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Internationalization of home economics education: global education practices and perceptions of teacher educators

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Internationalization of home economics education: Global education practices and perceptions of teacher educators

Backman, Grace M., Ph.D.

Iowa State University, 1993

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Internationalization of home economics education:
Global education practices and perceptions
of teacher educators

by

Grace M. Backman

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INTRODUCTION

Today we live in a global community, an interdependent and fluctuating environment that includes many different cultures. A movement is occurring from a time of isolation in separate nation-states to a time of growth of a world society with interconnectedness (Taylor, 1975). Transportation and communication changes are phenomenal, including space travel and instantaneous worldwide communiques. Changing world events catapult individuals daily into the reality that cooperative problem solving will lead to global survival. In every corner of the world far-reaching decisions are made every day about the future of humans and the earth.

There is no denying the fact that the whole world is affected by events, such as deforestation, population growth, oil spills, ozone depletion, and government insurrections. These global phenomena illustrate the interconnectedness of people linked by commonalities. The fate or fortune of one nation is linked to that of other nations. Global perspectives include the realization that as citizens of a particular nation, people also signify membership in the larger global society of humanity and thus responsibilities extend to the global family of humanity.
Today's youth are learning to live and work with world neighbors in a global community. To assist in this process learning far more than we do now about the people of this planet is necessary. If a team effort is to succeed knowing the team members is an imperative. Interdependence is evident in trade and industrialization. Raw materials are shipped for manufacture across nations. "Millions of jobs around the world depend on contacts with people in other parts of the globe" (Kenworthy, 1970, p. 5). There is global interdependence in any field, be it education, agriculture, music, home economics, architecture, science, medicine, or religion.

The world is as Mary Futrell (1990, p. 1) reports a large house:

in which we must all live together . . . a house of black and white and yellow and brown and red people, of eastern and western, of Catholic and Protestant and Jew and Moslem and Hindu . . . a house in which lives a family long separated by culture, by conviction, by social and economic status . . . and a family that will never again live apart and so must somehow learn to live together.

Living together in this world house is a challenge.

According to the World Development Forum, if our world were a village of 1,000 people, there would be 564 Asians, 210 Europeans, 86 Africans, 80 South Americans, and 60 North Americans. In the village would be 300
Christians, 175 Muslims, 128 Hindus, 55 Buddhists, 47 Animists, 85 from other religious groups, and 210 atheists. Of these people 60 would control half the total income, 500 would be hungry, 600 would live in shantytowns, and 700 would be illiterate (Joseph, 1991, p. 6).

Living together as a community, making decisions in an ever-changing community of demographics, and the development of leadership in a pluralistic society will require educational efforts to meet the challenge.

Internationalization of education is a process started centuries ago in ancient Greece. Since World War II, however, more concerted efforts have been made to teach living in a finite, interdependent world of choices. Learning to think about planetship earth prepares students to envision and address problems facing humanity with a global perspective; view of the world as a dynamic structure with the future in mind.

Simultaneously a contradiction is occurring. On one hand, there is a homogenization of values that is perpetuated through the mass media and increased travel. On the other hand, there is a trend toward localized identity. There is increased support for indigenous cultures (Burn, 1980). The cultural ethnic pluralism evolving produces the dichotomy. "The more humanity sees itself as inhabiting a single planet, the greater the need for each culture, to assert a unique
"heritage" (Joseph, 1991, p. 6). The paradox can be tolerated and maximized. "Americans will need to become more sensitive to other cultures, because they will have more contact with them" (Burn, 1980, p. 11), both internally and externally. In addition, the world's population is growing resulting in more people with whom to interact.

Home economists are a contributing constituent to this ever-changing, interdependent world house, called the global community. As a profession, home economists serve a unique bridging role between households and other sectors of society (Deacon, 1987). By nature, the professional commitment is to empower individuals and families. Home economics takes responsibility to aid families in dealing with their world, to cope and to function with given situations (Mumaw, 1988). For example, home economists assume responsibility for helping people to learn to manage technology so that the technology will benefit them. Home economists "should provide practical assistance to families in making a smooth transition into the use of technology" (Fitch, 1984, p. 2) and the possible benefits from the technology. Home economics has a role in contributing to the solutions, not adding to the problems (Frazier, 1983).

Home economics educators have an opportunity to communicate the significance of "creating and sustaining an improved quality of life for individuals and families from a global
perspective" (Mumaw, 1988). These educators have a powerful influence on generations of families (Frazier, 1983). Basic skills, such as consumer behavior, decision-making, problem-solving, and group interaction are the content of home economics curriculum, as well as the events and transactions of daily life.

Society in the United States today is no longer a melting pot, it is more like a stir fry (Mumaw, 1988), rich in ethnic diversity and uniqueness with intermingling. Families have a responsibility to their own neighborhoods, be they local, national, or global neighborhoods. Home economics educators can strengthen the global perspectives attitudes needed for interdependent living. In her 1986 Commemorative Lecture, Murray (1986) stated that "effective development of a global perspective requires commitment" (p. 55). She continued that "effective development of a global perspective in home economics requires a systematic education" (p. 55-56).

Families receive mixed messages. On one hand, they are encouraged to be better consumers of tangible goods for increased life satisfaction, while on the other hand, they are told to recycle and conserve (Engberg, 1989). Home economists are in a role to assist families to face this and similar dilemmas. As a profession, home economists are concerned not only with the ends achieved, but also the processes of arriving at the ends (Deacon, 1987). In addition, home
economists are concerned with the approach of prevention, rather than crisis intervention for family problem solving.

Students of home economics today will be the leaders of tomorrow. Leaders of today and tomorrow need to operate "in a world in which the boundaries of community are changing demographically, functionally, and conceptually" (Joseph, 1991, p. 6). Home economics leaders worldwide will need to work together toward achieving common goals, to work in the continuing interdependent environment of the world. The interdependent pluralistic world needs nurturing to maintain its sense of community. Are home economics teacher educators conceptualizing their role to include global perspectives as they prepare future leaders? Are teacher educators preparing students to assume the role of aiding individuals and families to make value judgments in an interdependent global community?

Purpose

The focus of this research is on home economics teacher educators and global education. The primary purpose was to determine the practices and beliefs of teacher educators regarding global education as it is practiced into methods courses in home economics education.
Definitions

Terms and their definitions are linked with the perceptions of people and their experiences with the terms. The terms international, intercultural, global, cross-cultural, and multi-cultural convey varying messages. For the purposes of this research the following definitions will be used.

Global education—"the process by which people acquire: the ability to conceptualize and understand the complexities of the international system; a knowledge of world cultures and international events; and an appreciation for the diversity and commonalities of human values and interests" (Babich, 1986, p. 14).

Global perspective-The ability to see the world as an interdependent system; to be aware of one’s influence in the interactions of the world’s system. The ability to perceive the world as a single system; to be aware of one’s involvement in it; to act to influence the system (Sharma, 1983). "It consists of the information, attitudes, awareness, and skills, which, taken together, can help us understand our world, how we affect it, and how it affects us" (King, 1980, p. 44).

Infusion-The integration of global education topics and principles into existing courses through units, lessons, activities, and other procedures (Kniep, 1985).
International education-"A study of various geographical and cultural areas of the world" (Kobus, 1983, p. 21). Delineation of regions, cultures, locations, organizations, and geographical areas for a focus of study.

Interdependence-"The world as a single unit within an inextricable network of binding cultural, social, political, and economic linkages and the relationships and ramifications that derive therefrom" (Gault, 1984, p. 20).

Teacher educator-For the purposes of this research, one who teaches the home economics education methods course(s) for students in the preservice program.

Objectives

The primary objective of the study was to investigate how departments or units of home economics education incorporate global education into the curricula via methods courses.

The study could be described as a baseline needs assessment with the intent to ascertain, describe, and report what is currently being done in home economics teacher education programs (Gay, 1987). Survey research techniques were used to gather the data. A questionnaire was used to obtain the data necessary to accomplish the objectives.

The study was organized according to the following specific objectives:
1. To describe the practices home economics teacher educators use to integrate global education in methods courses.

2. To identify those elements home economics teacher educators consider as incentives and barriers to the implementation of a global perspective in the curriculum.

3. To construct a profile of home economics teacher educators who are likely to implement principles of global education in the curriculum.

**Format**

The dissertation begins with an *introduction* that includes a statement of the problem, the importance of the study, and a definition of terms. A *review of the literature* follows that includes an examination of the topics of global education, higher education, teacher education, home economics, and measurement of beliefs. This section includes major findings of related research, identifies literature relative to the research problem and the need for analysis, and provides a theoretical framework for discussion of the problem. The third section provides a description and supporting rationale for the methods and *procedures* used in conducting the research. This section explains the sequence of events leading to the research findings. *Findings* of the research study and statistical procedures used in the analysis
of the data are reported in the fourth section. Discussion, conclusions, and recommendations evolving from the findings conclude the dissertation.

Assumptions for the Study

Certain basic assumptions were made at the outset of this research study:

1. The respondents can identify and rate the concepts of practices and beliefs as presented in the instrument.

2. Accurate, objective, and honest responses were provided by respondents in all areas of the instrument.

3. A need exists to determine current practices and beliefs of home economics teacher educators toward the infusion of global education into the curriculum.

4. Sufficient commonalities existed with various institutions' home economics teacher education methods courses that useful conclusions can be drawn.

5. Home economics teacher educators are willing and able respondents.

Limitations for the Study

The following limitations associated with regard to the research study should be noted:

1. Respondents were restricted to colleges and universities in the United States which granted undergraduate
home economics education degrees as identified by the membership directory of the Home Economics Education Division of the American Vocational Association.

2. Practices and beliefs as characterized by the instrument can serve as a descriptive base for current home economics teacher educators. However, generalizations to other disciplines, a broader population, and eras cannot be made.

3. Time and budgetary constraints limited the researcher in relation to the breadth and depth of inquiry possible.

Significance of the Study

This research will contribute to the field of home economics education and to global education by presenting a picture of the current educational practices utilized in the preparation of home economics educators. Practices and perceptions of teacher educators subsequently impact future generations of individuals and families who live in a changing, interdependent world. Today's international, interconnected environment invites a broader perspective of the aims of education.

"Education today cannot be considered complete unless our citizens understand the importance of interdependence and have a basis for dealing with the continuing changes it brings" (Hamilton & Roberts, 1989, p. 223). Interdependence cuts across nearly every aspect of daily life. Home economics has a
role in how families make choices to live with the changes. The results can be used to determine future directions for global education. There is a need for continuing promotion of global perspectives "for responsible participation in an interdependent global society" (Willis & Enloe, 1990, p. 178). The development of multicultural understanding within home economics will have long lasting effects on students and society (LaBrecque, 1985).
REVIEW OF LITERATURE

A review of the literature was undertaken to define terms relative to global education, establish the need for the study, examine current developments in global education, and further understand the involvement of higher education and teacher educators in the process of global education. This section reviews the following categories included in the literature search: 1) global education theory development; 2) research related to global education in elementary and secondary education; 3) global education in higher education; and 4) global education relationships in regard to home economics.

Global conditions such as the distribution of energy resources, food dispersion, terrorism, population growth, and human rights raise issues relative to appropriate policy responses. A nation's perspective of its role in relationship to other nation states influences the response to such complex issues. A system in which students acquire knowledge and skills that can assist them in decision-making (Lamy, 1982) and offers an environment that is cooperative and creative in examining and facing such complexities will offer an advantage in an interdependent world.
Global Education Theory Development

The emphasis on global education increased during the 1960's in the United States as a result of the growing awareness of life in an interdependent, ever-changing world (Kniep, 1985). Changes were most accelerated in the areas of the economy, politics, demography, and culture (Anderson, 1990). Academic courses were altered, added, and infused; materials were developed; and merits debated. Authors have cited the historical growth and development of global education as an evolutionary process (Anderson, 1990; Mitchell, Grin, & Sobel, 1977; Scanlon, 1965).

Some aspects of global education activity included expansion and improvement of existing courses in the social studies arena. Other programs emphasized the cross-cultural aspects of the social sciences, including the humanities. Foreign languages received attention in other programs desiring a more globally aware curriculum. Some global educators chose to emphasize selected regions of the world, while others opted to focus on world problems and issues (Anderson, 1990). All of these activities plus others can comprise global education.

Global education includes a wide range of viewpoints on varying issues and topics with numerous approaches. The common denominator among educators is to prepare students for developing a broad outlook towards the world as an interde-
ependent system of many actors with opportunities to adapt to and influence change. Global education programs are designed "to include the methods and contents of a collection of disciplines which focus their attention on human relations and on the interactions within and between public and private organizations" (Lamy, 1987, p. 1). The focus is on activity, on adapting to change; to make content relevant to real people, places, and issues; to make connections between events and between disciplines.

Authors agree that global education is multidisciplinary (Becker, 1990; Hanvey, 1976; Iowa, 1989; Lamy, 1987; Torney-Purta, 1989; Urso, 1990). Students are offered opportunities to examine complex issues across the curriculum regarding changing world conditions. Understanding key issues, such as population growth, hunger, energy resource allocation, human rights, and pollution requires an approach that extends beyond the treatment possible from a single discipline. Holistic learning is encouraged. It is not only available from textbooks and packaged materials, but comes from an ability to make linkages between topics already existing in the curriculum, including global dimensions and ramifications.

**Global education and global perspectives**

Authors such as Charlotte Anderson, Lee Anderson, Becker, Goodlad, Hanvey, Kniep, Lamy, Barbara Tye, and Kenneth Tye
have made a commitment to global education. Tye (1990) cited the following definition for global education, which is attributed to Hanvey (1976):

Global education involves learning about those 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 (p. 5).

The emerging content of global education has been influenced by the:

1. changing role of the United States in world events;
2. continual conflicts and crises related to resource distribution on a world-wide scale;
3. ever-changing international economic, political, or social conditions; and
4. changing priorities and values of powerful interest groups as they influence the content and form of educational efforts (Lamy, 1987).

These factors shape the context, as well as the content of global education.
Global education is not only knowledge, it includes the development of interpersonal skills in reaching towards a perspective consciousness, as Hanvey (1976) described. Reaching a global perspective includes educating for citizenship participation; action is implied. Instruction includes helping students to understand themselves, the human condition, and their role in the interdependent world in which they live (Study, 1987).

Burn (1980) viewed global education as reflecting "a new awareness of the interdependence of nations" (p. 2). A global perspective implies a point of view. A global perspective may be considered a whole-world outlook; the information, attitudes, awareness, and skills that combine to help comprehend the world and its relationships between humans and systems (King, 1980). Burn (1980) reminded readers that all perspectives are not universal, but rather steeped in values, traditions, and situations that differ. What is needed in education is more breadth and depth in understanding others' perspectives. Global problems exist in a world of diversity that United States citizens are quick to call backward, that can be "remedied by scientific progress, technological and managerial aid, and ethical and political change" (Burn, 1980, p. 3).

Central to developing a global perspective is the assumption that human beings can no longer isolate themselves,
nor can they "be oblivious to racial, provincial, or religious prejudices. The social reality demands we mature" (Mitchell et al., 1977, p. 18). Problems of the interdependent, interconnected world are problems of each individual. Threats of world problems, issues, and destruction surround each person.

With a global perspective students have knowledge and understanding of the world beyond national boundaries—people, nations, cultures, systems, and problems; knowledge of how the world affects them; and knowledge of how they affect the world (Study, 1987). At the same time students develop a sense of commitment to the wider world, beyond boundaries. A global perspective is a blend of many elements. An individual may be rich in some elements, while lacking in other elements. A global perspective consists of knowledge and of skills; of formal and informal learning; of attitudes, beliefs, and intentions. "The mission of global education is to produce citizens who are both knowledgeable about the world and who possess skills, values and commitment appropriate for the support of quality, long-term survival of all human beings" (Iowa, 1989, p. 7).

A global perspective is more than courses. A holistic approach is required that gives students an understanding of themselves and their relationship to the global community. A global perspectives approach to education is likened to a comparative analysis method (Lamy, 1987), in that a multi-
disciplinary view is used with significant global events or issues. In addition, complex events are described, explained, predicted, and contrasted. Alternative courses of action are outlined. The emphasis is looking at the event or issue from more than one cultural view. A global perspective is education "that involves a new view of how the United States (or any nation) relates to the rest of the world" (Tye, 1990, p. 162). Efforts are away from domination and towards cooperation, a change requiring an adjustment in the norms of education, as well as international relations.

**Themes**

Robert Hanvey (1976) identified five dimensions that contribute to a global perspective which can be acquired in formal and nonformal education. The five elements are:

1. perspective consciousness—an awareness of and appreciation for the viewpoint of others;
2. "state of the planet" awareness—an understanding of global events and issues;
3. cross-cultural awareness—view the relatedness and similarities of people, value human resources;
4. knowledge of global dynamics—view of the world as a series of interrelated systems; and
5. awareness of human choices—strategies for participating in issues and determining policy, making
responsible judgments.

Hanvey's themes summarize dimensions of global education that can aid in the presentation of subject matter, stimulate learning needs, and organize integration into the curriculum.

An alternative, but comparable approach to curricula themes is the emphasis in four arenas:

1. An understanding of the world as a series of interrelated systems: physical, biological, economic, political, and evaluative.

2. Greater attention to the evolvement of a world history and the development of modern civilization; to deal productively with diversity; to account for change through time.

3. Understand the diversity of cultural patterns; how values and customs are similar or different in responding to common needs.

4. Preparation in public policy analysis of domestic and global issues; to engage in visionary thinking and to make responsible choices for all humanity (Study, 1987).

Williams (1990) has sorted through several themes common to global education literature. She has offered a system to present the themes horizontally in a figure and the authors or reports to which they are attributed, vertically (see Figure 1).
<table>
<thead>
<tr>
<th>Perspective consciousness</th>
<th>Perspectives on civilization development</th>
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<tbody>
<tr>
<td>State of the planet awareness</td>
<td>Spaceship earth</td>
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<td>Knowledge of global dynamics</td>
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<td>Interdependence of human relationships</td>
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<tr>
<td>Cross-cultural awareness</td>
<td>Unity of human species &amp; diversity of cultures</td>
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<td>Awareness of human choices</td>
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Figure 1. Themes of global education (from Williams, 1990, p. 4)

The dominant themes revealed are those related to the state of the environment; the concept of interdependence within a systems' perspective; cultural awareness and understanding; change and future choices; and human values,
rights, and choices. The focus of education around the common themes can lead to the development of a global perspective.

Ignorance of one another's culture and daily lives has historically been a cause "of suspicion and mistrust between the peoples of the world, through which their differences have all too often broken into war" (Scanlon, 1965, p. 83).

"The present and future well-being of the earth and its inhabitants is dependent upon the appropriate intellectual, emotional, and ethical development of learners" (Gault, 1984, p. 139). An appreciation of differences, but with a commonality of human nature can be generated among people of various cultures. As Hanvey (1976) defined, globally educated learners will possess a world-minded perspective, understand interrelatedness, respect other people, think objectively, exercise social responsibility, and work for the goal of peace and social justice. Schools and the educational system are where minds are cultivated, nurtured, and developed. Views of community and the world take shape within the educational institution.

**Rationale for global education**

The educational system is a means of preparing future citizens. This vehicle can be used for teaching the process of public policy analysis and formulation, the means for becoming an active participant in making judgments for and about
society. Knowledge is power, and the most worthwhile knowledge for today and the future involves learning about the total world and the role for each individual in the world. Forces controlling the world are not beyond human control. Global education includes the concept of informed, knowledgeable, and active citizenry. As citizens are better informed regarding the facts of interdependence, judgments for the future can be made. Schools and their environment prepare students for a role in society as both private and public citizens.

Education conquers ignorance. Global education conquers provincialism. Education for the race to the future is to develop leaders and followers who question and who act responsibly for others. Students in reaching understandings will see that the inhabitants of the world are collectively and individually responsible for solving problems; all are members of the human race, and as such are responsible for caring for one another; and all are trustees of the world for the future (Futrell, 1990). The aim is to help citizens of the United States, an independent nation, become more effective participants in an interdependent world. Students need to be prepared to be flexible, to "recognize and adopt to cooperative, competitive, and individualistic social interaction" (Becker, 1990, p. 81). In this nation there is an awareness for education that mirrors the world's diversity, interdependence, and conflict that can establish a broader,
deeper meaning for effective U.S. citizenship (Boston, 1990).

Authors agree (Anderson, 1990; Lamy, 1987; Study, 1987) that factors affecting the United States and influencing global education are the increasing interrelationships among nations and people—culturally, economically, and politically; and the increasing diversification of the nation. The growth of interdependence can be viewed daily from the products consumed, such as food and clothing, to the value of the dollar, to the music on the radio. The United States is no longer the dominant world leader in agro-industrial production, world commerce, and in world finance (Anderson, 1990). The nation is no longer a creditor, but a debtor nation. No longer being the leader is a new experience, thus a new role in the process of change occurring world-wide. The global linkages connecting this society to the rest of the world are changing. Authors, such as Anderson (1990), view this as the impetus for global education and the "globalization of American society" (p. 21). Educational institutions have chosen to make changes to accommodate the evolution of the globalization of society.

Inequities in the world of today are overwhelming and often frightening to those who experience them and to those who realize their severity, their complexity, and their significance (Kenworthy, 1970). Global problems and issues can be presented to learners with a challenge for problem-solving
as a part of the task faced by schools today. Schools may not be able to directly create a new international understanding for problem-solving, but they can contribute to the education of those who can bring about change. Values of people across nations will not be the same, but there is a start on common concerns. The intent is not that all nations believe the same, but that there is acceptance of differences and cooperation for interdependent living on a finite planet. People will need to become motivated to become socially responsive citizens, interested in knowing and working with others to solve problems. Independence becomes interdependence.

As education mirrors the society from which it derives, social change generates educational change (Anderson, 1990). The late 1970's and early 1980's was a period marked by attempts to establish baseline information on the level of knowledge held by American young people regarding other cultures and global issues. As a result of the research findings a proliferation of new courses were offered, nationwide, with attention to global issues and other cultures.

**Inclusion of global education**

In recent years, there has been an increase in curriculum development and educational programs with an international or global focus. The past proliferation of overly specialized education has produced skilled but uneducated graduates. This
classification of graduates are those "who do not understand their neighbors on the next block, let alone their neighbors on the next continent," those graduates "who draw a blank when asked in what countries we find Soweto or Gdansk, Managua or Phnom Penh, Hiroshima or Nuremburg" (Futrell, 1990, p. 2). In reaction to the changing global dynamics, states such as Oregon, Washington, California, Arkansas, Michigan, Minnesota, New York, Indiana, Florida, and Iowa have mandated various forms of global education at all instructional levels.

One of the earliest states to develop a statewide mandate was Michigan, which outlined a definition, goals, and criteria for global education.

Global education is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of all its people and systems. Global education requires an understanding of the values and priorities of the many cultures of the world as well as the acquisition of basic concepts and principles related to the world community. Global education leads to implementation and application of the global perspective in striving for just and peaceful solutions to world problems. (Sidehammer, 1984, p. 29)

Another example, comes from the state of Iowa who adopted a standard that called for the teaching of global education across the curriculum. The text of the standard reads as
follows:

12.5(11) GLOBAL EDUCATION. The board shall adopt a plan which incorporates global perspectives into all areas and levels of the educational program so that students have the opportunity to acquire a realistic perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world. The plan shall include procedures for a review of its effectiveness. (Iowa Department of Education, 1989, p. 1)

Both state departments of education offer guides for integrating global education into the curriculum which promote greater understanding of the world as interconnected systems. The purpose goes beyond special interests of businesses and politics, to promote lasting human survival by cultivating greater respect for and cooperation with other human beings and a greater concern for the finite environment necessary for human survival.

In a pragmatic sense, global education can be infused or integrated within the existing framework of an educational curricula, in the same manner as computer and telecommunications technologies or bias-free language. A global perspective can be incorporated into objectives and daily lesson plans just as any other activity or skill, such as reading. Gault (1984) found an integral part of the global education
paradigm to be "the universals of culture approach within an interdisciplinary, problem-oriented framework. Culture universals are those systems common in all societies" (p. 144) over time and space. Included are concepts of a social system, belief system, language and communication, and a system of instruction.

Global education is not necessarily another course or "just 'one more thing' to add to an already overburdened curriculum. Global education is an attitude toward the world about which we seek to develop better understandings and concern" (Iowa, 1989, p. 21). A teacher can best infuse or integrate a global perspective into an existing course or curricula.

Four basic approaches are suggested to articulate a global perspective to students (Iowa, 1989). The direct content approach infuses appropriate global topics or issues as content itself into a lesson plan or class discussion. Examples offered in class or in lessons that reflect a global dimension, such as the use of names indicates an indirect content approach to infusion. A third approach to infusion of global education principles is through applied content. In examples this is the application of basic global education goals and processes outside the domain of global education content, such as conflict resolution for settling disputes, and realizing and appreciating cultural differences in the
classroom. The fourth application of infusion is modeling appropriate values, behavior, and attitudes of a global perspective, such as respecting the dignity and worth of each person.

To educate individuals that are globally minded, as well as loyal nationalists, is an immense task. This task cannot be done in a single year or grade in school, nor can it be done in only select subjects in the curriculum (Kenworthy, 1970). What is needed is a multi-faceted approach that is cumulative across the curriculum.

Lamy (1987) identified four goals to serve as a guide for educators in developing courses that provide the knowledge, skills, and competencies appropriate to the development of a global perspective.

1. Knowledge should come from a multiple, substantive, and scholarly perspective concerning international and intercultural issues. Students should be encouraged to compare and contrast.

2. Students should be offered the opportunity to explore their view of the world and compare it with views held by others. Not all views are universally shared, but are subject to values, assumptions, and orientation.

3. Skills that relate to understanding and formulating strategies for conflict resolution and problem-solving are practiced. Educational experiences related to the analysis and
evaluation of choices, gaining alternative perspectives to viewing a situation, and critiquing information are to be included.

4. The acquisition of knowledge is not sufficient. Students also need to learn how to use the information gained to become involved and participate in the private or public arena.

Complementary to the educator's goals identified by Lamy are goals for students as identified by The Alliance for Education in Global and International Studies (Torney-Purta, 1989). Included are a knowledge of:

a) histories, languages, and institutions of other cultures;

b) interrelatedness among world peoples, regions, and events, as well as an appreciation of those interconnections;

c) historical, geographical, economical, political, and religious factors impacting world issues and cultures; and

d) approaches to managing conflict.

In addition, students should possess an ability to:

a) consider the perspectives of others when viewing events or issues;

b) analyze complex issues, recognizing bias, fact, and fiction;
c) formulate a personal decision and participate in decision-making processes regarding world events and issues.

Implied in this vision is that students can learn from the past, use process skills to plan for the future, while living in the present. Nationalism is not lost, but rather examined from the viewpoint of other nations.

As 1989 drew to a close, the world watched in awe as one barrier after another fell in Eastern Europe. The world was rapidly changing with each ensuing broadcast or news edition. At the same time, other events seemed to be spinning out of control: natural disasters, hunger, environmental degradation, and the growing chasm between the "haves" and the "have-nots". Teachers and education are a key critical to examining these astounding events. The basis for adapting to continual change and seeking ingenious solutions to problems is the mission of global education.

Elementary and Secondary Education

Education is viewed as an integral part of society. Education may be viewed as a by-product or a mirror image of society. An essential purpose of education is to prepare "young people for effective participation in their local, national, and global communities" (Lamy, 1983, p. 10). The process of education is to help learners integrate ideas from
various disciplines into problem solutions and new knowledge. What is implied is that individuals through education will be able to adapt and adjust to living in a changing social and physical environment.

The United States is a nation founded on the premise of independence. Individualism and separateness are cultural norms. Adjusting to the changes of interdependence, adaptation, and shared decision-making are not easy (Tye, 1990). The school is an institution that can introduce change, while preparing the next generation of leaders.

Through the times of change from an era of isolation to one of interdependence, educational institutions have not always made necessary changes. Taylor (1975) cited examples to support the concept of educating within the reality of "internationalism, transnationalism, and global interconnection" (p. 13), for lifelong development of human potential to live in the world of today and tomorrow. Education can play a role in helping learners to develop a perspective consciousness as outlined by Hanvey (1976). For global problem solving to occur there is a need for understanding of cultures (Mitchell et al., 1977). Global education encourages students who will be future leaders, to find workable solutions to complex, interdisciplinary problems, which continually challenge world leaders and citizens (Lamy, 1983). Global education involves
helping students develop a sense of commitment to the wider world.

Global education refers to a historically and socially complex phenomenon, not a domain defined in terms of a particular body of knowledge or content. Global education is not a separate curriculum that is in competition with other subject areas (Ramsey, 1987). Global education is not a specific disciplinary domain, but rather a perspective that diffuses across the curriculum, formally and informally, in varying degrees, and in differing methods. Global education is represented by the activities and behavior of teachers; the content of what students are taught about their world; the methods used in teaching; and the social context of where teaching and learning takes place.

Components of a global perspective

Education with a global perspective represents a world view, a way of interpreting behavior and events in which diversity is valued. In an educational environment the addition of a global perspective is indicative of the influence of prevailing social attitudes. A global perspective reflects the pluralistic point of view in which the diversity of the nation and the world is valued. In an educational institution, a global perspective contributes to the development of respect, understanding, and social skills related to cross-cultural
understanding, thus fostering relationship building (Ramsey, 1987).

The theoretical rationale that supports a global perspective in education is grounded in two areas:

1. students, beginning in early childhood and continuing through adolescence, need an understanding that the world is a complex, but single, interconnected system; and

2. students, beginning in early childhood and continuing through adolescence, need an understanding of the fact that they are active participants in the global system (Becker & Anderson, 1980).

Becker and Anderson (1980) view the basic elements of a curriculum grounded in a global perspective as engaging students in the systematic and sustained (across the curriculum and age span) study of:

1. humankind as a species of life among many;
2. the earth as humankind's birthplace and home;
3. the global social order, the role and place of individuals, groups, and organizations; and
4. themselves as members of the human species, inhabitants of the planetary home, and participants in the global social order.

Anderson (1979) identified competencies necessary for attaining the global perspective as described by Hanvey (1976)
that included perceiving one’s involvement in a global society, making decisions relative to the role of living in an interconnected global system; and reaching judgments based on beliefs. Accomplishment can be achieved with a focus on the world as a whole.

In addition, Anderson (1979) has suggested that one’s involvement in the world requires particular cognitive, perceptual, emotional, and social aptitudes. To see one’s responsibility in a global society requires the capacity to perceive:

1. oneself and others as members of a single species of life, who share common status, needs, concerns, and problems;
2. self and others as part of the earth’s biosphere;
3. the means by which individuals and groups are active participants in a global socio-cultural system;
4. that all people, as individuals and members of society, are both cultural borrowers and cultural depositors as members of a global bank of human culture; and
5. that people will have differing perceptions, beliefs, and attitudes regarding world systems.

Central to developing a global perspective and to the themes related to global education are building cooperation, conflict resolution as opposed to violence, social responsibility for assisting others, awareness of others’ feelings and
perspectives, and ability and willingness to interact with
diverse people (Ramsey, 1987). Students need varied and con­
tinued exposure to the various themes, content, concepts, and
values represented by global education, "in order to develop
the broadest possible understandings of the perspective"
(Iowa, 1989, p. 5).

On an informal basis, educators can observe the following
behavior as indicators of the positive development of social
competencies and intergroup relationships relative to global
education.

1. Ability of student to take another’s point of view, to
recognize and enjoy similarities and differences of others.

2. The level of social responsibility in assisting others,
organizing activities, being fair to others, and hierarchical
needs of others before self.

3. Behavior that reflects inclusion, rather than exclusion
in interactions with peers.

4. Self grouping patterns of behavior by students and the
fluidity with which this occurs. If groups are structured by
teachers or others the reactions may differ from self-deter­
mined groupings (Ramsey, 1987).

Curriculum in the schools

Global education has typically been a low priority in
elementary and secondary education (Burn, 1980). All too often
global education is viewed as an additional course or only as a part of social studies. The general public has not viewed global education as an integral part of local educational efforts (Burn, 1980). Yet when an awareness is generated and private organizations, such as Global Perspectives in Education, (now American Forum for Global Education), become involved in curriculum development for global education, the record is favorable (Burn, 1980, p. 31).

In researching the use of prepared global studies materials with middle school students, Soley (1982) found that a relationship exists between the amount of content covered and the students' development of a perspective consciousness. Experimental subjects demonstrated "significantly greater levels of perspective consciousness when compared to their corresponding comparison subjects" (p. 208). More exposure to materials decreased the levels of ethnocentrism in the students.

As viewed by Richardson (1982) the aim of global education is for students to develop "the knowledge, attitudes, and skills which they need in order to participate effectively and responsibly in a multicultural society and an interdependent world" (p. 31). Responsible participation, the author continued, is one of recognizing and respecting the rights of others. In outlining the text of a global perspective in education, Richardson (1982) identified the encompassing themes as
culture, interdependence, conflict, and justice.

To develop the knowledge, attitudes, and skills of students, Richardson (1982) delineated general objectives for each. The capacities developed by students are cumulative and evolving. Traits identified by Richardson (1982) for knowledge included describing similarities and differences in cultures; analyzing concepts related to human characteristics, politics, and other systems; and evaluating judgments. Desirable attitude development included self-respect, curiosity, open-mindedness, appreciation of others, fairness, and commitment. The development of related skills incorporated inquiry, expressions of various kinds, empathy, reasoning, social skill in various situations and political skills to influence others.

When implemented appropriately, education with a global perspective is "innovative—encouraging students to find creative solutions to new and challenging situations; anticipatory rather than reactive; and interdisciplinary, not limited to social sciences" (Lamy, 1983, p. 18). To have a significant effect upon students, global education must be evident in the curriculum and in the classroom.

To determine the breadth to which global education has been diffused in the curriculum and the classroom, Coulter (1988) conducted a descriptive study of public high schools in a county in Pennsylvania. Three groups comprised the sample for data collection, teachers, building principals, and social
studies district supervisors. Data indicated that "there is little or no provision for global education in world cultures course guides that is actually identified as global education" (Coulter, 1988, p. 83). Furthermore, all groups agreed that global education concepts are written into the course guides, even though they are not identified as such.

The concept of global education is perplexing, even to educators. Sidehammer (1984) found that elementary school principals in Pennsylvania had little idea what was meant by the term global education. In the mailed survey, the researcher included a definition of global education and in 1978 the Pennsylvania State Board of Education identified global education as a high priority issue in a distributed policy statement. In answering research questions, the principals considered specific items related to global issues and education as a high priority or at best concepts that their schools attempted. However, they tended to view global education as an additional topic for the curriculum and one for which they had little time or additional funding. Although principals over the age of 50 tended to view global education more favorably than their younger counterparts, a significant finding of Sidehammer’s research (1984) was that respondents were, generally, unfamiliar with global education.

Lamy (1983) suggested that by excluding a global dimension in the curriculum, educators are failing to prepare
students for the future, a life in an increasingly complex and interconnected world. All too often, education board members, school administrators, and teachers are interested in implementing a global education program, but just do not know how to go about the development and implementation of such a program (Corkle, 1983).

Corkle (1983) examined a specific number of K-12 school districts that had implemented global education programs and from this developed a set of guidelines to assist other school districts in implementing such a program. One of the major concerns faced by school districts was that of financial resources to secure materials and training. Administrators who had implemented a global education program offered suggestions for their peers contemplating such action. Many administrators encouraged the infusion of global education into the existing curriculum, "the ideal program was a coordinated program at all grade levels that covered more than one subject area" (p. 86).

Efforts to include global education in the schools meet with financial constraints for materials, teacher education, and other tangible items; as well as attitudinal constraints from the public, parents, administration, and teachers. Those in leadership positions at all levels are key to making any changes to include global education in the school system (Burn, 1980).
Role of teachers

Those seeking to make changes in educational environments with regard to global education can do so by influencing change in the preparation of teachers and/or in the "characteristics of schools as teaching-learning environments" (Anderson, 1981, p. 5). Anderson continued by indicating that there is a causal relationship between the quality of the school environment and the quality of the students' global education. By improving the quality of the environment, the quality of the students' global education can be improved. An approach to improving the quality of the teaching-learning environment is by improving the quality of curriculum and instructional materials.

Findings from the literature as reported by Rose (1988) have shown that classroom environment, strongly influenced by the leadership of the teacher, is related to the development of student attitudes. In an environment of openness and acceptance of diverse opinions and where students have genuine input into governance, linkages have been found to the development of positive political attitudes, that foster democracy in action.

The selection of equipment, materials, displays, and the total learning environment is significant in the development of a global perspective. The concepts of diversity and acceptance are most effectively conveyed through direct interac-
tions with materials and modeling behavior. The physical environment can be used to further encourage the following goals as outlined by Ramsey (1987):

1. positive racial, cultural, and class identity;
2. empathy and identification with individuals from other groups;
3. respect and appreciation of other ways of life; and
4. realistic awareness of the larger social environment.

"Education should help one become a functional member in a changing society, and in so doing become a productive, sensitive, and creative individual" (Mitchell et al., 1977, p. 18). Problems of pollution, overpopulation, war and peace, or food production require the minds of many, working cooperatively from the various corners of the global community. Teachers have an active role in the perpetuation of the cultural heritage or altering that perspective to create a new heritage.

"Ultimately, teachers determine the extent to which global education is implemented in the classroom" (Coulter, 1988, p. 122). Teachers determine the events in their classrooms. Teachers need a basis for making instructional decisions regarding the content of global education. The use of basic themes coupled with current issues related to global well-being and subject matter content conveys systematic relationships to learners. With teacher knowledge and support
of global education, concepts will be integrated in the formal or nonformal curriculum. Teachers can set the tone of global education by modeling social flexibility and receptiveness to others.

Within the classroom, Becker and Anderson (1980) believe that the teacher's behavior is as critical as the content. Teachers "must demonstrate that individual actions" (p. 90) are important in influencing world events and offer students opportunities to prove that they can make a difference.

Rose (1988) found in her research with elementary school children that the role of the teacher in providing background and a philosophical approach to the issues related to global interdependence and understanding were vitally important. "The orientation and philosophical outlook is as important as the teaching techniques that are used" (p. 93). The role of the teacher is critical. Where do teachers acquire the beliefs they display? Teacher educators do have a role in exemplifying behavioral characteristics that project into the classroom and in assisting future teachers to examine their beliefs.

Higher Education

Higher education provides the setting for the instruction of people who will become leaders within the political, economic, social, and cultural structures of a nation. Institutions of higher education are held in high regard by the
public. By their prestigious nature, institutions have a direct influence not only on students, but also other members of society. Universities are one of many vehicles involved in the international movement of ideas. Knowledge transfer occurs in packaged units of ideas. The main objective behind the university is the discovery, gathering, sharing, and extension of knowledge (Taggart, 1977). A crucial role of higher education is social and cultural transmission and progression of a society. Institutions of higher education continually need to re-examine goals, organization, methods, and procedures towards meeting new, more complex tasks.

Najman (1977) viewed the most essential function of higher education institutions as preparation of highly qualified people who will be working and living in future societies. Najman (1977) asserted that in unchanging societies, there is little contrast between past, present, and future. Institutions in an unchanging society can prepare people for tomorrow by teaching about yesterday. In slowly changing societies tomorrow is similar to today, thus universities can study, analyze, and conduct research events of today. However, the 1990’s have been an era of rapid development and change. Institutions of higher education are challenged to prepare people for a tomorrow that was here yesterday. International cooperation is necessary to imagine alternative futures for which institutions should be preparing people. Mobility,
willingness, and change in curriculum will be necessary before international cooperation among institutions becomes a routine fact of life.

A major task of higher education is to help students develop an awareness and instill a sense of responsibility "for global societal problems by designing adequate curricula and learning situations and by promoting research" (Chitoran & Pombjr, 1984, p. 5). Integral to the mission of higher education is the development of a global perspective where interrelationships and cooperation are encouraged.

International collaboration and mutual support have become matters of life and death. Educators need to be at the forefront in building a spirit of cooperation while teaching the technical skills needed to manage the problems associated with global interdependence—fair distribution and utilization of natural resources, population growth, and production and distribution of food. Highly specialized education cannot tackle these dilemmas alone; people will be needed who can generalize, view the big picture, and perceive their role in assisting all of humanity.

Internationalization of higher education is not a new phenomenon. The American academic community has been talking about the internationalization of education for at least 30 years (Hester, 1977). Through the process of internationalizing education, students will experience a greater exposure to
the realities of the present and emerging world.

The American Association of State Colleges and Universities adopted a policy statement in 1985 related to their responsibility towards a global perspective which included: "Institutions of higher learning which claim to offer an education appropriate to the highly interdependent world of today must seriously examine, plan, and implement their international role in the curriculum and other programs" (Christensen, 1988, p. 27).

The process to internationalize is slow. Educational institutions must consider the implications of world citizenship. One nation-state can no longer be the emphasis as all major problems are global in scope, interlocking and intertwined with conditions elsewhere in the world. If an educated person is to be appropriately prepared to deal with an ever-shifting world, then gaining knowledge, perspectives, and skills relative to a global perspective is necessary (Hester, 1977).

Knowing that others are different is not enough, but understanding how they are different will affect cooperative efforts. A nation that aspires to international leadership can exercise its role best, if the citizens are knowledgeable about international relations. The case for globalization of education cannot be supported by economic and political interests alone. Circumstances and events in other countries great-
ly impact issues related to economics and politics every day in the news alone. When people and families are tied to these daily events, then the impact is intensified.

Knowledge and learning must include an awareness of how the actions of individuals and groups affect others, as well as the reverse. "A better understanding and recognition of the interrelatedness of the human family and ecology are now essential" (King & Fersh, 1982, p. 51). King and Fersh (1982) contend that by understanding the Hindu way of thinking, one can add perspectives without substituting them for previous views. Perceptions and perspectives are not innate, they are learned. Adding to perspectives is not so difficult. Education and preparation offer the means to view the world, other people, and self.

The national perspective does not by itself justify the existence of global education. Students and future leaders "need to be aware of their place and potential" (Burn, 1980, p. xxxviii) within a global environment. Higher education needs to prepare students for the future, which holds more global dimensions, than it does national dimensions.

Due to the nature of interdependence among nation-states, the curricula offered by schools and universities can no longer be established along nationalist lines. Taylor (1975) described the effects of ethnocentrism and bias within educational systems that generate hostilities between people that
are strong enough to stimulate wars. Students learn from where they are. What they learn concerning world problems or of a world society they learn from the educational and cultural experiences encountered in daily life (Taylor, 1975).

Human observations from the moon have helped to reinforce the concept of a global village, interconnected for human survival and achievement. The basis of international education rests on the acceptance of all varieties of cultures and ethnicities. Increased understanding occurs not only from knowing about other cultures, but by examining value systems existing within those cultures. Internationalizing the curriculum places an emphasis on team building, team learning, and team discovery, while offering an opportunity to develop individually. Students are provided "with a strong awareness of cultural and economic differences among nations, a deep appreciation of how professions operate on an international basis, and a burning desire to interact with colleagues on a worldwide basis" (Christensen, 1988, p. 30). People should not fear understanding others; there is no compromising their own identity by doing so; in fact it may enhance their own persona.

**College students' awareness**

Barrows and associates (1981) reported findings from a Council on Learning study conducted in 1980 as a national
survey of 3,000 undergraduate students enrolled in 185 four-
and two-year institutions. The survey included 101 multiple
choice items clustered around 13 global issues, such as lan-
guage background, foreign travel, main source of information
about current events, and views about world problems. The
items did not assess formal knowledge, but a form of awareness
that comes from studying related courses or from being aware
of current events, and integration of content. Within these
issues there was a focus of interdependence, national develop-
ment, and historical transformations. Both cognitive and
attitudinal dimensions were included as a basis for examining
understanding. Some of the topics included in the test were
war and armaments, religious issues, population, energy, food
supplies, international trade, and human rights. Conclusions
based on test results were as follows:

* History majors scored highest on the test, followed by
  mathematics, engineering, and social sciences. Education
  majors scored the lowest.
* Seniors obtained a mean score of 50.5 questions correct
  out of 101.
* Ignorance of international affairs appeared to be related
to disinterest in world affairs.
* Television was reported as the main source of information
  of current events, but frequent viewing was not related
to knowledge measured in the test. Newspaper and magazine
reading frequency was related to knowledge (Klassen & Leavitt, 1982).

Another author (Torney-Purta, 1982) used the same research data to examine wrong answers as insight into student misperceptions. There was an "inability on the part of students to see the United States in the context of other nations and the global view, to magnify both the problems and the positive achievements of this country compared to others" (Torney-Purta, 1982, p. 201). Context appeared to be lacking as the college students responded to the test. "The global perspective requires a broad approach to fostering awareness which extends across subject matter disciplines," (Torney-Purta, 1982, p. 201). A contextual view was absent with the students.

College students' (Torney-Purta, 1982) attitudinal responses to the national survey stressed "American military might and the exclusion of foreign influence," (p. 201); however, the respondents also supported international cooperation on global problems. An examination of the cognitive and attitudinal aspects of the test ascertained that the students did not have sufficient motivation to invest much time in studying global issues, but rather interest and concern were superficial in nature.

College students taking the global awareness test were categorized by major. Education majors were the lowest scoring
group as entering students (freshmen), as well as those graduating (Barrows et al., 1981). Results for education majors are especially alarming when it is evident that these are the teachers of global understanding in the future!

Predictors of poor performance of education majors was reported by Barrows et al., (1981). SAT/ACT scores were the strongest predictor of success in the global awareness test. Gender was the second strongest predictor with males outperforming females. Other influential predictors included frequency of newspaper reading and attention to international news; foreign travel; and additional courses in history and/or geography. What appeared to be significant with respect to the latter predictor is "building an international perspective into a variety of courses taken by large numbers of students" (Torney-Purta, 1982, p. 204), and providing an opportunity for an integrative focus within the formal collegiate curriculum.

Internationalizing the curriculum

Learning about the world often occurs outside the formal curriculum, however the formal curriculum as a set of learning experiences in higher education must provide a stronger dimension of international and global knowledge than ever before (Smuckler & Sommers, 1988). The pace of societal change outstrips that within institutions of higher education.

Internationalizing the curriculum within institutions of
higher education is not the responsibility of one discipline, content area, department, or program area; the entire institution—faculty, staff, students, and administration must be included and committed to the goal.

Revisions of university curriculum can vary in process and degree of need. Time and energy are required to make course corrections. Institutions such as Michigan State University (Dibiaggio, 1988) have studied and addressed the needs related to global education and infusion of a global perspective in the curriculum. Iowa State University corroborates research findings requiring administrative leadership support, expanded work and study abroad opportunities, central office coordination, and a comprehensive effort (Report, 1990) to adequately infuse a global perspective.

Decentralized departments and the faculty structure become obstacles of intra-institutional coordination for global education programming. Muller, as quoted in Burn (1980) observed problems with the coordination across departments, "Much of the world in which a typical faculty member operates daily is bounded by academic departments, circumstances do not encourage interdisciplinary work among faculty. To succeed, work must overcome the built-in resistance created by the autonomous department" (p. 146-147). University coordination must also deal with competition among program efforts. Faculty from various disciplines often find little in common. An exam-
ple from Burn (1980) is the area-studies faculty from the humanities and social sciences who feel that they have little in common with those in engineering and agriculture who are more involved with development assistance programs.

Centers within universities have been created, programs with an ethnic focus have been established, and short term workshops offered. Opportunities for colleges and universities to coordinate efforts have arisen and proven valuable to all involved.

Institutions of higher education vary greatly in terms of individual missions, goals, and needs as each enters into a program of global education. However, Smuckler (1977) contended that there are enough similarities among institutions to project broad national purposes for pursuing global relationships. The first of these purposes is to "promote a flow of knowledge" (p. 48) among scholars. The second purpose is related to the performance of educational purposes: research, teaching, and service programs are strengthened by associations with global neighbors. A third purpose relates to creativity and innovation possible by sharing and learning between institutions at both educational and administrative levels. Smuckler (1977) also argued that by strengthening international relationships the role and image of higher education will be strengthened.

Groennings (1983) as director of the Fund for the Im-
provement of Postsecondary Education in the U.S. Department of Education, noted the numerous indicators that campuses consider to be important in the improvement of international education. Tremendous growth in the number of proposals submitted for funding related to curricular enhancement in international education is one indicator cited. Infusion of concepts and principles related to global education is preferred largely due to financial constraints. If the hiring and preparation of specialists is not feasible, students and faculty can acquire a common base of knowledge related to concepts in global education.

The curriculum is affected by increasing the number of meaningful experiences of faculty and students, rather than requiring or adding specific courses. This process is known in global education as infusion. Learning as the mode described by King and Fersh (1982), includes all domains, cognitive, affective, and psychomotor.

The core of internationalizing education is the curriculum. King and Fersh (1982) provide examples of activities that aid in internationalizing the curriculum, both directly and indirectly:

* intercultural/international encounters and exchanges among faculty;
* international student enrollment is encouraged through appropriate curricula, personalized counseling, and
supportive environment;
* study abroad programs for students;
* teaching modules prepared by faculty for internationalizing specific curricula;
* activities, such as workshops and conferences; hosting visitors; writing, reviewing, and/or presenting instructional or research materials.

Smuckler and Sommers (1988) offered additional strategies for institutions to make changes that can assist students and future leaders in dealing with a changing interdependent world. With strategic planning and choices, more experiences for students related to international exposure is needed. A minimal response includes a core requirement introducing global trends and issues. The support of central administration is necessary to allow for change to occur. Leadership for curricular change and development can come from faculty as a group process. Student advisory groups and input can be influential in supporting necessary changes. The international experience of faculty can be a major impetus for curricular change. The reward system at institutions of higher education either encourages or discourages faculty from involvement with international related activities, teaching, research, collaboration, publication, and study. If institutions want to bring about change to include a global perspective, then changes in the reward system for faculty may be necessary. Faculty re-
cruitment and funding considerations are two additional arenas for a focus on internationalizing the curriculum.

Internationalization of the curriculum is attractive to universities in the following ways:

1. Improvement in the quality of education through relevance of content.
2. Providing a unifying theme for interdisciplinary general education programs.
3. Offering linkages between professional schools and liberal arts curricula.
4. Offering a means of revitalization of liberal arts faculty members (Groennings, 1983).

Sharma (1983) identified the impact of international education on selected United States universities at six institutions of higher education. Results of Sharma's (1983) study indicated that students from institutions with high involvement with international education programs had greater acceptance for international students, had both a more pluralistic and cosmopolitan outlook, and had a better understanding of their own culture.

Administrative and faculty roles

Administration and faculty have a role to play in the leadership of internationalizing the curriculum. Central administration establishes an official commitment and sets the
general course for the institution. For example, statements in the catalogue and other institutional documents identify the frame of reference relative to global education. Policies related to allocation of resources, specifically time and money, indicate the degree of commitment an institution possesses towards internationalizing the curriculum. A further mechanism towards strengthening faculty capabilities is through selective hiring of faculty and staff (King & Fersh, 1982).

Burn (1980) cited the results of studies that examined the development of international education programs in higher education in California, Ohio, West Virginia, and Pennsylvania. Obstacles limiting the development of international programs were identified as lack of a comprehensive international education policy and lack of administrative offices to coordinate the many facets of international education. In addition, the research indicated that the effectiveness of international education programs was dependent upon "support by the institution's top administrative leadership and on faculty receptivity" (p. 145).

With a focus on institutions of higher education preparing students to gain an international competence in dealing with the world marketplace, Urquiola-Audas (1989) examined policy statements and practices in four areas of international education with a sample of universities in the United States.
Based on the research findings, recommendations included:

1. The organizational structure, including adequate resources, must follow through with a written policy to integrate an international dimension into the mission of the institution.

2. The recommended method to approach a commitment to infuse is via a university wide committee appointed by the president.

3. The policy or mission statement should include the global dimension commitment in the main functions of the university, such as teaching, research, and service. This integrates the global role into the general education requirements for students and into the faculty reward system.

4. Leadership in administering policy formulation should encourage group participation in establishing department and unit policy in the context of the institution’s mission.

The results of this study offer administrators, faculty, and students guidance and clarification regarding policy statements and practices of international education as it relates to higher education.

Support for faculty must be significant for internationalization of the curriculum to occur. Melaku (1989) found that facilitators for international/intercultural education at community and junior colleges thought their primary role was to encourage other faculty to include an international dimen-
sion into their curricula, their courses. An additional role was to assure that the institutional mission and goal reflected an international education dimension.

In cases where the central administrative or coordination office for international education programs is only an advisory unit, then its strength is likely reflected in its ability to obtain outside funding (Burn, 1980). Even when a central unit does have decision-making power, its impact can be diminished through the actions of committee work, that can represent various competing interests for international educational efforts. A central unit has many interests to serve.

Community and junior college international education facilitators in Melaku’s research study (1989) indicated that there were not enough institutional resources available to assist in pursuing the mission of facilitating curriculum internationalization. In addition, they indicated that they required additional knowledge and a means to update their skills in order to take the expected leadership role in encouraging other faculty to add an international dimension to the curriculum. Facilitators at community and junior colleges in Melaku’s (1989) research identified resources that should be available to them to include an international dimension to their curriculum as conferences, seminars, field studies, appropriate library collections, funds, and support from local entities.
Mendenhall (1989) offered practical suggestions for faculty wishing to internationalize the curriculum, based on personal trial and error. The author assured readers that the task need not be overly time-consuming, but be intellectually stimulating and painless with regard to time and exertion. Mendenhall’s suggestions apply regardless of level of expertise. The first step is to understand the concept of culture and for educators to convey the idea to students. Secondly, as an educator, understand the culture of a few countries, do not attempt to be an expert of many. Rather than re-examining the text, link course content to international and cross-cultural issues. Supplemental readings can enhance both the educator’s and students’ understanding. The fourth tactic is the collection of materials, including resources from the popular media. Various assignments, activities, and in class methods can be utilized to expose students to the international dimension of relevant course concepts. Ideas included interviews, a cross-cultural experience, simulations, guest speakers, and experiential exercises.

Higher education in the United States is viewing internationalization of the curriculum beyond goal setting and establishing plans, into a dimension of action; a commitment to prepare professionals to work in a global environment.
A teacher's purpose is to change and influence students' behavior while the student seeks an education as a means of finding meaning for self. Teachers are among the agents of change (Hicks, 1982). In a classroom environment that reflects varying cultural backgrounds the teacher's role may become strained to meet the needs of all. Global education, in this scenario cannot be taught as subject matter nor added to an already crowded curriculum. A teacher must be sensitive to the cultural needs of the students and to find the methods to meet those needs in a manner that makes students more democratic, both in and out of school. Schools are where minds are cultivated and responsibility lies in shaping world communities.

"Teachers can set a tone of cross cultural respect by modeling social flexibility and receptiveness to the range of behavior" (Ramsey, 1987, p. 126) evidenced by examining cross cultural comparisons. What teachers do and what they say should agree (Blom, 1988).

Teachers are the role models for students, whatever the subject matter content or level of instruction. Teachers are responsible for the education of tomorrow's leaders who will make decisions with a more global dimension than those of today. Coupled with that responsibility is the role of shaping values and attitudes. The purpose of education is to prepare students and people for the world in which they'll be living;
quickly changing global realities calls for new teaching strategies. An awareness has developed to prepare teachers so well, that they in turn, can educate new generations for the ever-changing future (Inestroza, 1985). Teachers have a multiplier effect in society. Teachers have a role in demonstrating and providing experiences to enable students to learn that they can make a difference and influence world events (Becker & Anderson, 1980; Blom, 1988).

Teachers are the critical variable in global education. The teacher is the individual who "sets the stage", models the behavior, provides the opportunities, reinforces behavior, and critiques the norm for students to adapt to a pluralistic point of view. The role of the teacher requires self-scrutiny. To teach from a global perspective teachers need to initially examine their own values and perspectives; to look at past experiences that influence currently held beliefs and prejudices which influence methods and content taught to students, both directly and indirectly. To teach youth to respect and value diversity, to deal in an interdependent world, and to help create a more just environment in which to live, teachers need to recognize their own biases (Blom, 1988; Ramsey, 1987). The teacher's character and knowledge largely determines the degree and form of influence imposed upon students (Anderson, 1981).
Personal assumptions held by teachers influence perceptions and responses, in turn impacting the actions and reactions of those with whom there is contact. For example, how teachers respond to student differences will impact on how students respond and view those differences in themselves and in others (Blom, 1988; Ramsey, 1987).

In offering a global perspective teachers are encouraging learners to broaden their view and challenge their assumptions about their social environment and their physical surroundings. Global education reflects a pluralistic point of view in which diversity of the nation and world is valued and respected. Global education supports other educational skills and goals; it is not a separate curriculum in competition with other disciplines.

A philosophy that encompasses a global perspective suggested that teachers should "develop a loyalty to humanity; see the world as a whole; be able to accept and tolerate peaceful conflict; be futuristic; view the student whole; and be an inspiration to those taught and be able to continually learn himself" (Mitchell et al., 1977, p. 87). In addition, Mitchell et al. (1977) indicated that teachers can accept different learning styles as well as individual differences. They further noted that "teachers can only change if teacher education institutions change" (p. 90).
Teacher preparation

If teachers in the classroom are expected to respond to internationalizing the curriculum, the issue of their preparedness must be raised. "Within the school the role of the teacher is central, and therefore relevant teacher training, both inservice and preservice, is indispensable" (Report, 1979, p. 1). Teachers should bring to their classroom a broad, but integrated education and curiosity about the relationships with real-world issues that occurs within the classroom, the school, and the world (Study, 1987).

Teacher preparation is an integral part of an educational program directed toward social and attitudinal change. Education is the milieu for communicating core values and basic knowledge necessary to function in a society. Universities and institutions of higher education, even those with teacher preparation programs are credited with perpetuating the status quo (Hicks, 1982).

University curriculum, by nature is conservative and slow to change, while the rest of society faces accelerating change (Groennings, 1983; Smuckler & Sommers, 1988). Issues related to global education are complex and often controversial, not a ready topic for inclusion in teacher education programs or at best only to be included in a superficial manner (Hicks, 1982).
Preparation for teaching to include a global perspective should include an orchestrated plan to prepare preprofessionals to expand their perspectives (Mitchell et al., 1977). This should include a variety of activities, courses, and modeling of what preprofessionals would hope to become. Teachers are the foundation of any educational enterprise (Kenworthy, 1970). To develop a global perspective in students, the chief concern should be with the education of teachers. If teachers are globally-minded, the prospects are better that their students will develop along similar lines (Kenworthy, 1970).

Merryfield (1991) reported critical issues as identified by program personnel in secondary education. Concerns for preparing teachers in global education were identified as follows.

1. Preservice and inservice teachers have little or no knowledge of global perspectives and the foundation of those perspectives.

2. Many teachers are not interested in teaching global perspectives because they perceive the issues irrelevant or threatening.

3. Teachers do not view global perspectives as an integrative, interdisciplinary core of the curriculum.

4. School districts lack leadership and support for inclusion of a global perspective.
The findings of Merryfield's (1991) research suggested the need for more infusion of global perspectives in the preparation of teachers. Teacher educators need to view the inclusion of global education as an integrative core in content areas and assist preservice teachers in applying what they are learning to mandated courses of study.

Inestroza (1985) observed that more "schools /colleges /departments of education should develop an awareness among preservice teacher education faculty and students of the need of a global perspective in the curriculum" (p. 85) through seminars, exchange programs, symposia, and additional activities. If global education is to be implemented, and in cases follow state mandate, the views and practices of teacher educators must be recognized to determine the direction to follow in its integration.

Boston (1990) traced the typical evolution of teacher leadership development in global education. The first stage is that of awareness for teaching concepts related to the changing nature of the world. Activities such as conferences, inservice education, changing trends, personal experiences, and colleagues may stimulate the awareness. Secondly, a teacher may explore or experiment with resources or activities on a small scale in the classroom. In this stage efforts may be sporadic. With more interaction and successful endeavors a teacher may gain a clearer vision of global education and seek
additional knowledge or guidance. With greater confidence and collegial support additional risk-taking will occur in the classroom with regard to the infusion of global education. Sharing successes with other teachers, finding a base of support, and rewards will further the development of a global perspective for teachers. The evolution takes time and practice.

Teacher education for global education is a long-term, broad change process. Global education includes the establishment of networks and utilization of resources, skills that take time to develop. Teacher educators have a responsibility to model the same behaviors they expect preservice teachers to acquire (Tucker, 1982).

Burn (1980) reported research findings from the American Association of Colleges for Teacher Education. The sample included colleges and universities that prepared and/or retrained educational personnel. The results indicated that the general or academic courses that constituted 60 to 80 percent of a prospective teacher's academic preparation provided the major resource for incorporating an international dimension in teacher education. It is in these courses that future teachers are needing role models for including a global perspective in the curriculum. To become more proficient with global perspectives themes and concepts teachers will need to have more educational preparation and resources, in addition to
in-service educational programs.

Dilemmas of Global Education Inclusion

The typical curriculum of higher education tends to be fragmented and rarely utilizes an interdisciplinary focus to global issues. Groennings (1983) attributed global education development change in preservice teacher education as slow, due to declining enrollments and financial restrictions, but also due to the need for broad based coordination and leadership support for implementing the necessary changes.

The preservice education "of teachers can, and should, play a crucial role in the growth of global literacy" (Hicks, 1982, p. 117). Whether in fact this occurs depends on numerous variables, including the practices and perceptions of those involved with teacher education.

Concerns and barriers to the inclusion of global education in teacher education programs are similar to those for other programs in institutions of higher education. The barriers are the complement of those identified by Klassen and Leavitt (1982). Lack of awareness and knowledge on the part of faculty is a primary barrier to the inclusion of a global perspective in teacher education programs. Leadership from administrators, committed faculty, professional organizations, and groups will be necessary to introduce global education into the curriculum. A shared understanding by faculty and
administrators of what is meant by global education and how it can be achieved will be necessary to set and achieve goals. Infusing global education requires adequate resources such as time, instructional and resource materials, and linkages with others, such as exchanges and cooperating teachers (Bruce et al., 1991).

The typical mode of operation is that teachers work in isolation from others, teaching their particular subject matter, alone. To globalize the curriculum may take globalizing teachers to one another; sharing ideas and creating new modes of operation to open students' vistas.

**Incorporating global education**

Klassen and Leavitt (1982) identified critical segments involved in the process of incorporating a global perspective into teacher education programs. Institutional commitment is critical for successfully including a new dimension into a program that impacts the entire institution. Global education is more than a course listing; it addresses the curricula sequence of courses that include subject matter content, methodologies, and general studies. Faculty competence and commitment to global education is necessary in preparing future teachers to include a global perspective. Quality in teacher education programs is dependent upon supporting facilities and resources that can enhance the global dimension.
through library holdings, references, guides, and related practices and materials.

After examining course descriptions, evaluation reports, catalogs, and other documents Huie (1985) made the following recommendations for global education inclusion into preservice teacher education programs:

1. The institution of higher education should make a philosophical commitment to include principles of a global perspective into teacher preparation programs.

2. Teacher education programs should include criteria for evaluating resources, materials, and curricula for bias, such as gender, age, and ethnic origin.

3. Preservice education should offer opportunities for individuals to explore their own beliefs, attitudes, expectations, and behaviors towards those who may be different from themselves.

4. Teacher education programs should offer multiple learning experiences that offer students a variety of teaching opportunities to practice meeting the needs of a varied student population.

Garcia and Pugh (1992) investigated the practices of preservice teachers regarding the issue of multicultural education. In university assignments and discussions, students were able to provide suitable responses for providing a global perspective in classrooms. However, upon further probing and
observations during student teaching there was little evidence of global education infusion. Preservice teachers were not internalizing the principles of global education. When preservice teachers understand and accept a view of global education that includes them, they will see application to their learning environment. The authors concluded that there was "limited knowledge of the concept of diversity" (p. 217). Few of the student teachers viewed their cooperating teachers as having a global education orientation.

Recommendations from the Study Commission on Global Education (Study, 1987) for preservice and graduate teacher education programs included a component for clinical experiences that can enhance the infusion of a global perspective. Under the supervision of exemplary teachers who have experience in teaching with a global perspective, students can have intensive experiences as interns or student teachers. In addition, provisions should be made for practicing a wide variety of teaching techniques to take advantage of various learning styles and encourage analytical thinking.

Teachers must develop many strategies to teach and reach students. Kenworthy (1970) noted that a successful program in developing internationally-minded individuals included a wide range of methods and materials. Reasons for this include:

- different aims require different methods;
- different students learn through different methods;
learning different skills demand different methods; teachers have different teaching styles; and new methods can stimulate learning.

Bruce et al. (1991) offered suggestions for enhancing global perspectives throughout the preservice teacher education program. First and foremost the authors recommended that a global perspective be included throughout the teacher education curriculum. A global perspective can be added in four areas of the teacher education program: general studies that reflects a balanced treatment of the world and its peoples; education foundations that introduce students to global knowledge as it relates to their membership in an international community of educators; curriculum and instruction that allows for the inclusion of global issues content and alternative approaches to curricula related to subject matter; and clinical experiences related to a global perspective that are either direct or indirect.

"Prospective teachers must be exposed to courses and experiences—that heighten their global awareness and enhance their understanding of other peoples and other cultures" (Futrell, 1990, p. 1). Cooperative activities in an educational setting promote awareness of others, offer an alternative to competition, support interactions with diverse students, and foster the ability to collaborate (Blom, 1988).
Garcia and Pugh (1992) recommend that education students should be the recipients of a "truly interdisciplinary" (p. 219) curriculum focused on producing globally informed teachers who can address the needs of living in an interdependent, pluralistic environment. More effective education for students begins with more effective teacher education.

Blom (1988) offered suggestions for those involved in preservice teacher education programs who aim to foster and influence change towards global education. Among the suggestions are the following:

* Teachers need to possess a knowledge base concerning the concepts of the content they teach.
* Teachers must integrate subjects and know principles of interdisciplinary teaching.
* Teachers need to learn how to plan and organize projects that teach desired skills, from start to finish.
* Teachers need evaluative skills that can assist them in selecting criteria for choosing activities and materials used in educating.

"Teachers teach what they know most about" (Lamy, 1982, p. 182). Most teachers in schools and institutions of higher education will teach what they are prepared to teach and what is most comfortable for them to teach. Bringing change into
the classroom can be problematic. If global education is to become an integral part of the elementary and secondary curriculum, as prescribed in some states, then it is relevant that it become a part of preservice education. This can be done as direct exposure with other cultures, such as exchange teaching programs, study abroad, travel, or other cross-cultural experiences. Establishing interpersonal relationships with others is key to the experience. Infusion and modeling are other avenues of integrating a global perspective into preservice education.

"People, not textbooks appear to be the primary carriers of the global education culture" (Tucker, 1982, p.213). Teachers are a most significant factor in the education process. Their beliefs, competence, and world views affect the knowledge, behavioral norms, and perspectives of their students and future generations.

Adoption of a global education program is dependent on teachers who will implement necessary changes. Before change can occur in the classroom, changes in teachers' beliefs and behaviors must occur (Tucker, 1982). The quality of schools as agents of global education is a function of: a) quality of the teachers' global education and b) quality of schools as a teaching-learning environment for global education (Anderson, 1981). The level of quality of these two components is related to the actions and practices of teacher educators, as well as
policies and mandates of governing bodies. If the quality of
global education of teachers is low, the quality of global
education in schools will be low.

Global education principles and projects imply that
teachers are professionals and as such are agents for change
in their educational environment. Teachers are the decision-
makers for determining what is to be taught and the examination
of processes related to the classroom, such as the elimination of bias. The interdisciplinary nature of global educa-
tion content can help to unify programs, grade levels, and
schools around a common theme (Boston, 1990).

To be successful in implementing global education, teacher involvement in planning, implementation, and evaluation is
necessary (Study, 1987). Teachers will need time and freedom
to select appropriate materials, resources, activities, and
methods to infuse a global perspective. Most teachers are not
prepared to offer all sides of a controversial issue, whether
from lack of experience and practice or lack of information
(Lamy, 1990). By offering preservice and inservice teachers an
opportunity to think and experience global interconnectedness
the educational system should be stimulated.

Teachers should be educated and treated as professionals,
to have greater voice in selecting materials for their own
subject areas, such as textbooks (Study, 1987). To behave in a
professional and responsible manner, teachers need support;
support in the form of time, materials, and resources; and continuing education in becoming effective teachers. A broad education that itself includes a global perspective is a base from which to start preservice teachers on a professional path.

Ogilvie (1984) identified skills essential for teachers to implement global education in the classroom. The skills Ogilvie (1984) discussed are acquired over time and with practice, however a foundation can be begun in teacher preparation programs. Preservice and inservice education that included a global perspective should focus on the following skill development specified by Ogilvie (1984):

* Be able to discuss and explain the significance of global education in schools and global issues and changes that are occurring.

* Be aware of other-than-American perspectives of global changes and issues, as well as the needs and aspirations of other cultures.

* Know differences and similarities between global education, multicultural education, and international education.

* Be able to competently advocate for global education.

* Know global education models.

* Be aware of resources and materials that are available and how to obtain them.

* Know how to evaluate materials and resources for bias.
* Be resourceful in coping with a lack of global education materials.
* Be able to create an environment compatible with the themes of global education.
* Know one’s heritage and be familiar with that of other cultures.
* Utilize different teaching and learning styles to accommodate differences.
* Know how prejudices develop.
* Teach cross-cultural communications.

Teachers who are aware of the themes and principles of global education can design and adapt materials and experiences best suited to student learning styles and abilities (Ramsey, 1987). Global education becomes a part of a teacher’s long range goals and the day-to-day planning, development, and delivery of plans. If graduates of secondary schools are to be prepared for an interdependent, ever-changing world in which they will live in the next decade; prospective teachers graduating from institutions of higher education must be ready to teach their respective content with a global perspective (Smuckler & Sommers, 1988).

"Interest within schools of education is growing, partly because of the increasing number of foreigners among their students and partly because the poor knowledge teachers and students have of international affairs produces a professional
Increasing numbers of teachers are expressing interest, professional organizations have formulated conferences and committees, organizations have developed teaching materials, all for the purposes of global education.

Accreditation programs contribute to the development and maintenance of standards in institutions of higher education. Changing standards reflect changing perceptions in the role of quality education. In 1987 the National Council for Accreditation of Teacher Education (NCATE) adopted revised standards as follows: "The curriculum for professional studies component(s) incorporates multicultural and global perspectives" (National, 1987, p. 40). Global perspectives is defined as "the recognition of the interdependence of nations and peoples and the interlinking political, economic, and social problems of a transnational and global character" (National, 1987, p. 55).

Institutions of higher education in the United States have a major role in affecting the world's common global future. As a leader, the United States is often emulated in educational efforts. In colleges and universities across the United States many of the world's elite are being educated, either as international students or as citizens. In these institutions the world's future is taking shape, future leaders are being educated to take their place in making decisions affecting all of humankind and the environment, themes of
global education.

Home Economics

As a profession

Home economics is a profession with a focus on the individual and the family. The term family refers to a unit of interdependent people who are committed to one another and share values, goals, resources, and decision-making (Rice & Tucker, 1986). The family is at the heart of the home economics profession. Families are the basic unit of society. Families though similar and different are fundamentally universal. Families face the common challenges of providing and using the resources available for daily living, while pursuing improved opportunities across the life span. Families exist within a complex web of social, physical, and institutional systems. Thus home economics is placed in the global education arena.

Home economics is concerned about human survival on a daily basis. As a profession, home economics is concerned with the interface of families and households with their environments, both near and far, local and global, human and built. With a global perspective, home economists can view the profession in a new context. The professional body of knowledge of home economics becomes significant in different ways. The body of knowledge and practice developed by the profession applies to family/household settings, globally. The subject
matter content of home economics crosses cultures as human issues of great significance.

Home economics is a profession that is holistic and integrative (Murray, 1986) with a responsibility to assist learners in building bridges between their global society and their daily lives. Programs of home economics need to relate directly to changing societal circumstances, to be proactive, rather than reactive; reflect the primary function as a preventive profession, rather than a therapeutic profession. Home economics is concerned with helping families to cope with global interdependency and to influence public policy as it affects them in daily life.

Home economics efforts in working with individuals and families have worldwide, global implications. Practices, as well as the body of knowledge developed by home economists have global applicability for families. The skills are universal. Deacon (1987) promoted the concept of integrating a global orientation into the home economics base of knowledge. Included in this concept is a worldwide inclusive view of family life and the related concepts that diversity brings to enriching daily living.

The family is recognized as a basic unit and resource of nations. Those educated in home economics can contribute to the enhancement of home and family life, both directly and indirectly. Home economists, in working with families are at a
pivotal point in influencing change and growth of a global consciousness. As a profession, home economics must include intellectual and social awareness that will stimulate behavior congruous with a changing global society.

Global interdependence has a direct impact on the family as it functions in daily life. The interdependence makes it difficult to separate global and domestic issues from one another. Global concerns cannot be separated from those found in the field of home economics. Global interdependence influences human and material resource allocation and use, a concern of home economists. The increase of global interdependence underscores the responsibility of individual choice and action with global consequences and impact. Consequences of actions need to be considered prior to the decision of action. Home economics has a role in contributing to the development of a globally responsible lifestyle by incorporating a global perspective in personal choices and in professional practices while recognizing the interdependency of human daily living.

There is a relationship between the social and familial levels of life's problems in the United States and in other cultures. Commonalities can be found and explored within the context of home economics (Duncan, 1990). Concepts relative to global education are also relevant to home economics, such as basic human needs of security, shelter, food, belonging, and clothing; living with global change and an evolving future;
communicative skills for conflict resolution and team-building; consumption behavior of individual actions with global consequences; team-building for effective decision-making; and leadership character building for action. The central tenets of home economics, families, daily living, and basic human needs, are universal and are integral to global education and the development of a global perspective.

**Home economics education**

Home economists speak to and assist individuals and families in the adjustment to life's transitions. Home economics educators prepare other home economists to address this issue, which must include the transitions created by a changing global society. Home economics teachers service to the world, according to Duncan (1990), is to educate learners globally, to help students gain an awareness of the quality of life of other families.

Home economists in their role are affecting the quality of life for families. In that role perhaps there is a place for emphasis on processes rather than on products or outcomes. Such is the case in the development of learners within the domain of home economics education. The development and growth of learners into contributing citizens who can apply knowledge in the business, educational, or public arena of society while having the professional commitment to empower individuals and
families is a powerful task. In addition, home economics serves a unique role in constructing linkages between households and other systems of society.

In the Study Commission on Global Education report (Study, 1987) four areas are identified for inclusion and infusion in the improvement of global education. Home economics curricula plays a key role in all four areas. However, the content is particularly strong in the third arena, that of cultural patterns of the world, namely that of the family component. "Each student should be familiar with at least two cultures (one of them non-European) in addition to that of the United States" (p. 26). Home economics has a clear contribution to make in this aspect of curriculum change.

Central to the infusion of a global perspective in home economics education is the focus of families, while positioning them within the reality of a global society. Preparing educators to teach from a global perspective in home economics is crucial. The teacher's role is to include the dimensions of problem solving, perspective taking, and critical thinking to support a global perspective in home economics education. Educators cannot ignore the global nature of the world. The society of today is globally interconnected from the consumer choices made in the marketplace to the shared natural environment.

To help learners develop a global perspective an intro-
duction and basic understanding of different cultures and their interrelationships is needed (Iowa, 1989). Students need assistance in the development of an appreciation of the similarities and differences within the families of humanity. Cultural aspects of daily living, traditions, contributions to civilization, language, art, music, literature, shelter, dress, and family life, all contribute to learning about and understanding others. The interrelationships and cultural aspects can be integrated and infused into the existing curriculum to aid students in the recognition of membership in the humankind family and the implied commitment that conveys.

**Global education infusion and inclusion**

Peterat and Smith (1989) viewed the commonalities of home economics education as conceptualized by Brown (1980) and global education as including "increased awareness and understanding of the gaps between social ideals and current realities that affect people worldwide, and a commitment to action" (Peterat & Smith, 1989, p. 35). Both home economics education and global education are based on the premise that education can make a difference in the lives of learners.

Elmore (1989) raised issues related to the types of educational experiences offered undergraduate students in home economics as they relate to future professional roles in the global arena. To explore the representation of international
topics in undergraduate home economics curricula a survey was mailed to 340 United States institutions granting undergraduate degrees in home economics. Fifty-four percent of the surveys were returned. Elmore (1989) found most content relating to international topics were included as components of home economics courses, rather than as separate course offerings. Elmore (1989) concluded that home economics related skills and knowledge are most effective when related to indigenous cultural patterns and thus the curriculum should reflect an integration of cultural and global concerns.

Hertzler and Wall (1984) surveyed 117 home economics institutions to identify the way in which international perspectives are integrated into coursework, curricula, and research. Sixty-three percent returned usable questionnaires that provided information on curriculum content, student placement, agency linkages, faculty activities, institutional and program service, program and research funding bases, current interest, and recommended directions for international studies in home economics. "About one-fifth of the respondents planned student experiences in international settings and placed students in international positions after graduation" (p. 420). Nearly 50% of the institutions were "involved in grantsmanship, research activities, and curricula planning on an international scope" (p. 420).

Smith (1989) reviewed the literature relative to global-
izing home economics. She proposed five interrelated and interconnected responses for the infusion of global concepts into the home economics curriculum. As the profession views its mission to empower families and individuals, implicit is a global perspective, education about global impact and issues. Secondly, living in a global community where daily household actions impact upon the daily lifestyle of others carries a responsibility of global citizenship. In communities everywhere, increased migration and communication places people of diverse characteristics, living in closer contact with one another. Cross cultural understanding and the alleviation of stereotyping can enhance the potential for families and households to live in an environment of mutual support. In association with consumer decision-making home economics can pay attention to the economic, political, and social ramifications of living in global interdependency. Global concepts may be "a part of home economics, but their place in home economics curricula needs further defining" (p. 112).

Nelson (1988) identified qualities of home economists who have pioneered activities related to internationalization of the profession and the contribution of these qualities towards the goals challenging residents of the future, global community. The qualities contributed to a future with an international focus enumerated by Nelson (1988) were commitment to a global perspective via a systematic education in which isolat-
ed actions are viewed as having global consequences. Secondly, collaboration in which new coalitions, actions, and efforts occur that consider the views and values of others in research, action, and evaluation. The third dimension outlined by Nelson (1988) was courage to recognize future development, change directions, initiate action, and face changes to make global consciousness a priority of individuals and families in the United States.

Home economics researchers Frazier (1985) and Babich (1986) examined the attitudes and perspectives of secondary teachers towards global awareness and global education. Their findings are similar and support the high interest level in global education as well as the relationship of demographic variables to attitudes and practices.

Frazier (1985) found high school home economics teachers in a United States nationwide sample to have relatively high levels of global awareness, while holding positive attitudes towards the global concepts presented in the research study. She found no significant relationship to exist between levels of global awareness and the demographic variables of age, teaching position, international/cross-cultural experiences, type and duration of cross-cultural experience, fluency in multiple languages, subject matter specialty, length of teaching experience, level of education, or a rural versus urban perspective on life.
Babich (1986) found that home economics teachers in Iowa had a positive perspective towards global education. Perspectives toward global education were related to the variables of age, date of graduation, and teaching experience. Actual classroom practices differed from perspectives and were not systematically related to the variables of age, date of graduation, and teaching experience. Babich (1986) also found that teachers who were older and had more teaching experience were more likely to have a positive perspective towards global education. If home economics can make a difference for families in terms of interdependent living, then it should begin with new teachers, not only experienced teachers, Babich (1986) concluded. The attitude of the teacher is critical in the development of student attitudes that will lay the foundation for living harmoniously in a culturally diverse society.

In infusing a global perspective Smith (1989) cited other authors and then suggested that curriculum development which synthesizes and integrates global understanding should follow a holistic framework, namely that of family resource management. Structuring a curriculum with a focus on issues, whether they be family or global, reduces the larger whole. Inherent in a global education program is processing skill development (Hanvey, 1976; Smith, 1989), such as problem posing and solving, perspective taking, and critical thinking. Some home economists use this approach in education, while others offer
a program of information giving. Traditionally home economics education has focused on the transmission of technical content knowledge (Brown, 1980).

Educational role in infusion and inclusion

The objective of globalizing the home economics education curriculum should be to enhance and enrich the constructive and valuable contribution of all societies to the welfare of families and households. Home economists need to face the reality and the challenge of preparing themselves to live in a global society of change. Effective communication and understanding is especially crucial in the cultural arena that includes values, motivators, and customs as similarities and differences play out in interactive relationships among people. In addition to preparing themselves, home economics teacher educators face the additional challenge of preparing future educators for facing the evolving global society and for assisting families with the same challenges.

Home economics has a particularly relevant role in addressing Kniep's (1986) global education content related to human values. "In global education, we are concerned primarily with the universal human values that transcend group identity and the diverse values that define group membership and contribute to our unique perspectives and world views" (Kniep, 1986, p. 437). Home economics focus on the well-being of the
family makes the infusion of global education particularly relevant. It is an opportunity to gain a perspective on the diverse, yet universal contribution of the world's people.

Hanvey (1976) proposed elements of an attainable global perspective: perspective consciousness, "state of the planet" awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. Values and beliefs combined with these elements establish the conceptual framework of a global perspective that explores life conditions in the global community. Home economics educators have a contribution to make in all of Hanvey's dimensions. Personal and collective decisions have transnational and transgenerational impacts (Kreutzkampf & Norman, 1984). Are teacher educators preparing future educators to develop these competencies in learners?

Odhuno-Otieno (1989) found in using a global perspective module in a higher education home economics classroom, there must be a high level of cross-cultural awareness by students for optimal internalization of the concepts as presented by Hanvey (1976). The attainment of a cross-cultural awareness includes knowledge, contact, plasticity, participation, and respect with regard to other cultures.

Odhuno-Otieno (1989) observed that home economics college students can increase their knowledge level relative to a global perspective module. Students in her experimental re-
search group demonstrated a significant gain in knowledge scores after participating in a global education module. In addition, a significant gain on attitude scores of the experimental group was noted. The students who were exposed to the specifically designed module had changes in both attitude and knowledge scores. The most significant variable measured that could predict the desired change was the number of class sessions attended.

Home economics teachers have a good deal of influence on generations of Americans at the local level. These teachers teach the basics of daily living: consumer skills, nutrition, parenting, and family living. The daily living skills taught by home economics teachers influence family decisions and actions that in turn ripple into the world economy, production, and consumption behavior.

Home economists have a role to play with families as they develop globally responsible lifestyles. Families can satisfy their basic needs while living collaboratively with others, not at the expense of others. Understanding lifestyle decisions that have impact on the lives of others can bring about change that will enrich the well-being of all people.

Family decisions and actions are accountable to the rest of the world. Home economists deal daily with the components of global issues and problems. Home economists engage in the business of families. Concern with families is a global pro-
Readings in the literature would indicate that although there has been an increased awareness of global education infusion into the home economics curricula, little is known about education or content at the university level or about the educators of teachers. As states, such as Iowa, Michigan, and Minnesota, mandate the inclusion of global education into public education, the university community becomes obligated to include the content in their programs to prepare teachers. Do the educators of future teachers have a perspective consciousness with regard to global interdependence? Can teacher educators assist classroom teachers in the development of putting a global education perspective into practice?

Attitude Formation-A Conceptual Framework

A definition and understanding of attitudes is a prerequisite for the development of valid measurement techniques. Consistent with current views, the meaning of a concept becomes relevant in terms of its relationship to other constructs within the theoretical framework. In an attempt to predict planned behavior, such as the inclusion of global education, efforts toward theory development and the evolution of this section relies heavily on theory building research advanced by Martin Fishbein and Icek Ajzen who define attitude as "a learned predisposition to respond in a consistently
favorable or unfavorable manner with respect to a given object" (1975, p. 6). The three basic features are: the attitude is learned, the learning influences action or behavior, and actions are favorable or unfavorable towards the concept.

The three characteristics of an attitude indicate that the concept of evaluation occurs when distinguishing attitudes and arriving at a favorable or unfavorable decision about the concept. In their research, Fishbein and Ajzen (1975) distinguished other aspects of attitude formation by using the terms affect, cognition, and conation. Fishbein and Ajzen (1975) distinguish attitude as referring "to a person's feelings toward and evaluation of" (p. 12) an object or subject, the affect aspect concept; while belief is used to describe the cognitive aspect about the object or subject, the knowledge or information held by a person. Beliefs link a concept to an attribute in an association perceived by the person and as such will represent various levels of intensity. A third class of variables identified by the Fishbein and Ajzen model is a person's intentions to perform a specific behavior, a specific class of beliefs where the object is the person and the attribute is a behavior. Overt behaviors can be studied in their own right and thus form the fourth category of concepts comprising attitude measurement.

Fishbein and Ajzen (1975) discussed numerous theories that illustrate cognitive factors affecting attitudes toward
alternative behaviors. Common themes throughout the theories is that attitudes, in part, are influenced by the perceptions held by the actor of both the advantages and disadvantages of performing each alternative behavior. An individual’s favoring an object is a function of the perceptions held about the object and the importance to the individual of the object’s various attributes. Attitudes towards an object or subject will be influenced by the 1) perceived probability that each alternative outcome will occur; and 2) perceived rewards and costs of each alternative will be weighed.

An attitude or emotional orientation one holds toward an object or subject stems from the weighted consideration of knowledge that one has regarding the subject or object. It may further be argued that attitudes affect behavioral intentions towards the subject or object in question, which in turn influences overt behavior. The congruency between behavioral intentions and actual behavior is dependent upon social norms concerning the conformity of such behavior as exemplified and communicated by persons important to the actor.

The theory of planned behavior states performance of a behavior is a joint operation of intentions and perceived behavioral control. To predict behavior the following three conditions need to be met. "The measures of intention and of perceived behavioral control must correspond to or be compatible with" (Ajzen, 1991, p. 185) the predicted behavior. The
context of the predicted behavior and intentions must be in the same realm as the measure. Secondly, for accurate behavioral prediction the intentions and perceived behavioral control must "remain stable in the interval between their assessment and observation of behavior" (p. 185). Intervening events can produce changes in intentions or control affecting the accuracy of prediction. The third condition of prediction behavior relates to the accuracy of perceived behavioral control. The closer to reality and actual behavior, the more accurate are the intentions relative to prediction of actual behavior.

"The theory of planned behavior postulates that performance or nonperformance of a behavior is a function of salient information of beliefs relevant to the behavior" (Ajzen & Driver, 1991, p. 186). Salient beliefs are those that govern one to intentions and actions, and are considered to be the primary determinants of an actor's behavior. Salient beliefs are distinguished by being behavioral, those that influence attitudes towards the behavior; normative, those that form the foundation of subjective norms; and control, those that are the essence for perceptions of behavioral control. Each behavioral belief links the action or behavior to a specific outcome, based on the perceived advantages or disadvantages of consequences of the action. An actor's attitude toward the action is directly proportional (Ajzen & Driver, 1991) to the
summation of the three beliefs' indicators.

Attitudes are influenced by beliefs about the subject or object. Underlying foundations of beliefs provide descriptions needed to glean information relative to a behavior’s components. At the level of examining beliefs one can learn about the distinctive elements that prompt one actor to perform a specific behavior and to prompt another actor to perform a different behavior (Ajzen, 1991). Belief-based measures of attitude focus on the postulated "determinants from which the concept can be inferred" (Ajzen & Driver, 1991, p. 188). For example, in belief-based measures, respondents would be asked to indicate strength or magnitude of the beliefs toward behavioral performance. In measuring affective attitude, respondents would be asked to indicate degree of satisfaction or pleasure in performing the behavior; focus directly on the concept being examined. "Assessment of specific beliefs increases our understanding of the motivational bases" (Ajzen & Driver, 1991, p. 188) of behavior choice and of the perceived advantages of performing the behavior.

When opinion, knowledge, and information, as concepts measure location on a dimension of "subjective probability relating an object to an attribute" (Fishbein & Ajzen, 1975, p. 13) held by a person, then the label belief should be utilized. Beliefs are the fundamental building blocks of the Fishbein and Ajzen (1975) model. Based on knowledge, past
experience, second-hand information, or other inferences, a person formulates a set of beliefs regarding a subject or object. An actor will associate various attributes with the object under question. Beliefs are formulated with regard to self, to others, to events, and other entities eventually leading to an internalized belief system that formulate the informational data base determining attitudes, intentions, and behaviors (Fishbein & Ajzen, 1975).

"Beliefs concerning consequences of a behavior are viewed as determining attitudes toward the behavior, and normative beliefs are viewed as determining subjective norms, so beliefs about resources and opportunities are viewed as underlying perceived behavioral control" (Ajzen, 1991, p. 197). Behavioral beliefs develop into attitudes that one holds about a subject or object. Beliefs are formed about an object or subject by association with specific attributes that can be either favorable or unfavorable (Ajzen, 1991). In many studies, a global measure of attitude is sought. This attitude measure "is then correlated with an estimate of the same attitude based on salient beliefs" (Ajzen, 1991, p. 192). Generally, research results have supported the hypothesized relationship between the salient beliefs and attitudes, as reported by Ajzen (1991).

Control beliefs related to the theory of planned behavior determining intentions and action are those dealing with the
presence or absence of necessary resources and opportunities. Second-hand information, past experiences, and available assets influence intentions toward behavioral action. If the actor perceives a control and possession of resources and opportunities greater than that of the obstacles or impediments anticipated, the greater is the perceived control over the behavior, leading to action (Ajzen, 1991).

In predicting behavior, the theory of planned behavior, cognitive self regulation plays a crucial role. Ajzen (1991) reviewed previous empirical evidence to support the theory of planned behavior. The evidence supports the claim that general attitudes fail to predict "specific behavior directed at the target of the attitude" (p. 180). Furthermore, the trait concept for predicting planned behavior has failed to match general personality traits and behavior in specific situations. Behavior-specific factors can be used to predict and explain human behavior in specific contexts within the framework of the theory of planned behavior, which is an extension of the theory of reasoned action (Fishbein & Ajzen, 1975).

Central to the theory of planned behavior is the actor's intention to perform a specific behavior. It is assumed that intentions include motivational factors influencing behavior. Motivational factors can be internal, such as the drive for success, or external, such as mandates. Available opportunities and resources, such as time, finances, cooperation of
others, and skills, are non-motivational factors that can influence behavior. Combining the motivational and non-motivational factors results in the actor’s actual control over the behavior. "To the extent that a person has the required opportunities and resources, and intends to perform the behavior, he or she should succeed in doing so" (Ajzen, 1991, p. 182).

Intentions will be expected to influence performance of a behavior to the extent that the actor has behavioral control and motivation to act. When inquiring, "in the future, will you ever . . . " the approach is similar to the concept of behavioral intention described in Fishbein and Ajzen (1975). The measurement of inclination to perform specific behaviors is preferable to reporting past behaviors as it avoids causal ordering.

In examining intentions for specific behavior, perceived social pressures need to be considered, but in certain contexts personal feelings of responsibility and moral obligation must also be considered. Such obligations would be expected to influence intentions, particularly when considering attitudes, subjective norms, and perceived behavioral control. Perceived moral obligation can add another dimension to the equation of predicting behavior (Ajzen, 1991).
Summary of Literature Review

Global education is not a new field of study or a new content area. It is a "methodology, a framework of analysis, a way of looking at and reaching some understanding of the world around us. The educational goals of global perspectives are appropriate to most disciplines at all grade levels" (Lamy, 1982, p. 208). The review of literature has indicated that global perspectives education includes a level of basic knowledge, formation of an attitude, and an application of processes.

To portray the features of global education perspectives a figure that reflects the three dimensions was developed (see Figure 2). The dimensional viewpoint aids in the examination of global education as an ongoing, evolving learning process, that is not strictly attached to a discipline. To unify the many views, perspectives, recommendations, and proposals presented for global education inclusion, the figure conceptualized three fundamental attributes.

The knowledge, attitudes, and processes that comprise global education perspectives are skills for life in an interdependent world, permeating the curriculum. The three dimensions may be present in specific disciplines of the curricula, but in global education infusion the focus is on interdependence and change.
Formation of Attitude

Core of Knowledge

Process Development

Figure 2. Three dimensions of global education
Concepts from the literature can be categorized into the dimensions as follows:

- **core of knowledge** - human values; cultural universals; perspective consciousness; global dynamics; state of the planet awareness
- **process development** - communication; making decisions; exercising influence; problem solving; planning for alternative futures
- **formation of attitude** - interdependency; world as a whole; value diversity; loyalty to humanity; planetary ethic

It is this dimensional perspective that leads to the successful infusion of global education in home economics curricula as it relates to concerns of families, globally.

Many of the processes associated with global education, such as critical thinking, "valuing diversity, seeing connections," cooperating, exercising influence, communicating, and integrating concepts "can also rightly be claimed by other disciplines", "what is unique about global education is its substantive focus, drawn from a world increasingly characterized by pluralism, interdependence, and change" (Kniep, 1986, p. 437).

Lamy (1982) identified the goals appropriate for educating with a global perspective:

1. A recognition of the complexity and interdependent nature of the world's political, economic, and social
systems;
2. an understanding and appreciation of basic human commonalities and differences;
3. an awareness of how perceptions, values, and priorities differ among various individuals, groups, and cultures;
4. a commitment to the development of skills that will enable individuals to respond creatively to local, national, and international events and participate effectively at those levels (p. 208).

The quality of schools as agents of global education is in part a function of the quality of teachers' global education. The quality of the global education of teachers is in part a function of educational policy, the practices of school administrators, and the actions of teacher educators. In turn, the quality of teacher education programs is in part determined by the quality of research based information regarding global education of teachers (Anderson, 1981).

The global education literature demonstrated the lack of knowledge among students in the United States about their world and the problems of the changing, interdependent world of today. Much of the literature regarding curriculum described a process of infusion.

Global education is an effort to create an educational process in which "students learn to perceive and understand
the world as a single and complete global system; and students learn to see themselves as participants in the world system" (Becker & Anderson, 1980, p. 83). The challenge is great. The authors maintained that three primary aspects are personalizing the methods of education, internationalizing the social content of education, and globalizing the content of education. It is necessary for teacher education programs to identify and emphasize the global interrelatedness of the sciences and social sciences.

Teachers have a massive multiplier effect in society because they are role models for future global citizens. Demographic variables have been shown to be related to global education behaviors. Babich (1986), Melaku (1989), and Sidehammer (1984) have found factors such as age, years of experience at an educational institution, years and type of international/intercultural experience, have influenced beliefs and behaviors related to global education and a global perspective.

This chapter has provided the framework for which the study was possible. The literature reviewed in this chapter has identified many of the elements considered important to conducting the study. From this review a survey instrument and procedures were developed, because one was not available for the purposes of this study. A questionnaire appropriate to collect relevant information about the role of home economics
teacher educators in the development of a global perspective for students was generated. One component addressed demographic variables, such as age, years of employment at the institution, type of institution degree received, and international experiences. Another aspect of the survey included practices of the classroom that reflect global education elements. Institutional practices and regulations comprised a third section of the questionnaire.
PROCEDURE

The primary purpose of this study was to determine the practices and beliefs regarding the infusion of global education into the home economics teacher education methods course(s). Participants in this study were home economics teacher educators in the United States who were identified as being responsible for the teaching methods course(s).

Specific objectives of this study were to:

1) Describe the practices home economics teacher educators use to integrate global education in methods course(s).

2) Identify those elements home economics teacher educators consider as incentives and barriers to the implementation of a global perspective in the curriculum.

3) Construct a profile of home economics teacher educators who are likely to implement principles of global education in the curriculum.

This chapter discusses: 1) the diagram employed in conducting the research, 2) the design of the study, 3) the sample, 4) instrument development, 5) data collection, and 6) data analysis.

Teacher and teacher educators play a critical role in the development of learner’s perceptions and understandings of the world and humankind’s role in the world. The learning
environment created by teachers, directly and indirectly has impact on the understandings reached by learners. Teachers modeling behavior is learned, adopted, and processed much more quickly by learners than some academic lessons (Ramsey, 1987).

After reviewing the related literature, a diagram was developed to represent the relationship between the research objectives and the literature.

Background to Instrument Development

The first step in teaching from a global perspective is examination of teachers’ perspectives (Ramsey, 1987). The teacher educator is the critical variable. Within the curriculum, the teacher educator provides to the prospective teacher the opportunity to infuse and the model for infusion of global education. The prospective teacher and the teacher educator both have personal views of the global community that are unique, based on past experiences that may have been planned or unplanned, and which are based on education received, encounters with others, and relationships.

After reviewing the literature, a diagram was devised to portray the phenomenon to be measured. Figure 3 presents the diagram used to develop the research instrument. The remainder of this section discusses components of figure 3.
Figure 3. A diagram of influences affecting practices of teacher educators
To assess practices and beliefs of home economics teacher educators, the individual who teaches the methods course becomes the focal point for measurable activity. If a global perspective is to be enhanced within the profession, attention to education and knowledge transfer via teacher educators to future teachers deserves investigation.

Daily living, past experiences, education, and events all influence the development of self and provide the basis for demographic variables. Age, employment, educational background, professional association memberships and involvement, cross-cultural experiences, and daily behaviors are cited by authors (Babich, 1986; Barrows et al., 1981; Garcia & Pugh, 1992; Klassen & Leavitt, 1982; Melaku, 1989; Ramsey, 1987; Sidehammer, 1984) as significant factors in the formulation of beliefs and practices related to global education infusion. Demographic factors build on the foundation of the individual, providing continual and interchanging input for decision-making.

Simultaneously, external forces confront the individual, particularly within the professional role. Factors related to policy, administrative behavior, funding, resource allocation, and role expectations impact on teacher educators, and thus influence beliefs and practices. Authors (Burn, 1980; Coulter, 1988; Klassen & Leavitt, 1982; Melaku, 1989; Ramsey, 1987; Smuckler & Sommers, 1988; Tye, 1990) have cited external
forces as probable variables related to global education infusion.

The individual uses reasoning power to allow external forces and demographic factors to interact. Time and intellect permit the individual to reflect, deliberate, and evaluate concepts, as well as to formulate new patterns of thought regarding an object or opinion. Patterns of thought are subsequently expressed in terms of beliefs (Fishbein & Ajzen, 1975) and behavior. Specifically, responses aimed towards the infusion of global education are manifested in beliefs towards content, classroom practice, and methods as identified by Anderson (1979), Babich (1986), Becker and Anderson (1980), Hanvey (1976), Kniep (1985), Mendenhall (1989), Ogilvie (1984), Ramsey (1987), Richardson (1982), Rose (1988), and Sharma (1983).

In addition, the measurement of behavior or practices exhibited by teacher educators can identify the breadth and depth of global education infusion. Anderson (1979), Becker and Anderson (1980), Blom (1988), Hanvey (1976), Hicks (1982), Kniep (1985), Melaku (1989), Ramsey (1987), Rose (1988), Torney-Purta (1982), and Woyach and Remy (1982) cited practices related to classroom behaviors, modeling, methods, and human interactions necessary for global education infusion. Beliefs and practices as reported by the individual teacher educator become the evidence of global education
infusion as portrayed in figure 2 (page 101) to include knowledge, attitude, and process application.

Figure 3 and the associated paradigm allows for a standard from which instrument design emerged.

Research Design

This study employed a descriptive research design. Gay (1987) stated that descriptive research "determines and reports the way things are" (p. 11). "Descriptive research involves collecting data to answer questions concerning the current status of the subject of the study" (p. 189). Typically, a descriptive research design examines attitudes or beliefs toward concepts, opinions, demographic variables, and procedures (Gay, 1987). VanDalen (1979) stated that "before much progress can be made in any field, scholars must possess descriptions of the phenomena with which they work" (p. 284).

The most often used form of descriptive research is survey, that which utilizes questionnaires. Gay (1987) further asserted that a survey "is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables" (p. 191). This research study sought to provide descriptive data concerning home economics teacher educators' practices and perceptions regarding global education.

Researchers "collect detailed descriptions of existing
phenomena with the intent of employing the data to justify current conditions and practices or to make intelligent plans for improving them" (VanDalen, 1979, p. 286). Based on the data collected and analyzed from the study, improved understandings and more informed decisions can be made with regard to faculty and incentives for fostering the infusion of global education principles into the home economics education curriculum.

Sample Selection

The population was comprised of home economics teacher educators from 191 undergraduate degree granting institutions in the United States. Institutions were identified by the following criteria:


2. Granted an undergraduate degree in home economics education.


No random samples were taken from the population, therefore the results of this study cannot be statistically inferred to a larger population. The results, however, can be inferred to a larger population on a logical basis (Hinkle, Wiersma, & Jurs, 1988).
The approach chosen to obtain the necessary data from the population was a two stage process. To locate home economics teacher educators responsible for teaching the methods course, a preliminary mailing was prepared. A cover letter briefly explaining the intent and value of the research, plus a business reply post card used to identify the individual who currently was responsible for teaching the methods course(s) were sent to departmental chairs or high ranking faculty members. The National Directory of the Home Economics Education Division of the American Vocational Association was used to identify stage one teacher educators. Four digit code numbers were assigned to each institution, which remained through the duration of the research. A copy of the stage one mailing is found in Appendix A.

Eighty percent (153) of the institutions returned the post card either identifying the individual requested or stating that the program was no longer in existence. To maximize potential participation in the research, the 38 (20 percent) institutions not responding to the stage one request were called on the telephone. A reminder about the inquiry, clarification of the research, and request of the name and address of the appropriate home economics teacher educator were made. As with the return post card, names were given or statements regarding the program elimination were offered.
At the conclusion of stage one, 162 institutions and individuals remained. These individuals received the survey instrument and became the invited sample.

The Iowa State University Committee on the Use of Human Subjects in Research reviewed this project and concluded that the rights and welfare of the human subjects were adequately protected, that risks were outweighed by the potential benefits and expected value of the knowledge sought, that confidentiality of data was assured and that informed consent was obtained by appropriate procedures.

Development of the Instrument

The process of developing an instrument to be used to measure practices and beliefs of home economics teacher educators toward global education infusion was an evolutionary development. There were sequential steps, one following another, some being conducted concurrently. This section will describe the process. Involved were the procedures for development of a table identifying possible concepts to be included in the instrument; through use and refinement, developing the instrument to be used; and using the instrument with a group of home economics teacher educators. As a result of these procedural steps, the instrument in Appendix B was developed to appraise home economics teacher educators’ practices and beliefs regarding global education.
A search of the literature provided the basis for the content of the research instrument. An outline was developed to include the concepts related to the content of global education as defined in the literature search (see Table 1). The outline became the framework from which relevant instrument items and terms evolved. Literature relative to the teacher's role in educating students for a global perspective (Kenworthy, 1970; Lamy, 1983; Ramsey, 1987; Tye, 1990) offered processes for teacher educators. Global education advocates (Anderson, 1990; Becker, 1990; Hanvey, 1976; Kenworthy, 1970; Kniep, 1986) have suggested essential instructional skills and content for teachers. Home economists (Babich, 1986; Frazier, 1985; Mumaw, 1988; Smith & Peterat, 1992) support global education principles in their curricula relative to families and daily living skills.

A survey instrument was developed and used to gather the necessary data. The instrument specifically attempted to gather information relevant to the following three points:

1. The classroom practices used by home economics teacher educators in their methods course relative to the infusion of global education.

2. Beliefs held by home economics teacher educators as to the infusion of global education concepts into their methods course.
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Table 1. Outline of content as summarized from the literature

3. Personal characteristics of the individual and the institutional environment that relate to global education, the development of a global perspective, as indicated in the review of literature.

The instrument was prepared by the researcher. Each item used in the instrument was directly linked to the literature review and the theoretical framework cited. Items in the instrument were designed to gather data based on the three objectives of the study.
A preliminary set of items was selected, edited, and categorized into three areas: 1) classroom behaviors, 2) individual beliefs, and 3) characteristics of individuals, institutions, and the employment environment.

A group of teacher educators who were not members of the population, but who had past experience and interest in global education were identified and notified to serve as a panel of experts. This panel of six served as consultants for the instrument development. Their primary responsibility was to complete and critique the instrument. In addition to the instrument, all members of the group received additional personalized letters requesting their assistance as panel members.

To determine the usability and appropriateness of the instrument, it was sent, with a cover letter, and self-addressed, stamped envelope to the selected panel of experts. They were asked to examine and critique the instrument and return their comments within two weeks. It was anticipated that this would facilitate prompt attention and return. The investigator’s advisory committee members were sent copies of the instrument and encouraged to critique it, as well.

The six educators agreed to serve as consultants. In their comments they offered encouragement in terms of the value and need for the data. The panel of experts offered suggestions mainly in terms of item wording and format.
Revisions were made, based on suggestions from the review panel. In addition, a consultant with the Statistical Laboratory at Iowa State University offered suggestions related to format that assisted in data entry.

A refined instrument was then prepared and individuals identified for a pilot study to verify the applicability of the instrument for the population and to obtain necessary data. Preliminary copies of the survey instrument were distributed with a cover letter and return envelope for review by 19 colleagues, including the advisory committee members. Participants in the pilot study had a perspective of home economics teacher education and/or global education. Four participants (21%) did not return the pilot instrument.

Following the pilot study appropriate changes were made in the format and construction of the instrument. The instrument appropriate to collect relevant information about the practices and perceptions of home economics teacher educators was refined, approved, printed, and mailed (Appendix B). The instrument consisted of three parts.

Part one was designed to elicit information relative to teacher educator practices in the methods course taught. Respondents were asked to indicate the extent to which they could respond 'always', 'usually', 'sometimes', 'seldom', or 'never' for each of 25 statements which described practices for infusing global education.
The second section asked specific information related to beliefs towards global education infusion into home economics curriculum. Respondents were asked to indicate the degree of agreement that they possessed on each of 17 concepts statements. Belief strength is defined as the subjective probability that a given behavior will produce a certain outcome (Fishbein & Ajzen, 1975). Therefore, belief strength was assessed using unipolar scoring (Ajzen, 1991). Placement of a belief statement into a discrete category may be viewed as a measure of belief strength (Fishbein & Ajzen, 1975).

The third section elicited responses related to miscellaneous information about the respondent, the specific institutional environment, and situational data to enable the researcher to construct a profile of participants relevant to the study.

In both parts one and two, respondents were asked to use a 5-point Likert type scale (1-5) to indicate the level of their responses. Descriptions for the scale in section one, practices, were as follows: 1=Never, 2=Seldom, 3=Sometimes, 4=Usually, 5=Always. Descriptors of the scale for section two, beliefs, were as follows: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree.

The demographic items included in the instrument were written so as to learn more about home economics teacher educators and their institutional environment as it relates to
the possibilities of global education infusion into the methods course(s). Characteristics utilized in previous research endeavors were selected from the literature review.

All sections of the instrument contained statements derived from the literature review in the fields of global education, higher education, and home economics. The statements were developed from conclusions made by researchers in the field and comments made from the panel of experts.

Data Collection

The method of gathering data was a survey instrument (Appendix B) designed to be completed in approximately 30 minutes by home economics teacher educators. An instrument with a cover letter and standardized Iowa State University reply mail code attached was mailed in September 1992 to 162 home economics teacher educators in the United States who had been identified as teaching the methods course at their respective institutions. Respondents were requested to complete the instrument and return it to the researcher within 20 days from receipt.

Approximately 3 weeks after the instrument was mailed, a follow-up post card was mailed to all participants who had not responded by that date. The four digit code number assigned to each institution and indicated in the corner of the first page of the instrument instructions was for identification and
follow-up purposes. A total of 121 faculty responded for a 75 percent response rate. No responses were determined to be unusable.

During data collection, the population received a second questionnaire from another institution the week following this instrument's arrival. The topic was also global education and some items were similar. Based on this fact, no additional follow-up procedures were implemented. Usable data from 75 percent of the invited sample resulted in 121 individuals in the data-producing sample.

Data Analysis

The data collected from the returned instruments were coded, entered, and verified into the mainframe computer of Iowa State University Computation Center to construct a data file. Data were analyzed using SPSS, Release 4 (SPSS, Inc., 1990).

The statistical procedures used to analyze and summarize the data included the following:

1. Frequencies, percentages, means, and standard deviations were computed for all instrument items.

2. Factor analysis was conducted on the section related to beliefs and the section related to practices as reported by home economics teacher educators.

3. The Cronbach alpha procedure was used for post hoc
reliability testing of the factors identified in sections regarding practices and beliefs. The coefficient derived from this procedure was considered an estimation of the instrument’s reliability.

4. Multiple regression was calculated using each factor of the section related to practices as the dependent variable. All factors derived from the beliefs section and selected variables form the demographics section were used as independent variables.
FINDINGS AND DISCUSSION

The primary purpose of the study was to determine the practices and beliefs of home economics teacher educators regarding the infusion of a global perspective into the methods course(s). An instrument with 72 items relating to global education was used to collect data for the study. The instrument was comprised of three sections: 1) practices relating to classroom behaviors; 2) beliefs relative to concept infusion; and 3) personal, professional, and institutional characteristics.

The findings presented in this chapter were based on data obtained from a mailed survey of 121 home economics teacher educators in the United States. The number of respondents reported in the tables may not always total 121, because not all respondents answered all items, or in some cases, items had multiple responses. The findings for the study are presented in the following sections: 1) description of the sample; 2) factor structure of reported practices and beliefs; 3) variables that predict global education practices factors; and 4) incentives and barriers to the infusion of global education.
Description of Sample

A frequencies statistical procedure was used to determine frequencies, percentages, and means for all items. Demographic characteristics of the surveyed home economics teacher educators are summarized in this section. The characteristics described provide a profile of the sample. Characteristics are classified into one of three categories—personal, professional, or institutional.

Personal characteristics

Characteristics that describe the teacher educators’ personal attributes include age, hosting of intercultural visitors, time spent in another culture, foreign language expertise, frequency of TV news watching and news reading, and main source of news events (Table 2). Approximately 73% (88) of the home economics teacher educators were between the ages of 40 and 60 years. Thirty-three percent (40) spoke another language with Spanish and French being the most commonly spoken. Although 64% (77) had spent time living in another culture only 46% (55) had hosted people from other countries. Over 70% (86) of the sample watched television news on a daily basis, while over 83% (101) read the newspaper daily. Forty-six percent (55) of the teacher educators considered television as their main source of information regarding national and world events, while nearly 37% (44) considered
Table 2. Personal profile of sample

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>29 or under</td>
<td>120</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td>30-39 years</td>
<td>14</td>
<td>11.7</td>
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</tr>
<tr>
<td>40-49 years</td>
<td>38</td>
<td>31.7</td>
<td></td>
</tr>
<tr>
<td>50-59 years</td>
<td>50</td>
<td>41.7</td>
<td></td>
</tr>
<tr>
<td>over 60</td>
<td>15</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td><strong>Another language</strong></td>
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</tr>
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<td>120</td>
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</tr>
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<td></td>
</tr>
<tr>
<td>Spanish</td>
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<td>18.3</td>
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<tr>
<td>German</td>
<td>8</td>
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</tr>
<tr>
<td>Portuguese</td>
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<td>1.7</td>
<td></td>
</tr>
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</tr>
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<td></td>
<td></td>
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<td>119</td>
<td>55</td>
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</tr>
<tr>
<td>no</td>
<td></td>
<td>64</td>
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</tr>
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<td><strong>Time elsewhere</strong></td>
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<td></td>
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<tr>
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<td>120</td>
<td>77</td>
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<tr>
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<td></td>
<td>43</td>
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</tr>
<tr>
<td><strong>Watch TV news</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>daily</td>
<td>121</td>
<td>86</td>
<td>71.1</td>
</tr>
<tr>
<td>4-5 times/week</td>
<td></td>
<td>22</td>
<td>18.2</td>
</tr>
<tr>
<td>1-2 times/week</td>
<td></td>
<td>8</td>
<td>6.6</td>
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<tr>
<td>twice/month</td>
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<td>3</td>
<td>2.5</td>
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<tr>
<td>almost never</td>
<td></td>
<td>2</td>
<td>1.7</td>
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<tr>
<td><strong>Read newspaper</strong></td>
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<td></td>
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<tr>
<td>daily</td>
<td>121</td>
<td>101</td>
<td>83.5</td>
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<tr>
<td>4-5 times/week</td>
<td></td>
<td>13</td>
<td>10.7</td>
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<tr>
<td>1-2 times/week</td>
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<td>5.0</td>
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<tr>
<td>twice/month</td>
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Table 2. (continued)

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<th>Variable</th>
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<th>Frequency</th>
<th>Percent</th>
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<td></td>
</tr>
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<td>44</td>
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<td>TV</td>
<td>55</td>
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<tr>
<td>friends</td>
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<td>0.0</td>
</tr>
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</table>

*Multiple responses possible, therefore totals will not equal N.*

the newspaper as their main source of information.

**Professional characteristics**

Traits that describe the sample in relationship to their professional attributes include years employed in higher education, the highest degree obtained and type of institution where earned, time allocation of appointment, rank, tenure, membership in professional organizations, international experiences, and activities related to global education (Table 3). Over 72% (87) of the teacher educators surveyed had been employed 11 years or more in higher education with nearly 77% (93) having earned a doctorate degree. Over 65% (79) of the sample earned their highest degree at a land grant institution. Of their present rank, nearly 26% (31) were at full professor, 42% (51) were classified associate professor,
Table 3. Professional profile of sample

<table>
<thead>
<tr>
<th>Variable</th>
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<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td><strong>Years employed</strong></td>
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<td></td>
<td></td>
</tr>
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<td>5 or under</td>
<td>17</td>
<td>14.2</td>
<td></td>
</tr>
<tr>
<td>6-10</td>
<td>16</td>
<td>13.3</td>
<td></td>
</tr>
<tr>
<td>11-20</td>
<td>49</td>
<td>40.9</td>
<td></td>
</tr>
<tr>
<td>21-30</td>
<td>37</td>
<td>30.8</td>
<td></td>
</tr>
<tr>
<td>over 30</td>
<td>1</td>
<td>0.8</td>
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</tr>
<tr>
<td><strong>Highest degree</strong></td>
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<td>Master’s</td>
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<tr>
<td>Specialist</td>
<td>4</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Doctorate</td>
<td>93</td>
<td>76.9</td>
<td></td>
</tr>
<tr>
<td><strong>Granting degree</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land Grant</td>
<td>79</td>
<td>65.3</td>
<td></td>
</tr>
<tr>
<td>State college</td>
<td>31</td>
<td>25.6</td>
<td></td>
</tr>
<tr>
<td>Four year private</td>
<td>11</td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td><strong>Rank</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
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<td>6.6</td>
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</tr>
<tr>
<td>Assistant professor</td>
<td>28</td>
<td>23.1</td>
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</tr>
<tr>
<td>Associate professor</td>
<td>51</td>
<td>42.1</td>
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</tr>
<tr>
<td>Full professor</td>
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</tr>
<tr>
<td>Other</td>
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</tr>
<tr>
<td><strong>Tenure</strong></td>
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<td></td>
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<td>34</td>
<td>28.3</td>
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<td><strong>Time allocation</strong></td>
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<td>Teaching</td>
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<td></td>
</tr>
<tr>
<td>0%</td>
<td>4</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>10-25%</td>
<td>8</td>
<td>6.6</td>
<td></td>
</tr>
<tr>
<td>26-50%</td>
<td>32</td>
<td>26.4</td>
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</tr>
<tr>
<td>51-75%</td>
<td>30</td>
<td>24.8</td>
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</tr>
<tr>
<td>76-99%</td>
<td>26</td>
<td>21.5</td>
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</tr>
<tr>
<td>100%</td>
<td>21</td>
<td>17.4</td>
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</tr>
<tr>
<td>Research</td>
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</tr>
<tr>
<td>0%</td>
<td>64</td>
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<td></td>
</tr>
<tr>
<td>10-25%</td>
<td>44</td>
<td>36.3</td>
<td></td>
</tr>
<tr>
<td>26-50%</td>
<td>11</td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td>51% and over</td>
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Table 3. (continued)

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<th>Percent</th>
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<td>92.6</td>
</tr>
<tr>
<td>1-50%</td>
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<td></td>
<td>7.4</td>
</tr>
<tr>
<td><strong>Administration</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>71</td>
<td></td>
<td>58.7</td>
</tr>
<tr>
<td>5-50%</td>
<td>41</td>
<td></td>
<td>33.9</td>
</tr>
<tr>
<td>51-99%</td>
<td>8</td>
<td></td>
<td>6.6</td>
</tr>
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<td></td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Other</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>89</td>
<td></td>
<td>73.6</td>
</tr>
<tr>
<td>5-50%</td>
<td>32</td>
<td></td>
<td>26.4</td>
</tr>
</tbody>
</table>

| **Affirmative Responses** |    |           |         |
| **Memberships a** | 121 |           |         |
| AHEA          | 1  | 119       | 98.3    |
| AVA           | 2  | 97        | 80.2    |
| AWID          | 3  | 2         | 1.7     |
| IFHE          | 4  | 31        | 25.6    |
| SID           | 5  | 1         | 0.8     |
| **Other**     | 38 |           | 31.4    |

| **Experiences a** |    |           |         |
| Advisor        | 106| 71        | 67.0    |
| Research       | 74 | 10        | 13.5    |
| Socialize      | 109| 85        | 78.0    |
| Host           | 86 | 33        | 38.4    |
| **Other**      | 34 | 31        | 91.2    |

| **Recent activities a** |    |           |         |
| Read           | 120| 117       | 97.5    |
| Conferences    | 115| 63        | 54.8    |
| Inservice      | 113| 56        | 50.0    |
| Course taken   | 108| 5         | 4.7     |
| Curriculum     | 112| 23        | 20.5    |
| Presented      | 112| 19        | 17.0    |
| Taught         | 116| 79        | 68.1    |

| a Multiple affirmative responses possible, therefore totals will not equal N. |
| 1 American Home Economics Association. |
| 2 American Vocational Association. |
| 3 Association for Women in Development. |
| 4 International Federation for Home Economics. |
| 5 Society for International Development. |
23% (28) at assistant professor and over 6% (8) at the instructor rank. Signifying the other category of rank, the sample indicated research associate, department chairman, associate dean, and adjunct faculty as rank positions. Nearly 72% (86) of the responding sample were working with tenure.

In relationship to their time allotment, over 17% (21) of the respondents had a 100% teaching load. Approximately one-fourth had a teaching load of 76-99% (26) and 26% (32) had a 26-50% teaching load. Nearly 53% (64) had a 0% research responsibility, but over 36% (44) of the respondents had a research load of 10-25%. Over 92% (112) reported a 0% load with regard to extension, while slightly over 7% (9) reported a 1-50% load of work in the same area. Over 58% (71) reported no work load related to administrative responsibilities, whereas nearly 34% (41) did have from 5-50% of their load attributed to administrative responsibilities. Of the 26% (32) that reported work loads in the other category, comments included: service, advising, committee work, grants, professional associations, inservice, student teacher supervision, state department projects, and personal/professional development.

Professional memberships were most commonly American Home Economics Association at 98% (119) and the American Vocational Association at 80% (97). Approximately one-fourth of the sample (31) were members of the International Federation for
Home Economics. Most commonly mentioned in the other category of professional memberships were Phi Upsilon Omicron, Kappa Omicron Nu, Phi Delta Kappa, Home Economics Education Association, and Association for Supervision and Curriculum Development.

With regards to international/intercultural experiences, participants were not consistent in their responses, but rather selected as to which items they choose to answer. Seventy-eight percent (85) of the 109 respondents indicated that they socialize with visiting international colleagues. Of the 106 responding to serving as advisors to international students, 67% (71) indicated that they have served in this capacity. Thirty-four respondents indicated other international/intercultural experiences, but only 91% (31) of those 34 offered examples. The examples offered included, teacher of international students, travel, study tour, family member(s) hosted exchangee(s), and conferences.

Responding to activities completed within the past three years, participants again did not consistently complete all items. Of the 120 responding to the item, "read journal articles about global education?", nearly 98% (117) reported that they had read such articles. Sixty-eight percent (79) of the 116 responding had "taught lessons to students about global education". Not even 5% (5) of the 108 responding had taken a course in global education.
Institutional characteristics

Qualities related to describing the institutional environment include institution type, global education activities inclusion in the reward system, foreign language requirement for undergraduate majors, review of internationalization efforts, presence of global education course, credit for study abroad experiences, and presence of global education mandate in elementary and/or secondary education (Table 4).

Over 53% (65) of the employee institutions in the research were classified as state college or university, while nearly 29% (35) were land grant institutions. Nearly 48% (57) of the respondents indicated that the institution’s faculty reward system did not include involvement with international or global activities in teaching, research, and service. Another 24% (29) were uncertain in response to the same item.

With regards to student graduation requirements, only 13% (16) indicated foreign language as a requirement, while over 78% (95) stated there was not a requirement. Only 114 responded to the item regarding credit for study abroad experiences; nearly 73% (83) of these indicated affirmatively that credit was granted to majors. Teacher education students in 18% (22) of the institutions responding were offered a global education course, while 76% (92) were not offered a specific course.
Table 4. Profile of institutional characteristics

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td><strong>Institution</strong></td>
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<td></td>
</tr>
<tr>
<td>Land Grant</td>
<td>35</td>
<td>28.9</td>
<td></td>
</tr>
<tr>
<td>State college</td>
<td>65</td>
<td>53.7</td>
<td></td>
</tr>
<tr>
<td>Four year private</td>
<td>21</td>
<td>17.4</td>
<td></td>
</tr>
<tr>
<td><strong>Reward system</strong></td>
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</tr>
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<td>34</td>
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</tr>
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<td>no</td>
<td>57</td>
<td>47.5</td>
<td></td>
</tr>
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<td>uncertain</td>
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</tr>
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<td></td>
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</tr>
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<td>95</td>
<td>78.5</td>
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</tr>
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<td><strong>Review</strong></td>
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<td>50</td>
<td>41.3</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td>56</td>
<td>46.3</td>
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</tr>
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<td><strong>Course</strong></td>
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<td><strong>Study abroad</strong></td>
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<td>83</td>
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</tr>
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<td>31</td>
<td>27.2</td>
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<td><strong>Mandate</strong></td>
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</tr>
<tr>
<td>yes</td>
<td>6</td>
<td>5.1</td>
<td></td>
</tr>
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<td>66</td>
<td>56.0</td>
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</tr>
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</tr>
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<td></td>
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<td>10.1</td>
<td></td>
</tr>
<tr>
<td>no</td>
<td>71</td>
<td>59.7</td>
<td></td>
</tr>
<tr>
<td>uncertain</td>
<td>36</td>
<td>30.3</td>
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</tr>
</tbody>
</table>
In response to the item related to a state mandate for global education, 56% (66) of the 118 respondents indicated that no mandate was at the elementary level, while 39% (46) were uncertain. At the secondary level, nearly 60% (71) respondents indicated no global education mandate existed, while 30% (36) were uncertain and 10% (12) responded that a mandate existed.

Belief and Practice Factors

A total of eleven factors emerged from the factor analysis of instrument sections one and two. Table 5 presents the factor loadings and items for the section related to practices. Six factors were identified within the section reporting practices of home economics teacher educators.

**Integrate**: The eight items included make reference to the processes related to teacher planning and application of global education principles in the classroom.

**Change**: Six items in this category reflected teacher practices that offered students opportunities to process and exhibit their perceptions concerning others, issues, and societal needs.

**Conflict**: Managing conflict and considering alternative viewpoints as classroom practices were exhibited in the four items of this factor.
Table 5. Item loadings on factors relative to practices

<table>
<thead>
<tr>
<th>Factor</th>
<th>Loading</th>
<th>Item</th>
</tr>
</thead>
<tbody>
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<td>Integrate</td>
<td>.80</td>
<td>encourage students to develop lessons that include global issues.</td>
</tr>
<tr>
<td></td>
<td>.78</td>
<td>develop course syllabi to include global education issues as content.</td>
</tr>
<tr>
<td></td>
<td>.73</td>
<td>use educational materials that reflect an international perspective.</td>
</tr>
<tr>
<td></td>
<td>.66</td>
<td>assist students in examining their judgment about world conditions and trends.</td>
</tr>
<tr>
<td></td>
<td>.60</td>
<td>communicate with people from other cultures about their daily lives.</td>
</tr>
<tr>
<td></td>
<td>.50</td>
<td>incorporate international students’ perspectives into class activities.</td>
</tr>
<tr>
<td></td>
<td>.48</td>
<td>provide examples from diverse cultures.</td>
</tr>
<tr>
<td></td>
<td>.47</td>
<td>incorporate processes that build awareness of trends affecting the future of families worldwide.</td>
</tr>
<tr>
<td>Change</td>
<td>.72</td>
<td>recognize the basic needs of future generations.</td>
</tr>
<tr>
<td></td>
<td>.64</td>
<td>use strategies that require students to articulate their point of view.</td>
</tr>
<tr>
<td></td>
<td>.62</td>
<td>incorporate activities where students evaluate evidence concerning changing societal conditions.</td>
</tr>
<tr>
<td></td>
<td>.59</td>
<td>explore alternative solutions to problems.</td>
</tr>
<tr>
<td></td>
<td>.58</td>
<td>analyze the controversy surrounding an issue, problem, or policy.</td>
</tr>
<tr>
<td></td>
<td>.49</td>
<td>offer opportunities for students to respond to diversity.</td>
</tr>
<tr>
<td>Conflict</td>
<td>.78</td>
<td>practice skills in conflict resolution.</td>
</tr>
<tr>
<td></td>
<td>.70</td>
<td>use role play for the purpose of enabling students to consider alternative viewpoints.</td>
</tr>
<tr>
<td></td>
<td>.65</td>
<td>involve students in strategies related to managing conflict.</td>
</tr>
<tr>
<td></td>
<td>.61</td>
<td>&quot;step into another’s shoes&quot;, i.e., perceive a situation as someone else may perceive it.</td>
</tr>
<tr>
<td>Perspective</td>
<td>.70</td>
<td>encourage class discussions about other peoples’ points of view.</td>
</tr>
<tr>
<td></td>
<td>.61</td>
<td>read about other peoples’ points of view.</td>
</tr>
<tr>
<td>Diversity</td>
<td>.83</td>
<td>recognize the nonverbal cues of a student from another culture.</td>
</tr>
<tr>
<td></td>
<td>.61</td>
<td>use names representative of diverse cultures in examples and exercises.</td>
</tr>
<tr>
<td>Speakers</td>
<td>.73</td>
<td>include guest speakers to share perspectives on global issues.</td>
</tr>
</tbody>
</table>
Perspective: The two items included in this factor represented activities relative to another's point of view and formation of a perspective consciousness.

Diversity: As a factor this is represented by two items related to the attitude formation towards people from other cultures.

Speakers: One item represented this factor, "include guest speakers to share perspectives on global issues".

Table 6 presents the factor loadings and items for the section related to beliefs. Five factors were identified within the section reporting beliefs of home economics teacher educators.

Teachers: Five items were included in the factor that described home economics teachers' perspectives about, preparation in, and behavior towards global education in the curriculum.

Exchange: Three items described the cultural diversity and exchanges of faculty and students.

Content: Subject matter content and core knowledge relative to infusion of global education into home economics were the focus of the four items in this factor.

Interact: Two items related to personal interactions with people from other cultures comprised this factor.
<table>
<thead>
<tr>
<th>Factor</th>
<th>Factor Loading</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>.80</td>
<td>A responsibility of home economics teachers is to develop an awareness of everyday life in other cultures.</td>
</tr>
<tr>
<td></td>
<td>.75</td>
<td>Home economics teachers should assist students in the development of a globally responsible lifestyle.</td>
</tr>
<tr>
<td></td>
<td>.75</td>
<td>A responsibility of teacher educators is modeling acceptance of diversity.</td>
</tr>
<tr>
<td></td>
<td>.66</td>
<td>Contact with people from other cultures assists prospective teachers in expanding their views of the U.S.A.</td>
</tr>
<tr>
<td></td>
<td>.59</td>
<td>Home economics teachers are inadequately prepared for the task of integrating global education in the home economics curricula.</td>
</tr>
<tr>
<td>Exchange</td>
<td>.77</td>
<td>International exchanges of home economics faculty benefit home economics teacher education programs.</td>
</tr>
<tr>
<td></td>
<td>.76</td>
<td>A culturally diverse classroom is more stimulating for learning than one that is not culturally diverse.</td>
</tr>
<tr>
<td></td>
<td>.76</td>
<td>Home economics students’ participation in international exchange programs contribute to their preparation for teaching.</td>
</tr>
<tr>
<td>Interact</td>
<td>.88</td>
<td>Unless one has interactions with families in other cultures, it is difficult to form accurate images of them.</td>
</tr>
<tr>
<td></td>
<td>.85</td>
<td>Direct personal contact with other cultures is necessary to acquire a global perspective.</td>
</tr>
<tr>
<td>Content</td>
<td>.78</td>
<td>Home economics subject matter content includes the comparison of cultural similarities and differences in family systems.</td>
</tr>
<tr>
<td></td>
<td>.61</td>
<td>The problems related to world hunger should be addressed in home economics courses.</td>
</tr>
<tr>
<td></td>
<td>.56</td>
<td>Global environmental issues, such as pollution and deforestation, relate to home economics subject matter content.</td>
</tr>
<tr>
<td></td>
<td>.48</td>
<td>Subject matter content in cultural diversity is an essential part of the home economics education curricula.</td>
</tr>
<tr>
<td>Focus</td>
<td>.89</td>
<td>The aims of global education are achieved in home economics education.</td>
</tr>
<tr>
<td></td>
<td>.65</td>
<td>An international focus is one criterion to be used in selecting references for a methods course.</td>
</tr>
</tbody>
</table>
Focus: The aims of global education relative to home economics education and an international focus as a criterion in selecting references were the two items of this factor.

Three items with factor loadings of 0.45 or less were deleted from the data analysis. These items were practice statements "develop lessons reflecting environmental concerns", "identify consequences of individual and group decisions", and the belief statement, "using a variety of classroom experiences rather than a single approach contributes to developing a global perspective". These items appeared to be outside the experience of respondents or they were not cognizant of item linkages with personal practices and beliefs.

Based on the factor structure that emerged from the factor analysis, eleven concepts were identified for further statistical investigation. Table 7 presents data relative to the eleven emerged factors. Each factor, eigenvalue, percent of variance removed, cumulative percentage, reliability coefficient, and number of items are presented.

The factors appear to be consistently representing the constructs measured as demonstrated by the alpha reliabilities obtained. Alpha reliabilities for six factors are at and above 0.70, which is acceptable (Gay, 1987). Reliabilities that are lower can be judged as satisfactory owing to the fact that when the instrument is new, reliabilities tend to be lower;
Table 7. Practices and beliefs factors

<table>
<thead>
<tr>
<th>Factor</th>
<th>Eigenvalue</th>
<th>% of Variance</th>
<th>Cum %</th>
<th>Reliability</th>
<th># items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrate</td>
<td>7.77</td>
<td>31.1</td>
<td>31.1</td>
<td>0.84</td>
<td>8</td>
</tr>
<tr>
<td>Change</td>
<td>2.38</td>
<td>9.5</td>
<td>40.6</td>
<td>0.80</td>
<td>6</td>
</tr>
<tr>
<td>Conflict</td>
<td>1.63</td>
<td>6.5</td>
<td>47.1</td>
<td>0.75</td>
<td>4</td>
</tr>
<tr>
<td>Perspective</td>
<td>1.42</td>
<td>5.7</td>
<td>52.8</td>
<td>0.60</td>
<td>2</td>
</tr>
<tr>
<td>Diversity</td>
<td>1.29</td>
<td>5.1</td>
<td>57.9</td>
<td>0.53</td>
<td>2</td>
</tr>
<tr>
<td>Speakers</td>
<td>1.09</td>
<td>4.4</td>
<td>62.3</td>
<td>--a</td>
<td>1</td>
</tr>
<tr>
<td>Beliefs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>4.88</td>
<td>28.7</td>
<td>28.7</td>
<td>0.80</td>
<td>5</td>
</tr>
<tr>
<td>Exchange</td>
<td>2.63</td>
<td>15.5</td>
<td>44.2</td>
<td>0.70</td>
<td>3</td>
</tr>
<tr>
<td>Interact</td>
<td>1.33</td>
<td>7.9</td>
<td>52.1</td>
<td>0.83</td>
<td>2</td>
</tr>
<tr>
<td>Content</td>
<td>1.28</td>
<td>7.5</td>
<td>59.6</td>
<td>0.67</td>
<td>4</td>
</tr>
<tr>
<td>Focus</td>
<td>1.01</td>
<td>6.0</td>
<td>65.6</td>
<td>0.64</td>
<td>2</td>
</tr>
</tbody>
</table>

a 1-item factor

and that four or less items comprised the five factors with alpha reliabilities lower than 0.70 (Gay, 1987).

Incentives and Barriers

Open-ended items requested home economics teacher educators to state elements perceived as responsible for the inclusion and for the exclusion of global education in the home economics education curriculum at their respective institutions. This section reports the findings of these
items, including direct quotations from respondents.

Table 8 presents the data from the items related to elements responsible for the inclusion of global education into the home economics education methods course. Although the data represents responses from 121 participants, the total numbers exceed that value due to multiple responses. Responses were placed into ten categories. Respondents who left the item blank were placed into the no response category. Responses that indicated none, N/A, or similar demarcation were placed in the none category.

Examples of the 40 who indicated a personal interest or expertise include: "my desire to provide students with the opportunity to begin thinking about global education"; "personal awareness of the globalization of society"; "personal contact with people from other cultures"; "want my content to be relevant"; "personal commitment to global awareness"; and "personal conviction".

Thirty indicated a response related to requirements and mandates, from outside the institution. Examples include: "high school curriculums require some concepts of global community"; "NCATE accreditation"; "global education is part of the knowledge base for teacher education"; "global education has been placed in the secondary education in home economics"; and "state certification".
Responses indicating a mandate or mission from within the institution numbered 42. Indicative of this perception were the following responses. "Need for students to have awareness." "University commitment." "Required for senior seminar." "Focus included in departmental objectives." "University projects abroad." "Exchanges between universities." "Campus wide goal." "University mission and philosophy."
Reported less frequently (11) were responses related to societal changes. "Changes in the world that have affected trade and relationships."
"Economic conditions, communication, social concerns."
"Changing needs of our society."

Conferences, inservice training, "literature awareness", "campus visits from home economists from foreign countries", "literature influence on curriculum changes", and "professional conferences and work shops" were cited as other factors contributing to the inclusion of global education.

Table 9 presents the data from the open-ended items related to elements responsible for the exclusion of global education into the home economics education curriculum. Again, the data represents responses from 121 participants, but the numbers indicate multiple responses. Responses were placed into eight categories. Respondents who left the item blank were placed into the no response category. Responses that indicated none, N/A, or similar demarcation were placed in the none category.

Overwhelmingly respondents perceived time as the element of most significance in excluding global education from their curriculum. "Covering state educational mandate takes up so much time."
"Too many topics requirements (sic)."
"Time available in specific courses."
"Extreme number of state mandated requirements."
"Time to make curricular change."
"Time demands and need to deal with more pressing issues."
Table 9. Perceived barriers responsible for exclusion of global education

<table>
<thead>
<tr>
<th>Concept</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>no response</td>
<td>29</td>
</tr>
<tr>
<td>none, N/A</td>
<td>9</td>
</tr>
<tr>
<td>time, limited number of courses</td>
<td>53</td>
</tr>
<tr>
<td>relates to lack of faculty interest, expertise, experience, knowledge,</td>
<td>18</td>
</tr>
<tr>
<td>numbers</td>
<td></td>
</tr>
<tr>
<td>funding, money, limited materials</td>
<td>15</td>
</tr>
<tr>
<td>not part of methods course, elsewhere in the curriculum, lack of</td>
<td>11</td>
</tr>
<tr>
<td>electives</td>
<td></td>
</tr>
<tr>
<td>relates to students lack of interest, needs</td>
<td>6</td>
</tr>
<tr>
<td>lack of administrative support, not a priority</td>
<td>5</td>
</tr>
</tbody>
</table>

"Overloads with no time for creativity." "So many other concepts to teach."

Related to the issue of time is one of lack of knowledge or expertise as perceived in 18 responses related to exclusion. Examples included: "limited faculty"; "not a priority, too much pressure to publish"; "narrow perspective of those who are 'tradition' and 'academic' (sic)"; and "unwillingness to make changes".

Fifteen responses related to lack of resources, including funding. "Funds are too tight to permit this." "Lack of
funding"; "limited budgets"; "lack of resources"; and "limited materials available" are examples cited.

Eleven responses indicated that global education was not a part of the methods course, but might be found in another course or aspect of the curriculum. "Lack of electives"; "is addressed in other coursework"; and "it's more of a content issue than an issue of methodology" were examples cited in this category.

The final two categories relate to lack of interest, one identified students and their needs, the other identified administrative support and/or encouragement. "Lack of interest and difficulty in recruiting students to participate." "Students have not requested its inclusion." "Administration feels need doesn't exist." "Administration of the college vocalizes interest, but does not provide support. University administration is more supportive." "Lack of administrative leadership."

Respondents found more factors to identify relative to global education inclusion than exclusion. Respondents tended to agree more solidly on the factors related to exclusion of global education in the home economics education curriculum.

Prediction of Global Education Practices

To focus on the third objective, the development of a profile of home economics teacher educators who are likely to
implement principles of global education, multiple regression techniques were employed. Stepwise multiple regression can be used to identify a combination of predictor variables that are highly correlated with a criterion performance variable (Hinkle et al., 1988). The results of multiple regression performed on the six factors related to practices are presented in this section.

The six factors associated with reported practices of the teacher educators were dependent variables. Potential predictor variables were the five factors associated with beliefs held and seven demographic variables—age, time spent elsewhere, ability in another language, hosted others, an institutional review in the past three years, type of employed institution, and rank.

Results of the six stepwise regression equations are presented in Table 10. With the exception of one, the factors associated with reported practices of teacher educators were found to have two predictor variables. The belief factor associated with the focus of global education relative to home economics education emerged as the strongest predictor variable in five of the six dependent variables.

For the factor integrate, associated with processes used by teacher educators in planning and application of global education principles, focus emerged as the strongest predictor variable explaining 34.7% of the variance. Adding a good
Table 10. Multiple regression analysis of variables predictive of the factors related to practices

<table>
<thead>
<tr>
<th>Practice Factor</th>
<th>Predictor Variables</th>
<th>Beta Weights</th>
<th>% variance explained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate</td>
<td>Focus &amp; Exchange</td>
<td>0.54***</td>
<td>34.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.17*</td>
<td>37.2</td>
</tr>
<tr>
<td>Speakers</td>
<td>Focus &amp; Language</td>
<td>0.43***</td>
<td>19.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.20*</td>
<td>23.1</td>
</tr>
<tr>
<td>Diversity</td>
<td>Focus &amp; Exchange</td>
<td>0.29***</td>
<td>13.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.25**</td>
<td>18.8</td>
</tr>
<tr>
<td>Change</td>
<td>Focus &amp; Age</td>
<td>0.32***</td>
<td>9.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-0.20*</td>
<td>13.4</td>
</tr>
<tr>
<td>Conflict</td>
<td>Focus &amp; Institution</td>
<td>0.26**</td>
<td>6.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0.19</td>
<td>10.4</td>
</tr>
<tr>
<td>Perspective</td>
<td>Content</td>
<td>0.25**</td>
<td>6.2</td>
</tr>
</tbody>
</table>

*** significance at .001 level.
** significance at .01 level.
* significance at .05 level.

Second predictor variable, exchange, the prediction statistic increased. The significance of the F-value indicates that the two identified belief variables are significant contributors to the regression in predicting behavior related to the factor of integrate.

For the dependent variable speakers, focus and ability in
another language were selected in the stepwise regression equation. Together these variables explained 23% of the variability in reported course practices relative to including guest speakers.

Focus and exchange entered the regression equation for diversity as a dependent variable, just as they did for integrate. However, the percent of explained variance in diversity is not as great (18.8%) as that for integrate (37.2%).

For change as a factor the variables focus and age were selected in the stepwise regression equation. Together these variables accounted for 13.4% of the variability in the change responses. Age, it should be noted, had a negative beta weight in the equation indicating that as age decreased, the frequency of practices related to perceptions of others increased.

The variables focus and type of institution where the educator was employed became predictors in the regression equation for including practices related to conflict resolution in the methods course. Type of institution collapsed land grant and state colleges or universities. Together these variables accounted for 10% of the variability in behavior.

One belief variable entered the regression equation for the behavior variable related to practicing perspective
consciousness. The variable content reflects core knowledge relative to the infusion of global education into home economics education and accounts for 6% of the variability in practices’ responses.

Summary of Findings

The primary objective of the study was to determine how departments or units of home economics education incorporate global education into the curriculum via methods courses. The study was organized according to the following specific objectives:

1. To describe the practices home economics teacher educators use to integrate global education into methods courses.

2. To identify those elements home economics teacher educators consider as incentives and barriers to the implementation of a global perspective into the curriculum.

3. To construct a profile of home economics teacher educators who are likely to implement principles of global education into the curriculum.

Items of the instrument that described practices in the classroom were sorted into six factors that became the unit of analysis for behavior. The six factors were integrate as a process related to teacher planning and application of global education principles; change to describe activities for
students to process and exhibit perceptions about alternatives; **conflict** as a means to consider alternative viewpoints and resolve discord; activities related to the development of a **perspective** consciousness; **diversity** as a formation of an attitude towards others; and inclusion of guest **speakers** to address global issues. Together these factors represented 62% of the variability in responses.

Items of the instrument used to describe beliefs held about global education emerged into five factors that were used to predict behavior. The five belief factors were **teachers** as a description of preparation, perspectives, and behavior towards global education infusion; **exchange** made reference to student and faculty cross-cultural interchanges; **interact** described interpersonal contact with people from other cultures; **content** referred to the core knowledge related to global education and home economics; and **focus** described the aims of global education relative to home economics and as a criterion in selecting course references. Together these factors accounted for 65% of the variance in respondents.

Home economics teacher educators perceived administrative support or institutional mission and personal interest as being the most significant factors for including global education concepts into their curriculum. Mandates were also viewed as contributors to the inclusion of global education.

Responses by the sample as to factors contributing to the
exclusion of global education in the home economics education curriculum were overwhelmingly related to time. Also significant were responses related to lack of faculty interest, experience, or expertise and limited resources.

Factors related to practices were evaluated in relationship to the reported belief factors and seven demographic variables. Five of the six factors related to practices in the methods course were found to have two predictor variables from the 12 entered into the stepwise multiple regression analysis. All five had as the strongest predictor variable the belief factor related to focus, that is describing the aims of global education related to home economics education content.

Age, ability to speak another language, and type of institution where employed emerged as predictor variables in relation to mean factor scores of practices for the factors change, speakers, and conflict, respectively. For change, focus and age were selected in the stepwise regression. The relationship of age to change may be somewhat related to differences in life experiences in generations as younger home economists would most likely have had more exposure to international opportunities.

For practices related to integration of content and for diversity as an attitude formation, predictor variables that emerged were beliefs associated with a global education focus in home economics and beliefs associated with cross-cultural
exchanges. As predictor variables these two factors were strongest in the arena of integration of content.

Some respondents did indicate the incorporation of teaching strategies and student learning activities related to global education into their methods course(s) to add a global perspective to their curriculum. Reporting faculty viewed their response to the infusion of global education as a personal commitment to the future and as an integral component of home economics education.

Discussion of Findings

Tye and Tye (1983) support research in global education that will describe the situation, not to prove or disprove hypothesis, but to describe and offer suggestions for further exploration. The goal of this research was to describe the status of global education in home economics education methods courses in the United States. In addition, relationships among specific variables could hopefully be identified.

Generally, most teacher educators participating in this research were moderately oriented towards global education infusion, but not necessarily change oriented. Teacher educators tended to direct their attention to requirements in the curriculum. Few innovative suggestions were offered and/or implemented to include principles of global education.

Teacher educators who participated in global education
represented a broad spectrum. Many were seasoned teacher educators, others had less than five years experience. As with Elmore (1989) many home economists had traveled and/or worked in international areas and reported varying degrees of foreign language fluency.

Administrative support, at all levels, set the policy, tone, and example for the inclusion of global education as was found in the study by King and Fersh (1982) and supported by Burn (1980). Resource allocation, policy matters, and participatory decision-making all contribute to tangible consequences manifested in events such as internationalization of the curriculum; intercultural programs for the community; effective programming of international students on campus; faculty, student, and staff exchange programs; collaborative efforts with cross-cultural institutions; and related staff and program development activities.

Participants' responses support Boston's (1990) and Rose's (1988) conclusions that although formal support of administrative units is necessary to infuse global education, the nature and intensity of classroom involvement is left to the professional judgment of the teacher. Allocation of time and resources, as directed by administrative units represents to teacher educators the value and worth of global education infusion.

Home economics teacher educators in the study supported
Tye’s (1990) findings that teachers found involvement with global education was due to personal commitment and strong personal beliefs in the need to prepare learners for the future. As Urso (1990) reported with regard to the information explosion, "changing societal conditions have combined to alter our expectations of schools" (p. 101). Educators are expected to socialize, train, raise, and educate youth, adding to, while rarely deleting from the curriculum. Teacher educators in the study felt the sense of frustration when expressing the lack of time to include global education in the curriculum with many other mandated issues and requirements. Adding to the frustration was a loss of autonomy, few resources allocated, and lack of training for an expanded role. These problems perceived by home economics teacher educators are as extensive as those of world hunger, environmental degradation, and homelessness that can be included in global education infusion to prepare learners for creative problem solving for life in the future.

Beliefs may be formulated through direct experience, however information from outside sources, such as newspapers, broadcast media, lectures, friends, relatives, and professional colleagues also provide a basis for beliefs formation (Fishbein & Ajzen, 1975). An individual’s beliefs may lead to the formulation of attitude and additional beliefs regarding a specific behavior and the expectations of others
regarding that behavior. The role of colleagues, modeling, collaborative planning, and participation in workshops and conferences are significant components in a propensity to infuse global education as reported by home economics teacher educators and supported by researchers, such as King and Fersh (1982), Ogilvie (1984), and Ramsey (1987).

Ogilvie (1984) found that educators will apply benefits from training programs that respond to their needs. Participants in this study found inservices, conferences, readings, and workshops dealing with global education to be helpful. If the infusion of global education is to be a priority in home economics education, then programs for skill development are needed to prepare home economists for the infusion process that will not "add-on" another course. Programs that focus on the three domains of global education—knowledge, process skills, and attitudes will be the most valuable to educators. Time for exploring, understanding, and practicing new skills that integrate with existing expertise will assure greater success for the infusion process.

The data suggest that interest in global education is concentrated in a few focused areas by few home economics teacher educators. Numerous reasons could be cited for the lack of involvement. Lack of a common understanding of global education was apparent in the comments and suggestions made by participants. Confusion and therefore lack of commitment as to
the meaning or definition of global education reduces involvement, conclusions supported by Corkle (1983) and Sidehammer (1984). Considering global education as another course, content rather than methods, and a non-home economics entity will not allow its "intrusion" into the home economics classroom, because it belongs to "another domain". Whether for any of these reasons or others not yet stated, global education will continue to be misunderstood, misrepresented, and misconstrued by home economics educators. Discussions, reflective discourse, and deliberations are necessary to bring global education to the fore and seek strategies for its infusion into the home economics curricula. Ignoring the potential of global education is to ignore the preparation of life in global decision-making for the future.

In asking teachers what got in the way of being involved with global education, Tye (1990) found, to support earlier research, nearly 80% cited lack of time. This could be lack of preparation time, lack of time to participate in updating skills and knowledge, lack of time to dialogue/interact with colleagues, and to attend conferences. The perceived lack of time may actually be reflective of a lack of experience, commitment, and reluctance to change. Home economics teacher educators in this study felt there were already too many concepts to cover in their courses and time was the major obstacle to the inclusion of global education. As Lamy (1982)
reported, teachers teach what they know and feel most comfortable in teaching. With an opportunity to work together, to collaborate, gain knowledge, and experience with global education principles, the barriers of time, lack of awareness, and knowledge (Klassen & Leavitt, 1982) will diminish. Peterat (1993) found teachers in her action research who acquired additional knowledge with collaboration were able to transform content to include global education principles.

A part of the problem is the perception that global education is an "add on" to the existing curriculum, rather than a unique perspective to teaching. In their comments, many home economics teacher educators viewed global education as a topic to be covered elsewhere in the curriculum, not in a methods course. Should not the methods course(s) enhance, support, and infuse subject matter content and processes to present content? Bruce (1991) reported the infusion of global education should occur across the education curriculum in general studies, educational foundations, curriculum and instruction, and clinical experiences.
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine practices and beliefs of home economics teacher educators in the United States regarding the infusion of global education principles in their methods course(s). A self-administered instrument was used to collect the necessary data.

The purpose of this section is to summarize the study, present conclusions and observations, and offer recommendations arising from the study.

Summary

Global education refers to a historically and socially complex phenomenon, not a domain defined in terms of a particular body of knowledge or content. Global education is not a separate curriculum in competition with other subject areas. Global education is a perspective that diffuses across the curriculum, formally and informally, in varying degrees and in differing methods. Global education is represented by the activities and behavior of teachers; the content of what learners are taught about their world; the methods used in teaching; and the social context of where teaching and learning take place.

Educators as a global community of learners ought to realize, understand, and convey the critical relationships
between global education and general education. Membership in the human community forces the realization that it is self-serving to understand others, to understand the interconnectedness of societies, and to further understand self in relationship to others. Global education involves learning about problems and issues that are transnational and the interconnectedness of systems. Global education realizes that although societies have differences, they also have common wants and needs.

Global education is fundamental to home economics education as the concepts of family, basic needs, and daily living are universal and central to both forms of education. The actions of people everywhere have universal, common features and those that address differences. Home economics, as a profession, has the ability to address the universalities and the unfamiliar, the changing, and the evolving as it relates to families and households. Curricula that addresses global education in home economics examines the complexity of the global community; promotes international and national citizenship; demonstrates a respect for all people; avoids stereotyping and oversimplification; and empowers learners to action.

People’s behavior is dependent upon the ways in which they are taught to perceive and understand themselves, their roles, their families, their nation, the world community, the
earth, and all the overlapping interactions of systems. Therefore, the sample consisted of home economics teacher educators in the United States who are preparing prospective teachers.

The study was conducted using descriptive survey methods in the form of a mailed instrument to analyze practices and beliefs of the methods course teacher educators regarding the infusion of a global perspective. Each of the 72 items used in the instrument was directly linked to the literature cited and to the theoretical framework established. The participating sample was 121 respondents from different departments or units of home economics education.

Of the range of concepts identified with global education in the review of literature and asked of respondents, practices and beliefs of home economics teacher educators entered in a factor analysis clustered into 11 factors, five for beliefs, and six for practices. These factors, combined with selected demographic variables, were used in further analysis to predict the infusion of global education practices of teacher educators.

On the basis of the instrument used and data collected in this investigation, the major findings were:

1. Over half, 64% of the participants have spent time living in another culture.
2. For news events, 70% watch television on a daily basis, while over 83% read the newspaper daily. Television is considered the major source of news events by 46% of the respondents.

3. Nearly 77% of the respondents have a doctorate degree.

4. Over 65% of the sample earned their highest degree at a land grant institution, while 53% of the employee institutions were classified as a state college or university.

5. Nearly 48% of the institutions represented did not include faculty involvement with international or global activities in teaching, research, and service in the faculty reward system. Another 24% were uncertain in responding to the same item.

6. Perceived elements responsible for inclusion of global education principles included administrative support, mission, and direction; faculty’s personal interest, expertise, and experience; mandates external to the institution; and societal changes.

7. Perceived elements responsible for the exclusion of global education principles included time; lack of faculty interest or expertise; limited resources and a perception that global education belongs elsewhere in the curriculum.

8. The aims of global education related to home economics education and references with a global focus are significant predictors of five out of six practices employed by teacher
educators to the infusion of a global perspective.

9. Exchanges of faculty, students, and staff can be a predictor variable in two of six practice factors employed by teacher educators to the infusion of a global perspective.

Conclusions

On the basis of the instrument and methods used, the data collected in this investigation, and the findings, the following conclusions and observations were drawn.

Some judgments can be made about where global education stands among these teacher educators. While teachers perceived they were incorporating suggestions from the global education approach in their teaching, there was some evidence to not support those perceptions.

In establishing a profile of home economists infusing global education by identifying selected variables, the information may prove helpful in recruiting for the profession and in establishing efforts for global education. One method of strengthening faculty capability to infuse global education is through qualifications when hiring.

The recent proliferation of literature and research suggests that educators are becoming more mindful of the role of global education and the need for skills in living in an interdependent world. Global interaction is increasing. The innovation is occurring through the conviction and commitment
of individual educators revising courses and subject matter to acknowledge the new world order. Can the process be accelerated? Leaders in educational institutions can work together to give structure and content to the advancement of global education. It is a matter of reorientation, to make adjustments.

Curricular changes need the support of the profession that will put it into practice. Mandated change "from above" or change only "from below" without administrative support is not enough. Cooperative decision-making and mutual support for the resource allocation and impetus to put content into practice will be necessary for the infusion of global education.

Teachers and teacher educators who claim that global education is not relevant to their location due to homogeneity of the population have place their learners at risk. These learners are those who are at risk of growing up without knowing of the rich diversity of society (Ramsey, 1987). Teacher educators must encourage and challenge prospective teachers to consider issues relative to a global context, to expand their thinking to consider the whole of society as the context for learners to live in the future.

United States institutions of higher education have a professional responsibility to view themselves as integral elements of the world’s educational and scholarly resources.
As such they have a responsibility to themselves, their students, and the community of humanity. As the emphasis on education shifts from status quo to being more concerned with what could be, to develop skills to discover new or alternative approaches to solving problems, rather than simply acquiring knowledge. To develop skills in learners to aid them in becoming adaptable to the future is the goal of education.

Are those who are educated cognizant of and possess a knowledge about what others, with different ideologies, family life patterns, and linguistic abilities, do on a daily basis? The concept of a global community implies a form of dialogue between those who are perceived as different.

Home economics professional insight and expertise is needed for the enhancement of family life, everywhere. Skills for daily living are most effective when related and adapted to indigenous cultural patterns. The goal of global education as a component of home economics should be to strengthen and enrich the constructive contributions of all cultures to global living. To prepare for the future is to prepare preprofessionals with a global perspective.

Recommendations

Based on the findings and conclusions of the research, the following recommendations were made:
1. Home economics teacher educators need to learn of the results of the study and share with appropriate colleagues and administrators. As a profession, if home economics teacher educators decide to establish the infusion of global education as a priority, then work remains, to define, outline strategies, and plan for its implementation.

2. Literature, conferences, and other educational efforts should continue to inform home economics teacher educators about global education and encourage further reflective investigation of its relevance to the curriculum. Peterat (1993) has implemented a reflective, collaborative process with teachers in developing curriculum materials for secondary global home economics education.

3. Inservice education that allows for dialogue, issue experimentation, implementation strategies, skill practice, and development with knowledge acquisition is needed for success with global education infusion in home economics education. Groups of educators interacting and learning from one another can move the infusion process to a priority.

4. Research should be initiated to further expand and validate the procedures and instrumentation used in this study.

5. Efforts should continue to delineate the elements associated with global education and their application to home economics.
6. Research efforts could address additional variables that can contribute to a global education infusion as a professional responsibility.

7. More indirect, in depth measures of experience may prove helpful in delineating the types of international experiences related to the practices of global education infusion.

8. Ajzen and Driver (1991) found that by examining beliefs, an understanding of decisions for behavior could be reached. Beliefs form the foundation of attitudes. Future research could further investigate behavior and conduct that lead to attitude formation and eventual behavior of educators as they infuse global education into their curriculum.

9. Future research can probe further into attitude development and formation toward global education in the home economics curriculum and attempt to assess factors for motivation of such involvement.

10. Future research could identify, discuss, and evaluate existing home economics educational programs with an infusion of global education.

11. Research could explore the ways and means global education can be a part of the home economics curricula through extracurricular, coursework, modeling, and community activities.
REFERENCES


ACKNOWLEDGMENTS

Many deserve recognition for their contribution to the completion of this undertaking. My sincere appreciation to Dr. Sally Williams, my major advisor, for her patience, hours of shared time, use of self discovery, and subject matter expertise. A special thank you to each member of my dissertation advisory committee for their unique contributions—Dr. Alyce Fanslow who questioned and probed when I needed support; Dr. Cheryl Hausafus for her ever open door, optimistic attitude, and willingness to share; Dr. Robert Martin for his availability and cool understanding, even in adversity; Dr. Duane Shinn for being an ally and helping me to maintain a balance to my research endeavors.

Without the cooperation of all involved directly with the research, the panel of experts, pilot study members, and colleagues the instrument could not have been developed. To those individuals, who contributed their expertise, I am most grateful. To the research participants a special debt of gratitude for their contribution to the profession. With their support, efforts, and encouragement a new era of home economics teacher education may be possible.

Thank you to the many colleagues in the graduate college from across the university that I met in social, academic, or service settings, for their challenges and assistance in helping me to focus. I look forward to future mutual
endeavors, and working together as a community of scholars.

To my support system of friends who continually kept in touch and helped me with reality checks, a special note of praise and appreciation. You are the best! You never gave up on me, even in the worst of times.

As this educational research supports my views, recognition is due my maternal grandparents who instilled a deep yearning for education that was passed through my mother and shared with me. My mother’s support, guidance, and modeling are nothing short of wonder, for which I will always be indebted. Brother Nels was always present in an unassuming supportive role whenever he was needed, while offering unexpected support at the most unsuspecting time and ways. In gratitude I recognize my late father for planting the seeds of confidence and independence.
APPENDIX A

STAGE ONE QUESTIONNAIRE
12 August 1992

Dear Professor:

A Ph.D. study is being conducted in the Department of Family and Consumer Sciences Education and Studies to identify current practices of home economics teacher educators in preparing future teachers. The proposed sample for this study includes those individuals who are responsible for teaching the home economics methods courses at institutions of higher education.

Your assistance is requested in identifying the individual(s) at your institution who can respond best to the forthcoming questionnaire. On the enclosed, postage-paid post card please write the name, address, and telephone number of the person or persons who teaches the primary undergraduate methods course in home economics education for your department or unit. The research instrument will be mailed to this faculty member in early fall.

Please return this card to us by August 25. Participation of a faculty member at your institution is significant to this study. Due to the declining numbers of institutions preparing home economics teachers your participation is critical. Thank you for your response and cooperation!

Sincerely,

Grace Backman, C.H.E. Ph.D. Candidate

Sally K. Williams, Ph.D., C.H.E. Professor
The following person(s) teaches the home economics methods course(s) at our institution.

Name:

Institution:

Address:

Telephone number:

Iowa State University
ISU Mail Center
Ames, Iowa 50010-9907
APPENDIX B
SURVEY INSTRUMENT
Dear Colleague:

Research is being conducted at Iowa State University in the Department of Family and Consumer Sciences Education and Studies to identify current practices of home economics teacher educators in preparing future teachers. You have been identified as the faculty member who teaches the home economics methods course at your institution.

Preparing students and teachers to live in ever-changing communities and the world is a function of the curriculum in home economics. Global education has become a topic of discussion in recent years. The graduate study we are conducting is to determine the extent to which home economics teacher educators are now incorporating global education related concepts in their curriculum, namely the methods course for undergraduates. With rapidly occurring changes at our institutions and in our world, we need to have an idea of where we are in our teaching before we can make modifications for the future.

Global education is the process by which people acquire:
* the ability to conceptualize and understand the complexities of the international system;
* a knowledge of world cultures and international events;
* an appreciation of the diversity and commonalities of human values and interests.

We are asking for your assistance. Please set aside approximately 30 minutes within the next 8 days to complete the enclosed questionnaire. Your name has been provided through a contact person in your department as the individual with primary responsibility for teaching the undergraduate methods course in home economics education. Due to declining numbers of institutions preparing home economics teachers your participation is critical! We assure you that anonymity is guaranteed. The code number inside the booklet is for the purpose of identifying returns and organizing the mailing. All data will be treated as confidential.

We greatly appreciate your response! Please tape the questionnaire closed as indicated and return via the postal service. (PLEASE DO NOT staple!) If you have any questions about this study, please call or write either one of us. Please return the booklet by October 9, 1992.

Thank you in advance for your assistance.

Sincerely,

Grace Backman, CHE
Administrative Assistant

Sally K. Williams, PhD, CHE
Professor
GLOBAL EDUCATION PERCEPTIONS AND PRACTICES OF HOME ECONOMICS
TEACHER EDUCATORS

PART 1

INSTRUCTIONS: Each of the following statements refers to professional practices that may be used in a methods course in home economics education. As the teacher of this methods course indicate your level of involvement with each by circling the appropriate number.

Use the following response categories in determining your response:
5 = Always
4 = Usually
3 = Sometimes
2 = Seldom
1 = Never

<table>
<thead>
<tr>
<th>1. In teaching the methods course I -</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>a. assist students in examining their judgments about world conditions and trends.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b. involve students in strategies related to managing conflict.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>c. use role play for the purpose of enabling students to consider alternative viewpoints.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>d. use strategies that require students to articulate their point of view.</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>1</td>
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<tr>
<td>e. incorporate processes that build awareness of trends affecting the future of families worldwide.</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>f. include guest speakers to share perspectives on global issues.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>g. incorporate international students' perspectives into class activities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>h. use educational materials that reflect an international perspective.</td>
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<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>i.</td>
<td>provide examples from diverse cultures.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>j.</td>
<td>incorporate activities where students evaluate evidence concerning changing societal conditions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
k.  | offer opportunities for students to respond to diversity. | 5 | 4 | 3 | 2 | 1 |
l.  | encourage class discussions about other peoples' points of view. | 5 | 4 | 3 | 2 | 1 |
m.  | develop course syllabi to include global education issues as content. | 5 | 4 | 3 | 2 | 1 |
n.  | encourage students to develop lessons that include global issues. | 5 | 4 | 3 | 2 | 1 |
o.  | develop lessons reflecting environmental concerns. | 5 | 4 | 3 | 2 | 1 |
p.  | use names representative of diverse cultures in examples and exercises. | 5 | 4 | 3 | 2 | 1 |
q.  | recognize the nonverbal cues of a student from another culture. | 5 | 4 | 3 | 2 | 1 |
INSTRUCTIONS: Each of the following statements refers to professional practices involving students in a methods class in home economics education. Indicate the frequency to which you involve students in each of the following activities by circling the appropriate number.

Use the following categories in determining your response:
- 5 = Always
- 4 = Usually
- 3 = Sometimes
- 2 = Seldom
- 1 = Never

2. I involve students in activities in which they

   a. "step into another's shoes", i.e., perceive a situation as someone else may perceive it.

   b. practice skills in conflict resolution.

   c. communicate with people from other cultures about their daily lives.

   d. identify consequences of individual and group decisions.

   e. recognize the basic needs of future generations.

   f. explore alternative solutions to problems.

   g. read about other peoples' points of view.

   h. analyze the controversy surrounding an issue, problem, or policy.
PART 2

INSTRUCTIONS: Indicate the extent to which you agree or disagree with each of the following statements regarding global education.

Use the following categories in determining your response:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

3. International exchanges of home economics faculty benefit home economics teacher education programs.

4. Home economics students' participation in international exchange programs contribute to their preparation for teaching.

5. Home economics subject matter content includes the comparison of cultural similarities and differences in family systems.

6. The problems related to world hunger should be addressed in home economics courses.

7. Subject matter content in cultural diversity is an essential part of the home economics education curricula.

8. Global environmental issues, such as pollution and deforestation, relate to home economics subject matter content.

9. The aims of global education are achieved in home economics education.

10. An international focus is one criterion to be used in selecting references for a methods course.

11. A culturally diverse classroom is more stimulating for learning than one that is not culturally diverse.

12. Using a variety of classroom experiences rather than a single approach contributes to developing a global perspective.
13. A responsibility of teacher educators is modeling acceptance of diversity.

14. A responsibility of home economics teachers is to develop an awareness of everyday life in other cultures.

15. Home economics teachers should assist students in the development of a globally responsible lifestyle.

16. Home economics teachers are inadequately prepared for the task of integrating global education in the home economics curricula.

17. Contact with people from other cultures assists prospective teachers in expanding their views of the U.S.A.

18. Direct personal contact with other cultures is necessary to acquire a global perspective.

19. Unless one has interactions with families in other cultures, it is difficult to form accurate images of them.

PART 3

The next questions relate to you, your background, and the institution where you work.

INSTRUCTIONS: Indicate one response to each item by circling the number of your choice or by completing the statement.

20. How long have you been employed in higher education?
   ____________________ years

21. How old were you on your last birthday?
   1 = 29 or under
   2 = 30-39 years
   3 = 40-49 years
   4 = 50-59 years
   5 = over 60 years
22. Which is the highest degree you have completed?
1 = Bachelor's
2 = Master's
3 = Specialist
4 = Doctorate
5 = Other, specify

b) In what year did you receive this degree? 19

23. Where did you receive this degree? Was it a . . .
1 = Land-Grant institution
2 = State college or university (not Land-Grant)
3 = Four year private college or university
4 = Other

24. What is the classification of the institution where you are employed?
1 = Land-Grant institution
2 = State college or university (not Land-Grant)
3 = Four year private college or university
4 = Other, please specify

25. Currently what percent of your time is allocated for each of the following activities?
% 1 = teaching
% 2 = research
% 3 = extension
% 4 = administration
% 5 = other

26. What is your present rank?
1 = instructor
2 = assistant professor
3 = associate professor
4 = full professor
5 = other, please specify

27. Are you tenured?
1 = yes
2 = no

28. Does the faculty tenure and/or promotion system at your institution reward you for involvement in international or global activities in teaching, research, and service?
1 = yes
2 = no
3 = uncertain
29. In what professional organizations are you a member? (Circle ALL that apply.)

1 = American Home Economics Association
2 = American Vocational Association
3 = Association for Women in Development
4 = International Federation for Home Economics
5 = Society for International Development
6 = Others, list__________________________

30. Have you participated in any of the following international/intercultural experiences since becoming an educator?

YES NO
1 2 advisor to international students
1 2 research collaborator with visiting international scholar
1 2 socializing with visiting international colleagues
1 2 international host or friendship family participant
1 2 other, please specify__________________________

31. Have you hosted individuals and/or families from other countries in your home?

1 = yes
2 = no (GO TO QUESTION 32.)
If yes, name of country/ies and length of stay of your guests

______________________________________  ____________________________
______________________________________  ____________________________
______________________________________  ____________________________

32. Have you spent time in another country or in another cultural group within the United States?

1 = yes
2 = no (GO TO QUESTION 33.)
If yes, list each culture you have lived in or visited; indicate how much time you spent there; and how that time was spent (e.g., vacation, visiting family and friends, professional meeting, exchange, research, study, extension service, etc.)

<table>
<thead>
<tr>
<th>CULTURE</th>
<th>LENGTH OF STAY</th>
<th>HOW TIME SPENT</th>
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</table>

7
33. Are you at all able to speak a language other than English?
   1 = yes
   2 = no (GO TO QUESTION 34.)
   If yes, then
   a) Please identify each language in column A below.
   b) Circle the number which indicates your level of fluency in speaking the language.
   c) Circle the number which indicates your level of fluency in writing the language.

   **FLUENCY LEVEL**
   LIMITED-enough to get around while traveling, understand simple written texts
   MODERATE-conduct routine conversations, read daily print media
   FLUENT-speak on professional topics, read professional or university texts

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Speaking</td>
<td>Writing</td>
</tr>
<tr>
<td></td>
<td>LIMITED</td>
<td>MODERATE</td>
</tr>
<tr>
<td></td>
<td>1</td>
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<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

34. How often do you watch world and national news on television?
   1 = daily
   2 = 4-5 times a week
   3 = 1-2 times a week
   4 = twice a month
   5 = almost never

35. How often do you read a newspaper?
   1 = daily
   2 = 4-5 times a week
   3 = 1-2 times a week
   4 = twice a month
   5 = almost never

36. Which of the following do you consider the MAIN source of the information you acquire concerning world or national events? (Circle only ONE item.)
   1 = newspaper
   2 = news magazine (e.g., Time, Newsweek)
   3 = television
   4 = radio
   5 = friends, family
   6 = other, specify ________________________________
37. In your home economics program what is the foreign language requirement for graduation?
   1 = required
   2 = recommended
   3 = not required

38. Within the past three academic years (1989-1992), has your institution or department conducted a review of internationalization efforts (e.g., involvement of faculty in exchanges, inclusion of international content in courses) and activities?
   1 = yes
   2 = no
   3 = uncertain

39. Does your university offer a global education course for teacher education students?
   1 = yes
   2 = no
   3 = uncertain

40. At your institution can students in the home economics education program earn credit for study abroad experiences?
   1 = yes
   2 = no

41. In your state is there a mandate for global education at the
   a) elementary school level?
      1 = yes
      2 = no
      3 = uncertain
   b) at the secondary school level?
      1 = yes
      2 = no (GO TO QUESTION 42.)
      3 = uncertain

   If yes, what discipline(s) has/have responsibility for carrying out the mandate?
   (Check ALL that apply.)
   ______ social studies
   ______ sciences
   ______ language arts
   ______ mathematics
   ______ secondary only
   ______ elementary only
   ______ across the curriculum
   ______ other, specify ___________________________

9
42. Within the last 3 years, have you . . .
YES NO
1 2 a. read journal articles about global education?
1 2 b. attended conference sessions devoted specifically to global education?
1 2 c. participated in inservice education activities or workshops on global education?
1 2 d. completed a college course in global education?
1 2 e. written curriculum in global education?
1 2 f. presented conference sessions or inservice education about global education?
1 2 g. taught lessons to students about global education?

43. What factors have been most responsible for the inclusion of global education in the home economics education curriculum at your institution?

44. What factors have been most responsible for the exclusion of global education in the home economics education curriculum at your institution?

THANK YOU FOR YOUR COOPERATION!
Iowa State University
ISU Mail Center
Ames, Iowa 50010-9990