

1993

Global education in the middle school curriculum

Marilyn K. Powers
University of Northern Iowa

Let us know how access to this document benefits you

Copyright ©1993 Marilyn K. Powers

Follow this and additional works at: <https://scholarworks.uni.edu/grp>



Part of the [Education Commons](#)

Recommended Citation

Powers, Marilyn K., "Global education in the middle school curriculum" (1993). *Graduate Research Papers*. 3135.

<https://scholarworks.uni.edu/grp/3135>

This Open Access Graduate Research Paper is brought to you for free and open access by the Student Work at UNI ScholarWorks. It has been accepted for inclusion in Graduate Research Papers by an authorized administrator of UNI ScholarWorks. For more information, please contact scholarworks@uni.edu.

Offensive Materials Statement: Materials located in UNI ScholarWorks come from a broad range of sources and time periods. Some of these materials may contain offensive stereotypes, ideas, visuals, or language.

Global education in the middle school curriculum

Abstract

Several significant and historical changes in the world indicate it is becoming a more negotiable place in which to live. Recent political changes with far reaching effects include the disarmament of nuclear warheads, the dissolution of the Soviet Union, the United Nations involvement in the "Desert Storm War," and the dismantling of the Berlin Wall. There also have been technological changes that have provided an information explosion via media and communication capacities. Because of business priorities, overpopulation, and the materialistic nature of people, environmental changes continue to occur that are causing world-wide effects. These changes have helped pave the way for the political, economic, environmental and multiethnocentric issues. We can no longer view the world from an isolationist vantage point nor should we educate our youth to do so. The need for interdependence is increasing. Ramler (1991) suggests that these changing circumstances call for effective global education throughout the curriculum.

Global Education in
the Middle School Curriculum

A Graduate Project
Submitted to the
Department of Curriculum and Instruction
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education
UNIVERSITY OF NORTHERN IOWA

Marilyn K. Powers

June, 1993

This Research Paper by: Marilyn K. Powers

Entitled: Global Education in the Middle School Curriculum

has been approved as meeting the research paper requirements

for the Degree of Master of Arts in Education.

Greg P. Stefanich

June 9, 1993
Date Approved

Director of Research Paper

Greg P. Stefanich

June 9, 1993
Date Approved

Graduate Faculty Adviser

Marvin Heller

May 21, 1993
Date Approved

Graduate Faculty Reader

Peggy Ishler

June 9, 1993
Date Approved

Head, Department of Curriculum
and Instruction

Global Education in the Middle School Curriculum

Several significant and historical changes in the world indicate it is becoming a more negotiable place in which to live. Recent political changes with far reaching effects include the disarmament of nuclear warheads, the dissolution of the Soviet Union, the United Nations involvement in the "Desert Storm War," and the dismantling of the Berlin Wall. There also have been technological changes that have provided an information explosion via media and communication capacities. Because of business priorities, overpopulation, and the materialistic nature of people, environmental changes continue to occur that are causing world-wide effects. These changes have helped pave the way for the political, economic, environmental and multiethnocentric issues. We can no longer view the world from an isolationist vantage point nor should we educate our youth to do so. The need for interdependence is increasing. Ramler (1991) suggests that these changing circumstances call for effective global education throughout the curriculum.

The concept of global education originated after World War II. Its development has evolved because of the interrelated status of the world and as a result of society's needs. The early, traditional concept of global education stated that its key purposes were to aid in developing a "realist" attitude toward

national interest, national support and power politics and also to acquaint students with cultures and regions of the world other than those based on Western civilization (Remy, Nathan, Becker, Turney, 1975). During the 1970s, educators developed a world centered approach whereby the links which drew people together were a direct result of the "interdependence" which had started to flourish among nations. Students were asked to analyze and evaluate the reciprocal effects of their actions via simulations and they were to view themselves as members of a species, a planet and then of their nation (Becker, 1980). In the 1980s, the desired outcome of global education deteriorated as a result of nuclear war threats, environmental pollution and an inequitable world economic order (Vocke, 1988). As a result, the concept of a world ordered study was created where the classroom students were requested to study and evaluate the radical proposals necessary for changing the international system to a values perspective. Again, global education was acquiring priorities of worth. Vocke wrote that humanity now has several single issue orders that

. . . are perceived to threaten the survival of mankind-- nuclear war, global poverty, world hunger, population growth. Single issue advocates contend that intensive study of specific aberrations that threaten mankind's

existence is the most effective way to incorporate global education into the curriculum. (p. 19)

So many issues were thrust upon educators that it was difficult for teachers to choose appropriate materials and then be able to present both sides of an issue objectively. The same dilemma of choices exists today.

The Problem

The overall goal of global education is to teach the process of critical thinking so that it can be adapted and applied to meeting the needs of an ever changing world. It should be directed toward teaching problem anticipation in addition to problem finding (Ramler, 1991). Global education should provide a local link that fastens connections to the world at large. Another component of global education is to create in students a commitment to the well being of the whole human race. Classroom climate, teacher credibility and co-operative learning strategies appear to be the most important factors in developing positive attitudes (Kobus, 1982). Teachers are striving to become more adept at creating a healthy classroom climate and at using critical thinking and co-operative learning in the classroom, but often they are not properly trained to deal with the topic of global education in an unbiased manner. It also remains unestablished at what level a child is ready to cope with issues of such weight as the knowledge and threat of nuclear

war. Citizens of the United States possess feelings of a high degree of nationalism, patriotism and ethnocentrism. Thus, it is contrary to the American value system to accept any curriculum that fails to support these concepts. Nevertheless educators must prepare students to live in a global world.

Statement of the problem. This study will answer the following questions: (1) What are the typical contents of a global education curriculum? (2) Should this global education be taught separately or infused into the curriculum? (3) What materials are useful in teaching global education? (4) Is there a "values" program in global education that violates personal freedom? (5) What is the relationship of global education to international education, to civics, and to multicultural education?

The Importance of the Study

Americans still express reservations in spite of attempts to integrate global education into the curriculum. Ramler (1991) reported, "Many Americans believe that studies of foreign cultures and languages are nonessential--nice to have...but far down the list of priorities" (p 44). Because of the political and economic dominance during the 20th century, Americans still display a strong nationalistic character and a correspondingly limited curriculum. For example, instructors tend to teach world history from a biased American perspective. Specifically, World War I and the World League of Nations are presented only

from the American point of view, not from a global perspective. Tunneled views of the world and closed mindedness still exist in the homes of our children which influence this perpetuated attitude. In addition, most teachers are unprepared to teach global education from an unbiased perspective because they have been affected by a plethora of partial influences. However, according to Cole, "The future of our world may depend upon the ability of teachers to successfully educate citizens...globally" (1984 p. 154). For this reason, educators must stress the importance of this global stewardship.

Review of Related Literature

Contents of Global Education

There are several concepts that reappear in the literature related to global education: interrelatedness, interconnectedness, interdependence, and multiethnicism. Three definitions of global education are provided in this paper to enable the reader an opportunity to weigh the importance of these notions. Some of the sources that utilize these key concepts in their definitions of global education are Hanvey (1976), the National Council for Social Studies (1982) and Rash (1988). The following definition developed by Hanvey in 1976 and currently accepted by the Association for Supervision and Curriculum Development states:

Global education involves learning about problems and issues that cut across national boundaries, and about the interconnectedness of systems--ecological, cultural, economic, political, and technological. Global education involves perspective taking--seeing things through the eyes and minds of others--and it means the realization that while individuals and groups may view life differently, they also have common needs and wants. (Hanvey, 1976, p. 162)

The National Council for the Social Studies (1982) defines global education as follows:

Efforts to cultivate in young people a perspective of the world which emphasizes the interconnection among cultures, species, and in the planet. The purpose of global education is to develop in youth the knowledge, skills and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism and increasing interdependence. (1982 pp. 37-38)

Quite similarly, Rash documented,

Global education is teaching an interconnectedness of the world systems such as culture, values, ecology, economics, politics, and technology with a goal of self-awareness, nonjudgementalism, perseverance, empathy, humility,

patience, tolerance and trust. Also the ability to integrate oneself into a new situation without losing one's own identity. (1988 p. 211)

Kniep says that unless the four following elements are included, educational programs will not be truly global:

- 1) The study of human values--both universal values defining what it means to be human and diverse values derived from group membership and contributing to particular world views.
- 2) The study of systems--including the global economic, political, technological, and ecological systems in which we live and that contribute to the interdependent nature of our world.
- 3) The study of global issues and problems--including peace and security issues, national and international development issues, local and global environmental issues, and human rights issues.
- 4) The study of global history--focusing on the contact and borrowing among cultures and civilizations and the evolution of human values, contemporary global systems, and the causes of today's persistent problems. (1986, p. 538)

Therefore, one could assume that the goals of global education are to preserve the earth for all of humanity and to

provide for quality of life for all mankind via healthy interactions. In reference to building strong 21st century citizens, Hanvey (1982) documented, "Ideally that means getting inside the heads of those strangers and looking out at the world through their eyes. Then the strange becomes familiar and totally believable" (p. 165). According to Goodlad (1986), it is a school's responsibility . . . "to incorporate a global perspective into school teaching--content that reflects changing realities in the world, and the kinds of teaching that promote problem solving and more active learning. This requires a responsive school culture" (p. 435). The current trends of co-operative learning, integrated classes, critical thinking and problem solving lend themselves well to infusing global education into the present curriculum. Using these strategies, the classroom can serve as the link that focuses outward to systems, events and people of the world. Becker (1990) summarizes, "Preparing students for living in a more pluralistic, intertwined, international system requires new competencies and skills that are interdisciplinary and not culture and time bound" (p. 70). Becker's (cited in Ramler, 1991) world studies approach is reflected in this working draft of principles that was presented at a 1990 meeting of the ASCD Global/International Education Commission:

- 1) All teachers and students should have opportunities to learn about and work with differing ethnic backgrounds.
- 2) International/global studies should be viewed as cross-disciplinary and the global approach should begin in early childhood.
- 3) The impact of transnational interactions should be included in the curriculum reflecting interdependence with other nations and the role of the United States in a global economy.
- 4) The changing role of nations in the world system and the increasing number of international organizations should be highlighted wherever appropriate.
- 5) The changing and evolving role of the United States in world affairs should be included in the study of international trends and developments. (Ramler, 1991, P. 46; Becker, 1990, p. 1)

Educators are not the only ones who influence global education. A former United Nations official, Robert Muller proposed in his World Core Curriculum that a strong self-image and sense of belonging should be given to children. The four objectives that he chose to ensure this process are:

- 1) A good picture of the home into which they are born
- 2) A correct picture of the family into which they are born

- 3) An accurate picture of the time flow into which they are born, and
- 4) A sense of their important personal, miraculous lives in this wondrous creation. (1989 p. 284)

By giving this strong sense of self-worth, children will be prepared to enter the school of global education with a healthy attitude and open mind.

Hanvey (1982) promoted five specific, interdisciplinary dimensions of global education in *An Attainable Global Perspective*:

- 1) Perspective consciousness: An awareness of and appreciation for other images of the world.
- 2) State of the planet awareness: An in-depth understanding of global issues and events.
- 3) Cross-cultural awareness: A general understanding of the defining characteristics of world cultures, with an emphasis on understanding similarities and differences.
- 4) Systematic awareness: A familiarity with the nature of systems and an introduction to the complex international system in which state and non-state actors are linked in patterns of interdependence and dependence in a variety of issue areas.

5) Options for participation: A review of strategies for participating in issue arenas in local, national and international settings. (pp. 162-166)

Clearly, global education should revolve around the concepts of interrelatedness, interconnectedness, interdependence, and multiethnicism with an emphasis on preserving the earth and quality of life for humanity.

Infusion into the Curriculum

In his five dimensions of global education, Hanvey (1982) favored the interdisciplinary approach. Kniep also advocated infusing global education into the curriculum. Kniep (1989) was representing the American Forum program, Global Perspectives in Education, when he reported that the program supported infusing the element of global education into all areas of the k-12 curriculum. An art teacher, Zimmerman (1990), states that it should be not only interdisciplinary, but it should be broad enough in spectrum to focus on international culture or on a student's own local community. The Center for Human Interdependence at Chapman College, Orange Country (sic), California assembled a weekend meeting where participants worked solely to "infuse" a global perspective into existing courses. Most of the authors of the 1991 ASCD Yearbook endorse "infusion" into the curriculum (Tye, et al, 1990).

Other countries are also accepting the concept of global education. Tye and Kniep (1991) contend that Canada and Sweden favor integrating global education into their existing curricula. New South Wales and Australia have also adopted a multidisciplinary course called Society and Culture for grades 11 and 12. Many of the European countries have organized a network to promote and teach global education. Tye and Kniep are currently surveying educators in a number of countries to reveal the status of global education in the curriculum of their schools (1991).

Although there is no prepared curriculum for global education, the reoccurring notion is that it should be infused into the present curriculum. McAlvin's (1989) dissertation research concludes that teaching issue-oriented global education content can increase knowledge, and more knowledge may indirectly yield more positive student attitudes.

Useful Teaching Materials

A global education curriculum proposed by Kniep (1986) could revolve around a theme such as "peace and security education, national/international education, development education, environmental problems, or human rights education. Kniep also provides a curricular model for the Ideal Unified School District which is a K-12 model to implement into the social studies curriculum. O'Neil (1989) recommended that just

one or a few issues be taught in depth to allow students the experience necessary for processing and analyzing information of this nature. Another possibility might be to teach history from a different perspective such as approaching the Revolutionary War from the British point of view. Rarely has it been taught that even Americans disagreed on the necessity of the Revolutionary War (Hughes-Wiener, 1988). U.S. history can be taught in the context of world history (Becker, 1990). Regenbogen's (1988) Mock U.N. Game might be an effective way of linking student interaction to a global situation. In 1987 and 1988 the Stanley Foundation of Muscatine, Iowa, published collections of teaching activities called Teachable Moments (Drum and Otero, 1987; 1988) which are available for a small fee. Avery and Blankenship (1988) have developed an interesting analysis of the U.S. Constitution and its relationship to the constitutions of other countries. By using this approach, students can compare the very basic beliefs of other countries. The Iowa Department of Education (1989) has produced a book of classroom activities entitled, Global Activities: Teaching Ideas for K-12 Educators. This guide is intended to aid school districts who are developing a new program. Ohio State University has developed a curriculum called Columbus Around the World, which requires students to go out into their community to research the ways in which their city, town, or neighborhood is connected to other

parts of the world (Alger, 1974). There are also innumerable journal articles dealing with global education activities for specific grade levels and for specific disciplines. A creative teacher can take almost any topic and teach it from a holistic perspective and simultaneously infuse global education.

Violation of Freedoms

Even though global education advocates purport to benefit all mankind, there remain skeptics and adversaries who fear a loss of ownership or individual rights if global education is promoted. Lamy addressed this issue in the 1991 ASCD Yearbook by proposing: "The best way to avoid major controversy is to clearly define the substantive focus and the learning objectives of any interdisciplinary program. Actually, controversy is inevitable and should be welcomed by educators as part of the learning process." (Lamy et al, 1990, p.49). Contending images of how the world is and how it ought to be will shape challenges when they occur. One issue is the United States' role as policeman in international affairs. Another is the role of the school in the political education of students. Fuel is frequently added to this fire by educators who are often of a more liberal nature than the community in which they are teaching (Lamy et al, 1991, p. 49). Parents many times fail to take kindly to progressive teachers who shape their children's minds in a nonconforming manner.

A weekend conference sponsored by The Center for Human Interdependence [CHI] (Tye et al, 1990) focused on this issue. Members of CHI advocate that lesson plans incorporate not only global education but also self-awareness, cooperative learning, critical thinking, cultural understanding and empathy and conflict resolution, reading, writing and information gathering. Although the focus of the CHI workshops was primarily on the human-centric side of international affairs, they were still questioned by conservatives and fundamentalists about their connections with the United Nations, which some describe as a world government. Others questioned CHI's position on secular humanism and nuclear disarmament. Some skeptics of global education were more comfortable calling the concept international, multicultural, or cross-cultural education (Tye, 1990).

Lamy et al, (1990) states that religious, extremists do exist who believe in fanatical absolutes. Global education is viewed by these people as imposing social and political preference on students. Some traditionalists think that this concept is a misrepresentation of U.S. history (Tye et al, 1990). The CHI staff contends that critics should be referred to Hanvey's (1976) interdisciplinary dimensions of perspective consciousness: state of the planet awareness, cross-cultural awareness, systemic awareness, and options for participation. The staff agreed that

this intellectual, conceptual definition was defensible (Tye et al, 1990). Lamy et al, (1990) also state that there are four or more interest groups who seek to influence global education. One conservative group believes our students should be prepared to partake in an anarchic and competitive international system with only limited cooperation. Another group advocates cooperation and a pluralistic view of an international society. Most educators ascribe to this concept and most Americans support either the competitive or cooperative image of global education. However, there are two lesser, extremist groups. One group represents a strong socialistic platform and the fourth group believes that it is the U.S. position to spread American ideals and traditions to the world. Tancredo, a Colorado legislator, hired a consultant, Gregg Cunningham (1985) to report on a U.S. Department of Education study. This study investigated curriculum materials that had been developed by the Center for Teaching International Relations at the University of Denver (Caporaso & Mittelman, 1988). Cunningham found the materials to be biased in a naive way towards values such as peace, social justice and economic equity. From his own ultraconservative, reference point, Cunningham stressed that the global educators were misinterpreting reality and were training students to do likewise and to become pacifists. He also indicated that according to global educators,

". . . complex problems have only one legitimate solution" (p 3). Through public appearances, this consultant made quite an impact on many Americans and gave a large number of conservatives validation of their beliefs (Caporaso & Mittelman, 1988).

Caporaso and Mittelman's (1988) article, *The Assault on Global Education*, further assesses the Cunningham report. These professors state that the Colorado affair was more than a local issue and because of fundamentalist beliefs, many people identify with Cunningham's position. These critics caution the reader against confusing political conservatism with religious conservatism. They also warn that excessive government coordination in global education could lead to censorship. Three reasons are given for the religious adversaries' convictions: (a) global education questions the "how and why" of cultural, political and economic diversity and does not accept absolutes, (b) fundamentalists have used global education as a scapegoat for the economic recessions and the influx of refugees into this country (c) global education tends to reduce support for nationalism.

Hornstein (1990) attacks global education from the vantage point of weaknesses within the educational system. He writes that global education is not being practiced in the manner in which it is theorized because of the very nature of our schools.

He refers to the climate of the school, the attitude of the teacher and a traditional system which recognizes right or wrong answers and closely follows the teacher's manual. Although cooperative learning is being used, it happens only when the teacher says, so consequently, this sets the condition and guides the learning of students. Hornstein states that the entire construct of our schools defies the principles of global education.

Crocker (1981), a consultant for International Education at the Association of Jesuit Colleges and Universities, Washington, D.C., used the term, "international education" in the global concept. As spokesman for this University, Crocker states that the aims of international education could be taken almost verbatim as those presented for international education, or aims presented by proponents for a world Church (p 62). This catholic consultant advocates that catholic educators lead their students to think globally but, he does not directly address the controversial issues of world population and birth control. The concepts of interrelatedness, interconnectedness, interdependence, and multiethnicism can cause problems for critics of global education.

Relationship to International, Civics and Multicultural Education

Since the United Nations has gained clout in decision making and in global maintenance, there has been an attempt to

draft universal standards for human relations (Kniep, 1986).

Teachers must help students perceive these qualities of humanness and the variety of values in the world. Kniep reported:

In 1948, the United Nations produced a Universal Declaration of Human Rights. With this declaration, all human beings are entitled to life, liberty, property, equality, justice, freedom of religion, free speech, peaceful assembly and asylum. The document also outlawed slavery, torture, and arbitrary imprisonment or detention. It also addressed human social and economic rights: the right of everyone to a standard of living that will assure health and well-being: to adequate food, water and shelter; and to security in sickness and old age. (p. 438)

Ramler (1991) agreed with Kniep when he said there was no need for contradiction between global understanding and national values and interests. Global education promotes a strong values system that calls for Americans to accept responsibility for the well-being of our planet, a loyalty that is a commitment beyond national boundaries. The Nazi situation of W.W.II demonstrated that nationalism without international responsibility can lead rampantly to disaster.

Becker (cited in O'Neil, 1989, p. 2) in the 1989 ASCD Curriculum Update reported "international studies has been

around longer than global education but was more limited to studying nations, geographic areas, cultures, international organizations and diplomacy. What was lacking were programs that help students understand and deal with the connections and ties that today link individuals and the world over". In this same article, O'Neil reported that Becker advised that this base not be broadened but this knowledge be reinterpreted.

When addressing international education, Hughes-Wiener (1988) identifies global education as one of four international domains. In addition to global education the other three components of her approach are: education of cultures, intercultural relations and development studies. In Hughes-Wiener's definition, the global concept includes a study of any system such as it is applied to the global system, the interdependence of the nations and cultures, and global problems such as threats of nuclear war or world hunger (Hughes-Wiener, 1988). Her four international domains are very similar to Hanvey's (1976; 1982) five elements of global perspective. As stated previously, Lamy et al, (1990) alluded to the fact that some educators more readily accepted global education if it was called international, multicultural, or cross-cultural education. Fain et al, (1988) documented a study that analyzed and compared multicultural education and global education. They provided a means of understanding both

concepts by using the four cultural ethics: democracy, equal opportunity, fraternity, and consent to establish a cultural mindset.

Through the Stanley Foundation at Muscatine, Iowa, Drum and Howard (1989) wrote, global education and multicultural education shared in the goals of teaching diversity of values, multicultural perspectives, conflict resolution and tolerance of others. Each focus of education can teach and learn from the other. These authors promote a need for global education and multicultural education as both being crucial to human survival. There is a need to build bridges between the U.S. and the world. According to Drum and Howard, all countries must work together to be interdependent and cooperative, not competitive and antagonistic. This should be accomplished with less emphasis on western-centric notions and on our monoculture. Drum and Howard define multicultural education as human diversity at domestic levels and stressing the racial, ethnic differences, gender, age, socioeconomic status, and physical disabilities of all people. They state the goals of multicultural education are: "To create an understanding and respect for differences, to overcome prejudices and discrimination, to understand the dynamics of racism, and study accurate information on history and cultural distortion and to provide equal education benefits" (1989, abstract).

Cole (1984) also favors merging multicultural education with global education and proposes five goals and objectives for the combined course. She claims that, "Cultural pluralism has been more fully realized because of the recognition that the 'melting pot' did not happen" (p. 151). Cole also states that the blended, Americanized image of cohesiveness and harmony is merely a myth which denies the true diversity of the American culture and therefore is incompatible with multicultural education. Since cultural pluralism is a valuable part of the American society, it must be accepted. According to Cole, multiculturalized global education would aid students in skills such as: promoting interdependence, negating ethnocentrism, promoting cross-cultural understanding and promoting the view that we are one species on one globe (p. 154).

Cleveland (1986) writes that a "feel for world affairs" (p. 416) should be a requirement for American citizenship. This "feel" should recognize basic human needs, interrelated global changes, the limited usefulness of violence, the widening dimension of national security, changes in consumerism, conflict resolution through cooperation, and a pluralistic world with nobody in charge. Everybody should be partly in charge in the leadership element of such a world. Cleveland emphasizes this "feel" because facts that are learned in school are now unlikely to be true for the length of time that it takes a child to grow up.

The national boundaries of many countries in EurAsia and in Africa have recently changed so drastically that it is quite difficult to locate an accurate atlas. Cleveland speaks of the advanced technology of today such as the information explosion and biotechnology and states that each grown-up school child will have to think differently and further ahead and more widely than ever before.

Becker (1990) also writes that effective citizenship today requires a global perspective. The U.S. position in the world depends on attitudes and behavior of our general citizenry. Although Becker and Cleveland both point out many areas of mutuality, they also state that it is too early to combine these concepts effectively.

Summary

Global education, as described by the critics named in this paper, have advocated infusion of the key concepts interrelatedness, interconnectedness, interdependence, and multiethnicism into the existing curriculum. A global perspective of the environment, cultures, economics, politics, values and technology should be conveyed to students. Because global education should be a process, not a product, any one issue taught in depth and from a global perspective could be adequate to teach the necessary thought processes that are essential to anticipatory learning. Also there is an abundance of material available for teachers to use and adapt with their current curriculum. Even though the opposition to global education fears a loss of nationalism, patriotism, leadership and individual freedom, it is possible for the two groups to work towards mutuality as many of the differences occur primarily in name. The separate concepts of international studies, civics and multicultural studies could be aimably incorporated into one interdisciplinary construct which includes global education infused into social studies or any other discipline.

Conclusion

Because of recent, historical changes which have occurred in the world, it seems the time is right for global education to become an established component in American education. In

addition to the world situation, education is currently experiencing a revolution through the use of flexible scheduling, interdisciplinary classes, whole language experiences, and cooperative learning.

It is the school's responsibility to furnish students an open membership into a global society. This provides the youth with a vested interest in preservation of the earth and humanity. By developing qualities of human concern and intelligent stewardship for the environment, democratic values would not be reduced, but would be increased for the entire world. It would be beneficial for students to know, understand, and accept others as this would enable these students to know better themselves. A perceptive vision of the future must be taught to students via integration, cooperative learning, and critical thinking. Teachers must facilitate a connectedness between local situations and global issues. Since the future of the world may essentially depend upon teachers' ability to educate citizens globally, educators must ask themselves this question, "Does the current learning experience allow a global perception to happen?"

References

- Alger, C. (1974). Columbus and the world: A curriculum.
Columbus: Ohio State University.
- Avery, P., & Blankenship, G. (1988). Constitutions: Helping students develop an international perspective. Social Education, 52(2), 136, 139-140.
- Becker, J. (1990). Curriculum considerations in global studies. In D. J. Carter, K. A. Tye (Ed.), L. E. Anderson, B. B. Tye, S. L. Lamy, J. Becker, J. A. Boston, I. Urso, J. L. Tucker, C. C. Anderson, & T. F. Kirkwood, Global education: From thought to action. The 1991 ASCD Yearbook (pp. 67-85). Alexandria, Va: ASCD.
- Becker, J. (1990, October). Global Education. Paper presented at the ASCD International Education Commission, Alexandria, Va.
- Becker, J. (November 28, 1980). Needed: A global context for local actions (Bulletin No. 64). (NASSP).
- Caporaso, J. A. & Mittelman, J. H. (1988, winter). The assault on global education. PS, 36-44.
- Cleveland, H. (1986). The world we're preparing our children for. Social Education, 50(6), 416-423.

- Cole, Donna J. (1984). Multicultural education and global education: A possible merger. Theory Into Practice, 23(2), 151-154.
- Crocker, J. R. (1981 March/April). Global education for a global church. New Catholic World, 224 60-64.
- Cunningham, G. L. (1985). Blowing the whistle on "global education". Denver, Co: Region VIII U.S. Dept. of Ed.
- Drum, J. & Howard, G. (1989). Multicultural and Global Education: Seeking Common Ground. Issues in Education. Muscatine, Ia.: Stanley Foundation.
- Drum, J. & Otero, G. (1987). Teachable Moments (issues 1-20). Muscatine, Ia: Stanley Foundation.
- Drum, J. & Otero, G. (1988). Teachable Moments (issues 1-18). Muscatine, Ia: Stanley Foundation.
- Fain, S. M. (1988). Revising the American character: Perspectives on global education and multicultural education. In W. S. Longstreet (Ed.), J. M. Becker, J. M. Becker, D. J. Metzger, A. V. Angell, J. Regenbogen, K. London, & S. M. Fain, Louisiana Social Studies Journal, 15(26), 26-33.
- Goodlad, J. I. (1986). The learner at the world's center. Social Education, 50(6), 426-436.
- A guide for integrating global education across the curriculum. (1989). Des Moines: Iowa State Department of Education.

- Hanvey, R. G. (1976). An attainable global perspective. Theory Into Practice, 21(3), 162-167.
- Hanvey, R. G. (1982). An attainable global perspective, (Denver: Center for Teaching International Relations.)
- Hornstein, S. E. (1990, April). If the world is round and schools are flat, can we have global education in schools. Paper presented at the annual meeting of the Comparative and International Education Society, Anaheim, Ca.
- Hughes-Wiener, G. (1988). An overview of international education in schools. Education and Urban Society, 20(2), 139-158.
- Kniep, W. M. (1986a). Defining a global education by its content. Social Education, 50(6), 437-446.
- Kniep, W. M. (1989). Global education as school reform. Educational Leadership, 7(1), 43-45.
- Kniep, W. M. (1986b). Social studies within a global education. Social Education, 50(7), 536-542.
- Kobus, D. K. (1982, September). The developing field of global education: A review of the literature. (Abstract). (ERIC Document Reproduction Service No. Ed 227 037).
- Lamy, S. L. (1990). Global education: A conflict of images. In D. J. Carter, K. A. Tye, L. F. Anderson, S. L. Lamy, J. Becker, J. A. Boston, I. Urso, J. L. Tucker, C. C. Anderson, T. F. Kirkwood & K. A. Tye (Ed.), Global education: From

thought to action. The 1991 ASCD yearbook (pp. 49-66).
Alexandria, Va: ASCD.

McAlvin, D. W. (1989). The effect of alternative contents and instructional strategies on the global knowledge and attitudes of sixth- and ninth-grade students (sixth grade) (abstract).

Dissertation Abstracts International, 51, 01-A. Order no:
AAD90-15705.

Muller, R. (1989, September). A world core curriculum. Social Education, 284-286.

O'Neil, J. (1989, January). Global education: Controversy remains, but support growing. ASCD Curriculum Update, 1-8.

Position statement on global education. (1982). Social Education, 46(1), 36-38.

Rambler, S. (1991). Global education for the 21st century. Educational Leadership, 48(7), 44-46.

Rash, J. E. (1988). Practical perspectives on intercultural understanding. Education and Urban Society, 20(2), 211-225.

Regenbogen, J. (1988). A mock U.N. game: Teaching global awareness. In W. S. Longstreet (Ed.), J. M. Becker, J. M. Becker, D. J. Metzger, A. V. Angell, J. Regenbogen, K.

London, & S. M. Fain. Louisiana Social Studies Journal,
15(1), 20-21.

Remy, R. C., Nathan, J. A., Becker, J. M., & Torney, J. V. (1975).
International learning and international education: A
global age (Bulletin 47). Washington, DC: National Council
for the Social Studies.

Tye, K. A. (1990). A look to the future. In D. J. Carter, K. A. Tye
(Ed.), L. F. Anderson, B. B. Tye, S. L. Lamy, J. Becker, J. S.
Boston, I. Urso, J. L. Tucker, C. C. Anderson, & T. F.
Kirkwood, Global education: From thought to action. The
1991 ASCD yearbook (pp. 157-178). Alexandria, Va:
ASCD.

Tye, K. A. (1990). The world at a crossroads. In D. J. Carter, K.
A. Tye (Ed.), L. F. Anderson, B. B. Tye, S. L. Lamy, J.
Becker, J. S. Boston, I. Urso, J. L. Tucker, C. C. Anderson,
& T. F. Kirkwood, Global education: From thought to
action. The 1991 ASCD yearbook (pp. 1-12). Alexandria,
Va: ASCD.

Tye, K. A. & Kniep, W. M. (1991). Global education around the
world, Educational Leadership, 48(7), 47-49.

Vocke, D. E. (1988). Those varying perspectives on global
education, The Social Studies, 79(1), 18-20.

Zimmerman, E. (1990, December). Teaching art from a global
perspective (abstract). ERIC Digest.

APPENDIX

Application

The following survey (see appendix) was conducted to assess the attitudes of students in the seventh grade reading class at Armstrong-Ringsted Middle School towards multicultural issues. A pre-test was issued to an experimental group and to a control group of students in the fall of 1991. The survey was repeated in both groups as a post-test in the spring of 1992. The same students completed the pre-test and the post-test respectively in each group to avoid a bias.

Between the times that the survey was administered, the experimental group read several books during their literature based reading class which were of multicultural interest. The control group read no books of multicultural interest. Post-test scores of both tests were tabulated. Half of the questionnaire was designed to have a desirable negative response and half of the questions were designed to show a positive response thus measuring attitudes toward other cultures.

The survey questions ranged from firmly agree, agree, undecided, disagree to strongly disagree. If a positive response of "strongly agree" indicated positive knowledge and attitudes towards other cultures, five points were assigned to the scale. Four points were assigned to the scale when the student chose the response of "agree" and no points were assigned to an "undecided" response. The same procedure was used for the

negative questions that were considered to show positive knowledge.

When the scores for the experimental group were tabulated, the pre-test composite score was 409 and the post-test composite was 414. This showed a difference of 5 points. When one considers the weight given for each response, this was not a great change in student knowledge and attitudes of other cultures.

The control group had a pre-test composite score of 371 and a post-test score of 332 which showed a decrease of 39 points. This was not surprising because of the way the responses were weighted. These results represent a negligible change in student attitudes. Considering the weight given to each question, the difference revealed in the control group was also small. It was interesting that the experimental group had an increase of 27 points in the undecided column. This could mean a softening of prejudicial attitudes because there was a slight, overall positive movement in attitudes.

Since the concept of attitudes towards other cultures is quite subjective, it is possible that this type of questionnaire is ambiguous in nature and thus low in validity. It is also possible that students in rural Iowa will need more than one class to show a measurable improvement.

**RESULTS OF
ATTITUDES TOWARDS OTHER CULTURES
SURVEY QUESTIONNAIRE**

CONTROL GROUP

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Totals
Pretest						
Raw Score	56	62	116	53	72	
Weighted Score	(X2) 112	62		53	(X2) 144	371
Posttest						
Raw Score	54	54	109	42	64	
Weighted Score	(X2) 108	54		42	(X2) 128	332
			(-7)			-39
<i>Difference between weighted pretest & weighted posttest</i>						

EXPERIMENTAL

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Totals
Pretest						
Raw Score	65	54	78	67	79	
Weighted Score	(X2) 130	54		67	(X2) 158	409
Posttest						
Raw Score	62	53	105	73	82	
Weighted Score	(X2) 124	53		73	(X2) 164	414
			(+27)			+5
<i>Difference between weighted pretest & weighted posttest</i>						

ATTITUDES TOWARDS OTHER CULTURES
SURVEY QUESTIONNAIRE

Directions: You are to read the statement very carefully and then circle the response that best describes how you feel about the statement.

Example: Countries that have a great deal of poverty are referred to as "third world countries".

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

Now wait for your teacher to tell you to begin the survey.

=====

1. I would like to have the opportunity to learn a foreign language.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

2. I learn accurate information about other cultures from watching commercials on tv.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

3. The native people of India are considered to be of the negroid race.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

4. Hispanics born in this country are not American citizens.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

5. There is no reason for me to learn to speak more than one language.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

6. The United States uses more than it's share of the world's natural resources.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

7. Because the United States needs lumber, it is okay to import lumber from South America's rain forest.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

8. I would like to be friends with black students.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

9. The most important reason the United States needed to win the Desert Shield War was to continue to be number one in the military world.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

10. I would consider being a foreign exchange student that goes to school in another country for one year.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

11. I would like my family to host a foreign exchange student for one year.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

12. Since this community is primarily caucasian, our tv advertisements should use only caucasian people.
5. STRONGLY AGREE
 4. AGREE
 3. UNDECIDED
 2. DISAGREE
 1. STRONGLY DISAGREE
13. I often choose library books about foreign people.
5. STRONGLY AGREE
 4. AGREE
 3. UNDECIDED
 2. DISAGREE
 1. STRONGLY DISAGREE
14. Nuclear war in China would harm us in this country.
5. STRONGLY AGREE
 4. AGREE
 3. UNDECIDED
 2. DISAGREE
 1. STRONGLY DISAGREE
15. It is not our nation's obligation to share food with the rest of the world.
5. STRONGLY AGREE
 4. AGREE
 3. UNDECIDED
 2. DISAGREE
 1. STRONGLY DISAGREE
16. While eating in a restaurant, I am uncomfortable if there are black people in the next booth.
5. STRONGLY AGREE
 4. AGREE
 3. UNDECIDED
 2. DISAGREE
 1. STRONGLY DISAGREE

17. Not all caucasian people appear to have white skin.
5. STRONGLY AGREE
 4. AGREE
 3. UNDECIDED
 2. DISAGREE
 1. STRONGLY DISAGREE
18. I only like to read books about people that are like me.
5. STRONGLY AGREE
 4. AGREE
 3. UNDECIDED
 2. DISAGREE
 1. STRONGLY DISAGREE
19. I plan to travel to foreign countries in my lifetime.
5. STRONGLY AGREE
 4. AGREE
 3. UNDECIDED
 2. DISAGREE
 1. STRONGLY DISAGREE
20. People in other countries should speak English so that Americans will enjoy vacationing in their country.
5. STRONGLY AGREE
 4. AGREE
 3. UNDECIDED
 2. DISAGREE
 1. STRONGLY DISAGREE
21. I would not ever want to live in a foreign country.
5. STRONGLY AGREE
 4. AGREE
 3. UNDECIDED
 2. DISAGREE
 1. STRONGLY DISAGREE

22. Because Southwestern U.S.A. is mostly desert, Mexico did not care when they lost the Mexican-American War.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE

23. I would never want to live with a college room mate from China.

5. STRONGLY AGREE
4. AGREE
3. UNDECIDED
2. DISAGREE
1. STRONGLY DISAGREE