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COGNITIVE LEVEL AND ATTITUDES OF GLOBAL UNDERSTANDING IN
UNDERGRADUATE STUDENTS: EFFECTS OF INSTRUCTION IN
INTERNATIONAL STUDIES

The University of North Carolina at Greensboro

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COGNITIVE LEVEL AND ATTITUDES OF GLOBAL UNDERSTANDING IN
UNDERGRADUATE STUDENTS: EFFECTS OF INSTRUCTION IN
INTERNATIONAL STUDIES

by

John Roberson Woollen

A Dissertation submitted to
the Faculty of the Graduate School at
The University of North Carolina at Greensboro
in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Greensboro
1982

Approved by


Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee
of the Faculty of the Graduate School at the University of North
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WOOLLEN, JOHN ROBERSON. Cognitive Level and Attitudes of Global Understanding in Undergraduate Students: Effects of Instruction in International Studies. (1982) Directed by: Dr. Lois V. Edinger. Pp. 83

It was the purpose of this study to examine the effects of four independent variables upon undergraduate college student performance on a measure of global understanding. The four variables used in this study were: 1) academic performance in International Studies Seminar 233; 2) overseas experience; 3) frequency of discussion of world problems in the college classroom; and 4) source of current event information. An additional purpose of this study was to determine if students who participated in International Studies Seminar 233 scored significantly higher than a nationwide random sample of students in undergraduate higher education on the affective and cognitive portions of Measures of Global Understanding.

The subjects were fifty-one 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 Seminar 233 during the period from Fall 1978 through Fall 1981.

The instrument used in this study to measure cognitive and affective understanding was Measures of Global Understanding (Educational Testing Service, 1981). 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 were found to allow for institutional comparison with national mean scores.

Responses to Section C, the cognitive section of the instrument, were individually scored and the number of correct responses treated as the

dependent variable. The Pearson product-moment correlation coefficient was found 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: 1) between student cognitive performance and academic performance in International Studies Seminar 233, and 2) 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.

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CHAPTER I

INTRODUCTION

In 1981 Change Magazine Press published the final report of the Global Understanding Project, College Students' Knowledge and Beliefs: A survey of Global Understanding. This report outlined the results of a nationwide survey of global understanding for 3,014 undergraduate students and documented the sad state of global understanding among American college students. It was found that fewer than 15% of 1,046 seniors surveyed and fewer than 10% of 1,968 freshmen and two-year students surveyed could correctly answer more than 66% of the instrument's knowledge questions. Thomas Barrows, Director of the Global Understanding Project, who interpreted the data, reported: "... a very small proportion of the students have the level of knowledge necessary for an adequate understanding of global situations and processes." In his interpretation of data related to student attitudes from the survey, Barrows stated: "...sizeable proportions of the three student populations have attitudes, feelings and perceptions that are unenlightened or unproductive from the perspective of global understanding, ..." ¹ As a result of findings from this study 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.

¹Thomas S. Barrows et al. College Students' Knowledge and Beliefs: A Survey of Global Understanding (New Rochelle, N.Y.: Change Magazine Press for Educational Testing Service, 1981), p. 135.

Prior to the identification through the national survey of "unenlightened" and "unproductive" perceptions among students, certain scholars had developed philosophical bases for their support of global education. They saw the increasing interdependence of the world as reason enough for promoting global education. Mehlinger, Hutson, Smith, and Wright in their work, Global Studies for American Schools, stated:

More than ever before, Americans need to develop a species view, a humankind or global perspective, if they are to understand and function effectively in the global society in which they live. Schools, at the elementary through university level, have the primary responsibility for developing this global perspective in youth.²

Lee Anderson in discussing a rationale for global education stated that the rapidly increasing interdependency of the globe was creating a unified complex planetary system. Understanding one's relationship to this system begins with the ability to perceive oneself as having a role to play in the total system.³

James Becker supported the view that increasing global interdependence is a reason for global education and pointed to an additional reason for the inclusion of global education in the curriculum.

...all citizens in a democracy must understand transnational interactions and global processes and know something of the unity and diversities of cultures and nations and peoples. Our nation's security, our prosperity, our way of life are

²Howard D. Mehlinger et al. Global Studies for American Schools (Washington, D.C.: National Educational Association, 1979), pp. 11-12.

³Lee Anderson. "A Rationale for Global Education," paper presented at the Villa Terrace Conference on Global Education in Elementary and Secondary Schools, Milwaukee, Wisc., 9-10 May 1980 (Videotape).

dependent on citizens acquiring knowledge and skills and attitudes needed to comprehend and to participate in global affairs.⁴

Robert Hanvey identified a different dimension for global education. He pointed out that the goal of global education is "...to socialize significant collectivities of people so that the important elements of a global perspective are represented in the group." It is not expected that all group members will develop the same degree of global perspective. But it is expected that each person will develop some degree of a global perspective thus giving the group a collective global view. Global education diminishes the influence of those agencies of society (e.g., the mass media, various peer groups, and even the government) which seek to hinder the attainment of a global perspective. Through global education students learn to examine problems effectively and seek more detailed information concerning global issues. In addition, students can learn how to search for long-term trends and influences when confronted with immediate issues.⁵

Just as leading educators recognized the need for global education, so too did the Federal Government at the highest levels. The 1979 report of the President's Commission on Foreign Language and International Studies reported that results of a lack of widespread global education

⁴James W. Becker, "A Case for World Centered Education," paper presented at the Villa Terrace Conference on Global Education in Elementary and Secondary Schools, Milwaukee, Wisc., 9-10 May 1980. (Videotape.)

⁵Robert G. Hanvey. An Attainable Global Perspective (New York: Center for Global Perspectives, n.d.), p. 2.

in United States schools were: "...reflected in public uncertainty about the relationship between american interests and goals and those of other peoples and other cultures."⁶ The report of the President's Commission stressed the strategic importance of global education: "A nation's welfare depends in large measure on the intellectual and psychological strengths that are derived from perceptive visions of the world beyond its own boundaries."⁷

The Commission's Report called upon colleges and universities to assume an integral role in the improvement of American vision and understanding of the rest of the world. Specific recommendations were made to institutions of higher education for the improvement of their contribution to global education in the United States. Among those recommendations was the following:

Colleges and universities in general should strengthen and improve the structure, quality, coverage and utility of their undergraduate offerings in the field of international studies, and should relate these offerings more directly to vocational as well as cultural and intellectual goals.⁸

In making the preceding recommendation, the President's Commission urged many institutions of higher education to begin what other colleges and universities had already accomplished.

⁶U.S., Department of Health, Education and Welfare/Office of Education, Strength Through Wisdom: A Report to the President from the President's Commission on Foreign Language and International Studies, November 1979, p. 1.

⁷Ibid., p. 2

⁸Ibid., pp. 71-72.

The University of North Carolina at Greensboro (UNC-G) was one of the institutions which already had in place an International Studies program operating within its College of Arts and Sciences. In 1978 the Greensboro Regional Consortium, Incorporated⁹ applied for and received a United States Department of Education three-year grant to design an undergraduate international education program within the Consortium. The multidisciplinary program, titled "Resources and Enrichment Program for a Global Approach to the Contemporary World", sought to create among undergraduate participants a global perspective and broader global understandings. The program also was designed to foster a commitment from Consortium member institutions to the underlying concepts of the program. The grant received from the Department supported an expansion of the UNC-G program. In addition, it aided in the development of International Studies programs on the campuses of the other Consortium members.

The global perspective developed through the consortium program had both a cognitive and an affective dimension. Students learned about global issues and about other peoples and cultures of the world. They were encouraged to use modes of thought and intellectual skills consistent with a global perspective. The program was also experiential in format and made use of simulations and case studies to encourage a sensitivity to other peoples' needs and conditions.

⁹The Greensboro Regional Consortium, Inc. is composed of six institutions of higher education: The University of North Carolina at Greensboro; North Carolina Agricultural and Technical State University; Bennett College; Greensboro College; Guilford College; and High Point College.

At the conclusion of the grant period, the expanded UNC-G International Studies program offered undergraduate students at UNC-G and the other Consortium institutions the opportunity to acquire a major or a minor in International Studies. While the program's areas of concentration for the major, second major, or minor varied to meet the individual needs of the students, it was believed that all students in the program should share common experiences and seminars. The students in the program who were seeking a major or minor were required to take the comprehensive introductory interdisciplinary seminar (International Studies Seminar 233) which was developed with grant funds. This seminar utilized a global approach in its activities, and had as one of its main objectives the creation of global awareness and global perspective among its participants. Students were also required to demonstrate proficiency at the intermediate level in at least one language and the ability to conduct research dealing with global issues.

It was the long range goal of the UNC-G International Studies program, as well as the participating Consortium institutions, to supply their graduates with the skills necessary to live productively in an increasingly more complex and interdependent world. The program also sought to address the concerns expressed in the report of the President's Commission by helping students develop an understanding of the world outside of America's borders. The role of the United States depends on educating students to understand the diversity of the world's people, to accept their differences and yet perceive their shared commonalities, and to recognize their intricately intertwined fate. It is toward the development of this nucleus of student leadership that the UNC-G International Studies program works.

Statement of the Problem

The problem addressed in this study was whether it was possible to modify a student's global awareness and understanding through an academic program. One approach taken at UNC-G was the development of an International Studies Seminar designed to increase global awareness among the participants and to develop their global perspectives. It was recognized, however, that variables other than participation in an academic course could affect student knowledge and understanding toward the rest of the world and its people. The effects of four independent variables upon student performance on a measure of global understanding were examined in this study. The four variables were 1) academic performance in International Studies Seminar 233, 2) overseas experience, 3) frequency of discussion of world problems in the classroom, and 4) source of current event information.

The specific questions to be answered in this study were as follows:

1. What is the relationship between student academic performance in International Studies Seminar 233 and performance on the cognitive section of a standardized measure of global understanding?
2. What effect does overseas experience have on student performance on the cognitive section of a standardized measure of global understanding?
3. What effect does the frequency of discussion of world problems in the classroom have on student performance on the cognitive section of a standardized measure of global understanding?

4. Does the use of one particular medium for current event information contribute more to higher overall student performance on the cognitive section of a standardized measure of global understanding than does another?
5. Do students who participate in International Studies 233 score higher on the affective and cognitive portions of a standardized measure of global understanding than a nationwide sample of undergraduate students?

Significance of Study

There were several reasons for the proposal of this study. The study, based on early use of the survey instrument, addressed the need for global education at the undergraduate level and its effects in one particular case. The study offered a means of evaluation for the UNC-G International Studies program and offered direction for its further development, as well as giving direction for additional research in the Consortium in the area of international studies.

Overview of Research Procedures

The instrument used in this study to measure cognitive and affective understandings was Measures of Global Understanding (Educational Testing Service, 1981). The complete instrument has four sections. For the purposes of this study the following sections were used: Section A "General Background", Section B "Student Opinion", and Section C "Global Understanding Test". The population for the study consisted of volunteer

students from International Studies Seminar 233 classes taught over the past four years at UNC-G. The mean scores of the data collected in Sections B and C were found to allow for instructional comparison with national mean scores.

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

A detailed description of the population, instrument, data collection procedures, and statistical treatment is presented in Chapter III.

Definition of Terms

A number of terms are critical to this study. They are defined here as they are used throughout the study.

International Studies Seminar 233. ISS 233 is a one semester interdisciplinary course which utilizes a global approach to the contemporary world and serves as a comprehensive introductory seminar to the International Studies program at UNC-G. The course is designed to increase student global understanding and develop enlightened attitudes and perspectives.

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 in nature. 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.

Cognitive Component of the Test Instrument. This portion of the instrument measures student knowledge in the following areas:

...relations among states, war and armaments, international monetary and trade arrangements, human rights, energy, food, health, environmental alteration, population, distribution of natural characteristics, race and ethnicity, religious issues, and arts and culture.¹⁰

Affective Component of the Test Instrument. This portion of the instrument assesses student attitudes in six areas: "1) Chauvinism; 2) Attitude toward World Government; 3) Attitude toward Cooperation; 4) Attitude toward War; 5) Attitude toward Human Rights, and 6) Concern."¹¹

¹⁰ Educational Testing Service, Measures of Global Understanding User Manual (Princeton, N.J.: Educational Testing Service, 1981), p. 3.

¹¹ Ibid.

Limitations

This study is limited to the 95 undergraduate students who participated in the International Studies Seminar 233 from Fall 1978 to Spring 1981. The results are limited therefore to that same population. However, the results will be used to identify local program norms for comparison with nationwide institutional norms.

Summary

The remainder of this study is organized in the following manner:

In Chapter II a review of previous research and related literature is presented.

In Chapter III the population studied, data-gathering, instrument and collection procedures, and statistical treatments are described.

Presentation and analysis of the data are presented in Chapter IV.

Conclusions and recommendations are presented in Chapter V.

CHAPTER II

INTRODUCTION

In his classic work International Education: A Documentary History, David G. Scanlon traces the development of international education from the works of John Comenius in the seventeenth century through the establishment of UNESCO to the establishment of Soviet-American cultural exchanges. While making its appearance as a discipline in higher education following World War One, international education began with the rise of nations.¹ 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.² The purpose of this study is not to record the historical development of international education; it is rather to examine the more recent manifestation of the phenomenon, global education, and to address the need for more direct inclusion of the discipline in undergraduate education. More specifically, this study will evaluate a specific course within the discipline for the purpose of ascertaining its significance in improving global understanding.

¹David G. Scanlon, ed., International Education: A Documentary History (New York: Teachers College, Columbia University, 1960), p. 1.

²Ibid., pp. 3-31.

In keeping with this purpose, the review of literature has been limited primarily to materials from the past twelve years and is considered under three headings: Rationale and Components of Global Education, The Report of the President's Commission, and The National Assessments of Student Global Understanding.

Rationale and Components of Global Education

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 Covenants on Human Rights and the Optional Protocol. This action required the ratifying nations to recognize and protect a wide range of human rights. 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."³

Two years prior to the adoption of this covenant, UNESCO established the principles of educational 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;

³The International Covenants on Human Rights and Optional Protocol
(New York: United Nations Office of Public Information, 1976), pp.1-8.

2. understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;
3. awareness of the increasing global interdependence between peoples and nations;
4. abilities to communicate with others;
5. awareness not only of the rights but also the duties incumbent upon individuals, social groups and nations toward each others;
6. understanding the necessity for international solidarity and co-operation;
7. readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.⁴

UNESCO 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.⁵

The United Nations, however, was not the only organization concerned with global education. In the early 1970's, 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

⁴United Nations Educational, Scientific and Cultural Organization, Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms (Paris: UNESCO, 1974), p. 6.

⁵Ibid., p. 7.

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.⁶ The 1977 Club of Rome report, Goals for Mankind, 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."⁷ Among the developing nations, selective learning from different cultures was recommended, but not at the expense of the native culture.⁸ The Club of Rome recognized the interdependency of the world's peoples and nations and the need for global solutions to global problems.⁹

American advocacy of global education in institutions of higher education during the 1970's had its beginnings in the report of the Carnegie Commission on Higher Education, Bridges to Understanding. The report identified the rationale for global education from four distinct perspectives. There is a pressing national need for specialists in languages, cultures, and the character of people in other nations. A University's curriculum is not universal if it is restricted to "Western" knowledge. The concepts and generalizations of any discipline

⁶ Mihajlo Mesarovic and Eduard Pestel, Mankind at the Turning Point: The Second Report to the Club of Rome (New York: E.P. Dutton & Co., 1974), p. 147.

⁷ Ervin Laszlo, ed., Goals for Mankind: A Report to the Club of Rome on the New Horizons of Global Community (New York: E.P. Dutton & Co., 1977), p. 304.

⁸ Ibid., p. 316.

⁹ Ibid., p. 366.

should remain valid when tested against any part of the world, thus strengthening that discipline. Students should be trained to become world citizens.¹⁰ In this survey of international studies on United States college campuses the authors of the report found that international studies was generally underdeveloped on most campuses and existing programs faced financial and organizational problems. This discovery was an unhappy one, for the authors had entered the survey with the basic conviction that international studies was central to the role of higher education in training its students for the future.¹¹ After offering suggestions for action to upgrade global education programs the study concludes:

In today's world, knowledge is both a source of power and a constraint upon its use. The more our citizens know about the rest of the world, the more wisely will they influence the exercise of American power in the world arena.¹²

The report of the International Education Project of the American Council on Education (1975) also explored the deficiencies in global education on American college campuses. It found few schools actively involved in international studies and felt that most "...curricular and degree requirements...do not reflect the urgencies of modern global coping."¹³ It was the position of the report that global education

¹⁰Irwin T. Sanders and Jennifer C. Ward, Bridges to Understanding International Programs of American Colleges and Universities (New York: McGraw-Hill Book Co., 1970), p. 4.

¹¹Ibid., p. 225.

¹²Ibid., p. 236.

¹³International Education Project American Council on Education, Education for Global Interdependence (Washington, D.C.: International Education Project American Council on Education, 1975), p. 203.

should receive increased support and become a national priority if Americans were to understand the complex world around them and deal effectively with complex global problems.¹⁴ Although the report recognized that successful global education required involvement of agencies outside of higher education, colleges and universities were believed to be "...key instruments in developing an understanding of global interrelationships among both general and specialized publics."¹⁵

In a monograph written for the Center for Strategic and International Studies, Robert E. Ward clarified the position of the United States in an interdependent world. While he felt that not all the nation's fortunes were totally interdependent with the rest of the world "...larger proportions of our national prosperity, well-being, and security will be affected by the state of our relations with other governments and peoples and by the vision and effectiveness with which we conduct these relations." Ward wrote that the role of education at all levels was to prepare "...the American people for life, work, and understanding in this relatively new and increasingly interactive world."¹⁶ Education should increase awareness and empathy for others; add new perspective about ourselves, and convey more clearly the concept of interdependence.¹⁷

¹⁴International Education Project American Council on Education, Education for Global Interdependence (Washington, D.C.: International Education Project American Council on Education, 1975), p. 5.

¹⁵Ibid., p. 20.

¹⁶Robert E. Ward, National Needs for International Education (Washington, D.C.: Center for Strategic and International Studies, Georgetown University, 1977), pp. 2-3.

¹⁷Ibid., p. 6.

Professional education associations also lent support to the expansion of global education. The Association for Supervision and Curriculum Development devoted its 1973 yearbook to global education. In 1975, the National Council for the Social Studies published Bulletin #47: International Learning and International Education in a Global Age. Seven years later, in 1982, the National Council for the Social Studies expanded its support for global education by issuing its "Position Statement on Global Education." In taking this position, the National Council recognized that the "...growing interrelatedness of life on our planet has increased the need for citizens to possess the knowledge and sensitivity required to comprehend the global dimensions of political, economic, and cultural phenomena."¹⁸ The National Council recommended the curriculum of the social studies reflect the following emphases:

1. that the human experience is an increasingly globalized phenomenon in which people are constantly being influenced by transnational, cross-cultural, multi-cultural, multi-ethnic interactions;
2. the variety of actors on the world stage;
3. that humankind is an integral part of the world environment;
4. the linkages between present social, political, and ecological realities and alternative futures;
5. citizen participation in world affairs.¹⁹

¹⁸ National Council for the Social Studies, "Position Statement on Global Education," Social Education, January 1982, p. 36.

¹⁹ Ibid., pp. 36-37.

Along with the increased support for global education from a variety of organizations has come the active involvement of scholars who have sought to develop a rationale for global education.

At the annual convention of the American Association of State Colleges and Universities in 1977, U.S. Commissioner of Education Ernest Boyer spoke on the need to focus the attention of the institutions of higher education on the critical issue of global education. He said,

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 that all of our actions on this planet, physical or social, are intimately interwoven and irrevocably interlocked.

Boyer spoke of the need to find a new curriculum, "...a new common core curriculum -- one that grows out of our dependence on each other and strengthens the linkages among ourselves and with our common human future." Knowledge of differing cultures was not enough. Intellectual understanding was not enough. The key to the new curriculum would be attitudinal, for the basis of misunderstanding is psychological.²⁰

Shirley Hufstедler, Secretary of Education under President Carter, also called for a new curriculum thrust. In her view, the curriculum of the last century would not train students to deal with the problems of this century. She stated,

Intelligent public choices will require that our citizens be attuned to the great forces that are shaping the modern world. We are going to have to learn to look at international conduct

²⁰ Ernest L. Boyer, "A Global Perspective - The New Imperative," paper presented at the 1977 Annual Convention of the American Association of State Colleges and Universities, Orlando, Florida, 4 December 1977.

and national survival in new and unaccustomed ways. We deal today with a world that is increasingly fragmented. Rather than approaching a "planetary culture," as some had predicted, we are awash in new political subunits brought about by nationalist fervor, tribalism, religious movements, and thrusts toward cultural and ethnic self-determination. Strong and at times unpredictable forces -- of both centrifugal and centripetal kinds -- are creating new problems and instabilities throughout the world.

Secretary Hufstedler called on colleges and universities to reconsider their role and responsibilities toward their students, their nation and their world.²¹

George W. Bonham, Executive Director of the Council on Learning, expressed concern about the lack of global education received by college students:

America's young face a set of new national and international circumstances about which they have only the faintest of notions. They are, globally speaking, blind, deaf, and dumb; and thus handicapped, they will soon determine the future direction of this nation.²²

David King, Senior Editor for Global Perspectives in Education, Inc., 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 stated 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.²³

²¹Shirley M. Hufstedler, "A World in Transition," Change 12 (May-June 1980): 8-9.

²²Barrows, p. i.

²³David C. King, "Global Education," ASCD Curriculum Update, October 1980.

Harlan Cleveland, currently Director of the Hubert H. Humphrey Institute of Public Affairs, concurred with King's position. He stated that the most neglected area of educational reform was the infusion of a global perspective in all courses at all levels of education. He saw no threat to existing international studies courses or foreign language instruction by the infusion of this perspective into the curriculum. Cleveland held that:

...competent American citizenship in an interdependent world cannot come from stuffing into the schools' curricula another course or two about foreign areas and faraway cultures. It will come from a generation of students relearning in each course they take, on every subject, at every level of education, that the world is round (and fully packed, too)--that everything Americans do or do not do affects the rest of the world, and everything others do bears watching for its effect on our lives, our own purposes, and our own destiny.

He felt that the content of education should shift to meet the needs of our times. In his view what was needed was international competence.²⁴

The advocates for infusing a global perspective into all courses found philosophical justification for their position in An Attainable Global Perspective developed by Robert G. Hanvey. Hanvey stated the five dimensions of a global perspective which he believed all persons were capable of achieving, at least in part. The first dimension of a global perspective was the awareness that all people have an individual view of the world that is not shared by other people. The differences can be traced to different environments, different cultural backgrounds, and the socialization of the individual. Hanvey called this awareness "Perspective Consciousness."²⁵

²⁴Harlan Cleveland, "Forward to Basics," *Change* 12 (May-June 1980):p.19.

²⁵Robert G. Hanvey (New York: Center for Global Perspectives, n.d.), pp. 4-5.

The second dimension of global awareness was "State of the Planet Awareness," which focused on planet-wide phenomena. An aware person recognizes the problems shared by all peoples and nations of the world and understands the need for collective action among the peoples and nations to overcome the problems.²⁶

The third dimension of a global perspective was "Cross-cultural Awareness." Attaining this dimension required an appreciation of the diversity of cultural styles and traits found among the peoples of the globe. Hanvey noted that there were varying levels of cultural awareness possible for the individual. The levels were developmental but not mutually exclusive. An individual's level of cultural awareness was based on his/her cognitive level and affective level.²⁷

The fourth dimension of the global perspective was a "Knowledge of Global Dynamics." A globally aware person can understand the interrelatedness of the nations of the world because he/she views the world as a system, self-contained and self-perpetuating. Change is to be viewed as a natural phenomenon and global in nature.²⁸

The final dimension of a global perspective is an "Awareness of Human Choices." This dimension requires that an individual be aware

²⁶Ibid., pp. 6-7.

²⁷Ibid., pp. 8-11.

²⁸Ibid., pp. 13-21.

of the variety of decisions which face people and nations and cognizant of the effects of the choices made. Hanvey does not believe that the achieving of a global perspective is an end in and of itself, but rather that having achieved the perspective, the individual continues to evolve in various aspects of global awareness.²⁹

Lee Anderson, a strong proponent of global education, stated that just as global change had reached exponential rates, so too had global interdependence. The preparation of students to live productively in the ever entwining global society required immediate beginnings. Aiding students in the acquisition of a global consciousness should take place at all grade levels and in all subjects. Students need to know at the earliest possible time of their global citizenship.³⁰ Lee and Charlotte Anderson stated the goals for a world-centered education in Schooling for a Global Age as follows:

- To develop students' understanding of themselves as individuals;
- To develop students' understanding of themselves as members of the human species;
- To develop students' understanding of themselves as inhabitants and dependents of planet Earth;
- To develop students' understanding of themselves as participants in global society;
- To develop within students the competencies required to live intelligently and responsibly as individuals, human beings, earthlings, and members of global society.³¹

²⁹ Ibid., pp. 25-28.

³⁰ Lee Anderson. "A Rationale for Global Education," paper presented at the Villa Terrace Conference on Global Education in Elementary and Secondary Schools, Milwaukee, Wisc., 9-10 May 1980 (Videotape).

³¹ Lee Anderson and Charlotte Anderson, "A Visit to Middleton's World-Centered Schools: A Scenario," in Schooling for a Global Age, ed. James M. Becker (New York: McGraw-Hill Book Co., 1979), p. 8.

Bruce Joyce and Alexander Nicholson outlined in "Imperatives for Global Education" what education at any level must do to promote world citizenship among its students. They believed education should

1. Provide perspectives which reconcile the various conflicting interests of individuals and entities who necessarily share the same earth;
2. Render the immensely complex global scene comprehensible in terms faithful to reality;
3. Promote the kind of pluralism that will allow individual cultures to flourish and enrich one another and people everywhere;
4. Encourage international citizenship based on a global perspective through achieving moral empathy with those remote in space and different in culture;
5. Create a sense of meaningfulness on a global scale and a belief that one's efforts can be efficacious in the improvement of the world context.³²

James Becker, Director of the Mid-American Program for Global Perspectives in Education, stated the case for world-centered education in the following manner:

That each of us lives in a world community, that it is possible to maintain harmonious membership in family, church, local community groups, the nation, transnational groups, and in humankind generally may seem self-evident to some people, but in many communities they are matters of great controversy. If we are to avoid world conflict and solve global problems, many more people must hold these views. The world-centered school with its emphasis on helping children and youth understand themselves as individuals, as members of a single species, and as participants in a

³²Bruce R. Joyce and Alexander M. Nicholson, "Imperatives for Global Education," in Schooling for a Global Age, ed. James M. Becker (New York: McGraw-Hill Book Co., 1979), pp. 101-105.

variety of local, national, and transnational groups, together with its emphasis on the "oneness" of the modern world, can help students and other members of the community grapple with these complex and controversial issues. The school should make no pretense that it has the answers, but it can seek to help children and youth develop the identities and competencies needed to participate in today's world.³³

While scholars and other interested groups stressed the need and rationale for global education, others were designing plans of action to implement the programs to meet the needs of America's future citizens. Committed to the goals of global education, they designed developmental patterns of action to bring about a new direction in a world-view.

In 1975 Ward Morehouse outlined six points of action which would make education better suited to cope with the interdependence of the world.

1. Development of a comprehensive, long range strategy to achieve a new and expanded civic literacy on the realities of global interdependence through curriculum revision, teacher training, and community education.
2. Policy support by political, educational, and other leaders at the national and state levels to legitimize local initiatives in implementing the strategy of achieving civic literacy on global interdependence and to give priority status to such initiatives in allocating funds under existing programs for educational change and improvement.
3. Development of a stronger knowledge base on interdependence issues as a means of furthering political consensus.
4. Further analysis of world views embedded in American popular culture and experimentation with ways of shaping these views to make them more compatible with the realities of global interdependence.

³³James M. Becker, "The World and the School: A Case for World-Centered Education," in Schooling for a Global Age, ed. James M. Becker (New York: McGraw-Hill Book Co., 1979), p. 43.

5. Strengthening of existing activities and development of new patterns of long-term cooperation with intellectual and educational communities throughout the world to enable us to understand interdependence issues not only through our own eyes but also as others see them.
6. A major effort to assist the mass media in dealing with the realities of global interdependence--through overseas internships as an integral part of professional training in the field of mass communication, mid-career fellowships for correspondents at U.S. universities and overseas to deepen their knowledge of interdependence issues, and background seminars for editors in the electronic and print media on emerging trends in relation to these issues. Parallel efforts are needed with other institutions such as trade unions, farm organizations, business corporations, churches, civic and women's groups and public libraries.

Morehouse saw his six points of action not as a complete plan but rather as points of entrance into the process by which change could be effected.³⁴

In 1979 Robert Leestma called the coming decade of the 1980's a "Decade of Development" for global education. He proposed a three phase plan of action which if implemented, would create a national commitment to global education. (For complete text see Appendix)

Specific actions were recommended to be completed in each of the three-phases:

Phase 1 (to be completed by 1980)

Basic preparation for the implementation of global education including collection of relevant materials, staff development, and a survey of global connections

Phase 2 (to be completed by mid-1980's)

Inservice and preservice education programs to expand global knowledge
 A national assessment of global knowledge and global awareness
 Explicit support for global education

³⁴Ward Morehouse, A New Civic Literacy: American Education and Global Interdependence, Interdependence Series, No. 3 (Aspen, CO : Aspen Institute for Humanistic Studies Program in International Affairs, 1975), pp. 24-26.

Phase 3 (to be completed by 1990)

Ready access for teachers to inservice programs on global education

Better treatment of global issues in educational materials

Increased access to global education resource centers

A global education component in teacher certification requirements.³⁵

Leestma's plan for development was primarily directed toward public schools and teacher preparation programs. They were, however, implications for colleges and universities, such as the need to increase offerings in global education to meet certification requirements to supply leadership in curriculum development for global education, to increase research in the area of global education, and to increase community outreach to raise the consciousness of the general public.

The Report of the President's Commission

In 1978, the President of the United States established a Commission on Foreign Language and International Studies to investigate the decline in the study of foreign languages and international studies. In October 1979, the President's Commission submitted its recommendations to President Jimmy Carter. The culmination of a year-long nation-wide investigation, the report stated:

Our schools graduate a large majority of students whose knowledge and vision stops at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing mis-information.³⁶

³⁵ Robert Leestma, "Looking Ahead - An Agenda for Action," in Schooling for a Global Age, ed. James M. Becker (New York: McGraw-Hill Book Co., 1979), pp. 239-243.

³⁶ U.S., Department of Health, Education, and Welfare, Strength through Wisdom: A Report to the President from the President's Commission on Foreign Language and International Studies, November 1979 (Washington, D.C.: GPO, 1979), p. 7.

The Commission noted the need to create and support a program of global education which would allow Americans to understand and live productively in a changing world. Elementary and secondary schools were to begin the task and institutions of higher education were to continue the process as well as train experts.³⁷ The Commission made recommendations to those people involved in education at both levels to facilitate a successful global education program.

Global education was needed in the public schools so that students would become adults with "...knowledge about our interdependent world, keener awareness of other people, and greater sensitivity to those peoples' attitudes and customs." The program was to begin in kindergarten and continue with increased emphasis in elementary school, for it is at this age that basic attitude patterns are set, learning styles are established, and natural curiosity is at its highest.³⁸ As the program changed to meet the changing needs of the students as they grew, a global perspective was to be included in all areas of the curriculum.³⁹

In advocating the following actions, the President's Commission laid the foundations for a global education program which would meet the needs of America's pre-college students:

The United States Department of Education,...should declare international education to be a priority, and so indicate to

³⁷Ibid., p. 4.

³⁸Ibid., p. 48.

³⁹Ibid., p. 49.

the states through relevant guidelines, technical assistance and appropriate funding, and especially by launching a new comprehensive program in international curriculum development.

State and local education leaders should provide strong leadership at their respective levels.

Professional education associations should intensify their international education efforts, both to keep their constituencies informed of their importance and to encourage them to implement specific programs.

Teacher training and retraining programs should emphasize the importance of including international topics and perspectives in the teaching of all subjects, and teacher certification requirements should require an international component.

Foreign experiences for teachers should be expanded through enlargement of teacher exchange programs, and high school exchanges should increase.

The media, especially television, should offer more programs on other cultures for school-age children.⁴⁰

Recognizing the diversity of institutions of higher education in the United States, the President's Commission chose not to advocate a single plan of action to expand and enhance global education. Instead, it made a series of recommendations which upon implementation would increase the number of students with global perspective:

Colleges and universities in general should strengthen and improve the structure, quality, coverage and utility of their undergraduate offerings in the field of international studies, and should relate these offerings more directly to vocational as well as cultural and intellectual goals.

Colleges should require at least two or three courses in international studies of all Bachelor's degree candidates.

⁴⁰ Ibid., pp. 51-52

A "Domestic" junior year program should be established for students wishing to concentrate in international studies but enrolled in institutions with limited resources in this field. Inter-institutional agreements should allow these students to spend their junior year at institutions with major international studies centers. This period should be supplemented by intensive summer study in the months before and after the junior year.

With the possible exception of some so-called pure sciences, international or comparative perspectives should be part of the teaching of most subjects. To this end colleges and universities should encourage their faculty members to use sabbaticals and other professional growth opportunities to strengthen their international skills and experience.

Colleges and universities should offer both area studies (the study of foreign societies and cultures) and issues studies (the study of international relations and the principal issues and problems in U.S. relations with other countries), and should better integrate the two categories.

In general, colleges and universities should help and encourage their faculties to acquire, improve, and maintain international knowledge, skills and experiences that enable them to teach more effectively in the international field.⁴¹

Other recommendations to strengthen the teaching of international studies at the college and university level included

...more teaching about other cultures in foreign language courses, expanded undergraduate international exchanges and study abroad, more overseas internships for students in such fields as labor and business, and increased international faculty exchanges.⁴²

The recommendations of the President's Commission to institutions of higher education are critical to this study. The programmatic recommendations parallel the thrust, structure and goals of the Greensboro Consortium

⁴¹Ibid., pp. 71-73

⁴²Ibid., p. 76

International Studies Program. Evaluation of a part of the Consortium International Studies curriculum will produce information upon which needed program changes can be justified. Proper evaluation and resultant curriculum change will help the Consortium program to educate students to understand their changing world and live productively in it.

The National Assessments of Student

Global Understanding

The concern the President's Commission expressed dealing with the lack of formal education American students received in international studies was supported by two nationwide assessments of student global understanding and knowledge. The two studies -- "Other Nations Other Peoples" which surveyed the global awareness and global knowledge of 4th, 8th, and 12th graders and "A Survey of Global Understanding" which surveyed the global awareness and global knowledge of freshmen, seniors and graduates of two-year colleges -- documented the general lack of training American students receive in preparing to live in an increasingly interdependent world.

In 1974, at the request of the Office of Education, (DHEW.), the Educational Testing Service conducted a nationwide survey of public school students to determine the attitudes, perceptions, and knowledge of other countries and peoples of the world. A random sample of 1,728 students representing grades 4, 8, and 12 from 27 states was tested. The tests were designed to measure "attainment of knowledge that could be related to the students' attitudes and perceptions about the countries involved." ETS chose to include six countries as the focus of the tests:

the United States of America; Mexico; France; Egypt; the People's Republic of China, and the Union of Soviet Socialist Republics. The tests also included a set of questions which dealt with the world without any particular country as the focus.⁴³

Among the general observations made by the researchers, Lewis W. Pike, Thomas S. Barrows, Margaret H. Mahoney, and Ann Jungeblut, were the following:

1. Students in all three grades ranked television and reading first and second (outside of regular course work) as the strongest influences on their thinking, attitudes and perceptions of other nations.
2. Students at all three grade levels suffered from "...serious gaps in basic geographical knowledge...".
3. Students at all three grade levels suffered from a serious lack of knowledge concerning the six countries on the test.
4. Student ethnocentrism diminished with age and education. Fourth graders were United States centered in a "we-they" mode of thought, while 8th and 12th graders tended to see the United States as part of larger systems, i.e.,: U.S. similarity to England and France, U.S. similarity to Mexico and Spain, degrees of freedom for people in the U.S. as opposed to the U.S.S.R., the People's Republic of China, and East Germany.⁴⁴

Representative data from the study pointed out the same concerns as the report of the President's Commission and supported the recommendations of that report. In the responses from the students in 8th and 12th

⁴³U.S., Department of Health, Education and Welfare/Office of Education, Other Nations Other Peoples: A Survey of Student Interests, Knowledge, Attitudes, and Perceptions, pp. iii-iv.

⁴⁴Ibid., pp. vii-xi.

grades, teachers ranked third after television and reading as influencing their attitudes and opinions toward other nations and peoples, while travel was the third choice for those students in the 4th grade.⁴⁵ When asked to locate the United States on a map only 72% of the 4th graders tested could correctly do so. The percentage of correct responses increased to 82% for 8th graders and 88% for 12th graders. The percentage of correct responses for location of the other countries tended to be lower but followed the same trend of increase.⁴⁶ The researchers felt that the improvement in overall geographic knowledge was a result of additional study of other nations as the student progressed through the grades. However, there were major gaps in the knowledge of basic geography in both the 8th and 12th grade students.⁴⁷ The study pointed out "...the pervasive ignorance about the Middle East and Africa, the lack of knowledge about Western Europe, and the misunderstanding of some key aspects of American history and government..." that characterized the student respondents.⁴⁷ When asked who made the laws for the U.S., only 24% of the 4th graders, 59% of the 8th graders, and 82% of the 12th graders responded correctly.⁴⁹ Only 39% of the 8th graders and 64% of the 12th graders knew the predominant religion of Mexico.⁵⁰ Less than

⁴⁵Ibid., pp. 72-74

⁴⁶Ibid., p. 84.

⁴⁷Ibid., p. 41.

⁴⁸Ibid., p. XII.

⁴⁹Ibid., p. 85.

⁵⁰Ibid., p. 88.

38% of all three groups knew the approximate population of the world.⁵¹ The mean scores for the knowledge component of the survey indicated the poor range of student knowledge within the four geographic regions surveyed. The mean score for the 4th grade test of 26 items was 10.9. The mean score for the 8th grade test of 52 items was 25.5. The mean score for the 12th grade test of 54 items was 31.3.⁵²

Attitudes reported by the survey portray an interesting study of the development of student reported perceptions. The 4th grade respondents were the most ethnocentric of the sample groups. The United States was seen as "...the most desirable, richest/strongest, and largest country...." China and Japan were seen as the most similar nations of those in the survey. The U.S.S.R., Israel, and Egypt were grouped together and held to be different from us and weak and/or poor. The 8th grade respondents continued to view the People's Republic of China and Japan as being very much alike. The U.S.S.R. and East Germany were perceived as the least desirable nations. The United States was perceived to be culturally similar to England, France, Spain, and Mexico, thus replacing the 4th grade "we-they" view of the world. 12th grade respondents while carrying over most of the perceptions of the 8th grader had begun to lose the very ethnocentric view of the U.S. and its people. However, the negative feelings for the lack of freedom exercised by the peoples of the People's Republic of China, the U.S.S.R., and East Germany were more intense.⁵³

⁵¹Ibid., p. 90.

⁵²Ibid., pp. 92-96.

⁵³Ibid., p. 44.

The publication of the findings of the public school survey of global knowledge and global awareness prompted others to call for a similar study on the college level. The need for such a survey was first suggested by the National Advisory Board of the Council on Learning's Education and the World View Project.⁵⁴ In 1980, the Educational Testing Service carried out the higher education survey "A Survey of Global Understanding." The survey was designed to measure both the cognitive and affective components of global understanding and to measure the contribution of foreign language instruction and proficiency to performance on the two components. A nationwide random sample of freshmen, seniors and students at two-year institutions was selected. The sample was made up of 1,060 freshmen, 1,046 seniors, and 908 students at two-year institutions. The data that resulted from the survey formed the basis for the first analysis of American college students' global understanding.

Before the survey could be created, the researchers first had to define what they wished to measure. They concluded:

Although much has been written about global understanding and its numerous aliases, little has been done to define it. Indeed, using the pronoun "it" may constitute a gross oversimplification. ...it was clear that we would need to develop instruments to measure various domains of knowledge, skills, abilities, and so forth; and also attitudes, perceptions, interests, and other affective phenomena.

In addition to this intention of measuring many potential but as yet unspecified components of global understanding, the project's original objectives included exploration of some likely correlates of global understanding. Although correlates clearly could not be interpreted as causes, it

⁵⁴Thomas S. Barrows et al. College Students Knowledge and Beliefs: A Survey of Global Understanding (New Rochelle, N.Y.: Change Magazine Press for Educational Testing Service, 1981), p. 11.

was hoped that comprehensive background and experience data would provide some suggestions of how individual variation in levels of global understanding comes about.⁵⁵

In the development of the test of knowledge the researchers stated:

To the questions of what knowledge and what skills global understanding comprised, there was a better-defined range of answers to the former than the latter. From even cursory reading in this area, it became apparent that there were two fundamentally different approaches to structuring the knowledge domain, although they intersected at numerous points. The first approach was based on the established curricular traditions of international relations and area studies courses. The second was based on the concept of global issues that transcended particular nations or regions.... Each approach has different implications for teaching and testing, if only in their different emphases on what is of primary importance in attempting to understand global developments today.⁵⁶

The final test of knowledge, which incorporated both approaches, contained 96 questions so its coverage of knowledge is very modest. "The test should not be thought of, therefore, as an in-depth assessment of student knowledge..., but as a survey instrument whose strength lies more in the dimension of breadth of coverage than depth."⁵⁷

The students selected to participate in the survey were a probability sample from a two-stage stratified design. The first stage consisted of all accredited postsecondary institutions giving undergraduate instruction grouped according to three factors: school type, location, and estimated mean student ability from SAT scores. The second stage consisted of freshmen and seniors in the chosen four-year colleges and universities and all students in the chosen two-year colleges.⁵⁸

⁵⁵ Ibid., p. 1.

⁵⁶ Ibid., pp. 2-3.

⁵⁷ Ibid., p. 6.

⁵⁸ Ibid., p. 40.

The researchers found that the average senior score on the cognitive portion of the survey was 50% correct, while the average score of freshmen and two-year students was 40% correct. 85% of the seniors and 90% of the freshmen and two-year students scored less than 66% correct on the cognitive measure. These statistics led the researchers to conclude that only a very small percentage of the students surveyed had a level of knowledge sufficient to understand complicated world processes and problems.⁵⁹

The attitude portion of the survey indicated that "...sizeable portions of the three student populations have attitudes, feelings and perceptions that are unenlightened or unproductive from the perspective of global understanding, ..." and this finding was considered important because attitudes "...may serve as 'filters' in future information acquisition as well as indicators of students' continuing behavioral postures regarding global issues."⁶⁰ Six attitudes were measured: chauvinism; world government; war; human rights; cooperation; and concern. Briefly stated, the following represent the findings of the researchers:

1. Students were surprisingly chauvinistic. The statement "I'm for my country, right or wrong." brought agreement from 26.7% of freshmen, 18.6% of seniors, and 26.3% of two-year students.⁶¹ Over 30% of each group supported the maintenance of world peace through the supremacy of U.S. armed strength.⁶²

⁵⁹Ibid., p. 135.

⁶⁰Ibid.

⁶¹Ibid., p. 198.

⁶²Ibid., p. 193.

2. World government was perceived to be popular by students but only about 33% of the students favored relinquishing national independence or autonomy to such a government.⁶³
3. Students perceived war negatively except when specific conditions were applied for its use. War was perceived as acceptable when moral principles were at stake.⁶⁴
4. Human rights were seen as basic for all peoples and a concern for the U.S. if restricted by other governments.⁶⁵
5. A sizeable minority of students opposed open immigration policies and foreign investment in the U.S. They did, however, support aid to others in specific cases and when the U.S. was not the principal participant.⁶⁶
6. Student attitudes of concern represented a mixture of feelings. more than 50% of all students felt no kinship with the peoples of the world and a little over 25% felt they had nothing in common with the people of the underdeveloped nations. Over 70% of the students felt most comfortable with people of their own culture. Large majorities of the students felt they made the effort to learn about international relations, read about international events, understood the customs of foreigners, and were interested in studying other cultures.⁶⁷

In general the data seemed to point to the fact that in the affective domain student responses were positive, although a sizeable portion of the group exhibited less global-mindedness.⁶⁸

While the researchers had assumed the hypothesis that foreign language study and proficiency would be of value to students in developing global knowledge as well as awareness and sensitivities toward others, the data from the survey did not support the entire assumption. They found "... no appreciable relationship between global knowledge as tested and

⁶³Ibid., p. 135.

⁶⁴Ibid.

⁶⁵Ibid.

⁶⁶Ibid., pp. 135-136.

⁶⁷Ibid., pp. 199-200.

⁶⁸Ibid., p. 136.

either foreign language proficiency or extent of formal study, or informal study." They did find however, that

...the affective component of global understanding is associated with foreign language proficiency and language learning history to a moderate degree. Thus, there may be a causal or contributory relationship between foreign language and affect, though neither its necessity nor direction is assured.⁶⁹

The survey pointed up deficiencies in the global knowledge and global awareness of U.S. students in higher education. It did not, however, make specific recommendations to remedy the deficiencies. The researchers recommended systematic study and changes in existing programs of global education and the creation of new programs. They also recommended the evaluation of existing programs and their effects.⁷⁰

While the inclusion of global education in the curriculum at all levels of education would begin to remedy the problem of an unenlightened populace, it must be recognized that barriers to the attainment of global awareness exist. These barriers are found in the student and the surrounding society.

Judith V. Torney has examined the individual's barriers and societal barriers to attainment of global awareness. She identified four barriers within the individual: cognitive, attitudinal, personal, and communication skills. Societal barriers she identified included the influences of schools, the media, the government and the family.⁷¹

Torney noted that middle childhood was the optimum period for global education. At the onset of adolescence student behavior patterns become

⁶⁹Ibid.

⁷⁰Ibid., p. 137.

⁷¹Judith V. Torney, "Psychological and Institutional Obstacles to the Global Perspective in Education," In Schooling for a Global Age, ed. James M. Becker (New York: McGraw-Hill Book Co., 1979), p. 61.

more rigid, cognitive processes more structured, and attitudinal flexibility wanes. As children process new information they rely on cognitive processes available to them. Global awareness could be enhanced with the development of supportive cognitive structures which allowed for change and the acceptance of new ideas.⁷²

Some student attitudes are "stable," as Torney described them. These "stable" attitudes may become obstacles to attaining global awareness, and these include

1. a sense of national community,
2. national goodness in relation to the rest of the world,
3. failure to recognize possible alternatives to the present international political situation,
4. intolerance to criticism of the status quo as perceived by the child.⁷³

In addition to student attitudes, the self-perception of a student and the student's level of motivation may also hinder the acquiring of a global perspective. Excessively high self-esteem diminishes the importance of others for the individual. Extreme nationalism has in the past resulted in the degradation of other countries and cultures. Not all students react well when confronted with diversity. Active or passive participation by the student can affect the acquisition of global awareness.⁷⁴

The way a student perceives acceptable modes of communication also affects acceptance of other cultures and peoples. The view of one's own language as the "normal" way to talk may preclude the willingness

⁷²Ibid., p. 68.

⁷³Ibid., pp. 69-70.

⁷⁴Ibid., pp. 71-72

to accept those who speak differently. Misunderstood nonverbal styles of communication can build barriers to acceptance of others.⁷⁵

In addition to barriers within the individual, there are also barriers in society. The inadvertent or purposeful actions of the society which surrounds the student have hindered gaining a global perspective. School rules and choice of educational materials have contributed to control of free speech and academic freedom. The experiences and perceptions within a student's family may contribute to the creation of a barrier to global awareness. The editorial policies of the media can be supportive or destructive to the acquisition of a global perspective. Government policies toward human rights and other global issues can minimize global involvement.⁷⁶

While Judith Torney identified many barriers to gaining global awareness, she also pointed out that they are subject to change. Education has the potential to minimize the effects of the barriers and facilitate individual growth.

John Goodlad in the Foreword to Schooling for a Global Age noted that other obstacles to global awareness were to be found in our own history. American ethnocentrism has as one of its foundations our living within our own borders with virtual self-sufficiency. Our perceived "manifest Destiny" tended to limit our perceptions of the

⁷⁵Ibid., pp. 72-74.

⁷⁶Ibid., pp. 75-76

roles and needs of the other nations of the globe. Our successes in business, commerce, and agriculture were felt to be due to our own character rather than our abundant resources and this in turn fueled our ethnocentricity.

Selected institutions in society were believed to be suitable as models for the rest of the world and held above criticism. Our unique form of government was to be our gift to the world's peoples. Mass education, based on our model, was the world's hope for the future. When immigrants came seeking our way of life, the "melting pot" theory prevailed. All who came to our nation were expected to become American.

Goodlad noted that these historical barriers to global awareness are beginning to disappear as Americans realize that there are problems that we cannot solve alone. However, the shift from nation-centered view to world-centered view among Americans will not be easy.⁷⁷

Summary

From the preceding review of literature, the following generalizations have been identified:

Global education is not a new concept

Scholars do not agree on a single definition of global education

There is no agreement on the product of a global education program

Documentation exists revealing the lack of student global knowledge and global awareness

The need for global education programs has been identified by the work of many individuals and organizations, and especially by the findings of the President's Commission on Foreign Language and International Studies.

⁷⁷ Becker, ed., Schooling for a Global Age, pp. xiv-xv.

CHAPTER III

METHODOLOGY

Methods and procedures used in this study are reviewed in this chapter. The purpose of the study, subject selection, the instrument used and its administration, and a description of the statistical treatment of the data and the computer programs used in the data analysis are presented.

Statement of the Problem

It was the major purpose of this study to examine the effects of four independent variables upon undergraduate college student performance on a measure of global understanding. The four variables used in this study were 1) academic performance in International Studies Seminar 233, 2) overseas experience, 3) frequency of discussion of world problems in the college classroom, and 4) source of current event information. An additional purpose of this study was to determine whether students who participated in International Studies Seminar 233 scored significantly higher than a nationwide random sample of students in undergraduate higher education on the affective and cognitive portions of the measure of global understanding.

Method of Research

Subjects

The subjects in this study were sampled from the total number of students who had completed the International Studies Seminar 233 from

1978 through 1981 and were still registered as undergraduate students. A list of all course participants was secured from the Registrar of the University of North Carolina at Greensboro. The total population of student participants in the seminar from 1978 to 1981 was 95 with 68 students classified as registered undergraduate students. All students who were considered registered undergraduates were sent a letter of invitation to participate in the survey. Fifty-one students chose to take part in the testing process.

Administration of Survey

Each student who chose to participate in the survey was administered: Section A "General Background," Section B "Student Opinion," and Section C "Global Understanding Test" all parts of a larger test called Measures of Global Understanding (Educational Testing Service, 1981). The survey was conducted during the period December 1981 through February 1982 in a controlled environment. The subjects were told that their responses to this survey would remain anonymous, and that their names and individual scores would not be used in the final report of the study. Each participant was offered feedback in the form of a report of his or her individual survey results as well as a report of the overall sample results. Each test was coded for the purpose of providing feedback to individual participants and for possible additional use at some future date.

By the middle of February 1982, surveys had been administered to 51 of a possible 68 of the registered undergraduate students providing sufficient information for data analysis.

Instrument

The instrument used to gather data for this study was the revised version of Measures of Global Understanding. The following statement describes the instrument.

Measures of Global Understanding is a collection of instruments developed by Educational Testing Service, in collaboration with a committee of scholars, for a national survey of college students. Complete results of the survey have been reported in Barrows, T.S. & others, College students' knowledge and beliefs: A survey of global understanding. (New Rochelle, N.Y.: Change Magazine Press, 1981.) The full survey battery has been reduced in order to provide one that requires less testing time. Despite this reduction, the measures chosen cover the three primary areas of the survey--knowledge, affect, and foreign language proficiency.¹

The original study using the instrument involved a student population drawn from 119 four-year institutions and 68 two-year institutions. 1,060 freshmen, 1,046 seniors, and 908 students at two-year institutions were surveyed. A careful review of literature revealed no use of the revised instrument prior to this study. The editors recommended that at this point in the development of the instrument only average or mean scores be used for institution comparison.

Three sections of the instrument identified above were used to gather data for this study: Section A "General Background" which produced student demographic data, Section B "Student Opinion" which produced data reporting student attitudes, and Section C "Global Understanding Test" which produced data reporting student knowledge. These three sections are further discussed below.

The demographic data produced student responses to the following three questions: 1) "Which of the following do you consider the main source of the information you acquire concerning current events?"

¹ Educational Testing Service, Measures of Global Understanding User Manual (Princeton, N.J.: Educational Testing Service, 1981), p. 2.

2) "How often do you study or discuss world problems or issues in your college classes?" and 3) "Have you ever been in a country other than the United States?".

The data dealing with student attitudes were produced by student responses on six attitude scales which spanned the affective component of global understanding:

1. Chauvinism
2. Attitude toward World Government
3. Attitude toward Cooperation
4. Attitude toward War
5. Attitude toward Human Rights
6. Concern

The survey designers recommended that the average or mean scores of students tested be compared to the national norms to determine where the sample ranks in a national sample of institutions. Individual norms were not supplied as several of the scales were made up of very few questions which yielded individual scores of inadequate reliability.

The data dealing with student global knowledge were produced by student responses to a 65 item multiple-choice test.

...The items dealt with relations among states, war and armaments, international monetary and trade arrangements, human rights, energy, food, health, environmental alterations, population, distribution of natural characteristics, race and ethnicity, religious issues, and arts and culture. The major emphasis within these topics was on the contemporary, but there were also items that tested knowledge of historical background. ...The test was characterized by breadth rather than depth. ²

²Ibid., p. 3.

The survey designers recommended the following when analyzing the data produced by Section C:

Scores from this section are the number of questions answered correctly and these may be interpreted by referring to institutional and individual norms presented.... While the reliability of individual scores from the Global Understanding Test is reasonably high [Coefficient alpha reliabilities are .84, .88, and .87 respectively for freshmen, students at two-year institutions, and seniors.], the test must be considered to be a research measure. Interpretation of individuals' scores should remain guarded and users are cautioned to consider the content of the test carefully before interpreting scores as representing individual achievement or mastery of a field of study or area of knowledge.³

The survey instrument Measures of Global Understanding was considered by its designers to be useful "...for institutional self-assessment, program evaluation, and other similar purposes. Because scores have demonstrated validity for evaluation only at the group level, it is recommended that they not be used to characterize individuals."⁴

Hypotheses

Five hypotheses were proposed for testing by this study:

1. There is no relationship between student academic performance in International Studies Seminar 233 and performance on the cognitive section of a standardized measure of global understanding.
2. There is no relationship between student overseas experience and student performance on the cognitive section of a standardized measure of global understanding.
3. There is no relationship between the frequency of student discussion of world problems in the classroom and student performance on the cognitive section of a standardized measure of global understanding.

³Ibid., p. 20.

⁴Ibid., p. 4.

4. There is no relationship between student choice of one particular medium for current event information and student performance on the cognitive section of a standardized measure of global understanding.
5. Students who participated in International Studies Seminar 233 do not achieve higher mean scores on the cognitive section of a standardized measure of global understanding than a nationwide sample of undergraduate students.

Statistical Treatment and Analysis

The demographic information along with the cognitive and attitudinal scores from Measures of Global Understanding for each student were placed in a computer data file. Also placed in this file was the final grade each student received in International Studies Seminar 233 and his or her student classification. Analysis of the data was carried out using the Statistical Package for the Social Sciences (SPSS) 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 compiling their responses to the survey measure and other known demographic data, giving frequency distributions of the data, mean scores, standard deviations, and other descriptive statistics.

Two correlational subprograms were used in this study. The Pearson correlation procedure provided correlation coefficients between all the independent and dependent variables in the study. The multiple regression subprogram identified in a stepwise manner the independent variables

which accounted for the most variance in the dependent variable. From this procedure a multiple regression formula was obtained and evaluated for predicting future student performance on the survey instrument.

A one-way analysis of variance subprogram was used to test for significant differences on the mean cognitive scores between those students who indicated either print material, television, or radio as their main source of current event information.

The researcher performed one sample t -test to test whether the mean scores on the cognitive section of the sample group were higher than the mean scores achieved by a nationwide random sample of college students.

CHAPTER IV

RESULTS

Findings from the statistical procedures used in the study are described in this chapter. The first section contains a description of the sample of students who participated in the study. These data are from student responses in Section A "General Background" of the survey instrument and from records in the Office of the Registrar of the University of North Carolina at Greensboro.

The second section provides data related to the affective component of the survey instrument. These data were derived from student responses in Section B "Student Opinion" of the survey instrument. The data allowing for institutional comparison of the sample were found in the User Manual of the survey instrument.

The third section provides data related to the cognitive component of the survey instrument, Section C "Global Understanding Test", and the statistical results for the questions proposed in this study. These results were obtained by using the Pearson correlation procedure and the multiple regression procedure of the Statistical Package for the Social Sciences.

The fourth section provides a comparison of sample mean scores on Section C "Global Understanding Test" to institutional mean scores from a nationwide sample of institutions of higher education. The one sample t-test procedure was used to compare the sample mean to the norms obtained from the nationwide sample.

Student Characteristics

In this study, sixty-eight undergraduate students who had participated in International Studies Seminar 233 were invited to participate in a survey of global awareness and global knowledge. Fifty-one students (75%) chose to participate in the study.

Table 1 provides the frequency distributions for responses to Section A.

Table 1
Frequency Distributions of Student Characteristics

Variable	Category	Frequency	Percent
Class	Freshman	7	13.7
	Sophomore	17	33.3
	Junior	12	23.5
	Senior	15	29.4
Grade in ISS 233	D	2	3.9
	C	5	9.8
	B	24	47.1
	A	20	39.2
Current Event Information Source	Newspapers	14	27.5
	Magazines	1	2.0
	Television	21	41.2
	Radio	15	29.4
Class Discussion of World Problems	Once a day	7	13.7
	Once or Twice/week	31	60.8
	Less than once/week	11	21.6
	Never	2	3.9
Overseas Experience	Yes	29	56.9
	No	22	43.1

Student Opinion

Student opinion was measured on six attitude scales which spanned the affective component of global understanding. The six scales were Chauvinism, World Government, Cooperation, War, Human Rights, and Concern. For each of the scales a higher score indicated a greater degree of global understanding. (Note: Higher scores on the Chauvinism Scale indicate less chauvinistic attitudes, and higher scores on the War Scale indicate less pro-war attitudes.) Sample mean scores have been rounded to the nearest whole number.

Data derived from student responses are presented in tabular form below for each of the six scales. Following each table are comparisons of sample means with institutional norms from a national sample of institutions of higher education. Only the mean scores of the freshmen and seniors in the sample are compared to the national norms because sophomores and juniors did not participate in the original study. An analysis of student global understanding follows the presentation of the individual tables.

Table 2
Chauvinism Scale^{*}
(Maximum Score: 36)

Class	n	Mean	Median	Minimum	Maximum	Standard Deviation
Freshmen	7	27	27	16	33	5.39
Sophomore	17	24	24	15	34	5.96
Junior	12	26	28	20	32	4.10
Senior	15	26	27	17	34	5.41

^{*} Higher scores indicate less chauvinistic attitudes.

On the Chauvinism Scale the freshman sample mean score was higher than the mean scores of freshmen at 97.1% of the institutions in the national sample. The senior sample mean score was higher than the mean scores of seniors at 80.8% of the institutions in the national sample.

Table 3

World Government Scale
(Maximum Score: 36)

Class	n	Mean	Median	Minimum	Maximum	Standard Deviation
Freshmen	7	23	22	12	32	8.48
Sophomore	17	21	21	13	29	4.59
Junior	12	20	19	11	29	4.96
Senior	15	21	30	15	28	4.68

On the World Government Scale, the freshman sample mean score was higher than the mean scores of freshmen at 99.9% of the institutions in the national sample. The senior sample mean score was higher than the mean scores of seniors at 94.2% of the institutions in the national sample.

Table 4

Cooperation Scale
(Maximum Score: 41)

Class	n	Mean	Median	Minimum	Maximum	Standard Deviation
Freshmen	7	28	27	26	31	1.83
Sophomore	17	25	25	13	36	5.70
Junior	12	26	27	22	31	3.33
Senior	15	26	26	20	33	3.84

On the Cooperation Scale, the freshman sample mean score was higher than the mean scores of freshmen at 48.8% of the institutions in the national sample. The senior sample mean score was higher than the mean scores of seniors at 12.5% of the institutions in the national sample.

Table 5
War Scale^{*}
(Maximum Score: 43)

Class	n	Mean	Median	Minimum	Maximum	Standard Deviation
Freshmen	7	19	18	16	23	2.81
Sophomore	17	21	19	15	30	5.07
Junior	12	18	18	9	26	4.70
Senior	15	20	20	14	28	4.19

*Higher scores indicate less pro-war attitudes.

On the War Scale, the freshman sample mean score was higher than the mean scores of freshmen at 28.3% of the institutions in the national sample. The senior sample mean score was higher than the mean scores of seniors at 71.3% of the institutions in the national sample.

Table 6
Human Rights Scale
(Maximum Score: 21)

Class	n	Mean	Median	Minimum	Maximum	Standard Deviation
Freshmen	7	17	17	16	19	1.38
Sophomore	17	16	17	3	20	3.86
Junior	12	17	17	14	20	2.02
Senior	15	16	16	13	20	2.62

On the Human Rights Scale, the freshman sample mean scores was higher than the mean scores of freshmen at 75.3% of the institutions in the national sample. The senior sample score was higher than the mean scores of seniors at 25.7% of the institutions in the national sample.

Table 7

Self-perception of Concern
(Maximum Score: 21)

Class	n	Mean	Median	Minimum	Maximum	Standard Deviation
Freshmen	7	18	18	15	19	1.46
Sophomore	17	18	18	14	20	2.26
Junior	12	17	18	15	19	1.31
Senior	15	18	19	15	20	1.77

On the Self-perception of Concern Scale, the freshman sample mean score was higher than the mean scores of freshmen at 99% of the institutions in the national sample. The senior sample mean score was higher than the mean scores of seniors at 95.1% of the institutions in the national sample.

Analysis of Student Global Understanding

Analysis of the scores presented in Tables 2 through 7 revealed a dichotomous pattern of student global understanding and global awareness.

The students in the sample scored extremely high (based on criteria in the survey User Manual) on three of the scales allowing the following generalizations to be made about them as a group:

The students do not exhibit high degrees of chauvinism.

The students are supportive of the concept of a world government and its use to solve global problems.

The students are concerned about global issues and problems and are empathetic toward people from other cultures.

Low student performance (based on criteria in the survey User Manual) on three remaining scales indicated continuing lack of global understanding:

Students viewed war as an appropriate tool of government policy; however, support for the use of war declined from the scores of the freshman sample to those of the senior sample.

Student support for international cooperation declined from the scores of the freshmen sample to those of the senior sample.

Student support for human rights indicated changing attitudes, with support increasing from the freshmen level through the junior level in the sample but falling dramatically in the senior year in the sample.

When viewed as groups the students who comprised the sample were global-minded as long as the independence of the United States was not threatened. They were cognizant of the need to solve global problems but tended not to want to utilize global cooperation to solve the problems, although they were supportive of a world government. They were moderately concerned about human rights but the negative trend in the groups' attitudes does not support the high self-perception of concern. The students appeared to be quite globally aware and understanding so long as they were not required to choose between perceived national interests and global interests.

Student Global Knowledge

This section contains a report of student performance on the cognitive section of the survey instrument. Sample mean scores have been rounded

to the nearest whole number. Results are also presented of the correlational procedure determining the relationships between and among the independent variables and the dependent variable, allowing the creation of a multiple regression formula.

Four of the study's hypotheses are tested in this section. The four hypotheses are listed below:

1. There is no relationship between student academic performance in International Studies Seminar 233 and performance on the cognitive section of a standardized measure of global understanding.
2. There is no relationship between student overseas experience and student performance on the cognitive section of a standardized measure of global understanding.
3. There is no relationship between the frequency of student discussion of world problems in the classroom and student performance on the cognitive section of a standardized measure of global understanding.
4. There is no relationship between student choice of one particular medium for current event information and student performance on the cognitive section of a standardized measure of global understanding.

Table 8
Student Global Knowledge
(Maximum Score: 65)

Class	n	Mean	Median	Minimum	Maximum	Standard Deviation
Freshmen	7	32	29	24	40	5.77
Sophomore	17	35	37	14	46	8.60
Junior	12	36	39	19	49	9.19
Senior	15	42	42	27	59	9.24
Total Sample	51	36	38	14	59	9.13

A comparison of sample mean scores of student global knowledge to the mean scores at the institutions in the national sample is found in the next section. Inspection of the data presented above indicates an increase in student mean scores from the freshman portion of the sample to the senior portion of the sample.

As previously stated variables other than participation in an academic course in International Studies may affect student global knowledge. Table 9 gives the correlation matrix for the dependent variable, student knowledge, and the four independent variables utilized in this study: grade in ISS 233, overseas experience, frequency of discussion of world problems in class, and source of current event information.

Table 9
Pearson Correlation Coefficients for all Variables

	COGSCOR	CURINF	OVERSEAS	DISCWP
Cognitive Score (COGSCOR)				
Current Event Sources (CURINF)	.048			
Overseas Experience (OVERSEAS)	.430 ^a	-.128		
Discussion of World Problems in Class (DISCWP)	-.215	.022	-.145	
Grade in ISS 233 (GRADE)	.492 ^b	.013	.345 ^c	-.208

^a.001 $\angle p \angle .01$

^b_p $\angle .001$

^c.01 $\angle p \angle .02$

n = 51

Inspection of Table 9 reveals that only three significant correlations between variables exist, and of the three, only two occur between the dependent variable and independent variables. Performance on the cognitive section of the survey instrument was significantly correlated positively with both academic performance in International Studies Seminar 233 ($r = .49$) and Overseas Experience ($r = .43$). This indicates that as student academic performance in ISS 233 increased, scores on the cognitive section of the survey instrument increased also. The data also indicated that those students who had been overseas scored higher on the cognitive section of the survey instrument than those who had not. An unexpected correlation was found between academic performance in ISS 233 and student Overseas Experience ($r = .35$). This indicates that students who have been overseas perform better academically in ISS 233 than do students who have not been overseas.

The first null hypothesis stated that there is no relationship between student academic performance in ISS 233 and student performance on the cognitive portion of the survey instrument. The results reported in Table 9 indicated a significant relationship between the two stated variables. The first null hypothesis was rejected.

The second null hypothesis stated that no relationship exists between student overseas experience and student performance on the cognitive section of the survey instrument. The results reported in Table 9 indicated a significant relationship between the two stated variables. The second null hypothesis was rejected.

The third null hypothesis stated that there is no relationship between frequency of discussion of world problems in class and student performance on the cognitive section of the survey instrument. The data reported in Table 9 indicated the existence of no significant relationship between the two variables. The third null hypothesis was accepted.

The fourth null hypothesis stated that there is no relationship between student choice of one particular medium for current event information and overall student performance on the cognitive section of the survey instrument. The results reported in Table 9 indicated no relationship between the current event information sources and student cognitive scores when the current event information sources were dichotomized into print and non-print categories. A one-way analysis of variance was conducted to assess differences between the mean cognitive scores on Section C achieved by students who chose either the print media, television or radio as their chief source of current event information. Results from the analysis of variance are reported in Table 10.

Table 10

An Analysis of Variance of Student Performance
on the Dependent Variable According to
Current Event Information Source

Source	SS	df	MS	<u>F</u>
Between Groups	11.1132	2	5.5566	.064 NS*
Within Groups	4158.5713	48	86.6369	
Total	4169.6846	50		

* Not significant

Results from Table 10 indicated the presence of no significant differences between those students who chose print media, television or radio as the main source of their current event information. The null hypothesis was accepted.

Stepwise Multiple Regression Analysis

A stepwise multiple regression analysis was performed to assess the predictability of the dependent variable (student performance on the cognitive section of the survey instrument) from the independent variables and to examine the interrelationships between independent variables.¹

Optimum prediction with these variables was attained with the equation resulting from Step 2 (see Table 11), at which point the R Square was .319, with a standard error of 7.69 and an F-value of 11.27 ($p < .01$). Thus, with the two-variable equation, 32% of the variance in performance could be explained. The equation obtained was:

$$\text{Cognitive Score} = 19.04 + 4.55 (\text{Grade}) + 5.41 (\text{Overseas})$$

The value "19.04" is the intercept and represents the predicted value of the cognitive score when all of the predictor variables equal zero.

The values "4.55 (Grade)" and "5.41 (Overseas)" are the regression coefficients and give the change in the cognitive score for a unit change in

¹In Stepwise Regression the first variable entered is the one that explains the most variance in the dependent variable. Each additional variable entered is that which explains the most variance over and above the variables already in the equation. The procedure stops when the addition of further variables will not explain further variance significantly.

the predictor value. The predicted cognitive score for a person who has not been overseas would be $\text{Cog} = 19.04 + 4.55 (\text{Grade})$. (Since Overseas = 0 for a person who has not been overseas.) However, a person who has been overseas starts out 5.41 higher on the predicted cognitive score. The predicted cognitive score for a person who has been overseas is $\text{Cognitive} = 19.04 + 5.41 + 4.55 \text{ Grade}$. For all students, each additional unit of Grade adds 4.55 to the predicted cognitive score.

Table 11

Results from Stepwise Multiple Regression Analysis

Step	Variable Entered	R^2	R^2 Change	Overall F
1	Grade in ISS 233	.242	.242	15.645
2	Overseas Experience	.319	.077	11.267
3	Discussion of World Problems	.328	.009	7.65
4	Combined Sources of Current Event Information	.335	.007	5.80

Comparison of Sample Mean Scores to National Norms

The fifth hypothesis to be tested in this study stated that students who participated in International Studies 233 do not achieve higher mean scores on the cognitive section of the survey instrument than a nationwide sample of undergraduate students.

When the mean score of the freshman portion of the sample was compared to the national norms (the mean score of freshmen at the

institutions in the national sample), the scores were found not to be significantly different ($t = 1.698$, $p < .05$). The freshmen mean score was 32 and the freshmen norm (mean score in the original survey) was 28.

When the mean scores of the senior portion of the sample was compared to the national norms (the mean score of seniors at the institutions in the national sample), the mean score of the senior portion of this study's sample was significantly higher than the norms ($t = 3.239$, $p > .005$). The senior sample mean score was 42 and the senior mean score in the original survey was 34.

The fifth null hypothesis to be tested in this study was accepted when applied to the freshman portion of the sample. When the hypothesis was applied to the senior portion of the sample, it was rejected.

Summary

The following generalizations can be made about the global awareness and understanding of the sample:

The students do not exhibit high degrees of chauvinism.

The students are supportive of the concept of a world government and its use to solve global problems.

The students are concerned about global issues and problems and are empathetic toward people from other cultures.

The students viewed war as an appropriate tool of government policy; however, support for the use of war declined from the scores of the freshman sample to those of the senior sample.

Student support for international cooperation declined from the scores of the freshman sample to those of the senior sample.

Student support for human rights indicated changing attitudes, with support increasing from the freshman level through the junior level in the sample but falling dramatically in the senior year in the sample.

The first null hypothesis was rejected. A significant relationship was found between academic performance in ISS 233 and scores on the cognitive section of the survey instrument.

The second null hypothesis was rejected. A significant relationship was found between overseas experience and scores on the cognitive section of the survey instrument.

The third null hypothesis was accepted. No significant relationship was found to exist between frequency of discussion of world problems in class and scores on the cognitive section of the survey instrument.

The fourth null hypothesis was accepted. No significant relationship was found to exist between choice of a particular medium for current event information and scores on the cognitive section of the survey instrument.

Acceptance or rejection of the fifth null hypothesis was based on the sample class portion to which it was applied. The hypothesis was accepted when applied to the freshman portion of the sample as they did not achieve a significantly higher mean score than that of the freshmen in the national survey on the cognitive portion of the survey instrument. The hypothesis was rejected when applied to the senior portion of the sample as they achieve a significantly higher mean score than that of the seniors in the national survey instrument.

Chapter Five describes the summary and conclusions of this investigation with some possible implications and recommendations for the future.

CHAPTER V

SUMMARY AND CONCLUSIONS

The problem addressed in this study was whether it was possible to create a program at the undergraduate level which fostered the development of globally enlightened and productive students. One approach taken at UNC-G was the development of an International Studies Seminar designed to increase global awareness among the participants and to develop their global perspectives. The effects of four independent variables upon student performance on a measure of global understanding were examined in this study.

The following questions were answered in this study:

1. What is the relationship between student academic performance in International Studies Seminar 233 and performance on the cognitive section of a standardized measure of global understanding?
2. What effect does overseas experience have on student performance on the cognitive section of a standardized measure of global understanding?
3. What effect does the frequency of discussion of world problems in the classroom have on student performance on the cognitive section of a standardized measure of global understanding?
4. Does the use of one particular medium for current event information contribute more to higher overall student performance on the cognitive section of a standardized measure of global understanding than does another?
5. Do students who participate in International Studies 233 score higher on the affective and cognitive portions of a standardized measure of global understanding than a nationwide sample of undergraduate students?

The subjects in this study were sampled from the total number of students who had completed the International Studies Seminar 233 from 1978 through 1981 and were registered as undergraduate students. All students who were considered registered undergraduates were sent a letter of invitation to participate in the survey. Fifty-one students chose to take part in the testing process.

Three sections of Measures of Global Understanding were administered to the student sample: Section A "General Background," Section B "Student Opinion," and Section C "Global Understanding Test."

Five null hypotheses were tested in the study which answered questions raised under the problem statement. Each hypothesis was tested at $P .05$ level of confidence using an appropriate statistical test.

Summary of Student Opinion

The six dimensions that span the affective component of global understanding are: chauvinism, world government, cooperation, war, human rights, and concern. Student opinion was measured on six attitude scales centering around these dimensions.

The findings are summarized below:

Students in the sample responded in a manner to indicate that they were far less chauvinistic than the majority of students who had participated in the earlier national study of student global attitudes.

Students in the sample responded in a manner that indicated that they supported the concept of a world government more than a large majority of the students who had participated in an earlier study of student global attitudes.

Students in the sample perceived themselves to be more concerned about global issues and the problems facing the people of the world than a large majority of students who had responded in the earlier survey of student global attitudes.

The students in the sample were less supportive of cooperation to solve global problems than were over one-half of the students in the national sample.

Pro-war attitudes in the sample group were quite evident but the support of war declined from the freshman section to the senior section of the sample.

Responses from the student sample indicated a decline in support for human rights from the freshman section of the sample to the senior section of the sample.

Summary of Student Knowledge

Inspection of the data related to student knowledge as measured by the cognitive section of the survey measure indicated an increase in student knowledge from the freshmen section of the sample to the senior section of the sample.

Five hypotheses were proposed for testing by this study:

1. There is no relationship between student academic performance in International Studies Seminar 233 and performance on the cognitive section of a standardized measure of global understanding. The hypothesis was rejected.
2. There is no relationship between student overseas experience and student performance on the cognitive section of a standardized measure of global understanding. The hypothesis was rejected.
3. There is no relationship between the frequency of student discussion of world problems in the classroom and student performance on the cognitive section of a standardized measure of global understanding. The hypothesis was accepted.
4. There is no relationship between student choice of one particular medium for current event information and student performance on the cognitive section of a standardized measure of global understanding. The hypothesis was accepted.

5. Students who participated in International Studies Seminar 233 do not achieve higher mean scores on the cognitive section of a standardized measure of global understanding than a nationwide sample of undergraduate students. When the hypothesis was applied to the mean score of freshmen in the sample it was accepted, for the freshmen sample mean score was not significantly different from the national norm for freshmen. When the hypothesis was applied to the mean score of the seniors in the sample it was rejected, for the senior sample mean score was significantly higher than the national norm for seniors.

Discussion

This study is not the first attempt to measure the global knowledge and awareness of college students. It is, however, one of the first attempts to evaluate the attitudes and knowledge of a group of students who have participated in a class specifically designed to enhance their global knowledge and awareness using Measures of Global Understanding. The study also sought to determine other factors which would contribute to overall student global-mindedness.

The affective responses of the students in the survey sample pointed up unusual inconsistencies in their expressed attitudes. Freshmen and seniors expressed extremely strong support for the concept of world government but did not express the same strong support for international cooperation to solve global problems. It is possible that this dual response occurred because cooperation implied that the United States would "do most of the cooperating" while the concept of world government implied shared responsibility and praise or blame for various actions.

Another example of the dual attitudinal pattern which emerged in the affective section of the measure occurred when the self-perception of concern was compared with support for human rights. The seniors and

the freshmen viewed themselves to be most caring and concerned with others and their problems but did not exhibit the same degree of concern for human rights. In fact, support for human rights seemed to decline as the age of the sample increased. Additional study is needed to determine whether the nature of the instrument causes this dichotomy or whether other variables are in operation.

While inconsistencies did exist in some of the attitudinal patterns of the sample, other attitudes were consistently expressed. Both freshmen and seniors supported the concept of world government and exhibited few chauvinistic attitudes. The ability to recognize internalized nationalism and reconcile it with the need for world government is quite unusual. Not all of the consistently held attitudes were of a positive nature. Support for global cooperation declined as the age of the sample increased. A similar situation was noted earlier in student support for human rights.

Some attitudes expressed by class segments of the sample offer cause for concern. The pro-war attitudes of freshmen and the negative view of human rights held by seniors are contrary to global-mindedness.

In the explanation of the attitudinal patterns exhibited by the sample, several things should be noted. Attitudes are acquired over a long period of time and cannot be effectively changed in a relatively short exposure to productive and enlightening attitudes such as through an international studies course. Curricular decisions force the exclusion of some material which may alter one attitude in order to include material

which may enhance another. For instance, International Studies Seminar 233 did not contain a human rights component while it did try to increase the awareness level of students to problems of a global nature and the needs of other peoples of the world.

A critical component in the acquisition of positive global attitudes is a strong knowledge base upon which attitudes are formulated. This study sought to discover what factors enhanced the acquisition of the necessary knowledge base. The first four hypotheses of the study spoke directly to this issue.

Testing the first null hypothesis revealed that a significant relationship existed between academic performance in ISS 233 and global knowledge as measured by the cognitive section of the survey instrument. This was a critical finding, for the goals, thrust, and philosophy of the course precluded it from being a knowledge transmittal course. The interdisciplinary nature of the course brought together faculty from a variety of disciplines who had shared common experiences designed to foster their ability to infuse a global approach to the contemporary world in their teaching and their subject matter. The course as offered may have facilitated the acquisition of knowledge by students or allowed them to utilize already present knowledge in a new way, but it did not impart a predetermined body of knowledge to them.

Testing the second null hypothesis revealed a significant relationship between a student's overseas experience and his or her cognitive performance on the survey measure. Two related implications rise from

this finding. Globally knowledgeable people go overseas, or going overseas makes people more globally knowledgeable. It is the view of the researcher that a combination of the two implications is probably a more valid finding.

Testing the third null hypothesis found no relationship between the frequency of discussion of world problems in class and student performance on the cognitive section of the survey instrument. Questions should be raised in light of this finding. What were the topics of discussion? What type of discussion occurred? What was the overall quality of the discussion which took place?

Testing the fourth hypothesis found that no particular source (i.e., print or non-print) of current event information was significantly related to student cognitive performance on the survey instrument. This finding is significant to international studies instruction at the college and university level. Given the variety of media available to college students for news acquisition, it is important to be aware that no one source is superior in terms of student performance. It is probably more important to stress keeping up with the changing world to a college student than to tell him or her how to keep up with that world.

The fifth hypothesis produced two findings. It was found that freshmen who had participated in the International Studies Seminar 233 did not achieve a significantly higher mean score than a nationwide sample of freshmen on the cognitive section of the survey instrument. However, seniors who had previously participated in International Studies

Seminar 233 did in fact score a significantly higher mean score than a nationwide sample of seniors on the cognitive section of the survey instrument. The findings from testing this hypothesis are important to the future of International Studies Seminar 233 and the larger Consortium International Studies Program. Freshmen who participate in the seminar scored better on the cognitive section of the survey instrument than at least 50% of the freshmen in the national sample. The senior section of the survey sample scored a significantly higher mean score than did the national sample of seniors. The significant increase in measured global knowledge among the seniors may be the result of various factors. It is possible that global knowledge is developmental and cumulative. Their experience in International Studies Seminar 233 may have resulted in participation in additional courses which increased their global knowledge. Their participation in International Studies Seminar 233 may have influenced them to stay more informed about global conditions and issues than their counterparts in the national sample. Whatever the reason for the increase in the senior sample score, it would seem that participation in the International Studies Seminar 233 produced average to above average student norms for comparison to national norms of student global knowledge.

Conclusions and Recommendations

The previous section of this chapter discussed the most salient findings of this investigation. While broad generalizations are not justified, the writer believes that the results of the study produced

new information concerning the state of global understanding and global awareness among students who participated in one segment of the Consortium International Studies program.

First, International Studies Seminar 233 does indeed facilitate the development of global understanding, awareness, and knowledge among the students who participate in it. The mean scores of the sample compared favorably with national norms. The increase in mean scores by class level on the cognitive section of the survey instrument demonstrated the success of the developmental nature of the total program. While not all students exhibited a superior level of global perspective, significant numbers were superior in comparison to their peers across the country. As a course designed to meet a pressing national need, it goes beyond a cursory treatment and effectively aids students in acquiring a productive and enlightened view of their interdependent world.

While not all reported student attitudes can be considered globally oriented, those which are global in nature are strongly supported by the students in the sample. It is a recommendation of this writer that increased attention be directed toward the development of materials and the structuring of experiences which would facilitate increased concern for human rights, global cooperation, and about the necessity to avoid war. These new materials could be added to the content of International Studies Seminar 233 with little disruption of the already successful components.

The thrust, focus, and goals of International Studies Seminar 233 should remain flexible in order to meet the needs of the students in

preparing them for active participation in a changing world. Institutionalization of subject matter, method of instruction, and activities would limit the effectiveness of the course. Just as flexibility is one strength of the course, so too is the interdisciplinary nature of its teaching faculty. The broad backgrounds brought to bear in the course enhance the course itself.

International Studies Seminar 233 is an excellent entry-level course for the International Studies Program and should remain such. The shared experiences of students, who later specialize in a particular facet of international studies, provide the basis for common understanding and awarenesses.

Suggestions for Further Research

This study sought to explore a very limited area in a larger phenomenon. This examination of the effects of a single course in International Studies upon student participants is limited in scope. However, it lays a foundation for further research on a larger scale. Five issues need to be addressed in order to improve global education programs both in the Consortium and the broader spectrum of higher education.

There is a need for further research to examine the relationships between student global knowledge and academic experiences in International Studies courses. The present study provided limited evidence that certain relationships may exist and more extensive research is needed. If these relationships do exist, that information could be helpful to curriculum developers as they design International Studies

courses and decide which activities and experiences would be best for facilitating the development of student global perspectives and knowledge.

Additional research needs to be conducted to find the optimum means to enhance student global attitudes. Do activities exist, or can they be created, which would foster changes in the global attitudes of students? If such activities and experiences are productive, can they be infused into courses other than those under the International Studies rubric?

Further research is needed in the role of foreign language instruction and student acquisition of global knowledge and global attitudes. Agreement as to the active role of foreign language instruction in the development of a global perspective has not been reached. Perhaps the content area material within language instruction classes offers an area of research that could be explored.

The role of student characteristics (e.g.; sex, political attitudes, major) and the relationship to the acquisition of global knowledge and awareness should be further studied. Each student represents a unique combination of characteristics; through further knowledge of these characteristics, their effect on global knowledge and awareness programs can be developed to meet the goals of global education.

Finally, additional investigation is needed to determine whether participation in International Studies Seminar 233 causes students to stay informed about global issues after the conclusion of the class.

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APPENDIX A

A DECADE OF DEVELOPMENT

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PHASE 1, PREPARATORY PERIOD - BY 1980:

- Every state education department and most school systems and teacher education programs would have a collection of some basic references on global education and would have provided opportunities for selected staff members to become aware of the global education concept, some relevant research, successful programs elsewhere, and local possibilities.
- In-service education programs would be available in every region of the country to begin to acquaint teachers and others with the global education concept.
- A survey of the role of the world in the community, region, or state and vice versa would have been conducted, planned, or under consideration in a majority of states.

PHASE 2 BY THE MID-1980s:

- Study groups would be at work in a sizable proportion of state education departments, local school systems, and teacher education institutions to analyze and enrich existing curricula, requirements, and materials from a global perspective.
- In-service education opportunities would be available in the majority of states, including through teacher centers.
- Pre-service education programs would be offering some orientation to global education, at least as an option.
- Initial research agendas would be established and studies and surveys begun.
- A national baseline survey of the knowledge and attitudes of students, teachers, administrators, parents, and community leaders on global education concerns would be completed.
- Every state education department and a sizable proportion of school districts would become involved in an international educational exchange program for students and/or staff.
- State and local school board policy statements would be giving explicit support to global education.
- National public awareness and local community support would be growing, in part, because of increased attention to global problems and issues in the mass media, particularly television, and in the schools.

PHASE 3 - BY 1990:

- Teachers in every state would have access to in-service education programs for global education, at least at the awareness level.
- Good case-study material on the initiation or improvement of global education programs in a variety of school and community situations would be becoming widely available.
- All school districts, state education departments, and pre-service teacher-education programs would have access to information clearing-houses and resource centers on global perspectives in education.
- Teacher certification requirements in a sizeable number of states would begin to reflect global education concerns.
- State curriculum requirements in a sizeable number of states would begin to reflect global education objectives.
- School accreditation requirements would begin to reflect attention to global education.
- Local, state, and national assessments of educational progress would include attention to global education concerns.
- Textbooks and other educational materials would increasingly provide more adequate treatment of global issues and perspectives.