RELATIONSHIPS OF TEACHERS' ATTITUDES TOWARD GLOBAL PERSPECTIVE AND INSTRUCTIONAL STRATEGIES WITHIN THE CURRICULUM

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To the Graduate Council:

I am submitting herewith a field study written by Deborah J. Newman entitled "Relationships of Teachers' Attitudes Toward Global Perspective and Instructional Strategies Within the Curriculum." I have examined the final copy of this field study for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Education Specialist, with a major in Elementary Education.

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Date: April 22, 2004

Relationships of Teachers' Attitudes Toward Global Perspective and Instructional Strategies Within the Curriculum

A Field Study

Presented to the

Graduate and Research Council of

Austin Peay State University

In Partial Fulfillment

of the Requirements for the Degree

Education Specialist

Deborah J. Newman

Spring 2004

DEDICATION

This project is dedicated to several very special people in my life: First, to my husband, Charles Newman, who always encourages and supports me in achieving my dreams. Second, it is dedicated to my three sons: Christopher, Ryan, and Matthew, for allowing me to be not only their mother, but also their teacher. Finally, to my dad, William E. Moore, for believing in me.

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to my graduate committee: Dr. Margaret Deitrich, Dr. Sutton Flynt, and Dr. Donald Luck. They have continued to encourage me to grow as an educator and professional. Their assistance and patience have assisted me in reaching my educational goals.

I would also like to acknowledge the teachers from Fort Campbell for their willingness to participate in this study. I am truly grateful to my colleagues who have offered me wonderful support throughout this process. Additionally, my former professor, Dr. Margaret Deitrich, for your willingness to share your love for reading with your students. Her example not only helped me develop my own love for reading, but also helped me to instill the joy of reading with my students.

My dear friend and colleague, Joanna Kimberling, and I have traveled many miles as we have grown as friends and teachers. Throughout our journey, may we continue to learn from one another. I am thankful for our friendship.

ABSTRACT

The purpose of this study was to conduct research that pertained to the relationships of teachers' attitudes and instructional strategies and practices for implementing global perspective within the curriculum. This research study focused on the relevance of global perspective with the integration of multicultural trade books, telecommunication technologies, and the ever expanding worldwide computer network, the Internet, to be utilized as vehicles to assist teachers in incorporating a global perspective within the curriculum. An attitude survey was given to a sample of teachers from two randomly selected elementary schools and the two middle schools located on an active, deployed, military installation in the southeastern portion of the United States. The results of the study suggest that middle school teachers include instructional strategies and practices within the curriculum for global perspective. However, results of this study indicate there is not a significant relationship between teacher attitude and instructional strategies and practices for implementing global perspective within the curriculum. Further study, which includes larger populations, is recommended.

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CHAPTER 1

INTRODUCTION

Statement of the Problem

Helping students cultivate a perspective of the world that includes knowledge about other cultures, nationalities, religions, races, and characteristics of humanity can enhance the development of a positive global perspective. What teaching strategies are being used in elementary and middle schools that will help students cultivate a global perspective?

Importance of the Problem

The need for developing a global perspective for the 21st century is necessary due to the unstable conditions in the world. World leaders are dealing with global issues such as: (a) wars, (b) nuclear weapons, (c) starvation, and (d) health issues. In view of these world issues, educators need to help students cultivate a positive global perspective by including strategies and practices in the curriculum. Hopefully, teachers are assisting students to develop global perspectives by including multicultural children's books and telecommunications technologies in their instructional strategies and practices.

Research Questions

1. To what extent does a relationship exist between teachers' attitudes toward global perspective and the frequent use of instructional strategies and practices to incorporate global perspective in the curriculum?

2. Do differences exist between elementary and middle school teachers' in their use of instructional approaches for implementing a global perspective in the curriculum?

Research Hypothesis

1. There will be no relationship between teachers' attitudes toward global perspective and the frequent use of instructional strategies and practices to incorporate global perspective in the curriculum.

2. There will be no differences between elementary and middle school teachers in their use of instructional approaches for helping students to develop a global perspective within the curriculum.

Definition of Terms

1. Global perspective: Development of the ability to appreciate diversity, to manage conflict, to communicate with others, and to respect oneself and others.

2. Outcome-based education: A systematic approach which is aimed at defining and evaluating student performance within a curriculum that is designed in accordance with the existing outcomes required.

3. Virtual education: The use of information and communication technologies to conduct distance education.

4. Global education: Development of the knowledge, skills, and attitudes that are the basis for decision making and participating in the world.

Assumptions

1. The teachers in the study were considered demographically comparable in both the elementary schools and middle schools.

2. The instructional strategies and practices were considered comparable with teacher instruction for implementing a global perspective.

3. The survey was administered and scored in a manner that was both consistent and objective.

Limitations

1. This study was limited to teachers who teach in a school system that serves children of military parents on an active, deployed, military installation in the southeastern portion of the United States.

2. The sample of teachers who participated in the study was limited to teachers who teach at the two randomly selected elementary schools and both middle schools located within the school system.

3. The volunteer aspect of the sample may have affected the results.

4. The sample of teachers who participated in the study was limited to those who returned signed informed consent forms and surveys.

CHAPTER II

REVIEW OF RELATED LITERATURE

Global Perspective Focus

Global perspective focuses on social change and the promotion of global problem solving. Cultivating a perspective of the globe, which includes an ability to accommodate all cultures, nationalities, religions, races, and other humanity characteristics, can help to prevent barriers that could lead to conflict and misunderstandings. Merryfield (1995) suggested that to assist children in viewing world issues through others' eyes, minds, and hearts, several general education principles could be implemented in the curriculum. These principles include: (a) perspective consciousness, (b) state-of-the-planet awareness, (c) cross-cultural awareness, and (d) systematic awareness.

Developing a Global Philosophy for the 21st Century

In developing a global philosophy for the 21st century, the scope of the global education curriculum needs to be determined by the philosophy of an evolving world. This curriculum should address three areas: (a) an analysis of the current realities in which students live, (b) an analysis of the requirements of world citizenship in the 21st century, and (c) an understanding of those realities from the viewpoint of history, humanities, and policy studies. In the past few decades, the world's population has discovered that the human race can no longer afford to indulge itself in regional and nationalistic points of view. Life in the world of today must continue to address an age

of massive nuclear arsenals where conflicts between and within nations threaten the very existence of the planet. The cultivation of cross-cultural understanding is essential if the earth's ecosystems are to remain intact (Hendrix, 1998).

As the world emerges into one communal society - a "global village", Hendrix (1998) suggested incorporating a global perspective within the curriculum assists student's understanding of common problems, such as poverty, disease, overpopulation, war, and political strife for all nations. It is the belief of some educators that there is a need to expand the concept of citizenship for their students. This concept could include relating that individuals are not only citizens of a particular country; they are also members of a world citizenship. In doing so, students would be able to strengthen their knowledge and understanding of other cultures, which helps to develop a greater awareness of the interdependence that exists among nations. In addition, Nix (1993) has suggested, global education must be proactive and include learning experiences that advocate the adoption of human values conducive to a sense of justice and equality for all individuals.

A study conducted by Airini (1998) stated in order for relationships between culture and curriculum to be developed there is a need for the understanding of and the teaching of culture that is revealed as a revisionary perspective. This perspective should be toward the sources of knowledge regarded as authoritative in the understanding of a culture. To acquire this understanding, a teacher would need to develop and include principles, which could embrace diversity and equity issues within the curriculum. To deepen the understanding and the teaching of culture, the instructional design could

implement a collaborative, holistic approach where learning takes place in many ways with many teachers.

The need for understanding and cooperation among the world's peoples and nations is crucial for a program to develop an authentic sense of global citizenship and harmonious cooperation in a global village. In applying a holistic approach for shaping the curriculum in global education, teachers would be less likely to develop instructional decisions based on student characteristics with regard to racial, ethnic, religious, or gender differences (Merryfield, 1994).

Goals and Objectives of Global Perspective

Brophy and VanSledright (1993) suggested educators need to provide opportunities for purpose and growth when integrating global perspective in the curriculum. The learning needs to be relevant when helping students deepen their knowledge, skills, and attitudes to live effectively in the world. The world's undeveloped countries are changing at a fast rate. Therefore, today's educators need to deepen students awareness in three areas: (a) understanding of the causes of underdevelopment, (b) what steps are necessary for becoming a developed country, and (c) ways of achieving a new international economic and world order for these countries.

In designing the curriculum for global perspective, the emphasis should be placed on five goals: (a) perspective consciousness, (b) health of planet, (c) systems consciousness, (d) involvement consciousness, and (e) process-mindedness. These objectives could support increase pluralism among societies, while at the same time deepen interdependence among the countries of the world. In global education,

knowledge is not simply an understanding of each world issue in a list of discrete issues, but an awareness of the interconnections among these issues.

Bacon and Kischner (2002) stated that any model of global curriculum that puts understanding perspectives and authentic application at its core cannot be taught in isolation. Modeling by teachers increases the level of involvement and curiosity for students. Classrooms are greatly enriched when they are defined not by the four walls that enclose them, but as a nexus of community resources that teachers draw from to build understanding of a greater world for their students.

Professional Development

AusAID (2000) reports that teachers in Australia are responding to increasing global perspective within the curriculum. It was further stated that global education and global perspectives are now part of the Australian curriculum. Through AUSAIS's Global Education Program (2000), curriculum writers create and package material for teachers to use that illustrate positive approaches to the challenges and opportunities that the global environment presents. The project also provides teachers and students with the chance to investigate local, regional and global issues. Teachers and trainee teachers in each state attend professional development in global education that is supported by AusAID (2000). This provides a coordinated process for teachers in government and non-government schools to develop the knowledge and skills needed to integrate global education into the curriculum (AusAID, 2000). The professional development further encourages teachers to become committed to implementing the concepts, skills, and values of global education in their schools (AusAID, 2000).

Currently, about 50 global education projects offer in-service education programs, which serve as models for educators. For example, the American Forum for Global Education's New York and the World project offers programs for the teachers of New York City; the Center of Teaching International Relations at the University of Denver assists teachers in Colorado; and the California International Studies University, works with colleges and universities to conduct teacher education programs throughout the state (Smith, 2002).

Leadership as a Key Factor

The principal was determined to be an important factor in the success or failure of educational change that occurred within a school. In a four-year study consisting of eleven elementary and secondary schools it was determined that the principal's leadership style had a major impact on infusing global perspectives into the school-wide curriculum (Tye, 1994). Principals were categorized as being either focused, disseminated, or managed with regard to goals for the school. The types of leadership exhibited by the principals were found to be formative factors. The principals' abilities to reflect vision and meaning for the changing nature of the world provided support for accomplishing a global perspective within the curriculum of the school.

Making Curricular Connections

Teachers need to integrate curricular connections between global education and multicultural education for their students through planned instruction. To reach their goals, teachers could also develop multiple perspectives within the curriculum in dealing

with common concerns with respect to human dignity and human rights, self-determination, international conflict management, and conflict resolution. For teachers to understand the relationship between culture and curriculum, they need to understand that teaching culture is more than just teaching about customs, it involves becoming an active participant (Airini, 1998).

To assist teachers in implementing multicultural perspective within a curriculum, children's multicultural trade books can be useful tools to introduce students to the similarities and differences among various cultures and provide learning experiences meeting specific geographic goals. The use of story and the linking of a known to an unknown culture provide both emotional involvement with culture and an aid in developing children's global awareness (Norton, 1990). Children's multicultural trade books should provide a link between the child's own culture and another culture. Lickteig and Danielson (1995) suggest "books which provide a link between cultures gives the child progressing from the pre-operational period to the concrete operations period assistance in crossing cultural gaps and viewing the perspective of others" (p. 3).

Pre-service Teacher Acquisition

A research study by Vavrus and Ozcan (1996), examined and analyzed the thinking of 49 elementary and secondary education student teachers who had completed coursework on teacher reflection and conceptual framework for multicultural education and global education. The overall results suggested that 45% of the subjects, leaned toward the conservative end of the multicultural spectrum rather than toward a critical multiculturalism. This critical multiculturalism is necessary for transformative reform of

the school curriculum. The data in this study suggested that the current stage of development in reflective teacher education programs may be failing to overcome dominant historical, conservative, and liberal multicultural ideologies for the candidates. Vavrus and Ozcan further suggested in seeking to overcome dominant ideologies in current preservice programs there is a need to create long-term networks for exchanging curricular information on efforts and techniques within the programs.

Global perspective should be primary not secondary in higher education; it should be an essential part for educating pre-service teachers to cope creatively with the modern world. In a world that is rapidly, becoming interdependent there is a need for providing a reform path within an educational teaching program. This should include the acquisition of multicultural and global perspective to strengthen the teaching skills of pre-service teachers.

Accountability

For educators, assessment is an important part of schooling. Assessing gained knowledge for a global perspective can be difficult because the concept develops informed and expanded attitudes. For this reason it is imperative that educators develop units of instruction that employ teaching strategies, which are directly connected to their goals and objectives. Educators should utilize various formats for delivering instruction, develop high expectations for their students, and expect all students to learn and succeed. Teachers could design global attitude scales to assist in assessment of students growth when responding to people of other cultures, races, and backgrounds. The development of assessment for global perspective could provide educators with a better idea of

students' global knowledge. However, there is a need for additional research on how to improve global education practice and finding the best methods for increasing students' global understanding (Holloway, 2002).

Outcome-based education (OBE) is an additional tool, which may assist educators in assessing global education programs. Spady and Marshall (1991) stated three benefits of utilizing OBE: (a) the outcomes are clearly defined, (b) extensive input is received from the community, and (c) learning outcomes are communicated to teachers, students, and parents. In addition, the implementation of these strategies helps to produce citizens who are willing to participate effectively and responsibly in the world system.

Holloway (2003) stated while there is a lack of consistency in large-scale standardized student tests in individual countries for international assessments, nations are beginning to collaborate to produce international comparative studies of student performance.

Promoting a Global Perspective

Recent population migrations, disappearing domestic and foreign boundaries, and massive economic, scientific, and technological changes are forcing the United States to redefine its isolationist position. There is a need to adopt a more collaborative stance for defining global perspective and global education in the United States. Some American educators believe global education to be a national movement originating within the United States. Examination of programs and networks being utilized in Australia, Sweden, and European countries could help American educators to dispel this perception (Tye & Kniep, 1991).

For promoting global learning, several books have been written which could provide a guide or resource to assist teachers for implementing a global perspective within a curriculum. Several books share many of the visions for schooling for the 21st century and could serve as a guide for parents and teachers. The authors discuss three ways to integrate the Internet within the curriculum: (a) information on partner-class clearinghouses, (b) project-oriented activities, and (c) selected Internet resources for K-12 education with specific themes.

Recent critics in viewing an effective social studies curriculum advocated emphasizing families, neighborhoods, and communities when teaching global perspective. The content should utilize direct experiential learning and comparisons with parallels in past and contemporary cultures, thus introducing a more comparative and global perspective (Brophy & VanSledright, 1993).

Tye (2003) stated that the major findings from his study was that throughout the world, schooling is still seen as a major force in the building of national loyalties. Tye (2003) further stated this is true despite the inexorable movement toward regional and international cooperation and the growing interconnectedness of the global systems. Tye's study also showed that many American educators included the study of global issues within the curriculum. However, most American educators did not think to seek interaction with educators from around the world who were concerned with the teaching of global issues (2003).

Merryfield (2002) believes that global educators are making a difference in the lives of their students by teaching open-mindedness, anticipation of complexity, and resistance to stereotyping. Global educators are leading the way, not only in preparing

their students for a global age, but also in showing the rest of us that we can all prepare the next generation of citizens to embrace multiple loyalties to our communities, nations, and the planet (Merryfield, 2002).

Recently, the U. S. Congress allotted tens of millions of dollars for programs to train educators to teach United States history more effectively. Dunn (2002) stated that he wished they would also budget money for the development of a world history curriculum, which would draw on scholarly research in the field and would also help students to understand political, economic, cultural, and environmental changes in the world. The education community needs to commit itself to a world history curriculum that would be useful to young citizens, whose lives, whether they like it or not, will be shaped by world-scale transformations (Dunn, 2002).

Technology and Global Perspective

Citizens of the industrialized world are living in what has become known as the "Information Age". This event is the direct result of the continual expansion of computer technology. Milone (1997) stated that utilizing telecommunications, such as, E-mail, Fax machines, distant learning, and Internet-based learning provides opportunities for students and teachers to discover almost unlimited resources and information. Computers have been a major component in unlocking the classroom's physical limitations, which allows students to amplify their experiences and interactions with people of diverse backgrounds. The Internet is the search engine, which can help enhance student cross-cultural perspectives when instructional strategies are implemented within the classroom environment. Education for tomorrow's students will require teachers to teach differently

than today. Scott (1999) stated the literacy skills for the 21st century would require each student to be a discriminating information seeker as well as a competent communicator. It was further stated that students would need to obtain the skills necessary to decipher and analyze, plus also require a different way of examining and synthesizing data.

As computer technology continues to evolve, the way schools teach computer technology needs to change. Dooling (2000) stated that schools should use computer technology as a teaching tool across the curriculum, provide ongoing and authentic professional development, and involve administrators, parents, and the community in discussions about technology.

Global Education Projects

The integration of computer technology within the classroom can have an enormous impact on the curriculum. The process of developing a global education classroom, which utilizes telecommunications requires the teacher or teachers in charge to have a thorough understanding of the philosophical underpinnings and teaching strategies applicable to global education (Global Perspective, 1999). The use of technology based instruction when compared to traditional methods allows for in-depth interactive activities which helps to deepen the student's understanding.

Means (2001) stated that no matter the type of technology, the five characteristics are necessary to make sure that using technology in the classroom results in meaningful learning: (a) real-world contexts for learning, (b) connections to outside experts, (c) visualization and analysis tools, (d) scaffolds for problem solving, and (e) opportunities for feedback, reflection, and revision.

One important principle is that Internet use provides students with the opportunity to cross the boundaries between classroom materials and research materials without being aware of this occurrence. Students may find themselves discovering a web page that appears to be nothing more that a syllabus, only to find themselves expanding their search to include the reading of primary texts to satisfy their peaked curiosity about a topic or subject. Through acquired knowledge of computer literacy, students are also engaging in their own research, which can become personally relevant to not only their individual point of view but also from the world's (Hunter & Bagley, 1995). Some of the possibilities for Internet use could include electronic libraries, electronic journals, and the World Wide Web.

In a project entitled, "Around the World in 24 Hours" students participated in a culminating activity that engaged students, teachers, and parents from across the globe in an exciting exchange of cultures, geography, and environmental concerns within a twenty-four hour time period. Videoconferencing brought first through fifth graders in a Florida elementary school face-to-face with their peers in other countries. Students used reading and writing skills across the curriculum to research countries, calculate contact times, and compile questions for their international peers. In reflecting on the activities and the amount of time devoted to planning and implementing, the teachers determined they had taught many of their state standards through the program. In fact, they agreed they had enabled learning for their students to be more relevant to the real-world experiences (McGoogan, 2002).

Presenting and Publishing Utilizing Technology

Teachers are discovering multiple uses of computers in presenting and publishing students' writing and creative endeavors. Technology is also providing opportunities for students to interact with currently popular authors of children and adolescent books throughout the world (Global Educational Projects, 1999).

Teachers could employ an additional activity by using a worldwide e-mail service for utilizing technology and the Internet within the curriculum to gain global perspective. The use of e-mail is less expensive, simple to use, and relatively easy to manage when compared to using the postal service throughout the world. Several e-mail sites are available for teachers to utilize to expand and enhance student knowledge in letter writing formats through incorporating pen pals within the classroom curriculum. One such web site, ePALS was founded in early 1996 (ePALS Classroom Exchange, 1999). As a free service, ePALS can provide students with a teacher-monitored opportunity to meet and correspond with other students in classrooms from around the world. This award winning search engine has connected over 13,000 classrooms to over 100 countries speaking over 100 languages.

Continual technological breakthroughs are being made using Internet voice and video communications. Through ePALS, classrooms are sharing photographs, images, sound and video clips for very little expense. Students are being given opportunities to explore the latest tools, while learning about the incredible technological revolution that is making it all possible. Utilizing ePALS is certainly on the cutting edge of the information superhighway for positively orchestrating a global perspective within the classroom curriculum.

As more and more schools are going on-line, sites are being developed to assist educators in utilizing the Internet in their curriculum and classrooms. Payton (1999) suggested educators could use websites such as: (a) eMail Classroom Exchange, (b) Keypal Club, (c) PenPal Network, and (d) SAPE to utilize the Internet to collaborate work in curriculum areas. Some suggestions for using the sites could include: (a) to compare and contrast social and/or environmental differences and graph the results, (b) visit the Census Bureau's website and compare the statistics of both communities, or (c) visit Mapquest's website and find the key pal's city on the Atlas (Payton, 1999).

A good global education curriculum consists of more than simply facts and figures about nations and their relations with one another; it also encourages understanding of cultural differences and similarities, tolerance, and a globally interdependent view of the world. The goals of global education may be realized as never before using telecommunications technologies. However, in a study conducted by the Commonwealth of Learning (1999), the researchers concluded that, "the use of information and communication technology should be in the context of clearly stated educational outcomes accompanied by practical strategies for achieving them" (p. 23).

Cross-cultural Linkage for Global Environmental Collaboration

A practicum developed by Nix (1993) was centered on a cross-cultural educational linkage between a school in Moscow, Russia and a middle school in South Florida. To establish the purpose of this linkage, a cross-cultural networking for sharing educational ideas was focused on global thinking and global problems between the two schools. To strengthen the focus on environmental concerns, teachers collaborated to

develop curriculum to address resources, strategies, techniques, and activities to identify common global environmental concerns and to find possible solutions for these concerns. Teachers at both schools attended in-service training on techniques and teaching strategies of critical thinking and creative thinking skills as guidelines in the development for lesson planning. The provision of this baseline was deemed instrumental in helping to ensure success of the practicum design and project.

Students from both schools were jointly engaged in creating community surveys, creative writing, cultural art, pen pal correspondence and research activities to utilize cognitive processing skills of critical and creative thinking. From the data complied from both cultures, students were almost totally in agreement that the future of the world depends on how people live today and that an ecological catastrophe could occur if people don't change the way natural resources are used (Nix, 1993).

Hunter and Bagley (1995), proposed that classrooms utilize computers and the Internet to communicate with electronic pen pals by following three sequential stages: (a) getting acquainted with pen pals, (b) acting as resources for each other and discussion of common issues, and (c) collaborating on a project.

An international telecommunications curriculum-based network, K-12 Net, is devoted to broad areas of instruction corresponding with students and teachers (Murray, 1993). The network is available to anyone with a microcomputer, a modem, and telecommunications software and is virtually free or inexpensive to access worldwide. K-12 Net includes class project ideas, educational software, and forums in which students and teachers can pose questions and receive answers.

Virtual Education: Distant Learning

Virtual education is the use of information and communication technologies (ICTs) to conduct distant education. In a study of current trends in virtual education, a team of experts provided a detailed look at the differences in the development of models for virtual learning from twelve regions of the world. While it was clear that the application of ICTs to practice distant learning was growing rapidly, the study team determined that the concept of truly virtual education is still more rhetorical than real (Commonwealth of Learning, 1999).

Virtual campuses are not limited to higher education. Federal Way School District 210 in Washington State, for example, supports an Internet Academy for K-12 home schoolers and at the University of Nebraska, the Department of Distance Education won a federal grant to develop a full high school curriculum to be delivered through the Web (Milone, 1997).

Some educators are skeptical of the virtual campus concept because they believe that the crucial bond between student and teacher might be lost due to not being in a school environment. These new avenues of learning could be filled with eager students who are willing to go the extra mile for learning when the educational challenges of time, equal opportunity, and real-world learning persist, and as Internet access becomes more pervasive.

CHAPTER III

METHODOLOGY

Participants

The school system from which the sample was selected is located on an active, deployed, military installation in the southeastern portion of the United States. The two elementary schools used in the sample were randomly selected from five elementary schools within the school system. The two middle schools within the school system were also used in the sample. The four schools used in the sample have an employment of 135 teachers. The participants in the study included 41 elementary teachers and 44 middle school teachers who are currently employed in one of the four schools selected for the study.

Permission to proceed with this study was granted from The Institutional Review Board at the sponsoring university (see Appendix A-1) and from the Department of Defense Education Activity (DODEA) School System (see Appendix A-2). Permission was also granted from the superintendent of the school system (see Appendix A-3). Permission was then granted from each of the four school's building principal (see Appendix A-4, A-5, A-6, A-7). The risks to each human subject were deemed minimal.

Each teacher participant was asked to grant permission to the researcher by signing an informed consent form provided by the researcher (see Appendix A-8). Teachers were given the opportunity to volunteer or not volunteer to participate in the study. There was no compensation given to teachers for participating in the study.

Instruments

For this study, the participants were given a researcher-generated attitude survey, which was used to determine teacher attitudes toward global perspective and what instructional strategies and practices they included in the curriculum to help students to develop a global perspective (see Appendix B). The survey was divided into two parts, which consisted of 20 statements; ten of the statements were related to global demographics and the other ten statements were related to instructional strategies, methods, and / or materials. This pilot survey was tested for reliability by using a split half / odd even format. The format of the attitude survey required participants to respond using a Likert scale.

In the first ten statements on the survey, the teacher responded to statements, which were related to attitude toward global demographics. The teacher responded using Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Positively worded statements were scored by assigning five points to SA, four points to A, three points to U, two points to D, and one point to SD. Negatively worded statements were scored by assigning five points to SD, four points to D, three points to U, two points to A, and one point to SA. A total score of 39-50 indicated that the teacher had a positive attitude toward global perspective. A total score of 26-38 indicated that the teacher had a somewhat positive attitude toward global perspective. A total score of 13-25 indicated that the teacher had a slightly negative attitude toward global perspective. A total score of 1-12 indicated that the teacher had a negative attitude toward global perspective.

In the second ten statements on the survey, the teacher responded to statements which were related to instructional strategies and practices. The teachers responded using Whenever Possible (WP), Frequently (F), Occasionally (O), Twice Yearly (TY), and Never (N). Positively worded statements were scored by assigning five points to WP, four points to F, three points to O, two points to TY, and one point to N. A total score of 39-50 indicated that the teacher had a positive attitude for incorporating instructional strategies and practices for global perspective in the curriculum. A score of 26-38 indicated that the teacher had a somewhat positive attitude for incorporating instructional strategies and practices for global perspective in the curriculum. A score of 13-25 indicated that the teacher had a slightly negative attitude for incorporating instructional strategies and practices for global perspective in the curriculum. A score of 1-12 indicated that the teacher had a negative attitude for incorporating instructional strategies and practices for global perspective in the curriculum.

Procedure

Prior to the beginning of the study, permission was granted: (a) from the Institutional Review Board at the sponsoring university, (b) from the Department of Defense Education Activity (DODEA) School System, (c) from the superintendent of the school system, (d) from each building principal of the selected schools. Each teacher participant from the two randomly selected elementary schools and both middle schools were asked to grant permission to complete an attitude survey by reading and signing an informed consent form prior to completing the survey.

The researcher contacted each principal from the two randomly selected elementary schools and both middle schools to ask permission to be placed on the agenda of the school's faculty meeting. While attending each school's faculty meeting, the researcher provided an explanation of the study to the teachers who were present. The researcher informed the teachers they would be given an opportunity to volunteer or not volunteer to participate in the study and that there would be no compensation for participation in the study. The researcher further informed the teachers the informed consent form and the attitude survey would be placed in each teacher's mailbox by the schools secretary. The researcher informed the teachers that two box containers labeled (1). *Informed Consent Forms: Global Perspective*; (2). *Survey: Global Perspective* would be placed in the mailroom of their school. The researcher demonstrated the procedure for placing the informed consent form and the attitude survey into the appropriately labeled box container. Teachers were asked to place the signed consent form and the completed attitude survey in the appropriately labeled box container by the closing of school business the day following the school's faculty meeting. In addition, teachers were informed that a teacher not involved in the study and not employed at either of the two randomly selected elementary schools and both middle schools would collect the box containers from each school the day following the school's faculty meeting. After the explanation of the study and addressing questions from the teachers concerning the study, the researcher left the faculty meeting.

A teacher not involved in the study and not employed at either of the two randomly selected elementary schools and both middle schools collected the box containers from the two randomly selected elementary schools and both middle schools.

This teacher gave only the completed attitude surveys to the researcher. The consent forms were stored in a locked file cabinet at this teacher's school until after the field study was concluded. This teacher coded each box container by writing either the words elementary school or middle school on each box container. This teacher did not write the name of the school from which the box containers were collected. This teacher also did not identify which box containers came from which school to the researcher.

Only the attitude survey forms with no identifiable marks were given to the researcher. The survey results were complied to determine if there was a relationship between the attitude survey results of teachers at both the elementary and middle schools. The survey results were also complied to determine if there was a relationship of teachers' attitudes toward global perspective and the instructional strategies, methods, and / or materials they use to help their students develop a global perspective.

Statistical Procedures

The attitude score, the mean score, and standard deviation were determined for each participant. A *t-test* for independent samples was used to test for significant difference in the scores of the elementary and middle schools. The results from all of the samples were then compared with each other to identify any significant differences in global perspective attitudes and instructional strategies and practices between the elementary and middle schools.

CHAPTER IV

DATA AND RESULTS

The Sample

The sample was selected from the two randomly selected elementary schools and both middle schools in the school system, which was located on an active, deployed, military installation in the southeastern portion of the United States. There were a total of 85 participants who completed and signed an informed consent form prior to completing an attitude survey. These participants included 41 (48 %) elementary school teachers and 44 (52 %) middle school teachers, as shown in Figure 4.1

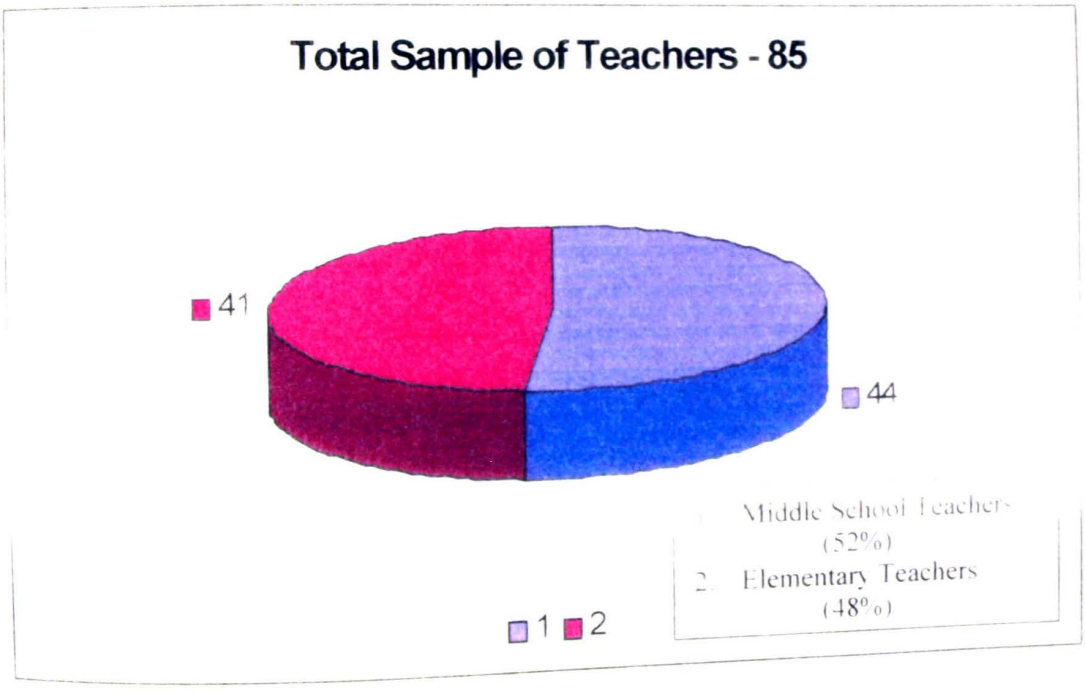

Figure 4 The Sample

Teacher Attitude Survey Based on Global Demographics

An attitude survey consisting of twenty statements was administered to the participants. The survey was divided into two sections: (a) Global Demographics, (b) Instructional Strategies and Practices.

In the first section of the survey, the participants responded to ten statements, which were related to attitude toward global demographics. Using a Likert scale from strongly agree to strongly disagree, the participants were given the opportunity to responded using Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Positively worded statements were scored as follows: SA – strongly agree (5), A – agree (4), U – undecided (3), D – disagree (2), and SD – strongly disagree (1). Negatively worded statements, the scoring was reversed as follows: SD – strongly agree (1), A – agree (2), U – undecided (3), D – disagree (4), and SD – strongly disagree (5). A total score of 39-50 indicated that the teacher had a positive attitude toward global perspective. A total score of 26-38 indicated that the teacher had a somewhat positive attitude toward global perspective. A total score of 13-25 indicated that the teacher had a slightly negative attitude toward global perspective. A total score of 1-12 indicated that the teacher had a negative attitude toward global perspective. Table 4.1 Teacher Attitude Survey Based on Global Demographics indicates the percentage of teachers in each category.

Table 4.1. Teacher Attitude Survey Based on Global Demographics.

Total Composite	Percentage of Elementary Teachers (41 Total)	Percentage of Middle School Teachers (44 Total)	Percentage of All Teachers (85 Total)
39-50 positive	12 or 29%	16 or 36%	28 or 33%
26-38 somewhat positive	29 or 71%	28 or 64%	57 or 67%
13-25 somewhat negative	0 or 0%	0 or 0%	0 or 0%
1-12 negative	0 or 0%	0 or 0%	0 or 0%

The responses from each elementary teacher and middle school teacher demonstrate the many similarities in feelings toward a global perspective. More middle school teachers (36%) than elementary teachers (29%) responded to show that they had positive attitudes toward global perspective. Another interesting response was that 71% of elementary teachers indicated they had somewhat positive attitudes toward global perspective while 64% of the middle school teachers shared this attitude. Overall, 100% of teachers indicated positive or somewhat positive attitudes towards global perspective. A difference between the overall total number of responses for positive and somewhat positive was found with 67% of both elementary and middle school teachers having somewhat positive attitudes toward global perspective. While 33% of both elementary and middle school teachers had a positive attitude toward global perspective. No elementary teacher or middle school teacher indicated a somewhat negative or negative attitude toward global perspective. A complete analysis of each statement disaggregated by teachers and total number of teachers is included in Appendix C-1.

Teacher Attitude Survey Based on Instructional Strategies and Practices

In the second section of the survey, the participants responded to ten statements, which were related to instructional strategies, methods, and / or materials. Using a Likert scale from whenever possible to never, the participants were given the opportunity to responded using Whenever Possible (WP), Frequently (F), Occasionally (O), Twice Yearly (TY), and Never (N). The scoring for positively worded statements was as follows: WP – whenever possible (5), F – frequently (4), O – occasionally (3), TY – twice yearly (2), and N – never (1). A total score of 39-50 indicated that the teacher had a positive attitude for incorporating instructional strategies, methods, and / or materials for global perspective within the curriculum. A score of 26-38 indicated that the teacher had a somewhat positive attitude for incorporating instructional strategies, methods, and / or materials for global perspective within the curriculum. A score of 13-25 indicated that the teacher had a slightly negative attitude for incorporating instructional strategies, methods, and / or materials for global perspective within the curriculum. A score of 1-12 indicated that the teacher had a negative attitude for incorporating instructional strategies, methods, and / or materials for global perspective within the curriculum. Table 4.2 Teacher Attitude Survey Based on Instructional Strategies and Practices indicates the percentage of teachers in each category. A complete analysis of each statement disaggregated by teachers and total number of teachers is included in Appendix C-2.

Table 4.2. Teacher Attitude Survey Based on Instructional Strategies and Practices.

Total Composite	Percentage of Elementary Teachers (41Total or 48%)	Percentage of Middle School Teachers (44 Total or 52%)	Percentage of All Teachers (85 Total)
39 – 50 whenever possible	2 or 5%	2 or 5%	4 or 5%
26 – 38 frequently	14 or 34%	26 or 59%	40 or 47%
13 – 25 twice yearly	24 or 59%	15 or 34%	39 or 46%
1 – 12 never	1 or 2%	1 or 2%	2 or 2%

The responses from each demonstrate the many differences in instructional strategies and practices used in individual classrooms to implement global perspective. More middle school teachers (64%) than elementary teachers (39%) responded to show that whenever possible or frequently they implemented instructional strategies and practices within the curriculum to incorporate global perspective. Overall, 52% of the elementary and middle school teachers indicated whenever possible or frequently they implemented instructional strategies or practices within the curriculum to incorporate global perspective. A difference was indicated by the fact that 59% of middle teachers showed that they frequently implemented instructional strategies and practices to include global perspective, while 34% of elementary teachers shared this practice. Another difference between the teachers was indicated by the response of 59% of elementary teachers who implemented instructional strategies and practices to include global perspective twice yearly, with 34% of the middle school teachers sharing this practice. Another observation based on these findings was that 2% of the elementary teachers and

2% of the middle school teachers responded to whenever possible when implementing instructional strategies and practices to incorporate global perspective within the curriculum. Further findings showed that instructional strategies and practices for global perspective were implemented only twice yearly or never throughout the school year by elementary and middle school teachers as indicated by 48%. While 2% was shared by both elementary or middle school teachers that indicated they never included instructional strategies and practices to incorporate global perspective within the curriculum.

Analysis of Teacher Attitude Survey Based on Global Demographics

The mean score of teacher attitude based on global demographics increased from 35.78 to 37.15 from elementary teachers to middle school teachers. The standard deviation decreased only slightly from 4.76 to 4.55.

The sample was divided into two groups, which were elementary teachers and middle school teachers. The survey scores were complied. A *t-test* for independent samples was used to test for differences between the elementary teachers and the middle school teachers. The T-Value was .176698 as indicated in Table 4.3 Analysis of Teacher Attitude Survey Based on Global Demographics. Table 4.3 indicated the analysis of the elementary teachers and the middle school teachers in which the level was set at .05. Based on these results, there were no differences between the elementary and middle school teachers.

Table 4.3 Analysis of Teacher Attitude Survey Based on Global Demographics.

Group	n	Mean	Standard Deviation	Degrees of Freedom	T Value
Elementary Teachers	41	35.78	4.76	40	
Middle School Teachers	44	37.15	4.55	43	0.1767

$p < .05$

Analysis of Teacher Attitude Survey Based on Instructional Strategies and Practices

The mean score of teacher attitude based on instructional strategies and practices toward global demographics decreased from 32.06 to 31.18 from elementary teachers to middle school teachers. The standard deviation increased only slightly from 4.34 to 4.94. This means that the variability of attitude increased among the participants.

The sample was divided into two groups, which were elementary teachers and middle school teachers. The survey scores were complied. A *t-test* for independent samples was used to test for differences for instructional strategies and practices implemented by elementary teachers and middle school teachers. The T-Value was 0.540958 as indicated in Table 4.4 Analysis of Teacher Attitude Survey Based on Instructional Strategies and Practices. Table 4.4 indicated the analysis of the elementary teachers and the middle school teachers in which the significance level was set at .05. Based on these results, there were no apparent differences in instructional strategies and practices between elementary teachers and middle school teachers.

Table 4.4 Analysis of Teacher Attitude Survey Based on Instructional Strategies and Practices.

Group	n	Mean	Standard Deviation	Degrees of Freedom	T Value
Elementary Teachers	41	32.06	4.34	40	
Middle School Teachers	44	31.18	4.94	43	0.5409

$p < .05$

Analysis of Teacher Attitude Survey Based on Global Perspective and Instructional Strategies and Practices for Elementary Teachers

The mean score of teacher attitude for elementary teachers decreased from 35.78 to 32.06 based on global perspective and instructional strategies and practices use in the curriculum. The standard deviation decreased from 4.76 to 4.34. The T Value was 0.008 as indicated in Table 4.5 Analysis of Global Perspective and Instructional Strategies and Practices for Elementary Teachers. The analysis of Global Perspective and Instructional Strategies and Practices for elementary teachers indicated that elementary teachers have a global perspective, but fail to incorporate instructional strategies and practices in the curriculum to support global perspective. This data is shown in the following Table 4.5.

Table 4.5 Analysis of Global Perspective and Instructional Strategies and Practices for Elementary Teachers.

Group	n	Mean	Standard Deviation	Degrees of Freedom	T Value
Global Perspective	41	35.78	4.76	40	
Instructional Strategies and Practices	16	32.06	4.34	15	0.008

$p<.05$

Analysis of Teacher Attitude Survey Based on Global Perspective and Instructional Strategies and Practices for Middle School Teachers.

In comparing global perspective and instructional strategies and practices used by middle school teachers the mean score decreased from 37.18 to 31.18. The standard deviation increased slightly from 4.50 to 4.94. The T Value was 3.154 as indicated in Table 4.6 Analysis of Global Perspective and Instructional Strategies and Practices for Middle School Teachers. The analysis of Global Perspective and Instructional Strategies and Practices indicated that the middle school teachers not only have a global perspective, but they also incorporate instructional strategies and practices for implementing a global perspective within the curriculum. This data is shown in the following Table 4.6.

Table 4.6 Analysis of Global Perspective and Instructional Strategies and Practices for Middle School Teachers.

Group	n	Mean	Standard Deviation	Degrees of Freedom	T Value
Global Perspective	44	37.18	4.50	43	
Instructional Strategies and Practices	28	31.18	4.94	27	3.154

$p<.05$

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the extent a relationship exists between teachers' attitudes toward global perspective and the frequent use of instructional strategies and practices they use to teach global perspectives. The review of literature suggested that teachers should possess a global perspective attitude. The literature also indicated that teachers should implement instructional strategies and practices in the curriculum such as simulations and technology.

Based on the research conducted, the findings from this study resulted in a failure to reject the first null hypothesis: There will be no significant differences between elementary and middle school teachers in their use of instructional approaches for helping students to develop a global perspective within the curriculum. An overwhelming majority of elementary and middle school teachers surveyed showed to have a global perspective with regards to individual attitudes.

Based on the research conducted, the findings from this study resulted in rejecting the second null hypothesis: Do differences exist between elementary and middle school teachers' in their use of instructional approaches for implementing a global perspective in the curriculum? The results for global perspective and instructional strategies and practices that were implemented in the curriculum among the elementary teachers and middle school teachers were statically different. Elementary teachers have a global perspective, but fail to incorporate instructional strategies and practices within the curriculum to support global perspective. The middle school teachers have a global

perspective and incorporate instructional strategies and practices that implement a global perspective within the curriculum.

Conclusions

The study determined that both elementary teachers and middle school teachers have a positive attitude for global perspective. However, the data shows a difference in instructional strategies and practices used by the teachers to incorporate global perspective in the curriculum. The middle school teachers showed a significant level of implementing instructional strategies and practices for including global perspective in the curriculum. Elementary teachers did not implement instructional strategies and practices for including global perspective in the curriculum.

Research Questions

This study addressed the following research question: To what extent does a relationship exist between teachers' attitudes toward global perspective and the frequent use of instructional strategies and practices to incorporate global perspective in the curriculum? Analysis of the data affirms that both elementary and middle school teachers have a positive attitude towards global perspective.

The second research question addressed: Do differences exist between elementary and middle school teachers' in their use of instructional approaches for implementing a global perspective in the curriculum? Analysis of the data affirms that the middle school teachers implemented instructional strategies and practices in the curriculum more frequently than the elementary teachers.

The study was limited in the sample of elementary teachers and middle school teachers. If the study could have been expanded to include teachers from all of the elementary schools and the high school who teach in the school system on an active, deployed, military installation in the southeastern portion of the United States, the results may have be different.

Recommendations

The following are proposed based on the data and results accumulated from this study:

1. It is recommended that a larger sample of schools from the school system be used in future studies.
2. It is recommended that the sample should be replicated with other populations (both military and non-military schools).
3. It is recommended that teachers employed in non-military districts be used in future studies.
4. It is recommended that a larger sample of teachers participate in the teacher attitude survey in future studies.
5. It is recommended that the findings of this study and future studies should be readily available to faculty for possible professional development.

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LIST OF REFERENCES

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APPENDICES

APPENDIX A – 1

Letter of Approval form Institutional Review Board

Austin Peay State University
Institutional Review Board

February 10, 2004

Deborah Newman
c/o Margaret Deitrich
School of Education
APSU Box 4545

RE: Your application dated February 9, 2004 regarding study number 04-025: Relationships of Teachers' Attitudes Toward Global Perspective and Instructional Strategies Within the Curriculum (Austin Peay State University)

Dear Ms. Newman:

Thank you for your response to requests from a prior review of your application for the new study listed above.

Congratulations! This is to confirm that your application is now fully approved. The protocol is approved through one calendar year. You must obtain signed written consent from all subjects. . . . . This approval is subject to APSU Policies and Procedures governing human subjects research. You may want to review this policy which can be viewed on the APSU website at: www@.apsu.edu/www/computer/policy/2002.htm

You are granted permission to conduct your study as most recently described effective immediately. The study is subject to continuing review on or before February 2, 2005, unless closed before that date. Enclosed please find the form for reporting a closed study and for requesting approval of continuance.

Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. If you have any questions at all do not hesitate to contact Lou Beasley (221-7414; fax 221-7641; email: beasleyl@apsu.edu) or any member of the APIRB.

Again, thank you for your cooperation with the APIRB and the human research review process. Best wishes for a successful study!

Sincerely,

Lou Beasley

Dr. Lou M. Beasley
Chair, Austin Peay Institutional Review Board

APPENDIX A – 2

Letter of Approval from Department of Defense

DEPARTMENT OF DEFENSE
EDUCATION ACTIVITY
4040 NORTH FAIRFAX DRIVE
ARLINGTON, VIRGINIA 22203-1635

November 10, 2003

Deborah J. Newman
2221 Leatherwood Road
Stewart, TN 37175

Dear Ms. Newman:

Your proposal "Effect of Global Perspective on the Curriculum" has been reviewed by Department of Defense Education Activity (DoDEA) Research & Evaluation Branch. The review process included contact with your school principal, the Fort Campbell District Superintendent and the DDESS Educational Chief who gave their consent for your study. With the consent from your school, district and area, the DoDEA Research & Evaluation Branch agrees and gives consent for this research with the following stipulations:

1. Do not refer to the specific military installation, the names or locations of the school, or the name of the school system (DDESS, DODDS, or DoDEA) in any reports generated from this research. You may state only that the study was conducted in a school that serves children of military parents.
2. There must not be any association with the DoDEA on survey's, letters, documents, etc. (e.g. Government letterhead, name of installation, etc.).
3. Surveys must be completely voluntary.
4. A final copy of your research report is to be submitted to the DoDEA Research and Evaluation Branch.

Please contact me at (703) 588-3143 if you have any questions.

Sincerely,

Judith L. Williams
Chief, Research and Evaluation

APPENDICE A- 3

Letter of Approval from School System

Domestic Dependent Elementary and Secondary Schools
Office of the Superintendent

January 8, 2004

MORANDUM FOR Deborah J. Newman

BJECT: Letter of Approval

Your research project is approved. I am sure it will be a learning experience for you and ll provide valuable information for all of us. Good luck!

MICHAEL W. DIEKMANN
Superintendent

APPENDICE A – 4

Letter of Approval from Building Principal

Superintendent/Principal(s) Approval

I have reviewed the *Research Study Request* for Deborah J. Newman entitled Effect of Global Perspective on the Curriculum

agree/disagree (circle one) that my school will participate in this research study. I also understand that given my approval, this research will be conducted in accordance with DoDEA policy.

Date: September 23, 2003 **School Name:**

Principal's Name: Susan Ahart

Principal's Signature: Susan Ahart

Please forward this request to your Superintendent after completion of this form.

The following should be completed by the Superintendent:

agree/disagree (circle one) that my school will participate in this research study. I also understand that given my approval, this research will be conducted in accordance with DoDEA policy.

Date: 9/24/03

Superintendent's Name: Michael Diekmann

Superintendent's Signature: Michael W. Diekmann

The following should be completed by the Principal and/or Superintendent.

If you disagreed above, please state your reasons below.

Superintendents: **Return to the DoDEA: Chief, Research and Evaluation Branch**
Fax: 703 696-8924

APPENDICE A – 5

Letter of Approval from Building Principal

Superintendent/Principal(s) Approval

I have reviewed the *Research Study Request* for Deborah J. Newman entitled Effect of Global Perspective on the Curriculum

I *agree*/*disagree* (circle one) that my school will participate in this research study. I also understand that given my approval, this research will be conducted in accordance with DoDEA policy.

Date: September 23, 2003 **School Name:**

Principal's Name: Dr. Brenda Hunter

Principal's Signature: Brenda Hunter

Please forward this request to your Superintendent after completion of this form.

The following should be completed by the Superintendent:

I *agree*/*disagree* (circle one) that my school will participate in this research study. I also understand that given my approval, this research will be conducted in accordance with DoDEA policy.

Date: 9/24/03

Superintendent's Name: Michael Diekmann

Superintendent's Signature: Michael W. Die

The following should be completed by the Principal and/or Superintendent.

If you disagreed above, please state your reasons below.

Superintendents: Return to the DoDEA: Chief, Research and Evaluation Branch
Fax: 703 696-8924

APPENDICE A – 6

Letter of Approval from Building Principal

Superintendent/Principal(s) Approval

I have reviewed the *Research Study Request* for Deborah J. Newman entitled Effect of Global Perspective on the Curriculum

I *agree*/*disagree* (circle one) that my school will participate in this research study. I also understand that given my approval, this research will be conducted in accordance with DoDEA policy.

Date: September 23, 2003 **School Name:**

Principal's Name: Dr. Suzanne Jones

Principal's Signature: Suzanne Jones

Please forward this request to your Superintendent after completion of this form.

The following should be completed by the Superintendent:

I *agree*/*disagree* (circle one) that my school will participate in this research study. I also understand that given my approval, this research will be conducted in accordance with DoDEA policy.

Date: 9/24/03

Superintendent's Name: Michael Diekmann

Superintendent's Signature: Michael W. Diekmann

The following should be completed by the Principal and/or Superintendent.

If you disagreed above, please state your reasons below.

Superintendents: Return to the DoDEA: Chief, Research and Evaluation Branch
Fax: 703 696-8924

APPENDICE A – 7

Letter of Approval from Building Principal

Superintendent/Principal(s) Approval

I have reviewed the *Research Study Request* for Deborah J. Newman

entitled Effect of Global Perspective on the Curriculum

I *agree* / *disagree* (circle one) that my school will participate in this research study. I also understand that given my approval, this research will be conducted in accordance with DoDEA policy.

Date: September 23, 2003 **School Name:**

Principal's Name: Interim Principal: Pansy Straub

Principal's Signature: Pansy B. Straub AP

Please forward this request to your Superintendent after completion of this form.

The following should be completed by the Superintendent:

I *agree* / *disagree* (circle one) that my school will participate in this research study. I also understand that given my approval, this research will be conducted in accordance with DoDEA policy.

Date: 9/24/03

Superintendent's Name: Michael Djekmann

Superintendent's Signature: Michael W. Dj

The following should be completed by the Principal and/or Superintendent.

If you disagreed above, please state your reasons below.

Superintendents: Return to the DoDEA: Chief, Research and Evaluation Branch
Fax: 703 696-8924

APPENDICE A – 8

Informed Consent Form

Informed Consent Form
Austin Peay State University

You are being asked to participate in a research study. This form is intended to provide you with information about this study. You may ask the researcher, Mrs. Deborah J. Newman, about this study, or you may contact the office of Grants and Sponsored Research, Box 4517, Austin Peay State University, Clarksville, Tennessee 37044, (931) 221-7881 with questions about the rights of research participants.

1. **Title of the Research Study**

Relationships of Teachers' Attitudes Toward Global Perspective and Instructional Strategies Within the Curriculum

2. **Purpose of the Study**

The purpose of this study is to examine to what extend does a relationship exist between teacher's attitudes toward global perspective and the instructional strategies, methods, and/or materials which teachers use to incorporate global perspective within the curriculum.

3. **Procedures to be Used**

Your participation in this study is **completely voluntary**. You are being asked to complete the attached teacher attitude survey which includes ten statements for global demographics and ten statements concerning instructional practices. It should take between 10 to 15 minutes to complete the attitude survey. Your name is not to be written or included anywhere on the teacher attitude survey form you fill out. Your responses are **completely anonymous** and all data will be **kept confidential** to the extent provided by law. If you chose to participate in this study, please sign this consent form and complete the teacher attitude survey. You need to return both the signed consent form and the attached teacher attitude survey form. **DO NOT WRITE YOUR NAME ON THE TEACHER ATTITUDE SURVEY FORM.**

4. **Regarding Benefits and Risks**

The potential risks of participating in this study are minimal and could entail psychological discomfort. Again, the teacher attitude survey is to be filled out anonymously and the data will be kept confidential. You do not have to answer any questions you do not wish to answer. There will be no compensation awarded for your participation in this study.

5. **INFORMED CONSENT STATEMENT:**

I have read the above and understand what the study is about, why it is being conducted, and any benefits or risks involved. I understand that I do not have to take part in this

udy, and my refusal to participate will involve no penalty or loss of rights. I understand at by signing and returning both this consent form and completing the attitude survey, I n agreeing to participate in the study and that I have not given up any of my human ghts.

Please indicate your choice by placing an X in the appropriate blank.

_____ Yes, I voluntarily agree to participate in this study.

_____ Signature

_____ Date

APPENDICE B

Teacher Attitude Survey

Teacher Attitude Survey

Please circle a choice for the following category.

Presently teaching: Elementary School Middle School

Global Demographics

Please read the following statements and using the scale given below: Remember, you are not required to respond to any statement that you do not wish to answer. Please circle the answer that best demonstrates your feelings.

SA = I strongly agree with this statement.
A = I agree with this statement.
U = I am undecided about my feelings.
D = I disagree with this statement.
SD = I strongly disagree with this statement.

1. I have lived / traveled extensively in another country.

SA A U D SD

2. I have lived / traveled extensively in another region of the United States.

SA A U D SD

3. I speak a foreign language well.

SA A U D SD

4. I count among my personal friends persons of different races and/or ethnicity.

SA A U D SD

5. I count among my personal friends persons of different religions.

SA A U D SD

6. I subscribe to the concept of the world as a "global village".

SA A U D SD

7. I always "buy American".

SA A U D SD

8. The solution to the crisis in the Middle East is obvious.

SA A U D SD

9. The countries of the world should be left alone to solve their own problems.

SA A U D SD

10. I have a global perspective.

SA A U D SD

Instructional Strategies and Practices

Please read the following statements and using the scale given below: Remember, you are not required to respond to any statement that you do not wish to answer. Please circle the answer that best demonstrates instructional strategies or practices you may use in your classroom.

N = Never.
TY = Twice Yearly.
O = Occasionally.
F = Frequently.
WP = Whenever Possible.

1. I read and discuss stories from a variety of cultures with my students.

N TY O F WP

2. Students in my class read and discuss a variety of multicultural children's books.

N TY O F WP

3. I use Internet web sites from countries all over the world to enhance instruction.

N TY O F WP

4. Students in my class communicate with persons in distant countries *via* email and/or as pen pals.

N TY O F WP

5. Students study the impact on the global environment using simulations.

N TY O F WP

6. Classroom discussions focus on international relations rather than on local conditions.

N TY O F WP

7. Students use technology to research information for countries all over the world.

N TY O F WP

8. In the classroom, students practice non-confrontational solutions to personal conflicts through simulations.

N TY O F WP

9. In the classroom, students discuss non-confrontational solutions to international crises through simulations.

N TY O F WP

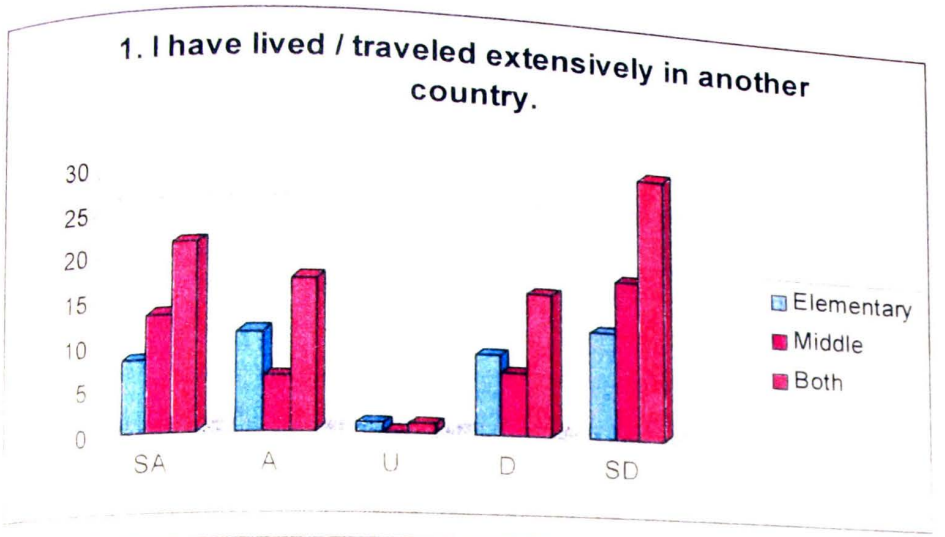
10. Students role-play persons from different cultures in discussions of potential conflicts.

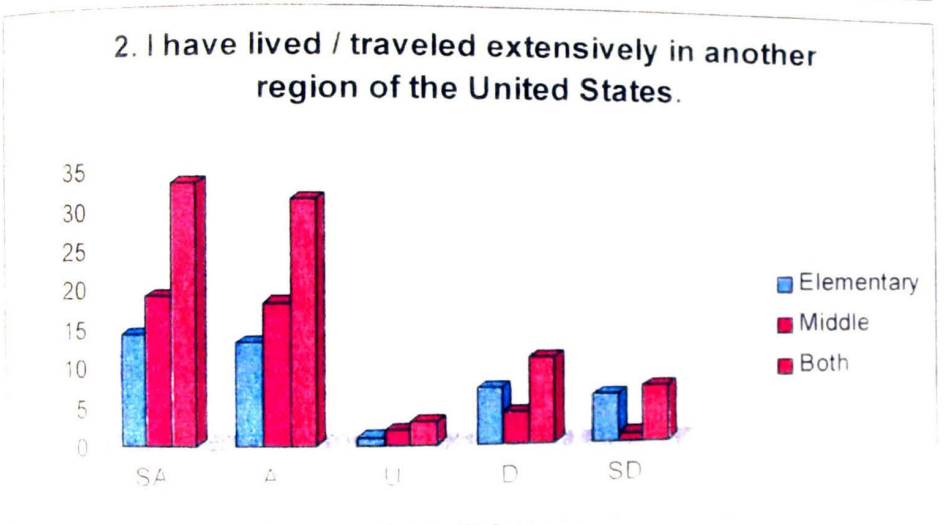
N TY O F WP

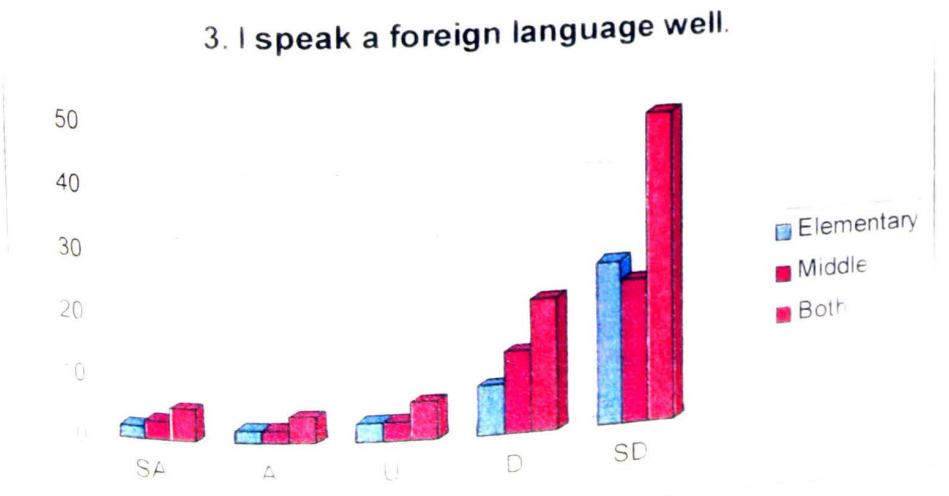
APPENDICE C – 1

Analysis of Global Demographics

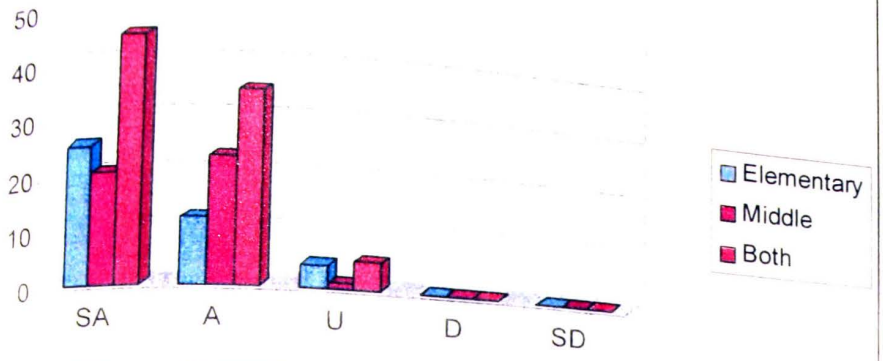
by Elementary and Middle School Teachers


1. I have lived / traveled extensively in another country.
30
25
20
15
10
5
0
SA
A
U
D
SD
Elementary
Middle
Both

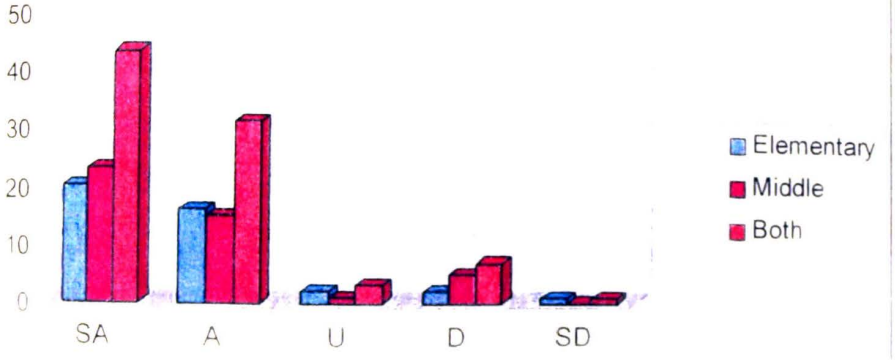

2. I have lived / traveled extensively in another region of the United States.
35
30
25
20
15
10
5
0
SA
A
U
D
SD
Elementary
Middle
Both


3. I speak a foreign language well.
50
40
30
20
SA
A
U
D
SD
Elementary
Middle
Both

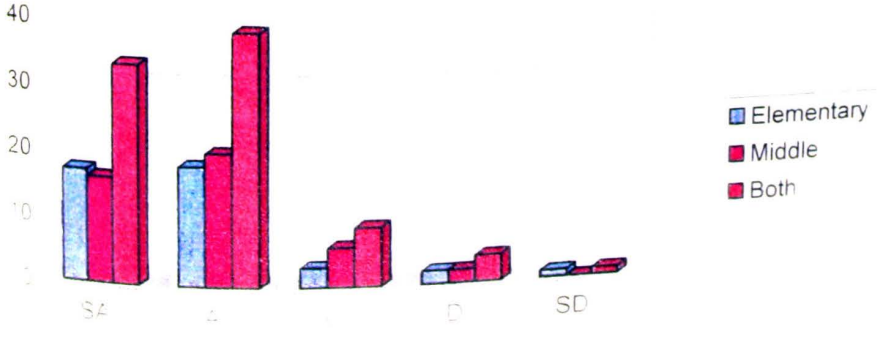
4. I count among my personal friends persons of different races and/or ethnicity.

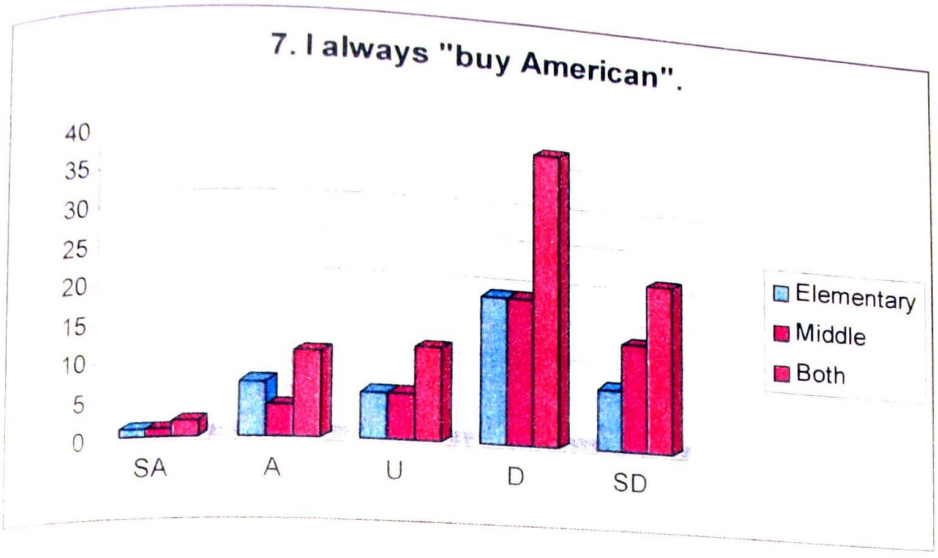


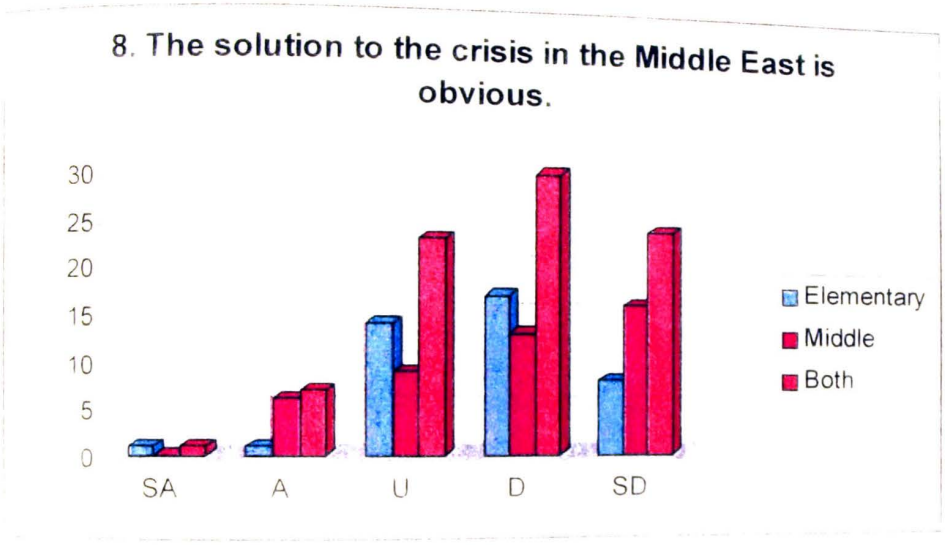
5. I count among my personal friends persons of different religions.

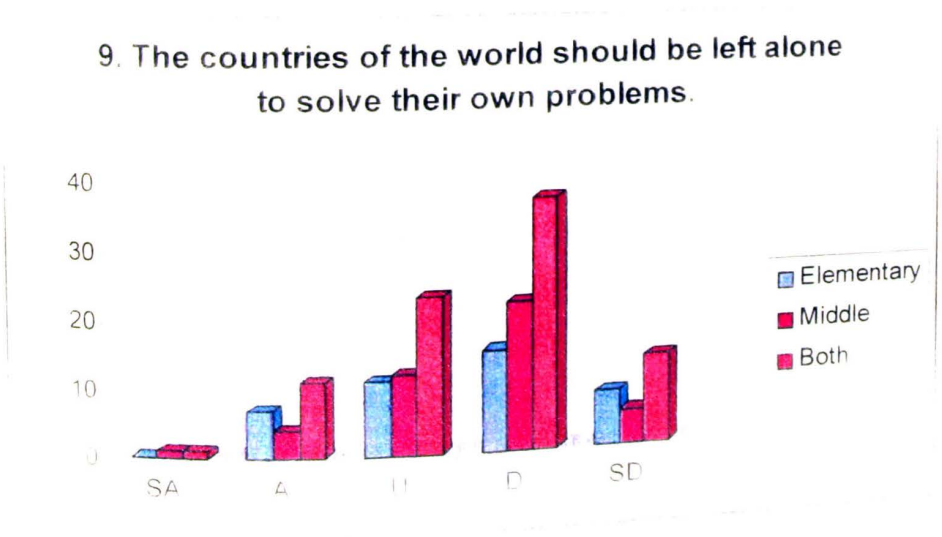


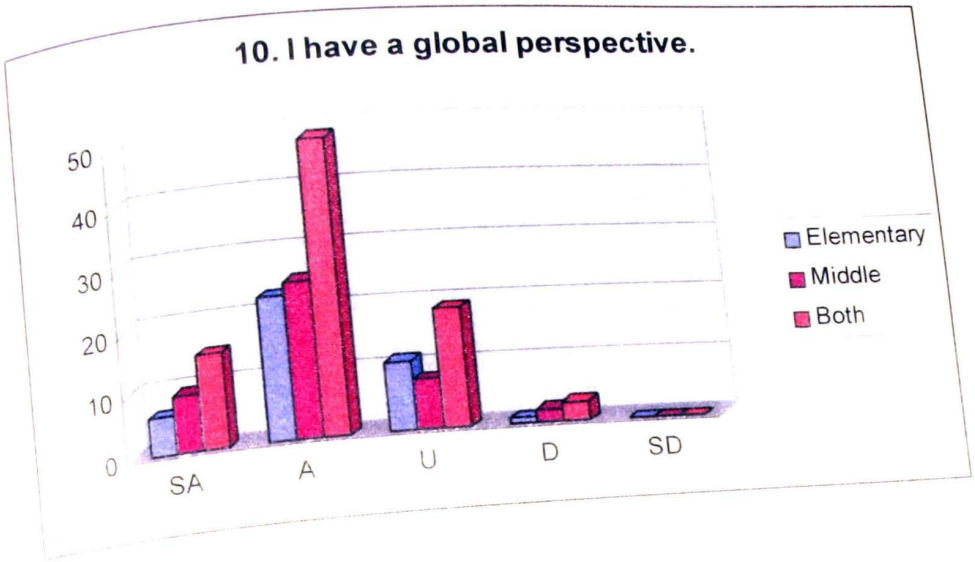
6 I subscribe to the concept of the world as a "global Village".




7. I always "buy American".
40
35
30
25
20
15
10
5
0
SA
A
U
D
SD
Elementary
Middle
Both


8. The solution to the crisis in the Middle East is obvious.
30
25
20
15
10
5
0
SA
A
U
D
SD
Elementary
Middle
Both


9. The countries of the world should be left alone to solve their own problems.
40
30
20
10
SA
A
D
SD
Elementary
Middle
Both

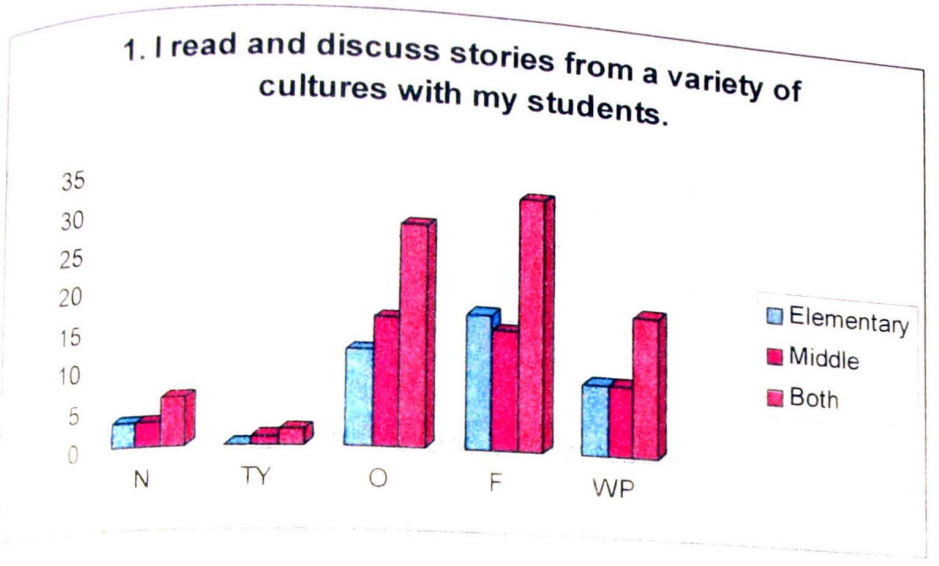


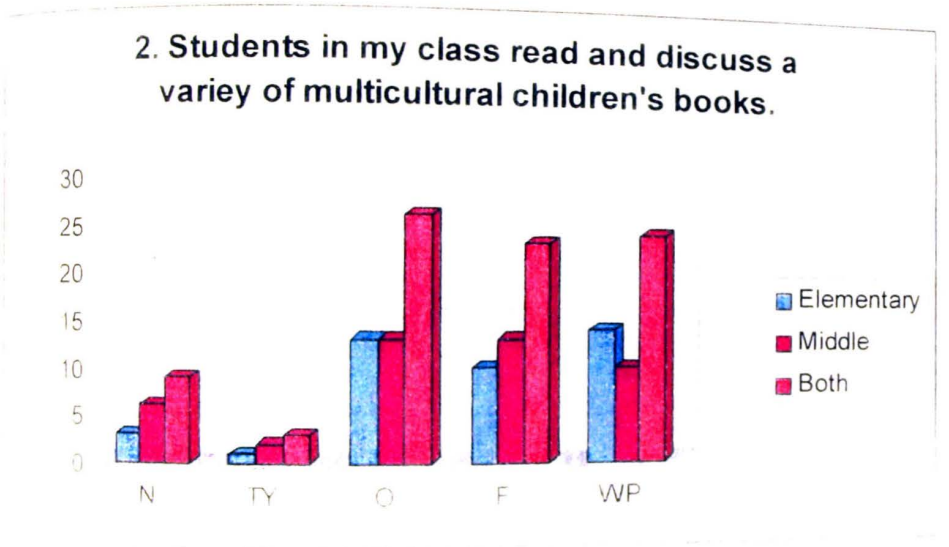
These figures are given as number of teachers

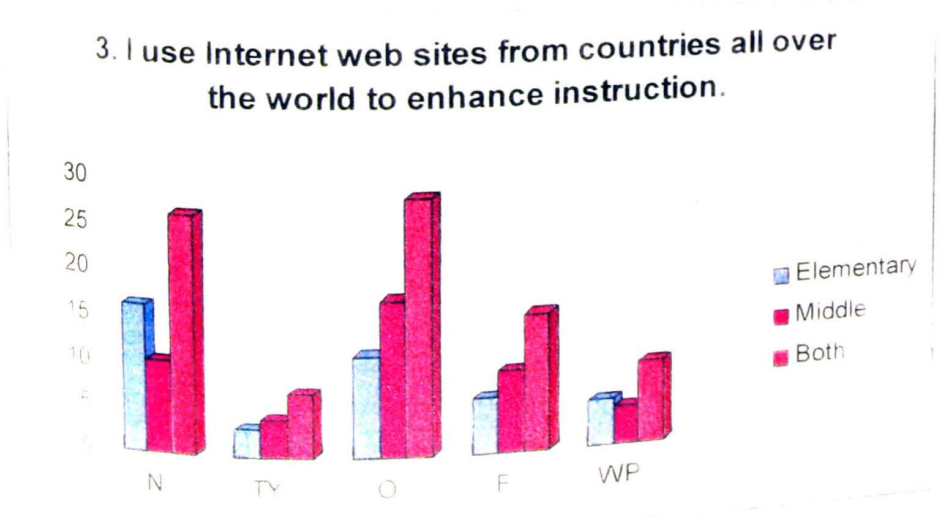
APPENDICE C – 2

Analysis of Instructional Strategies and Practices

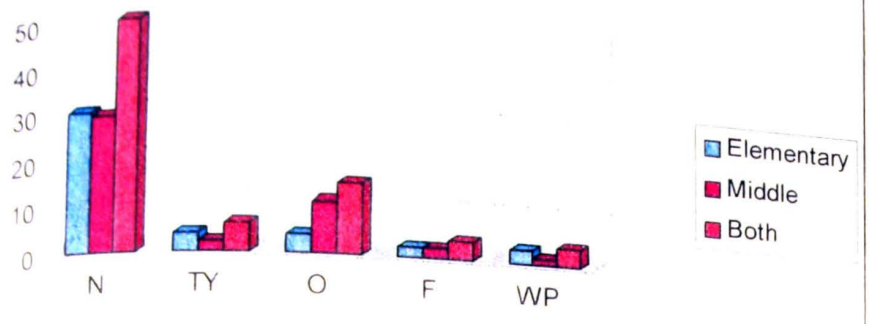
by Elementary and Middle School Teachers


1. I read and discuss stories from a variety of cultures with my students.
35
30
25
20
15
10
5
0
N
TY
O
F
WP
Elementary
Middle
Both

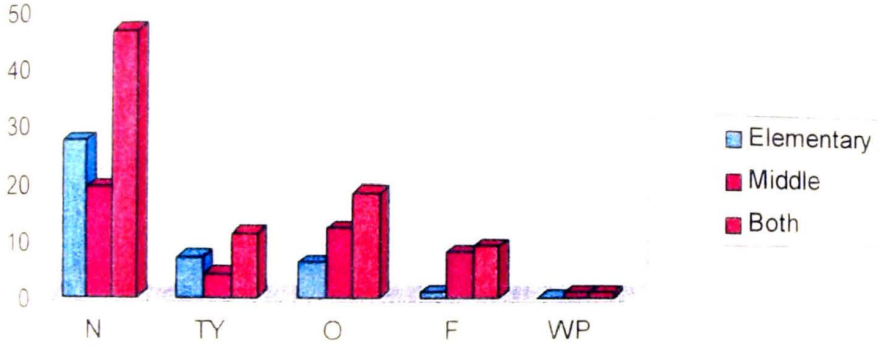

2. Students in my class read and discuss a variey of multicultural children's books.
30
25
20
15
10
5
0
N
TY
O
F
WP
Elementary
Middle
Both


3. I use Internet web sites from countries all over the world to enhance instruction.
30
25
20
15
10
N
TY
O
F
WP
Elementary
Middle
Both

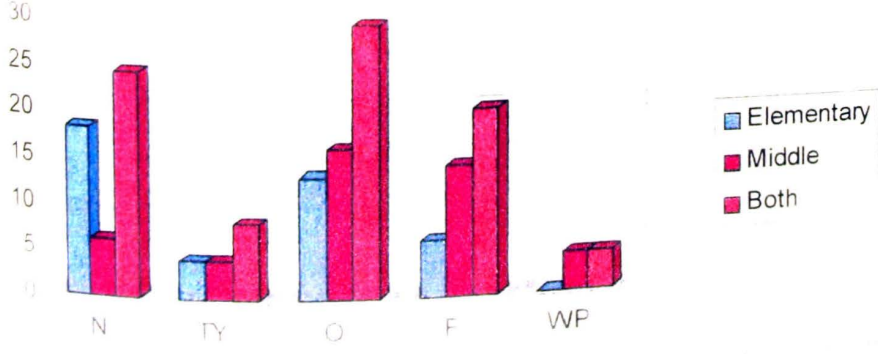
4. Students in my class communicate with persons in distant countries via email and/or as pen pals.



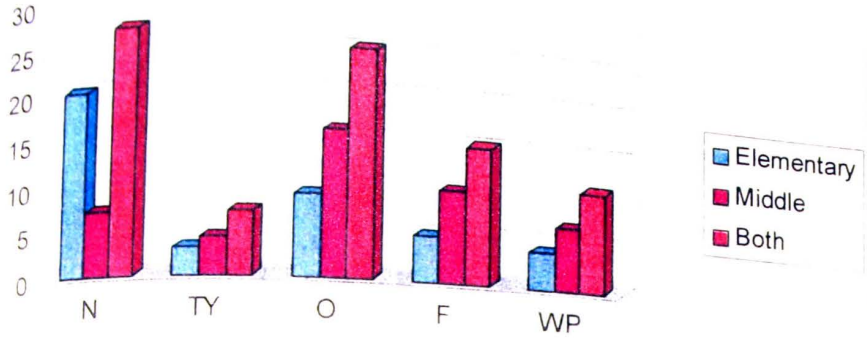
5. Students study the impact on the global environment using simulations.



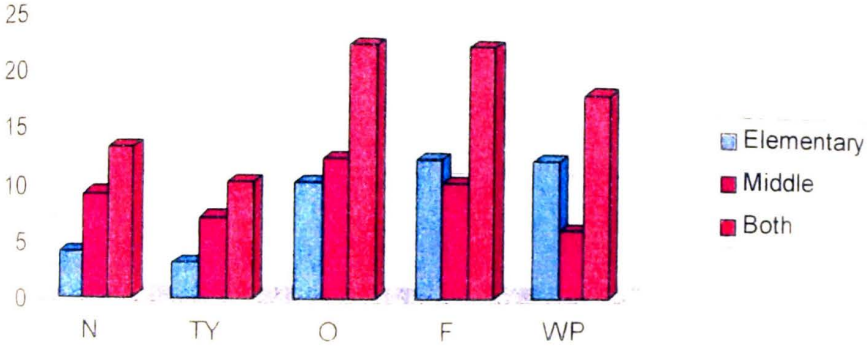
6. Classroom discussions focus on international relations rather than on local conditions.



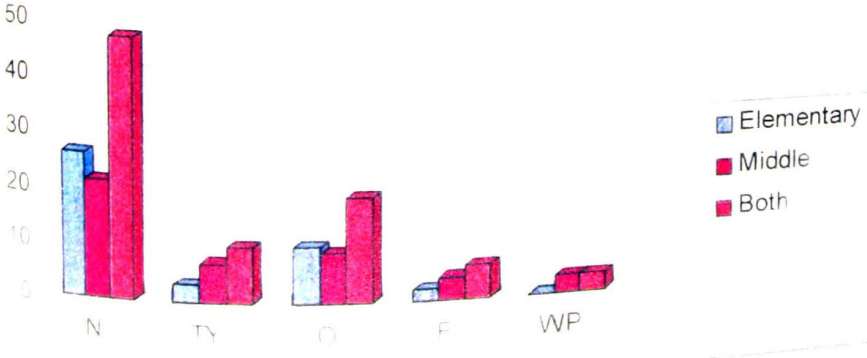
7. Students use technology to research information for countries all over the world.

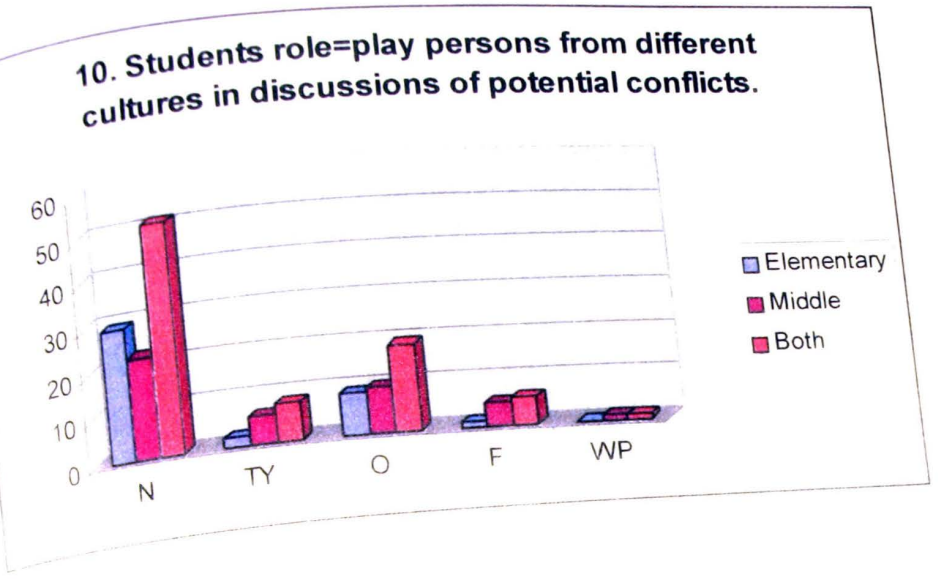


8. In the classroom, students practice non-confrontational solutions to personal conflicts.



9. In the classroom, students discuss non-confrontational solutions to international crises.





These figures are given as number of teachers

VITA

VITA

Deborah J. Newman was born in Tampa, Florida, where she attended both elementary and middle school. She graduated from Tampa Bay Tech in Tampa, Florida. Deborah earned a bachelor's degree in interdisciplinary studies with a concentration in science; a master's degree with high honors in curriculum and instruction; and an education specialist degree with highest honors in elementary education from Austin Peay State University in Clarksville, Tennessee. She currently teaches sixth grade Language Arts and reading at Mahaffey Middle School, Ft. Campbell, Kentucky.

Deborah has presented at several conferences, including International Reading Association, Southeastern IRA Regional, Kentucky Reading Association, and International Visual Literacy Association. She is a member of the Tennessee Reading Association and has chaired a committee for exhibitors at a state conference for TRA. She is also an active member in Phi Delta Kappa by having served as president of the chapter for the past two years. In addition, she serves as president-elect for the Mid-Cumberland Reading Association.