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**Effectiveness of a global education module on the knowledge and attitudes of home economics university students**

**Odhuno-Otieno, M. Adhiambo, Ph.D.**

**The University of North Carolina at Greensboro, 1989**

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EFFECTIVENESS OF A GLOBAL EDUCATION MODULE  
ON THE KNOWLEDGE AND ATTITUDES OF HOME  
ECONOMICS UNIVERSITY STUDENTS

by

M. Adhiambo Odhuno-Otieno

A Dissertation Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
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of the Requirements for the Degree  
Doctor of Philosophy

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1989

Approved by

*Barbara Clawson*

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APPROVAL PAGE

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The purposes of this study were to develop a global perspectives module to be incorporated into an existing course and to test the effectiveness of the unit in terms of changes in knowledge and attitudes of home economics university students. Knowledge and attitude scores of two groups of students, one of which had been exposed to the module and another which had not, were compared. Relationships among posttest knowledge scores of students and G.P.A., extent of foreign travel, discussion of world issues in other college classes, and number of classes attended during the experimental unit were examined. Other relationships examined were among posttest attitude scores of students and extent of foreign travel; discussion of world problems in other college classrooms; frequency of reading magazines and newspapers and of viewing T.V. news and documentaries; reading the international section of the newspaper; and number of classes attended.

Subjects were students enrolled in HEB 210, Aspects of the Personal Environment, in the fall and spring semesters of 1986 and 1987. The fall class served as the experimental group and the spring class served as the control group. The instrument developed for the study had an attitude, a knowledge, and a general background section. The split-half reliability of the knowledge section was .91, and Cronbach's Alpha was .75 for the attitude section.



An analysis of covariance was used to test for significant differences in the mean cognitive and attitudinal scores between the experimental and control groups with pretest as covariate. The gains of the experimental group were statistically significant ( $p < .0001$ ,  $p < .0003$ , respectively).

A stepwise multiple regression analysis determined the independent variables accounting for the most variance in the dependent variables, knowledge and attitude scores. The results showed that there was a significant regression equation for both dependent variables ( $p < .0001$ ). The knowledge model accounted for 43% of the variance ( $r^2 = .427$ ), with class attendance predicting posttest knowledge scores significantly. The attitude model accounted for 21% of variance ( $r^2 = .210$ ). The number of classes attended, reading the international section of the newspaper, and frequency of viewing news on T.V. predicted posttest attitude scores significantly.

## DEDICATION

This dissertation is dedicated to my parents, Raymond and Mary Odhuno K'Ongong'a. Their love, vision, understanding, interest, support, and admonition to reach for the sky encouraged me to come this far. To my husband, Richard Derek Otieno, for having made sacrifices in our young marriage, without which the opportunity to participate in this doctoral effort would not have been realized. To Dr. Barbara Clawson for having become my friend in the course of directing my studies.

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My sincere thanks are extended to the members of my doctoral committee: To Dr. Lois Edinger, for introducing me to the concept of a global perspective in a manner that kindled a fire in my heart for the subject, so today a dissertation has been written; to Dr. Mary Morgan for the countless hours spent giving advice on the development of the module and then team teaching with me; to Dr. Mildred Johnson whose enthusiastic interest, encouragement, and advice were a great contribution as she served on my committee.

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CHAPTER I  
INTRODUCTION

Present and future conditions in the world and the need to prepare young people to live in and care for spaceship earth necessitate educating for a global perspective to a degree far surpassing anything attempted thus far. Most of the world's educational systems, including those of the United States, promote nationalism and to some degree internationalism, but rarely global awareness. Although they have had as one of their goals to develop understanding and appreciation of other nations, other cultures, other peoples, use of the word "other," and it appears frequently, is revealing. It connotes a "we-they" way of thinking that pervades most countries and their educational programs, in and out of schools. To speak of other nations or cultures is one thing; to speak of other peoples is quite another (Goodlad, 1978).

A decade ago Goodlad (1979) stated that the development of global perspectives was not an established educational goal in any country. The meaning and significance of such a goal can then be described, at best, as only emerging. Goodlad (1979) visualized that gaining widespread acceptance of it and implementing what is implied would not be easy.



The acceleration of the growth of the world community has forced educators to reverse their views about global perspectives. Any educational system does students a disservice if it does not equip them to "analyze cross-cultural questions of value that require an international point of view" (Moore & Tull, 1983, p. 147). Wilson (1982) pointed out that if educators are concerned about the future of the world, they must be serious about including global education in schools. The issue has become increasingly more important as technological change has forced the world into one "big village." It is no longer a question of whether or not to include global education, but rather, how (Murray, 1986).

An increasing global interdependence and rapid change have become facts of life in the late twentieth century (Becker, 1979). No longer does America have the luxury of operating within an isolated, self-sufficient economic system; she must acknowledge that she is part of a global economy (Naisbitt, 1982). The increasing interdependency of the globe is creating a unified complex planetary system (Anderson, 1980). This interdependency poses problems for which school and non-school experiences are needed to find solutions.

The daily life of each American citizen involves judgments, decisions, and actions which, however minor in themselves, in aggregate, affect not only their own lives,

but the future of America's democratic society and the economic and social fabric of the nation and that of the world. Similar decisions in other places affect Americans as a nation and individuals (Hanvey, 1982). For example, a 23-page report released by the Southern Governor's Association (1986) pointed out that three decades ago, a worker in Virginia competed with a worker in South Carolina or South Dakota, now the competition comes from South Korea as well.

The final report of a survey on global understanding (Barrows, Ager, Bennett, Braun, Clark, Harris, & Klein, 1980) outlined the results of a nationwide survey on global understanding for 3,014 undergraduates. It was reported that fewer than 15% of the 1,046 seniors and 10% of the 1,968 freshmen and 2-year students surveyed could correctly answer more than 66% of the knowledge questions on the instrument. Thus, a very small proportion of the students had the level of knowledge necessary for understanding of global situations and processes. In interpreting the data related to student attitudes from the survey, Barrows et al. (1980) stated "sizeable portions of the three student populations have attitudes, feelings, and perceptions that are unenlightened or unproductive from the perspective of global understanding..." (p. 135).

It is sad to note that 6 years after the publishing of the findings of Barrow's et al. survey, the Southern

Governor's Association reported a study (1986) that indicated that the picture has not changed; if anything, it sounded even bleaker given the drastic changes that have taken place on the global scene in the last 6 years, making the world system even more complex.

According to the report released by the Southern Governor's Association (1986), Southern schools and colleges have failed to educate students about the rest of the world. The Durham Morning Herald (November 23, 1986) reported:

Only eight percent of our Universities require foreign language for admission and only five percent of our college graduates are fluent in any language...says the report, prepared by a 25-member committee of politicians, educators, and business people. We know neither the globe nor cultures of the people who inhabit it. We cannot speak to potential customers, our friends or foes in language they can understand. Our teachers have not been adequately prepared to discuss geography, cultures, languages, or world events. (p. 3c)

From the foregoing discussion, four critical points stand out which provide support for research about a global perspective. These have given impetus to the research endeavors in this particular study.

1. The United States' orientation from the time of her founding has been that of a closedness to the influence of, or indeed contamination by, the experience of other nations. This view, in turn, has served to limit her horizons somewhat regarding the existence, needs, and potential contributions of the rest of the world (Goodlad, 1978).

2. Even though increasing numbers of educators in leadership positions have moved toward cross-national educational concerns packaged under names such as international, multicultural, comparative, global, or humankind education, many are highly idealistic about what needs to be done and what education or schooling can contribute. These programs have actually promoted nationalism and, to some degree, internationalism, but rarely a global awareness.

3. Because of the United States' heritage and a lack of development of global perspectives as an established educational goal, students in the United States, especially those in the Southern states, lack knowledge of the world (Burrow, et al., 1980; Southern Governor's Association, 1986).

4. Nearly 10 years ago, a survey found sizeable proportions of student populations possessing attitudes, feelings, and perceptions that were unenlightened or unproductive from the perspective of global understanding (Burrows, et al., 1980). Based on the findings of the study reported by the Southern Governor's Association (1986) it is clear that this state of affairs has not changed. This situation is alarming in a world where a global perspective is no longer an interesting exercise but a mandate for all professions as declared by Murray (1986):

I believe that a global perspective is a mandate for our profession as well as for others. This approach is not merely an interesting exercise. Our future may well depend on it. We are bounded by earth's interrelated systems in which communication technology makes events known instantaneously. The more we can know and be known perhaps the greater will be the odds for human betterment rather than human destruction.  
(p. 1)

Woollen (1982) reported that as a result of the findings of the study carried out by Burrows et al. (1980) and others like it at all levels of American education, educators and other concerned citizens are stressing the importance of global education as an essential component of the curriculum. In his suggestions for further research, he stressed that there was a need to examine the relationships between student global knowledge and academic experiences in international study courses. He further recommended that additional research was needed to find the optimum means to enhance student global attitudes. It was suggested that investigations be made into whether activities existed or could be created which would foster changes in the global attitudes of students. If such activities and experiences are productive, could they then be infused into courses other than those under the International Studies rubric?

#### Statement of the Problem

The major purpose of this study was to investigate whether or not activities existed or could be created to

foster changes in the global perspectives and attitudes of undergraduate home economics students. The study addressed the problem of developing a curriculum module which blended global perspectives into an already established home economics course. The kind of learning experiences proposed were meant to enhance the individual's awareness that we are all inhabitants of a single planet and share a common fate as members of a single species. Increasing interdependence and rapid change are facts of life in the late 20th century. The module was an effort towards guiding students toward an understanding of what is called a global perspective.

#### Objectives

The objectives of this study were as follows:

1. To develop a global perspective module for use in an undergraduate home economics core course.
2. To determine whether there are significant differences in the knowledge and attitudes of undergraduate home economics students who have and have not had the global perspective module.
3. To examine relationships among knowledge scores and G.P.A., foreign travel, discussion of world issues in other college classes, and number of classes attended.
4. To examine relationships among attitude scores of students and their foreign travel; discussion of world problems in other college classrooms; frequency of reading

magazines and newspapers and of viewing T.V. news and documentaries; reading the international section of the newspaper; and number of classes attended.

#### Statement of Hypotheses

The hypotheses stated in null form to be tested were as follows:

H<sub>1</sub>. There is no significant difference in the gain from pre-to-posttest for the knowledge scores of students who have and have not been exposed to the global perspective module.

H<sub>2</sub>. There is no significant difference in the gain from pre-to-posttest for the attitude scores of students who have and have not been exposed to the global perspective module.

H<sub>3</sub>. There is no significant relationship between posttest knowledge scores of students and their G.P.A., extent of foreign travel, discussion of world issues in other college classes, and number of classes attended during the experimental unit.

H<sub>4</sub>. There is no significant relationship between the attitude scores of students and their extent of foreign travel; discussion of world problems in other college classrooms; frequency of reading magazines and newspapers and of viewing T.V. news and documentaries; and reading the

international section of the newspaper; and number of treatment classes attended.

Cross-cultural awareness is one of the essential elements of a global perspective. For cross-cultural awareness to take place there needs to be contact, respect, knowledge, and participation. The independent variables chosen for this study represent additional sources for contact with, knowledge of, and participation in other cultures to which students may have had access. The independent variables were included to determine whether their influence on the posttest knowledge and attitude scores of the students was of significance.

#### Definition of Terms

The definition of terms used for this study were from Hanvey (1982) as follows:

Global education. Global education seeks to develop among students a global perspective which allows them to view the surrounding world in a non-ethnocentric manner. It stresses the global nature of problems, the interdependency of nations and their histories, the value of the differences and likenesses of human cultures, and a sensitivity toward cultures other than one's own.

Global perspective. A global perspective is both cognitive and affective. The cognitive component consists of a broad knowledge about areas of the world. The



affective component consists of both the mental skills and thought patterns which allow for an understanding of and a sensitivity to other peoples and cultures. It is not a quantum, something you either have or do not have. It is a blend of many things and any given individual may be rich in certain elements and relatively lacking in others.

Perspective consciousness. The recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own.

"State of the planet" awareness. Awareness of prevailing world conditions and developments, including emergent conditions and trends (e.g., population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, international and intra-national conflicts, etc.).

Cross-cultural awareness. Awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points.

Knowledge of global dynamics. Some modest comprehension of key traits and mechanisms of the world systems, with emphasis on theories and concepts that may increase intelligent consciousness of global change.

Awareness of human choices. Some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.

#### Limitations

The course selected for this study was a core course, required for all home economics students except interior design majors. The large number of students in the class (100-150) did not lend itself to experiential learning which is an important component of global education. It, thus, became a challenge to plan activities which would involve all students personally.

Hanvey (1982) defined an attainable global perspective operationally as consisting of modes of thought and skills. He further explained that as he conceived it, a global perspective was not a quantum. Another limitation in the study, therefore, was the difficulty in accurately measuring what had been accomplished in the endeavors to aid students in developing a global perspective.

A further limitation was the duration of the unit. The unit was designed to last 3 weeks, covering six one-and-a-

half hour class sessions. This is a short span of time in which to attempt to create change, especially in the realm of attitudes.

## CHAPTER II

### REVIEW OF LITERATURE

The overall purpose of this study was to develop a global perspectives module to be incorporated into an existing course and to test the effectiveness of the module in terms of changes in knowledge and attitudes.

The review of literature has been limited primarily to materials from the past 15 years and is considered under the following headings and subheadings: the definition of global education, rationale and components of global education, views on organization of global education, global education programs, recommendations on global education in home economics, and development of a global perspective curriculum.

#### Definition of Global Education

In his classic work, International Education: A Documentary History, Scanlon (1960) traced the development of international education from the works of John Comenius in the 17th century through the establishment of Soviet-American cultural exchanges. While making its appearance as a discipline in higher education following World War I, international education began with the rise of nations. Over the past decade writers in the field have increasingly

used the term global education in reference to what Scanlon called international education. The discipline, whether international education or global education, has undergone evaluation and change in the past and will continue to do so (Scanlon, 1960).

In searching for a definition of global education one soon discovers that there is little consistency among authors in the use of terms. Some authors use a number of terms interchangeably, while others assert that each of these terms has its own distinct meaning (Kniep, 1985). The terms "global education," "world-centered education," and "global perspectives in education" are used, presumably all focused on aspects of the same topic (Becker, 1979). "International education" is a term commonly found used interchangeably with or in conjunction with "global education" (Hanvey, 1979b).

Even though several terms have been used, sometimes interchangeably, to label the same educational process, the primary objective for the field appears to be global education and it includes education with a global perspective, global studies, world-centered education, and global awareness, but not necessarily international education (Alexandre, 1986a). With reference to terminology there has been no absolute consensus among educators; even less agreement on definitional substance is evident.

In defining global education and identifying its elements, proponents generally take one of two approaches: they either describe in broad terms the areas of concern or issues to be addressed in a global education program, such as unity and diversity, cooperation, and human rights; or they describe in equally broad terms the desired results of such programs as preparing students for world citizenship or enhancing student's global awareness (Babich, 1986). The first approach is exemplified by Muessing and Gilliam (1981) who, in their review of leading writers in the field identified six components of global education:

The first is a "spaceship earth"--ecological way of viewing the world. The unity of the human species and the diversity of cultures is my second component. Third, the interdependence of human relationships has been included. The idea of multiple loyalties appears as the fourth element. The fifth constituent concerns human rights. Futurism is sixth. (p. 7)

Found more commonly in literature is the second approach to defining global education, that is, defining global education in terms of its results. After asserting that global education "is not a domain of education that can be defined in terms of content, subject matter, or discipline," Anderson (1979b) provided the following definition:

Global education consists of efforts to bring about changes in the content, in the methods, and in the social context of education, in order to prepare students for citizenship in a global age. (p.15)

Hanvey (1979a) described the aspiration of global education as being that of a global perspective which young people would be able to attain in the course of their formal and informal education. He defined that perspective in terms of the modes of thought, sensitivities, intellectual skills, and explanatory capacities which might in some measure contribute to the formation of the five dimensions of a global perspective: perspective consciousness, "state of the planet" awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices (Babich, 1986).

The parameters of global education's field of inquiry must be established (Alexandre, 1986a). Both the content and process orientations exhibit a problem in that they do not describe what the object of inquiry would be for a student who is involved in a global education program. In accordance with the idea of establishing a field of inquiry, Lamy (1982) advocated the need for content development in order to gain the respect and acceptance necessary for this discipline (Alexandre, 1986b). He identified the need for: (a) clearly stated teaching and learning goals and objectives and (b) a conceptual framework which defines the substance of the field. Kniep (1985) supported this view in his recommendation for "the development of a body of literature that defines global education in terms of substance and intellectual bases and that attempts to

describe and delimit the content of global education as a field" (p. 42).

Babich (1986) noted that although the importance of the skills definition and the goals approach is undeniable, the necessity of coming to terms with the content of global education and its essential issues is equally important. Because the field is maturing, there is a basis for a fuller definition of the field in the existing literature (Knierp, 1985). More importantly, the question of whether or not to define the objectives of global education study does not necessarily have to be cast in "either-or" terms. To choose to develop definitions delimiting the content or processes for study need not lead to insensitivity to a changing world or to individual need and differences (Babich, 1986).

Following a review of the existing definitions two which complemented each other were selected for use in this study. One by Dickinson (1987) served as a basis for developing the global education module used in this study:

Global Education means helping people discover the ways in which domestic and global structures promote and perpetuate poverty and injustice and how the structures and policies in which we live, and from which we benefit so handsomely are significant elements in the problem. Global Education helps to reveal the dynamic interconnections between the lists of problems which cry for our attention. It sees them not as static, unalterable facts of life, but as the consequences of human decisions which can be changed. It helps to provide an authentic "spirituality for combat empowering us to act with courage and hope despite the enormity of the issues and the feebleness of our most heroic efforts." (p. 5)



Hanvey's (1979a) definition of global perspectives was also adopted for use in this study because it supported the development of modes of thought, sensitivities, intellectual skills, and explanatory capacities desired by the researcher for the home economics students exposed to the module. The five dimensions of a global perspective described by Hanvey (1982)--a global perspective, perspective consciousness, state of the planet awareness, cross-cultural awareness, and knowledge of global dynamics--were used as the framework for the materials included in the module.

#### Rationale and Components of Global Education

From the beginnings of the global education movement the rationale for global education has been articulated in terms of educating young people for citizenship in a world that is increasingly characterized by pluralism, interdependence, and change (Babich, 1986). The American educational system has gone past the stage of wondering whether or not global education should be included in the curriculum, to asking how best to include it. In recent years, strong rationales and typologies for global education have been generated.

There is ample evidence that American education programs, curricula, and textbooks are ethnocentric and nationalistic in approach (Nelson, 1976); that teachers are inadequately prepared to teach about the interdependence of

nations, cultures, and systems (Klassen & Leavitt, 1982; Tucker, 1983); that global studies have not had a high priority in school curricula (Goodlad, 1984); and that American students have little knowledge of or interest in other places, other cultures, or global issues (Barrows et al., 1981; Torney, Oppenheim & Franen, 1975). Anderson (1982b) emphasized that education mirrors society. Social change generates educational change. This is an accepted notion which few would dispute. Anderson (1982b) observed that the critical drawback was the unit of analysis focused upon in the United States; it is usually the national society rather than the larger global society which is used. This focus encourages students to view the United States as the source of norms and gives them a distorted perspective on the dynamics of global interaction. Anderson (1982b) suggested that education based on the larger global social order was more accurate. He sees the task of globalizing the American educational system as a necessity. The globalized world social structure is a phenomenon of growth and development of the earth's population and communication systems. It cannot be ignored (Babich, 1986).

The major argument that has consistently been put forth in support of global education is dual faceted. The first part is that the world is rapidly becoming more interconnected. This assertion is supported by citing the United States' dependence on foreign goods, the relationship

between domestic employment and foreign markets, the shrinking of the world through advances in communication and transportation technology, the effects on the global environment of increasing industrialization, the human costs of the great disparities of wealth between the industrial and third worlds, and the oneness of human suffering together under the threat of an arms race that could lead to a nuclear holocaust (Lappe & Collins, 1978; Naisbitt, 1982; Reed, 1985).

Secondly it has been argued that education in the schools in the United States is not equipping young people to cope with and participate effectively in the present and changing world. Support for this assertion is found in personal experience; in analyses of school programs, curricula, and textbooks; and in studies of the knowledge and attitudes of American young people about global affairs and issues (Babich, 1986). In a critique of the American educational system from an African perspective, d'Almeida (1982) characterized the American approach as self-centered in its failure to include programs in international affairs. This was attributed to a gross underestimation of the phenomenon of global interdependence. D'Almeida (1982) warned that ethnocentrism was a threat to any nation's power and growth within the global community.

In underscoring the importance of global education, Anderson (1982b) pointed out that a global focus for education was inevitable for four reasons:

1. The world is becoming more interconnected--economically, socially, politically--and is culturally heterogeneous at both micro and macro levels.

2. Western influence on the world is declining with the coming of age of many developing countries and demographic shifts in populations.

3. Americans lack cognitive maps complex enough to enhance an individual's participation in events at a global level. American students are not routinely bilingual, nor do they see the practical necessity of speaking two or three languages. This attitude severely hampers their performance in global events.

4. Lack of knowledge of the history, sociology, and geography of world systems allows manipulation by others in global transactions. This lack of knowledge evokes ill feelings in others because it seems to be a chosen ignorance borne of a feeling of superiority.

Under these circumstances, Anderson (1982b) reiterated that global education was in the national interest.

In making a case for global education Rosenau (1983) presented a challenge to educators. The following statement summarizes much of the argument that appears in the global literature:

In order to grasp the challenge we face as educators, it is not enough to comprehend that human affairs have been transnationalized on a global scale. The challenge of interdependence is multiple, deriving from a great many interactive factors and posing a seemingly endless array of interactive problems... The challenges of interdependence must be perceived for what they are; and, to be so perceived, traditional must give way to transnational ones. More specifically the attitudes, loyalties and participatory behavior of citizens must undergo profound transformations. Interdependence is laden with a potential for citizen education, a potential yet to be realized. (p. 31)

Most of the literature cited so far addressed global education in the American educational system. This is not to say that the call for global education is only for the United States.

A growing number of organizations and groups have addressed the issue of global education. One of the earliest efforts was made by the United Nations. In 1976 the General Assembly of the United Nations approved the International Covenant of Human Rights and the Optional Protocol. The International Covenant on Economic, Social, and Cultural Rights included a position statement in support of global education. Not only was education recognized as a universal right in the statement, but an imperative was stated for education "... (to) promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace" (pp. 1-8).

Two years prior to the adoption of the covenant, UNESCO (1976) established the principles of education policy for

the peoples of the world under which the implementation of the covenant was to take place. Seven principles were established:

1. An international dimension and a global perspective in education at all levels and in all its forms.

2. Understanding and respect for all peoples, their cultures, civilizations, values and way of life, including domestic ethnic cultures and cultures of other nations.

3. Awareness of the increasing global interdependence between peoples and nations.

4. Ability to communicate with others.

5. Awareness not only of the rights but also the duties incumbent upon individuals, social groups and nations toward each other.

6. Understanding the necessity for international solidarity and cooperation.

7. Readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large (p. 6).

UNESCO (1974) made a specific recommendation to institutions of higher education:

As post-secondary educational establishments, particularly universities, serve growing numbers of people, they should carry out programmes of international education as part of their broadened function in lifelong education and should in all teaching adopt a global approach. Using all means of communication available to them, they should provide opportunities, facilities for learning and activities adapted to people's real interests, problems and aspirations. (p. 7)

In the early 1970s, the Club of Rome, a private transnational group also declared its support for global education. In the 1974 report to that organization, Mankind at the Turning Point, four components of global education were outlined. These components were that a new world consciousness must be developed in all people, that a new philosophy for the use of material resources must be developed, that living in harmony with nature rather than conquering it must be stressed, and that man must develop a sense of identity with the future generations for the survival of the species (Mesarovic & Pestel, 1974). Laszlo (1977) addressed the differing needs for education in the developed nations and the developing nations. In the developed nations, education was to develop a balanced "...view of national and international processes, problems, and prospects" (p. 304). Among the developing nations, selective learning from different cultures was recommended, but not at the expense of the native culture. The Club of Rome recognized the interdependency of the world's peoples and nations and the need for global solutions.

In his report at the annual convention of the American Association of State Colleges and Universities in 1977, Ernest Boyer spoke on the need to focus the attention of the institutions of higher education on the critical issue of global education. He stated:

I'm convinced that education must begin to focus on a new curriculum, one that gives us a clear vision of the unity of our world in a social and in a physical sense as well. I'm convinced it's time to teach our students all of our actions on this planet, physical or social, are intimately interwoven and irrevocably interlocked. (p. 68)

Boyer (1977) spoke of the need to find a new common core curriculum that grows out of men's dependence on each other and strengthens the linkages among them and with their common human future. Knowledge of differing cultures was not enough. Intellectual understanding was not enough. The key to the new curriculum would be attitudinal, since the basis of misunderstanding is psychological.

#### Views on Organization of Global Education

Becker (1979) noted that at least three different views exist about how international or world studies should be organized. The first view discussed suggests that the most important goal of international studies should be to help students become intelligent, loyal supporters of the national interest. The proponents argued that good citizenship education should result in greater student understanding of and support for the foreign policies of their national leaders.

The second view advocated by some supporters of international education holds that intercultural understanding should be the central focus of international education. The supporters of this position favor strong



emphasis on language and area studies. The geography, language, and cultures of various areas and peoples around the world provide a focus in this approach. Asia, Africa, and Latin American cultures and areas are generally given special attention (Becker, 1979).

The third group argues that while foreign policy issues and language and area studies are important, a world view-- that is, seeing oneself and human beings generally as members of a single species on a small planet--is what is most needed today. All of the authors of the volume Schooling for a Global Age (Becker, 1979) speak from this position. These authors hold that global education means "education for responsible participation in an interdependent global society" (p. 44). (For more detailed discussion of these view points see Becker (1979) pp. 46-47.)

Before an educator develops a curriculum for global education it is imperative that he/she determines what view he/she holds on how global education should be organized. This is of consequence because the view an educator takes influences the way the global education curriculum is organized. This is not merely an "academic" argument. Becker (1979) pointed out that how a field or area of study is defined largely determines not only what resources will be viewed as available for use in designing programs but

also how they will be used in fashioning programs. Becker (1979) illustrated his point with the following example:

For example, if foreign policy is a major area of study, then students should be familiar with Department of State bulletins and a wide variety of sources of information on the making of foreign policy and on foreign policy issues. If international education includes the transnational interaction of business, professional associations, civic and educational agencies and individuals, then local newspapers, clubs, business concerns, and individuals with transnational ties are all potential sources of information in developing projects, programs, and activities on world studies. (pp. 44-45)

Once a designer of the settings and experiences in global awareness has decided the focus of the curriculum there are some pertinent questions that must be considered: What aspects of the world--that is what phenomena or objects--should one seek to help students understand? What are the qualities, characteristics, or capacities one should seek to have students develop? And what experiences, approaches, processes, and techniques are most appropriate and useful (Becker, 1979)?

After examining the three approaches to organizing global education, the third view, i.e., seeing oneself and human beings generally as members of a single species on a small planet, was the view selected for this study. This view holds that global education means education for responsible participation in an interdependent global society. The researcher believes that the world affairs or foreign policy studies and the world culture or area studies approaches serve to propagate the "we-they" kind of

thinking, which works against the development of a global perspective. A world-centered education, therefore, was the route taken for developing global perspectives by students.

#### Global Education Programs

Whereas world-centered education is a newcomer in higher education, both elementary and secondary educational systems have included it for at least two decades. The examples of schools cited have programs that are well planned and carefully thought out from which higher education systems could benefit. For this reason the programs are mentioned and briefly discussed in this section of the review.

#### Elementary System

Morris (1978) described global education at the elementary level not as global in the sense of being all-encompassing, nor as synonymous with international or foreign studies. Global education at the elementary school level has been described as a focus of education that facilitates development of the child's sense of himself or herself as a personal and social being and members of the various human communities of which he or she is and is becoming a part: home and family; neighborhood; the school community; and the various dynamic communities of political, social, and economic consequences that are in themselves globally interdependent.

The elementary school program concerns itself with the total experience of the child and has as its aim making that experience come alive as much as possible. Morris (1978) agreed that the large pictures and concrete objects used in the follow-through programs, stories, films, role playing, and other drama experiences help. But the ideal experience in learning about another culture is to live in that culture. To this end Burke Elementary School in Boulder, Colorado, had an international exchange program which involved the whole school and its neighboring community, in spirit, if not in actual exchange. The exchange was planned well in advance so that children of both Burke and Green Hills Elementary Schools in Mexico City could study each other's culture and language before actually boarding the plane. Phil Martinez, principal at Burke, explained the program in his personal communication to Morris (1975) as follows:

The children are matched by sex and interests and assigned to a host child and exchange family. Eighteen children from Burke spent July 1-21 (1974) in Mexico living with the exchange family and participated in about six group social and cultural outings, besides the visits of the individual families. My wife and I acted as chaperones, and stayed at the house of the English department Chairman.

The Mexican children visited the Burke families from July 25-August 15 with six functions. The Burke community, being a self-contained area, were aware of the children from Mexico, because they were visible playing with their children and their neighbors. (p. 127)

In addition, a full-school-year exchange involved 2 students per year.

### Secondary System

King (1978), in his research on global education in secondary schools, encountered signs indicating that over the past 10 years there had emerged a wide variety of programs that were moving secondary schools in the direction of world-centered education. These programs were alternatives rather than interrelated portions of an overall reform movement. Among the mix of opportunities now available were team-teaching, learning by doing, multidisciplinary approaches, improved curriculum materials, community involvements, and international exchange.

In individual schools and districts throughout the country, innovative programs have been established which illustrate the increasing variety of alternatives now available. While none of these programs offer a comprehensive design for a world-centered school, each contains at least some of the elements needed to move in that direction.

King (1978) described a variety of programs varying widely in scope and direction. Donald Thompson, a social studies supervisor in Racine, Wisconsin, arranged exchange programs with schools in Poland. Joseph Schneider at West Leyden Township High School, Illinois, created awareness of

connections with other parts of the world by taking his classes on tours of Chicago's temples, churches, import businesses, and the port. In describing an undertaking in Connecticut, King (1978) wrote:

A Connecticut teacher at the Parkway school, Carol Sarabun, has arranged an imaginative information exchange with a school in Birmingham, England. Working on the premise that as a student's "awareness of increasing global interdependence expands, he must develop simultaneously a heightened sense of individuality and a broadened global perspective," the students deal with such questions as how they learn about their surroundings, their past, their future. The information they compile is then exchanged with students in Birmingham, providing a glimpse of how contemporaries in another society deal with the same questions. (p. 178)

The examples cited so far have been of curricula that stand alone, not integrated with any preexisting program. King (1978) observed that a more common approach to change involved remodeling the curriculum to provide a global perspective in existing courses or in the design of new ones. Often this change involves a single school and relies on the creativity of only a few people. An example of this approach is relayed by King (1978):

Al Bell, a teacher in Findlay, Ohio changed the title of his Modern World History course for seniors to a global awareness course called World Affairs. The year's program is focused on such concepts as interdependence, conflict and war, power, food/hunger and energy.

Bell, in common with many teachers finds that his students have little idea of the interdependent nature of world society or the implications of that interdependence. To overcome their initial lack of concern, he relies on simulations, film and television documentaries. In the unit on power for instance, the

class begins with the simulation game Starpower. The game creates a three-tiered society in which the lower levels encounter increasing frustration in trying to make gains in a game which allows the most powerful group to make or change rules. Starpower has long been an effective device for creating a visceral sense of what it means to be a have or a have-not. Films like "Failsafe" and documentaries such as ABC's "Missiles of October" help to develop the awareness Bell is after. (pp. 178-179)

King (1978) documented several other approaches to globalizing the curriculum in which the efforts at redesigning courses and teaching strategies involved entire schools and occasionally entire school districts. Another important approach in individual schools was the attempt to combine disciplines.

The examples documented in this portion of the review for secondary schools give a framework that could be adopted for use in curriculum development in higher education. Curricula integrated with a pre-existing program offers the best option for higher education because the resources it calls for are the most viable. This option was adopted for this study to develop a module to be incorporated into an existing course.

### Higher Education

Not many studies in higher education were found that could be described as having a global perspective in their orientation, either in home economics or other fields. The studies that were found, however, have been mainly to measure the global knowledge and awareness of college

students or teachers (Babich, 1986; Burrows et al., 1981; Martin, 1987).

One of the first attempts to evaluate the attitudes and knowledge of a group of students who had participated in a class specifically designed to enhance their global knowledge and awareness using Measure of Global Understanding (Educational Testing Services, 1981) was conducted by Woollen (1982). The study also sought to determine other factors which might contribute to overall student global-mindedness. The purpose of his study was to examine the effects of four independent variables on undergraduate college students' performance on a measure of global understanding. The four variables used in his study were: (a) academic performance in International Studies Seminar, (b) overseas experience, (c) frequency of discussion of world problems in the college classroom, and (d) source of current event information. An additional purpose of the study was to determine if students who participated in International Studies Seminar, 233, scored significantly higher than did a nationwide random sample of students in undergraduate higher education on the affective and cognitive portions of Measure of Global Understanding.

The subjects were 51 undergraduate students enrolled at the University of North Carolina at Greensboro during the academic year 1981-1982. They had participated in a section



of International Studies 233 during the period from Fall, 1978 through Fall, 1981.

The instrument used in Woollen's (1982) study to measure cognitive and affective understanding was Measure of Global Understanding. While the complete instrument has four sections, for the purpose of this study three sections were used: Section A "General Background," section B "Student Opinion," and section C "Global Understanding Test." The mean scores of the data collected in sections B and C allowed for instructional comparison with national mean scores.

Responses to section C, the cognitive section of the instrument, were scored and the number of correct responses treated as the dependent variable. The Pearson product-moment correlation coefficient was used to measure the relationships between the variables of the study. A multiple regression analysis was used to determine the relative contribution of the four independent variables to performance on the cognitive section of the survey.

Two significant relationships were found to exist between: (a) student cognitive performance and academic performance in International Studies Seminar 233, and (b) student cognitive performance and student overseas experience. The freshman sample mean score on section C was not significantly different from national norms. The senior

sample mean score on section C was significantly higher than the national norms.

Martin (1987) conducted research to determine the understanding of selected undergraduate students attending Texas Tech University at Lubbock, Texas. The instrument, Measure of Global Understanding, was administered to a purposive sample of 508 students representing diverse majors at Texas Tech University spring term, 1987. On the 65-item instrument, the mean was 24.78 and the standard deviation was 11.76. The Kuder-Richardson-20 reliability coefficient was .78. Approximately 75% of the students had knowledge of diet, health, sports, and population issues; whereas only 20% of the sample was knowledgeable about religions, energy and oil production, and geographic locations.

Martin (1987) suggested that the findings from this research would provide input for curriculum and special programs for United States and foreign students at the university level that are more responsive to global issues. Both United States and foreign students could reciprocally benefit from increased global understanding to find mutual coherence in the world.

The studies found in home economics did not deal with testing the effectiveness of any curricula either existing or newly developed. Babich (1986) investigated home economics teachers' attitudes toward and practices of integrating global concepts into the curricula. The

objectives of the study were to: (a) explore the nature and range of teachers' attitudes toward global education; (b) ascertain extent to which teachers integrate global education into curricula; (c) test consistency of attitudes and practices in global education; and (d) determine the correlation between attitudes and practices with several variables. Two instruments, Global Education Practices in Home Economics and Perspectives Toward Global Education in Home Economics, were mailed to 180 Iowa vocational home economics teachers. The 108 respondents held favorable attitudes toward global education; however, they integrated a global perspective into curricula at a lower level. Attitudes toward global education were significantly correlated with practices. Attitudes toward global education were not influenced by respondents' international/cross-cultural experiences. Positive correlations were found among scores on the Perspectives Toward Global Education instrument and age, graduation date, and years of teaching experience. The attitude of the teacher is critical in helping students develop attitudes that will prepare them for a harmonious existence in a society that is culturally diverse (Babich, 1986).

A survey carried out in 117 home economics institutions in the United States, including Puerto Rico, was conducted to identify how international perspectives are incorporated into coursework, curricula, and research (Hertzler & Wall,

1984). Their contemplation of how home economics programs were meeting the objectives for global education led to many questions. How are university units (e.g., institutions, colleges, schools, departments) of home economics involved in international programs? How are curricula in home economics designed to meet instructional needs of national and international students, as well as needs of students in institutional international studies?

Of the 117 institutions surveyed, 74 (63%), returned usable questionnaires, furnishing information on curriculum content, student placement, institutional and program services, faculty activities, program and research funding base, agency linkages, current interest, and recommended directions for international studies in home economics (Hertzler & Wall, 1984). A summary of the findings was as follows:

Four units reported either an international major, minor, or emphasis area with home economics; three units reported required or elective home economics courses for institutional international programs of study. About one-fifth of the respondents planned student experiences in international settings and placed students in international positions after graduation. In contrast, almost half are involved in grantsmanship, research activities and curricula planning on an international scope. Contributions cited were training students from other countries and assisting individuals and families to improve their quality of life throughout the world, especially women. (p. 420)

Hertzler and Wall (1984) also reported that a literature search revealed few answers to their questions.

A survey of the Journal of Home Economics revealed papers on international issues, opportunities, and philosophies (Hoffman, 1968; Murray & Clark, 1982). A search of the Home Economics Research Journal from its inception showed no papers with an international emphasis (Hertzler & Wall, 1984). Although reports of international programs and outcomes are available in publications of the specialty disciplines [e.g., family planning (Vaughn, 1975); food and nutrition (Latham, 1979)], little information could be found on home economics curricular development or on home economics involvement in international activities.

#### Recommendations on Global Education in Home Economics

Murray (1986) suggested that a family-focused global perspective could be developed by beginning with family issues and attempting to understand their occurrence and meaning around the world, or alternatively, by starting with global issues to consider their impact on families. Murray (1986) stated that a good beginning point would be some principles to guide the development of global perspectives. Eight principles were outlined as follows:

1. Effective development of a global perspective requires a commitment to such a perspective.
2. Specific issues explored in developing a global perspective in home economics should be consistent with the nature and purpose of the profession.
3. The impacts of global issues on individuals and families are central problems that require further elaboration and communication in both educational and political action arenas.

4. Research methodologies that combine quantitative and qualitative approaches should be used to assess the realities of global issues and their local manifestations.
5. Multidisciplinary and multisectoral views are necessary to explore a global perspective.
6. Exploring global or family issues requires mediation of conflicting views and the separation of fact, interpretation and value.
7. Central to developing a global perspective is consideration of the reciprocal nature of people, religions and the system within and among them.
8. Effective development of a global perspective in home economics requires systematic education of members of the profession to that end. (p. 55)

In responding to globalism, home economics has an opportunity to examine itself in a global context, as the possibilities for its infusion into the home economics curricula are there and a tremendous opportunity exists for teachers. Teachers who hold a global perspective can contribute to their students' understanding and acceptance of people who are different from themselves (Babich, 1986).

Cross-cultural understanding is needed by the undergraduate for general education or for international careers as well as by foreign students. A challenge to the university is to help students develop a global point of view and adapt theories and practices to different cultures, to prepare students for broader understanding of one's own nation and the world, and to overcome the student's limited understanding of other countries and cultures (Caples, 1981; Ellis & Brown, 1982; International Studies and Programs Review and Planning Committee, 1980; Murray, 1982b). The recommendation of the International Studies and Programs

Review and Planning Committee (1980) was that international study must be strengthened for both domestic and international students in undergraduate and graduate curricula and among university faculty.

#### Development of a Global Perspective Curriculum

Boyer (1977) spoke of the need to find a new common core curriculum that grows out of our dependence on each other and strengthens the linkages among all of us and with our common human future. However, Reed (1985) pointed out that educators need to be convinced that the international dimension is not an "add-on" to regular curricula. Global perspectives should be incorporated into all standard curricula, as all subjects are affected by international dimensions. Reiterating the same thought, Kin (1980) took the view that infusing a global perspective into existing courses at all levels of education offered a better possibility of success than did building a new curriculum designed to foster global understanding. He advised that helping students cope in a changing world required more than a few specialized courses; it required helping students examine all that was taught to them in light of the new conditions throughout the world.

In addressing the issue of the type of curriculum that should be developed, Boyer (1977) warned that mere knowledge of differing cultures was not enough, nor, was intellectual

understanding. He pointed out that the key to the new curriculum should be attitudinal, for the basis of misunderstanding is psychological. Woollen (1982) recommended that additional research be conducted to find the optimum means to enhance students' global attitudes. He suggested that the following questions be considered: Do activities exist, or can they be created, which would foster changes in the attitudes of students? If such activities and experiences are productive, can they be infused into courses other than those under the International Studies rubric?

Essential elements of a global perspective must be infused into any course for a global view to develop. Hanvey (1982) identified these elements as (a) perspective consciousness, (b) "state of the planet" awareness, (c) cross-cultural awareness, (d) knowledge of global dynamics, and (e) awareness of human choices.

Hanvey (1982) pointed out that almost none of us can transcend the cognitive mapping presented by the culture we grew up in. With effort however one can develop a dim sense that one has a perspective, that it can be shaped by subtle influences, that others have different perspectives. Such an acknowledgement is an important step in the development of a perspective that can legitimately be called global. This element of perspective consciousness must of necessity be integrated in the dissemination of global content.



For most people in the world direct experience beyond the local community is infrequent (Hanvey, 1982). There is now, however, a demonstrated technical capacity for simultaneous transmission of messages to almost the entire human species. The "state of the planet" awareness is an important element to infuse in course content. That element matters because it is difficult to imagine a global perspective that does not include a reasonably dependable sense of what shape the world is in.

Hanvey (1982) documented four levels of cross-cultural awareness attainable given the right conditions. There are four levels of cross-cultural awareness that can be attained through knowledge, contact, respect, participation, and plasticity. Lessons planned must not only provide knowledge but there must be contact, even if it is through simulation, films, or role plays in a way that will result in respect which may provoke participation.

The four levels of cross-cultural awareness that could result from knowledge, contact, respect, and participation could act as a scale to measure the level of awareness attained once lessons have been taught. Hanvey described level I as the awareness of superficial or very visible cultural traits, i.e., stereotypes. It is created through tourism, textbooks, and National Geographic and is interpreted as unbelievable, exotic, or bizarre.

Level II is the awareness of significant and subtle cultural traits that contrast markedly with one's own. This level is attained through culture conflict situations and is interpreted as unbelievable, i.e., frustrating, irrational.

Level III is the awareness of significant and subtle cultural traits that contrast markedly with one's own. It is attained through intellectual analysis and interpreted as believable cognitively.

Level IV is the awareness of how another culture feels from the standpoint of the insider. It is attained through cultural immersion and living the culture and is interpreted as believable because of subjective familiarity.

Whatever global topic students are learning about it is important that they assimilate it based on a knowledge of global dynamics. This element deals with how the world works as a system; it helps the student put aside simple notions of cause and effect. They realize that things interact in complex and surprising ways. "Effects" loop back and become "causes" which have "effects" which loop back--it means that simple events ramify--unbelievably (Hanvey, 1982).

Babich (1986) found that with regard to global education in the field of home economics, more was being done in the areas of foods and nutrition and clothing and textiles than the other three subject areas. Perhaps the

concentration of efforts in the foods and textiles area is due to a lack of information and instructional resources on the applicability of global education to the other content areas. This would support the need for curriculum development directed to other areas as well as educational programs to aid in the development of global education instructional skills.

In addressing the question of content that should be given a global perspective, Murray (1986) selected issues that have global impact using the work of those attempting to forecast our alternative futures. The seven topics selected as being global and impacting families are environment, technology, agriculture and food, energy, economics, population, and political structures.

In the survey conducted by Hertzler and Wall (1984) some respondents stated that the direction of global education in home economics depended on resources available. Reed (1985) documented that many excellent publications and audiovisual presentations are available which provide information about other countries, cultures, and cross-cultural communication. But she pointed out:

There is also a tremendously valuable, largely untapped resource in U.S. schools which should be integrated into the learning process--foreign students. Students from other countries and first generation Americans can contribute substantially to expanding the outlook of Americans beyond their own city, state and country and in opening their minds to viewing the United States as an integral part of the rest of the world. (p. 3)

Greater and more productive use of international students as classroom resources promises not only to improve the quality of the curriculum, but also to build support for increased participation in and enhancement of the quality of existing international exchange programs. Reed (1985) observed that few schools take full advantage of foreign students in actual practice and little emphasis is given to the role foreigners can play in enriching the educational process; in the end it is assumed that they are here solely to learn from Americans. The growing numbers of international students in communities across the United States constitutes a valuable, but significantly underutilized, resource that holds promise for the improvement of American education.

#### Summary

Research on global perspectives in higher education in all fields of study are limited. The focus of the studies that have been found has been to measure the global knowledge and awareness of college students and teachers. Only one study was found that evaluated the attitudes and knowledge of a group of students who had participated in a class specifically designed to enhance their global knowledge and awareness. No study was found that developed a curriculum with global perspectives either to stand on its own or be infused into an existing course.

The critical need for research in higher education is the development of curricula that will change the global perspectives of students in a positive direction. This study therefore had as its major purpose to develop a global perspectives module to be incorporated into an existing course and to test the effectiveness of the module in terms of changes in knowledge and attitudes. Since the basis of misunderstanding is psychological and not intellectual, an attempt was made to enhance students' global attitudes through activities planned strategically for the curriculum.

## CHAPTER III

## METHODOLOGY

The major purposes of this study was to test the effectiveness of a series of class sessions designed to promote a global perspective in an existing course. The course selected for this purpose is entitled Aspects of the Personal Environment, HEB 210. The course deals with the study of reciprocal relationships between families and environment as they are influenced by cultural, social, political, economic, and technological forces.

Design of Study

A quasi-experimental design was selected for use in this study. The design selected--non-randomized control-group, pretest-posttest--was used as a result of the groups available for participation in the study. The dependent variable, posttest knowledge score, was examined in relation to four independent variables, i.e., G.P.A., extent of foreign travel, discussion of world issues in other classes, and number of treatment classes attended. The relationship of the dependent variable, posttest attitude score, to seven independent variables, was also examined. The variables were extent of foreign travel; discussion of world problems in other college classrooms; frequency of reading magazines

and newspapers, viewing T.V. news, and viewing T.V. documentaries; reading the international section of the newspaper; and the number of treatment classes attended.

### Subjects

The home economics course selected for this study met the criteria deemed essential in developing global perspectives in a curriculum by educators in home economics and other disciplines (Babich, 1986; King, 1980; Murray, 1986; Reed, 1985). The course is centered around issues that were selected as being global and impacting families, i.e., environment, technology, agriculture and food, energy, economics, population, and political structure (Murray, 1986). The course is in an area of home economics which has been neglected as far as global perspectives are concerned (Babich, 1986). Since the course is part of the core and required of all home economics students except Interior Design majors, a large number of students are reached with one effort. The course is designed to be taken in the freshman and sophomore years of the curriculum, and therefore, introduces global perspectives early in the students' experiences and lays a foundation for global perspectives in later courses.

The subjects were students enrolled in HEB 210 in the fall and spring semesters of 1986 and 1987. The students in the fall class were used as the experimental group and those in the spring class were used as the control group.

The experimental class had 134 students: 42 freshmen, 43 sophomores, 31 juniors, and 19 seniors. There were several international students in the class. The control class had 96 students: 15 freshmen, 41 sophomores, 26 juniors, and 14 seniors. There were no international students in this class.

### Instrument

The instrument most often used to assess global understanding is the Measure of Global Understanding (Educational Testing Service, 1981). This measure, however, had shortcomings for use in this study in that it was not a valid measure of the global perspectives module developed. The content of the instrument was completely different from the content of the module. This necessitated the development of an instrument with content validity for the study.

The instrument developed for this study had an attitude section containing 12 items, a knowledge section containing 59 items, and a third section for general background information on student's demographic characteristics. The items in the attitude section covered three aspects of a global perspective: three items dealt with the American culture in the light of other cultures; two items were about the responsibility of Americans to the rest of the world; and seven items dealt with attitudes of American students



toward international students. Of the 12 items, six were stated in a negative manner and the other six in a positive direction, to which the students responded on the following 5-point scale: strongly agree = 5, agree = 4, uncertain = 3, disagree = 2, and strongly disagree = 1.

The knowledge section of the instrument developed for the study had matching, multiple choice, and true and false items totalling 59. The items were developed from the objectives for each lesson.

The general background section of the instrument had 16 items adapted from the Measure of Global Understanding. The items taken from this section were selected because they provided the information needed for the independent variables of the study. In each case the respondents circled the answer they favored following directions in the instrument.

The content validity of the items was checked by three experts in the area. After the instrument was compiled five student took the test to determine the amount of time needed and also to ensure that all the items were clearly stated and understandable. It took approximately half an hour to respond to the instrument.

The reliability of the knowledge section was measured by the split-half procedure. The two halves of the test were obtained by taking odd and even items from each of the five portions of the instrument. This ensured comparability

in each of the halves of the test. The estimated reliability of the entire test, using the Spearman-Brown formula, was .91. Using Cronbach's Alpha, the reliability for the attitude section was found to be .75.

### Treatment

The experimental part of this study was performed over a period of three semesters. The broad objectives for the course in which the module was used, HEB 210 (Aspects of the Personal Environment), were as follows:

1. Identify the evolutionary process of change in Home Economics.
2. Demonstrate an understanding of human ecological principles.
3. Develop skills in perceiving the interrelationship of the larger social-economic issues of society with the micro-unit and in examining interrelated factors in problem solving.
4. Interpret the interrelationship and interdependencies of his/her professional role with other professionals.

The concepts included in the course content were presented under three major sections: From Home Economics to Human Environmental Science, Ecological Perspective, and Societal Issues and Trends. It was decided that the societal issues and trends section was the best topic for the introduction of the global perspective content.

In the spring of 1986 a pilot study was carried out to determine the most useful materials and resources for the module and what was best to include or exclude for the experimental class. An additional factor considered was whether to deal with national or international issues first.

In the pilot study national issues were taught first using John Naisbitt's Megatrends (1984) as a text, followed by international issues. The topics covered in the module were based on four of Hanvey's (1982) elements of a global perspective and an introduction to the concept of an attainable perspective. They were:

1. Perspective Consciousness,
2. "State of the Planet" Awareness,
3. Cross-cultural Awareness, and
4. Knowledge of Global Dynamics.

Five one-and-one-half hour class sessions were allowed for the module.

It was decided after the pilot study that it was more logical to teach international issues before national issues. The content taught in the unit equipped the students with skills, sensitivities, and modes of thought that could help them assimilate the contents of "Megatrends."

As a result of the pilot study the order of the topics was rearranged and more time given for some sections. The topics also were modified and more time allowed so there

were six class sessions instead of five. The topics covered were as follows:

1. An Attainable Global Perspective
2. Perspective Consciousness
3. "State of the Planet" Awareness
4. Knowledge of Global Dynamics
5. Cross-cultural Awareness
6. Exploring National Images Cross-culturally

Lesson one introduced the concept of an attainable global perspective. A test giving them brief glimpses suggestive of major global trends was given to raise questions about what the concept of interdependence might mean. Several ways of acquiring a global perspective were discussed; a major activity was based on impact of television in this process. Television schedules from several countries around the world (including developing countries) were examined. A Pakistani student who had lived in four different continents (Asia, Africa, Europe, and North America) led the discussion.

Lesson two defined perspective consciousness making a distinction between opinion and perspective. The module strove to make the students aware that every individual has a view of the world that is not universally shared. The activity chosen to crystallize this idea was to ask the students to look at passages translated from the history textbooks of Japan, Mexico, Colombia, and the Soviet Union.

The students found that the way the Japanese looked at the bombing of Hiroshima, the Mexicans looked at the battle of Alamo, the Colombians looked at the building of the Panama Canal, and the way the Russians saw the way American Indians lost their lands was very different from the accounts given in American textbooks. Again an international student was used to give another perspective.

Lesson three identified prevailing world conditions and developments including emergent conditions and trends, i.e., population growth, migrations, economic conditions, resources and the physical environment, political developments, colonialism, science and technology, law, health. Colonialism was discussed as the key link in all these trends. The film "Business of Hunger" was shown to illustrate that neo-colonialism was still plaguing the world in the name of agri-business.

Lesson four identified basic principles of change in social systems and analyzed the appropriateness of technological package deals sent from developed nations to developing nations to effect change. The activity in this lesson consisted of discussions on world hunger as a big business and the effect of agri-business on developing countries as conducted by American and European businessmen.

Lesson five identified factors that led to communication with others across cultures without prejudice, and the four levels of cross-cultural awareness. Through

lectures followed by discussion an attempt was made to help students recognize the diversity of viewpoints and differentiate between empathy and transpection.

Lesson six described how a person's images of other cultures are formed and the problems that make it difficult to form realistic images of other countries. Descriptive statements about other countries were analyzed to identify stereotyping, cultural bias, oversimplification, and inaccurate information. The film "Remember Me" was used as part of the activity in this lesson which involved role playing. Before showing the film 10 groups with about 10 people in each were formed. Each group was given the name of a child to feature in the film and asked to put themselves in the film as that child. There was a form to fill out prior to viewing the film; they also gave a description of the assigned country based on their knowledge of it prior to receiving a fact sheet.

The class was taught by the researcher (an international graduate student) in conjunction with the American professor in charge of the course. Team teaching was found to be a very valuable tool in this venture because it gave a cross-cultural quality to the course. Depending on the level of cross-cultural awareness of the students, the degree of receptivity toward the ideas presented by the researcher varied. In times of cultural conflict the American professor was able to create a healthy balance by

virtue of the fact that she was American and was viewed differently from the international student-teacher.

The techniques used to teach consisted of lectures, class discussions, films, role plays, and presentations by other international students apart from the researcher. These techniques were designed to provide knowledge, contact, and participation hopefully leading to the kind of respect that would result in a level of cross-cultural awareness as recommended by Hanvey (1982), Murray (1986) and Woollen (1982). The materials and resources used in the actual study were revised based on needs determined in the pilot study; the curriculum is included in appendix A.

Before international issues were taught in the fall of 1986 the pretest questionnaire was administered to the 134 students enrolled in the class. The questionnaire was responded to during an exam period so most students were present. The global module was then presented to the students. At the end of the six sessions the students took the posttest.

The control group took their tests in the spring of 1987. The pretest was given three weeks before the start of the first class session for the global module. This gave the same time lapse as the experimental group had before taking the posttest. The posttest was taken before the students started taking classes with the global content.

## Data Analysis

The demographic information as well as the cognitive and attitudinal scores from the instrument for each student were placed in a computer data file. Analysis of the data was carried out using SAS which is a system of computer programs designed for the analysis of social science data. A .05 level of significance was used in the analysis to determine statistical significance.

The frequencies subprogram was used to describe the group of students by summarizing their responses to the survey measure and other demographic data, giving frequency distributions of the data, mean scores, standard deviations, and other descriptive statistics.

An analysis of covariance subprogram was used to test for significant differences on the mean cognitive and attitudinal scores between the experimental and control groups with the pretest as covariate. A split-half procedure was used to determine reliability of the cognitive section of the measure and Cronbach's Alpha was used to estimate the reliability for the attitudinal section.

A stepwise multiple regression subprogram was used to determine the independent variables which accounted for the most variance in the dependent variable. This procedure was used with the cognitive and attitudinal scores to determine relationship among the scores and the independent variables.



The independent variables used with the cognitive score were G.P.A., extent of foreign travel, discussion of world issues in other college classes, and the number of treatment classes attended. Variables used with the attitudinal score were foreign travel; discussion of world problems in other college classrooms; frequency of reading magazines, newspapers, and of viewing T.V. news and documentaries; reading the international section of the newspaper, and number of treatment classes attended.

CHAPTER IV  
PRESENTATION AND DISCUSSION OF DATA

The major purposes of this study were to develop a global perspectives module to be incorporated into an existing course and to test the effectiveness of the module in terms of changes in knowledge and attitudes of home economics university students. The study compared knowledge and attitude scores of two groups of students, one which had been exposed to the module and another which had not. The relationships among posttest knowledge scores of students and their G.P.A.; extent of foreign travel; discussion of world issues in other college classes; and number of classes attended during the experimental unit were examined. Other relationships examined were among the posttest attitude scores of students and their extent of foreign travel; discussion of world problems in other college classrooms; frequency of reading magazines and newspapers, of viewing international T.V. news, and of viewing T.V. documentaries; reading the international section of the newspaper; and number of classes attended.

In this chapter the demographic characteristics of respondents, tests of hypotheses, and the discussion of test results are reported.

### Demographic Characteristics of the Respondents

The sample used consisted of 114 of the 134 students in the experimental group and 57 of the 96 students in the control group who had taken both pre-and-posttests. Approximately 95% of the subjects in each group were females and the rest males. The average age of the subjects was 21 years.

The academic standing of the subjects was computed in the frequency subprogram (Table 1). Academically the experimental and control groups were similar, the differences in the frequency distribution were small.

The global perspectives module consisted of six treatment classes. Approximately 40% of the students attended all six classes; an additional 50% attended four or five classes.

The third portion of the instrument for this study collected data on variables believed to influence the development of a global perspective. The frequency subprogram computed data pertaining to the students exposure to international issues through mass media, extent of foreign travel, and other college classrooms.

Television was found to be the major source of current events information for both the experimental and control groups, although more students in the experimental group relied on television than in the control group. The newspaper ranked second as source of information for

Table 1

Demographic and Background Information on Subjects

	Groups			
	Experimental N=114		Control N=57	
		%		%
Grade Point Average				
Less than 1.5			1	1.9
1.5 - 1.9	2	2.4	1	1.9
2.0 - 2.4	19	22.4	11	21.2
2.5 - 2.9	32	37.6	18	34.6
3.0 - 3.4	17	20.0	15	28.8
3.5 - 4.0	15	17.6	6	11.5
Missing data	29		5	
Number of Treatment Classes Attended				
0			57	100.0
1				
2	3	2.8		
3	7	6.5		
4	22	20.6		
5	33	31.0		
6	42	39.3		
Main Source of Current Events Information				
Newspaper	27	26.0	12	23.1
Magazines	5	4.8	5	9.6
Television	65	62.5	28	53.8
Radio	7	6.7	7	13.5
Missing data	10		5	
Frequency of Watching International News on T.V.				
Less than once/week	26	25.0	19	36.5
1-2 times/week	40	38.5	10	19.2
3-4 times/week	22	21.2	12	23.1
5-6 times/week	7	6.7	2	3.8
Daily	9	8.7	9	17.3
Missing data	10		5	

(Table 1 continued)

	Groups			
	Experimental		Control	
	N=114	%	N=57	%
Frequency of Watching Documentaries on Other Countries				
Less than once/week	85	81.7	43	82.7
1-2 times/week	16	15.4	8	15.4
3-4 times/week	3	2.9		
5-6 times/week			1	1.9
Daily				
Missing data	10		5	
Frequency of Watching Entertainment on T.V.				
Less than once/week	8	7.8	2	3.8
1-2 times/week	20	19.6	7	13.5
3-4 times/week	23	22.5	11	21.2
5-6 times/week	19	18.6	12	23.1
Daily	32	31.4		
Missing data	10		5	
Frequency of Reading Newspaper				
Less than once/week	24	22.0	8	17.0
1-2 times/week	41	37.6	15	31.9
3-4 times/week	23	21.1	11	23.4
5-6 times/week	9	7.3		
Daily	13	11.9	13	27.7
Missing data	5		10	
Frequency of Reading the International Section of the Newspaper				
No	63	59.4	32	61.5
Yes	43	40.6	20	38.5
Missing data	8		5	

(Table 1 continued)

	Groups			
	Experimental		Control	
	N=114	%	N=57	%
Type of Weekly News Magazine Read				
None	72	62.9	26	50.0
Time	27	25.5	21	40.4
Newsweek	5	4.7	5	9.6
U.S. News and World Report	2	1.9		
Missing data	8		5	
Frequency of Discussing World Problems in High School				
Never	4	3.9	2	3.9
Less than once/week	34	33.0	6	11.8
1-2 times/week	47	45.6	32	62.7
At least once/day	18	17.5	11	21.6
Missing data	11		6	
Frequency of Discussing World Problems in College				
Never	21	20.2	15	28.8
Less than once/week	54	51.9	19	36.5
1-2 times/week	22	21.2	11	21.2
At least once/day	7	6.7	7	13.5
Been in Country Other Than the U.S.A.				
Yes	42	40.0	25	48.1
No	63	60.0	27	52.0
Missing data	9		5	

(Table 1 continued)

	Groups			
	Experimental N=114		Control N=57	
		%		%
Weeks Spent in Country Other Than the U.S.A.				
0 weeks	71	65.7	28	54.9
1 week	9	8.3	5	9.8
2 weeks	8	7.4	8	15.7
3 weeks	4	3.7	2	3.9
4 weeks	4	3.7	1	2.0
5 weeks	1	0.9	1	2.0
6 weeks	2	1.9	1	2.0
8 weeks	2	1.9	1	2.0
10 weeks			1	2.0
11 weeks	1	0.9		
14 weeks	1	0.9		
16 weeks	1	0.9		
20 weeks			2	3.9
109 weeks	1	0.9		
156 weeks	2	1.9	1	2.0
208 weeks	1	0.9		
Missing data	6			

students in both groups. Somewhat higher percentage of students in the control group listened to the radio and read magazines than in the experimental group (see Table 1).

The control group viewed more international news on T.V. than did the experimental group on a daily basis; the groups were similar in the frequency of viewing 3-6 times/week; and twice as many subjects in the experimental group viewed T.V. 1-2 times/week than did the control group. The frequency of viewing documentaries on other countries was basically the same for both groups. Table 1 shows that the experimental group watched more entertainment on T.V. than did the control group.

A higher percentage of students in the control group read the newspaper on a daily basis than did the experimental group. A slightly higher percentage of students in the experimental group, however, read the international section of the newspaper (41% vs 38%) (see Table 1).

More students in the control group (50%) read magazines than in the experimental group (30%). Time Magazine was the most popularly read magazine.

As can be seen from Table 1, the control group spent more time discussing world problems on a frequent basis, both in high school and in other college classrooms. More students in the control group (48%) had experienced foreign travel than those in the experimental group (40%) and on an



average spent more time abroad. Judging from the length of stay for both groups, most of the travel was probably of a tourist nature (see Table 1).

Although there were some differences between the two groups with regard to the variables computed, the similarities were greater than the differences. Based on the data it seems appropriate to assume that the groups were fairly similar before the experiment.

### Test of Hypotheses

#### Hypothesis 1

This hypothesis stated that there is no significant difference in the gain from pre-to-posttest for the knowledge scores of students who have and have not been exposed to the global perspective module.

The analysis of covariance was used to test gains on the knowledge scores for both the experimental and control groups with the pretest as a covariate. The alpha value of 0.05 was adopted as the critical level of statistical significance. The mean scores, standard deviations, gain scores, and adjusted gain scores for the knowledge test for the experimental and control groups are summarized in Table 2.

As seen in Table 3, the analysis of covariance revealed that there was a significant difference in the gain from pre-to-posttest for the knowledge scores of the experimental and control groups ( $F = 106.44$ ;  $p < .001$ ). The experimental

group demonstrated a significant increase from pre-to-posttest with an adjusted gain mean score of 11.2 ( $p < .0001$ ), whereas the control group exhibited a significant decrease from pre-to-posttest of -2.2 ( $p < .0388$ ).

Table 2

Means, Standard Deviations, and Gain Scores of the Knowledge Test

	Pretest		Posttest		Gain		Adjusted Gain	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Treatment	29.7	8.5	39.6	5.0	9.9	7.8	11.2	0.7
Control	23.9	11.4	24.2	12.7	0.3	12.9	-2.2	1.0

Table 3

Analysis of Covariance on Knowledge Difference Scores With Knowledge Pretest as Covariate

Source	df	SS	Ms	F	P
Knowledge Pretest	1	6265.21			
Group	1	6254.41	6254.41	106.44	.0001
Error	168	9871.98	58.76		
Total (corrected)	170	19688.08			

Item analysis was employed to examine the responses to individual test items in both the cognitive and attitudinal portions of the instrument. The analysis was based on percentages of students having the item correct in the pretest and in the posttest. This process yielded the information on the items charted in Table 4.

The knowledge portion of the instrument had 5 sections, A-E. The five items in the first section were matching items based on objectives from the lesson on cross-cultural awareness; the second section, consisting of six items, was based on levels of cross-cultural awareness; the third section was multiple choice with seven items based on objectives from three different lessons based on perspective consciousness and knowledge of global dynamics; the fourth section had matching items based on objectives from the lesson on exploring national images cross-culturally; and the fifth section had 32 true and false items organized so that every group of four items were based on an objective from one of the six lessons.

The five sections of the test were further divided into 14 groups of items related to the objectives and content of the questions. For example, Group 1 is from section A of the test, Group 2 from B, Groups 3-5 from C, Group 6 from D, and Groups 7-14 from E. The average percentage of correct responses for each group of items was calculated from the total of the correct responses for each item in that group.

Table 4

Results of Responses to Pre and Posttest Knowledge Items for the  
Experimental Group

Section and Group Number	Avg. % Correct Pretest	Item	% Correct Pretest	% Correct Posttest	% Gain	Avg. % Correct Posttest	Avg. % Gain
A 1	28.6	1	40	72	32	50.0	21.4
		2	56	55	01		
		3	09	37	28		
		4	27	57	30		
		5	11	28	17		
B 2	33.3	6	35	82	47	42.0	7.7
		7	17	25	08		
		8	23	30	07		
		9	49	57	08		
		10	56	59	03		
C 3	62.0	11	30	46	16	79.0	17.0
		12	23	28	05		
C 4	45.0	13	53	74	21	62.5	17.5
		14	71	85	14		
C 5	39.0	15	45	53	18	57.0	16.0
		16	46	72	36		
		17	50	79	29		
		18	43	60	17		
		19	35	54	19		
D 6	39.5	20	18	20	02	46.2	6.7
		21	62	77	15		
		22	35	40	05		
		23	25	25	00		
		24	28	21	07		
		25	47	60	13		
		26	47	60	13		
E 7	82.5	27	54	67	13	91.0	8.5
		28	85	91	06		
		29	78	85	07		
		30	80	90	10		
E 8	61.5	31	82	98	16	75.7	14.2
		32	49	53	04		
		33	71	87	16		
		34	75	92	17		
E 9	70.0	35	51	71	20	82.0	12.0
		36	81	84	03		
		37	82	96	14		
		38	70	88	18		
E 10	66.5	39	57	63	05	88.0	21.5
		40	62	94	32		
		41	61	88	27		
		42	71	79	08		
E 11	68.7	43	73	91	18	84.5	15.8
		44	81	87	06		
		45	79	94	15		
		46	77	96	19		
E 12	57.2	47	38	61	23	86.5	29.3
		48	61	92	31		
		49	59	91	32		
		50	60	88	28		
E 13	28.0	51	49	75	26	36.0	8.0
		52	10	18	08		
		53	77	95	18		
		54	10	26	16		
E 14	48.7	55	05	14	09	87.5	38.8
		56	24	85	61		
		57	40	82	42		
		58	68	89	21		
		59	63	93	30		

This process was carried out for both pre-and-posttest percentages. Shown in Table 4 also is the percentage gain from pre-to-posttest for individual items.

For 19 of the items (see Table 4) there was a gain from pre-to-posttest of less than 10%. At least 50% of the students knew answers on the pretest to eight of the items that showed this small increase and for four out of those eight items more than 75% knew the right answers. In these cases the small increase did not necessarily reflect a poor performance. In fact, significant numbers of students knew the answers in the posttest. The rest of the items in this category, however, represented poor performance and reflected a problem area in learning the material presented. The items in groups 2, 6, and 13 seem to have been the most difficult for the students; 2 and 6 were application questions which required a higher level of cognition. The items in group 2 gave scenarios illustrating principles of social change and levels of cross-cultural change. Items in group 6 required students to classify cultural statements into what was considered to be stereotypes, oversimplification, cultural bias, or inaccurate information. Group 13 required the students to select the pair of essential factors required for complete cross-cultural awareness to take place. It is possible that the way the item was worded was not clear to the students and they did not comprehend it.

The concepts covered in these items are important for a global perspective to be acquired and yet were not well learned. This section may have needed to be taught with more examples and a teaching method used that made the concepts more personal to the students.

The content with the greatest gain was represented by 15 items in which there was a gain from pre-to-posttest of more than 25%. The greatest learning was seen in items in groups 12, dealing with facts about the U.S.A., and 14, dealing with the important guidelines to consider in introducing technology from a developed society to a developing one; more than 82% had right answers at the end. In item number 56, one of the items from group 14, only 24% knew the right answer for the pretest, at the end it had increased to 85% (see Table 4). The item dealt with the introduction of technological change into a developing society and whether the people's preference was a good guideline to go by in decision making without other facts. Only 9% knew the right answer to item 3 in the beginning of the unit and at the end 37% knew it. This was the meaning of transpection as it refers to a post-modern society. It was a new concept and seemed to have been difficult for students to grasp. Even though less than 50% did not know the answer at the end of the unit, significant learning still took place.

Before the module was presented answers to 23 of the items were already known by at least 60% of the students (see Table 4). Many of these items were in groups 7, 9, and 11 which dealt with the essentials to the acquisition of a global perspective; factors influencing a person's national bias which will influence his/her study and interpretation of current events, since each nation has a perspective characterized differently; and the role of television in forming peoples' images of their countries and cultures. Although pretest scores were high, these items were among those most students answered correctly on the posttest.

On the whole, the posttest shows that more than 70% of the students knew the answers to 33 of the items. Of these 33 items, 90 to 98% knew answers to 13 of those items and 80 to 89% knew answers to 12 of the items (see Table 4). At the end there were only 11 items for which less than 50% of the students knew the answers. Less than 25% knew answers to five of the items. They were all either in group 2, 6, or 13, the content of which has already been discussed. The other six items were answered correctly by between 26 to 46% of the students. Two of the items were from group 1, three from group 2, and one from group 6.

Of the 59 items, at least 50% of the students knew answers to 48 of them on the posttest as opposed to 31 in the pretest, and 70% knew answers to 33 items in the posttest as opposed to 16 in the pretest. It is believed

that this was an indication of a significant amount of learning. Judging from this one can say the module was an effective tool for disseminating global perspectives.

Some of the items answered poorly in the pre-and-posttests need to be examined for clarity of statement. The approach taken to disseminate the information they represent may also need to be changed.

### Hypothesis 2

This hypothesis stated that there is no significant difference in the gain from pre-to-posttest for the attitude scores of students who have and have not been exposed to the global perspective module.

The analysis of covariance was used to test gains on the attitude scores for both the experimental and control groups with the pretest as the covariate. The alpha value of 0.05 was adopted as the critical level of statistical significance.

Table 5 summarizes the mean scores, standard deviations, gain, and adjusted gain of the attitude scores for the experimental and control groups.

As seen in Table 6, the analysis of covariance revealed that there was a significant difference in the gain from pre-to-posttest for the attitude scores of the experimental and control groups ( $F = 13.73$ ;  $p < .0003$ ).



Table 5

Means, Standard Deviation, and Gain Scores on the Attitude Test

	Pre test		Posttest		Gain		Adjusted Gain	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
Treatment	47.0	5.1	48.5	5.3	1.6	4.0	1.6	0.4
Control	46.8	4.5	46.1	4.8	-0.7	3.8	-0.7	0.5

Table 6

Analysis of Covariance on Attitude Difference Scores With Attitude Pretest as Covariate

Source	df	SS	MS	F	P
Attitude Pretest	1	274.98			
Group	1	189.68	189.68	13.73	.0003
Error	156	2155.76	13.82		
Total (corrected)	158	2611.48			

The experimental group demonstrated a significant increase of 1.6 from pre-to-posttest ( $p < .0001$ ) while the control group showed no change from pre-to-posttest (see Table 5).

The instrument was designed so that groups of items dealt with different aspects of global perspective. Items in group 1 addressed the American culture in relationship to other cultures; group 2, the responsibility of Americans to the rest of the world; and group 3, the attitude of American students toward students from outside the U.S.A.

The scoring was based on a 5 point Likert scale with strongly disagree having a score of 1 and strongly agree scoring 5. For the purpose of scoring the numbers were reversed for the negative items.

Table 7 shows that in general responses to the items were positive prior to the unit. Items 1, 5, and 8 stated the following respectively: "The world would be a better place if other cultures were patterned after the American culture"; "The main reason international students are here is to learn from Americans so they can go back to their countries and transmit the American culture"; and "The main threat to basic American institutions during this century has come from the infiltration of foreign ideas and doctrines." The scores in Table 7 for these items show that the students had become somewhat less ethnocentric by the end of the module. This was also confirmed by the change indicated in item 10 in which the students showed an increase in the belief that "We live in an interdependent world: what a citizen in any one country does is affected by or affects persons in other parts of the world" (item

10). The largest gain from pre-to-posttest was in this item; it indicated a greater degree of a global mindedness than before.

Table 7

Results of Responses to Pre-and-Posttest Attitude Items for the Experimental Group

Group Number	Item	Pretest	Posttest	Gain	Average Gain
1	1 <sup>a</sup>	3.6	3.9	0.3	0.20
	5 <sup>a</sup>	3.7	3.8	0.1	
	8 <sup>a</sup>	3.5	3.7	0.2	
2	9	3.6	3.6	0.0	0.25
	10	3.5	4.0	0.5	
3	2	4.4	4.5	0.1	0.08
	3 <sup>a</sup>	4.3	4.1	-0.2	
	4	4.4	4.4	0.0	
	6 <sup>a</sup>	4.4	4.5	0.1	
	7	3.7	3.8	0.1	
	11	4.3	4.3	0.0	
	12 <sup>a</sup>	3.5	3.8	0.3	

<sup>a</sup> = These items were scored in reverse.

The lack of change in item 9 ("It is our responsibility to do everything possible to prevent people from starving anywhere in the world") was paradoxical based on the change in item 10, at face value. Using Hanvey's (1982) four levels of cross-cultural awareness (discussed in Chapter II) it can be said that the students were brought to the third level of awareness. They become aware that the world is

interdependent through intellectual analysis; however, since it was only believable cognitively they did not change their responses to item 9. They did not grow to level IV that can only be attained through cultural immersion or living in another culture.

Item 3 is another indication that the change in the students was believable to them only cognitively. Whereas, in general, responses to items about foreign students were positive the change in item 3 ("I try to avoid contact with International House on campus because the students who live there are different from me") was negative. The students were positive about all the other items in group three (see Appendix B for individual items) but did not want actual contact with the available international students on campus.

In summary, it can be said that the six lessons planned for the module provided the kind of experiences needed to bring the students to the third level of cross-cultural awareness. The lessons provided knowledge and direct experiences with another culture which came from direct contact and participation through films, role plays, and international students. Although it is difficult in a college classroom to provide the kind of cultural immersion that would bring the students to the fourth level of cross-cultural awareness, it is believed that a foundation was built for this to occur.

This instrument may have been short but it was consistent in evaluating the students attitudes in two different areas. Based on the item analysis it can be said that the module effected a level of global change on the students that could be discerned in the analysis.

### Hypothesis 3

This hypothesis stated that there is no significant relationship among posttest knowledge scores of students and their G.P.A., extent of foreign travel, discussion of world issues in other college classes, and number of classes attended during the experimental module.

Multiple regression was used to test the hypothesis. The dependent measure was posttest knowledge score with four independent variables, namely G.P.A., extent of foreign travel, discussion of world problems in other college classes, and number of treatment classes attended. For the frequency distribution of these variables see Table 1. The correlations of the independent with the dependent variables are presented in Table 8.

There was a significant regression equation ( $p < .001$ ). The model accounted for approximately 43% of the variance ( $r^2 = .427$ ). Only one (class attendance) of the four independent variables was a significant predictor. The more classes students attended, the higher their posttest knowledge scores (see Table 9).

Table 8

Correlations of Regression Variables with Knowledge Scores  
for Hypothesis 3

Variable	Posttest
	Knowledge Correlations
G.P.A.	.179
Number of weeks of foreign travel	.078
Frequency of discussing world problems in other college classrooms	.003
Number of treatment classes attended	.644

Table 9

Multiple Regression of Posttest Knowledge Scores

Variable	Beta	Standard Beta	p
Intercept	21.89	0.00	
G.P.A.	0.9	0.09	0.2041
Extent of foreign travel	0.02	0.06	0.3683
Discussion of world problems	-0.05	0.00	0.9506
Class attendance	2.75	0.63	0.0001

#### Hypothesis 4

This hypothesis stated that there is no significant relationship between the attitude scores of students and their extent of foreign travel; discussion of world problems in other college classrooms; frequency of reading magazines and newspapers, of viewing T.V. news, and viewing T.V. documentaries; reading the international section of the newspaper; and number of treatment classes attended.

Multiple regression was used to test the hypothesis. The dependent measure was posttest attitude score with the seven independent variables named in the hypothesis. For the frequency distribution of these variables see Table 1. The correlations of the independent with the dependent variables are presented in Table 10.

There was a significant regression equation ( $p < .0001$ ). The model accounted for 21% of the variance ( $r^2 = .210$ ). The three independent variables which were significant predictors were: the number of treatment classes attended, reading the international section of the newspaper, and frequency of viewing international news on T.V. The more classes the students attended, and the more they read the international section of the newspaper and watched international news on T.V., the higher their posttest attitude scores (see Table 11). The number of weeks travelled outside the U.S.A. approached significance

( $p < .1016$ ), the longer the duration of stay outside the U.S.A. the higher the attitude score.

Table 10

Correlations of Regression Variables for Hypothesis 4

Variable	Posttest
	Attitude Correlations
Number of weeks travelled outside the U.S.A.	0.176
Frequency of discussing world problems in college	0.042
Number of treatment classes attended	0.279
Frequency of reading magazines and newspapers	0.035
Frequency of viewing international news on T.V.	0.272
Frequency of viewing documentaries on other countries on T.V.	-0.032
Whether they read international news or not	0.268



Table 11

Multiple Regression of Posttest Attitude Scores

Variable	Beta	Standard Beta	p
Intercept	42.54	0.00	0.00
Number of weeks travelled outside the U.S.A.	0.03	0.13	0.1016
Frequency of discussing world problems in college	0.00	0.00	0.9933
Number of treatment classes attended	0.58	0.27	0.0008
Frequency of reading magazines and newspapers	0.20	0.02	0.8247
Frequency of viewing international news on T.V.	0.93	-0.22	0.0139
Frequency of viewing documentaries on other countries on T.V.	-0.97	-0.07	0.3956
Whether they read international news or not	2.04	0.19	0.0220

## Discussion of Findings

The major purposes of this study were to develop a global perspectives module to be incorporated into an existing course and to test the effectiveness of the module in terms of changes in knowledge and attitudes of home university students. Based on the results of the study, the global perspectives module developed for this study had a statistically significant effect on the global knowledge and

attitudes of the students involved. The analysis of covariance performed to test hypotheses 1 and 2 indicated that the gains of the experimental group from pre-to-posttest were statistically significant while those of the control group were not. Evidently the students who were exposed to the global module had a change of knowledge and attitude in a positive direction. In fact the most significant variable in relation to change in the knowledge and attitude posttest scores was the number of class sessions attended.

The review of literature provided suggestions which were followed in developing the successful global perspectives curriculum used in the study. The suggestions consisted of vital elements of a global perspective to incorporate, topics to include, the most effective teaching methods to use, and available resources for use.

The module was developed using the framework developed by Hanvey which defines the essential elements of a global perspective (Hanvey, 1982). This framework--consisting of perspective consciousness, "state of the planet" awareness, cross-cultural awareness, knowledge of global dynamics, and examining other nations cross-culturally--was used to study how environment, technology, agriculture and food, energy, economics, and political structures impact families on a global scale (Murray, 1986).

Success in the teaching of this global perspectives module is partially explained by the a degree of experiential learning incorporated as recommended by Reed (1985). Instead of taking students to other countries those countries were brought to the classroom through films, international students, role-playing, and discussions based on global occurrences both past and current.

The items on the knowledge and attitude instrument were based on the objectives of each lesson taught. The lessons were based on fundamental elements of a global perspective as presented by Hanvey (1982). The items on the knowledge section were factual to a large extent. These facts consisted of very crucial building blocks that comprise a global perspective. It is these facts that were presented to students and made to come alive in the lessons with the aid of films, role plays, discussions with and presentations by international students. The viewing of the films provoked reactions of sympathy, indignation, guilt, anger, and compassion. Many times the students felt overwhelmed, wanting to throw up their hands in despair as they perceived the problems to be too big for them as individuals to solve.

These observations were indications that the lessons were not just providing intellectual stimulation but the students were also stimulated psychologically. Boyer (1977) had pointed out that the new curriculum should not be just a mere knowledge of differing cultures, nor just an

intellectual understanding. He stressed that the key to the new curriculum should be attitudinal, since the basis of misunderstanding is psychological.

The change indicated in the students' responses to items 9 and 10 on the attitude section revealed a paradoxical state in the student's attitudes. In their response to item 10 students believed that "we live in an interdependent world: What a citizen in any one country does is affected by or affects persons in other parts of the world." But in their response to item 9 they did not believe "it was their responsibility to do everything possible to prevent people from starving anywhere in the world."

This disparity illustrates one of the limitations in enhancing global perspectives. For global perspectives to be optimal there must be a high level of cross-cultural awareness. For this to be attained there must be knowledge, contact, respect, participation, and plasticity where other cultures are concerned.

The unit provided knowledge but the contact and participation were merely simulated making it difficult to develop the kind of respect that would produce a change in attitude. Hanvey (1982) pointed out that though contact is essential it does not necessarily bring understanding. He also noted that even sustained contact will not bring cross-cultural awareness; there must be readiness to respect and

accept. Coupled with respect there must be participation maintained over a long period of time.

Whereas there was a significant change in the attitudes of the students, an item analysis of the attitude instrument showed that there were limitations and that we may only have taken the students to the second level of cross-cultural awareness in the 3 weeks exposure. This, however, laid the blocks for the foundation needed to take the students to higher levels of cross-cultural awareness which is a life-long process.

It is believed that another of the factors contributing to the success of the module was the cross-cultural approach in developing and teaching the module developed by an international student and reviewed by faculty. The module was taught by a cross-cultural team; the researcher, an international student, taught the six classes with the professor in charge of the course. It was found that there were things in the lesson that the students could accept because an international person was presenting it and by the same token rejected other things which were more acceptable when presented by the American professor. This created a healthy balance.

In his recommendations for additional research in the area of global education, Woollen (1982) made the suggestions documented in Chapter II. The challenge presented to researchers in the field of global education by Woollen

(1982) was the focus of this study. It was found that it was possible to infuse global perspectives into an already existing course in a field of study apart from International Studies, enhancing the global knowledge and attitudes of students.

The results of the test for hypothesis 3 showed that the only independent variable that related significantly to the posttest knowledge scores was the number of treatment classes attended. Extent of foreign travel or discussion of world issues in other classrooms did not affect this variable. The items on the knowledge instrument were content specific and factual; travelling without being exposed to what was covered in the classes would not affect the students' knowledge. Woollen (1982) testing the same independent variable found there was a significant relationship. The instrument he used to measure knowledge, however, included items relating to global facts that could be learned through the exposure provided by foreign travel. This could explain the difference in findings between Woollen (1982) and the current study.

The results of the test for hypothesis 3 showed that in addition to the number of treatment classes attended, reading the international section of the newspaper and the frequency of viewing international news on T.V. had a significant relationship to the posttest attitude scores. Hanvey (1982) listed "state of the planet" awareness (see

definition, p. 10) as one of the essential elements of a global perspective. He said that this awareness matters because it is difficult to imagine a global perspective that does not include a reasonably dependable sense of what shape the world is in. The relationships found in this study were consistent with this. Two lessons dealt with how to be an intelligent consumer of the information from mass media. Both the television for current évents and literature for history experiences were discussed extensively with activities to accompany.

It has been found that courses in home economics exist that lend themselves easily and cohesively to the introduction of modules that would enhance the global perspectives on a large scale. A good place to begin is core courses that are required for all students and are usually taken in the freshman year of college.

There are critical elements of global perspective that should be included in a module which is to be an "add-on" to an existing curriculum, especially in a core course. When the essential dimensions of global perspectives have been included in a course, accompanying simulation activities result in statistically significant changes both cognitively and psychologically.

The attainment of higher levels of cross-cultural awareness calls for more time. Three weeks of carefully

planned global perspectives, however, resulted in significant changes measurable on the attitude scale used in this study.



CHAPTER V  
SUMMARY AND RECOMMENDATIONS

The major purposes of this study were to develop a global perspectives module to be incorporated into an existing course and to test the effectiveness of the module in terms of changes in knowledge and attitudes.

Summary

Specific objectives of the study were (a) to develop a global perspectives unit for use in an undergraduate home economics core course; (b) to determine whether there are significant differences in the knowledge and attitudes of undergraduate home economics students who have and have not had the global perspectives unit; (c) to examine relationships among knowledge scores and G.P.A., extent of foreign travel, discussion of world issues in other college classes, and number of classes attended; and (d) to examine relationships among attitude scores of students and their extent of foreign travel; discussion of world problems in other college classrooms; frequency of reading magazines, newspapers, and of viewing T.V. news and documentaries; reading the international section of the newspaper; and number of classes attended.

Four null hypotheses were tested in the study:

H<sub>1</sub>. There is no significant difference in the gain from pre-to-posttest of the knowledge scores of students who have and have not been exposed to the global perspective module.

H<sub>2</sub>. There is no significant difference in the gain from pre-to-posttest for the attitude scores of students who have and have not been exposed to the global perspectives module.

H<sub>3</sub>. There is no significant relationship among posttest knowledge scores of students and their G.P.A., extent of foreign travel, discussion of world issues in other college classes, and number of classes attended during the experimental module.

H<sub>4</sub>. There is no significant relationship among the attitude scores of students and their extent of foreign travel; discussion of world problems in other college classrooms; frequency of reading magazines, newspapers, and of viewing T.V. news and documentaries; reading the international section of the newspaper; and number of treatment classes attended.

Each hypothesis was tested at .05 level of significance using analysis of covariance and multiple regression. A quasi-experimental design--non-randomized control-group, pretest-posttest--was selected for use in the study.

The course selected for the incorporation of global perspectives was HEB 210 (Aspects of the Personal Environment). It had four broad objectives: (a) identify the evolutionary process of change in home economics, (b) demonstrate an understanding of human ecological principles, (c) develop skills in perceiving the interrelationships of the larger social-economic issues of society with the micro-unit and in examining interrelated factors in problem solving, (d) interpret the interrelationship and interdependencies of a student's professional role with other professionals.

The unit developed by the researcher was designed to help students achieve objectives (b) and (c) with a global perspective. The content was designed for six class sessions one-and-a-half hours in length over a period of 3 weeks. The classes were based on Hanvey's (1982) global dimensions and an introduction to the concept of an attainable global perspective. The elements selected were perspective consciousness, "state of the planet" awareness, cross-cultural awareness, exploring national images cross-culturally, and a knowledge of global dynamics.

The subjects were students enrolled in HEB 210 in the fall and spring semesters of 1986 and 1987. The students in the fall class served as the experimental group and those in the spring class served as the control group.

The experimental class had 134 students: 42 freshmen, 43 sophomores, 31 juniors, and 19 seniors. There were several international students in the class. The control class had 96 students; 15 freshmen, 41 sophomores, 26 juniors, and 14 seniors. There were no international students in the class.

An instrument was developed for the study with an attitude section containing 12 items, a knowledge section containing 59 items, and a third section for general background information on student's demographic characteristics. The content validity of the items was checked by three experts in the area. The reliability of the knowledge section was measured by split-half procedures and was found to be .91. The reliability of the attitude section was measured using Cronbach's Alpha and was .75.

Before the unit was presented in the fall of 1986 the pretest questionnaire was administered to the 134 students enrolled in the class. They responded to the instrument during an exam period so most students were present. The global unit was then presented to the students. At the end of the six class sessions the students took the posttest.

The control group took their test in the spring of 1987. The pretest was given three weeks before the start of the first class session for the global module. This gave the same time lapse as the experimental group had before

taking the posttest. The posttest was taken before the students started taking classes with the global content.

Analysis of covariance was used to test hypotheses 1 and 2. The experimental group exhibited a mean gain of 11.2 in their knowledge scores and 1.6 in their attitude scores whereas the control group realized a negative gain of -2.2 and -.7 respectively. Results of the analysis of variance indicated that the gains of the experimental group were statistically significant ( $p < .0001$ ,  $p < .0003$ , respectively). Hypotheses 1 and 2 were, therefore, rejected and one may say that the global perspectives module was effective in changing student attitudes and level of knowledge.

Multiple regression analysis was used to determine the relationships among posttest knowledge scores of students and their G.P.A., extent of foreign travel, discussion of world problems in other college classes, and number of treatment classes attended (Hypothesis 3). The significant regression equation ( $p < .0001$ ) accounted for approximately 43% of the variance ( $r^2 = .427$ ). Only class attendance was a significant predictor of posttest knowledge scores. There was also a significant regression equation ( $p < .0001$ ) for the attitude measure. The model accounted for 21% of the variance ( $r^2 = .210$ ). The number of treatment classes attended, reading the international section of the newspaper, and frequency of viewing international news on

T.V. were found to be significant predictors of posttest attitude scores.

#### Recommendations

This study sought to explore a very limited area in a larger phenomenon. The development of a module to infuse into an existing course and the examination of its effects on a group of students barely scratched the surface.

As a result of the methods used and results reported in this study, recommendations for future research into the area of developing global perspectives in higher education are as follows:

1. Develop a curricula that would be a sequel to what has been developed to keep students' global perspectives growing to higher levels throughout their college career.
2. Develop a more extended attitude measure than used in this study covering elements not included.
3. Identify additional variables that could influence the development of a global perspective, e.g., gender, nationality, political affiliation, age, and accumulation of college experience.
4. Conduct a longitudinal study to see what effects the class would have over time.
5. Develop staff development experiences that would encourage faculty members to include global perspectives in classes subsequent to the core course to build on the global foundation laid.

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APPENDIX A  
LESSON PLANS

## Lesson 1

## An Attainable Global Perspective

Objectives

1. Describe the place of the U.S. in global society
2. Explain the meaning of an attainable global perspective
3. Identify ways of acquiring a global perspective
4. Relate television's global importance in forming peoples' images of other countries and cultures

Learning Experiences1. Introduction

To introduce perspective place an 18" stuffed bear in front of the class with a 3" bear sitting on its shoulder. Ask the students to view the bear and describe it exactly as it appears to them from where they are sitting. If from their vantage point they can see only one leg or one arm or one eye that is the description they are to give the bear - "I see a bear with one and a half arms, two eyes, one ear, and half a body." That becomes their perspective of the bear. Several different descriptions based on where the students sit in the room will result.

This illustrates the fact that at any point on the globe every nation is viewed differently by both its own

citizens and other people. This leads into a discussion on what the students think the place of the U.S.A. is in global society and what it actually is.

2. Give pre-test: The U.S.A. in a Global Society (see copy on pp. 106-107) and discuss answers.
3. Questions for discussion:
  - a. "What is the place of the U.S.A. in global society?" Include points such as communication, economic interdependence, etc.
  - b. What is the meaning of an attainable global perspective?
  - c. What are variables that contribute to the formation of a global perspective?
  - d. What is the role of television in forming people's images of other countries and cultures?
4. Examine television around the globe using the activity from Intercom, pp. 16-17, 30-34.
  - a. Divide the class into small groups. Ask each group to choose five T.V. programs that, if shown abroad, would give foreigners a realistic impression of life in the United States. The chief criterion should be realism, but the programs selected should also be entertaining. Also have each group select the five U.S. T.V. programs that would give the most misleading or unrealistic impression of life in the United States to foreigners. Have each group share

its two lists and explain why each T.V. program was selected.

- b. Invite an international student or panel of students (either foreign students or American students who have lived abroad) to speak to the class. The international students should describe television in their countries and discuss U.S. T.V. shows seen and their impact in forming peoples' perceptions of the United States. The international students should also describe misleading stereotypes and inaccurate ideas regarding their countries or world regions that are often communicated by American television.
- c. Discuss the following questions as a class or in small groups:
  1. What are some of the similarities and differences between television in the U.S. and television in other countries? What are some ways T.V. in the U.S. is better than that of other countries? In what ways is T.V. in other countries better than that in the United States?
  2. What U.S. television programs are popular in other countries? According to the international students, what are some images of life in the United States that are often communicated by T.V. in other countries? How accurate an

impression of American life does television in other countries generally communicate?

Reading Assignment and Resources

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## Pre-Test: The U.S. in a Global Society

The questions below are not designed to test the students' knowledge about global affairs. Rather, the purpose is to give them brief glimpses suggestive of major trends, to raise some questions in their minds about what this concept of interdependence might mean. The class should answer the questions as carefully as possible, making intelligent guesses when necessary.

1. The United States depends on other nations for what percentage of the tin used in this country? (100%)
2.  True or False: A Russian-based firm operates a chain of gasoline stations in Western Europe.
3. The population of the world increases by about (70 million) people per year.
4. What nation is primarily responsible for building the 1,100 mile, \$400 million TanZam railway in Africa?  
(China)
5. In what country is the world's largest steel corporation? (Japan)
6. Which of the following has been achieved by arms limitation talks:
  - a. reduction of pollution from nuclear testing;
  - b. declaration of Latin America as a non-nuclear zone;
  - c. a ban on nuclear weapons in outer space;
  - d. a ban on the use of biological weapons;

- (e) prohibition against placing nuclear weapons on the ocean floor?
7. The material "product" American produces in greatest abundance is (Garbage (5.3lb/person/day)).
8. The fastest growing city in the world is (Mexico City).
9. Which Communist country gives the largest amount of aid to developing nations? (China)
10. If the entire world's food supply was distributed at the U.S. dietary level, it would feed about  
(a)  $1/3$  (b)  $1/2$  (c)  $2/3$  (d) all of the human race
11. Apart from food, what percentage of world use of raw materials is consumed by the U.S.? (40% (U.S. population = 6%))
12. Which of the following annual budgets would you expect to be the largest: Which the smallest:
- U.S. defense expenditures; (Largest)
  - New York city government;
  - the combined agencies of the United Nations?  
(Smallest)

Lesson 2  
Perspective Consciousness

Objectives

1. Define perspective consciousness.
2. Discuss components of perspective.
3. Differentiate between opinion and perspective.
4. Recognize that historical events are reported differently in various countries as a result of differences in information, interpretation, and implication.
5. Describe the influence of a person's national bias in the interpretation of current events and in the study of history.

Learning Experiences

1. Review of the previous class
2. Lecture and discussion
  - a. What is the definition of perspective consciousness?
  - b. How is a perspective developed?
  - c. What is the difference between opinion and perspective?
  - d. How do you acquire a global perspective?
  - e. How does a national bias influence the reporting of historical events?

f. How does a national bias influence the interpretation of current events and the study of history?

3. Use the activity from Intercom, "U.S. History From a Global Perspective" pp. 17-18, 35-37.

a. Introduce activity with the following comments: The study of history is influenced by cultural, ideological, religious, and national biases. National perspectives lead to different interpretations of historical events. The view from our own national perspective is not necessarily more accurate than the view from another nation's perspective. Example: The U.S.-U.S.S.R. nuclear arms talk in Iceland.

b. Questions for discussion:

1. What might the history textbooks from other countries say about the events you study in U.S. history?

2. What differences would you expect to find?

c. Compare events in U.S. history books with descriptions of the same events in the history textbooks of Japan, Mexico, Colombia, and the Soviet Union. Ask students to look for the following types of disagreements:

1. Disagreements over facts

2. Disagreements over which facts are important

3. Disagreements over the causes of important events
  4. Disagreements over the interpretation of events
- d. Questions for discussion:
1. How are these passages from foreign textbooks different from U.S. textbooks' coverage of the same events?
  2. Can you explain why they are different?
  3. Think of a current event; how might perspectives differ from country to country?
- e. Have an international student give a view of an event in U.S. history from a foreigner's perspective.

#### Reading Assignments and Resources

Hanvey, R. G. (1982). An attainable global perspective.

New York: Global Perspectives in Education Inc., pp. 4-5

Resource Guide: Classroom activities using international students as resource (1985). Intercom, 106, 17-18, 35-38.

## Lesson 3

## "State of the Planet" Awareness

Objectives

1. Describe the relationship between communication media and planet awareness.
2. List sources of limits to understanding the planet.
3. Explain the ways of overcoming the limitations to understanding the planet.
4. Identify prevailing world conditions and developments including emergent conditions and trends.

Learning Experiences

1. Through lecture and discussion, address the following questions:
  - a. How do people learn about their world?
  - b. What are sources of limits to understanding the planet?
  - c. How can the limits to understanding the planet be overcome?
  - d. What are the prevailing world conditions and developments?
  - e. Why is colonialism the key to prevailing world conditions?
2. Show the film "Business of Hunger" which shows how the agribusiness corporations from developed countries are affecting third world countries as they take peasant

lands for large scale production of cash crops.  
Encourage the students to take notes since the  
debriefing of the film will be done in Lesson 4.

#### Reading Assignments and Resources

Hanvey, R. G. (1982). An attainable global perspective.

New York: Global Perspectives in Education Inc., pp.  
6-7.

Lappé, F M., & Collins, J. (1977). Food first: Beyond  
the myth of hunger. Toronto: Random House of Canada,  
pp. 99-117.

"Business of Hunger" may be obtained from:

Church World Service

P.O. Box 968

28606 Phillips Street

Elkhart, Indiana 46515

(219) 264-3102

## Lesson 4

## Knowledge of Global Dynamics

Objectives

1. Identify basic principles of change in social systems.
2. Analyze the appropriateness of technological package deals sent from developed nations to developing nations to effect change.

Learning Experiences

1. Lecture and discussion: What are the three basic principles of change in social systems?
2. Discuss the film "Business of Hunger" viewed in Lesson 3 now that students know the basic principles of change in social systems. Use the following questions to generate discussion:
  - If underdeveloped countries are to realize their food-growing potential, to what extent will they need agricultural assistance from advanced countries?
  - Through what channels should the assistance come?
  - Do these countries need what corporations have to offer: the know-how that comes out of the most successful agricultural systems in the world?
  - What effect do multinational agribusiness firms have on number of rural jobs and income of small farmers whose produce the companies buy for export?



- Although agribusiness may look irrelevant to the development process, does it in reality expand the local economy and further the development of the country?
- What are the stated objectives of the agriculture corporations in the film?
- Are these firms bringing to underdeveloped countries more nutritious and varied food than their traditional, starch diets?
- Did they meet their objectives?
- Some corporations have been criticized for marketing infant formula in underdeveloped countries. Their argument is that a high protein and vitamin-packed formula is what poor mothers need to get their babies started out on the right track. What is your reaction to this argument?
- What do you believe is the main interest of the corporations?
- What impact did their operation have on the local people?
- If agribusiness shifts its production to underdeveloped countries, how does this affect Americans?
- How does this film relate to the basic principles of change?

## Reading Assignments

Hanvey, R. G. (1982). An attainable global perspective.

New York: Global Perspective in Education Inc., pp. 13-21.

Lappé, F. M., & Collins, J. (1977). Food first: Beyond the myth of hunger. Toronto: Random House of Canada, pp. 277-348.

## Lesson 5

## Cross-cultural Awareness

Objectives

1. Identify factors that lead to unprejudiced communication with others across cultures which in turn combats prejudice in others.
2. Identify the four levels of cross-cultural awareness.
3. Recognize the diversity of viewpoints to be found in human societies.
4. Differentiate between empathy and transpection

Learning Experiences

1. Lecture and discussion:
  - a. What are the factors that lead to communication with others across cultures?
  - b. What are the four levels of cross-cultural awareness?
  - c. What are the characteristics of each of the levels of awareness?
  - d. What are the stages in the psychic development of humanity?
  - e. What is the difference between empathy and transpection?

## Reading Assignment

Hanvey, R. G. (1982). An attainable global perspective.

New York Global Perspectives in Education Inc., pp. 8-12.

## Lesson 6

## Exploring National Images Cross-culturally

Objectives

1. Describe how a person's images of other cultures are formed.
2. Describe problems that make it difficult to form realistic images of other countries.
3. Analyze descriptive statements of other countries, identifying cultural bias, stereotyping, and oversimplification.

Learning Experiences

1. This lesson uses an activity provided with the film "Remember Me" which portrays the lives of children in seven different countries. Before the film is shown the students fill out the questionnaire included on p. 119. The students are then divided into groups of ten and each group represents one of the seven countries portrayed in the film. The students are then asked to write statements about the country they have been given based on the knowledge they have of that country. After the film has been viewed, the students compare the answers on their questionnaire with what they have actually seen in the film and discuss their impressions. Next the students are given fact sheets about the country they are representing. They compare the

information on the fact sheets with the statements they wrote about the country.

2. After the activity, discuss the following questions:
  - a. Describe how a person's images of other countries and cultures are formed.
  - b. How accurate are the images we form of other countries?
  - c. Why are our perceptions of other countries important?
  - d. Describe the problems that make it difficult to form realistic images of other countries.
3. Use exercise from Intercom, pp. 19-21, to help students differentiate among stereotyping, inaccurate information, oversimplification, and cultural bias.

#### Resources

Resource Guide: Classroom activities using international students as resource (1985). Intercom, 106, 19-21.

"Remember Me" may be obtained from:

Church World Service  
P.O. Box 968  
28606 Phillips Street  
Elkhart, Indiana 46515  
(219) 264-3102

Duplicate one for each person

Pre-Film Questionnaire  
(For use before showing the film Remember Me)

Complete these sentences with appropriate words or phrases:

Every person \_\_\_\_\_ an education.

When I start to work I plan to \_\_\_\_\_

because \_\_\_\_\_.

Eating is \_\_\_\_\_.

A person needs to eat \_\_\_\_\_ times a day.

Nobody should have to work before s/he is \_\_\_\_\_.

A family of four needs these rooms: \_\_\_\_\_

Beside each statement, place an appropriate age or age-range:

Start school \_\_\_\_\_ Finish school \_\_\_\_\_

Get married \_\_\_\_\_ Have 1st child \_\_\_\_\_

Get 1st job \_\_\_\_\_ Begin life's work \_\_\_\_\_

End life's work \_\_\_\_\_ Die \_\_\_\_\_

List below three things that you would do with \$100

tomorrow:

This questionnaire is part of the set of materials that are provided with the film "Remember Me."

APPENDIX B  
QUESTIONNAIRE

## MEASURE OF GLOBAL PERSPECTIVES

I. Student Opinionnaire

Respond to each of the following by circling the number that indicates the extent to which you agree with the statement.

Strongly Agree   Agree   Uncertain   Disagree   Strongly Disagree  
                   5           4           3           2           1

After you have read each statement, circle one response, even if you are not completely sure of your answer. Do not spend a lot of time on your responses to these statements; record your first impression. Work through this part as rapidly as possible.

	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
1. The world would be a better place if other cultures were patterned after the American culture.	5	4	3	2	1
2. I value the opportunity of meeting people from other cultures.	5	4	3	2	1
3. I try to avoid contact with the International House on campus because the students who live there are different from me.	5	4	3	2	1
4. Contact with students from other countries would help me expand my views of the U.S.A. as an integral part of the rest of the world.	5	4	3	2	1
5. The main reason International students are here is to learn from Americans, so they can go back to their countries and transmit the American culture.	5	4	3	2	1
6. International students tend to be trouble makers on any campus.	5	4	3	2	1
7. Students from other countries are a valuable, largely untapped resource on U.S. campuses.	5	4	3	2	1



	<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
8. The main threat to basic American institutions during this century has come from the infiltration of foreign ideas and doctrines.	5	4	3	2	1
9. It is our responsibility to do everything possible to prevent people from starving anywhere in the world.	5	4	3	2	1
10. We live in an interdependent world: What a citizen in any one country does is affected by or affects persons in other parts of the world.	5	4	3	2	1
11. I have or would like to have friends from other cultures.	5	4	3	2	1
12. The number of international students on any campus should be limited.	5	4	3	2	1

## II. Student Knowledge Measure

### Section A

Directions: On the line to the left of each definition in Column A, write the letter of the term in Column B which corresponds to the definition. Each word may be used once, more than once, or not at all.

- |  |                  |
|--|------------------|
| 1. _____ Unable to imagine a viewpoint other than that associated with fixed roles in the context of local culture | a) Modern        |
|  | b) Post-Modern   |
|  | c) Transspection |
| 2. _____ Able to imagine and learn a variety of roles in the context of a national culture                         | d) Empathy       |
|  | e) Traditional   |
| 3. _____ Able to imagine the viewpoint of roles in a foreign culture   | f) Sympathy      |
| 4. _____ The capacity to imagine oneself in a role within the context of a foreign culture                         | g) Traditional   |

5. \_\_\_\_\_ The capacity to imagine oneself  
in a role within the context of  
one's own society

### Section B

Read the scenarios in questions 6-9 and determine the level of cross-cultural awareness each individual managed to reach. Write the letter of the correct answer in the blank to the left of the question.

A male volunteer from South Carolina, Joe, was as much admired by Philipinos and peers as any other volunteer in the project. Almost from the first, he accepted people for what they were, learned the dialect, made friends, and seemed to enjoy that more than anything else. After two years he wrote, "I consistently believed and followed life based on getting away from all identity or entanglement with the Peace Corps. My reasons were to figure out a little bit about what was going on in the Philippines, to see what was really significant in my own place, to try to understand life here, and learn to function in a way that could be meaningful to me and the community. I burrowed into life here unmindful of anything but my community and involvement and survival--"

Although everyone had thought that he epitomized the ability of a volunteer to live deeply in the culture after just six months, he wrote toward the end of his year "I have continued to change here and have now sort of reached a point of being able to be with others. This is different from understanding how they feel. I am able to be a part of them as they do things with each other and me..."

6. \_\_\_\_\_
1. Stereotype (I)
  2. Dissonance (II)
  3. Believable (III)
  4. Transspection (IV)

A male volunteer in Kenya from Canada ran what appears to have been highly successful inservice training classes on English and science for teachers. He also had effective adult education classes and a successful piggery-poultry project. He seemed to blend into his community almost from the beginning, becoming one of the first volunteers to learn the dialect from his region and use it extensively. He enjoyed serenading at night the older men who, as he put it, "had the pleasure of learning they could drink the English man under the proverbial table."

7. \_\_\_\_\_
1. Stereotype (I)
  2. Dissonance (II)
  3. Believable (III)
  4. Transspection (IV)

An exchange student, Sadique, from Pakistan living in a Midwestern town found the lack of public transportation frustrating and the dependence on fast food irritating at first. After six months of living in that part of the U.S.A. he eventually accepted the American love affair with automobiles and McDonald's french fries as all right for Americans.

8. \_\_\_\_\_
1. Stereotype (I)
  2. Dissonance (II)
  3. Believable (III)
  4. Transspection (IV)

Mazrui, an exchange student from India, found himself in a Texan city where public transportation was limited or unavailable and taxi-cabs too expensive to afford on a regular basis. He was heard to complain in frustration "In my country the public transportation network is very well developed and at no time is anyone stranded. Transportation is readily available and easily affordable to all people. I hate living here in such hardships. Why does no one do anything about it?"

9. \_\_\_\_\_
1. Stereotype (I)
  2. Dissonance (II)
  3. Believable (III)
  4. Transspection (IV)

Directions: Items 10-12 deal with principles of change in social systems. Read each scenario and at the end of it write the number of the principle of change illustrated.

When the wagon was introduced to Papago Indians they welcomed it. The wagon was a thing of wood and iron. Keeping it in repair required a new skill so a new role for males developed, that of blacksmith. On the other hand the skills of making panniers and pack saddles fell into neglect since packing goods on individual horses was no longer necessary.

The wagon made it possible to haul water from the reservoir to the households in large metal barrels, which gradually replaced the clay ollas. The female craft of making ollas became much less important and the women devoted less time to it.

The wagon was also a convenient means of hauling firewood. The men began to cut wood in large quantities replacing the random gathering of women and children. Some

of the wood was sold in nearby towns and this stimulated interest in the possibility of selling surplus corn and wheat to townspeople. Thus the Papagos began to move more actively into the cash economy of the area.

10. \_\_\_\_\_ The principle of change illustrated in this example is:
1. Things ramify
  2. There are no "side effects" but there are surprise effects
  3. Look for the concealed wiring

The habit of breast-feeding is one that comes naturally to many women in developing countries and practiced without shame even in public places. As the fact of bottle feeding spread among the women, they started imitating the Western women whom they considered to be sophisticated.

In a section of Tanzania a large number of babies were taken off the breast at one month and feeding bottles were substituted. In order to continue this practice, families sacrificed essentials to buy baby formula. Instances of diarrheal diseases went up followed with secondary infections. Cases of infant mortality increased as did the number of pregnancies in mothers who had recently given birth. The rate of these occurrences became alarming, causing the Department of Social Services an amount of concern.

The research carried out by the Department of Social Services revealed that because of no breast-feeding at all or stopping early, many of the babies did not acquire the natural immunity found in breast milk. Since formula is expensive, the mothers diluted it more than required to stretch it so babies were undernourished. The water used to prepare the formula was not sanitary, a problem which would not have arisen if breast-feeding was practiced. Mothers not breast-feeding had a higher pregnancy rate than those breast-feeding.

11. \_\_\_\_\_ The principle of change illustrated in this example is:
1. Things ramify
  2. There are no "side effects" but there are surprise effects
  3. Look for the concealed wiring

Economic development for many developing nations is a premium sought after at all costs. When Delmonte contracted to grow and export pineapples and bananas from the Philippines the government welcomed them with open arms seeing this as an opportunity to earn foreign exchange for economic development.

For this enterprise to be profitable, thousands of hectares of land not available in one mass was required. To make this available many small scale farmers were forced off their farms and their land consolidated and leased to Delmonte. Even though the government and Delmonte increased the production of the commodities leading to an economic gain, a grave problem was created for the farmers. After their farms were sold out they were forced to go to urban areas to seek employment. Most of the farmers had farmed all their lives so had no other marketable skills for the urban scene. A good percentage of the farmers became jobless and unable to sustain their families. Children became malnourished and many died from starvation. Other diseases set in due to poor sanitation and overcrowding in mainly slum areas as they could not afford housing.

The production of pineapples and bananas increased greatly bringing in extra foreign exchange for the government, but the small farmers suffered a severe loss, many paying with the lives of their own children.

12. \_\_\_\_\_ The principle of change illustrated in this example is:
1. Things ramify
  2. There are no "side effects" but there are surprise effects
  3. Look for the concealed wiring

### Section C

#### Multiple Choice

Directions: For each of the questions below circle the most accurate answer.

13. Which of the following is NOT a source of distortion in the media?
1. Political ideology
  2. Defense and security syndrome
  3. The use of short wave instead of medium wave
  4. The selective disinterest of audiences
14. Which of the following is an example of how to overcome the limitations to understanding the planet?
1. Help individuals learn how to consume information intelligently
  2. Make televisions and radios available to anyone who does not have one
  3. Discourage the use of aerosol cans to prevent the destruction of the ozone layer

4. Recognize that the media report things as they are and encourage people to use their televisions and radios frequently.
15. Which of the following does NOT accurately describe perspective?
1. It exists
  2. It is malleable, i.e., shaped by subtle influences
  3. It is diverse
  4. It may be right or wrong
16. Which of the following is an accurate expression of a global perspective?
1. A quantum, something you either have or do not have.
  2. A blend of many things and any given individual may be rich in certain elements and relatively lacking in others.
  3. An important step in the development of a perspective that can be legitimately called global.
  4. A variable trait possessed to the same degree by most people in a specific location.
17. A person's image of other cultures and countries is NOT formed by:
1. radios and state museums
  2. school text books
  3. television and movies
  4. newspapers and magazines
18. Which of the following is NOT an accurate statement about the components of perspective?
1. Opinion in the surface layer, the conscious outcropping of perspective
  2. Reform and protest movements bring to the surface aspects of perspective that have never been considered consciously.
  3. The deeper layers of perspective which are ordinarily unexamined consist of assumptions, evaluations, explanations, conceptions of time, space and causality.
  4. Most people recognize the underlying assumptions in their own perspectives.

19. which of the following does NOT describe the current status of communication media and global awareness?
1. Small countries are of little interest to the media until an event such as a military coup to overthrow the government occurs.
  2. Messages received on millions of transistor radio and television sets contribute meaningfully to a valid picture of world conditions.
  3. The media in almost every country will transmit news from around the world.
  4. Even though media are culture-bound and culture-generating they have the capacity to turn the culture in a new direction.

#### Section D

Directions: On the line to the left of each statement about a culture in column A, write the letter of the term in column B of which it is an example. Each term may be used once, more than once, or not at all.

- |   |                           |
|---|---------------------------|
| 20. _____ Most, if not all, South Americans speak Spanish                   | a) Stereotype             |
| 21. _____ Italians eat a lot of pizza                                       | b) Oversimplification     |
| 22. _____ All the inhabitants of the Soviet Union are Russians              | c) Cultural bias          |
| 23. _____ All Mexicans are lazy people                                      | d) Inaccurate information |
| 24. _____ Most, if not all, Africans wear just a skirt around the waist     |                           |
| 25. _____ Lebanon is divided into two warring groups Muslims and Christians |                           |
| 26. _____ The Christians in Lebanon are not Arabs.                          |                           |
| 27. _____ Most East Indians are able to charm snakes.                       |                           |

## Section E

Directions: In questions 28-59 read each statement and determine whether the items following are either true or false. If the item is false, circle "F," if the item is true, circle "T."

In order to acquire a global perspective one must

- 28. T F Develop at least an awareness of the fact that one has a perspective which is different from knowing one has an opinion
- 29. T F Learn how to probe the deeper layers of perspective
- 30. T F Be familiar with the dimensions of a global perspective
- 31. T F Be exposed to other cultures through various ways

The comparison of text on historical or current events should always go beyond the factual level and involve questions of

- 32. T F Emphasis given by the reporter
- 33. T F Inferences made
- 34. T F Interpretation of the given facts
- 35. T F Implications intended by reporter

A person's national bias will influence his/her study and interpretation of current events because each nation has a perspective characterized differently

- 36. T F A set of religious beliefs
- 37. T F Certain cultural traditions
- 38. T F A set of ideological biases
- 39. T F A national defense system

It is difficult to form realistic images of other cultures unless one has

- 40. T F Personal acquaintance with people of other countries
- 41. T F Traveled in foreign countries
- 42. T F Exposure to international news
- 43. T F Read fiction about other countries

React to the following statements about the role of television forming people's images of other countries and cultures.

- 44. T F Television can increase our understanding of and appreciation for other cultures



- 45. T F It can reinforce narrow stereotypes, racial and ethnic prejudices and inaccurate beliefs
- 46. T F Because television is audio-visual all information coming from it is likely to be accurate
- 47. T F Television is a good source of information in developing countries

Which of the following statements are true about the U.S.A.?

- 48. T F The United States is either completely or almost completely dependent on other nations for such key minerals as platinum, diamonds, magnesium, and tin.
- 49. T F Japan has seized from the U.S.A. the position as the world's leading industrial power.
- 50. T F One American in six owes his or her employment to trade with other nations.
- 51. T F The main threat to basic American institutions during this century has come from the infiltration of foreign ideas and doctrines.

Which of the following are sufficient components for achieving cross-cultural awareness?

- 52. T F Contact and respect
- 53. T F Respect and participation
- 54. T F Knowledge and contact
- 55. T F Participation and knowledge

When introducing technology from a developed society to a developing one, the following are important guidelines to bear in mind.

- 56. T F People's preference should be a determining factor in decision making.
- 57. T F Intervention in social systems produces consequences too profound to be anticipated.
- 58. T F The complex functions of an entire system are affected by a new element.
- 59. T F Suspect that the obvious function of the element is not its only function.

## General Background

Directions: For each question, record your answer as indicated.

60. Age: \_\_\_\_\_  
(in years)

61. Sex: \_\_\_\_\_ Male \_\_\_\_\_ Female

62. If you were not born in the United States, do you consider yourself a permanent resident of the United States? Circle your answer.

1. YES

2. NO

63. Please indicate your general political attitudes by circling a number on the scale below. If you lean very strongly to the left or right, circle either 1 or 5 on the scale. If you lean somewhat to the left or right, circle 2 or 4. If you do not consider your political attitudes to be either left or right, circle 3.

Left      1          2          3          4          5          Right

64. How often do you read a newspaper? Circle one.

1. Daily

2. 5-6 times a week

3. 3-4 times a week

4. 1-2 times a week

5. Less than once a week

65. When you read a newspaper, which of the following do you usually read? Circle all that apply.

1. Sports section

2. Entertainment section

3. Local news articles

4. State news articles

5. National news articles

6. International news article
  7. Financial section
  8. Home section
  9. Editorials
  10. Letters to the editor
66. Do you regularly read a weekly news magazine or newspaper? Circle any that you read.
1. Time
  2. Newsweek
  3. U.S. News and World Report
  4. Business Week
  5. Other (Specify: \_\_\_\_\_)
67. What is your approximate college grade point average (G.P.A.)? If your college does not use a 4.0 to 1.0 grade point system, estimate what your G.P.A. would be on such a scale (4.0 = A). Circle one.
1. 3.5 - 4.0
  2. 3.0 - 3.4
  3. 2.5 - 2.9
  4. 2.0 - 2.4
  5. 1.5 - 1.9
  6. less than 1.5
  7. I don't know
68. How often do you study or discuss world problems or issues in your college classes? Circle one.
1. At least once a day
  2. Once or twice a week
  3. Less than once a week
  4. Never

69. Have you ever been in a country other than the United States? Circle your answer.
1. YES (If you answered yes, please answer question 70)
  2. NO
70. In the last 10 years, approximately how many weeks have you spent in countries other than the United States?
- 
- (weeks abroad during the last 10 years)
71. Which of the following do you consider the main source of the information you acquire concerning current events? Circle one.
1. Newspaper
  2. Magazines
  3. Television
  4. Radio
72. How often did you study or discuss world problems or issues in your high school classes? Circle one.
1. At least once a day
  2. Once or twice a week
  3. Less than once a week
  4. Never
73. How often do you watch international news on television?
1. Daily
  2. 5-6 times a week
  3. 3-4 times a week
  4. 1-2 times a week
  5. Less than once a week

74. How often do you watch documentaries on other countries on television?

1. Daily
2. 5-6 times a week
3. 3-4 times a week
4. 1-2 times a week
5. Less than once a week

75. How often do you watch entertainment programs on television?

1. Daily for \_\_\_\_\_ hours
2. 5-6 times a week for \_\_\_\_\_ hours
3. 3-4 times a week for \_\_\_\_\_ hours
4. 1-2 times a week for \_\_\_\_\_ hours
5. Less than once a week for \_\_\_\_\_ hours

## Key to the Knowledge Section

1. e	26. d	51. F
2. a	27. a	52. F
3. b	28. T	53. T
4. c	29. T	54. F
5. d	30. T	55. F
6. IV	31. T	56. F
7. IV	32. T	57. T
8. III	33. T	58. T
9. II	34. T	59. T
10. 1	35. T	
11. 3	36. T	
12. 2	37. T	
13. 3	38. T	
14. 1	39. F	
15. 4	40. T	
16. 2	41. T	
17. 1	42. T	
18. 4	43. F	
19. 2	44. T	
20. d	45. T	
21. a	46. F	
22. d	47. F	
23. c	48. T	
24. d	49. T	
25. b	50. T	