The primary purpose was to examine three selected instructional plans commonly utilized in teaching global studies in terms of relative effectiveness in contributing to development of cognitive and affective growth. Possible identification of relationships between plans and learning preference was complementary. The plans were constructed utilizing Edgar Dale's Cone of Experience and possible effectiveness determined from the data obtained. One plan utilized symbolizing methodology only, one incorporated observing and symbolizing, and one utilized doing, observing, and symbolizing.

The null hypotheses (.05) stated there would be no significant difference in student cognitive growth, attitudes toward groups, or attitude toward the course, as generated by the three discrete approaches, nor would there be any significant difference in psychological types as determined by the Myers-Briggs Type Indicator.
Primary analysis by two-way ANCOVA indicated the hypotheses must be accepted. No significant difference occurred in student cognitive growth and attitudes toward groups. School Course data was not statistically treated. Chi-square application produced no significant difference in profiles among groups. The group consisting of doing, observing, and symbolizing demonstrated increases in post-test means for attitude toward groups and school course. Though not significant, evidence was generated which hints that these facets have a positive effect on selected aspects of instruction. The other groups declined in all but one score.

Complete analysis indicated needs for further research in gender differences when considering culture groups, investigation of contrived experiences for instructional effectiveness, and further investigation of learning preference.

Results suggest an evaluation process is necessary to analyze and develop effective instructional plans. Experience gained from the study indicated that replication of similar instruments is a process that can and should be undertaken by the classroom teacher.
A Comparison of Selected Instructional Media and Methods for Teaching Global Studies

by

Jacob Leon Schloss

A THESIS

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I wish to acknowledge the influence of Dr. Thomas C. Hogg in the education of this researcher. Dr. Hogg was an outstanding anthropologist and teacher whose life was shortened by a hunting accident. You will never be forgotten, Tom!

This traveler is grateful to all those he met in his journeys about the globe. You helped with my education in learning about others and offered lasting friendships which will be cherished forever.

I am grateful to my wife, Betty, for the support she has always given me. For the both of us, this task is finally completed!

Last, but not least, a debt of gratitude is owed to Dr. Edwin Strowbridge Jr. Without him, this dissertation would not have been completed.
DEDICATION

This study is dedicated to the Germans from Russia with a firm hope that its contents will enhance the methodology for the teaching of cultural and global understanding. These immigrants came to this land to escape persecution and make a better place for generations to come. My mother and father and their families were a part of these proud people who had so little and gave so much.
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CHAPTER I

INTRODUCTION

As advances in communication and travel grow, our understanding of the concept Weltanschauung or "world view" must also grow. According to Morley (1986), educators no longer can be content with teaching a nationalistic point of view but must expose students to the various cultures and countries of the world. It is imperative we understand our country in relationship to the growing interdependence of the entire globe and the development of an interest in the rest of the world is essential for all cultures and countries. People must learn to interact with others as our world continues to shrink. No longer can countries remain isolated from each other but will be dependent on others for their continuing welfare.

In an article from the Washington Post on November 22, 1986, an organization of southern governors charged that our schools have failed to prepare students to compete in the world economy, thus contributing to an "international illiteracy" that places the United States at a disadvantage with other countries in business and political affairs. In his October 1987 article in the Phi Delta Kappan, John F. Jennings called economic competition "the Sputnik of the 1980s."

Education Secretary William J. Bennett and Senator Bill Bradley of New Jersey both commented on our students' lack of knowledge in geography and understanding of other cultures. On October 30, 1987, in The Oregonian, Secretary Bennett discussed recent surveys showing
that American students know little about their own country and even less about other countries. He suggested that social studies be reconstructed to include knowledge of our world in all its complexity and diversity. Senator Bradley, in the same article stressed that our global influence and responsibilities demand an understanding of the lands and cultures of the world.

**Background and Setting**

The term "world view" became a concern to the researcher while teaching abroad during 1966-70. The lack of world cooperation and understanding seemed to be prevalent. Why were countries fighting one another, and why was tension pushing the world to a possible global confrontation? In light of the increasing interdependence of the world, it would seem logical for us to learn a sense of understanding and acceptance toward each other. Isn't the survival of our planet a good reason to form a community of positive relationships that bind us in a sense of cooperation rather than competition?

In 1972, Paul Orr, Dean of the College of Education at the University of Alabama, addressed these concerns. The University of Alabama had been actively involved with the schools abroad where Americans receive their education. Orr cited the following:

"1. There is a dangerous imbalance between our ability to create in people a sense of world responsibility and the increase in our technological capacity to destroy. (Von Braun, Frankel).

"2. An inverse relationship seems to exist between the world's tendency to grow smaller and the human tendency to become tolerant and understanding. The world has had an unprecedented increase in extreme nationalism. (Counts, DeYoung, Taylor). Domestically,
a corresponding polarization of races is occurring, a tendency to replace racial integration with separatism.

"3. People in America are more chauvinistic, parochial and intolerant in their attitudes toward other nations and other cultures than at any time in the past century. In spite of vastly increasing funding and involvement by the United States and our people in the areas of language studies, international travel, foreign aid, etc., this has not brought about better understanding. Furthermore, these attitudes pervade our society within, as well as without. (Commager, 1969, Morehouse, 1970).

"4. The premise that global confrontation is an effective solution to problems is no longer valid. The majority of the American people have not as yet accepted this fact, or if they are aware of its invalidity, they have not translated that awareness into appropriate behavior. Moreover, the leadership structure of education has done little to translate this basic change in premise into learning experiences whose results correlate with appropriate objectives. We do not appear to be making any significant progress in replacing confrontation with reason and deliberation even at lower levels. (1972)."

According to Tonkin and Edwards (1981), the greatest challenge facing education in world affairs is the cultivation in our students of an understanding of the motives of other people and the social and psychological (and historical) settings that cause them to think and act as they do. We must also learn to understand our own motives and how people feel about us, and one another. Furthermore, it is necessary for us to use this information to interact with each other.

Walter Parker (1984), in discussing citizen education, draws attention to the need to infuse the curriculum with a global perspective, and A Nation at Risk described the world as "one global village." But as Education Secretary Bell pointed out in a global education conference, the United States population remains one of "the most undereducated in global matters of any nation in the world."
These statements express the need for a continuing development of global studies instruction in the American school system. The examination for effectiveness, and the development of exemplary global studies programs should be a concern and priority for educators. This study was developed in an effort to examine one aspect of this problem.

Statement of the Problem

The primary purpose of this study is to examine three selected instructional plans utilized in the teaching of global studies in terms of their relative effectiveness in contributing to development of cognitive and affective growth. The possible identification of relationships between these plans and learning preference is a complementary aspect of this purpose. These plans were tested at St. Helens High School. The identified instructional plans were constructed utilizing Dale's Cone of Experience (see Appendix A), and their possible effectiveness determined based on the data obtained from the study.

As Dale (1972) discussed in his book Building a Learning Environment, our stress on the cognitive goals of education must always be matched with a similar stress on the affective, the emotional, and the attitudinal. Using this premise, this study sought answers to the following questions:

1. How effective is each teaching plan in terms of promoting cognitive gain?
2. Does each teaching plan have an influence on student attitudes toward other cultures?

3. What is the attitude of the students toward the global studies course?

4. Is each teaching plan compatible with the learning profiles of the students?

As Cross (1987) stated in a Phi Delta Kappan article on classroom research, the most important thing each teacher needs to know is how to improve the performance of his or her students. This study is intended to provide information which will contribute to making these instructional decisions more precise in at least one aspect of planning.

**Use of a Media Taxonomy**

Sive (1983) stated that the choice of learning strategy is a function of content, teacher knowledge of learners and their characteristics, and judgment as to optimum learning conditions. The setting and appropriate classroom organization must be chosen; lecture, class discussion, panel discussion, team activity, role playing, writing, show and tell, art work, or case study.

The premise that "direct experience" is what teachers should try to replicate in their instruction is considered in this study. This is consistent with the theories outlined by Dewey, Froebel, and Montessori. A further proponent of this concept was Edgar Dale, who outlined his work (1969) in his Cone of Experience.
The Cone was first introduced by Dale in his 1948 text on audiovisual methods and has since been used as a valuable media taxonomy (1969) for analyzing teaching technology and methods. Sive (1983) further discusses the use of taxonomies in relation to media attributes and formats to specific instructional uses, the idea being that a teacher can enhance the instructional program by using a guide for developing instruction programs.

Utilizing the major facets of the Cone, the experimental plans for the study were devised to present one plan utilizing symbolizing only, another observing and symbolizing, and a third plan emphasizing doing, observing and symbolizing.

The experimental plans follow:

Plan EA (observing and symbolizing) had the major components of reading the assigned text, teacher lecture and discussion, mapwork and other seatwork activities. The model was supplemented by the use of film and filmstrips that are available in the school collection or the educational service district. Students were basically involved with printed materials and films. This plan appears to be the one most commonly used by global studies teachers. Certainly, this approach is typical at St. Helens High School as illustrated by Table 2.

Plan EB (doing, observing, and symbolizing) also used the text as a major curricular tool but was highlighted by the experiences of the teacher in Asia. Mapwork was used and students viewed slides taken by the teacher in Asia. The students also handled many artifacts that were brought to class. Films and filmstrips from the
Table 1. Experimental instructional plans.

Experimental A (Observing, Symbolizing)

1. Pretests
2. Read Assigned Text
3. Teacher Direction and Comments. Discuss
4. Map Work
5. Films and Filmstrips
6. Supplemental Printed Material
7. Exams
8. Print and Heavily Oriented Visual Approach
9. Posttests

Experimental B (Doing, Observing, Symbolizing)

1. Pretests
2. Read Assigned Text
3. Personal Experiences of Teacher. Discuss
4. Map Work
5. Slides, Films, Photos
6. Handle Artifacts
7. Exams
8. Print and Teacher Materials Gathered from Travel
9. Supplemental Printed Material
10. Posttests

Experimental C (Symbolizing)

1. Pretests
2. Read Assigned Text
3. Group Research (Two or More)
   a. Explore Hypotheses
   b. Gather Facts
   c. Organize Material
   d. Presentation
4. Map Work
5. Discussion
6. Supplemental Printed Material
7. Exams
8. Posttests
Table 2. Comparator teacher plans: St. Helens High School, St. Helens, Oregon.

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Table 2. Continued.

Plan CD (Observing, Symbolizing)

1. Pretests
2. Emphasis on mapwork
3. Lecture and discussion
4. Vocabulary—students define and discuss
5. Worksheet in and out of class
6. Lecture with filmstrips
7. Current events presented by students
8. Questions and discussion of test
9. Quizzes over chapters
10. Films and discussion of them
11. Review
12. Posttests

Plan CE (Observing, Symbolizing)

1. Pretests
2. Graduated activities
3. Location of countries on maps
4. Location in region (mapwork)
5. Spell names
6. Location of major cities
7. Quiz over chapter in text
8. Oral recitation of definition of key terms
9. Films
10. Discussion
11. Posttests
high school collection and educational service district were utilized. This model was the only one to incorporate all three subdivisions of the Cone of Experience.

Plan EC (symbolizing) was an inquiry plan which was based on a model described in a text by Joyce and Weil (1980). Students worked in teams, researched the various countries of Asia, and made class presentations of their findings. They read the text and discussed the material along with doing mapwork and various seatwork activities. This plan was similar to what John Dewey described as the deductive-inductive process and has some components similar to the Taba Program. It relied almost completely on the printed symbol.

In order to examine these plans, the following null hypotheses were tested at the .05 level of significance:

1. There will be no significant difference in the mean scores among the experimental groups when administered the Asia Inventory.

2. There will be no significant difference in the mean scores among the experimental groups when administered the Attitude Toward A Group.

3. There will be no significant difference in mean scores among the experimental groups when administered the Attitude Toward a School Course.

4. There will be no significant difference in the psychological profiles among the experimental groups as indicated by the Myers-Briggs Type Indicator.
The experimental groups consisted of three randomly selected groups that were taught with three different instructional plans. The structure of each plan remained constant during the study. These groups were all taught by the researcher.

**Justification**

Kierstad and Bowman (1984), in reviewing global education in America, stressed the need to establish concise cognitive skills that can be measured along with affective education pursuant to self-esteem, self-confidence, and moral conscience. It is also appropriate to teach social skills such as sharing, cooperation, and trust which shape interpersonal skills.

Dale (1972) stressed that any effective instructional program must emphasize a continuing interaction between the concrete and the abstract. We need a heightened awareness of the world around us, to its sounds, sights, odors, and colors.

Kenworthy's text (1970) on international education reaffirms the methods of Dale in that we learn best from direct, purposeful experiences, children as well as adults. All of us learn from pictorial material, contrived experiences, dramatics, demonstrations, field trips, and exhibits. The most difficult level of learning is with verbal symbols yet most of our teaching and learning is at this level.

Stanley Easton in his review on rural schools (1984), found that rural Americans are likely to encounter a rather ordinary social studies program. Textbooks and teaching methods are apt to stress information rather than critical thinking and inquiry skills.
Curriculum materials deemed relevant to the lives of students are scarce in rural classrooms, but social studies teachers tend to overlook opportunities to develop their own materials or use local resources. Analysis of the literature to date indicates that the process of social studies education in rural communities is little different than that in the rest of the country.

In the Dade County report by Tucker (1983), teachers saw a definite need for global studies, but were insecure with the content and lacked the confidence in the ability of social studies teachers to teach global education adequately.

Marshal McLuhan (1964) emphasized the importance of studying various types of media to determine their special capabilities for conveying certain types of messages. Teachers should carry out constant audience research and analyze available material to determine their appropriateness for definite purposes and for individual students.

Cross (1987) further emphasized that the classroom teacher needs to know what students in the classroom are learning during a unit of instruction. Classroom research emphasizes the importance of getting immediate feedback from students. A teacher can use end-of-course evaluations and feedback to improve or redesign a course.

Goodlad (1983) in his survey of schools noted the need for an overall improvement in the teaching of social studies. He stated:

The topics that come to mind as representing the natural and social sciences appear to be of great human interest, but on the way to the classroom they are apparently transformed and homogenized into something of limited appeal (p. 468).
The fact is that students rated the social studies to be of relatively low interest among the subject fields.

Considering the previous information, there is a need for classroom teachers to develop both affective and cognitive teaching methods and materials for global studies. Since effective classroom instruction must consider the learners, the methodology, and materials, it would suggest that evaluation continue to address these factors. This study was an examination of three instructional plans and a suggested process for improving instruction. Therefore, the study is intended to provide empirical data concerning both. A review of literature did not produce evidence of any work which involved Dale's Cone, both cognitive and affective development, and more than one type of instructional approach.

**Procedures**

In order to conduct this study and test the hypotheses, the following procedures were followed:

1. The three experimental plans were inserted into the global studies program. The study was conducted during March 30, 1987 to May 11, 1987.

2. The researcher taught the three largest classes. An attempt was also made to establish the classes at twenty-five (25) to be consistent in size. The groups were selected by a disinterested party drawing numbers to assign students to classes involving the three experimental plans.
3. Instruction lasted six weeks and covered the 41 countries of Asia. The term "Asia" incorporated those countries covered by the content in *Land and People* by Scott, Foresman and Company (1979).

4. In order to test the hypotheses and statistically compare the groups, four instruments were utilized. Three of these were developed by the researcher with the assistance of a Delphi Panel (see Appendix B).

   a. The first instrument for the study is a multiple-choice cognitive (knowledge) test or Asia Inventory. There were questions covering each country and included nine other questions that required additional reading other than the basic text. This was designed as a general test and administered as a pre-test and post-test (see Appendix C).

   b. The Attitude Toward a Group is a scale developed to ascertain a positive or negative opinion toward the group (culture) or groups (cultures) featured. The Chinese, Iranian and Japanese cultures were chosen for the study. It was administered as a pre-test and post-test (see Appendix D).

   c. The Attitude Toward A School Course is a scale developed to ascertain student opinion of the course being taken. The scale contained statements relating only to materials and methods. There were no statements concerning the
teacher. This was administered as a pre-test and post-test (see Appendix E).

d. The final instrument is the Myers-Briggs Type Indicator which is validated and used in education, religion, and industry. All students were administered this instrument to compare the instructional profiles of students. These profiles provide an analysis of how individuals perceive their environment and how they go about accomplishing tasks. The categories of this indicator also ascertain how an individual learns best. The term used today is learning style. This was administered prior to the study by a member of the Counseling Department. Due to the type of test, it was administered one time only (see Appendix F).

5. The analysis of covariance was used to determine if there was any difference in cognitive retention and attitude toward groups and school course.

6. The Chi-square was used to determine if there was any difference in the student profiles of the experimental plans.

Limitations of the Study

A combination of the Likert (1932), Remmers (1960), and Thurstone (1929) scaling techniques was used to produce the attitude scales for this study. This approach was used because one scale was necessary for application on a common basis. Instead of one scale being
developed for each attitude object, or as in this case each culture, it was only necessary to change the culture on the instrument.

Also, the Likert scaling technique of assigning a numerical value to a response and treating it as equidistant interval data for processing can be questioned. Best (1970) stated that there is no basis for belief that the five positions indicated on the scale are equally spaced. It could be argued that an individual's response to a statement should be recorded only as negative or positive.

Best emphasized that there is no sure method of measuring attitude. The description and measurement of opinion, in many instances, may be loosely related to the real feeling or attitude of an individual. Gronlund (1971) stated that attitude scales are primarily useful where the individual has little reason for distorting the results such as the development of self-understanding or in research. A common use is the study of attitude change from particular experience such as this investigation. Best felt that in spite of limitations, the process of opinion measurement has merit and until more precise measures of attitude are developed; this technique provides possibilities for social research. In summary, the use of scales is still identified as a viable research tool in the manual Developing Research Skills for Professional Educators by Barber and others (1988).

The use of a media taxonomy to examine the instructional plans was included to discern the presence of symbols, observing, and doing. This was limited to methods and materials and should not be construed as a recommendation of an exact model for developing instruction. As
Sive (1983) notes, on occasion one medium may be more powerful than another. The most enduring effect will vary with the theme and the actors. This, therefore, was included to view the instructional plans in relationship to one practical set of criteria and present an additional analysis.

Time was a limitation in this study as the unit was only six weeks long. This was a limitation for research but was a large block of time for the high school as this was approximately one-sixth of the school year. Normally, the unit on Asia was taught in approximately five weeks.

A final limitation was the degree to which the instruments measured the actual cognitive, affective, and student profiles.

**Assumptions**

The study was based on the following assumptions:

1. The sample was representative of the general global studies classes.
2. The instructor was consistent in teaching to the criteria of each instructional plan and identified by Dale's Cone.

**Definition of Terms**

The following definitions are furnished to help clarify the text:

*Affective* - Relating to, arising from, or influencing feelings or emotions. Attitudes (Krathwohl, 1964).
Asia Inventory - A cognitive test of fifty (50) multiple-choice items over the forty-one (41) countries of Asia. Developed with the assistance of a Delphi Panel.

Attitude Toward a Group - Composed of twenty-five (25) attitudinal responses based on Likert, Remmers, and Thurstone scaling techniques. Respondents react to a scale with 1 as the lowest and 5 as the highest. The number 3 indicates no opinion or neutral. Developed with the assistance of a Delphi Panel.

Attitude Toward a School Course - Composed of nineteen (19) attitudinal responses based on Likert, Remmers, and Thurstone scaling techniques. Respondents react to a scale with 1 as the lowest and 5 as the highest. The number 3 indicates no opinion or neutral. Developed with the assistance of a Delphi Panel.

Cognitive - This is the process of knowing or perceiving. Something known or perceived. Knowledge (Bloom, 1956).

Cone of Experience - Developed by Edgar Dale. A visual aid to explain the interrelationships of the various types of audio-visual materials, as well as their individual positions in the learning process.

Doing - According to Dale these are audio-visual materials which represent direct reality as we experience it first-hand. The purpose of these materials is to replicate direct experience or those using the five senses. When it is not
possible to provide direct experience, contrived experience or dramatic participation are utilized.

Global Studies - A definition for St. Helens High School.

Global studies includes the general principles of geography as they relate to the population of the earth. The nations of the world are studied with an emphasis on place geography. Major divisions of study are: landscape, races, languages, religions, families, villages, cities, art, and government.

Instructional Plan - The methods and materials a teacher utilizes to accomplish a unit of instruction.

Myers-Briggs Type Indicator - The Type Indicator questions deal with the way an individual prefers to look at things and go about making decisions. It is an inventory that indicates how, when given a preference, the individual likes to take action. This indicator is based on the work of Carl Jung.

Observing - According to Dale, these are audio-visual materials which have a decreasing involvement with direct experience. These are demonstrations, field trips, exhibits, motion pictures, radio, recordings, and still pictures.

Symbolizing - According to Dale, these are audio-visual materials which are the most abstract. They include visual symbols and verbal symbols.

Summary

The thesis of this study is that there will be no significant difference in student growth, attitudes toward groups, attitudes
towards course as generated by the three instructional plans and there will be no significant difference in psychological profiles among the groups. Wang and Walberg (1985) found that no single instructional feature distinguishes effective programs from ineffective ones. Instead, a number of features, combined and coordinated in carefully implemented programs, produce positive student responses. The learning needs of students can be identified through systematic analyses of student characteristics, cognitive operations, and affective responses as they seek to retain knowledge and skills.

Coupled with this is the need to reevaluate the instructional plan so that it may be continually upgraded. Once a plan is designed and used, it should not remain constant but should be reevaluated for strengths and weaknesses. This process was extolled by Cross (1987), who feels classroom research is a means of improving instruction at all levels. She believes that improvement in learning will come only with active involvement of teachers in research related to their own practices. Stephen Corey (1953) emphasized a similar process for educators during the 1950's, calling it "action research." This was based on the work of Kurt Lewin (1946) with the concept being that practitioners attempt to study their own problems in order to guide, correct and evaluate their decisions and actions.

This study examined global studies instruction by developing a cognitive test for the countries of Asia, an attitudinal scale for measuring attitude toward groups, and an attitude scale for measuring attitude toward a course. Along with these, the Myers-Briggs Type Indicator was purchased to examine the profiles of the students.
As the source of criteria against which the plans were constructed, the researcher selected Dale's media taxonomy, the Cone of Experience, for denoting the organization of the instructional plans.

Limitations of the study have been given for analyzing the data. The validity of attitudinal scales can be questioned as various considerations can affect attitude. These limitations have been identified in this chapter and should be considered when drawing conclusions based on the data.

Three classes were randomly chosen for experimental groups from the eleven class sections of the global studies program. Instruction was conducted for six weeks over the unit on Asia. All instruments except the Myers-Briggs were administered as pre-tests and post-tests. All statistical judgements were based on the .05 level of significance with the analysis of covariance and the Chi-square as the primary statistical tools.
CHAPTER II
REVIEW OF LITERATURE

**Introduction**

The review of the related literature was conducted in direct relationship to Dale's Cone of Experience which focuses on a multimedia approach including cognitive and affective learning and learning preference. As a means of ascertaining previous research in this area, this review included factors or methodology which combined the three areas of cognitive, affective and learning preference. The review produced little or nothing that actually combined the three so a search was accomplished for each area separately.

The first section includes commercially produced multi-media programs that were developed and discontinued for various reasons. Since the purpose of this research was to examine three instructional plans for their effectiveness in the affective and cognitive domains, the second section identifies effective research in the affective domain and is followed by a third section for the cognitive domain. References to research concerning student learning preference is located in the cognitive section only as no research for the affective and specifically related to this approach was identified through this review.

A fourth section includes a short review of most closely related programs utilizing instruction for a combination of both the affective and cognitive domains and is followed by a fifth section which further
explains Dale's media taxonomy. The final section is a summary which includes research conducted on the use of Dale's taxonomy.

In reviewing the literature for the teaching of social studies, one teaching aid stands out. Komoski (1985) discussed the predominance of the textbook in his article. He stressed that despite occasional criticism, for almost 150 years, textbooks have been the easiest, most economical, and most convenient means of containing, articulating, and managing the curriculum. In spite of the proliferation of materials available, text-based teaching is still more expedient and manageable than developing individual programs.

Goodlad (1983) in a summary of his research *A Study of Schooling: Some Findings and Hypotheses* drew conclusions that were similar. He noted a sameness of form in the substance and design of the curriculum regardless of the subject matter. Textbooks included quizzes which usually required low-level cognitive (factual) responses. He also noted that despite a rather wide array of textbook series a very extensive overlap in the topics was presented in each.

The following are multi-media programs which were developed by major textbook companies and do not appear in the global studies programs of most schools at this time.

**Multi-Media Programs**

Some multi-media programs have been developed by textbook companies to provide a balance of affective and cognitive learning, but they have since their introduction lost their prominence. These texts have been on the elementary level in K-6. During the 1960's
the **Family of Man** was developed through a federally funded curriculum project. The purpose was to teach children to become nation-minded and world-minded through a series of family and community studies with a heavy emphasis on media.

*Man: A Course of Study*, conceived by Jerome S. Bruner in 1956 was funded by massive grants from the National Science Foundation and produced by the Educational Development Corporation. It stressed five great humanizing forces: tool making, language, social organization, management of man's prolonged childhood, and man's desire to explain his world. This program emphasized multisensory kits. The program was not adopted by schools on a permanent basis.

The **Holt Databank System** was a textbook multimedia program. It was originally developed in 1972 and revised in 1976. The Databank was a multimedia information-storage-retrieval system. Each grade had a media kit with a wide range of materials, a textbook designed to focus student attention on topics, and an extensive teacher guide which contained a comprehensive, detailed series of lesson plans.

According to Joyce (1979), there were no programs developed for grades seven and eight alone. Most of the instructional materials produced for these levels are part of entire programs spanning grades K-7 or K-8. Only a few publishers produced separate materials for these grades. Most of the textbooks stressed the western hemisphere for grade 7 and the United States for grade 8.

A final program that was published by Addison-Wesley in 1969 was the **Taba Program** named after Hilda Taba. This program attempted to have students verify the feasibility or accuracy of the data, make
sense out of them or try to see connections among the data, and then try to zero in on a form of analysis. The first task was to put all evidence that appears to uphold the hypothesis in one collection and all that appears to reject in another. Then the student asked questions as to why or what characteristics appear associated with one set of facts or opinion. They would then apply previous learning generalizations and facts to explain phenomena. This was followed by an explanation of feelings and interpersonal problem solving. The final task was a generation of a generalization or discovery and an analysis of values.

The programs by textbook publishers did not become permanent, and these types of programs are either used sparingly or not at all.

The review of recent research for innovative programs indicated methodology that was either affective or cognitive but not a combination of both domains. The summaries that follow, therefore, are recent studies of methodology and practices that have been utilized in the teaching of social studies and reflect either the affective or cognitive approach. Most of the studies identify methodology that should produce positive results in classroom teaching and others indicate practices that need reconsideration. It should be noted that even after several ERIC searches, the research indicated a large majority of the innovative studies were on the elementary grade level.

Affective Studies

If a teacher is developing or revising instructional plans, the following results should provide assistance in developing effective
programs. These researchers indicate that direct student involvement through these activities produce positive changes in attitudes.

L. Beyer (1977) found that an aesthetic object or "realia" can have moral implications for the viewer. It can affect moral deliberations and derivative conduct. This indicates that a multi-sensory experience will create new perceptions for the individual. Artifacts, from a culture, therefore, would have an effect on attitudes. This was one of the facets utilized in Experimental B of this present study.

The following six studies emphasize the importance of dramatized experiences as important methodology for affective education. Even though this method was not a component of this study, it was the one reported most in the research and has significance for teacher planning. Basically, a dramatized experience allows a student to enter another culture and become sensitized to the culture. This method is used extensively at the elementary level but tends to disappear as a student progresses through the grades.

Dramatized experiences were noted as an effective tool by Clavijo (1984). He found that discussion, orientation, and role playing about Hispanics can have a positive effect on attitude.

Gimmestand and DeChiara (1982) reported how four plays about the heritage and lifestyles of American Blacks, Chinese Americans, Jews, and Puerto Ricans were used to teach fourth, fifth, and sixth grade students in two New Jersey city schools. The plays and accompanying materials did increase the children's knowledge and acceptance of other groups.
A study by Ahmed M. Ijaz (1981) with 170 students focused on attitudes of elementary school students toward Blacks and East Indians. Students participated in a cultural program that focused on East Indian folk dance, music, and crafts. The program resulted in significantly improved attitude toward East Indians.

Seelye (1984) also suggested in Strategies for Intercultural Education that minidramas are a way to sensitize students to other cultures.

Alexander (1978) discussed doll play activities used to measure attitude change in 270 Black, Mexican American, and white students who participated in a cultural awareness project. The children were in grades two through six. They experienced six different settings simulating the cultures of Africa, China, Germany, Indian, Mexico, and the United States. Test results indicated favorable attitude change toward children of other cultures, at least on a short-term basis.

Wesner (1977) identified materials for background information about the process of change as it relates to sexual and racial discrimination in public education. Techniques such as role-playing, psycho-drama, role reversal, and values clarification are used to address attitudinal and behavioral change.

In the four studies that follow, research giving implications for the development of curricular materials are discussed. The major implication was that attitudes could be changed by well-developed programs. It is also apparent that attitudes may be influenced by erroneous material.
Ehle (1983) addressed the importance of an awareness of literature which perpetuates misconceptions, negative impressions, and insensibilities. Conclusions from the review indicate that materials which depict members of cultural groups as strong, positive, and heroic and treat them with integrity and respect will have a positive effect. They offer a strong potential for enhancing the self-concept of the cultures mentioned.

Robertson (1979) examined changes in the attitude of 407 elementary pupils through the use of a variety of instructional materials in social studies. Students were exposed to special reading materials and activities that portrayed specific foreign cultures or countries in a favorable manner. Special programs, workshops, and exhibits for pupils, parents, and teachers were held during the study. Tests indicated there were positive attitudinal changes in the pupils toward all countries and cultures considered during the program along with significant positive changes in racial attitudes toward a majority of the countries and cultures studied.

Experimental materials described by Smith (1979) were developed as part of a global studies project at Indiana University. They were designed for the junior high level and focused on changing attitudes utilizing basic phenomena such as food and communication. The hypothesis was that there would be a change in attitude after using the materials. Fifteen junior high classes in six states were divided into experimental and control groups. On the pre-tests and post-tests, students in the experimental groups did not show a change of attitudes. This could suggest that children's international attitudes
are formed before the junior high years and a recommendation was made to incorporate more international studies in earlier years. This is one study of a body of knowledge that concludes that attitudes cannot be changed or are much more difficult to change after the middle school or junior high years.

The research of Drake (1984) found opposite conclusions in that a course developed by university faculty showed significant attitudinal changes. The Third World Faculty Department at Old Dominion University, Norfolk, Virginia developed a course entitled: The Challenge to Promote Understanding of and Change Attitudes Toward the Third World. University students were taught a course that included many disciplines and integrated material. A pre-test and post-test questionnaire was administered and the findings indicated a significant increase in empathy and awareness of conditions in the Third World. The implication of this study is that methodology utilized in one situation may not fit another.

The use of video as an effective change agent was discussed in the following two studies. This is a medium which is common to all students and is being used in the public schools. Programs for global studies are available through PBS (Public Broadcast System) but are usually for temporary use only. The programs must be erased in a certain number of days unless PBS gives permission for copying. Both Experimental A and B utilized video material but basically for cognitive information.

In the area of affective research, William Stover (1978) utilized video in teaching international relations relating to the Soviet Union
and found that video stimuli produced strong attitude changes and the ability to understand and express Soviet perspectives.

May (1975) found that a program called Vegetable Soup, a multi-ethnic children's television series, which was designed to reduce and/or eliminate the adverse effects of racial isolation in elementary school students of various cultures was effective. This was true in positive verbal responses, attainment of objectives, and significant differences in intergroup attitudes.

In reviewing the affective research the method that appears to be most effective in attempting to change attitudes is role playing or dramatized experiences. At least 18 studies reported that role playing was an effective agent of change in sports, medicine, and social studies.

**Cognitive Studies**

In the area of cognitive research in social studies instruction, Easton (1984) found that rural schools stressed textbooks and materials for information rather than critical thinking and inquiry. Easton also reported that objectives are not relevant to students' lives and do not reflect the individual teacher's resourcefulness, nor are the local resources studied in classes.

Experimental C was an instructional plan constructed with only the cognitive in mind. It did stress a research or inquiry approach with information and materials to be determined by students researching in the media center. Experimental A was also a cognitive approach
as the textbook was the primary resource with the films and visual material being presented for factual content.

Baumann (1983) described a study that explored third and sixth grade students' ability to comprehend main ideas after reading natural expository passages taken from their social studies textbooks. Conclusions were that the children had much difficulty identifying the main ideas. Suggestions were made for activities to assist students in drawing conclusions from context. This was a principal concern in dealing with a cognitive approach as students on all levels have difficulty summarizing the main ideas of the material they read.

Blohm and Colwell (1983) studied high school students in social studies to test the hypothesis that field dependence-independence is a perceptual dimension of cognitive style influencing text structure variables and the quality of free recall. The factors were whether the subject's cognitive style was identified as field dependent or independent; whether the top-level structure of the target selection was organized as comparison-contrast or cause-effect; and whether the target selection contained inserted signals. The students were assigned target selections and directed not to take notes or mark the text to recall information for later rewriting.

The results of the preceding research indicated: (1) top-level structure and presence of signaling influenced readers' recall of text when the total amount of the idea units were used as the sole dependent measure; (2) comparison-contrast top-level structure facilitated performance on each type of proposition for both field dependent and independent learners; (3) cause-effect top-level structure, whether
with or without signals, posed greater barriers for good readers' literal recall than did any other single variable. This study had implications for teachers to consider when recall is a part of their instruction. A primary point being that cognitive learning style should be considered and instructional preferences can be identified by using the Myers-Briggs or a similar instrument.

Heller (1980) examined the cognitive preferences of seventh graders in social studies. The independent variables of text, teacher's cognitive preference, student achievement, and student sex were used. There was no evidence to support the claim that students would learn to prefer critical thinking when exposed to textbooks emphasizing inquiry versus noninquiry. Teachers with cognitive preference for memory and application tended to produce similar cognitive preferences among their students. Teachers with inquiry preferences were not as successful in developing similar preferences. High achievers preferred memory options and low achievers showed preference for questioning options. No sex differences in cognitive preference were noted. This reinforces the previous study that cognitive learning style is an ingredient for effective instruction.

Alvermann and Boothby (1984) conducted a study with fourth graders to ascertain the ability to use top-level structure in the comprehension and retention of new content material. They conducted research using one group which had been taught with a 14-day graphic organizer unit, one with a 7-day unit, and third taught with the reading-recitation method. The first group recalled significantly more information than both of the other groups. There was no
significant difference when comparing the 7-day and reading recitation groups. In testing for transfer there was no significant difference among the groups.

A study by Beyer and Hicks (1970) which was originally undertaken to ascertain the effect that the socializing forces in a child's environment have on children's attitudes toward others had cognitive conclusions. The investigation of 3,000 seventh and twelfth grade students' images of Africa revealed that students were actually learning false information. Younger students perceptions of Africa, south of the Sahara, focused on Africa as being characterized as "wild animals," "witch doctors," and "spears." They concluded that this attitude of misunderstanding is developed at a very young age and is affected to a large extent by the mass media and by the nature of curriculum materials used in schools.

In a study by Haas and Clary (1985) concerning how Arkansas students perceived other countries, fourth and eighth grade students took part in the research. The country they knew best was the United States. The foreign countries they knew were England, France, and Russia. They had a little information about Egypt, Israel, East Germany, and Mexico. An important finding was that concepts associated with geography and economics were discussed more accurately than ones associated with history and political science. This was a concern in devising the cognitive instrument on Asia as questions were needed to cover all aspects of social studies such as culture, geography, history, etc. A further concern was to select cultures for the Attitude Toward a Group which were known by the students.
Bean (1983) compared both the effect of and the student attitudes toward instruction in outlining and graphic organization. This study was conducted with three treatment groups of tenth grade students in world history. Two groups, one of which had previously received 14 weeks of summarization training were instructed in a three-step procedure for creating a graphic organizer of history lesson concepts. The third group generated traditional outlines on lesson information. Student scores on six multiple choice exams were compared. In the first five exams, no significant difference occurred but in the sixth the students with summarization training scored significantly higher. The two groups which were instructed with the three-step process displayed significantly more positive attitudes toward the strategy when administered a Likert-type scale.

Daines (1982) used a portable minicomputer to collect data about elementary and secondary social studies teachers' questions and the subsequent verbal behaviors of the teachers and students. Data indicated that literal types of questions were posed most often by teachers at the rate of 1.5 per minute, and the duration of the students' answers were associated with cognitive levels of the questions asked by teachers. After students answered the questions, teachers repeated the answers and followed with requests for additional responses. Teachers spent an average of 40 percent of the lesson time giving direct instruction to students and 20 percent on noninstructional activities. Teaching style influenced how much time they spent on instructional and noninstructional activities. Teachers asked low-level questions despite that this practice influenced both
teachers and students verbal behaviors. It was recommended that skills of asking higher level thinking questions be practiced and feedback of other teachers or associates be made available to help them increase their skills.

The results of Daines indicated the use of time and types of questions used. Considerations need to be given to using higher level thinking skills when asking questions and the dominance of this method in the instruction. Questioning was a component of Experimental C of this study but was not studied separately.

Shatzer and others (1982) developed a study to describe the social and psycho-sociological characteristics of those youngsters who were exposed to "Shogun" on home television. This was a television series about the early history of Japan based on the book by James Clavell. The study explored the linkages between exposure to the program and knowledge about Japanese history, language, and customs; attitudes toward interaction with the Japanese; and stereotypes of Japanese. The study consisted of 676 high school students. Using a questionnaire, the researchers noted no positive attitudinal changes. The most impressive change seemed to be the amount of knowledge that was retained, at least on a short-term basis. They concluded that special TV broadcasts can be useful in increasing the knowledge of adolescent viewers. Excerpts of this program were utilized as cognitive material in Experimental A and B of the study.

Komoski (1985) discussed three studies during the 1970's, conducted by EPIE Institute of the Teacher's College, New York (1974-76) and involving over 12,000 teachers in 50 states. This
study was conducted to ascertain the types of teaching materials currently being used. Another study which was basically a replication of the EPIE research was conducted by the North Carolina Research Triangle during 1976-77. A third study similar to these was conducted by Ohio State University. These give an indication of the present state of curricular materials used in teaching social studies.

The first two indicated that teachers and students used instructional materials during 90 to 95 percent of classroom time in both elementary and secondary schools. Textbooks were used 70% of the time with the rest of the time devoted to various activities. Schools spent about one percent of their annual budget on instructional materials. An interesting aspect found in the third study which concentrated on middle elementary classrooms in 11 states was that 98 percent of all cognitive content taught in the classrooms was contained in the instructional materials being used.

The first EPIE study also reported that about half of the teachers surveyed reported not having a voice in the selection of materials. They uncritically and overwhelmingly accepted the materials that had been selected for their use as appropriate to their students' capabilities.

As previously stated, the textbook continues to be the primary instructional tool in most classrooms. As an analysis of this major tool, Elliott, Nagel, and Woodward (1985) reviewed ten recently published elementary social studies textbook series which showed there was little improvement over those from the previous decade. There was a retreat from the experimentation of Our Working World, Databank,
and Man A Course of Study to a standard format in which virtually all consolidated in a multilevel series of teachers' guides, textbooks, workbooks, and optional filmstrips. The process consolidated the vast content of social studies to fit the page limitations of the text and meet the selection criteria of as many states and districts as possible. It would appear that this places severe limitations on social studies instruction. The major problems found were:

1. The series were basal in name only. (Looseley related collections of separate grade-level texts.)
2. The study of the United States was dominant.
3. Most series were similar in content, methodology, and scope and sequence.
4. Many topics were covered superficially.
5. Representations of women and minorities were unrealistic.
6. Skill strands emphasized map and global skills (pp. 23-24).

The following information identifies research and programs that are known as multimedia. Recent criticism of social studies and mainly the lack of geography skills by American students has again generated the development of programs that incorporate the use of many methods.

**Affective and Cognitive Models**

A Master's thesis by Bonnie Davidson (1977) presents a model for the combination of both domains. She compared the cognitively-oriented psychology of Piaget with affectively-oriented work of Maslow and related both movements to education. Davidson developed a unit
and illustrated it by activities designed for a fourth grade study of California Indians. Her model is based on the work of Helen Doolin which was published in the monograph *Social Studies Techniques*. Students were involved in simulations, reading assignments, note taking, class discussion, library research and evaluation. The final step being an identification of affective and cognitive criteria used to evaluate classroom experience with the model. The results indicated that this was an effective multi-media approach for teaching social studies.

The Arlington, Washington Schools (1981) validated a program called REACH (Respecting our Ethnic and Cultural Heritage) which covers four phases:

Number One - Human relations covering student activities in self-awareness, interpersonal relations, and group dynamics.

Number Two - Cultural self-awareness in which students do research in the history and culture of their own family and produce a display to be presented at a fair.

Number Three - Student study of diverse ethnic perspectives on key events in American history through the use of student booklets.

Number Four - The final phase is cross-cultural in that students engage in significant person to person contact with individuals from different ethnic studies.

This course has been fully tested as being an innovative and exemplary program and is now part of the National Diffusion Network.
These are courses proven to be effective and may be considered for adoption through the Columbia Education Center in Portland.

A recent addition to the National Diffusion Network (1988) is a curriculum model entitled: *Preparing for Tomorrow's World* for students in grades 7-12. It addresses the need for sophisticated problem-solving and decision-making skills to deal effectively with current and future societal problems. The goals are to develop logical thinking and social reasoning skills in the context of science, technology, and society. Materials, activities, and teaching strategies in a sound instructional model are utilized to develop the skills necessary for students to move to higher levels of cognitive reasoning and citizenship. Oregon school districts may adopt this course through the Columbia Education Center.

One other addition to the Diffusion Network is a course entitled *Teaching Geography: A Model for Action in Grades 4-12*. This is in response to the recent criticism from individuals such as Secretary Bennett regarding the lack of geography skills possessed by American students.

Falkenstein (1983) reports four significant models that are presently underway to foster a world view. The states of Florida and Minnesota have developed a model to be used in grades K-12. Chicago has developed an elementary model and the Longview Foundation in Washington, D.C. has also developed an elementary model. Each approach emphasizes interdependence, diversity, empathy, multiple loyalties, cooperation, human rights, participation, change, and conflict management. All of these are a combination of both domains
and represent a beginning of a period of innovation in teaching about the other countries of the world.

In the material that follows, Dale's Cone is discussed. Dale recommended this aid for developing instructional plans and did not emphasize it as being exact and rigid but as a device to enhance instruction.

**Cone of Experience**

Consideration of instruction which includes the affective and cognitive domains would appear to be mandatory for rich and valuable educational programs in the teaching of global studies. With this in mind, the instructional plans in this study were examined in light of their overall adherence to a media taxonomy. Dale's Cone of Experience was chosen due to his influence in media and instruction, and because it provides a viable framework upon which to base the lessons designed for this research.

The following studies support the use of Dale's taxonomy. A study by Johnson and Ehlinger (1978) provided a discussion of the use of film in education based on Himstreet and Baty's Hierarchy of Methods and Dale's Cone of Experience. Further research involving the Cone by Leigh and others (1980) provided a set of assessment instruments to help adult basic education teachers appropriately place the learner at entry level of instruction. A third study by Schrock (1984) discussed uses and misuses of computers in the science classroom examining the Cone related to laboratory computer and extended laboratory activities.
Edgar Dale devised a pictorial device called the Cone of Experience (Appendix A) which is to be considered when using audio-visual aids. It is an aid to explain the relationships of the various types of materials to be used in the learning process. This classification moves from the most direct to the most abstract kind of learning. At the base is the direct, purposeful experience where the individual uses all five senses in the learning process. At the opposite end of the scale are verbal symbols which have no resemblance to the objects or ideas for which they stand.

Summary

The review of research for this study was limited to the affective and cognitive domains and learning preferences as applied to the materials and methods used in teaching global studies. Affective material is taught in a number of ways, especially on the elementary level. Using video, realia, dramatized experiences, plays, dance, music, crafts, and doll play are approaches which seem to be predominant. A number of studies were identified where instructional materials were developed that had a significant influence. The method that stands out in this domain for effectiveness and consistent use is dramatized experiences. Learning preference is becoming a common term in education, but this review found only two studies that addressed it in the cognitive domain.

Instruction in the cognitive domain is rooted in the use of textbooks, mapwork, and other printed material. The research has shown that few of the materials are produced by the individual
teacher. Instead, there is a reliance on the textbook in providing the content to be covered. Some of the studies reviewed indicated significant gains in student outlining, summarizing, reading and recitation, and the ability to recall. The researcher found numerous citations of guides for methods and materials to utilize in teaching global studies but few studies concerning the effectiveness of these.

The review of the combination of both domains produced meager results. Only one study for using a "holistic" model is reported. Three courses have been fully developed and tested for effectiveness to become a part of the National Diffusion Network for adoption by school districts. One concerns the ethnic backgrounds of our cultural heritage, another is an integrated course with global concerns, and the last is a geography course. The states of Florida and Minnesota have seen a concern for global studies and have developed K-12 programs along with the elementary programs underway in Chicago and Washington, D.C.

Dale's Cone of Experience is a taxonomy used by media specialists and teachers for developing units for teaching. Dale cautioned that this device was not to be taken as an absolute as the different kinds of aids interlap and sometimes blend into one another. However, it is a tool to assist teachers in making considerations for rich and viable instructional programs.

As Morrissett, Hawke, and Superka (1981) emphasize, there is a need for such evaluation when addressing concerns for content, methodology and teaching in the teaching of social sciences. Some of these concerns are:
1. Too many students fail to learn important social studies knowledge, skills, and attitudes and do not like social studies.

2. There is generally a lack of variety in social studies teaching methods and evaluation practices, limited kinds of learning experiences, and inattention to research implications.

3. The present curriculum does not contribute as much as it could to learning that helps students understand and participate more effectively in the current and future world.

This is also a concern in Stanley's (1985) *Review of Research in Social Studies Education: 1976-1983*. A topic which should be researched on the local state regional, national, and global setting is: "The identification and study of factors related to effective social studies teaching, to include the experimental study of their relative effects." Recent attacks on the teaching of social studies indicate its importance, and the concern remains presently as an emphasis for this study.
CHAPTER III
MATERIALS AND METHODS

Purpose of the Study

The primary purpose of this study was to statistically examine three selected instructional plans utilized in the teaching of global studies in terms of their relative effectiveness in contributing to development of cognitive and affective growth. The possible identification of relationships between the plans and learning preference is a complimentary aspect of this purpose. The first plan included the components of symbolizing and observing; the second had symbolizing, observing, and doing; and the third contained symbolizing only. These three identified instructional approaches were devised utilizing the criteria from the different levels of Dale's Cone of Experience. The researcher taught each of the selected groups of students designated A, B, and C. Each approach was pre- and post-tested in terms of effectiveness in bringing about student growth in content and attitudes. Finally, the statistical data derived from four instruments was analyzed to determine if any significant differences exist.

The thesis of the study is that there will be no significant differences in student cognitive growth, attitudes toward groups, attitudes toward the course, as generated by the three discrete instructional approaches. This study was conducted between March 31, 1987 and May 8, 1987.
The hypotheses to be tested included:

1. There will be no significant difference in mean scores among the experimental groups when administered the Asia Inventory.

2. There will be no significant difference in mean scores among the experimental groups when administered the Attitude Toward A Group.

3. There will be no significant difference in mean scores among the experimental groups when administered the Attitude Toward a School Course.

4. There will be no significant difference in the psychological profiles among the experimental groups as indicated by the Myers-Briggs Type Indicator.

Outline of Procedures

In constructing this study a brief outline of the procedures is provided and is followed by a more complete discussion:

1. Develop a general cognitive examination covering Asia. Student knowledge examination to be used as a pre-test and post-test instrument.

2. Develop a set of questions for Asia Inventory utilizing procedures recommended by Brown (1970), Green (1975), and Gronlund (1971) for developing multiple-choice examinations. Described on page 49-50.
3. Forward the Asia Inventory to a Delphi or Thurstone (1929) Panel of judges for examination of content validity. Panel to alter and recommend necessary changes.

4. Revise as necessary and return for further review as many times as necessary.

5. Test the reliability of the Asia Inventory by using the split-half method (Spearman Brown).

6. Develop statements for Attitude Toward A Group and Attitude toward A Course based on criteria identified by Wang (1932), Thurstone and Chave (1929), Likert (1932), Bird (1940), and Edward and Kenney (1948). Edit according to accepted procedures for developing attitude scales. These are included on page 53.

7. Forward the Attitude Toward a Group and Attitude Toward a School Course to the same Delphi Panel of judges for examination of content validity. Panel alter and recommend necessary changes.

8. Revise as necessary and resubmit to the Delphi Panel as many times as necessary.

9. Test the instruments for validity and reliability using the internal consistency test with students at SHHS not directly related with experimental groups.

10. Provide material establishing the purpose and stated reliability of the Myers-Briggs.

12. Select the experimental groups.

13. Administer and score the Asia Inventory (cognitive test), the Attitude Toward a Group, Attitude Toward a School Course, and the Myers-Briggs Type Indicator. The cognitive test and two attitude scales will be pre-tests. The Myers-Briggs will be administered one time, only, at the beginning of the study.

14. Teach the unit on Asia utilizing the instructional plan designed for each experimental group.

15. At the completion of the six week unit, the cognitive test and two attitude scales will be administered as post-tests.

16. Treat the data in order to identify acceptance or rejection of the hypotheses.

**Development of the Asia Inventory**

A primary concern of the researcher was to locate a fully validated and general cognitive examination covering the countries of Asia used in the study. The Asian Studies departments at Portland State University, the University of Washington, and the University of Hawaii were contacted.

The REACH (Respecting our Ethnic and Cultural Heritage) program in Arlington, Washington, and Dr. Robert Pratt, Social Studies Coordinator for the Multnomah ESD, were also sources contacted for
locating or devising a comprehensive test on Asia. An appropriate content test was unavailable; therefore, the alternative was to develop a test that was completely compatible with the study.

Essentially, the instrument needed was a classroom test that would cover the unit on Asia. According to Brown (1970), Green (1975), and Gronlund (1971), the first item a teacher should be concerned with is the extent to which the exam covers the material taught and the way it is taught.

In devising the instruments for this study, a panel of judges was utilized to assist in determining the content of the cognitive test. Of the eleven judges, five of them were the regular classroom teachers who were responsible for teaching the unit on Asia. Since they normally taught the Asia unit, they assisted in determining an examination which was representative of those concepts relating to Asia. The remaining judges were two education consultants, three university professors, and a curriculum director. A complete list of the judges is listed in Appendix B.

Of the 41 countries included in the text, all were covered by at least one question. Nine questions are included which came from outside the curriculum content and could only be known if a person had done reading other than the text. Fifty questions were recommended for a multiple-choice exam by Brown, Green, and Gronlund. The content was general and in the form of a classroom unit exam or inventory over all of Asia. A copy is included as Appendix C.
Criteria for Developing Questions

The following is taken from Brown (1970), Green (1975), and Gronlund (1971), stating the criteria that should be used in developing the multiple-choice test:

1. Directions should be clear in stating what is to be accomplished.
2. Test questions should be arranged so they can be easily read.
3. Aim at or below reading group you are testing.
4. Arrange so that the correct responses occur in random order.
5. All statements should be plausible.
6. The right answer should not be different in appearance from the other responses.
7. All responses should be grammatically consistent with the questions or the incomplete statement.
8. Try to use more than three possible responses to each question.
9. The choices should be as brief as possible and the correct response should be neither consistently longer nor shorter than the incorrect responses.
10. Ambiguous items should be avoided.
11. The central problem of the item should be stated in the premise so as to make only one choice justifiable.
12. Negatively stated items should be avoided.
13. The stem of the item should be meaningful by itself.
14. The item stem should include as much of the item as possible and should be free of irrelevant material.

15. An item should contain only one correct or clearly best answer.

Panel Examination

The judges were provided copies of a draft of the instrument for examination. Each were given instructions to alter, rearrange, or delete any of the instructions and questions which, in their estimation, were inappropriate for the scale. They were then asked to return the instrument for making the necessary corrections.

All instruments were returned and the necessary revisions made. A primary concern was the development of balance in questions among disciplines. In the 50 questions, there were nine on history, ten on economics, eight on culture, four on political science, six on religion, and 13 on geography.

The test was devised in such a manner that students could complete it in approximately 30 minutes. The questions and answers are relatively short and range from 6 to 27 words. Once the panel came to consensus, the inventory test was tested for reliability.

Reliability Test

Brown (1970) says the Spearman-Brown or split-half method is the most commonly used test of reliability. The correlation factor for the Asia Inventory was computed by correlating the odd numbered items with the even numbered items. According to Mueller (1986), a
Pearson Product-Moment Correlating coefficient is computed between the two sets of scores. Essentially, this is comparing two short tests.

The reliability of a test is then directly related to the length of the test. The Spearman-Brown formula is used to correct for this problem.

The formula for the Spearman-Brown is as follows:

\[ rsB = \frac{2r_{xy}}{1+r_{xy}} \]

For the purpose of this study, the averages of the odd/even responses were tabulated. A random sample was chosen for the test from the other social studies classes. The process was completed successfully and the initial analysis indicated a reliability quotient of .81.

Scale Development

The researcher used the components of three major scaling techniques to produce the two attitude instruments. Since the study called for instruments to address more than one attitude object, a Remmers-style scale was desirable. Even though there was a Remmers scale for the major objects of course and group, they did not measure the components that make up the course or group. For example: methodology or appearance.

The Remmers (1960) uses a positive or negative sign to indicate a response of "yes" or "no" but does not indicate a degree of
agreement or disagreement. This is a facet of the Likert technique (1946) and was utilized for the scale. Likert assigns a scale value to each response thus the instrument yields a total score for each respondent. Five is the strongest agreement, zero is neutral, and one is the strongest disagreement.

A Delphi Panel of judges was utilized to judge the developed scales (see Appendix B). Statements about a subject are gathered. The correctness of statements is not important. If the statements express opinions held by a substantial number of people, they may be used. The judges score the statements and those with the best marks are retained for the scale. However, the intent of this study was to devise scales that would allow for a discussion of the major facets of the attitude object.

The Attitude Toward a Group is a 25 statement scale with 20 of the statements reflecting the perceptions of the respondent as to how the culture group interacts with other culture groups or the rest of the world. The remainder of the scale is concerned with the perception of the group's food, intelligence, physical attractiveness, and the degree of education. A final statement is concerned with language difficulty. These statements, in total, represent the identified group or culture. In this study, China, Japan, and Iran are the groups or cultures used with the scale in this study. A copy of the scale is in Appendix D.

The Attitude Toward a School Course is a 19 statement scale with the same features as the group scale. All statements are directed
to the use of the textbook, materials, methods, or course (see Appendix E).

### Editing Procedures

The criteria which follow were utilized for developing the statements. These are according to Wang (1932), Thurstone and Chave (1929), Likert (1932), Bird (1940), Edwards and Kenney (1946):

1. The statement should express a desired behavior and not a statement of fact.
2. Each statement should be clear, concise, straightforward and in the vocabulary of the target group.
3. Statements should not use double negatives or include more than one idea.
4. Statements should cover the entire continuum one through five.
5. Avoid statements that may be interpreted in more than one way.
6. Distribute these statements in a random manner through the instrument.
7. For tabulation purposes, select numbers one through five with three being the undecided position.
8. One would be assigned some designation such as completely disagree with five representing the opposite.
9. Avoid statements that refer to the past rather than the present.
Panel Examination

The previously mentioned Delphi Panel was provided assembled instruments for examination. Panelists were given instructions to alter, rearrange, or delete any of the instructions and statements which, in their estimation, were inappropriate for the scale. They were then asked to return the instrument for making necessary corrections.

The items were edited and improved and then mailed for any necessary revisions. The corrections were then collected and the panel came to consensus after the second mailing. The scales were again checked in regard to the editing procedures previously outlined. A number of students were asked to read the statements and react to their clarity. No sample size was established. After the consensus by the Delphi Panel, the attitude scales were ready for statistical analysis by the Cronbach Alpha.

Validation and Reliability of Scales

Along with the use of the opinion of a panel of judges to establish content validity, a test for internal consistency was undertaken. The premise is that if a scale has a high index of internal consistency, the items are substantially intercorrelated. This constitutes evidence that a construct is being measured. Mueller (1986) contends that the combination of content validity plus internal consistency supplies at least a minimally acceptable evidence of construct validity of attitude scales.
The alpha formula used in this study is as follows:

\[
\alpha = \frac{1}{k-1} \left( 1 - \frac{\sum s_i^2}{s_t^2} \right)
\]

According to Mueller (1986), this can also serve as a check to establish reliability since validity is a precondition for reliability. A random sample of students from other social studies classes was chosen to test the scales. The process was completed successfully and the initial analysis indicated an acceptable alpha for each instrument. Three alphas were run for the Attitude Toward a Group and are as follows: Chinese, .7942; Japanese, .9009; and Iranians, .9203. The alpha for the Attitude Toward a Course was .8373.

**Purchase of Myers-Briggs**

Since the Myers-Briggs is a restricted test, its sale is limited to persons whose education and experience enable them to use the test appropriately. Mrs. Frances Stewart, one of our counselors, was responsible for purchasing the tests and scoring materials from Consulting Psychological Press, Inc., Palo Alto, California. She then administered the instrument and assisted with any questions concerning the Profile.

**The Myers-Briggs**

The Myers-Briggs is a measure of personality dispositions and interests based on Carl Jung's work. It can be administered to subjects from upper elementary through adult levels. It has four
bi-polar scales that can be used as continuous scores or reduced to a 4-letter code. From this 16 possible types can be defined and easily understood for self-exploration (see Appendix F).

The scales are Introversion-Extraversion, Sensing-Intuition, Thinking-Feeling, and Judging-Perception. This is an instrument that presents a way to identify learning styles and motivational patterns. It makes it possible to match instruction to the basic differences in students. With the information gained from the instrument, it is possible for the classroom teacher to organize methodology and materials to better fit their students.

Split-half reliability coefficients are relative to the groups being administered the instrument. Superior 12th grade and college samples have reliabilities from .80 to .94 with a median of .85. Regular academic 12th grade samples are .76 to .85 with a median of .81. Boys in the non-prep 12th grade and in intelligent but low-achieving 8th grade samples have reliabilities from .80 to .44 with a median at .73. It would appear that the instrument clearly meets the requirements for this study.

Organization of the Groups

There were 11 class sections from which to select the experimental groups with the largest classes chosen for the study. Since the statistical data is more desirable from large populations, the selection of the classes comprised those of 25 or more. There was no way to control the number of students in classes so that each group was exactly the same size so statistical tools were chosen that
compensate for differing samples. The experimental groups were then decided by a disinterested party drawing numbers to select them in a random fashion.

**Internal and External Validity Control**

There are always some concerns in research studies that will hinder the collection of valid data if they are not addressed. According to Best (1970) a good design will include attention to internal and external validity. Concern for internal validity consisted of two effects. The first was the point of mortality or loss of subjects. This was a concern due to the time of the school year principally because students were anticipating the beginning of summer vacation. A student who was absent during testing could not be used in the study.

The second concern was the Placebo-Hawthorne Effect. According to this effect, students will tend to overachieve when they know they are part of an experiment. The teachers in the remainder of the global studies program were advised to explain to students that the additional teacher would teach the Asia unit only. This was because the teacher had lived in Asia and wanted to share his experiences with students.

The experimental groups used the same textbooks but each used a different methodology which was previously defined. The structure of each plan remained constant throughout the study.
Experimental Groups

The experimental groups consisted of three groups of students. Different instructional plans were devised using Dale's Cone of Experience as the criteria. The basic plan (EA) included the components of symbolizing and visualizing while the multi-media plan (EB) contained these two along with doing, and the inquiry-research plan (EC) contained the facet of symbolizing. The researcher taught all three groups during the study. These plans are presented in Table 1.

Test Administration

The Asia Inventory consists of 50 multiple-choice questions and is a statement completion inventory with four choices available. The directions for completing the Inventory are written at the top of the exam and are self-explanatory. However, a verbal explanation to students for completing the instrument is recommended. There is no time limit, but an estimation for completion was 25 minutes. This was administered as a pre-test at the beginning of the unit and again at the end as a post-test.

The Attitude Toward a Group consists of 25 statements and the Attitude for a School Course consists of 19 statements. The respondent has the choice of five numbers: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The scores are determined by summing the numerical value of the items. The maximum score for the group scale would be 125 if the respondent chose five for each statement and the minimum score would be 25 if the respondent chose one for each statement. The maximum score for
the school course would be 95 if a respondent chose five for each statement and the minimum would be 19 if a respondent chose one for each statement. The higher the total score, the more positive the attitude toward the listed object, and the lower the score, the more negative the attitude.

Directions for completing the scales are written at the top of each scale and are self-explanatory. There is no time limit, but an estimation for completion of each scale is five minutes. Each scale was devised so that a student may respond to as many as five culture groups or five school courses during the administration of the instrument.

The Attitude Toward a Group was administered as a pre-test and then a post-test at the end of the unit. The culture groups selected for the scale were Chinese, Iranians, and Japanese. The Chinese were chosen because the researcher had lived in this culture and would highlight it in the instruction. The Iranians were selected due to their prominence in international relations. The Japanese were selected due to their prominence in world relations, and again, because the researcher had lived in this culture and would highlight it in the instruction.

The Attitude Toward a School Course Scale was administered a week later than the other instruments. Since the class had just begun, the students had not developed an opinion of the class, so it was necessary to test at a later date. This was administered again as a post-test at the end of the unit.
The Myers-Briggs, Form F with 166 items was utilized in this study. The Indicator is virtually self-administering with all necessary instruction given on the cover page of the test booklet. The four bi-polar scales may be reduced to a 4-letter code. The instrument is easily scored through the use of answer sheets and correction key for placing over the answers. Basically, the scoring is counting the number of responses for each preference and placing them on the answer sheet. There is no time limit for the instrument, and it is possible for an individual to complete it in 20 to 30 minutes.

During the month of March, Mrs. Fran Stewart, one of the counselors administered the Myers-Briggs Type Indicator to all of the students in the global studies classes. This took approximately three days, with some follow-up to reach individual students who were absent during the test.

Treatment of the Data

A two-way analysis of covariance was selected as a means for determining the acceptance or rejection of the null hypotheses. Dr. Wayne Courtney, statistical advisor for the School of Education at Oregon State University, recommended the use of the ANCOVA and Tukey's multiple comparisons test to identify where any difference lies, if any hypothesis was rejected. Covariance was utilized to examine the scores of the Asia Inventory and the Attitude Toward a Group, and Attitude Toward a School Course at the .05 level of significance.
A Chi-square was used to determine the acceptance or rejection of the null hypothesis for the Myers-Briggs Type Indicator. Since this is not an interval scale but the scores are nominal, the data must be tested differently. The Chi-square was utilized at the .05 level of significance.

Summary

In order to statistically test for the effectiveness of the experimental instructional plans in the affective and cognitive domains, four instruments were utilized for purposes of conducting a thorough investigation. Three instruments were developed specifically for the study and the other was a fully validated instrument.

The researcher taught three of the largest groups which were designated the experimental groups. Instructional plans were devised utilizing the criteria of Dale's media taxonomy, The Cone of Experience.

Instruments were utilized as pre-tests and post-tests with the exception of the Myers-Briggs.

Analysis of covariance was utilized with the cognitive test and attitude scales, and a Chi-square with the Myers-Briggs. Hypotheses were tested at the .05 level of significance.

The primary purpose of the methods discussed in this chapter was an attempt to study and analyze three instructional plans for their effectiveness in the affective and cognitive domains.
CHAPTER IV
RESULTS AND DISCUSSION

The primary purpose of this study was to statistically examine three selected instructional plans utilized in the teaching of global studies. The plans were tested for their effectiveness in contributing to student growth in both the affective and cognitive domains. The identified instructional approaches were developed utilizing criteria from Dale's Cone of Experience and their effectiveness was determined based on the data obtained from the study.

The particular structuring of the groups was an attempt to replicate the types of instructional plans observed by this researcher while serving as a supervisor of student teachers and teacher in the public schools of Southwest Washington and Oregon. Hypotheses stated that there will be no statistically significant difference between or among the groups.

The composition of these experimental groups follows:

Plan EA (observing and symbolizing) had the major components of reading the assigned text, teacher lecture and discussion, mapwork and other seatwork activities. The plan was supplemented by the use of films and filmstrips that are available in the school collection or the educational services district. Students were basically involved with printed materials and films or observing and symbolizing.

Plan EB (doing, observing and symbolizing) also used the text as a major curricular tool but was highlighted by materials and experiences of the teacher who had lived in Asia. Mapwork was used and
students viewed slides taken by the teacher in Asia. The students also handled many artifacts that were brought to class. Films and filmstrips from the high school collection and educational service district were utilized. This plan was the only one to incorporate all three subdivisions of the Cone of Experience or was an attempt to replicate direct experience.

Plan EC (symbolizing) was an inquiry plan which was similar to the model described in a text by Joyce and Weil (1980). Students worked in teams and researched the various countries of Asia and made class presentations of their findings. They read the text and discussed the material along with doing mapwork and various seatwork activities. This plan was similar to what John Dewey described as the deductive-inductive process and has components similar to the Taba Program. It relied almost completely on the printed symbol or symbolizing.

The following procedures were used to generate the data for this study:

1. Devise and establish the validity and reliability for the Asia Inventory.
2. Devise and establish the validity and reliability for the Attitude Toward a Group.
3. Devise and establish the validity and reliability for the Attitude Toward a School Course.
4. Purchase the Myers-Briggs from the Consulting Psychologists Press, Inc.
5. Select the groups and administer the four testing instruments.

6. Treatment of the data.

**Validity and Reliability for the Asia Inventory**

The Asia Inventory was designed as a test of general knowledge. The multiple-choice objective test was indicated by Brown (1970), Green (1975), and Gronlund (1971) as being the best type of objective test. They recommended 50 items as a common and useful exercise. This also fit the parameters of the study as three other instruments were utilized, and it was not efficient to have a lengthy and time-consuming cognitive test.

The Asia Inventory was developed by the researcher with the assistance of a Delphi Panel. Five members of the panel were the classroom teachers who normally taught this unit. It was anticipated that their knowledge of the previous instruction would assist with the preparation of an acceptable cognitive test. A split-half correlation was conducted as a statistical examination of the reliability of this instrument.

The Spearman/Brown split-half correlation was completed, utilizing the odd and even items and the average of the total to compensate for non-response to an item. Two groups were utilized to begin the study and were followed by a re-test to further check the reliability of the cognitive test. The results follow in Table 3.

Based on the criteria for statements of correlation that follow in Table 4, there was a high correlation and thus a marked
relationship indicated for Group 1: .85 and Group 2: .88. A summary of the results of the retest indicated that there was a very high correlation and, therefore, a very dependable relationship of .90. The data suggests that the Asia Inventory is able to repeat the results with different populations and was adequate for the completion of this study.

Table 3. Spearman/Brown correlations for Asia Inventory.

<table>
<thead>
<tr>
<th>Group 1: Correlations between forms = .686493458</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 22</td>
</tr>
<tr>
<td>Equal/unequal (25 items each) = .81141074 (.81)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group 2: Correlations between forms = .748445882</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 27</td>
</tr>
<tr>
<td>Equal/unequal (25 items each) = .87733163 (.88)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Re-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlations between forms = .826267696</td>
</tr>
<tr>
<td>n = 21</td>
</tr>
<tr>
<td>Equal/unequal (25 items each) = .9048706 (.90)</td>
</tr>
</tbody>
</table>

Table 4. Criteria for statements of correlation.

<table>
<thead>
<tr>
<th>Correlation Value</th>
<th>Approximate Descriptive Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than .20</td>
<td>Slight, almost negligible relationship</td>
</tr>
<tr>
<td>.20-.40</td>
<td>Low correlation; definite but small relationship</td>
</tr>
<tr>
<td>.40-.70</td>
<td>Moderate correlation; substantial relationship</td>
</tr>
<tr>
<td>.70-.90</td>
<td>High correlation; marked relationship</td>
</tr>
<tr>
<td>.90-1.00</td>
<td>Very high correlation; very dependable relationship</td>
</tr>
<tr>
<td>r-r^2</td>
<td>Guilford (1965) p. 145</td>
</tr>
</tbody>
</table>
Validity and Reliability for Attitude Toward a Group

The Attitude Toward a Group was a scale designed to be a general purpose instrument. It may be used with any group merely by filling in the group to be measured. The scale was devised by utilizing the work of Likert (1946) and Remmers (1960) and was developed through the use of a Delphi Panel such as that of the Thurstone (1929) scaling technique.

The scale was statistically tested with the Cronbach Alpha which is a measure of internal consistency with each statement being correlated against the others. This was successfully completed for the 25 items of the scale and repeated three times for Chinese, Japanese, and Iranians. The results follow in Table 5.

Table 5. Cronbach Alphas for Attitude Toward a Group.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha for Chinese</td>
<td>.7942 (n = 20)</td>
</tr>
<tr>
<td>Alpha for Iranians</td>
<td>.9203 (n = 19)</td>
</tr>
<tr>
<td>Alpha for Japanese</td>
<td>.9009 (n = 19)</td>
</tr>
</tbody>
</table>

As previously stated, Mueller (1986) Chapter III, validity is a precondition for reliability. The highest alpha would be 1.00. Essentially, the Cronbach Alpha is a test for internal consistency with each statement being tested for its relationship to the entire instrument. No single statement generated an alpha low enough to warrant its removal from the instrument. Downie and Heath (1970) suggested that ranges of .40 to .60 are acceptable coefficients. A
summary of the statistical procedures applied to this scale indicated a high correlation and a marked relationship for the alpha for Chinese (.7942) and a very high correlation and very dependable relationship for Iranians and Japanese (.9203 and .9009). The data suggests that there is a substantial relationship between the scale and its ability to repeat the results with different populations, and that it was adequate for the completion of this research.

Validity and Reliability for Attitude Toward a School Course

The Attitude Toward a School Course was also designed to be a general purpose scale. It was developed utilizing the same procedures and guidelines previously mentioned for the group scale.

The Cronbach Alpha was utilized as a test of internal consistency over 19 items. The only attitude object used was the global studies class. As a further test, the statistician for the Survey Research Center at Oregon State University recommended two other alphas to consider gender. The results follow in Table 6.

<table>
<thead>
<tr>
<th>Total population</th>
<th>Alpha = .8373 (n = 38)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females only</td>
<td>Alpha = .8761 (n = 12)</td>
</tr>
<tr>
<td>Males only</td>
<td>Alpha = .8316 (n = 21)</td>
</tr>
</tbody>
</table>

Again, no single item generated an alpha that would warrant removing it from the scale. These single alphas for each statement did not remain constant but differed when utilized with male and
female. The discrepancy in the total population and male and female is a result of students failing to identify themselves. A summary of the statistical procedure applied to this scale indicated a high correlation and, thus a marked relationship (Total population = .8373, Females = .8761, Males = .8316) between the scale and its ability to repeat the results with different populations. Results suggested that it was adequate for the completion of this research.

**Selection of the Groups**

There were 11 sections of students from which to select the experimental groups: the researcher chose to concentrate on the largest groups in order to test as many students as possible for the study. The classes ranged from 12 to 27 in number with the morning sections being the largest. It was then possible for the researcher to take the teaching loads of three teachers with classes during periods 2-4. Of the total student population of the global studies program, 67 out of 217 were in the experimental groups.

The groups or classes to use each instructional plan were then decided by a random drawing. Experimental groups were selected on February 10, 1987, by drawing the numbers of three of the largest groups and assigning the experimental plans to them. The first group drawn was designated EA, the second EB, and the third EC.

**Administration of the Instruments**

During the month of March, Mrs. Fran Stewart, counselor, administered the *Myers-Briggs* to all students in the global studies
classes. This took approximately three days with some follow-up to reach individual students who were absent during the initial testing. The Asia Inventory and Attitude Toward a Group were administered at the beginning of the unit.

The Attitude Toward a Course was administered one week later than the other instruments. This was because the students had no basis for rating the class, as it had just begun. The ATC was administered again as a post-test at the end of instruction. The Asia Inventory and Attitude Toward a Group were administered as post-tests at the end of instruction.

Chinese, Japanese, and Iranian cultural groups were selected for the Attitude Toward a Group. This was an arbitrary decision made on the part of the researcher. The Chinese and Japanese were known to the researcher from his experience in living abroad and, secondly, for their prominence in contemporary world affairs. The Iranian culture was chosen due to recent international events involving the United States and Iran. It was, therefore, assumed that the respondents would have a better basis for reacting to these three groups than many of the countries being studied.

Students were generally receptive to taking the Myers-Briggs, but there was a small number who refused to complete it as the instrument might have been a little threatening to them. The test required answering personal statements, and some students might not have been ready for this. These tests were covered in the classes after the unit with a general synopsis given to each of the students.
Students readily gave identifying information when they took the Asia Inventory and Attitude Toward a Group. However, this was not the case with the Attitude Toward a Course. Since the students did not identify themselves on the Attitude Toward a Course, it was not possible to test the hypothesis for this variable. According to the statistician, in order to statistically test for differences, the individual pre-test and post-test scores must be compared. The statistical tool then computes the individual differences to complete the group statistic. Since these could not be identified, the analysis could not be completed.

Although student behavior did not allow the hypothesis testing of this variable, this did not jeopardize the basic integrity of the overall design. The Asia Inventory was an instrument for testing cognitive gain and the Attitude Toward a Group affective change. The Attitude Toward a School Course was administered approximately one week after the start of the unit, because the students had not had time to form an opinion of the instruction they were taking. Even though it was desired to make pre-test and post-test comparisons, the overall class attitudes at the end of the instruction do have merit. These will be reported in this chapter.

Treatment of the Data

The primary statistical tool used for this study was the two-way ANCOVA (analysis of covariance). All decisions were based on the .05 level of significance. The statistician recommended the two-way so that group and gender could be statistically examined.
Analysis of covariance was selected because it is a statistical technique which combines the concepts of analysis of variance with regression analysis to handle situations where the researcher cannot completely control the influence of all of the variables in the study. It is a procedure for testing the significance of differences among post-test means. The mathematics of the covariance adjusts for initial differences in the data using pre-test information as a basis for statistical matching. By making such adjustments in the data, sampling error is reduced and precision is increased.

Asia Inventory

Scores for the respondents in the experimental groups were compared in order to determine the acceptance or rejection of the hypothesis with the post-test as the dependent variable. The null hypothesis was: "There will be no significant difference in the mean scores among the experimental groups when administered the Asia Inventory" (level of significance = .05). The ANCOVA was accepted or rejected based on the value of "p". This value, "p", was based on a probability factor that suggests that the resulting numerical value represents the level of significance. Table 7 includes the adjusted mean scores from the ANCOVA.

Table 7. Adjusted mean scores--Asia Inventory.

<table>
<thead>
<tr>
<th>Group</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA (n = 23)</td>
<td>24.96</td>
</tr>
<tr>
<td>EB (n = 22)</td>
<td>24.17</td>
</tr>
<tr>
<td>EC (n = 22)</td>
<td>24.29</td>
</tr>
</tbody>
</table>
Using these means, the ANCOVA calculated \( p = .734 > .05 \).

Since the p-value is higher than the level of significance, the hypothesis is accepted. This indicated that there was no significant difference in mean post-test scores among the experimental groups on the Asia Inventory.

It should be noted the adjusted mean scores are a part of the covariance statistic to allow for precision. The post-test means are adjusted to compensate for any differences between the groups on the pre-tests. As an example: one group starts the study with higher mean scores, and therefore, could score relatively the same on the pre-tests and still have the greater means. The adjusted means then allow for a computation to calculate the differences that occur during pre-test to post-test.

Although no significant difference was indicated among groups, the statistician had recommended that a two-way analysis be done so that gender could be tested. The ANCOVA was used to test this at the .05 level of significance. The adjusted mean scores follow in Table 8.

<table>
<thead>
<tr>
<th>Table 8. Adjusted mean scores for gender--Asia Inventory.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male = 22.12</td>
</tr>
<tr>
<td>Female = 26.10</td>
</tr>
</tbody>
</table>

Since the p-value for this test was \( p = .035 > .05 \), and is lower than the level of significance, a difference between the scores of male and female was indicated. Utilizing this statistic, the
adjusted means would indicate that females scored significantly higher on the Asia Cognitive.

**Attitude Toward a Group**

Again, the ANCOVA was utilized to test the mean scores of the respondents on the Attitude for a Group with the culture groups of Chinese, Japanese, and Iranians being considered by each student. The null hypothesis: "There will be no significant difference in the mean scores among the experimental groups when administered the Attitude Toward a Group" (level of significance = .05). This was tested once for each of the previously mentioned culture groups. The adjusted mean scores for these tests appear in Table 9 along with the p-values calculated by the ANCOVA.

<table>
<thead>
<tr>
<th>Group</th>
<th>Chinese</th>
<th>Iranians</th>
<th>Japanese</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA</td>
<td>88.21</td>
<td>68.43</td>
<td>87.65</td>
</tr>
<tr>
<td>EB</td>
<td>93.58</td>
<td>73.64</td>
<td>96.99</td>
</tr>
<tr>
<td>EC</td>
<td>88.99</td>
<td>71.40</td>
<td>89.79</td>
</tr>
<tr>
<td>p-value</td>
<td>.531</td>
<td>.541</td>
<td>.187</td>
</tr>
</tbody>
</table>

This value, "p", is based on a probability that suggests the resulting numerical value represents the level of significance. Since all p-values were higher than the level of significance, the hypothesis was accepted for each test. Therefore, there was no significant difference in mean scores among the experimental groups.
The second part of the two-way ANCOVA was used to test the Attitude Toward a Group for gender differences. This was applied to ascertain if the attitudes of male and female were different toward each culture. Again, the ANCOVA was tested at the .05 level of significance. Table 10 lists the adjusted means along with the p-values calculated by the ANCOVA.

Table 10. Adjusted means for the Attitude Toward a Group (gender).

<table>
<thead>
<tr>
<th>Culture Group</th>
<th>Male</th>
<th>Female</th>
<th>p-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>91.13</td>
<td>89.55</td>
<td>.711</td>
</tr>
<tr>
<td>Iranians</td>
<td>70.88</td>
<td>71.57</td>
<td>.856</td>
</tr>
<tr>
<td>Japanese</td>
<td>91.97</td>
<td>91.23</td>
<td>.865</td>
</tr>
</tbody>
</table>

The values of "p" for Chinese, Iranians, and Japanese were greater than the established level of significance which indicated that males and females did not score significantly different when identifying their attitudes toward other cultures.

Table 11 is a summary of the pre-test and post-test means for the Attitude Toward a School Course. It should be noted that the adjusted post-test means for the experimental groups are not the same as those listed in this table. These have been calculated using the regular arithmetic process. The lowest negative score possible was 19 and the highest possible positive score was 95. The neutral or no opinion score would total 57.
Table 11. Attitude Toward a School Course means.

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA (n = 23)</td>
<td>62.95</td>
<td>55.70</td>
</tr>
<tr>
<td>EB (n = 22)</td>
<td>59.70</td>
<td>62.27</td>
</tr>
<tr>
<td>EC (n = 22)</td>
<td>53.55</td>
<td>49.11</td>
</tr>
</tbody>
</table>

In the material that follows, the profile of each student in the study has been included as an analysis of how compatible the different instructional plans were with the learning preference of students. This test provides nominal data which cannot be subdivided like that from the instruments previously discussed.

**Myers-Briggs Type Indicator**

The *Myers-Briggs* is an interest or preference inventory which indicates how, when given a preference, the individual prefers to take action. It identifies the way that a person looks at different situations and will make decisions regarding these. These are then directly related to the attitudes one displays toward others, instruction, or any other activity. The test provides a profile that indicates how each individual will respond to methodologies, or in this case, instructional plans.

This test is based on the work of Carl Jung and has been extensively researched by Consulting Psychologists of Palo Alto, California. The basic categories of the *Type Indicator* include the extrovert which means that the person relates more to the outer world
of people and things than the inner world of ideas. According to the authors of the *Myers-Briggs*, an extrovert prefers to "talk things out" often considering aloud all of the possibilities before stating a conclusion. The opposite is the introvert who relates more to the inner world of ideas and prefers to "think things out" before stating a conclusion. A general idea given by the Consulting Psychologists is that an extrovert "speaks to think" and an introvert "thinks to speak." This would indicate that one profile would prefer active and group-oriented instruction while the other would prefer individual activities for determining conclusions.

These opposites are joined by three other sets of opposites which gives the individual a four-lettered indicator of his/her total type. The letter "S" stands for sensing which means the person bases consideration of the world about you on the five senses while the "N", for intuition, considers the world on the basis of what the potential might be. The letter "T" stands for thinking and indicates one who prefers a logical approach to making decisions. The opposite for thinking is "F" or feeling and is one who makes decisions on the basis of how the situation feels. In the final set, "J" stands for judgement and is one who prefers an orderly progression of events leading to a final outcome. The opposite "P", perceiving, is one who prefers to let the final outcome emerge as a result of an open-ended progression of events.

As a visual aid, Table 12 was developed.
Table 12. Myers-Briggs opposites.

<table>
<thead>
<tr>
<th>Extrovert</th>
<th>Introvert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensing</td>
<td>Intuition</td>
</tr>
<tr>
<td>Thinking</td>
<td>Feeling</td>
</tr>
<tr>
<td>Judgement</td>
<td>Perceiving</td>
</tr>
</tbody>
</table>

These four combinations can be further subdivided to identify a total of 16 possible profiles. Table 13 has been prepared to provide a summary of the total extroverts and introverts of this study.

Table 13. Summary of student profiles.

<table>
<thead>
<tr>
<th>Group</th>
<th>ENFJ</th>
<th>ENFP</th>
<th>ENTJ</th>
<th>ENTP</th>
<th>ESFJ</th>
<th>ESFP</th>
<th>ESTJ</th>
<th>ESTP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extroverts (n = 44)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>EB</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group</td>
<td>INFJ</td>
<td>INFP</td>
<td>INTJ</td>
<td>INTP</td>
<td>ISFJ</td>
<td>ISFP</td>
<td>ISTJ</td>
<td>ISTP</td>
</tr>
<tr>
<td>Introverts (n = 23)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EA</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EB</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EC</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above table presents the 16 possibilities from the Myers-Briggs with eight extrovert and eight introvert categories. As an example of the profiles: ENFJ is an extrovert who makes choices through intuition, how it feels, and judgement. The ENFP uses intuition, how the situation feels, and perception or one who prefers to let things happen through an open-ended progression of events. The remaining opposites are preferences for thinking or a logical approach.
and for sensing or making decisions based on the five senses. These four letters then indicate the types of preferences for each type.

Chi-square was utilized to statistically test the results of the Myers-Briggs Type Indicator since it is a nominal data and cannot be subdivided. Four Chi-squares were used to test the four opposites which were previously described. Each was tested for two degrees of freedom. The Chi-squares were utilized to test the null hypothesis: "There will be no significant difference in the psychological profiles among the experimental groups as indicated by the Myers-Briggs Type Indicator" (level of significance = .05).

Table 14. Myers-Briggs Chi-square results.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EI</td>
<td>.8625</td>
</tr>
<tr>
<td>SN</td>
<td>.2434</td>
</tr>
<tr>
<td>TF</td>
<td>.8275</td>
</tr>
<tr>
<td>JP</td>
<td>.8587</td>
</tr>
</tbody>
</table>

The OSU statistician advised that the numerical values for these tests could be compared in the same way as the covariance hypotheses or from a Chi-square table. Therefore, p-values were used. This value "p", is based on a probability factor that suggests the resulting numerical value represents the level of significance. Since the values for "p" are all higher than the significance level of .05, the hypothesis is accepted for each. This indicated that the experimental groups had no significant difference when considering their profiles. Along with this is the information from Table 13 which indicated that extroverts in this study outnumbered the introverts by almost
The significance of this ratio being that extroverts generally prefer active, group-oriented instruction while introverts prefer individual activities for obtaining conclusions.

Summary

This study had as its purpose the statistical examination of three experimental instructional plans for teaching global studies. The plans were utilized to test the effectiveness of the methodology in both the affective and cognitive domains. The study was conducted in three parts or steps. The first included development of a cognitive test, the development of a scale to measure attitude toward culture group, and a scale to measure attitude toward a school course in conjunction with utilizing the Myers-Briggs Type Indicator. Validity and reliability were established through the use of a Delphi Panel and statistical treatment of all instruments. When this was completed the statistical data indicated that the reliability of the three instruments was adequate for this study.

In step two, testing the hypotheses utilizing results from three of the four instruments was accomplished. The null hypothesis was accepted each time. The ANCOVA did not indicate any significant differences in the scores of the groups when testing for the dependent variable of the Asia Inventory. There was, however, an indication that females scored higher than males on this inventory. There were no significant differences between the scores of the groups who completed the Attitude Toward a Group for Chinese, Japanese, and Iranians.
The Chi-square was utilized to test the Myers-Briggs Type Indicator and the data indicated that no significant differences within the experimental groups. The implication therefore, was that they would be typical of the populations found in the other classes.

Treatment of the data was the final step which included examination of the groups in the study and to develop tables from information gained from the cognitive test, the two attitude scales, and the Myers-Briggs. These were developed to better explain the data of the study. These tables have been discussed in this chapter and will be further summarized along with the implications of the findings in the final chapter.
CHAPTER V
SUMMARY AND IMPLICATIONS

The purpose of this study was to examine three instructional plans utilized in terms of their relative effectiveness in contributing to development of cognitive and affective growth in selected global studies classes. The possible identification of relationships between these plans and learning preference was a secondary aspect of this purpose. Instructional plans used in the study were devised using criteria and levels from Dale's Cone of Experience. The study was conducted to provide a comprehensive analysis of selected methods of instruction presently being used in the teaching of global studies.

Procedures included testing for cognitive gain, attitudes toward groups, and the course itself, and determination of the psychological profiles of students for learning preferences. This was accomplished by the development and implementation of three instruments and the use of a commercially available instrument to measure learning preference profiles. Scores from these instruments were used as the dependent variables to test the hypotheses.

Treatment of the Data

The Attitude Toward a Course was not treated as originally planned due to students not identifying themselves on the pre- and post-test scales. Mean scores are discussed in this chapter as descriptive data.

Statistical treatments used for data analysis included covariance (ANCOVA) for the Asia Inventory and Attitude Toward a Group and the
Chi-square for the **Myers-Briggs Type Indicator**. The hypotheses stated in the form of null hypotheses were tested at the .05 level of significance and follow with a discussion for each.

**Hypothesis #1.** There will be no significant difference in the mean scores among the experimental groups when administered the **Asia Inventory**. The hypothesis was accepted.

The first hypothesis was established to provide a basis for examination of the results of the **Asia Inventory** for differences among the groups. Question 1 of the **Statement of the Problem** in Chapter I was: How effective is each teaching plan in terms of promoting cognitive gain? The three groups produced almost identical means. Out of a test of 50 points possible, students were correct on approximately one-half of the answers. These are meager results in any class and indicated instructional plans which were mediocre as one of the major causes for this outcome.

Two possible conclusions for these results stand out. First, is that the students have little interest in social studies subject matter. Student indifference is a point which was emphasized in Goodlad's research on the public schools. The other factor is that activities and methodology are disliked by the students, and they become discouraged or indifferent to the material being studied. Difficulty of material is a lesser possibility as the curricular material was devised for this age-level and has been covered with many previous classes.

Utilizing a two-way ANCOVA, it was possible to test for gender differences in scoring among the experimental groups. A significant
difference was found when considering this aspect, as girls scored approximately four points higher than the boys on the cognitive test. Whether the cognitive difference is unique to this study or will occur constantly in other global studies instruction is a consideration for further research.

Hypothesis #2. There will be no significant difference in the mean scores among the experimental groups when administered the Attitude Toward a Group. This hypothesis was accepted each time when administered for the Chinese, Iranian, and Japanese cultures.

The second hypothesis was established in order to test the three experimental groups with the Attitude Toward a Group for differences among the groups. Question 2 of the Statement of the Problem was: Does each teaching plan have an influence on student attitudes toward other cultures? There were no statistically significant differences.

The largest mean (96.99) for a culture group was from Experimental Group B (doing, observing, symbolizing) and considered the Japanese culture. The lowest mean (71.40) was from Experimental Group C (symbolizing) and pertained to the Iranian culture. A score of 75 indicates neutral or no opinion and 100 indicates agreement.

When considering the attitude toward the Chinese, Experimental Group B had the highest mean (93.58), and Experimental Group A (observing and symbolizing) the lowest (88.21). The Iranian culture group received the highest score (73.64) in Experimental Group B and the lowest (68.43) in Experimental Group A. The Japanese culture had the highest degree of acceptance (96.99) in Experimental Group B and the lowest degree of acceptance in Group A (87.65).
Students studying under the three instructional plans displayed a low opinion of the Iranian culture which could possibly be attributed to the publicity that has been constant in the media. Attitude toward the Chinese and Japanese cultures were similar when comparing students in the instructional plans. Students generally did not have much information about the Chinese and Japanese even though the Pacific Rim had been a major topic in many articles.

Both Experimental Groups A and C post-tests scores on attitude indicated a decrease from the pre-test means. Experimental Group B posted the highest post-test means for the three different culture groups. Although, these differences were not statistically significant, they did reveal that the post-test means increased rather than decreased. Only Experimental Group B had increases in all the post-test means.

A possible reason for the decrease in post-test means is that the material covered did not place the cultures in a positive position, and therefore, attitudes declined. Another consideration is that after instruction, the additional knowledge caused a shift in attitude among the students. Since Experimental Group B post-test scores increased for all culture groups, another possibility is that students were better attuned to Plan B and that this approach actually does produce better results.

The increases by Experimental Group B could be as a result of a more positive and interesting approach, and therefore, the students were more positive. A final factor is that the viewing and handling of materials and artifacts from the Chinese and Japanese cultures had
an effect in student attitudes. There is a general body of research that concludes that artifacts used in teaching have an affective influence. This may also be considered a direct reflection of involvement of the higher levels taken from Dale's Cone and incorporated into Experimental Plan B.

As another check for score differences according to gender, the two-way ANCOVA was again used to test for male and female difference. Results indicated no significant differences. Changes in attitude, according to gender, is an area recommended for further research.

Hypothesis #3. There will be no significant difference in the psychological profiles among the experimental groups as indicated by the Myers-Briggs Type Indicator. The hypothesis was accepted.

In testing the third hypothesis, no significant difference in the profiles of the students of the experimental groups was produced. Question 4 of the Statement of the Problem was: Is each teaching plan compatible to the learning profiles of the students?

Data from the Myers-Briggs Type Indicator identified a student population that was 2/3 extroverted with the remainder introverted. The general concept indicated by Lawrence (1982) was that the majority of students would react positively to busy activities or those that required movement and group cooperation. Instead, the students were being taught with instructional plans utilizing structure through materials. The extrovert is attuned to the reactions of students while the introvert is attuned to their own ideas and center control in themselves. These plans did not match the learning styles of the students.
This difference may well be a major reason why Experimental Plan B (doing, observing, and symbolizing) had the highest post-test means on the Attitude Toward a Course and for all culture groups on the Attitude Toward a Group. Experimental Plan C which was symbolic only, produced negative pre-test means which decreased even more as the post-tests. Experimental Plan A contained both symbolizing and observing and was the most common of the plans viewed by the researcher in the public schools and those of the Comparator Plans at St. Helens High School. The test results for Group A were similar to Group C.

Administration of the Myers-Briggs can be a valuable planning tool for the classroom teacher in helping to reduce the changes of repeating results such as those obtained in this study. As indicated by these profiles, consideration of student learning preferences must be considered for effective instruction.

Although the Attitude Toward a School Course was not statistically tested, the pre- and post-test means were tabled and included in Chapter IV as descriptive data. Question 3 of the Statement of the Problem was: What is the attitude of the students toward the global studies course?

The post-test means of student attitude declined for Experimental Group A and Experimental Group C. Experimental Group B produced the only increase. Use of Experimental Plan A, which is a common instructional plan consisting of observing and symbolizing produced a negative score along with Experimental Plan C which included symbolizing only. Experimental Plan B (doing, observing, symbolizing) testing
produced results slightly above the neutral position. The overall preference for these instructional plans was either negative or slightly above no opinion. Possible reasons for decreasing scores is the difficulty of material, a disinterest in social studies, or an uninteresting instructional plan. The primary consideration would be the effectiveness of the instructional plan as Experimental Plan B produced an increase while the others decreased.

As most students refused to identify themselves, it was not possible to run an ANCOVA for the scale. Careful review of individual statements on the attitude scale revealed that, on the post-test, students expressed an increasingly negative attitude toward the content of the course, textbook, lessons, and methods. Although complete statistical analysis of results was not carried out, effective teacher use of the attitude statements to further pinpoint strengths and weaknesses of instruction would seem quite possible and appropriate.

A review of the justification for this study in Chapter I, further emphasized that clear concise cognitive skills along with necessary affective education were not inherent in these teaching plans. The plans had been designed to replicate those observed by the researcher in the public schools and only one of these included a process to consider affective growth. This was Experimental Group B which was an attempt to replicate direct experience.

Through the study of the results produced by implementing these plans, it was apparent that major modifications are needed. Dale's Cone was devised to give the teacher a tool to improve past and
present instruction. Methodology may not work in one situation but will in another, consequently, the teacher must ascertain when and where to use different methodologies in instruction. Coincidental with these judgements is the need to consider the learning preferences of students. Even the limited results obtained here, indicate a strong consideration for the use of a multi-media approach which uses many types of activities, materials, and methodology.

Development of Instruments

Gathering data for the completion of this study necessitated identifying and working through a viable process for construction of teacher made tests. Although not the principal thrust of this study, this approach did establish a set of procedures which can be applied by any classroom teacher to construct valid and reliable tests which more closely reflect not only what is actually taught in class but also how it is taught than do commercially prepared instruments.

The cognitive test (Asia Inventory) was developed to fit the curricular content of the unit on Asia. Questions were developed by utilizing textbook questions, those used by other teachers, and those originated by the researcher. These were refined by using recommended procedures for developing objective tests and presented to a Delphi Panel for examination.

The use of a Delphi Panel is a procedure recommended to teachers for the development of cognitive examinations. It can assist in removing the individual biases of the test constructor, therefore causing the examination to be more objective. Judges may be selected
from any teaching faculty so long as they have demonstrated a competency in the discipline being considered. In addition, it is recommended that outside representatives from appropriate disciplines such as curriculum and instruction personnel be included whenever possible.

One of the points that became evident in developing the cognitive test was that the test maker must remain aware of a balance of the disciplines included in social studies. If this awareness is not maintained, there can be a tendency to develop more questions for an area such as geography and history and overlook questions on religion, culture, etc. Another concern is that caution must be exercised in selecting the position of the correct response. If one does not address this point, it is relatively easy to set a pattern that allows for guessing on an examination.

The researcher located computer software that included the Spearman-Brown. This statistical tool, therefore, is available for teachers when undertaking test construction. A continuing refinement is relatively simple as test scores can be statistically analyzed by the test constructor through the use of a personal computer.

The two attitude scales (Attitude Toward a Group and Attitude Toward a School Course) were developed specifically for this study but may be utilized in other courses. The statistical tests for the preparation of these instruments identified reliability alphas that indicated a range of high correlation; marked relationship to very high correlation; very dependable relationships.
These scales were constructed in such a way that they would give a breakdown concerning the attitude object. As an example, in the **Attitude Toward a Group**, statements covered the culture group's beliefs, food, cleanliness, if the subjects were hardworking, manners, customs, and the influence on the world scene. This was the means used to ascertain the various facets that comprise the total attitude.

In the **Attitude Toward a School Course**, statements subdivided the course into areas which indicate student attitude toward course content, the textbook, supplemental materials, goals of the course, daily activities and grades. The intent was to provide the teacher with a basic understanding of what was specifically liked or disliked. These two scales could then be used for reorganization and refining activities and materials for classes.

Statements for both scales were derived from attitudes expressed by students, materials concerning cultures, and those that were identified by the researcher. These were then refined by using recommended guidelines for the development of attitude scales. Again, the Delphi Panel was an important part of the process in refining and preparing the scales for testing. The researcher had intended to utilize attitude scales which had been previously validated but instruments which assessed the specific information required for the study were not available.

In retrospect, the developed scales fit the study much more accurately and demonstrated further that this was a process that could be undertaken by the classroom teacher. The Chronbach Alpha
for item analysis is now available for personal computers and as a result data treatment should be relatively easy.

Students were willing to give their opinion of other cultures, but anonymity was apparently a major concern when asked to give an opinion concerning course or instructor. A priority recommendation for others gathering this type of information would be to organize so that the individual tests may be identified and yet an appropriate degree of anonymity may be guaranteed students.

The Myers-Briggs Type Indicator was the only instrument which was developed and validated as a commercial test. This was purchased from the Consulting Psychologists Press, Inc. of Palo Alto, California. It highlights the work of Carl Jung and was utilized to examine the profiles or instructional preferences of the students in this study. It is anticipated that in the future, tests for learning preferences will become part of the student's overall test package and be utilized for designing instruction.

In summary, the instruments were considered to be particularly effective for this study and indicated that replication of creation of similar types of instruments is a process that can be undertaken by the classroom teacher. Furthermore, tests can be designed to more closely parallel specific topics and content covered in the course. A major outcome of this study then came about through conducting the study itself.
Conclusions and Implications

The process used to evaluate the three instructional plans indicated methodologies that produced no statistically significant differences. This was a comprehensive study involving two instruments designed to determine attitude, one for cognitive growth, and one to ascertain student psychological type. None of the instructional plans, according to outcomes obtained from the data, included appropriate approaches which would produce student growth in these variables.

The instructional plans A, B, and C were common to those used in global studies classes throughout St. Helens High School. These same social studies patterns are taught throughout many of the schools in this nation as indicated by Goodlad in his most recent investigation of American public schools. Experimental Plan A emphasized observing and symbolizing while Plan C emphasized symbolizing, only. Experimental Plan B (doing, observing, symbolizing) included the use of cultural artifacts and the experiences of the teacher while abroad, but evidently, even Plan B did not have an in-depth concentration of activities great enough for replicating direct experience.

The implications implicit, at least in this study, are that the teaching plans for global studies are basically expedient and lacking in processes to guarantee the satisfaction of desired objectives if these objectives include variables included in this study. Objectives which may be established by individual teachers are broad and are not specifically examined to ascertain if they have been achieved after instruction. The tendency to emphasize the cognitive domain is apparent in the development of instructional plans, with considerations
for affective learning to be rather non-existent. Furthermore, student preference for methodology and materials or learning style is given little consideration, but rather the methodology is dictated by the individual classroom teacher. The outcome is disinterested students exposed to boring textbooks, and/or materials with instruction which is limited in scope and not compatible with learning preference.

Methodology and materials commonly used are teacher presentation of content, the passive viewing of films by students, and the use of a textbook for defining the curriculum. Utilizing levels of Dale's Cone as the criteria, global studies education is generally taught through the use of symbolizing and observing, only. This is apparent in the research of Goodlad and the Comparator Plans of Table 2.

When all aspects of this study are reviewed and analyzed, it is important that this study identified a need to evaluate existing instruction and developed a process to improve the effectiveness of global studies instruction.

Recommendations

Considering the limitations previously stated in Chapter I, the following recommendations seem reasonable.

As the study used a process to evaluate instruction, it is suggested that teachers need to develop a process to constantly revise or expand their courses. Changing the textbook or seeking new materials will not result in an effective solution. As Cross (1987) stated, there is a need for research by the classroom teacher to
continually upgrade what they are doing. "Action research" as defined by Corey (1953) which is the involvement of teachers in research related to their own practices, should become common to the public schools.

The tests and test development procedures of this study provide a model for teachers to follow in carrying out this work. Utilizing this model, which is a reflection of the ideas of Ralph W. Tyler (1949) the following process is recommended:

1. Develop objectives and activities from an established standard as a beginning point. Specifically, incorporate the upper levels of Dale's Cone into instructional plans and/or move to an instructional program which will incorporate higher level though processes and maintain a consideration of the affective domain as well as those at the knowledge and comprehension level.

2. Carefully, consider the learning preference profiles of students. This allows the teacher to select learning methodology or activities that are preferred by the students.

3. Using the process established here, as a model, teachers can develop tests or instruments to analyze the degree to which the student is incorporating the material or concepts and satisfying the stated objectives. Such tests have the potential for much greater compatibility of stated objectives, content taught, and evaluation.

4. Develop an instrument or instruments which allow for student reaction toward the instruction and analyze the results to
ascertain the strengths and weaknesses of the instruction, including methods, activities, materials, and teaching.

The instruments used in the study have established a basis for accepting the three null hypotheses, and at the same time have made it possible to identify three areas for further research. These are:

A. The need to investigate gender difference when considering cognitive and affective growth.

B. The need to investigate types of contrived experiences for their effectiveness in teaching global studies.

C. The need to investigate the importance of student learning preferences when developing instructional programs.

The first area of need for further research was suggested by results from the ANCOVA indicating that gender differences could occur such as those identified in the cognitive tests. Will this be constant with other groups? Will girls score significantly different on an attitude scale when responding to different culture groups? If a difference occurs for gender in one area, will it occur in others? Since all culture groups were arbitrarily selected, further research is necessary to ascertain whether these results will remain constant when the culture groups are changed.

The second area of research was suggested by Experimental Group B having attitude scores that indicated subtle but not significant differences from the other instructional plans. These differences were recorded in attitude toward the three culture groups and toward a school course. Even though not significant, these offer a beginning point to develop and analyze methodology in these areas.
The review of literature revealed methodology such as role playing and dramatized experiences are effective in the teaching of attitudes. The question is: What practices will be effective in simulating "direct experience" for the teaching of global studies?

The third area of research was suggested in the overall scores for the three experimental groups in comparison to the actual learning preferences of the groups. They indicated three groups with 2/3 of the students having extroverted profiles with a preference for direct experience in instruction. The scores indicated that Experimental Group B which reflected direct instruction to the greatest degree was comparable in the cognitive test but had subtle differences in the attitude scales. Student scores for attitude with groups improved from the pre-test in all groups and attitude toward the course improved where, in the other two groups, a decline was noted. Further investigation of the relationships between learning preference and methodology seems appropriate.

Summary

Teachers are commonly using visual aids in conjunction with print media at a low cognitive and affective level in their instructional plans. However, it is paramount that teachers become prescriptive in their teaching and devise multi-level, multi-media approaches for enhancing instruction. Effective instruction will occur when it relates and is prescribed for the individual or individuals concerned. The investment of time in preparing well-planned courses and instruments to test objectives will not only assist in carrying out course
goals but will give the teacher assurances of sound instruction and added credibility.

The review of the related research for this study indicated limited research on instructional methodology being conducted in the social studies area. Methodology such as dramatized experiences were reported as effective for teaching the affective domain but were utilized on the elementary level, only. This is one method that has been proven effective, but global studies instruction needs a varied approach which includes this methodology and others to meet the learning preferences of students. It was noted that some courses have been developed and are available through the National Diffusion Network as a result of the recent criticism launches against the teaching of social studies. These appear to be the beginning of another major thrust for the enhancement of the teaching of social studies and the reconsideration of programs containing the influence of innovators like Jerome Bruner and Hilda Taba which were reviewed in Chapter II.

A number of processes exist which could be utilized to enhance instruction in the cognitive and affective domains, but it is apparent that comprehensive evaluations are necessary. Hopefully, the design of this study will be such that many subsequent studies are conducted to evaluate the teaching of global studies and that the classroom teacher can and will assume a much more active role in this arena. This process should be of continuing importance as our society understands the global changes taking place and the importance of developing a world view.
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APPENDICES
Appendix A: Dale's Cone of Experience

Dale's Cone of Experience
Appendix B: Delphi Panel

Dr. Pat Burke, Curriculum Director, St. Helens Schools
Dr. William Hansen, Educational Consultant, Battleground, Washington
Dr. Robert B. Pratt, Social Studies Consultant, Multnomah ESD
Dr. Edwin Strowbridge, School of Education, Oregon State University
Dr. Carvel Wood, School of Education, Oregon State University
Dr. John Young, Anthropology Department, Oregon State University
Mr. Kenneth Bailey, Social Studies Chairman, St. Helens High School
Mr. Gene Evans, Social Studies Teacher, St. Helens High School
Mr. Boyd Keyser, Social Studies Teacher, St. Helens High School
Mr. Keith Meeuwsen, Social Studies Teacher, St. Helens High School
Mr. Wilbert Mueller, Social Studies Teacher, St. Helens High School
Appendix C: Asia Inventory

Name________________________________________

Period_________________________ Male________ Female________

Select the best answer and place it on the answer sheet provided.

1. This country of Southeast Asia has been an independent kingdom, or monarchy for thousands of years.
   A. Burma   B. Thailand   C. Viet Nam   D. Hong Kong

2. A major producer of rice in Southeast Asia is
   A. Kampuchea   B. Singapore   C. Viet Nam   D. Sri Lanka

3. More than half the population of Singapore is
   A. Indian   B. Malay   C. Indonesian   D. Chinese

4. Malaysia as a whole supplies
   A. Over a third of the world's tin.
   B. Three-fourths of the world's fish.
   C. One-half of the world's rubber.
   D. About one-half of the world's oil.

5. North Korea is of what economic system?
   A. Capitalistic   B. Fascist   C. Socialistic   D. Communistic

6. A land of nomadic herders with more livestock per capita than any other country is
   A. North Korea   B. South Korea   C. Viet Nam   D. Mongolian People's Republic

7. One of the oldest civilizations in the world with a written history that goes back to 1500 B.C. is
   A. Sri Lanka   B. China   C. Nepal   D. Bangladesh

8. The world's leading producer of ships, cameras, radios, and television sets is

9. Saudi Arabia is
   A. A country made up mostly of nomads.
   B. A country made up almost entirely of farmers.
   C. A consumer of vast quantities of petroleum.
   D. A highly industrialized country.
10. The Philippines
   A. Was a United States territory for over one hundred years.
   B. Is a nation whose people are mainly Buddhist.
   C. Is primarily an agricultural nation whose main crop is rice.
   D. Is a democratic country led by Fernando Marcos.

11. Israel
   A. Has been unable to develop any industries due to its lack of industrial metals.
   B. Is one of the world's most agriculturally innovative countries, though half the land is desert.
   C. Has many natural resources, especially minerals.
   D. Has small military forces due to the importance of food production.

12. The growing population of this country continues to cause food shortages.
   A. Taiwan   B. India  C. Lebanon  D. Soviet Union

13. Indonesia
   A. Unlike the other countries of Southeast Asia, grows almost no rice.
   B. Contains the island of Borneo, one of the world's most densely populated areas.
   C. Has large coffee, tea, tobacco and rubber plantations which sell to the world market.
   D. Has a small population due to its numerous islands.

14. Bangladesh
   A. Sends its food surpluses abroad to be sold.
   B. Is the most densely populated large nation on earth.
   C. Is overcoming its problems of modernizing its economy.
   D. Most of its people live in urban centers.

15. Yemen and South Yemen
   A. Both have important petroleum deposits.
   B. Both have agricultural areas, although South Yemen is irrigated.
   C. Both produce coffee as the major cash crop.
   D. Produce a large amount of kapok for the world market.

16. Afghanistan country has been fighting a civil war which has involved
   A. India   B. The Soviet Union  C. China  D. Great Britain

17. The country formerly known as Persia is
   A. Iraq   B. Turkey  C. Jordan  D. Iran

18. Ceylon was the former name of
   A. Hong Kong  B. Sri Lanka  C. Bangladesh  D. Nepal
19. The home of the famous ruins of Angkor Wat is in  
A. Cambodia (Kampuchea)  B. Viet Nam  C. Thailand  D. China

20. The island of Taiwan  
A. Has a lack of industry.  
B. Has a large Chinese population who came to the island in 1949.  
C. Has a king or emperor in power.  
D. Produces mostly lumber products.

21. Lebanon has been plagued by a civil war between its  
A. Jewish and Arab population.  
B. Christian and Muslim population.  
C. Hindu and Jewish population.  
D. Christian and Buddhist population.

22. Qatar derives almost all of its income from  
A. Farming  B. Petroleum  C. Mining  D. Fishing

23. A nation that is smaller than the state of Vermont but has twice the population is  
A. Saudi Arabia  B. Jordan  C. Kuwait  D. Bahrain

24. Most of the population in Burma is  
A. Maoist  B. Buddhist  C. Taoist  D. Muslim

25. The Ottoman Empire was once located in  
A. Iran  B. Jordan  C. Pakistan  D. Turkey

26. The former president of this country was hanged for conspiracy to commit murder on April 4, 1979.  
A. India  B. Pakistan  C. Nepal  D. Saudi Arabia

27. This country is almost completely dependent on oil for revenue but is not a member of OPEC.  
A. Oman  B. Yemen  C. India  D. Pakistan

28. A country of East Asia that has advanced in a single generation from one of the poorest to the threshold of the fully industrialized is  
A. North Korea  B. South Korea  C. China  D. The Philippines

29. This country is the home of the famous "Gurkas" soldiers who have fought with the British Army:  
A. Thailand  B. Afghanistan  C. China  D. Nepal

30. Laos was once under the control of  
A. Great Britain  B. Russia  C. Germany  D. France

31. Prior to 1930's Bahrain's economy was based largely on  
A. Oil Production  B. Pearl Fishing  C. Agriculture  D. Fruit Ranching
32. A serious problem affecting most Asian countries is
   A. Small work forces.
   B. The ability to acquire natural resources.
   C. Slow-paced industrial growth.
   D. World trade restrictions.

33. In Cyprus one would most likely hear
   A. English spoken  B. German spoken  C. Italian spoken
   D. Greek spoken

34. An island chain in South Asia is
   A. The Maldives  B. Sri Lanka  C. The Philippines  D. Borneo

35. The famous capital city of Damascus is located in
   A. Syria  B. Jordan  C. Egypt  D. Saudi Arabia

36. Iraq was once known as
   A. Phonecia  B. Palestine  C. Mesopotamia  D. Constantinople

37. In Jordan one would not find which of the following religious groups?
   A. Muslims  B. Christians  C. Buddhists  D. Jews

38. This country enjoys one of the world's highest incomes per capita due to oil production.
   A. Lebanon  B. United Arab Emirates  C. Jordan  D. Turkey

39. A vast region of the Soviet Union with forest and mineral resources is
   A. Lapland  B. Siberia  C. Mongolia  D. Takla Makan

40. Over half of the world's population belongs to
   A. The Negroid race  B. The Caucasian race
   C. The Mongoloid race  D. The Ainu race

41. It is a river that flows through China, Laos, Thailand, Cambodia, and Vietnam.
   A. Hwang Ho  B. Mekong  C. Chao Phyra  D. Yangtze

42. A desert area that supports mainly oasis agriculture is
   A. Tigris-Euphrates Valley  B. Hindu Kush
   C. Himalayas Valley  D. Ganges Valley

43. Winds which bring moisture with them one season and cause dry climates the opposite season are
   A. Typhoons  B. Tsunamis  C. Hurricanes  D. Monsoons

44. God requires all people to be just and kind to one another and to work to better society; the holy book is Torah. This religion is
   A. Judaism  B. Hinduism  C. Taoism  D. Buddhism
45. This religion calls for a person to forsake society and live close to nature; the name of the religion means "the way". It is
A. Confucianism  B. Buddhism  C. Shintoism  D. Taoism

46. In Japan, one assumes a spirit of reverence by passing beneath a
A. Wagaya  B. Torii  C. Hoteru  D. Ginko

47. A problem in India is its many languages, such as Indo-European spoken in the North, while in the South
A. Hindi languages are spoken.
B. Persian languages are spoken.
C. Semitic languages are spoken.
D. Dravidian languages are spoken.

48. The southward projecting peninsulas of Asia are called
A. Deltas  B. Subcontinents  C. Alluvial fans  D. Tributaries

49. When a person dies, his or her soul is reborn into another form. This is a belief of
A. Hinduism  B. Buddhism  C. Mohammedism  D. Islam

50. In traditional Asia, the most important social unit is
A. The extended family.
B. The caste system.
C. The nuclear family.
D. The nation-state.
## Appendix D: Attitude Toward a Group

**Date**

<table>
<thead>
<tr>
<th>Name (optional)</th>
<th>Sex (circle one)</th>
<th>M</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Grade</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Directions:** Please put the abbreviation for your reaction to each statement in the block provided at the left. Example: Strongly Agree--5, Agree--4, No Opinion--3, Disagree--2, and Strongly Disagree--1.

**Subject**

<table>
<thead>
<tr>
<th></th>
<th>1. They have interesting beliefs.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Their food is appealing and delicious.</td>
</tr>
<tr>
<td></td>
<td>3. They are an intelligent group.</td>
</tr>
<tr>
<td></td>
<td>4. They have made numerous contributions to the knowledge of man.</td>
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<tr>
<td></td>
<td>5. They seem to be highly motivated in achieving economic success.</td>
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<tr>
<td></td>
<td>6. Their immigrants adapt well to the adopted country.</td>
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<tr>
<td></td>
<td>7. They are peaceful in international relations.</td>
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<tr>
<td></td>
<td>8. They appreciate nature and beauty.</td>
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<td></td>
<td>9. They do not require many material goods.</td>
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<td></td>
<td>10. They are hard-working.</td>
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<td></td>
<td>11. They are a physically attractive group.</td>
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<td></td>
<td>12. They are extremely interested in providing an education for their children.</td>
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<tr>
<td></td>
<td>13. Cleanliness is a standard of this group.</td>
</tr>
</tbody>
</table>
14. Their language is difficult but interesting to learn.

15. As a group, they have progressed well economically.

16. When relocating in a new land, they tend to remain group-conscious and maintain their culture.

17. This group holds the family in great esteem.

18. Independence of the individual is a value of this group.

19. They are a polite and well-mannered group.

20. Their art and artifacts are interesting and beautiful.

21. The social welfare of its members is a value of this group.

22. Their customs and values endure in an ever-changing world.

23. Generally, they are well-educated.

24. Their group has a strong influence on the world scene.

25. They are compassionate in their relations with others.
Appendix E: Attitude Toward a School Course

Date

Name (optional) __________________________ Sex (circle one) M F
Age __________________________ Grade __________________________

Directions: Please put the abbreviation for your reaction to each statement in the block provided at the left. Example: Strongly Agree--SA; Agree--A; No Opinion--NO; Disagree--D; and Strongly Disagree--SD.

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1. The content is interesting.</td>
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<tr>
<td>2. The course covers concepts necessary for becoming a citizen of a community.</td>
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<tr>
<td>3. It is well organized.</td>
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<td></td>
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<tr>
<td>4. The textbook used is readily understandable.</td>
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<td></td>
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<tr>
<td>5. The supplemental materials add to the basic content.</td>
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<tr>
<td>6. Grades are not difficult to earn in this course.</td>
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<tr>
<td>7. The lessons and methods used are motivating.</td>
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<td></td>
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<tr>
<td>8. I am willing to spend my time studying on an individual basis.</td>
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<tr>
<td>9. This course should be helpful when taking other courses in this subject.</td>
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<td></td>
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<tr>
<td>10. The goals are readily understandable.</td>
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<td></td>
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<tr>
<td>11. This course is necessary for all students.</td>
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<tr>
<td></td>
</tr>
<tr>
<td>12. There is the right amount of content for daily class time.</td>
</tr>
</tbody>
</table>
13. It is easy to retain the content that is taught.

14. It is practical and useful for daily living.

15. The course is comprehensive on each topic.

16. There is variety in the daily activities.

17. Previous study in this subject is necessary to be successful in this course.

18. Successful achievement in this class requires consistent study out of class time.

19. I would elect this course even if it were not a requirement.
Report Form for Myers-Briggs Type Indicator*

Indicator questions deal with the way you like to use your perception and judgment, that is, the way you like to look at things and the way you like to go about deciding things. The answers given reflect four separate preferences called E, I, S, N, T, F, J, and P. The profile above shows your score on each preference. The four letters of your "type" tell how you came out on all four preferences. What each preference means is shown below.

E. An E for extraversion probably means you relate more easily to the outer world of people and things than to the inner world of ideas.

I. An I for introversion probably means you relate more easily to the inner world of ideas than to the outer world of people and things.

S. An S for sensing probably means you would rather work with known facts than look for possibilities and relationships.

N. An N for intuition probably means you would rather look for possibilities and relationships than work with known facts.

T. An T for thinking probably means you base your judgments more on impersonal analysis and logic than on personal values.

F. An F for feeling probably means you base your judgments more on personal values than on impersonal analysis and logic.

J. A J for the judging attitude probably means you like a planned, decided, orderly way of life better than a flexible, spontaneous way.

P. A P for the perceptive attitude probably means you like a flexible, spontaneous way of life better than a planned, decided, orderly way.

Each combination of preferences tends to be characterized by its own set of interests, values and skills. On the back of this page are very brief descriptions of students of each type. Find the one matching your four letters and see if it fits you. If it doesn't, try to find one that does. Whatever your preferences, of course, you may still use some behaviors characteristic of contrasting preferences, but not with equal liking or skill. This tendency may be greater if preference strength on a scale is low (under 15). For a more complete discussion of the types and their vocational and personal implications, see Introduction to Type by Isabel Briggs Myers, or consult your counselor.

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