Japan's present Prime Minister and the world-ranking of Japan's military expenditure were two of the most unknown facts. The students evaluate their knowledge of Japan more or less in the middle of the scale ; not much, but not little. Freshmen tend to have less knowledge in general, partly because they seem to have had less contact with things Japanese.
7. *Learning activities* : 85% of the whole student group tried to absorb new knowledge. But, on the other hand, more than half of all the students became drowsy during the viewing. We should inquire more details from their free responses.
8. *Learning outcome* : Most of the students said they learned something, and about half of the subjects reported motivation to learn more. From this result, the effectiveness of

the programs as an educational material seem to be satisfactory. We should confirm this, however, from the analysis of their free responses.

9. Program evaluation : All in all, the evaluation is around neutral to a little positive. This suggests that these programs were not considered particularly well-designed. From correlational analysis, we might be able to see some antecedents and consequences of this judgment.

Posttests of Interest in Japan and in the US, Image of people and Perceived similarity will be compared to their respective pretests in the next section.

B. Effects of Viewing.

1. Interest in Japan : The general tendency is an increase in cultural interest. The effect is with the program "Neighborhood Tokyo", however, where change was observed in all items except 'industry', 'business management', and 'culture'.

2. Interest in US : Quite clearly, there was no change. Although the programs deal with some common issues in both the US and Japan, the "reflection phenomenon" was not observed.

3. Image of people : This is not a change brought about by viewing, but rather the difference between the image of Japanese people in general and that of those depicted in the programs. Interesting enough, people in the programs are perceived as being more familiar ('warm', 'friendly', 'easy to get along with', etc.), more 'creative', but less competent ('intelligent', 'hard-working', etc.). The perception of 'group-orientedness' remains the same. In sum, people in the programs seem to be perceived more positive compared with the baseline image, and their incompetent image might reflect a reasonable correction of the unrealistically high regard of the Japanese industriousness.

4. Perceived similarity : With the two "Iwate" programs, change was observed in all items but 'economic system'. (Note that the items in the posttest are 10 socio-cultural ones of the 16 items in the pretest.) With the "Tokyo" program, only the "everyday life" item showed change. This program difference may be due not only to the topics or student characteristics, but also to greater emphasis on cross-cultural similarity incorporated in the "Iwate" programs.

Although program effects were observed, we should note that the students' attribute

differences are confounded. Detailed analysis comes after the Scale development section. Another program difference is that "Iwate" viewers had had less prior knowledge of the contents than "Tokyo" viewers (10% vs. 44%). How this difference affected learning is not clear.

C. Scale Development. (Table 4)

In order to develop common scales for US and Japanese subjects, the two groups

Table 4 Factor Scales

PRE=	POST=
JP Image F1 (competence ^a)	Learning F1 (convergent) ^e
JP Image F2 (familiarity ^b)	Learning F2 (critical) ^f
	Learning F3 (reflective) ^g
US Image F1 (competence)	Learning F4 (comprehension) ^h
US Image F2 (familiarity)	
	Learning Outcome
Similarity F1 (cultural ^c)	
Similarity F2 (industrial ^d)	Program Evaluation
JP Interest F1 (cultural)	JP Interest F1 (cultural)
JP Interest F2 (industrial)	JP Interest F2 (industrial)
US Interest F1 (industrial)	US Interest F1 (cultural)
US Interest F2 (cultural)	US Interest F2 (industrial)
JP Knowledge Test	Image F1 (competence)
JP Knowledge F1 (industrial)	Image F2 (familiarity)
JP Knowledge F2 (cultural)	
	Similarity F1 (cultural)
Japanese Ability	Similarity F2 (industrial)
	JP Contact F1 (indirect) ⁱ
	JP Contact F2 (direct) ^j

- Note.*
- ^a e.g. 'intelligent', 'competent'.
 - ^b e.g. 'cold', 'hard to get along with'.
 - ^c e.g. 'everyday life', 'culture'.
 - ^d e.g. 'economic system', 'industry'.
 - ^e Memorizing and understanding.
 - ^f Critical and personalized learning.
 - ^g Connection and insight.
 - ^h Organized understanding.
 - ⁱ Have contact with things Japanese through media.
 - ^j Have personal experience with Japanese people.

were combined for analysis. Most scales were developed from the oblique Promax factor rotation. The JP Knowledge Test, Japanese Ability, and Learning Outcome are the respective principal components.

D. Attribute and Program Effects.

Grade and sex differences were observed in several scales. (The grade variable was made binomial ; one is freshmen and the other is sophomore to senior combined). Sex differences, however, may be a simple reflection of grade differences because most tendencies overlap, and because there is no specific reason to predict sex differences in this field.

Grade difference was found on four scales : JP Interest (cultural), JP Knowledge (industrial), JP Knowledge (cultural), and JP Contact (indirect). Freshmen scored lower in these scales.

Females, who tended to have a richer educational background than males, scored higher in JP Image (familiarity) and in US Interest (cultural), as well as scoring higher in those four scales.

Since the programs were not presented to random subjects, these attribute differences are also reflected in program differences. Those who saw one of the two "Iwate" programs and those who saw the "Tokyo" program were divided and compared. All "Tokyo" viewers were males, 79% freshmen. "Iwate" viewers showed the same pattern as females compared with males, except in JP Image (familiarity). So it is difficult to estimate the independent effect of each program.

In the posttest, "Iwate" viewers scored higher in Learning (critical) and Similarity (industrial). This latter change resulted from "Iwate" viewers' increase in similarity perception. Also, the difference observed in JP Interest (cultural) vanished in the posttest, which is the result of "Tokyo" viewers' catch-up on this scale. But again, as regarding this survey, effect estimation is not possible.

E. Inter-Scale Correlations.

From the correlation matrix, several interesting correlations are chosen in Table 5, although some coefficients are rather small.

First, we can observe how important roles image and perceived similarity take on in this kind of cross-cultural learning. Secondly, interest, knowledge, and perceived

Table 5 Inter-Scale Correlations

1. Image and Interest : (both toward the US and Japan)		$r^a = .2 \sim .4$
2. JP Interest:	US Interest	$r = .3 \sim .6$
	JP Knowledge	
	Similarity	
	(correlation is between corresponding scales; 'cultural' or 'industrial')	
3. Learning (convergent; reflective):	JP Image (competence)	$r = .3$
4. Learning (critical):	JP Interest	$r = .2 \sim .3$
	US Interest	
	JP Knowledge (industrial)	
5. Program Evaluation:	JP Image	$r = .3 \sim .5$
	JP Interest (cultural)	
	Learning (convergent; reflective; comprehension)	
	Learning Outcome	
6. Learning Outcome:	POST=Similarity(cultural)	$r = .4$

Note. ^a Pearson's product moment correlation coefficient (rounded).

similarity seem to be closely tied together. Thirdly, different qualities of learning require different psychological readiness. Lastly, program evaluation is influenced not only by the specific design of the program, but also by the students' preceding attitude. The evaluation itself seems also to be reciprocally connected to learning activities.

To have a brief overview of the whole correlation pattern, all scales were again factor-analyzed and five factors were extracted (Table 6). The five factors would be interpreted as learning and motivation, attitude toward industrial Japan, attitude toward cultural Japan, image of Japanese people, and attitude toward the US. We can observe the above mentioned tendency quite clearly.

F. Results of Path Analysis.

In order to depict the sequence of this teaching-learning process, a causal model was built and submitted to path analysis (Figure 1). To simplify the structure, those scales of attitude toward industrial Japan and attitude toward the US were excluded, because the programs are mainly focused on cultural Japan. Next, two PRE=JP Image scales, two POST=JP Image scales. PRE=JP Interest and Knowledge (both cultural) scales,

Table 6 Promax Factor Structure of Secondary Factor Analysis

FACTOR SCALES	MEAN	STD	FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5
POST=LEARNING F1 (CONVERGENT)	0.707	0.820	0.698**	0.119	0.031	0.286	0.297
POST=SIMILARITY F1 (CULTURE)	-0.022	0.982	0.658**	0.257	0.143	0.027	-0.105
POST=LEARNING OUTCOME (P1)	0.061	1.027	0.643**	0.050	0.148	0.293	-0.071
POST=JP INTEREST F1 (CULTURE)	-0.384	1.240	0.718**	0.138	0.562**	0.227	-0.099
POST=LEARNING F4 (COMPREHENSION)	-0.457	0.987	0.623**	0.071	0.034	0.220	0.218
POST=LEARNING F3 (REFLECTIVE)	0.153	1.027	0.482*	-0.071	-0.021	0.473*	-0.082
PRE=SIMILARITY F1 (CULTURE)	0.040	1.023	0.456*	0.416*	0.210	-0.017	-0.175
PRE=JP INTEREST F2 (INDUSTRIAL)	0.151	1.167	0.273	0.759**	0.008	0.182	0.108
PRE=US INTEREST F1 (INDUSTRIAL)	0.467	0.917	0.066	0.719**	-0.093	-0.090	0.558**
POST=JP INTEREST F2 (INDUSTRIAL)	0.283	1.140	0.432*	0.710**	-0.059	0.119	0.244
PRE=SIMILARITY F2 (INDUSTRIAL)	0.334	0.873	-0.071	0.637**	0.156	0.132	0.044
POST=SIMILARITY F2 (INDUSTRIAL)	-0.007	1.006	0.202	0.606**	0.289	0.064	-0.069
POST=US INTEREST F2 (INDUSTRIAL)	-0.017	1.002	0.004	0.625**	-0.168	-0.129	0.629**
PRE=JP KNOWLEDGE F1 (INDUSTRIAL)	0.235	1.059	-0.151	0.550**	0.555**	0.168	-0.119
POST=LEARNING F2 (CRITICAL)	-0.032	0.964	0.325*	0.463*	0.155	0.086	0.251
POST=JP CONTACT F2 (DIRECT)	0.001	1.016	0.310*	-0.293	0.314*	0.076	-0.193
PRE=JP KNOWLEDGE F2 (CULTURE)	-0.235	1.060	0.028	0.031	0.758**	0.198	-0.244
POST=JP CONTACT F1 (INDIRECT)	-0.042	0.983	0.111	-0.005	0.714**	-0.114	-0.068
POST=US INTEREST F1 (CULTURE)	-0.010	0.948	0.511**	0.216	0.621**	-0.116	0.400*
PRE=US INTEREST F2 (CULTURE)	0.088	1.082	0.434*	0.233	0.578**	-0.150	0.428*
PRE=JP INTEREST F1 (CULTURE)	-0.316	1.131	0.603**	0.184	0.647**	0.302*	-0.148
PRE=JAPANESE ABILITY (P1)	-0.027	0.991	0.073	-0.278	0.356*	-0.001	-0.145
PRE=JP KNOWLEDGE TEST (P1)	-0.698	0.790	0.033	0.142	0.299	0.156	0.163
POST=IMAGE F1 (COMPETENCE)	0.102	1.047	0.277	0.087	0.037	0.758**	0.135
POST=IMAGE F2 (FAMILIARITY)	-0.286	0.852	0.046	0.117	0.071	0.686**	0.025
PRE=JP IMAGE F1 (COMPETENCE)	0.338	1.040	0.303*	0.234	0.106	0.704**	-0.076
POST=PROGRAM EVALUATION (P1)	-0.401	0.997	0.410*	0.056	0.127	0.690**	-0.073
PRE=JP IMAGE F2 (FAMILIARITY)	-0.359	1.027	0.406*	0.239	0.336*	0.436*	-0.256
PRE=US IMAGE F1 (COMPETENCE)	-0.039	1.135	-0.166	0.097	0.078	0.304*	0.650**
PRE=US IMAGE F2 (FAMILIARITY)	0.012	0.963	0.100	0.093	-0.153	-0.102	0.697**
VARIANCE EXPLAINED			4.588	4.036	3.598	3.140	2.579

Note. *, ** for emphasis.

and four POST=Learning scales were respectively composed to bear single scales.

The model consists of three temporal phases. Image of Japanese people, Interest and Knowledge (cultural), and Perceived Similarity (cultural) were all measured in the

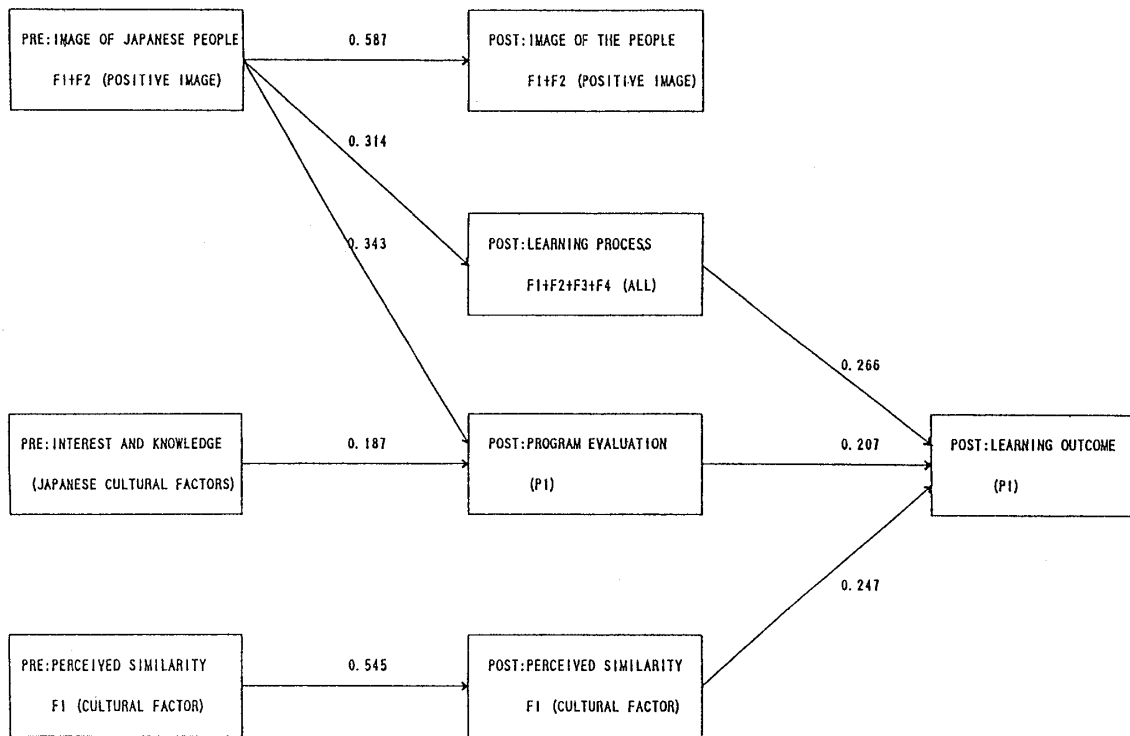


Figure 1. Significant path coefficients ($p < .05$).

pretest, so they are put in the first phase. In the last phase is put Learning Outcome. Image of the people in the program, cultural similarity perceived in the program, and program evaluation are all put in the middle phase, not in the last phase, because these perceptions should have been obtained in one way or another during viewing, even though the measurement was done in the posttest. It is also true of Learning that was expected to occur during the viewing, but had to be measured only afterward.

Obviously this causal modelling is only one possibility. Further, in measurement terms, the Learning Outcome scale cannot reflect enough individual difference because this scale is a composite of only three binomial responses. However, this model can provide us with a simple interpretation of inter-scale correlations, even though it may not reveal real causal relations.

As shown in Figure 1, Japanese Image influences both Learning and Program Evaluation, and These two influence Learning Outcome in turn. Perceived Similarity (cultural) influences Learning Outcome by way of the more specific similarity perceived in the program. These two preceding attitudes, image and perceived similarity, seem to make a great contribution to learning of this kind. Program Evaluation is also influenced by preceding Interest and Knowledge (cultural), again indicating that the evaluation depends on viewers' attitude and readiness.

Thus, this model clarifies the three-way interaction of viewers' characteristics, topics dealt with in the material, and the design of its presentation. The whole interaction reflects the role our target programs played in promoting viewers' learning.

G. Analysis of Free Responses.

There are three clusters of free response data. One is concerning learning outcome, which is the responses to such questions as "Did you learn from this program?", "Did it raise any new questions or give you new insight?", "What is the most impressive scene or idea in this program? Why?", and "Did the program motivate you to learn more?". Another cluster is concerning the change of image (both of the Japanese and Americans) and similarity perception. The third cluster is the answer to the request, "Please indicate one thing that would have improved this program the most."

Just note that those data gathered in the Pilot Survey were also included in the analysis. However, the basic tendencies of the responses of Japan Studies specialists, community residents, and business people were not different from those of the student responses. So only the result from the student responses are presented here for the sake of brevity.

Responses to those learning outcome questions were combined together and categorized as in Table 7 and 8 (Section A). As with two "Iwate" programs, Japan's diversity in its geography and people's way of life seem to have been impressive to the viewers. These programs seem to be successful in challenging their stereotypical image of Japan being an industrial power full of hard-working business people. Also, many viewers seem to have found that the two countries have more in common regarding rural life and local problems. This result is consistent with the quantitative change in Perceived Similarity after the viewing (see Effects of Viewing). As with the "Tokyo" program, cohesiveness in the community appears to have been most impressive to the viewers. Judging from their responses to the question of image change, many of them seem to have been especially attracted by the friendly people, which may be a new learning to them about Japan. This friendlier image was probably the outcome of both the inside depiction of close-knit community relationship and host commentator's being warmly welcome to it.

The change of image and similarity perception was mostly negative, except the friendlier image of Japanese people acquired among the "Tokyo" viewers, and more similarity perceived by some "Iwate" viewers. The image of American people was kept intact with only a few exceptions like "I see Americans as more selfishly-oriented" or

Table 7 *Learning Outcome and Suggestions for Improvement*
“As Iwate Goes : Is Politics Local?”
“As Iwate Goes : Is Culture Local?”

A. Learning Outcome (multiple answer):	
• Rural life, people, scenery.	28
• Environmental problems, people's concern about them.	22
• Local political system, \$800,000 aid from the central government.	10
• Japanese culture, tradition.	10
• Similarity to the US (social problems).	8
• Migration of young people leaving the aged behind.	6
• Similarity to the US (geography).	5
• Yuda station (spa).	5
• Others.	14
• None or N.A.	26
B. Suggestions for Improvement (single answer):	
• Host commentator more expressive and more dynamic.	32
• Better sound quality.	11
• More exciting.	10
• More of the residents' point of view.	5
• More comparison with the US.	3
• Others.	13
• N.A.	33
TOTAL	107 ^a

Note. ^a "As Iwate Goes: Is Politics Local?": N=88.

"As Iwate Goes: Is Culture Local?": N=19.

“It makes you wonder why we are so ‘me’ oriented”. So the “reflection phenomenon” was not much observed here, either.

In sum, the three programs appear to be satisfactory in their effectiveness of promoting understanding ‘the realities of ordinary life and the varieties of everyday people’ (Table 1) in Japan. The three programs were not without problems, however. As seen in Table 7 and 8 (Section B), there are several ideas for improvement. Above all, the host commentators are required to be more expressive and dynamic. Also, the whole structure of the program may as well be more active and exciting. If these ideas are incorporated into next production and if a well designed study guide is prepared,

Table 8 *Learning Outcome and Suggestions for Improvement*
“Neighborhood Tokyo”

A. Learning Outcome (multiple answer)^a:	
• Small business, its role in the community and its decline.	15
• Neighborhood cohesiveness.	14
• Festival.	14
• Religious practices, tradition.	11
• Friendly, sociable, hospitable people.	8
• Community overcrowded.	6
• Women's role.	6
• Everyday life of the people.	5
• Similarity to the US (social problems).	3
• Others.	10
• None or N.A.	30

B. Suggestions for Improvement (single answer):	
• Host commentator more expressive and more dynamic.	7
• Some different cameraviews.	3
• Others.	7
• N.A.	17
TOTAL	34

Note. ^a Responses of 45 students in the Pilot Survey are also included. They are not included in the Section B because no comparable data was collected.

then the viewers would be more involved in the learning.

Conclusion

The viewers' direct evaluation credited these three programs with satisfactory educational quality. Besides, these programs were proved to bear significant learning effects. By way of dealing with the issues which are rather transcultural, in the sense that these programs present some of the common features of social change experienced by both countries, the viewers seemed to be more involved in the learning process than only showing them something exotic. As the result, the Japanese were felt more understandable and easier to get along with, but at the same time less intelligent, which may reflect a realistic modification of their high regard of the Japanese industriousness. Also, the viewers' cultural interest toward Japan was promoted, as well as

their similarity perception between the two cultures was increased. This similarity perception, according to our path analysis, significantly contributed to learning outcome, thus suggesting the importance of transcultural presentation in the domain of cross-cultural education.

*Note.*¹ Part of this research was presented at the 42nd Midwest Conference on Asian Affairs, Cleveland, Ohio, 1993, and at the 36th Annual Meeting of the Japanese Association of Educational Psychology, Kyoto, Japan, 1994. ²Full description of statistical data is to appear in *Research and Development Division Working Paper*.

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本報告は、日本の地域紹介番組が実際に米国の大学で活用された際の評価調査の結果である。番組自体に対する反応は概ね好意的であり、具体的な学習結果や番組の改善点に関する記述も得た。一方、学習評価の結果からは、まず番組中の日本人のイメージについて、先行イメージに比較して親しみ深さは上昇したが有能さは下降した。後者の結果は、非現実的に高かった日本人の有能さの評価が下方修正されたものと考えられる。また、視聴後、文化領域での日本への関心や日米両国間の類似性感覚が増大した。さらに、パス解析を行ったところ、事前の日本人イメージの肯定度と類似性感覚の大きさが学習成果にプラスに影響することが示唆された。