Development of an online supplement to reduce ethnocentrism

Udo Fluck

The University of Montana

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DEVELOPMENT OF AN ONLINE SUPPLEMENT TO REDUCE ETHNOCENTRISM

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Requirements for the Degree of
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The late 20th century saw the fruition of globalization in industry, business and cultures. Commercial markets have the ability to adapt to change quickly in order to make a profit. By its very nature, the education system is lagging behind, because the structure of the traditional systems does not adjust quickly to new outside developments. Educational technology, specifically online education, presents a very flexible alternative that can provide a more timely response.

This study addresses the question of whether online supplements can reduce ethnocentricity in students. The data accumulated through an established ‘global-mindedness’ questionnaire in both, a traditional International Business course and an International Business course with an online supplement, suggest that online supplements are a valuable tool to reduce levels of ethnocentricity in students.

The pre-test showed no significant difference in global mindedness between the students of the ‘experiment class’ (online group) and the students in the ‘traditional class’ (control group). The post-tests, however, conducted in both student groups, showed a significant difference in global mindedness in the students that were instructed via online technology. The ‘global-mindedness’ scores of the students in the control group were actually lower in the post-test, compared to the pre-test. This suggests that teaching multicultural issues in a traditional classroom environment, over a short period of time, is not an effective way to increase multicultural awareness and global-mindedness among participating students.

Furthermore, the multicultural online supplement prototype developed for this study provides important information regarding a student friendly online platform structure suggested teaching content, and a teaching technique that can be attached to existing university courses. The results of this study are of value for curriculum designers, administrators and instructors. In closing, based on this study's findings, multicultural online supplements can aid in educating the next generation of graduates to perform successfully in global markets and societies, by reducing ethnocentric attitudes in students, while increasing multicultural awareness and global-mindedness.
This following statement by German poet Johann Wolfgang von Goethe has always been my guiding principle for success in life. The time span of my research, the diverse activities and the completion of this dissertation prove its correctness.

Mountains can not be surmounted except by winding paths.

Johann Wolfgang von Goethe
German Poet
DEDICATION

This document is dedicated with love and gratitude:

To my fiancée
and ‘treuester Kamerad’ Nancy Roßbach. For always believing in my return to Missoula and for the encouragement to ‘live my dream’ and accepting personal sacrifice and loneliness in return. Thank you for making my dream your own and for supporting me with unconditional love, joy, laughter and understanding. My every breath is filled with gratitude for the passion and light that you have contributed to my life.

To my parents,
Werner and Margit Fluck who taught me early on to finish what I started. I am especially grateful for their many ways of support, encouragement and understanding during my entire education process. Particularly, I would like to thank my father, who reminded me that every major accomplishment is based on a well-developed concept. My hope is that this work and my life are an example of your goodness.

I am very grateful for the diverse education that I have received and the inspiring individuals I had the good fortune to meet as an undergraduate and graduate student, visiting instructor, researcher and scholar over the ten years I was privileged to have been at The University of Montana.

Es ist vollbracht!
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I attended The University of Montana from 1989 till 1998 for my undergraduate and two graduate degrees. Between 2002 and 2003 I returned to UM to complete this dissertation. The list of people who deserve my sincere thanks for supporting me in my comeback and successful completion of my terminal degree is enormous.

I wish to express my infinite gratitude to Dr. T. Lloyd Chesnut, not only for the opportunity to work in his office, but also his willingness to serve on my doctoral committee. In a gentlemen’s agreement, he promised me back in 1998 that there would be a chance to come back and finish what I started. Thank you for making right what once went wrong and for allowing me to complete my educational mission. Your kindness, vision and patience made it all possible. I salute you for keeping your word of honor.

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To two families who made me feel like I had never left Missoula. My landlord and landlady Mr. and Mrs. John and Vicki Greathouse, who made it possible for me to stay in my old apartment with the view over the city that I love so much. For providing the ideal working environment I thank you profoundly. To my friends Mr. and Mrs. Rick and Erin Umback for their kindness and generosity who made my comeback complete by allowing me to drive the RX-7 I drove in the 90's.

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CHAPTER ONE
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Introduction

1.1. Introduction and Background Information

The author is a foreign student from Germany and has been an instructor in both United States and Germany. Involvement with the International Student Association at The University of Montana made him aware of the issue of ethnocentricity and the impact and relevance it has on students receiving an education at a foreign university. Whenever students are joined in a classroom, based on the diverse backgrounds of the group members, ethnocentric issues can arise within the group. If the course content is international, dealing with beliefs, customs and traditions of countries other than the US, ethnocentricity plays an even more dominant role.

According to Althen (1988) “Some people find cultural differences interesting and exciting. Other people, though, do not have that positive of a reaction. In the presence of people from different cultures they feel discomfort, confusion, and anxiety. They have a strong tendency to judge or evaluate other people and to reach negative conclusions about them.” Those pre-judgments and negative conclusions based on lack of information about another culture are part of ethnocentric behavior.

Therefore, learning environments can have a big impact on the growth or the reduction of ethnocentrism in a student. In order to reduce ethnocentrism, the student needs to be ‘internationalized’ in order to understand and appreciate the different
'culture' they are presented with. This is true in classrooms around the world and not limited to the United States. It was reinforced when the author of this study was teaching students from various European countries at a German college between 2000 and 2002.

In a classroom setting, students interact with others whose beliefs and cultural tradition challenge their own perspective. The more multicultural a group is, the more challenges to beliefs and cultural tradition arise. Bond (1995) wrote that "the mere existence of different others is inherently threatening because they either implicitly or explicitly challenge the absolute validity of one's own perspective." The conclusion, as stated by Bond, is that everybody is ethnocentric to varying degrees because "we are born into a culture at birth and we cling to that culture...." If this is a fact, the question arises: How can existing ethnocentrism be reduced?

1.2. Statement of the Problem

"Over the past quarter-century, U.S. education has seen tremendous demographic changes that have created a student population more racially, ethnically, and culturally diverse than ever before. Such diversity presents a great challenge for educators in designing curricula that are sensitive to cultural differences" (Armstrong, 2000).

Along with the drastic change in student population, business and management styles have also changed in recent years and become increasingly international. The US historically played an important and dominant role in global business, but that has changed. Today, the US is competing with other countries, which have risen to the status of global players in recent times, according to Nostrand (1974). Globalization has had a tremendous impact on civilization during the past decades.
Technology and technology advancements have significantly aided in this process. Historically, countries and societies have existed independently and in isolation, but this is no longer acceptable for healthy and prosperous business expansion. Globalization, in idea and mindset, have aided in the disappearance of borders, countries forming unions and the 'people of this world' coming together, which has reinforced the need for cooperation of individuals from various cultures and ethnic backgrounds. Robinson (1985) describes this increase as a worthwhile reason for improving cross-cultural understanding through decreased ethnocentrism. She recommends a greater focus on commonalities in developing cross-cultural understanding. In addition, changes in teaching strategies, which employ all of the modes of perception, guarantee a more complete understanding. Seelye (1972) agrees with Robinson by describing the development through “a motivating reason for decreasing cross-cultural understanding through instruction.”

Future managers of international US corporations need to be aware of the similarities and differences that exist when conducting business with diverse countries. This is supported by Collins and Davidson (2002) who conclude, “we realize that our higher education system has not sufficiently equipped the present generation of Americans for the new global context. If, in 1957, we were astonished at the gap we uncovered between Soviet and American students’ math, science, and foreign language skills, then we are now startled at the chilling vision of another no less serious lapse in U.S. national capacity.”

Only through quality multicultural education, utilizing this new skill and knowledge, can the difference be closed. Hett (1993) stated “The leaders of the twenty-
first century will need remarkable insight into other cultures and peoples and unprecedented concern for the well-being of the world community.” Saghafi (2001) supports Hett’s statement, adding, “globally competent managers are desperately needed for the economic welfare of the US in the future.” Clark and Pugh (1999) reinforce this: “Managers need to be able to distinguish between those of their activities and practices that can be successfully transferred across national boundaries and those that will require modification in view of divergence between national settings.” As a consequence, the US needs to build and maintain partnerships worldwide, cooperating with other governments with shared interests to achieve the kind of security and quality of life citizens expect, to summarize Collins and Davidson (2002).

Saghafi (2001) agrees with Clark and Pugh by stating: “Cross cultural competence is the critical new human resource requirement created by globalism.” Bikson and Law (1994) support that statement by explaining this new human resource requirement “involves some domain knowledge (in relation to other cultures) as well as social skills and personal traits that enhance cross-cultural communication and cooperation.”

Much has happened in recent years to prepare for the challenges mentioned. Foreign language courses and exchange programs between American and foreign universities for students and the faculty have successfully promoted bilingualism and cultural pluralism with the aim to foster international understanding.

International travel has also steadily increased in the 1980’s and 1990’s, allowing individuals to immerse in a different culture, even though it might just be on the surface and only for a very short period of time. Therefore, Kramsch (1983) advocated an
increase in cross-cultural understanding and ‘learning beyond the tourist level’ is necessary and desired.

In addition, studies have proven that foreign languages can aide in promoting cultural pluralism, as pointed out by Lewis (1976), Shane and Silvernail (1977), and Garrott (1985). However, the majority of studies relate to the development of a global perspective in students were mainly focused on study abroad programs. The effects on students immersed in another culture through an exchange program were documented as early as the 1950’s. Many authors have reinforced this, including Smith (1955), Coelho (1962), Nash (1976), Baty and Dold (1977), Lamet and Lamet (1981), Carlson and Widaman (1988) and Goodwin and Nacht (1988). While exchange programs overseas are beneficial in promoting bilingualisms and multicultural understanding they are also costly and time consuming.

An alternative to traveling, in order to reduce ethnocentrism, is to offer courses at home universities, which utilize curricula that are specifically internationalized to meet those needs. However, adequate courses to meet those demands are still a minority in many academic programs.

In the opinion of Saghafi (2001), a serious shortcoming of the American educational system is its inadequate training of cross-culturally competent workers for this truly global era ahead. This has caused a significant shortage of internationally competent managers. International business classes provide students with the needed knowledge on how international markets function and what procedures are applied abroad. Hett (1993) supports that opinion by saying that “the generally stated goal of global education in the United States is to foster a sense of global belonging through
lessening ethnocentrism, increasing knowledge of other cultures, and promoting a concern for the global ecosystem.”

Bonfiglio (1995) correctly states, “Students need the time and space to learn how to derive meaning about the world, its problems and dynamics.” It is difficult to address cross-cultural awareness and open-mindedness during a traditional class because courses focus on the learning culture and academic requirements. Furthermore, traditional college courses are usually content and/or skill focused, not culture focused. Educational technology tools, such as online learning modules have successfully transferred traditional course content to online learning platforms in recent years.

However, almost all online courses currently offered focus on teaching ‘hard skills’. Popular online programs include courses in general studies, business administration, as well as criminal justice, as stated by Montano (2001). Many online providers also offer science, language courses, word processing and a wide variety of computer software skills, among other subject areas. “Kevin Kruse, a principal with Raymond Karsan Associates, a human resource consulting company in Princeton, NJ, and author of Technology-based Training: The Art and Science of Design, Development and Delivery, pointed out that soft skills are the last frontier in Web-based training” (Kiser, 1999). Based on this information, the author of this study became increasingly interested in investigating how soft skills, such as global awareness and multi-cultural understanding, could be effectively addressed in an online learning environment.

Online supplements, can offer additional flexibility in time and space. They are also a cost effective and efficient way to modify the current curricula by influencing the attitudes in students towards foreign cultures. Hett (1993) illustrates the need for further
study when she states “only limited research has been done to assess the effectiveness of programs designed to foster global-mindedness.” Berry et al., (1997) are convinced that the problem can be solved and noted “The assumption is that under the right circumstances, we could ‘depart’ from ethnocentrism and cultural parochialism. It is true that under carefully specified conditions, elements of the minimal-group effect can be dampened.”

The issue of using online supplements to affect ethnocentric beliefs and behavior among college students has not been addressed. Therefore, the question arises as to whether multicultural online supplements reduce ethnocentricity in students.

The next section will provide background information and clarification on the terms utilized in this research study.

1.3. Definition of Terms

Culture and its connected values and beliefs are constantly shifting and moving within countries. “Social scientists contend that there is in fact no such thing as national culture, since subcultures within a country can vary so greatly in their values and beliefs”, explains Eckhardt (2002).

The term ‘culture’ and its interpretation varies greatly in the literature. To alleviate potential confusion, the author of this research study chooses to use the term ‘ethnocentrism’, 'ethno' meaning group, and 'centrism' meaning centered. Sumner’s (1906) classic definition of the term is still valid and widely accepted. It may be paraphrased as “one’s group becomes the center of everything, and all others are scaled
and rated with reference to it.” Other forms of ethnocentrism that were reviewed, but not chosen for this study are listed in Table 01.

**Additional terminology used in this study:**

**Global-Mindedness** - A person who is global-minded is expected to (1) see the world as a whole; (2) seek and accept diversity while searching for similarities among the various elements of the world, such as people and their habits; (3) study similarities and differences and think of appropriate adaptation processes; (4) use the knowledge gained to design and execute strategies that will maximize the benefits to all (Stell Kefalas and Weatherly, 2003).

**‘Hard Skills’** - Refer to sound technical abilities or solid factual knowledge required to do a job. They are based on the basics of reading, writing and mathematical skills. Various intelligences (IQ) are connected to hard skill building. Hard skills are traditionally taught in lecture format and success can be evaluated through traditional assessment techniques.

**Online Supplement** - Is an instructional unit, which is stored and maintained at an online platform. The virtual learning platforms can be located on the Internet, or a local Intranet.
'Soft Skills' - Skills relating to personal, interpersonal and attitudinal development. Includes, but is not limited to team building/team work, creativity, problem solving, leadership, coaching, negotiation, communication, attitude, aspects of one's personality and the ability to adapt to different cultural environments. *Emotional Intelligence (EQ)* is connected to soft skill building. Soft skills are process oriented with the aim to enhance interpersonal effectiveness with a focus on 'How To' rather than 'What To Do' (see 'Hard Skills').

1.4. **Scope and Limitations**

**Scope**

Studies in the past have shown how educational technology has benefited student learning. It can be said that software products have had a tremendous impact on learning. Through software products people can learn how to improve their reading and writing skills. Even learning foreign languages can be aided through specific language learning software. Many of the educational technologies today target 'hard skills'. The areas are manifold, reaching from math, accounting and tax-preparation to Geography, only to name a few. The major strength of the study shows how technology can also assist in addressing 'soft skills', by changing and influencing peoples attitudes.

'Soft skills', such as global-mindedness and multicultural awareness will play an increasingly important role in the future. This study provides a significant contribution to
the future of multicultural education in an online environment. Another strong point of this study is the focus on the perceptual world of people. The fact that human beings seem to have a natural level of ethnocentrism, as supported by Berry et al., (1997) and Brown (1986), justifies an investigation and analysis of how attitudes in humans can be altered. Online modules addressing multicultural issues and topics provide a positive model for how multicultural education can be addressed effectively in the future. Another benefit of the study is the limited number of participants. This provides for a thorough, in-depth attitude analysis of the students surveyed.

**Limitations**

The previous discussion in this document shows the need for expanding the knowledge base on multicultural education in students in order to adequately prepare for a productive life in an increasingly growing internationally-minded society. However, the study has also several limitations. One obvious strong point, mentioned above, could also be seen as a limitation. This study gathered attitude data regarding global mindedness from a relatively small group of students. The results from a small group are more difficult to transfer to the general population. While this weakness exists, it is outweighed by the benefit of the thorough analysis.

Furthermore, complete online courses and distance learning classes in the traditional sense were not considered in the study. Instead, a traditional undergraduate international business class was compared with another that contained an online supplement.
In addition, the time frame in which the students participated in the multicultural online supplement and were surveyed was limited to nine days. This time frame was chosen to keep outside forces and student contact to other International Business students at a minimum. In light of the tense worldwide political situation in 2002/2003 and the exposure to a variety of media sources, about current events, may have influenced student’s attitude towards international topics and issues beyond the measurable change caused by online instruction.

1.5. Purpose and Goal of the Study

The main purpose of the study is to demonstrate that an online supplement can help reduce ethnocentricity in the classroom and create a more ‘global’ student. The second aim of this study is to prove that problems in ethnocentricity can be better addressed through a combination of traditional and online instruction.

American students, as well as international students will benefit from the study. The study will also encourage greater understanding and communication among students with diverse cultural backgrounds. Students will be able to understand diverse cultures better, by not pre-judging ways, behaviors, beliefs and customs of people in other cultures. Althen (1988) took the position that, “understanding means having a reasonable accurate set of ideas on the basis of which to interpret the behavior they learn about.”

However, in order to initiate and support online education supplements, individuals in the academic field need more information than is presently available. Through this study, individuals in various areas of national and international education will become better informed as more information is generated in the field.
The goal is to provide information and guidelines for individuals in national and international education as they interact in a fast-changing world, influenced by increasing intercultural contact. Online education offers a valuable alternative to the traditional learning environment restricted by classroom walls. New courses can be developed or existing courses can be adapted to address globalism, as pointed out by Saghaffi (2001).

1.6. Contribution to the Field

The proposed research is potentially significant and relevant to the field of national and international education. The study contributes to the field of education in three major areas.

Findings from this study can assist curriculum designers who may incorporate interactive online supplements to the structure of traditional courses. Information generated by the study will give individuals involved in curriculum development a clearer understanding of how hybrid instruction models can help to internationalize instruction and reduce ethnocentricity.

Administrators will be able to understand the guidance needed and the support necessary to facilitate interactive online supplements in combination with traditional course instruction. They will have the opportunity to influence instructors and promote the adoption of online modules, to improve instruction in a multicultural learning environment.

The results of this study provide instructors with insights into the potentiality of educational online support, particularly those interested in offering an online supplement to expand the cultural focus and content of their classes.
CHAPTER TWO
CHAPTER TWO

Literature Review

The following chapter examines the existing literature on online education, ethnocentrism and the multicultural education in the US. A literature review in a research study accomplishes several purposes.

Fraenkel and Wallen (1991) basically define a literature review as a way to share with the reader the results of other studies that are closely related to the study being reported. Marshall and Rossman (1995) see another purpose of a literature review as it relates a study to the larger, ongoing dialogue in the literature about a topic, filling in gaps and extending prior studies. A literature review provides a framework for establishing the importance of the study, as well as a benchmark for comparing the results of a study with other findings. Galvan (1999) describes literature reviews as documents that provide a comprehensive and up-to-date examination of the topic that demonstrate a thorough command of the field the researcher is studying.

Studies with a focus on a quantitative research approach include a substantial amount of literature in all areas involved, to provide direction for the research question and hypotheses. Therefore, the author of this study decided to utilize an 'integrative literature review', described by Creswell (1994) as suited for dissertations, where the document consists of literature summaries of past research in theories and practices for using technology in the learning process, providing information on ethnocentrism and the
origin, development and current state of international education in the United States. Through the review of the literature in this chapter, the basic rationale for the research questions in this study is provided.

2.1. Literature on Online Education

"Long before the Internet or even the computer, there was distance learning, known in the mid-19th century as correspondence courses. The latter half of the 20th century saw the advent of 'telenet classes', where students met at various sites but were connected to others, including the instructor, by telephone. Video conferencing soon followed" (Christner, 2003).

The Internet has taken online learning to a new level. Online classes have become more popular in recent years. There are various interrelated reasons for the growth of online education. New delivery technologies that computers and networks have offered in recent years have contributed to this development, according to Moore and Kearsley (1996). "These two technologies began to be used during the late 1980's and early 1990's and have followed the rapid growth of the Internet since 1995" (Clouse, 2001).

Technology plays a major role in expanding education choices. Gubernick and Ebeling (1997) draw a comparison between the automobile production in Detroit, in relation to educational production in higher education. "Detroit makes luxury cars and stripped-down economy cars, four wheel drives and sports convertibles. College Inc. makes only one expensive model -- with leather seats and air-conditioning." Technology is changing that. "This development in availability of new technologies", claims
Greydanus (2002) "is the most often cited reason, but technology alone cannot explain the 100-200% yearly growth."

In 1993, Peterson's college guide listed 93 cyber schools; by contrast, the 1997 Distance Learning Guide lists 762 (Gubernick and Ebeling, 1997). Peterson's publishes an annual Guide to Distance Learning Programs, a comprehensive resource of more than 3,000 accredited distance learning programs in the U.S. and Canada. This growth development was most recently supported by Werry (2002) who noted that in 1999, one in three colleges offered some sort of accredited degree on line and approximately one million students took online classes. Based on a press report featured on the Thomson-Peterson's College website at


"the market for fully online degree programs is growing at an annual rate of 40 percent."

The website also states that student enrollment in higher education distance learning programs is expected to increase by 33% by 2004. Werry (2002) stated that futurists like Nicholas Negroponte, corporations such as Microsoft and Cisco, and academic institutions such as Educause argue that online education will revolutionize higher education. Bianchi (2000) continues in her analysis that "many universities have responded to the specter of increased competition by launching online courses and virtual universities of their own, by forming coalitions with other universities, or by forming partnerships with corporations."

Cooper (2001) explained that analysts estimated the e-learning market, which includes Internet and Intranet courses, to grow from $ 4 billion to $ 15 billion worldwide
between 1998 and 2002. This growth development is supported by Bianchi (2000) pointing out that “traditional universities now find themselves part of a new competitive marketplace with other online learning providers like UNext (part of the Knowledge University), Kaplan College, University of Phoenix Online, Jones International University and over 400 new companies entering the online learning marketplace.”

According to Werry (2002), however, the ‘dot.com collapse’ of 2001, and the recent failure of several high profile commercial 'E-Learning' ventures, has slowed the speed with which online instruction is being developed. It is the convenience and the variety of programs that also contribute to the success of online learning. Presby (2001) states that “online courses expand a university's ability to reach students who have difficulties in taking traditional courses. Online education brings educational opportunities directly to the learners in flexible and accessible formats that meet their objectives and needs” (Greydanus, 2002). Gubernick and Ebeling (1997) add that distance learning has the potential to deliver economically efficient education, which is an increasingly important consideration, as costs associated with traditional institutions of higher learning continue to rise.

Despite the aforementioned collapse of the dot.com industry in 2001, the demand for quality online education has risen significantly in recent years. “Enrollments in online courses and degree programs at Illinois colleges and universities continue to increase significantly each semester, as does the number of courses available by means of the Internet, according to Illinois Virtual Campus, a publication by that state’s institutions of higher education” (Forrest, 2002). Based on a University of Illinois report, Illinois colleges and universities reported 34,549 student enrollments in Internet-based classes.
during the winter/spring 2002 term – an increase of 75% over the spring 2001 term, when 19,764 students were enrolled in online courses (Forrest, 2002). While Illinois Virtual Campus is one of the largest institutions with a campus in cyberspace, smaller institutions report similar developments. Herkimer County Community College in the state of New York, has a full- and part-time enrollment of 2,500 students, with 15% of those students taking some or all of their classes on the Internet (Montano, 2001). This development is also supported by smaller institutions, such as Capella University. This particular institution offers over 600 online courses and undergraduate and graduate degree programs in 40 areas of specialization to more than 6,000 learners in 2003, according to that university’s own website at http://www.worldwidelearn.com/capella/online-degrees.htm

While these are just individual examples of the continuous increase in demand in online learning, there are no definite reports that would clearly state how many people are learning online in 2003. This was the main reason, why in the beginning of 2003, the Alfred P. Sloan Foundation awarded a $45,000 grant to Babson College in Wellesley, MA, to support research that will measure the current online learning population in the U.S. (Blair and Chmura, 2003). Babson College Associate Professor I. Elaine Allen continues to report that this is a difficult task, “…because the field is so new, there is no comprehensive data source at the federal or private levels that measures trends and patterns. Not only do we not know how many students are engaged in online learning, we have little idea about what topics they are pursuing nor how many are taking advantage of online learning opportunities.”
While there might be no exact number of how many people are currently learning online, many higher education institutions across the country are facing budget cuts. This statement is consistent with Gubernick and Ebeling (1997), who report “over the last ten years, 200 college campuses have closed for good -- twice the number that shut down in the decade before.” Werry (2002) is in agreement with Gubernick and Ebeling by foreseeing further problems and perhaps even the collapse of the traditional university, due to the digitizing of the university, which will bring about a leaner, flatter, more flexible and efficient learning institution, one that will more closely resemble the structure of the modern corporation.

Online education offers cost-effective opportunities and alternatives and not only for educational institutions. Companies have also realized the potential and growth of the e-learning market. Kiser (1999) reported “the idea of Internet World Wide Web-based training was first introduced in 1994 and has since then become increasingly popular among employers because it is faster and cheaper than classroom training.” Karr (2002) supported the commercial development by pointing out that “the percentage of companies offering e-learning is expected to double within the next two years, based on results from a study of 144 companies conducted by The Forum Corporation, a Massachusetts-based training and consulting firm. Also, the 2002 State of the Industry Report by the American Society for Training and Development (ASTD) points out that training is thriving, with e-learning poised for future growth.”

Educational technology has progressed and many improvements have been made in creating and delivering courses. Oblinger & Maruyama (1996) point out that there is no ‘best method’ of education, because students have different learning styles, needs, and
preferences. Clouse (2001) found that “computers and networks can be used to deliver multimedia course materials that include text, graphic, animation, and video as well as facilitate discussions between students and teachers.” This situation has narrowed the ‘transactional distance’ (Moore, 1994), bridging the gulf between student and teacher which allows communication to happen. This is the most important aspect in teaching. Clouse (2001) proposed that the transactional distance between students and instructors was pedagogical, not geographic, to be dealt with by changing interaction methods for dialog or instructional design for structure. While online education can offer alternatives and opportunities to traditional courses, it cannot replace many of the qualitative aspects that traditional course instruction offers.

Therefore, it seems logical that online education in combination with traditional education can address these diverse styles, needs and preferences and offer an alternative method of interaction between students and instructors. In addition, many comparative surveys of online and traditional instruction have shown that online classes can provide an effective educational environment and offer a viable alternative to traditional classroom instruction (Cooper, 2001). Even with all the modern educational technology available, human interaction is still core to a quality education. This was supported by Presby (2002) stating that online course should be a supplement to traditional approaches to teaching and should be implemented as a method for improving teaching effectiveness.

Young (2002) suggests that “several colleges are experimenting with combining online studies with traditional classroom studies..., ...other colleges are starting hybrid courses that have both classroom and online sessions in one course.” Garnham and Kaleta (2002) discuss hybrid courses are courses in which a significant portion of the
learning activities have been moved online, and time traditionally spent in the classroom is reduced, but not eliminated. The goal of hybrid courses, according to those authors is to join the best features of in-class teaching with the best features of online learning to promote active independent learning (Garnham and Kaleta, 2002). The hybrid model offers instructors the possibility to include cross-cultural online learning activities. Those include, but are not limited to case studies, simulations and online group collaborations, that can not be addressed in a traditional class setting.

The University of Central Florida already offers over 100 hybrid courses and even very traditional institutions like Harvard University embrace the idea of hybrid courses, explains Young (2002). A variety of studies in recent years suggest that a combination of traditional and online instruction is the ideal combination. Students enrolled in hybrid courses are more successful compared to ‘face-to-face’ courses and web-based-only courses, based on a study by Sorg, et al., (2002). Hybrid-teaching structures can address issues and accomplish instructional results neither a traditional nor an online course could by itself.

Harvard research describes that a mixture is best and that hybrid course models can be superior to traditional classes (Young, 2000). Abdous, et al., (1998) support that claim by describing the many contributions online resources and tools have brought to learning and teaching. A study by Dziuban (2000) found that in using hybrid courses, the students felt the university was responding to their needs, the students were more actively involved in their learning, and the students felt personally empowered.

A number of researchers and educators offer that “hybrid” models of teaching will be the way of the future, because of the many advantages they provide. “Instructors
reported that the hybrid course model allows them to accomplish course learning objectives more successfully than traditional courses do” (Garnham and Kaleta 2002). The hybrid model gives instructors more flexibility with their classes. “Within five years, you’ll see a very significant number of classes that are available in a hybrid fashion,” says John R. Bourne, professor of electrical and computer engineering at Franklin W. Olin College of Engineering (Young, 2002). The field of academia has begun to realize the advantages hybrid teaching structures offer. Previously, colleges focused on developing online courses that required no face-to-face meetings. Many of these efforts have failed and colleges reported dropout rates in classes that are completely virtual (Young, 2002).

This paper investigates the use of an online supplement that can be attached to a traditional course, taught at The University of Montana. This proposed online supplement, with the help of its multicultural content, should assist in producing more globally-minded and less ethnocentric students.

Modifications in existing curricula of universities, by including such online supplements, could be a tool for providing increased global mindedness and multicultural understanding. The benefits of internationalized curricula for the students are described by Bonfiglio (1995). “A global perspective enables students to address a global society that is complex, contradictory, interconnected, and constantly changing. This perspective develops in students a way of seeing that enables them to derive meaning out of ambiguity, make connections among disparate and sometimes contradictory parts, realize the effects of an individual’s actions on others and vice-versa, communicate with diverse
peoples, and make informed and deliberative choices about life in the local, national, and global societies” (Bonfiglio, 1995).

The term cross-cultural understanding occurs frequently in the literature. The question of how best to teach for cross-cultural understanding, however, persists. Students should complete their higher education with knowledge of how to better appreciate other cultures and become less ethnocentric.

The great majority of these comparative studies have adopted a methodological approach that is essentially ethnocentric. If the instructional environment in a hybrid model can become more student-centered, the learning effect can be increased. This opinion is supported by Dede (1996), Oblinger and Maruyama (1996), Felder and Brent (1996) and Graves (1997), stating that the challenge for using information technology is to preserve the important aspect of human interaction between students and faculty, while transforming the environment to a student-centered model.

One of the advantages of online learning modules is clearly the flexibility that is provided through the asynchronous environment. Distributed learning is based on learner needs and allows students and faculty to enter the learning environment at different times and from different locations (Oblinger and Maruyama, 1996). Learning can occur at the same time in different places, at different times in the same place, or at different times in different places (Locatis and Weisberg, 1997). The promise of distributed education is to increase access to instruction and to enhance the quality of student’s learning, according to Graves (1997).

Based on the literature reviewed, the design of an online supplement that can be attached to an existing course of International Business would be of great value to all
involved, students and instructors. A key point for the success of making students more 'global-minded' lies in the content of the supplement, the components and the communication opportunities between the students.

2.2. Literature on Ethnocentrism

Cashdan (2001) advocated that “People readily though not inevitably develop strong loyalties to their own ethnic group and discriminate against outsiders.” Many researchers place the concept of ethnocentrism within the larger theory of attitude. Attitude is the amount of affect for or against some object, as described by Thurstone (1931). Based on his research, Thurstone developed a scale that evaluates attitude by employing a bipolar measure. Rokeach (1968) states that it is the student’s preference, which governs his attitude. He defines ‘attitude’ as a relatively enduring organization of believes around an object or a situation, predisposing one to respond in some preferential manner.

Fishbein and Ajzen (1975) followed Rokeach’s definition of attitude and added that it is a learned predisposition to respond in a consistently favorable or unfavorable way with respect to a given object. In addition, they subdivided the term ‘attitude’ into three components.

1) Attitude is learned and can therefore be changed.
2) Holding a specific attitude influences a person toward action.
3) A person’s attitude can be measured on a scale ranging from favorable to unfavorable in relation to the object.
Triandis' (1971) definition of attitude also consists of three components. These components, however, differ from Fishbein and Ajzen’s groupings. Triandis claims that attitude is a consistency of response to social objects, in addition to being an idea with emotion that influences a class of actions to a particular class of social situation. The three components according to Triandis are:

1) Cognitive – consisting of an idea
2) Affective – consisting of emotion
3) Behavioral – which allows an individual to take action

Lett’s (1977) interpretation of the term ‘attitude’ included most of the previously mentioned definitions of other researchers. Lett suggests that attitude consists of an individual’s responses to a given social object, or class of social objects. All these elements are part of the various definitions of ethnocentrism. Sumner (1906), almost a century ago, was the first researcher who provided a definition that is still true today. In his definition, he unifies psychological, social and cultural components of ethnocentrism.

Sumner (1906) defines ethnocentrism as “the combination of things in which one’s own group is the center of everything and all others are scaled and rated, in reference to one’s group. Each group thinks that its own folkways are the only right ones.” Sumner also states that each group nourishes its own pride and vanity, boasts itself superior, exalts its own divinities, and looks with contempt on outsiders.

Using Sumner’s definition, Levinson (1949) expands on this ‘in-group/out-group theory’. The distinction between in-groups and out-groups is widely accepted today. It involves stereotyped negative and hostile attitudes regarding ‘out-groups’ and positive
and submissive attitudes regarding ‘in-groups’. This ‘in-group/out-group theory’ offers an authoritarian view on group interaction in which ‘in-groups’ are the dominant ones and subordination of ‘out-groups’ is seen as natural.

This theory is consistent with Adorno et al., (1950) and his definition that ethnocentrism is conceived as an ideological system pertaining to groups and group relations. A distinction is made between ‘in-groups’ (those groups with which the individual identifies himself) and ‘out-groups’ (with which he or she does not have a sense of belonging). ‘Out-groups’ are the objects of negative opinions and hostile attitudes. ‘In-groups’ are the objects of positive opinions and uncritically supportive attitudes; and it is considered that out-groups should be socially subordinate to in-groups.

During the past 30 years, definitions have become less complex, but still lean toward the original idea of Levinson and Adorno. Downs (1971) simply defines ethnocentrism as a conflict between ‘in-group’ and ‘out-group’. According to his view, ethnocentrism is applying the standard of one’s own culture to human activities in other cultures. Berry et al., (1997) supports that statement by adding that human beings display what may be a built-in propensity to favor the ‘in-group’. This would lead to the conclusion that human beings have a natural level of ethnocentrism “in the sense of ‘in-group’ preference, favoritism, and over-valuation” (Brown, 1986). Based on this knowledge, Tajfel (1981) developed the minimal-group theory, which states that distinctions arise immediately whenever humans are divided into groups (Berry et al., 1997).

Fersh (1974) defines ethnocentrism as the belief that one’s homeland, people and language, among other aspects are not only different, but superior to that of others. The
idea of viewing and judging individuals in other cultural groups is based on what is ‘right’ or ‘wrong’ in one’s own culture. Lambert (1978) suggests a way of measuring and evaluating other cultures by comparing them to one’s own. Walker (1984) defines ethnocentrism as “the tendency to assume the superiority and universal nature of one’s own cultural values.”

While researchers up to the 1980’s regarded ethnocentrism as cultural absolutism, it is important to mention that Martin (1985) divides ethnocentrism into cultural absolutism (one’s own culture is superior) and cultural relativism, which is an important component of ethnocentrism. According to Martin cultural relativism is a superficial tolerance of ‘out-groups’, accepting that the attitudes in both groups are different, but not recognizing the common characteristics.

According to Jary (1992) cultural relativism “asserts that concepts are socially constructed and vary cross-culturally. These concepts may include such fundamental notions as what is considered true, morally correct, and what constitutes knowledge or even reality itself.”

In reviewing the literature on ethnocentrism, it is evident that a person’s negative opinion toward a foreign culture or members of that group arises out of ethnocentrism. It is a clear disadvantage to view culture from a purely ethnic perspective. To understand culture one must encounter and discover a foreign culture from the inside and understand the people that live in it.

Hofstede’s major publications including Culture’s Consequences: International Differences in Work Related Values (1980) and Cultures and Organizations: Software of the Mind (1991) provided the author with additional information on national cultures.
While Hofstede’s second major work addresses two issues within culture: national and organizational cultures, the focus on national culture provided the most valuable insights for the work on ethnocentrism. This statement is supported by Mintu (1992) saying that “at an organizational level differences reside mostly in workplace practices.” The central argument Hofstede makes in his publication *Cultures and Organizations: Software of the Mind*, “revolves around the notion that ‘culture’ is a collective programming of the mind – one’s mental software” (Hofstede, 1991). The development of this software emanates from one’s social environment and life experiences”, as suggested by Mintu (1992). Mintu continues her statement by adding that “unlike a computer software, one has the ability to deviate and modify mental programs. Therefore, ‘culture’ is specific to a group or society of people and no absolute measure exists for evaluating culture” (Mintu, 1992).

According to Eckhardt (2002), Hofstede’s framework for understanding national differences has been one of the most influential and widely used frameworks in cross cultural business studies. Hofstede’s work has a large impact on business thinking and globalization. Although as Eckhardt suggests, it has also received criticism of other researchers.

As mentioned in Chapter One, the term ‘culture’ and its interpretation vary greatly in the literature. This paper uses the term ‘ethnocentrism’ and its important component ‘cultural relativism’. Cultural relativity challenges the normal, established beliefs, regarding the objectivity of moral truths. Individuals from different cultures have diverse moral codes. There is no objective standard that can be applied to judge a person’s societal code better than another. People need to realize and understand that
one's own society has no special status. It is only one status among many in the global society, therefore relative to other cultures.

After reviewing the various definitions in the literature, this research study focuses on the ethnocentric definitions of Sumner (1906) and Adorno (1950), because those are the ones that apply mostly in educational settings. The term 'ethnocentrism' will be used in regard to the distinction between 'in-groups' and 'out-groups' and the fact that the values of the 'in-group' are considered superior to the values the 'out-group' believes in. The 'positive' and the 'extreme' form of ethnocentrism, as described by Herskovits (1972) and listed in Table 01 were not addressed in this study.

2.3. Literature on Multicultural Education in the US

"The understanding has been that the educational curriculum is closely linked to society. To a surprising extent, this has been assumed rather than examined" (Snyder and Chesnut, 2001). To gain insight into the statement, this study reviewed existing literature on the origin, development and current state of multicultural education in the United States.

Garavalia (1997) stated that historically, the United States has not been faced with the same global realities, as other parts of the world. This is mainly due to three factors, 1) the location of the country, 2) the interdependence with other countries, and 3) the origin of the higher education system.

The United States is located between two oceans. It is a large country, with its own language, judicial system and infrastructure. Because of its political and economic history with the British Crown, it has traditionally put a large emphasis on its
‘sovereignty’. There has been little interaction between the United States and Canada and Mexico.

The countries of Europe, because of their closeness, exist with a mutual mix and exchange of cultures, traditions, values and even languages. Many are also reliant on each other, often experiencing the causes and results of economic growth and decrease, political change and other socio-economic issues of influence. Altbach (2002) notes a further advance by stating “In Europe, the major emphasis on internationalization came with the advent of the European Union and the recognized need to create a higher education system that would not only provide mobility from country to country, but also build a sense of European consciousness among students.”

The higher education system in the United States is based on European models, particularly the elite British colleges of Oxford and Cambridge, as Rudolph (1990) described. In the centuries that followed, the curricula focused on homogenizing the people, by teaching them one language, one work ethic with the goal of achieving success. This education system was effective and efficient well into the 20th century. The developments in recent decades toward a global community and business environment however, have little use for rigid structures and traditional systems. What was true and functioning in the past is no longer relevant. Snyder and Chesnut (2001) suggest that rather than doing away with the entire system, it would be sufficient to modify established structures and approaches in order to make the education system fit the newly required needs. Thus the reorientation of education toward global rather than national society involves shifts in curricular perspectives, i.e. the editing out of some past realities and the construction of a new world.
Indeed, the educational curriculum does not fit the requirements demanded by the changes in business and society through globalization. This is supported by Green (2002) who states “We cannot make the common claim to have the best system of higher education in the world unless our graduates can free themselves of ethnocentrism bred of ignorance and navigate the difficult terrain of cultural complexity.” In truth, as the world becomes more global, education has no choice but to change as well. Garavalia (1997) notes that it is clear that students worldwide should be equipped with job-related skills so they can be productive citizens in their own societies and it is no less important that students develop a realistic perspective regarding how they fit into and relate to the world holistically. The need for the internationalization of higher education in the US, is also supported by Altbach and McGill Peterson (1998). Four years later, Altbach (2002) reinforces his earlier statement adding that internationalization is not only a major trend, but also widely misunderstood.

For years, as outlined by Miller (2002), the US education system believed “that in most of the professions, we educate students for, they’ll never really use another language or knowledge of other cultures.” Miller continues to state that, as a consequence, international education on most campuses is a marginal activity. “What is meant by multicultural education?” The answers range from statements focused on increasing academic achievement and promoting greater sensitivity to cultural differences, as reported by Dunn (1997), to increasing foreign languages, enriching academic subject matter, or studying abroad, in order to multiculturalize curricula, as described by Garavalia (1997). According to Bennett (1999) multicultural education is an approach to teaching and learning that is based upon democratic values and beliefs,
and affirms cultural pluralism within culturally diverse societies and an interdependent world.

According to Dunn (1997) multicultural education has expanded during the past three decades from an attempt to reflect the growing diversity in American classrooms to include curriculum revisions that specifically address the academic needs of students. There are cross-cultural and intercultural similarities and differences among all peoples. Those differences are enriched when understood and channeled positively (Dunn et al., 1995). This does not exclusively happen when students are sent abroad. A quality multicultural education curriculum at home is financially more doable for the student and can ultimately offer a student to become globally aware.

According to Garavalia (1997) a multicultural curriculum must be oriented and designed based on the specific competencies and skills that make up a global-minded citizen and that provide the essential content required by international business and a global society.

In order to prepare Americans to live in an increasingly inter-related world, multicultural education must evolve from the current system. “At the same time, however, in the United States at least, there is much more rhetoric than action concerning the internationalization” (Altbach, 2002).

Tiedt (1999), states that multicultural education is an inclusive teaching/learning process that engages all students in developing a strong sense of self-esteem, discovering empathy for persons of diverse cultural backgrounds, and experiencing equitable opportunities to achieve their fullest potential. Harari (1989) supports Brogan’s statement by adding that world awareness and the ability to communicate with people in
other countries are of monumental importance in all of life's endeavors. Rationally, most of us in colleges and universities understand the importance of international and global understanding (Miller, 2002). Increased global interdependence and the tragic events of September 11, 2001 made educators realize that miscommunication, stereotypes, resulting in hate for people of other cultures, can best be eliminated through quality multicultural education. According to Dunn (1997) effective multicultural education should not separate students from one another but strive to satisfy the educational needs of each student in a holistic setting. Thus, several programs that have been devised to deal with cultural differences are deficient. These include bilingual approaches and selective cultural programs that adopt one language and culture to the exclusion of others.

Altbach and McGill Peterson (1998) point out that the international dimension of higher education has not yet been elevated to the status of national priority. While students seem to be interested in an international perspective and global-mindedness, "At graduation only 8% of American college students have actually studied a foreign language and fewer than 3% have experienced long- or short-term study or internships outside the United States" (Collins and Davidson, 2002).

According to Snyder and Chesnut (2001), "two themes are important here (in restructuring current curriculum): One has to do with what drops out of the educational past as globalization occurs – what emphases were important and legitimate in a past world of autonomous nation-states in extreme political and military competition but are now inappropriate in a more globalized world. The other theme has to do with what new material is educationally needed in the newly structured global society. The two themes
suggest a variety of hypotheses about present and future curricular change, in educational systems around the world."

The above statement was reinforced by the 2002 Report to the Provost of The University of Montana, composed of the International and Cultural Diversity Planning Cluster Committee. That report states that there should be greater awareness of the complexity of the world, and the desirability of adapting activities to that complexity. Furthermore, attention might be directed to cultural relativism and the inherent, adaptive diversity of the world’s cultural realms. In addition, the Committee felt a greater number of multicultural courses should be required and a curriculum should be designed to encourage international awareness. The difficulties encountered redesigning existing curricula and incorporating it into effective international and multicultural education components are examined by the report.

As the various literature sources covered in this review suggest, there are many approaches to expand and modify existing curricula in order to meet the needs of a global society and markets. That does not mean that a unified technique needs to be utilized to reach that goal, it merely means that the goal to educate less ethnocentric, more global-minded students should be the priority focus. This is supported by Garavalia (1997), who suggests that it is not necessary to agree on a world-curriculum; it is however, important to identify curricular issues and global events that transcend cultural boundaries, to target humanistic commonalities among us.

Connecting the three individual reviews of literature and providing a perspective, many of the cultural disagreements, misunderstandings and forms of aggression the people of different cultural decent are currently experiencing, are based largely on a lack
of quality multicultural education, resulting in the formation and increase in ethnocentrism. This is supported by Schank (2002), pointing out that the root cause of the 9/11-Tragedy was lack of education -- education of the American public, and especially, the education of Arab youth. As the review of the literature clearly indicates, education aided through online teaching and learning technologies should play a key part in reducing ethnocentrism and promoting global-mindedness. This is reinforced by Schank, who states that a solution to the dense web of problems, conflicts and political issues surrounding the tragic fall 2001 events could be found in online education.

One approach to target that specific lack of education would be through multicultural online education models, similar to the one presented as a prototype in this research study. According to Collins and Davidson (2002), students are drawn to curricular offerings on other cultures, religions, and lifestyles. Hunter and Carr (2002) support the statement by Collins and Davidson, by adding that technology is providing a positive impact on delivery mechanisms at the university level. Online education is an ideal tool that is capable of creating a student-oriented environment, while providing multicultural readings, exercises and high levels of interaction as described in the multicultural online supplement. Institutions, which adopt a delivery mechanism employing an asynchronous mode, can gain the most benefit from technology (Hunter and Carr, 2002).
CHAPTER THREE

Research Methodology

3.1. Research Design Overview

The first section of this chapter presents the study’s research procedures, research question and related hypotheses, including sample size, instrumentation selection, as well as detailed information on the multicultural online supplement are provided. The testing procedures and the data collection and recording procedure is also presented. Examination of data and the statistical methods employed to analyze the data concludes this chapter.

3.2. Research Procedures

Berry et al., (1997) see the procedure of conducting cross-cultural research as a three-step process. First the research question must be explicitly stated. Second, a method that is appropriate to the research questions raised should be selected. Method is defined here as the design, sampling, administration, and instrumentation involved in the collection of data. Finally, the appropriate data analysis should be chosen in light of the research question raised and the method chosen. In contrast to Berry et al., Wiersma (1982) provides a model which suggests a four-step process. While the first three steps are almost identical in both research models, Wiersma completes his model with a ‘conclusion’. First, the research question needs to be identified, followed by the
collection and evaluation of source data. These steps are preceded by the synthesis of information from source materials and completed by the formulation of a conclusion.

Figure 01: Four steps in the Methodology of Multicultural Research

(adopted from the model developed by William Wiersma).
On January 30, 2003, the author of this research study visited both international business student groups, the experiment group and the control group and introduced himself to the students by reading a short explanation (Appendix: A.13.). The course instructor distributed the informed consent forms (Appendix: A.14.) required for student participation and collected all forms after a twenty-minute time period. Students received a copy of the informed consent form for their own record.

The pre-test for both, the experiment and the control group, consists of two sections. The pre-test for the experiment group was available online (Appendix: A.7.), the control group received their pre-test survey (Appendix: A.8.) in a hard copy form. The first section features various demographic questions, including information regarding travel habits, experience and time duration. The student responses are described in detail in the next section. The second section of the pre-test survey contains the actual 30-question global-mindedness research instrument, developed by E. Jane Hett (1993).

The post-test for the experiment group (Appendix: A.9.) consists also of two sections. Section one lists nine questions inquiring about student’s experience using an online form of learning technology and section two featured again the Hett questionnaire. The post-test for the control group (Appendix: A.10.) was limited to only one section, featuring the 30 questions of the Hett instrument.

Students are taught by the same instructor, utilizing the same multicultural instructional materials. The only difference is that the experiment group is instructed online and the control group receives their multicultural course material in a traditional lecture in the classroom. As a consequence, the experiment group accesses their reading material on the multicultural online platform, while the students of the control group
receive paper handouts of the reading material. In addition, the multicultural assignments in the experiment group are completed in an interactive online discussion board, also referred to as forum. The traditional group executes the assignments in-class, followed by a discussion of the questions. The study utilized an established survey instrument to determine to what extend, if any, the students from two sections of International Business courses that were instructed in a traditional classroom environment versus an online supplement changed their attitude towards ethnocentrism.

3.3. Research Question and Related Hypotheses

Based on previous research and literature reviews an overall research question was posed as follows: Can an online supplement reduce ethnocentricity in students taking International Business classes? Because of the relationship of interest for each hypothesis, $H_1 - H_3$ are stated in the alternative form. The following hypotheses are based on the research question above:

$H_1$: Students taking an international business course with an online supplement become less ethnocentric than students in a traditional classroom setting.

$H_2$: There will be a positive correlation between the amount of student participation in the online supplement and their reduction of ethnocentricity.

$H_3$: Online participants will engage in deeper, more connected discussions than their peers in the traditional classroom.
3.4. Research Design

In order to measure any changes in ethnocentrism one student group (experiment group) receives the multicultural supplement online and the other one (control group) does not. The attitude of students in both groups is evaluated before and after the multicultural supplement is administered. For administrative purposes, intact groups (two sections of International Business courses) are used in the study. A cross sectional survey was designed for this study, based on research, conducted by Borg and Gall (1983). Fraenkel and Wallen (1990) suggest that causal-comparative design includes selecting two or more groups that differ on a particular variable.

A mixed methodology is applied in order to test the three hypotheses in this study. H₁ and H₂ are investigated using t-tests. A paired t-test is a statistical test that compares two small sets of data. The t-test is performed to determine if there is a reliable (statistically significant) difference between two means on the same or related subject over time or in different circumstances. The paired t-test can also be utilized to compare samples that are subjected to different conditions, provided the samples in each pair are identical otherwise. Therefore, it seemed appropriate to use a t-test in this study to determine the statistical significance of a difference in global-mindedness scores in a traditional student group (control group) that received their multicultural instruction in a classroom and an online student group (experiment group), which were instructed via an online supplement.

Pairing involves matching up individuals in two samples (pre-test/post-test). Each subject is paired (matched) with himself, so that the difference between the pre-test and post-test responses can be attributed to the change caused by taking the test, and not...
to differences between the individuals taking the test. The data from the pre-test/post-test is then analyzed by examining the paired differences in score for each subject. A test statistic called ‘t’ is then calculated. This ‘t’-score is a measure of how far apart the average difference score is from zero in standard units. The larger the t-value, the more likely it is that the difference score is not zero and therefore the difference between the means is reliable. Borg and Gall (1983) suggest that once the researcher has identified possible causes of the phenomena, the differences in a number of variables can be investigated in order to determine which variable or combination of variables seems to cause the phenomenon.

$H_3$ is tested with a qualitative approach. Creswell (1994) provides two reasons why the qualitative mode of inquiry is appropriate for $H_3$. “Qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures” and the fact that “the process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypotheses, and theories from detail.”

3.5. Sample

Subjects for this study are students in two sections of International Business classes taught in the spring semester 2003 in the School of Business Administration at The University of Montana. Both sections have the same topics, course material and are taught by the same instructor.

36 students were enrolled in the International Business Class section that received the online treatment. Out of those 36 students, 34 signed the Student Consent Form and
participated in the pre- and post survey. 50 students were enrolled in the International Business Class section that functioned as the control group. Out of those 50 students, 38 signed the Student Consent Form and participated in the pre- and post surveys. The pre-survey took place on Friday, February 4, the post-survey on Friday, February 13, 2003.

This group selection is based on Allport’s (1954) finding that individuals with a college education are generally less intolerant of cultural differences (ethnocentricity). Allport’s statement is supported by Kleg et al., (1970), arguing that the more education a person has, and the broader it is in terms of subject matter, the more likely he or she is to come into contact with facts and ideas which run counter to the prejudices (ethnocentrism) the person has learned.

3.6. Instrumentation Selection

Berry et al., (1997) list three forms for selecting a research instrument. To apply an existing instrument, to adapt it, or to assemble a new version. "In the first alternative the instrument or a translated version will be used without any modification. If the construct is not fully covered in the new group, the instrument can be adapted by rephrasing, adding, or replacing items that measure the missing aspects. If the researcher finds the original instrument entirely inadequate, a new instrument has to be assembled" (Berry et al., 1997).

The author of this proposal investigates several instruments that are designed to measure attitudes in people. As determined earlier, ethnocentrism is based on a persons’ attitude, so the goal was to find a valid and reliable scale that measures attitude in individuals and that can be used without any modification. According to Berry et al.,
(1997), "the advantages of this choice are (1) the possibility to compare research results with other results reported in the literature, (2) the possibility to maintain scalar equivalence (which is not achievable if results of newly assembled instruments are compared) and (3) the small amount of money and effort that is required to administer an existing instrument as compared to the development and establishment of the psychometric properties of a new or adapted instrument".

Bogardus (1959) developed a tool to measure attitude. However, it is not very appropriate in determining a general degree of ethnocentric attitude. The problem with many 'attitude studies' is that they have neither been quantitative, nor could they be directly applied to hybrid course structures.

McCabe (1993) provides important information in the Dissertation The Development of a Global Perspective During Participation In A Comparative Global Education Program. One area of his work focuses on how various elements of a comparative education program impact the development of a global perspective in students. The study identifies patterns of change in several dimensions of students' global perspectives, including ethnocentrism versus globalism, naiveté versus cross-cultural knowledge and awareness.

Most researchers in the behavioral science and the humanities accept the definition of ethnocentrism as described by Sumner (1906). Many studies have utilized Sumner's definition, which led to the design of theories and techniques during the past 50 years.

The Ethnocentrism Scale (E-Scale), the chief measuring instrument developed by Adorno et al., (1950) is designed for adults and makes a distinction between in-groups
and out-groups. While this scale was widely used in the 1950's and 1960's, today the tool is 'old fashioned'. This can be attributed to the fact that research in the last decades brought new discoveries in the area of 'intergroup relations' and 'ethnocentrism'.

Another instrument, the *Worldmindedness Scale (W-Scale)* was developed by Sampson and Smith (1957). According to Connole (1995), "The *Worldmindedness Scale* uses a variety of questions to address issues of religion, immigration, government, patriotism, race, education, and warfare, in order to assess cross-cultural tolerance and acceptance." It is a *Likert-type* scale containing 32 questions, regarding a person's 'world-view'.

Schmidt (1975) designed a *Globalmindedness Scale for Youngsters*. The scale is designed to measure the knowledge and attitude of forth, fifth and sixth grade children, as Hett (1993) points out and was therefore also not appropriate to survey students in higher education.

In 1976, Lett developed a scale for attitude measurement that consisted of seventeen items that are worded positively and seventeen that are worded negatively. The 34 questions are designed to measure a student’s general level of ethnocentrism. The students indicate their amount of agreement or disagreement to a specific question by selecting an answer between 'Strongly Agree' to 'Strongly Disagree'. The questions were developed over 25 years ago and are mostly inappropriate for the use with college students today. This judgment is based on the same argument used for the rejection of the *Ethnocentrism Scale (E-Scale)*.

Throughout the years, several instruments were developed and served in part and/or in combination with other established *Likert-type* scales in the attempt to measure

The Global Understanding Project is one of the most ambitious instruments to measure knowledge and attitude. This project uses a combination of questions from The Worldmindedness Scale (Sampson and Smith, 1957), The Internationalism Scale (Likert, 1932), The Internationalism-Nationalism Scale (Levinson, 1957), The Patriotism Scale (Conover and Feldman, 1987) and The Attitudes Towards World Affairs Scale (Barrows et al. 1981), only to name a few, all targeting a specific area. According to Hett (1993), the Attitude Toward World Affair Scale captures many of the concepts that are crucial to global understanding. In addition, it is a well-researched and documented endeavor. However, the 101 questions are very specific to the political environment of 1979, cautioned Hett.

One of the most recent tools to measure ethnocentrism was developed by E. Jane Hett (1993) at San Diego University. She designed a 30-question survey instrument to measure global-mindedness (Appendix: A.6.). According to Hett "Global-mindedness is a worldview in which one sees oneself as connected to the global community and feels a sense of responsibility to its members." Hett continues to explain that this commitment is reflected in the individual's attitude, belief, and behaviors. With the research Hett conducted, she was able to develop an instrument to measure this construct. Hett tested the instrument at the University of California in San Diego with 396 undergraduate students. Content and construct validity were established and a factor analysis confirmed construct reliability (Hett). Segall (1990) provides the following definitions for these terms. "Validity refers to the accuracy, honesty, and meaningfulness of the answers. The
answers people give should be the same answers they would give if someone else asked
the questions, or if the questions were asked at another occasion – That is reliability.”
Hett also points out that her instrument contains items representing five areas, including
centrism’. The tool is useful for assessing attitudes before and after classroom
experiences, by providing a means for evaluating the effectiveness of attempts to develop
a global worldview in students (Hett, 1993).

Based on the literature review, regarding established research tools to measure
ethnocentrism, Hett’s instrument was used to measure the change in global mindedness in
students in a pre- and post-test situation. Permission from the copyright holder to use
Hett’s research instrument for designing a pre- and post-test at UM was requested
(Appendix: A.4.) and granted (Appendix: A.5.). Hett’s scale also meets the criteria for
psychometric measures established by Hudson (1981). These accepted psychometric
procedures for instrument development were utilized to establish internal consistency
reliability, factorial validity, content validity, as well as multidimensionality of the
Global-Mindedness Scale (Hett).

Furthermore, as Hett reports, her scale is “reliable, valid, short, easy to administer,
easy to score and easy to understand and interpret.” Based on her research, Hett makes
several recommendations in her study for applying the Global-Mindedness Scale in the
future. They include, but are not limited to testing the instrument on students before and
after participating in global study courses, or internationally oriented educational
programs.
In addition to Hett's *Global-Mindedness Scale*, fifteen questions were added to the pre-test survey for the online experiment (Appendix: A.7.) and the control group (Appendix: A.8.) to gather demographic data from the participants. Also, nine questions were added for the post-test survey of the online experiment group (Appendix: A.9.). Those questions included inquiries on the students' experience and attitude regarding the components of the online supplement, as well as the level of comfort with which students were learning with online technology.

The design and evaluation of most of the questions follows the attitude scale construction, which states that the most common and useful procedure for eliciting opinions is to provide respondents with expressed opinions and ask them to indicate agreement or disagreement with them. These will be statements that express beliefs and feelings regarding that object and they will be statements with which all persons might either agree or disagree. Since any given statement might be agreed or disagreed with to some extent, statements are presented in a format that allows expression of degrees of agreement or disagreement. The exact scale that was used for this research study is explained in greater detail in Chapter Four.

Permission for Human Subject Testing was requested from the *Internal Review Board (IRB) at The University of Montana* (Appendix: A.11.) and granted (Appendix: A.12.). A request to the teaching faculty for access to the students of two sections of International Business courses, and the use of classrooms to conduct the study was made (Appendix: A.15.) and granted (Appendix: A.16.). In coordination with the course instructor and the Department Chair, the time frame for the study was set for February 4-13, 2003. The multicultural online module is described in the following section.

3.7. Multicultural Online Supplement Module

3.7.1. Implementation of Instructional Theory and Design

*Computer Aided Instruction (CAI)* has revolutionized the educational arena in recent years. Online instruction would be impossible without any computer equipment. Many authors have described how to effectively implement online education (Peters and Sikorski, 1997; Carlton, Ryan and Siktbert, 1998). All of these articles establish the role that computers are playing in the educational process, but often do not analyze their strategic role in course pedagogical development, according to Hobbs (2002).

Many technologies can be utilized to support instructional strategies, but some are more appropriate than others. In 1987, the *AAHE Bulletin* first published ‘Seven Principles for Good Practice in Undergraduate Education’, to provide educators with a guideline, according to Chickering and Ehrmann (1996). New technologies, specifically educational technologies have become major resources for teaching and learning in recent years. “If the power of the new technologies is to be fully realized, they should be employed in ways consistent with the Seven Principles” (Chickering and Ehrmann). The writer of this research study follows those seven principles in designing the multicultural online supplement described in this document.
The seven principles for good practice are:

1) Encourage contacts between students and faculty
2) Develop reciprocity and cooperation among students
3) Using active learning techniques
4) Prompt feedback
5) Emphasize time on task
6) Communicate high expectations
7) Respect diverse talents and ways of learning

With regard to the first principle, through technologies, such as e-mail and faculty monitored discussion boards, interactions between students and teacher can be strengthened. This is particularly important, when students of different cultural backgrounds are involved in the learning process. Students are sometimes shy in oral communication situations in a ‘face-to-face’ environment. “The literature is full of stories of students from different cultures opening up in and out of class when e-mail became available” as Chickering and Ehrmann point out in their article. Moreover they explain that in discussion boards, “Communication also is eased when student or instructor (or both) is not a native speaker of English; each party can take a bit more to interpret what has been said and compose a response.”

Written communication offers a comfortable environment to discuss values and personal concerns, as mentioned by Chickering and Ehrmann (1996). Studies in recent years have shown that written communication between faculty and students has lead to an increase in communication in general, with more intimate, protected and convenient
discussions and learning as a result. Chickering and Ehrmann (1996), state that the biggest success story in this realm has been that of time-delayed (asynchronous learning). This statement supports Kiser's (1999) opinion that chat rooms do not have as much instructional value, as threaded discussions on specific topics. It also justifies the incorporation of an electronic online discussion board for the prototype of a multicultural online supplement.

With regard to the second and third principles, learning through problem solving increases when it is a team effort. The same active learning techniques of communication, described for enhancing student and faculty interaction, can be implied to stimulate cooperation among students. "Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's ideas and responding to others' improves thinking and deepens understanding", according to Chickering and Ehrmann (1996). Based on this knowledge, multicultural case scenarios with questions are adapted by the author from a variety of professional publications in the field. Students are encouraged to post their answers on the discussion board of the online forum, reflect on other posts and incorporate the ideas, thoughts and suggestions of their fellow participants.

Related to the fourth principle, instructor feedback is an important aspect in learning, particularly in a virtual environment, without the 'face-to-face' interaction. Through e-mail and monitored discussion boards, instructors can provide 'one-on-one', as well as 'group feedback' to students. Instructors can decide how much feedback is appropriate to motivate the learner and to stimulate innovative thinking. All participants
can access the electronic environment, which allows work to be published and shared. Instructors can take on the role of a facilitator and allow students to work on projects, provide feedback to each other. Chickering and Ehrmann (1996), claim that “general criteria can be illustrated with samples of excellent, average, mediocre and faulty performance. These samples can be shared and modified easily. They provide a basis for peer evaluation, so learning teams can help everyone succeed.”

Concerning the fifth principle, technologies can increase time on task by allowing the student to become more organized, focussed, thus making studying more efficient (Chickering and Ehrmann). With busy time schedules and a variety of learning engagements, the flexibility of learning is limited in traditional classrooms to the time of the session. Interaction with the instructor or among the students starts with the beginning of the lecture or class and ends with people disbursing to their next learning task. While conversation might continue for several more minutes after the session ended, the time on task is minimized through a rigid timetable. In an online learning environment, time efficiency can be increased when the interactions between teacher and students extend beyond the traditional 45, or 90-minute time spend together in a classroom. Asynchronous techniques and access to material is the key to the flexibility and the time on task. Multicultural reading material, as well as the case scenarios with questions, can be accessed anytime, after their assigned date.

The sixth principle states that technology can communicate high expectations. It can move the traditional learning by adding an interactive, innovative component that motivates students not only to memorize information but by improving and expanding their learning skills on the way. This is supported by Chickering and Ehrmann (1996)
stating that “Significant real-life problems, conflicting perspectives, or paradoxical data
sets can set powerful learning challenges that drive students to not only acquire
information but sharpen their cognitive skills of analysis, synthesis, application and
evaluation.” Therefore, online environments do not only have the potential to motivate
students by redefining their own standards of learning, it also offers additional ways to
increase professional teaching and learning on the way.

With respect to the seventh principles, technological resources can ask for
different methods of learning through powerful visuals and well-organized print; through
direct, vicarious, and virtual experiences; and through tasks requiring analysis, synthesis,
and evaluation, with applications to real-life situations (Chickering and Ehrmann, 1996).

This seventh principle might well be the strongest aspect of successful online
learning. A traditional classroom environment features different students with different
talents. The same is true for virtual classrooms. Online learning has the potential not
only to respect, but to actively incorporate and address diverse talents and ways of
learning.

In conclusion educational technologies can encourage self-reflection of the
learner. They can drive collaboration and group problem solving. Technologies can help
students learn in ways they find most effective and broaden their repertoires for learning.
They can supply structure for students who need it and leave assignments more open-
ended for students who don’t. Fast, bright students can move quickly through materials
they master easily and go on to more difficult tasks; slower students can take more time
and get more feedback and direct help from teachers and fellow students (Chickering and
Ehrmann, 1996).
The multicultural online supplement incorporates all seven principles outlined by Chickering and Ehrmann. Hobbs (2002) notes “In addition, Carr-Chellmand and Duchastel (2000) have developed a set of key components that should be addressed when developing an ideal online course.” It is the consensus of the authors that the most important element of an online module is a good study guide. Hobbs (2002) continues “The study guide suggested is similar to the traditional course syllabus in many ways, but on a higher level of detail.” Carr-Chellmand and Duchastel (2000), point out to explain that a guide “must include the traditional elements of good instructional design, in particular, a clear description of the instructional aims and learning objectives of the course.”

Guided by the research findings of Carr-Chellmand and Duchastel (2000), this study developed a detailed ‘Online Guide for Students’ with segments on ‘Navigation’, an explanation for the selection of the ‘Reading Material’ and ‘Case Scenarios’ posted, in addition to ‘Prerequisites’ and ‘Learning Objectives’. The guide for students also featured segments on the ‘Student Requirements’, the ‘Online Forum’, a ‘Calendar’ and ‘Online Surveys’.


Tilson, Strickland, DeMarco and Gibson (2001) named their suggested design approach “guided inquiry”, in which “…information is provided in modules and presented in varied ways. The function of the modules is not to deliver the content to the
students, but to make available all the information needed and the opportunity to put that information together in a meaningful way."

With the appropriate guidance and access to quality material, the student is clearly in charge of learning. Learning has to be a goal-oriented process fuelled by the student's curiosity and willingness to learn, rather than an instructor assigned and enforced task. This philosophy is supported by Hobbs (2002) who states “…these terms must include a level of details that would enable the student to proceed in the course with minimal elucidation by the instructor.”

“Well-designed courses for the online environment include teaching strategies that address multiple learning styles and require active participation by the learner” Sternberger (2002). According to Hobbs (2002), “assignments should be learning experiences in which the student engages to help master the material. In addition, assignments should be centered on a set of student tasks that promote application in real-world settings.” Carr-Chellmand and Duchastel (2000), further emphasize “an online university course should provide the students with the broad goals that are to be attained, while leaving them with substantial latitude and initiative to pursue their own goals.” In a ‘face-to-face’ course, the instructor is the immediate provider of information. In a well-designed online course, students take a more active role in choosing and assimilating the information at their disposal. Therefore, online students take responsibility for their own learning.

Agarwal and Day (2000) from the University of Central Florida developed what they call the ‘Learning by Objective’ (LBO) Model. The LBO structure is a pedagogical model which shows how goals can be reached by a series of pre-determined learning
objectives. Hobbs (2002) notes that the LBO Model ",...has been used to enhance course material and has been used as a model for web-based courses." The required readings and case scenarios in the multicultural online supplement were selected and incorporated following the pedagogical model developed by Agarwal and Day (2000). The LBO Model proved successful for students participating in the multicultural online supplement.

The development of an asynchronous forum was key to the success of the online supplement, because it allows time-convenient learning for students. Empirical research categorizes an online communication forum as one of the most important characteristics of a good course. It is ideal for engaging students in deeper, more connected discussions. Academics have found that collaborative discussion activities, such as discussion forums, enhance learning (Hobbs, 2002). Carr-Chellmand and Duchastel, (2000) reinforce the importance of communication in an ideal online course.

Technology does not automatically assure high quality teaching and learning. New technologies, ideas and approaches and their implementation have revolutionized teaching. The seven principals of good practice in undergraduate education, as previously outlined by Chickering and Ehrmann (1996), still need to be incorporated in educational technology. Regardless of the technology advances, it is incumbent upon the educator to focus on motivating and stimulating students to be interactive and use real world situations in technology assisted learning.

According to Hobbs (2002), the use of the Internet for educational use is still embryonic, and will develop to its full potential by educational entrepreneurs, who are ready to accept the challenge. Professors that include these fundamentals items will be
on the way to developing exceptional online courses. They will begin to construct a
teaching format that collaborates the Web, diverse learning styles and active learning
pedagogy. This is supported by Ross and Schulz (1999), who stated that in an online
learning environment, a goal of any teacher should be to facilitate student’s success.
When used judiciously and with students’ varied learning styles in mind, the Web can
play an important role in helping professors reach all students.

3.7.2. The Online Platform

Blackboard Version 5 (Copyright © 1997-2003 Blackboard Inc.) was used to
develop a multicultural online supplement. In the spring of 2003, UM operated two
Blackboard servers. The SOBA-server, operated by the School of Business
Administration, hosted the multicultural online supplement.

While Blackboard offers a communication platform for a virtual classroom
environment, it also allows a variety of classroom activities to be transferred online,
including the posting of reading material, PowerPoint presentations, web pages,
assignments and student assessment. The software is therefore ideal for information
acquisition, collaboration and communication. It has two content areas. The ‘Primary
Content’ area contains course information, course documents and assignments, only to
name a few. The section ‘Specific Content’ offers space for announcements and staff
information. The content within those areas can be organized in folders. The names of
the areas can be changed to appeal to the user.

In addition, Blackboard offers a synchronous chat-room or instant messaging
option allowing students and instructors to discuss course topics and issues online at the
same time. The live information exchange, via chat or instant messaging, creates interest and momentum, but it could also prove inconvenient for the students, because participants have to work synchronously.

However, Blackboard also provides a discussion board, which allows for ‘threaded discussions’ and e-mail exchange in an asynchronous set-up, allowing time-convenient learning for students. The author of this research study decided to incorporate a discussion board for the aforementioned reasons.

With the flexibility and freedom the online medium provides, the instructor also has the opportunity to stimulate more than one of the senses or intelligences, as described by Gardner (1999), therefore having the potential to create a higher level of student engagement and learning in the process. While in many traditional classrooms, the instructor primarily supplies the knowledge, high quality online learning is based on Bruner’s constructivist theory (Bruner, 1960). This process of how a person constructs knowledge is anchored on the theory that knowledge is build by the learner through acquiring information, communicating, interpreting and evaluating knowledge and experiences through interactive collaboration with other learners. This theory is supported by Gardner (1983, 1999) who favors in depth, constructivist, student-centered learning.

While the technology allows a variety of convenient instruction and provides a medium that can support learning, it is important to note that it can only act as a tool that assists instructors. The instructor, however, is the one who needs to know how to use the technology appropriately, so that the educational materials are incorporated and can provide the highest learning outcome. With the flexibility and freedom the online
medium provides, the instructor also has the opportunity to stimulate more than one of the senses or intelligences, therefore creating a higher level of student engagement and learning in the process.

In a learning environment that addresses complex multicultural topics and issues, several additional components, such as cultural background, upbringing, traditions, values, etc. play an important role that needs to be incorporated and addressed. Based on those facts, the author of this research study designed an instructional design model (Figure 02) for the reduction of ethnocentric attitudes and the expansion of global-mindedness. The multicultural online supplement is designed following this instructional design model.

Figure 02: Instructional Design Model for Multicultural Online Education

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3.7.3. Online Course Development

Online content can have two origins. Either the content existed already as a traditional in-class instructional unit, or it was specifically designed for online use. A decision needs to be made, if an online module is taught in combination with a traditional course, or if it is a stand-alone unit. This will have a major influence on the course organization and content presentation.

The multicultural online supplement developed for this research study, was designed incorporating three forms of communication, as described by Moore (1993).

These are communication between 1) student and content, 2) student and instructor, and 3) student-to-student.

1) In the multicultural online supplement, reading and assignments fostered interaction between students and content.

2) The online forum (discussion board) monitored by the instructor, supported student to instructor interaction. Students could contact the instructor through e-mail, when questions occurred or guidance was needed.

3) Students posting their answers to the questions in the assignments and commenting on the reactions and thoughts of their peers in an online forum, supported student-to-student interaction. The student-to-student interaction is crucial for learning success. Dale (1946) supports that statement by pointing out that after two weeks, people tend to remember: 10% of what they read, 20% by what they hear, 30% by what they see, 50% by what they hear and see, 70% by what is discussed with others and 90% by what a person says and does with others.
Moore's (1993) three forms of communication also allowed for the incorporation of Bloom's (1956) taxonomy in the learning process. Bloom's general principles of classification, are 'Knowledge' with the recall of memorized information, 'Comprehension' with grasping the meaning of material, 'Application' with using the learned material in new and concrete situations, 'Analysis', with identifying relationships and organizations of components, 'Synthesis' with combining parts to form something new and 'Evaluation' with judging the value of material for a given purpose.

These building blocks of learning served as a pedagogical foundation in the design process of the multicultural online supplement. Gagne’s et al., (1992) elements of instruction, support Bloom's approach and also contribute greatly to the systematic instructional design process, regarding the content and activities in the multicultural online supplement. Most instructional design models are based on Gagne’s research and systematic way of designing instruction. Based on his conditions of learning theory, Gagne lists 'Analysis', 'Design', 'Development', 'Implementation' and 'Evaluation', as important elements for high quality instruction.

3.8. The Testing Procedure

Testing is conducted prior to the introduction of the online supplement module (pre-test), as well as after the testing period (post-test). The post-test determines the level of ethnocentricity in students at the conclusion of the course.

It is important to note that a differential loss of subjects between treatments could threaten the internal validity of the experiment, as described by Borg and Gall (1989).
Therefore particular attention is paid to the same sample size of participants in the pre- and the post-test.

Students in each international business class possess a natural level of ethnocentrism. This level depends on the socialization process a student has experienced. Therefore, pre-existing levels of ethnocentrism in the students can neither be eliminated, nor controlled. The ethnic background of a student, as well as previous travels abroad, also contribute to the various levels of ethnocentrism in the class.

Through obvious or hidden actions, the instructor has the ability to potentially influence the attitude of test subjects. Therefore, the instructor is asked, prior to the experiment, not to influence the attitude of the test persons. Explanations to the student are kept at a minimum (Appendix: A.13.). To the extent possible, interaction between the two student groups is also kept at a minimum in the manner the two courses are structured. In addition, students are asked not to discuss the experiment with anyone. This also helps to limit “experimental treatment diffusion”, as described by Borg and Gall (1989).

Information in newspapers and on television, regarding major political or economic international and national events, can also potentially influence existing attitudes and thus, affect the level of ethnocentrism. Because of the tense international political situations, involving the United States and the country of Iraq in January and February of 2003, the test period is limited to two weeks, to allow for the most objective data collection possible.

The students of the ‘treatment class’ are informed about the online supplement that was designed for them. The instructor introduces the author of this study and Student
Consent Forms (Appendix: A.14.) are passed to all students enrolled in the two classes. Students are instructed to read the consent form and decide if they want to participate in the study. They are given until the next class period to make that decision. All survey participants were assured of their anonymity. In addition, all students were informed that their decision to participate, or not to participate had no affect on their grade, or how well they were treated by the instructor.

In a debriefing on the last day of the experiment, all students were informed that they could e-mail the author of the study, if they were interested in the results of the survey once the study was completed.

3.9. Data Collection and Recording

As educational research literature suggests, data is collected through primary and secondary sources (Gay, 1992). Primary sources are first hand information, such as personal surveys and written responses of the participants. The data is gathered by two self-report attitude surveys, a pre-test and a post-test. The data in the experiment group is recorded in online forms, which the students complete in the beginning and at the end of the treatment. The data in the control group is recorded on paper-surveys. The data of both student groups are then transferred and stored in Microsoft Excel spread sheets for further processing and evaluation.

3.10. Data Analysis

The pre-test student survey has two major purposes. It provides some basic demographic information, on gender, age, class level and area of study, among other
background data. More importantly, the first student survey provides information on the
global mindedness and cultural awareness levels present among the students prior to
engaging in the multicultural online supplement. Data from students through the post-
test show the level of ethnocentricity after the instructional online supplement. A
comparison of the two sets of data portray if the attitude towards global mindedness and
multicultural understanding has changed in the students during the two-week online
supplement period. The statistical analysis was performed using SPSS software 11.0.
T-tests were used to analyze the survey data.
CHAPTER FOUR
CHAPTER FOUR

Results

The purpose of this chapter is to present the findings of this study. The research hypotheses are presented, along with the test results. The main research task was to investigate if students participating in a multicultural online supplement showed an increase in global-mindedness over students in a control group, who receive the same content in a traditional classroom environment. Throughout this chapter, the various hypotheses are indicated in the text by the letter ‘H’, followed by a number indicating the specific hypothesis in question.

4.1. Profile of the Sample - General Information

Seven student surveys of the experiment group (online class) were eliminated, due to incomplete questionnaires. Consequently, responses from 27 online students were included in the statistical analysis.

Three students of the control group (traditional class) were eliminated from the study, due to the same reasons as in the experiment group. As a result, 35 students from the traditional class were included in the study. This chapter describes the results of the data analysis of the online experiment group. The data accumulated in the control group were only utilized for comparison of the global mindedness scores.

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4.2. Pre-Test Demographic Data - Online

The demographic data compiled based on questions 1-15 in the pre-test provides some vital information regarding the individual background, experience and attitude of the participating students, as well as the class structure.

**Question 1:** Asked students to indicate their gender. There were 10 females (41%) and 17 males (59%) in the online experiment group.

**Question 2:** Asked about the current class level of the participating students. Responses indicated 16 students (59%) were ‘Juniors’, 10 were ‘Seniors’ (37%) and one (4%) was a ‘Graduate Student’.

**Question 3:** Inquired about the age of the students. The average age of the students in the online group was 22.4 years.

**Question 4:** Requested students to provide information regarding their ethnic background. Twenty-six students (96%) indicated they were of ‘Caucasian’ decent. One student (4%) stated being an ‘American Indian’ or ‘Alaska Native’.

**Questions 5, 6 and 7:** Asked students to make a selection from a list, regarding their field of study, or describe their field of study in their own words. All 27 students were majoring in ‘Business Administration’.

**Question 8:** “Have you ever traveled outside your home country” indicated that out of the 27 students only two females have not traveled outside the US.

**Question 9:** Asked students to indicate the length of time they spent outside the US. The majority of students (68%) indicated that they were outside of the country between one and three weeks. The remaining 32% of the students surveyed indicated
that they were outside of the US between one and eight months. The longest time one female student was outside the United States was 8 months.

**Question 10:** Inquired how old students were at the time they traveled experience. The average age of students at the time of travel was 18.6 years.

**Question 11:** Asked for more detail about the international travel habits of the students. Twelve students (48%) indicated that they traveled with family members, while six students (24%) indicated they traveled with friends. The results also showed two students (8%) traveled alone, one individual (4%) was a member of a military service, two students (8%) participated in a student exchange program and two people (8%) did not specify with whom they traveled.

**Question 12:** Inquired how students rated past travel experiences. It became evident that none of the 27 surveyed online students had a negative experience. Eighteen students (72%) rated their travel experience as ‘Very Interesting’, followed by seven students (28%) who indicated their past travel experience was ‘Interesting’.

**Questions 13, 14 and 15:** Students were asked to indicate if they were born US citizens, naturalized US citizens, or a citizen of another country. The responses show all 27 students were born US citizens.

The next section lists 30 questions that investigated the global-mindedness attitude among the participating students.
4.3. Global-Mindedness in Pre-/Post-Post Comparison - Online

There are also bar graphs charts for each of the following questions 16-45. These visuals show the student responses in the pre-test/post-test comparison in percent. These figures are attached in the section ‘Figures’ at the end of this document.

**Question 16:** I generally find it stimulating to spend an evening talking with people from another culture. (see also Figure 13)

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**Question 17:** I feel an obligation to speak out, when I see our government doing something I consider wrong. (see also Figure 14)

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**Question 18:** The United States is enriched by the fact that it is comprised of many people from different cultures and countries. (see also Figure 15)

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**Question 19:** Really, there is nothing I can do about the problems of the world. (see also Figure 16)

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Question 20: The needs of the United States must continue to be our highest priority in negotiating with other countries. (see also Figure 17)

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Question 21: I often think about the kind of world we are creating for future generations. (see also Figure 18)

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Question 22: When I hear that thousands of people are starving in an African country, I feel very frustrated. (see also Figure 19)

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Question 23: Americans can learn something of value from all different cultures. (see also Figure 20)

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Question 24: Generally, an individual's actions are too small to have a significant effect on the ecosystem. (see also Figure 21)

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Question 25: Americans should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment. (see also Figure 22)

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Question 26: I think of myself, not only as a citizen of my country, but also as a citizen of the world. (see also Figure 23)

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Question 27: When I see the conditions some people in the world live under, I feel a responsibility to do something about it. (see also Figure 24)

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Question 28: I enjoy trying to understand people's behavior in the context of their culture. (see also Figure 25)

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Question 29: My opinions about national policies are based on how those policies might affect the rest of the world as well as the United States. (see also Figure 26)

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Question 30: It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations. (see also Figure 27)

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Question 31: Americans’ values are probably the best. (see also Figure 28)

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Question 32: In the long run, America will probably benefit from the fact that the world is becoming more interconnected. (see also Figure 29)

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</table>

Question 33: The fact that a flood can kill 50,000 people in Bangladesh is very depressing to me. (see also Figure 30)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>1</td>
<td>4</td>
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<tr>
<td>Post-Test</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td>7</td>
</tr>
</tbody>
</table>

Question 34: It is important that American universities and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds. (see also Figure 31)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>Post-Test</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>15</td>
</tr>
</tbody>
</table>
Question 35: *I think my behavior can impact people in other countries.*

(see also Figure 32)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
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<td>5</td>
<td>8</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Post-Test</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>18</td>
<td>3</td>
</tr>
</tbody>
</table>

Question 36: *The present distribution of the world’s wealth and resources should be maintained because it promotes survival of the fittest.* (see also Figure 33)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
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<td>5</td>
<td>13</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Post-Test</td>
<td>1</td>
<td>9</td>
<td>11</td>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

Question 37: *I feel a strong kinship with the worldwide human family.*

(see also Figure 34)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Post-Test</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

Question 38: *I feel very concerned about the lives of people who live in politically repressive regimes.* (see also Figure 35)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>1</td>
<td>5</td>
<td>7</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Post-Test</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>14</td>
<td>2</td>
</tr>
</tbody>
</table>

Question 39: *It is important that we educate people to understand the impact that current policies might have on future generations.* (see also Figure 36)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
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<td>0</td>
<td>1</td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td>Post-Test</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>14</td>
<td>11</td>
</tr>
</tbody>
</table>
**Question 40:** It is not really important to me to consider myself as a member of the global community. (see also Figure 37)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
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<td>11</td>
<td>11</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Post-Test</td>
<td>5</td>
<td>18</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**Question 41:** I sometimes try to imagine how a person who is always hungry must feel. (see also Figure 38)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Post-Test</td>
<td>1</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>2</td>
</tr>
</tbody>
</table>

**Question 42:** I have very little in common with people in underdeveloped nations. (see also Figure 39)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Post-Test</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

**Question 43:** I am able to affect what happens on a global level by what I do in my own community. (see also Figure 40)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>0</td>
<td>7</td>
<td>11</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Post-Test</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

**Question 44:** I sometimes feel irritated with people from other countries, because they don't understand how we do things here. (see also Figure 41)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>4</td>
<td>10</td>
<td>5</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Post-Test</td>
<td>0</td>
<td>12</td>
<td>5</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>
Question 45: Americans have a moral obligation to share their wealth with the less fortunate peoples of the world. (see also Figure 42)

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Post-Test</td>
<td>1</td>
<td>6</td>
<td>11</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

4.4. Post-Test Demographic Data – Online

The post-test for the experiment group inquired about several areas regarding student’s level of experience and satisfaction using an online form of learning technology.

Question 1: I was more comfortable participating in the discussions in the online forum compared to a traditional course.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>16</td>
<td>6</td>
</tr>
</tbody>
</table>

Question 2: The online assignments were interesting and motivating.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>15</td>
<td>6</td>
</tr>
</tbody>
</table>

Question 3: The online readings provided additional insights into foreign traditions, values and cultures.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>12</td>
<td>7</td>
</tr>
</tbody>
</table>

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Question 4: The instructions for participating in the online supplement were clear and easy to understand.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>15</td>
<td>11</td>
</tr>
</tbody>
</table>

Question 5: The online supplement positively influenced my attitude toward the use of technology as a tool for learning.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>6</td>
<td>12</td>
<td>8</td>
</tr>
</tbody>
</table>

Question 6: I expanded my horizon on multicultural issues by reading the discussion responses in the online forum.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>9</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

Question 7: The multicultural material on the online platform helped me in becoming more globally aware.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>7</td>
<td>16</td>
<td>2</td>
</tr>
</tbody>
</table>

Question 8: I enjoyed the real life examples used in the online activities and case scenarios.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>0</td>
<td>17</td>
<td>8</td>
</tr>
</tbody>
</table>
Question 9: I would recommend other students participate in a class with an online supplement.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>14</td>
<td>8</td>
</tr>
</tbody>
</table>

4.5. Global-Mindedness Questions

4.5.1. Hypothesis H₁ Teste
d

The first question investigates whether an online supplement can reduce ethnocentricity in students taking International Business classes.

H₁: Students taking an international business course with an online supplement, become less ethnocentric than students who only take such a course in a traditional setting.

H₁ was tested using t-tests. To determine if there was a statistically significant difference between the students in the experiment group and the individuals in the control group, five separate paired t-tests were performed with a 95% confidence level.

SPSS 11.0 software was utilized to analyze the data in this survey. Figure 43 displays the individual statistical analyses, labeled A 01 – A 05.
In the pre-test comparison, between the ‘online group’ and the ‘traditional group’ (A 01 in Figure 43), a t-value of -1.30 was reported. This indicates the difference in global attitude between the students in the ‘online’ and the ‘traditional group’ is non statistically significant, prior to exposure to the multicultural online supplement (Figure 44).

![Figure 43: Statistical Tests Performed](image)

<table>
<thead>
<tr>
<th>Analysis</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test Online</td>
<td>27</td>
<td>104.85</td>
<td>14.22</td>
<td>-1.30</td>
<td>.98</td>
</tr>
<tr>
<td>Pre-Test Traditional</td>
<td>35</td>
<td>109.31</td>
<td>12.25</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Difference</td>
<td>--</td>
<td>- 4.46</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>
In the post-test comparison, between the ‘online-‘ and the ‘traditional group’ (Analysis 02 in Figure 43) a t-value of 2.34 was reported. The difference in global mindedness, between the ‘online-‘ and the ‘traditional group’, is therefore statistically significant (Figure 45).

<table>
<thead>
<tr>
<th>Analysis 02</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t-value</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Test Online</td>
<td>27</td>
<td>110.67</td>
<td>11.44</td>
<td>2.34</td>
<td>.02</td>
</tr>
<tr>
<td>Post-Test Traditional</td>
<td>35</td>
<td>103.40</td>
<td>12.90</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Difference</td>
<td>--</td>
<td>+7.23</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

In the pre-test/post-test comparison of the global-mindedness scores within the ‘online group’ (Analysis 03 in Figure 43), a t-value of -4.19 was reported. It became evident that the online students gained a statistically significant increase in global-mindedness scores after their participation in the online experiment. The pre-test/post-test scores of the ‘online group’ are provided in Table 02 and Figure 47.

<table>
<thead>
<tr>
<th>Analysis 03</th>
<th>N</th>
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<th>Std. Deviation</th>
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<th>P-value</th>
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</thead>
<tbody>
<tr>
<td>Pre-Test Online</td>
<td>27</td>
<td>104.85</td>
<td>14.72</td>
<td>-4.19</td>
<td>&lt;.05</td>
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<tr>
<td>Post-Test Online</td>
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<td>110.67</td>
<td>12.90</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Difference</td>
<td>--</td>
<td>+5.82</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

In a pre-test to post-test comparison of the global mindedness scores within the ‘traditional group’ (Analysis 04 in Figure 43) was also statistically significant with a t-value of -6.06. A lower global-mindedness score is evident in Figure 48. The individual pre-test/post-test scores of the students in the ‘traditional group’ are available in Table 03. Speculations on these findings are discussed in Chapter Five.

<table>
<thead>
<tr>
<th>Analysis 04</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t-value</th>
<th>P-value</th>
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</thead>
<tbody>
<tr>
<td>Pre-Test Traditional</td>
<td>35</td>
<td>109.31</td>
<td>12.25</td>
<td>-6.06</td>
<td>&lt;.05</td>
</tr>
<tr>
<td>Post-Test Traditional</td>
<td>--</td>
<td>103.40</td>
<td>11.49</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Difference</td>
<td>--</td>
<td>-5.87</td>
<td>--</td>
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</tr>
</tbody>
</table>
The interaction between the pre-test and post-test of the ‘traditional group’ with the pre-test and post-test of the ‘online group’ (Analysis 05 in Figure 43) was also statistically significant with an F-value of 50.75.

<table>
<thead>
<tr>
<th>Analysis 05</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>F</th>
<th>P-value</th>
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</thead>
<tbody>
<tr>
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<td>14.72</td>
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<td>Post-Test Online</td>
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<td>12.90</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Test Traditional</td>
<td>35</td>
<td>109.31</td>
<td>12.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Test Traditional</td>
<td>103.40</td>
<td>11.49</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 49 below shows the interaction between the ‘online’ and the ‘traditional group’.

The ‘global-mindedness’ scores of the students in the ‘traditional group’ were actually lower in the post-test, compared to the pre-test. This suggests that teaching multicultural issues in a traditional classroom environment, over a short period of time, may not be an effective way to increase multicultural awareness and global-mindedness.

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In addition, this research study supports the hypothesis that online participants will engage in deeper, more connected discussions than their peers in a traditional classroom through their participation in a highly interactive online discussion board. The results of this study are of value for curriculum designers, administrators and instructors. Multicultural online supplements can aid in educating the next generation of graduates to perform successfully in global markets and societies, by reducing ethnocentric attitudes in students, while increasing multicultural awareness and global-mindedness.

The study’s findings allow for the statement that the online supplement had an overall positive impact on the student’s multicultural and global-mindedness attitude. To put the findings of this study into perspective, it is important to discuss the impact the multicultural online supplement had on specific areas of attitude. For further discussion, it is important to find a way that allows for a grouping of the survey questions, based on their theoretical dimensions.

Hett (1993) states that global-mindedness has five theoretical dimensions. ‘Responsibility’, ‘Cultural Pluralism’, ‘Efficacy’, ‘Global-Centrism’ and ‘Interconnectedness’. She defines the areas as follows:

1) ‘Responsibility’: A deep personal concern for people in all parts of the world which surfaces as a sense of moral responsibility to try and improve conditions in some way.
2) 'Cultural Pluralism': An appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accompanied by taking pleasure in exploring and trying to understand other cultures.

3) 'Efficacy': A belief that an individual's actions can make a difference and that involvement in national and international issues is important.

4) 'Global-Centrism': Thinking in terms of what is good for the global community, not just what will benefit one's own country. A willingness to make judgments based on global, not ethnocentric, standards.

5) 'Interconnectedness': An awareness and appreciation of the interrelatedness of all peoples and nations which result in a sense of global belonging or kinship with the 'human family'.

With H₁ supported, the author was particularly interested in determining to what extent the multicultural online supplement specifically influenced the five dimensions of global-mindedness. Specific questions in the global-mindedness questionnaire in this research study address these five dimensions.
The questions representing those dimensions are as follows:

**Responsibility Questions:** 17, 22, 27, 33, 38, 41 and 45, **Cultural Pluralism Questions:** 16, 18, 23, 28, 29, 34, 39 and 42, **Efficacy Questions:** 19, 24, 30, 35 and 43, **Global-Centrism Questions:** 20, 25, 31, 36 and 44, **Interconnectedness Questions:** 21, 26, 32, 37 and 40

The student responses are converted to percentages. Those percentages are combined, based on a general categorization of positive (increase), including 'Strongly Agree' and 'Agree' and negative (decrease), including 'Disagree' and 'Strongly Disagree'. This simplification of the Likert-Scale allows for a determination on the impact the supplement had on the specific attitude areas of the participating online business students.

**'Responsibility'**

A comparison of the pre-test/post-test percentages of the questions addressing 'Responsibility' reveals that only 3% of the online students experienced a gain in personal concern for people in all parts of the world, an increased sense of moral responsibility to try and improve conditions in some way. The number of students who disagree on this particular dimension of global-mindedness in the pre-test, is also reduced by 8%, compared to the post-test (Figure 50).

**'Cultural Pluralism'**

Based on Hett's (1993) previous definition, a mere 4% of the surveyed online students have an increased appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accompanied by a rise in pleasure of exploring and trying to understand other cultural frameworks. The number of students
who disagree with the questions on this particular dimension in the pre-test is only 3% lower, compared to the post-test (Figure 51).

'Efficacy'

An additional 18% of online students have a positive attitude change. They have a belief that an individual's actions can make a difference and that involvement in national and international issues is important. The number of online students who disagree with the questions in this specific dimension of global-mindedness in the pre-test is reduced by a total of 10%, compared to the post-test (Figure 52).

'Global-Centrism'

Student's attitude regarding what is good for the global community, not what will benefit one's own country, also increased by 4% after the participation in the multicultural supplement admittedly, a minor increase. The percent of individuals, who disagree with this area of global-mindedness in the first test, compared to the second test, was negligible and only 1% (Figure 53).

'Interconnectedness'

Online participants' attitude toward awareness and appreciation of the interrelatedness of all peoples and nations, which results in a sense of global belonging or kinship with the 'human family', expands by 19% in the post-test, in comparison to the pre-test percentages. The number of students who start out with a negative attitude towards this particular measurement of global-mindedness, declines by 14% in the test comparison (Figure 54).
Rating the student impact of the multicultural online supplement, based on the five dimensions, the particular online supplement had the most impact on increasing ‘Interconnectedness’ between business students, followed by ‘Efficacy’. Responsibility ranked third place, ‘Cultural Pluralism’ came in fourth. The least amount of change was in the area of ‘Global Centrism’.

4.5.2. Hypothesis H2 Tested

H2: There is a positive correlation between student participation in the online supplement and reduction of student ethnocentricity.

While the results support the direction of the hypothesized relationship in H1 in that students participating in a multicultural online supplement become less ethnocentric than their peers in a traditional classroom, there is no statistically significant positive correlation between the amount of student participation and their global-mindedness scores ($r = -.16; p = .425; n = 27$). The second hypothesis (H2) is therefore rejected.

4.5.3. Hypothesis H3 Tested

H3: Online participants will engage in deeper, more connected discussions than their peers in the traditional classroom.

The third hypothesis is of a qualitative nature. The forum postings provide sufficient evidence that the interactive online forum discussions have a positive impact on the global attitude of the students. The following data and figures support that hypothesis. Two-thirds of the student activity (68%) took place in the interactive multicultural online forum. Also 32% of all student accesses took place in the online
course material. This shows the importance of the interactive forum in the supplement. H₃ stating that online participants will engage in deeper, more connected discussions than their peers in the traditional classroom is therefore supported.

The course ‘Statistical Tool’, part of the Blackboard software, was utilized to monitor usage of course materials, communication and other areas of the online supplement. The results clearly indicate that students use the flexibility online learning provided for them. Students accessed the supplement as early as 06:00 o’clock in the morning.

Between 03:00 p.m. and 11:00 p.m. was the strongest participation, with a peak access time at 10:00 p.m., totaling 379 student online accesses. For more information regarding student participation and access to various areas in the supplement, see Table 04.

The online platform not only facilitated discussion, but also fostered rich communication among the participants. Students were required to post one ‘ice-breaker’ and one response to each of the four assignments during the duration of the online instruction. The instructor of both sections of the International Business Class reported that only seven students in the ‘face-to-face’ class were willing to share personal information about themselves in the ‘ice-breaker’ exercise. The time constraints of the face-to-face class and the public speaking required to share information, seem to limit additional discussion in detail and depth.

This was different in the online experiment group. All 27 online students posted an ‘ice-breaker’. While the online students were required to post an ‘ice-breaker’, the
online platform allowed students to read and respond to the postings of their peers beyond the traditional class time of 90-minutes.

The first exercise (ice-breaker) generated a total of 246 individual student postings, truly 'breaking the ice' in an online learning environment. Students had an opportunity to express themselves by exchanging personal information and experiences in a very flexible environment, while also receiving interesting background information on their peers. The instructor facilitated discussion in the beginning, to 'further break the ice', but played a more passive role in the postings of assignments one through four.

*Assignment Two* generated a total of 129 postings, followed by *Assignment Three* with 175 and the last Assignment received a total of 67 postings from all online participants. Throughout the postings it became clear that the online participants engaged in deeper, more connected discussions with their fellow class members, compared to their peers in the traditional class.
CHAPTER FIVE
CHAPTER FIVE

Summary, Conclusions and Recommendations for Future Research

This chapter provides a summary of the research conducted in this study, followed by conclusions regarding the results reported in Chapter Four. Based on these findings, a number of research suggestions are made to stimulate future investigations regarding the role multicultural online supplements can play in higher education.

5.1. Summary

There is a great irony in the fact that the 'melting pot' in the United States has congealed. People with diverse ethnic background came to this country with their cultural beliefs, traditions, values, etc. They worked hard to become ‘American’. They shed their old skin to grow into ‘the American Dream’. The school curriculum in those days was designed to homogenize people, by teaching them one language, and one work ethic. If people did not take on the educational belief they would not move forward, they could not live ‘the American Dream’. Education was driven by the established society.

In the process of educating a new population, America became increasingly inwardly focused and independent characterized by the ethnocentric American. The focus of the educational system was not to train people to think and act internationally, but to educate people to think and act as a unified group domestically.
Today, however, education is no longer driven by local society, but rather by society of international business and technology. The late 20th century saw the fruition of globalization in industry, business and among cultures. Commercial markets have the ability to adapt to change quickly, in order to make a profit. By its very nature, the education system is lagging behind, because the structure of the traditional system cannot adjust quickly to new outside developments. Online education presents a flexible alternative that can successfully begin to reduce ethnocentric attitudes among university students.

As demonstrated in this research study, the students who participated in the online experiment, showed an increase in global-mindedness, compared to the students in the control group. There are several speculations regarding the reason for the decrease in global-mindedness of the students in the traditional (control) group. One would be that the tense political situation between the US and Iraq, during the time the student experiment was conducted, created a certain kind of resentment to multicultural issues and global topics that were discussed in the traditional (control) group. Another speculation is that individual students, or a relatively small group of students in the traditional (control) group, may have had a significant influence on the attitude of their peers in the class during group discussions of multicultural assignments.

5.2. Conclusions

A series of conclusions can be drawn from the study's results and the discussion and interpretation in the previous section. The multicultural online supplement prototype developed for this study provides important information regarding a 'student friendly'
online platform structure, suggested teaching content and a teaching technique that can be adapted and attached to existing university courses. Educators, who are willing to teach multicultural awareness and global-mindedness, need to realize the potential new educational technology can offer. Educators will leave behind some established forms of traditional teaching and embrace many new teaching techniques. Ideally, a meaningful hybrid structure of traditional and online instruction will be developed and offered to future students. These progressive educators can help in preparing students to be successful contributors in a global society and environment.

5.3. Recommendations for Future Research

This research study was based on a relatively small group of junior and senior Business Administration students at The University of Montana, who participated in a two-week multicultural online supplement. The multicultural reading material and assignments, as well as the interactive online discussions, focused on differences across cultures.

Based on the results of the study, the following are recommendations for future research:

1) Tuttle et al., (1979) have suggested that there may be different results depending on whether one chooses to stress cultural similarities or differences in the presentation of cultural materials. A similar follow-up study with multicultural reading material and assignments that focus on multicultural similarities should therefore be conducted.
2) The students who participated in this study were enrolled in two sections of international business classes. It can be assumed that those students were therefore particularly interested in learning about international business topics and issues. It would therefore be interesting to conduct additional studies with students from academic fields other than business administration.

3) This study was conducted over the course of two weeks. It would be interesting to see, if results would be different when the experiment extends through a longer period, perhaps for the entire semester.

4) Test results could differ perhaps, with different age groups. It is therefore suggested to conduct future research on older participants, who are:
   a) graduate students,
   b) non-traditional students, or
   c) professionals

5) Sampling could also be conducted in future studies with much larger groups of students. It would be valuable to survey and compare students in different kinds of institutions, such as high schools, community colleges and private universities. Furthermore, a worthwhile investigation could be conducted with students of more diverse national background and in other countries.
6) It would also be important to investigate a method or a procedure to trigger student’s interest in multicultural issues and global-mindedness, so the students would wish to learn more about other peoples and cultures.

The availability and use of technology and online supplements have the potential to enhance student learning and provide for a richer, more rewarding learner environment. As the knowledge and understanding of this potential grows, we have the opportunity as educators to empower students to become more educated and enlightened global citizens. Given today’s uncertain global environment, any steps that move us forward toward greater understanding of other cultures and help bring us closer together as members of the global community need to be encouraged and supported in today’s higher education.
REFERENCES


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Online (Experiment) Group

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Five-Point Likert Scale

Figure: 14
Question 17: Pre-Test/Post-Test Comparison

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Question 18: Pre-Test/Post-Test Comparison

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Question 19: Pre-Test/Post-Test Comparison

Percentage of Students

Five-Point Likert Scale

Question 20: Pre-Test/Post-Test Comparison

Percentage of Students

Five-Point Likert Scale

Question 21: Pre-Test/Post-Test Comparison

Percentage of Students

Five-Point Likert Scale

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Figure: 19

**Question 22: Pre-Test/Post-Test Comparison**

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![Bar Chart](image)

Figure: 20

**Question 23: Pre-Test/Post-Test Comparison**

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![Bar Chart](image)

Figure: 21

**Question 24: Pre-Test/Post-Test Comparison**

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![Bar Chart](image)
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Question 28: Pre-Test/Post-Test Comparison

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Figure: 27

Question 30: Pre-Test/Post-Test Comparison

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Five-Point Likert Scale

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Figure: 28

Question 31: Pre-Test/Post-Test Comparison

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Five-Point Likert Scale

Figure: 29

Question 32: Pre-Test/Post-Test Comparison

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Question 33: Pre-Test/Post-Test Comparison

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Five-Point Likert Scale

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Figure 34: Question 37: Pre-Test/Post-Test Comparison

- Percentage of Students
- Five-Point Likert Scale

Figure 35: Question 38: Pre-Test/Post-Test Comparison

- Percentage of Students
- Five-Point Likert Scale

Figure 36: Question 39: Pre-Test/Post-Test Comparison

- Percentage of Students
- Five-Point Likert Scale

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Figure 37:

Question 40: Pre-Test/Post-Test Comparison

Percentage of Students

<table>
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<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
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<td>11</td>
<td>4</td>
<td>66</td>
<td>19</td>
</tr>
</tbody>
</table>

Five-Point Likert Scale

- Pre-Test
- Post-Test

Figure 38:

Question 41: Pre-Test/Post-Test Comparison

Percentage of Students

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<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
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<td>Post-Test</td>
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<td>4</td>
<td>4</td>
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</table>

Five-Point Likert Scale

- Pre-Test
- Post-Test

Figure 39:

Question 42: Pre-Test/Post-Test Comparison

Percentage of Students

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<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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<td>11</td>
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</tbody>
</table>

Five-Point Likert Scale

- Pre-Test
- Post-Test

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Figure 40:

Question 43: Pre-Test/Post-Test Comparison

Percentage of Students

<table>
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<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
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<td>Post-Test</td>
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Five-Point Likert Scale

[Bars showing Pre-Test and Post-Test percentages for different categories (SA, A, U, D, SD).]

Figure 41:

Question 44: Pre-Test/Post-Test Comparison

Percentage of Students

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<th>D</th>
<th>SD</th>
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Five-Point Likert Scale

[Bars showing Pre-Test and Post-Test percentages for different categories (SA, A, U, D, SD).]

Figure 42:

Question 45: Pre-Test/Post-Test Comparison

Percentage of Students

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<th>D</th>
<th>SD</th>
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<td>15</td>
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<tr>
<td>Post-Test</td>
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<td>30</td>
<td>22</td>
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</table>

Five-Point Likert Scale

[Bars showing Pre-Test and Post-Test percentages for different categories (SA, A, U, D, SD).]
Figure: 47

Pre-Test/Post-Test Global Mindedness Score Shift

- Increase 74%
- Unchanged 19%
- Decrease 7%

Figure: 48

Pre-Test/Post-Test Comparison in Control Group

Global-Mindedness Scores vs Amount of Students

Pre-Test Control Group ■ Post-Test Control Group
Global-Mindedness Dimension Bar-Graphs

Figure: 50

Responsibility

Percentage of all Students

Five-Point Likert Scale

Pre-Test • Post-Test

Figure: 51

Cultural Pluralism

Percentage of all Students

Five-Point Likert Scale

Pre-Test • Post-Test

Figure: 52

Efficacy

Percentage of all Students

Five-Point Likert Scale

Pre-Test • Post-Test

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Figure: 53

Global-Centrism

Percentage of all Students

Five-Point Likert Scale

SA | A | U | D | SD
---|---|---|---|---
7 | 36 | 32 | 7 | 2

Pre-Test | Post-Test

Figure: 54

Interconnectedness

Percentage of all Students

Five-Point Likert Scale

SA | A | U | D | SD
---|---|---|---|---
1 | 53 | 25 | 21 | 8 | 2

Pre-Test | Post-Test

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Appendix: A.2.

TABLES

<table>
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<td>141</td>
</tr>
<tr>
<td>02. Pre-Test/Post-Test Scores Online</td>
<td>142</td>
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<tr>
<td>03. Pre-Test/Post-Test Scores Traditional</td>
<td>143</td>
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<tr>
<td>04. Multicultural Online Supplement Student Access</td>
<td>144</td>
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</table>
Table 01:

Ethnocentrism Theories

<table>
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<tr>
<th>Author</th>
<th>Year</th>
<th>Definition</th>
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</thead>
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<tr>
<td>Herskovits</td>
<td>1973</td>
<td>Ethnocentrism can reach an extreme form, when “a more powerful group not only imposes its rule on another, but actively depreciates the things they hold in examples of racial segregation and genocide of a race of people.”</td>
</tr>
<tr>
<td>Segall et al.</td>
<td>1990</td>
<td>“The Pervasiveness of ethnocentrism is best explained as a consequence of socialization.”</td>
</tr>
<tr>
<td>Bond</td>
<td>1995</td>
<td>Ethnocentrism is “the feeling that one’s group has living, values and patterns of adaptation that are superior to all others.”</td>
</tr>
<tr>
<td>Meyer (*)</td>
<td>1977</td>
<td>Regards ethnocentrism and xenophobia as cultural hypertrophies. Extreme ethnocentrism of primitive peoples sets preconditions for violent interaction, while specific conditions serve as triggers.</td>
</tr>
<tr>
<td>Freud (*)</td>
<td>1921</td>
<td>Regarded ethnocentrism as a form of narcissism at the group level. Several years later, he stated that the social function of group narcissism lay in its facilitation of the displacement of aggression from in-group to out-group. The various human pseudospecies also exploit what Freud called the “narcissism of minor differences” to exaggerate their own distinctiveness and, by implication, their superiority.</td>
</tr>
<tr>
<td>LeVine &amp; Campbell (*)</td>
<td>1972</td>
<td>Speculate “that it is protest masculinity, with its heightened group narcissism, its hypersensitive, proud, prestige-conscious belligerence, that lies behind the ethnocentrism syndrome in its most extreme and irrational form, not only in fighting gangs and feuding warriors but in the contemporary nationalistic leadership of competing states.”</td>
</tr>
<tr>
<td>Erikson (*)</td>
<td>1964</td>
<td>“Undesirable characteristics will turn up attributed to an out-group (projection) which will then serve as a rationalization for violence against the out-group (aggression displacement).”</td>
</tr>
</tbody>
</table>

(*) Source: Van der Dennen, J.M.G. (1985)
Table 02:

Pre-Test/Post-Test Scores in Online (Experiment) Group

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<td>110</td>
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<td>115</td>
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</table>
**Table 03:**

Pre-Test/Post-Test Scores in Traditional (Control) Group

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<th>+/- Shift</th>
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Table 04:

Multicultural Online Supplement Student Access

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<td>351</td>
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</tbody>
</table>
Appendix: A.3.

Multicultural Online Supplement Navigation User Guide

A.3.1. Supplement Access, Layout, Components and Navigation

The Blackboard platform that is utilized in the design of the multicultural online forum is accessed by logging on to the web site of the School of Business Administration at http://www.business.umt.edu From there, students have direct access to the Blackboard start site (Figure 03/A). Because Blackboard Version 5.5 is utilized in this research study, the basic layout function and colors could vary from other versions. However, the main functions will remain the same.

After clicking on the 'Login' button on this Blackboard entrance site, students connect to the next site, which prompts participants to enter a 'User Name' (A) and 'Password' (B). Students, registered for the International
Business course section with the online supplement, receive a *Blackboard* login number and password (Figure 04).

**Figure: 04**

![Image of Blackboard login interface](image)

After entering the information requested, students reach the ‘*SOBA Online*’ server start site (Figure 05).

**Figure: 05**

![Image of SOBA Online interface](image)
Clicking on ‘Multicultural Online Supplement’, in the section ‘My Courses’, (Figure 05/A) students arrive at the ‘Announcement’ page (Figure 06). This page is activated to be the ‘default’ starting page for every student. Students receive some basic information about the supplement in the welcome message. In addition, this site offers Microsoft ‘Word’ and ‘Power Point’ readers as a download option. Those software programs are required to open several documents within the multicultural online supplement.

Figure: 06

Because this supplement focuses on a short period of instruction, not all buttons and functions the Blackboard software offers are utilized. The navigation menu on the left side of the screen shows the options for selection (Figure 06/A). The selected area is displayed in the main ‘window’ (B). These buttons allow students to navigate between the main areas of the multicultural online supplement. There are four main areas that students can access. For
navigation convenience, the vertical menu list is always visible, no matter which specific area is selected on the buttons. This allowed for a speedy navigation within the supplement, without the need to return to one specific start page.

Following the menu, the next section is 'Course Information'.

Selecting the second button on the left-hand menu connects students to “Current Location: Course Information” (Figure 07/A). On this page students see two icons with Word documents and a short text description. The Word documents could be viewed in their entirety by clicking on the underlined document title, next to the icon. The first one, ‘Online Guidelines For Students’ features an electronic syllabus with general information about the course, course guidelines, content and learning objectives. The syllabus also instructs participants on how to navigate within the supplement. The various instructional
sections, including the online forum are also discussed. In addition, explanations regarding the pre-test and post-test survey are provided. The second Word document a ‘Reading and Assignment Calendar’ contains a day-by-day class schedule, as well as important deadlines for readings and assignments.

Following the menu, the third button entitled ‘Course Material’ connects students to a site, listing the multicultural reading documents (Figure 08/A). Similar to the material in ‘Course Information’, this site also provides a brief description of the specific files, which can be viewed in their entirety by clicking on the underlined document title, next to the icon.

As previously stated, a combination of Word documents and visual information (PowerPoint and web pages) is used to provide instructional materials for the online students.

Figure: 08

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In order to prevent students from reading the entire supplement material in one session, a timer function is used to make the appropriate material visible for the student on the days specified in the ‘Reading and Assignment Calendar’.

There is a total of four required multicultural reading materials. Those materials are selected and compiled by the author of this research study, based on a diverse variety of multicultural training materials.

The ‘First Reading Material’ is a PowerPoint presentation. It informs students about cultural identities, the forming and danger of cultural biases, stereotypes, prejudices and discrimination. Cultural adaptation discusses possibilities to deal with those aspects and provide suggestions on how to embrace other cultures, rather than reject them.

The ‘Second Required Reading’ is presented in a Word document. It discusses such topics as the importance and potential of multicultural competence, multicultural communication and cultural diversity, just to name a few. Those topics provide important information on the challenges people are facing when living in a multicultural world.

‘Reading Three’ is also a Word document, which supplies students with selected cultural anecdotes from China, Japan, Thailand and Taiwan. This material discusses multicultural differences, including the design of clothing, choices of food, behavioral patterns and everyday gestures in the various Asian cultures.

‘Reading Four’ is again a PowerPoint Presentation. It summarizes the main multicultural topics and issues, discussed in the three previous readings.
In order to intensify the learning effect from the readings, a case scenario with questions allows students to apply their multicultural knowledge. For each online class session, one reading and assignment is required.

The fourth button on the left vertical menu list of the multicultural supplement, 'Assignments', connects students to a new page, entitled 'Current Location: Multicultural Scenarios and Questions for Online Forum' (Figure 09/A).

Figure: 09

To provide some structure in the multicultural learning, the case scenarios in the assignments section are also timed to become visible on their assigned dates. Each assignment is briefly introduced by a summary. As described previously, the entire document can be accessed by clicking on the
corresponding link, next to the icon. This section of the online supplement features five individual assignments.

As shown in the previous figure, the first assignment is an ‘Ice-Breaker’ exercise. In order to make the participants familiar with working in an online environment, each student is required to provide some information about themselves, past travel experiences, etc. This is a perfect warm-up exercise, in which students have the opportunity to get to know each other and ‘break the ice’.

The remaining four assignments are case scenarios dealing with real life social and business situations, Americans experience in different Asian countries. ‘Case Scenario One’ introduces the reader to observations of foreign visitors about American behavior. ‘Case Scenario Two’ lists comments on separate occasions from a Japanese and an American worker in a joint-venture manufacturing plant in the US. The next case scenario provides a negotiations dialogue between an American and a Chinese and the multicultural issues that can arise in such communication. The last case scenario portrays a case of sexual harassment between an American employee and a Taiwanese supervisor.

Each case scenario features several questions for reflection in an online forum. Students are encouraged to incorporate the facts and experiences from the multicultural readings in their responses. Students are also asked to respond to the postings of their peers.
The fifth button on the left menu list of the supplement, ‘Communication’, (Figure 10/A) connects students to an online forum, where they can communicate with each other, as well as the instructor. The forum provides a virtual classroom environment, where assignments can be discussed and questions can be asked. In order to keep student postings structured, the forum site features four individual forums.

Figure: 10

While there are only three forums visible in Figure 10, students can use the scroll function on the far right side of the screen (C) to move to the fourth forum. The forum is well received by the students, as the amount of messages on the right side of the figure prove (B). Unlike a traditional classroom environment, where comments in discussions are made and quickly forgotten, the multicultural online forum, developed by the author of this study, provides...
students with an archive of opinions and reactions to a specific multicultural topic or issue. Participants do not only have the opportunity to carefully review comments of their peers, they also have the flexibility to participate whenever it is most convenient for them. The forum even allows students to go back to previous statements made and add thoughts and ideas, something impossible in a traditional classroom.

Figure: 11

Students can select a heading for their posting.

The name of the student appears here. For confidentiality reasons, names are erased in this figure.

Date and time of postings.

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Each response to a student posting in the forum creates an individual ‘thread’ (Figure 11/A). Therefore, forum discussions are often referred to as ‘threaded discussions’. The ‘thread’-structure makes it easy to identify student’s reflections on a specific topic, even when the forum contains several hundred postings (Figure 11/B). Figure 11/C shows the date and time of postings.

The last navigation button in the supplement, ‘Web Sites’ (Figure 12/A), provides students with additional reading and visual materials, relevant to the course topic. The amount of reading material and assignments is based on a typical 90-minute instructional unit. However, the potential of the Internet allows instructors to expand on their curricular material, by incorporating external locations that support and reinforce pre-determined academic goals. The review of ‘Web Sites’ was not required.

Figure: 12

[Image of a webpage with various sections labeled A, B, C, D, and E, showing navigation options and links to different resources.]
The Blackboard software also includes a ‘Home’ (B), ‘Help’ (C) and ‘Logout’ (D) button in the top horizontal menu list. The ‘Home’ function connects the user back to the homepage of the School of Business Administration at http://www.business.umt.edu/. The ‘Help’ button provides solutions and answers to inquiries regarding the online platform itself. The ‘Logout’ button permits students a data-secure exit after completing their online session. In addition to the vertical and horizontal menu list, each site also grants direct access to the section ‘Courses’ (E), where students can view the complete listing of their online courses on the SOBA server, as well as browse the current online course catalogue.

A.3.2. Supplement Content

The next pages illustrate the organizational and multicultural material and exercises used in the online supplement. Materials are in their original form and format, the same way they were stored on the online platform.

The organizational documents include ‘Course Information’ and ‘Reading and Assignment Calendar’. The multicultural material and exercises that are used include four ‘Required Multicultural Reading Material’ files, consisting of two Word documents and two PowerPoint presentations. There are also four ‘Case Scenarios’ and a list of ‘Web Sites’ with additional material relevant to the course topic. In addition, this next section features a list of publications utilized for the selection of the material and various multicultural training publications, recommended by the author of this research study.
A.3.2.1. Organizational Information

'Course Information'

'Reading and Assignment Calendar'
About the Multicultural Online Supplement

Navigation

Navigation in the Multicultural Online Supplement is easy. Clicking on the black and red buttons on the left side of the screen will automatically bring you to the following segments of the Multicultural Online Supplement: 

Announcements, Course Information, Course Material, Assignments, Communication and Web Sites. When you open an online document within the multicultural supplement it will likely be displayed in "Page Layout View". In order to display the document in full width (and avoid horizontal scrolling), change the page layout to "Online Layout View" on the menu on the lower left.

Announcements feature weekly information, updates and general comments from your Online Guide.

Course Information lists the Online Guide For Students (where you currently are) and a Reading and Assignment Calendar for the online supplement. You should find answers to most of your potential questions here.

Course Material presents you with the Required Multicultural Reading Material for this online supplement. It is mandatory to read the multicultural information, before answering the questions listed in the case scenarios. The reading material will be available on the days indicated in the calendar. It is not possible to read material before the assigned date.

Assignments introduces you to an Ice Breaker and observations of foreign visitors about American behavior, as well as three Multicultural Case Scenarios, involving the US, Japan, China and Taiwan. Please answer the questions in the case scenarios in the Online Forum. Read the responses from the other classmates in the forum to gain additional points of views and to avoid repetitions in your answers as much as possible. The assignments will be available on the days indicated in the calendar (same days as the individual Required Multicultural Reading Material). It is not possible to complete assignments before the assigned date.

Communication contains the Discussion Board with the Online Forum for this supplement. Here you will post your responses to the Ice Breaker questions and the questions in the case scenarios.

Web Sites features links to the two online surveys. The pre-survey, you will take on the first day of the supplement and a post-survey, after the online exercises are completed. This site also offers links to additional research and reading material on the Internet. Just click on the featured links for further multicultural
information. This material will be helpful for answering the questions in the written assignments. This material is available throughout the two weeks.

Overview

Due to the short time available for the culture segment in your International Business course, the content focuses specifically on the countries Japan, China, Taiwan and Thailand.

However, there was also another reason why Asia was selected as a focus and study example. Statistically, if the world was a village of 1000 people, 607 Asians would stand for the largest ethnic group in the population. The breakdown is as follows:

In the village would be:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>607 Asians</td>
<td></td>
</tr>
<tr>
<td>120 Europeans</td>
<td></td>
</tr>
<tr>
<td>132 Africans</td>
<td></td>
</tr>
<tr>
<td>79 North Americans</td>
<td></td>
</tr>
<tr>
<td>57 South Americans</td>
<td></td>
</tr>
<tr>
<td>5 Australians</td>
<td></td>
</tr>
</tbody>
</table>

(Reproduced from The World Almanac and Book of Facts 2001)

In the village the religious denominations would have the following breakdown:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>330 Christians</td>
<td></td>
</tr>
<tr>
<td>193 Muslims</td>
<td></td>
</tr>
<tr>
<td>134 Hindus</td>
<td></td>
</tr>
<tr>
<td>64 Chinese Folk Religionists</td>
<td></td>
</tr>
<tr>
<td>59 Buddhists</td>
<td></td>
</tr>
<tr>
<td>67 Other Religions</td>
<td></td>
</tr>
<tr>
<td>153 Atheists or Nonreligious</td>
<td></td>
</tr>
</tbody>
</table>

(Reproduced from The World Almanac and Book of Facts 2001)

While many countries, particularly those in Europe, share cultural aspects and have many similarities with the United States, many Asian countries have a greater diversity. The focus of the supplement will be on additional online readings, Internet resources and a Multicultural Online Forum for discussion.
The supplement was developed to engage and familiarize you with multicultural issues through professional learning, collaboration and dialogue. The multicultural issues covered in the online supplement will provide you with a background understanding of the challenges and problems that can arise when dealing with people of diverse cultural backgrounds. In today's business and management situations it is very likely you will be faced with multinational and multicultural issues. Insight and training are mandatory for success.

In combination with the learning objectives of your International Business course, participation in the online supplement will prepare you for your professional future employment in the national or international market.

Prerequisites

There are no prerequisites to participate in this online supplement! You will need access to a computer, Internet and the Blackboard Site. You need to complete all Required Readings and Case Scenarios listed in Assignments. The Reading and Assignment Calendar lists, which assignments are in-class exercises and should be completed during the time your course meets in the computer lab. Assignments, which are not labeled "in-class", need to be completed outside of the regular class time or from your home on your own time schedule. Flexibility is the key, you may post your answers for those assignments at any time within the time allowed indicated in the calendar.

Learning Objectives

You will:

- learn about other countries and explore aspects of foreign cultures
- receive interesting cultural information through case scenarios
- examine various dialogues of multicultural communication
- gain familiarity with multicultural web resources
- post your comments and opinions in an online forum
- share opinions on multicultural topics and questions with others
- identify, investigate and compare cultural differences
- evaluate and compare your own culture with others
- discuss multicultural issues virtually with your peers
- foster positive attitudes toward people of other cultures
- avoid cultural stereotypes
- reduce prejudices against people from other cultures
- brainstorm ways for effective multicultural communication

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Required Online Assignments - Discussion Participation in the Online Forum

Read each of the case scenario assignments. Follow the criteria listed below in ‘Evaluation’ and post your responses to the listed questions. Two of the assignments are in-class exercises and need to be completed and posted before the end of class. The participation in the online supplement is part of your International Business course. The Online Forum will also be reflected in your grade.

Required Online Reading Material

The Required Reading Material should be read prior to answering the questions in the case scenario assignments. The additional reading material in the segment “Web Sites” will offer you further insights in multicultural issues. Those readings are not required, but can be included in your written response to support your opinions.

Online Communication

The online supplement learning will occur in and through the discussions with other supplement participants in the Online Forum. The Forum will be monitored by your Online Guide Udo Fluck.

Online Supplement Calendar

To know, what is expected of you and when, view the Reading and Assignment Calendar in the segment “Course Information”. While you are free to schedule your own time for posting the responses for your out-of-class assignments, the deadlines for your postings indicated in the calendar must be kept. You will not be able to access Required Reading Material or Case Scenarios prior to the assigned days.

How much time will your participation take?

For the next two weeks, you will find Required Reading Material and Assignments posted in the segments Course Material and Assignments (please see Reading and Assignment Calendar for details). The Required Reading Material should take you approximately 10 minutes each session.
Reading each case scenario assignment should take you approximately 10 minutes. Answering the questions included in those case scenario assignments, could take 15 to 20 minutes, depending on the length and detail of your response. All responses need to be in writing and posted in the Online Forum. The time for reading the additional Web Sites, listed in the Web Sites segments, will vary greatly, depending on your selection. These voluntary readings will help in your understanding of the multicultural topics covered in your class and ultimately contribute to your success in this course.

Surveys – what surveys?

Your opinions and experiences need to be measured to determine if the multicultural materials offered in the online supplement are providing you a more global minded understanding. This will be accomplished by short, concise and anonymous surveys. Each survey will take approximately 20 minutes to complete. The first survey is already posted in the segment Web Sites as the first link. Please take it before starting any of the readings and exercises. The second survey, at the end of the course, will also be posted there.

Contact and Support

Udo Fluck, a student in the Interdisciplinary Ph.D. program at The University of Montana, designed this online supplement. As mentioned above, Udo Fluck is the Online Guide of this Multicultural Supplement. If you should have questions regarding the online supplement and its content, or if you experience technical problems, either logging on to the Blackboard site, with opening text (Word) documents, or navigating within the site please send a help-e-mail immediately to Udo Fluck.

Final Words

It is hoped the explanations provided above are helpful and easy to understand. If you have additional questions, please feel free to contact Brumby McLeod in class or by e-mailing Udo Fluck at the address above. It is hoped you find the exercises interesting and stimulating and the discussions in the Multicultural Online Forum rewarding. Your participation is highly appreciated.

Have Fun!
# Reading and Assignment Calendar

Multicultural Online Supplement - February 2003

The **Required Reading Material** features individual multicultural information. It provides you with important knowledge, which will prepare you for answering the case questions listed in the **Assignment** section of the site. The assignments will be posted on the days indicated. The questions need to be answered in the **Online Forum**. The readings and the written participation in the Online Forum are mandatory and part of your International Business course.

**Additional Reading Material** is available in the section **Web Sites**. While the **Additional Reading Material** is optional, you are encouraged to surf the Internet and access the web pages listed for further information. You can access the **Web Sites** for additional reading, anytime.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>(1) International Business Class 12:40 - 2:00 p.m. in GBB 213</td>
<td>(1) International Business Class 12:40 - 2:00 p.m. in GBB 213</td>
<td>(2) Read primary Reading Material # 2</td>
<td>(3) Read Case Scenario # 2 and answer questions in Multicultural Online Forum. Due next class.</td>
</tr>
<tr>
<td></td>
<td>(4) Online Pre Module Student Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>First in-class assignment: Ice Breaker</td>
<td>(3) Read Case Scenario # 1 and answer questions in Multicultural Online Forum. Due next class.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Read primary Reading Material # 1</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>(3) Read Case Scenario # 1 and answer questions in Multicultural Online Forum. Due next class.</td>
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<tr>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>(1) International Business Class 12:40 - 2:00 p.m. in GBB 213</td>
<td>(1) International Business Class 12:40 - 2:00 p.m. in GBB 213</td>
<td>(2) Read primary Reading Material # 4</td>
<td>(3) Last in-class assignment: Read Case Scenario # 4 and answer questions in Multicultural Online Forum</td>
</tr>
<tr>
<td></td>
<td>(2) Read primary Reading Material # 3</td>
<td>(2) Read primary Reading Material # 4</td>
<td></td>
<td>(4) Online Post Module Student Survey</td>
</tr>
<tr>
<td></td>
<td>(3) Read Case Scenario # 3 and answer questions in Multicultural Online Forum. Due next class.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Color Explanation:**

The number in the brackets below will help you locate the material.

<table>
<thead>
<tr>
<th>(1) = Class Location</th>
<th>(2) = Required Primary Readings</th>
<th>(3) = Written Assignments for Online Forum</th>
<th>(4) = Student Surveys</th>
</tr>
</thead>
</table>

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A.3.2.2, Multicultural Material

'Required Multicultural Reading Material'
Required Multicultural Reading Material # 1

Tuesday, February 4, 2003

What is the key to successful International Business?

Multicultural Awareness and Global Communication

Tuesday, February 4, 2003

Knowledge About:
- Cultural identities and their formation
- The characteristics of cultural identities
- How to recognize cultural biases and how to avoid the following:
  - Stereotyping
  - Prejudices
  - Discrimination

Let's start with the basics!

The Three Identities
- Cultural Identity refers to one's sense of belonging to a particular culture or ethnic group.
- Social Identity develops as a consequence of memberships in particular groups within one's culture.
- Personal Identity refers to people's unique characteristics which may differ from those of others in their cultural or social groups.

Three Stages Of Formation
- The unexamined cultural identity stage involves lack of interest in cultural issues as a result of taking one's own cultural characteristics for granted.
- Cultural identity search involves a process of exploration and questioning of one's culture in order to learn more about it.
### Three Stages Of Formation
- Cultural identity achievement involves the acceptance of oneself and an internalization of one's cultural identity.

### Characteristics Of Cultural Identity
- Provide a framework for organizing and interpreting one's experiences with others
- Are central to one's sense of self
- Are dynamic and change with one's ongoing life experience
- Are multifaceted

### Cultural Miscommunication
- Miscommunication can occur in verbal and non-verbal communication
- Most communication errors between human beings occur because the message send by the "sender" is not understood the same way by the "receiver".
- Talking to a family member, good friend or a spouse one usually knows how a verbal, or non-verbal message is received.

### Cultural Biases
- Most people think that other people perceive, evaluate, and reason the same way they do.
- When confronting a set of beliefs, values, and norms inconsistent with their own, many people will negatively evaluate others' cultural patterns.

### Stereotyping
- Stereotyping is a selection process that simplifies perceptions of others and leads to generalizations about a group of people.
- Groups can be stereotyped based on their religion, age, occupation, social class, geographical location, and many other characteristics.
Stereotyping
- Stereotypes lead to expectations about people's behaviors and may persist even when the expectations are violated.
- While stereotyping is a basic characteristic in all human beings, intercultural competence requires an ability to move beyond stereotypes.

Prejudices
- In order to defend ego, some people develop prejudices out of stereotypes.
- Most people are not really interested in understanding and solving a challenge or a problem.

Prejudices
- Being prejudiced helps people organize and simplify the world.
- Negative reactions to other people, based on faulty and inflexible stereotypes, along with a lack of firsthand knowledge about those people, are also reasons for prejudiced behavior.

Discrimination
- Is the most extreme form of cultural bias.
- Refers to behavioral manifestations of prejudice.
- Can occur in many levels, from unequal treatment of individuals through segregation to racism.

Adapting To A Different Culture
- Adaptation is the preferred term for the adjustments and accommodations people make, when experiencing individuals from another culture.
- There are multiple patterns of adaptation that people might experience.

Adapting To A Different Culture
- There are also multiple dimensions to the adaptation process.
- Assimilation and integration allow for intercultural competence.
Cultural Adaptation

- It is important to realize that individuals adapt in different ways and at different rates.
- Intercultural transformation refers to the process of moving beyond the feelings and behaviors of one's own culture.

Cultural Adaptation

- Cultural biases are so familiar and comfortable that overcoming them requires a commitment to learning about other cultures and understanding one's own.
- People who are striving to become culturally competent must contend with issues of prejudice and discrimination in a manner that is appropriate and effective.

The multicultural readings, exercises and postings featured in this supplement, can help you increase your multicultural awareness and prepare you for successful global communication.

Thank you for your interest.

This was your first multicultural reading.
The Importance and Potential of Multicultural Competence

Have you ever heard the saying "When in Rome, do as the Romans do". This truism has been traced back to the Commonplace Book 1530, but it is still true today. When entering a group, or a community with a diverse culture, the responsibility to blend in, to settle and to live with the new group typically falls on the shoulders of the newcomer. The members of a group can assist in that adjustment process by showing understanding for the cultural background of the newcomer.

Forces that unite people have been called globalism in recent times. Mass media, entertainment and information technology have tightened the world of communication. The internationalization of business and industry, speed of transportation for goods and people, have begun to "homogenize" the unique peoples of the world.

The question comes to mind, "how far should people go in adapting their behavior to another culture?" The risk is that people lose their own cultural identity. Multicultural awareness is not about giving up something or about sacrifice, it is about gaining a different perspective, thus enriching one's own culture and knowledge. It is important to protect cultural values, including language, religion and way of life. This is only possible through understanding the unique qualities of each culture.

Aside from the cultural or multicultural influence on our social life, family and education, culture has a tremendous effect on business and management. Specific areas of intercultural business are associated with four variations in individualistic or collectivistic cultures: who speaks for the organization; who makes decisions for the organization; what motivates employees, and lastly, what is the basis for the business relationship.

What does this mean for conducting intercultural business? Cultures vary in their interpretations about what constitutes appropriate and effective business communication and the manner in which to practice business. Business negotiations, social exchanges, decision making styles, reward systems, and gender expectations are all influenced by the cultural backgrounds of the business participants involved.

Intercultural competence is needed in business today. Intercultural competence in the workforce involves educating managers and their employees to build and utilize the skills necessary to work in a multicultural environment. Training includes opportunities to improve knowledge, motivation and skills concerning intercultural issues and ongoing training about diversity issues.
Why Do We Need Global Thinking and Multicultural Awareness

• International political and economic effectiveness of the US depends on intercultural communication competence
• International travel to and from the US is very frequent
• The US is experiencing an extensive wave of intercultural contact
• US population shift is largely due to immigration and migration

Consequences of Living in an Intercultural World

• Positive consequences include increased opportunities and experiences.
• Negative consequences include increased doubt and increased discomfort and tensions in interacting with others who are different.

Multicultural competence and global awareness involve knowledge of what communication is and how it relates and incorporates cultural aspects.

Communication

• Communication is a process that includes people, relationships, activities, objects and experiences that are dynamic rather than static.
• Communication is symbolic. Symbols represent shared meanings.
• Communication is interpretive. People interpret the symbolic behaviors of others.
• Communication is transactional. People work together to create meanings between themselves.

The Challenges of Communicating in an Intercultural World

• There is no choice, for the enlightened Individual, but to live in an intercultural world.
• Education and employment are becoming more intercultural. Therefore neighborhoods, families and personal relationships are also becoming intercultural.
• Personal satisfaction will depend upon one's ability to work and live in a multicultural world and to communicate competently across cultures.

Culture

Intercultural Communication

• Intercultural communication refers to interactions between people who do not share the same value orientations, communication codes, or role expectations.
Cultural Diversity

- The United States is an Intercultural Community.
- There are several metaphors of US cultural diversity. The oldest one is the "Melting Pot" metaphor. It is used to represent a blending of cultural groups.
- Another metaphor is the assumption that "tributaries" eventually blend into a river.
- Another metaphor is the one of a tapestry. Like a tapestry, the US is made up of diverse threads, colors, weaves and patterns.

Goals

- Address people from different cultural backgrounds with mutual respect.
- Encourage people to express themselves in their own way.
- Strive to identify with people of other cultures.
- Endeavor to create world at peace.
- Protect the worth and dignity of the human spirit.

The Effects of Culture on Communication

- Cultures use their own patterns to interpret the meanings of messages.
- Similar messages may be interpreted very differently across cultures.
- One’s culture provides the “filter”, or the meaning systems, through which all messages are experienced and interpreted.

The Impact of National and International Events on Intercultural Communication

Certain events create a shared and lasting memory for all who experience them. Such events alter the basics and often questioned understandings that people have of their world. They also shape an entire generation’s understanding of the world. Such events include the day:

- The stock market crashed in 1929
- John F. Kennedy was assassinated in 1963
- The World Trade Center was destroyed in 2001

Are Cultural Values Relative or Universal?

- "Cultural Relativism" is the belief that because each culture has its own values, judgments can only be made within each cultural context and among people of the same cultural background.
Required Multicultural Reading Material # 3

Tuesday, February 11, 2003

Below are a few cultural anecdotes from China, Japan, Thailand and Taiwan that are everything from interesting, humorous, to amazing. Culture and the differences associated with it include the design of clothing, choices of food, behavioral patterns and everyday gestures. Many people believe their own culture can be transferred and understood by people from different cultures without any misconception. However, a deeper understanding of other cultures shows the reality to be different.

Greetings and Gestures

Have you ever thought your way of greeting people could be perceived completely differently by other cultures? Take a handshake, or a hug or a kiss for example. Each traditionally symbolizes something in one culture, but could actually mean the opposite in another. The differences often begin with the physical distance between people.

As with the comfort of personal distance, gestures are understood within a culture, but are easily misinterpreted by people with a different culture and tradition. The correct way of greeting a person is very important in Chinese culture. When meeting, a slight bow often accompanies the handshake. The Chinese vary how deep the bow, by the respect they want to display to another person. An elder, or a person of high social status will receive a deeper bow. The handshake can last several seconds. It is wise to wait for the Chinese to extend their hand first. It is considered rude to address Chinese by their given name. Chinese should be addressed according to their position in life; Doctor Chong, Chairman Tan, etc. During a greeting procedure, do not look people straight in the eye. As a sign of respect, lower your eyes slightly. Looking straight in somebody’s eyes while greeting them is considered rude. In Taiwan, women might prefer not to shake hands. In general, it can be said that younger Taiwanese women who have traveled or were educated in the West, are likely more accustomed to shake hands.

When you are visiting for example a company, a production facility or an organization in Japan, for example, it could happen that a group of employees greet you with applause. The appropriate response is to return the applause.

The above information on cultural differences barely skims the surface. You will find a more in-depth article about the fact that “Foreign gestures aren’t what they seem” at www.smarterliving.com/columns/eoin/column.php?id=2085

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You can also find an article about an American student visiting Europe under www.smarterliving.com/columns/eoin/column.php?id=2653

Speech and Speaking

To a western listener, Chinese conversation among men in public appears to be loud and argumentative in style. This communication behavior is not considered bad mannered for men. However, the same does not apply to women. Women speaking loudly, or "answering back" show bad manners. Chinese etiquette states that the best way to speak to individuals is softly and with a slightly bowed head.

In conversations with Chinese it is customary to avoid discussions about politics, government in general and Taiwan. Popular topics include Chinese culture, shopping, travel and sightseeing.

Business Conversations

When dining with a Chinese business partner, it is considered a sign of thoughtfulness and politeness, to allow periods of silence during a dinner conversation. Quick responses to fill the silence are considered impolite, as is interrupting another person while they speak. When in casual conversation, one should always be pleasant and avoid criticizing, embarrassing or insulting another person. Behavior or remarks should never cause another person to "lose face"

Respect and trust need to be earned. This is especially true for a Chinese business person dealing with a foreigner. Finally, it is important to know that in business conversation or negotiation, a Chinese businessperson is not likely to say "no" to a proposal. Reading between the lines is important when conducting business, as it is part of their culture to use indirect ways of replies. When conducting business in Asia, include and refer to an older person in your business team. The culture has great respect for age and knowledge.

Business Cards

The exchange of business cards in China is most common. After the handshake, present or receive a business card with both hands. Holding a card only in one hand is considered impolite. Do not put the card away immediately. Express genuine interest by looking at it for a few moments.
Businesswoman Versus Businessman

For a businesswoman there are certain rules regarding smoking and drinking that are important to know. In the West these could be considered a double standard rule. When a businesswoman is offered a drink, she can accept it, but should only sample the drink and leave the rest in the glass. It is only acceptable to smoke at parties or banquet.

Hospitality and Banquettes

To Asians, hospitality is very important. Asian cuisine could serve up to 20 courses in a meal. Therefore, one should not eat before going out to dinner and exercise moderation in each serving.

Posture and The Use Of Hands

It is considered impolite in China to use your feet to move objects or to point at something or somebody with your foot. Likewise it is not polite to rest your feet on a desk or a chair. While it is common in some western countries to use one finger to point at something, the Chinese point with their open hand. It is also uncommon to use your fingers to remove food from between your teeth, or to bite your nails. This is based on the fact that the Chinese believe that it is very impolite to put your hands in your mouth.

Names

In Chinese tradition, it is customary to name the family name first, a complete reversal of the western tradition. Therefore, in the name Lee Tong, Lee is the family name, Tong the first name. While official titles are not used in conversations, it is a customary to address Lee Tong as Mr. Lee. The right to address a Chinese by their first name, is reserved for close friends and family members.

In Taiwan, titles are important and are listed. Lee Hong, Ph.D., would be referred to as Dr. Lee. Like the Chinese, the Taiwanese list the family name first, followed by the first name. Some Taiwanese wives do not use their husband’s last name. If Chai Tan married Mr. Cheon Hoh, she would be referred to as Madame Chai, not Mrs. Cheon.
Politeness

While in the US and Europe, it is customary when you enter someone’s house to leave your shoes on. When visiting in Asia the “shoes-off rule” is an important one to know. Even if your host insists that you can leave your shoes on, it is still a sign of respect to take them off. In an interesting anecdote about people in Thailand is that nine spirits live in and around a house. One of those spirits lives in the door threshold. It is considered impolite if one steps on it when entering the house. This custom is of such high importance that some buildings feature signs in English that say “Please step over the threshold.”

Clothes

As in much of the West the color black is reserved in Thailand for mourning. For a social event, people never dress in black, because the color is so closely associated with death. One can imagine what damper this can put on a lively party, when a guest shows up in a black dress or a suit looking as though they were on their way to a funeral.

Colors

Red, black and white are important colors in Chinese culture. The color white is generally seen as a neutral color, symbolizing honesty and purity. The color red symbolizes wealth, fortune and stands for good luck. The color black stands for suffering, and evil. In addition, many Chinese believe it also symbolizes bad fortune and sin.

Sending or Giving Gifts

When invited to a Japanese home, it is customary to bring one gift for all family members to share. Food and beverage items, cooking or baking ingredients, such as seasoning oils are often given. In general, it is not customary to bring a personal gift to each family member.

When visiting a person in a hospital, do not bring a potted flower. Only cut flowers suggest a speedy recovery. Potted flowers are long lasting and suggest an extended stay in the hospital.
Imported Japanese Holidays

The Chinese Valentine’s Day is clearly a cultural import from the West. Several decades ago the tradition started that Japanese girls gave chocolates to their boyfriends. The boys, who received the chocolates, would then present the girls with a gift on March 14th, which is called “white day.”

Although most Japanese are not Christians, Christmas was established as a holiday after World War II. This is another example of cultural exchange. Japanese now traditionally buy a Christmas cake or prepare and enjoy a nice meal with their family.

Chinese Superstitions

Beards and Moustaches

While there are many photos of Chinese wearing beards and moustaches, not shaving generally lowers the status of the wearer, in addition to bringing bad luck, according to Chinese beliefs.

Finger and Toe Nails

According to Chinese beliefs, nail clippings can be utilized to cast a spell on a person. Therefore, careful collection and disposal in a secret location is advised. It is forbidden to clip nails at night, because the belief suggests that this could cause a visit from the dead or a ghost.

Numbers

Numbers play a significant role in Chinese tradition. The number 1 symbolizes loneliness. 4 is considered an unlucky number and 7 is often associated with death. 8 is the luckiest number in Chinese culture. Therefore, many Chinese try to avoid “less fortunate” numbers in license plates or house addresses.

For a deeper understand of the cultural differences, please refer to the web sources listed under the section “Multicultural Website” in this supplement.
Required Multicultural Reading Material # 4

Thursday, February 13, 2003

Congratulations -
You Made It!

Thursday, February 13, 2003

Last Day of the Online Supplement
Review of Multicultural Online Material

Thursday, February 13, 2003

Lessons Learned:
* Do not automatically assume sameness among people.
  - We would like to think that we should think alike, understand alike and act alike.
  - We like to project our own perceptual world onto other people
  - Instead ..................

Lessons Learned:
* When you meet people from different cultural backgrounds, imagine that they are very different from you.
* If you discover many similarities - that is great!
* But if your expectations were right and they are different, you are prepared to interact appropriately.

Intercultural Communication refers to interactions between people who do not share the same value orientation, communication codes, or role expectations.

Multicultural Competence and global awareness involve knowledge of what communication is and how it relates and incorporates cultural aspects.
Goals Of Multicultural Communication
♦ Address people from different cultural backgrounds with mutual respect.
♦ Encourage people to express themselves in their own way.
♦ Strive to identify with people of others cultures
♦ Endeavor to create world at peace
♦ Protect the worth and dignity of the human spirit

The Effects Of Culture On Communication
♦ Cultures use their own patterns to interpret the meanings of messages
♦ Similar messages may be interpreted very differently across cultures
♦ One’s culture provides the “filter”, or the meaning systems, through which all messages are experienced and interpreted.

Impact Of Events On Intercultural Communication
♦ Certain events create a shared and lasting memory for all who experience them.
♦ Such events alter the basics and often questioned understandings that people have of their world
♦ They also shape an entire generation’s understanding of the world

Impact Of Events On Intercultural Communication
♦ The stock market crashed in 1929
♦ John F. Kennedy was assassinated in 1963
♦ The World Trade Center was destroyed in 2001

Honoring Diversity?
♦ Diversity and the notion to honor it, almost became a fashion term in the 90’s.
♦ However, it is one thing to run around and talk about Diversity and another to truly honor it!
♦ Honoring Diversity is to see its richness and advantages, particularly in a global society and in an international business environment.

Cultural Identity
♦ Cultural Identity refers to one’s sense of belonging to a particular culture or ethnic group.
♦ Are dynamic and change with one’s ongoing life experience
♦ Also provides a basis for interpreting and organizing one’s experience of others.
Cultural Biases

- Stereotyping is the most common form of being culturally biased.
- Stereotyping can lead to building prejudices and in its most severe form discriminate against people.

Why Do We Need Multicultural Competence?

- What is done in our community can have an affect on the global community.
- It is therefore important that people learn communication skills that will allow them to cooperate and negotiate with people from other cultural backgrounds.

Why Do We Need Global Thinking?

- To increase political and economic effectiveness of the US
- The US is experiencing an extensive wave of intercultural contact
- US population shift is largely due to immigration and migration
- International travel to and from the US is very frequent

Consequences Of Living In An Intercultural World

- Positive consequences include increased opportunities and experiences
- Negative consequences include increased doubt and increased discomfort and tensions in interacting with others who are different

Communication

- Is a process that includes people, relationships, activities, objects and experiences that are dynamic rather than static
- Is symbolic. Symbols represent shared meanings.
- Is interpretive. People interpret the symbolic behavior of others.
- Is transactional. People work together to create meanings between themselves

Challenges

- Education and employment are becoming more intercultural.
- Neighborhoods, families and personal relationships are also becoming intercultural.
- Personal satisfaction will depend upon one’s ability to work and live in a multicultural world and to communicate competently across cultures.
Challenges - Choices

- There is no choice, for the enlightened individual, but to live in an intercultural world.

One Person = World Community

- While people are of a certain cultural decent, with a country they primarily reside in, they are also citizens of the world community.
- Feeling some kind of kinship with the world-wide human family allows us to understand people's behaviour in the context of their own culture.

Advantages In An Intercultural World

- **Advantages**
  - In the future, America will benefit from the fact that the world is becoming more interconnected.
  - Many people from different cultures and countries already enrich the US.

It Is All Connected - Somehow!

- While we at first glance might have very little in common with people in underdeveloped countries, or even with people faced with natural disaster, economically these situations can have a significant impact on our life in the developed western countries.

Diversity Is Not A Guarantee

- Politically repressive regimes should not be ignored, because their actions can also impact our lives.
- The fact that we live in a democratic system with freedom of speech still requires motivated citizens who protect those values.

Different Meanings

- As described in a previous reading, familiar behaviors among people can have very different meanings.
- It would be very ethnocentric to believe that the same behavior or the same words mean the same in other languages, as they do in one's own.
Different Meanings

♦ The word “YES”, for example, exists in different cultures, but means different things, depending on the countries involved. It is important to keep in mind that just because you recognize a certain

Cultural Miscommunication

♦ Miscommunication can occur in verbal and non-verbal communication
♦ Most communication errors between human beings occur because the message sent by the “sender” is not understood the same way by the “receiver”.
♦ Talking to a family member, good friend or a spouse one usually knows how a verbal, or non-verbal message is received.

Misunderstanding and Misinterpretation

♦ Can include:
  - Greetings and Gestures
  - Speech and Speaking in Private- and Business Conversations
  - Names and Business Cards
  - Forms of Hospitality and Politeness
  - Sending or Giving Gifts
  - Clothes, Colors
  - Holidays and Superstitions

Sender To Receiver

♦ When interacting with people from diverse backgrounds, you can not be as confident that your message is understood by the receiver they way it was intended.
♦ An awareness to recognize signs of miscommunication needs to be developed early.

Receiver To Sender

♦ The same is true in reverse.
♦ The message received will be interpreted by unique cultural background, upbringing and personal experience.
♦ One might know what certain words normally mean, but whose norms are used as a basis?

Your Own, Or The Norms Of The Unknown

♦ Chances are, if you are using the basis of the foreign culture for communication, you might not know much about it.
Understanding And Liking Diversity

- Understanding the behaviour of culturally diverse people, does not necessarily mean that one has to accept it.
- It could be difficult to get used to some behaviour foreign individuals show.
- In an interdependent world, where we need to cooperate and work productively with one another, we need to try to understand, in order to work together.

In A Nutshell

- As with everything else, the more you know, the better of you will be.
- Trying to find out explanations for behaviors that are culturally different, does not mean you will like them, but you don't lose anything, by trying to understand.

Are Cultural Values Relative Or Universal?

- “Cultural Relativism” is the belief that because each culture has its own values, judgements can only be made within each cultural context and among people of the same cultural background.

Thank you for your time and interest in the multicultural readings presented.
A.3.2.3. Multicultural Exercises

'Case Scenarios'
Case Scenario One: Observation of Foreign Visitors about American Behavior

Tuesday, February 4, 2003

Deadline: Your answers to the questions listed in Case Scenario One need to be posted in the Online Forum of the Discussion Board. The Forum is located in the "Communication" segment of the Online Supplement. Your responses need to be posted before Thursday, February 6, 2003 before class time (12:40 p.m.). Postings after 12:40 p.m. will not be accepted.

This exercise provides you with actual comments foreigners have made about Americans. They provide a pretty good idea how others perceive most Americans.

Quotations from Foreign Visitors

1) Visitor from Japan
"Family life in the U.S. seems harsh and unfeeling compared to the close ties in our country. Americans don’t seem to care for their elderly parents."

2) Visitor from Ethiopia
"The American seems very explicit; he wants a YES or NO – if someone tries to speak figuratively, the American is confused."

3) Visitor from India
"Americans seem to be in a perpetual hurry. Just watch the way they walk down the street. They never allow themselves the leisure to enjoy life; there are too many things to do."

4) Visitor from the Netherlands
"America is really a salesman’s society...They are always selling something. They’re selling their product, their company, their services and, last but not least, they are selling themselves – and doing quite well at it too."

5) Visitor from Germany
"When our little son needed an operation in a hospital, there were complications which made a blood transfusion necessary. I was very much surprised that a blood drive was voluntarily started at the company where I work. They hardly knew him, and I was relatively new at the firm. We were really touched by this kind of neighborhood help."
Discussion Questions for Online Multicultural Forum:

1) Define the issue in each of the above observations. How many of these stereotypes do you agree or disagree with? Please explain.

2) Which one of the stereotypes might you consider “positive” and which might be considered “negative” by a foreign culture? Please explain.

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Case Scenario Two: USA and Japan

Thursday, February 6, 2003

Deadline: Your answers to the questions listed in the Case Scenario Two need to be posted in the Online Forum of the Discussion Board. The Forum is located in the “Communication” segment of the Online Supplement. Your responses need to be posted before Tuesday, February 11, 2003 before class time (12:40 p.m.). Postings after 12:40 p.m. will not be accepted.

The following comments were heard on separate occasions from a Japanese and an American worker in a joint-venture manufacturing plant in the US.

American Worker

"I just can't understand it. Every time we have trouble with a machine breaking down on the plant, we always get the same answer from the Japanese. "We need time to check the data." It's like they can't make any decision without taking four or five days to gather information and confer with the other Japanese workers. In the meantime, we get blamed for being behind production schedules. I thought the Japanese were highly experienced in this business, but they just can't make timely decisions. We need to keep those machines running or else we're going to be out of a job. It's hopeless."

Japanese Worker

"It's so difficult when Americans come to us for quick answers when a machine breaks down. Sure we can say how to fix the thing well enough to keep it running for the time being, but that is not the Japanese way. We need to analyze why it broke down in the first place to prevent such problems from happening again.

We think it is better to fix the problem properly in the beginning than to wait for it to happen again. Maybe American's don't care about the long term effect. Why keep fixing the same old problem over and over - which then creates some bigger problem later on - if we can modify the machine or make adjustments now to make it more efficient and dependable? There seems to be little emphasis on quality and team effort. I wish workers would care more about the future of this company."
Discussion Questions for Multicultural Forum

1) Based on the case information, what are the ways the Americans and the Japanese solve problems?

2) Which method do you believe is the correct way to solve the problem, or is this an either or situation?

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Case Scenario Three: USA and China

Tuesday, February 11, 2003

Deadline: Your answers to the questions listed in Case Scenario Three need to be posted in the Online Forum of the Discussion Board. The Forum is located in the “Communication” segment of the Online Supplement. Your responses need to be posted before Thursday, February 13, 2003 before class time (12:40 p.m.). Postings after 12:40 p.m. will not be accepted.

Jane: How did the negotiations go at your business meeting?

Mary: Not so great. We were taken.

Jane: What happened?

Mary: Well, I proposed our starting price, and Mr. Lee didn't say a word.

Jane: Not a word?

Mary: No, he just sat there, looking very serious. So then, I brought the price down.

Jane: And, what happened?

Mary: Nothing. But Mr. Lee looked a little surprised. So I brought it down to our last offer and just waited for Mr. Lee to react. I could not go any lower.

Jane: What happened, what did he say?

Mary: Mr. Lee did not say anything for about 60 seconds and then, then he agreed.

Jane: Well, at least you secured the deal. You should be pleased.

Mary: I suppose so. Later, however, I learned that Mr. Lee thought my first offer was very generous and he would have accepted it.
Discussion Questions for the Multicultural Online Forum

1) What is the basis for the miscommunication problem between the two parties?

2) How could this problem been avoided?

Disclaimer
The above case scenario was adapted from "Cross-Cultural Dialogues - 74 Brief Encounters with Cultural Difference" copyrighted by Craig Storti (1994) under the “fair use” section of 17 USC §107. Its use is limited to the present research study and should not be reproduced.
Case Scenario Four: USA and Taiwan

Thursday, February 13, 2003

Deadline: Your answers to the questions listed in Case Scenario Four need to be posted in the Online Forum of the Discussion Board. The Forum is located in the “Communication” segment of the Online Supplement. Please use the class time to read and respond to the case. Postings after class will not be accepted.

A Case of International Sexual Harassment

Jill O'Reilly was born in raised in Florida. She graduated from a well-respected private university in the state, with a major in accounting and a 4.0 grade point average. She was accepted into a nationally ranked M.B.A. program, where she experienced equal academic success. Jill's technical skills and work ethic were of great interest to the recruiters who interviewed her for various positions with national public accounting firms that offered international experience early in her career. After only two years of working in the Chicago office, Jill, at age 31 was transferred to Taiwan. Jill looked forward to her new assignment in Taipei, although she worried about possible loneliness since she would be the only American woman in the office.

Mr. Chen Ho, age 43, was the partner-in-charge of the Taipei office. He was born and raised in Taiwan, was married to a Taiwanese woman for four years and they had a two-year old daughter. He is well regarded as an effective manager. At first, Jill welcomed Mr. Chen Ho's interest and support. Although Jill had spent a semester of college in London as an undergraduate, Taipei was a very foreign place and she felt unprepared to work and live in this part of the world. Jill had hoped that Mr. Chen Ho would be a mentor and help her understand how business was conducted in East Asia.

Mr. Chen Ho's interest in Jill at first seemed to be a genuine interest in her career. He offered advice on technical as well as cultural matters, and the two got along well. Even when Mr. Chen Ho suggested that he and Jill go out to dinner once a week, Jill accepted the offer as a professional get-together.

Increasingly, Mr. Chen Ho began to discuss sexual issues with Jill. He told her that he did not find Chinese women attractive and that it was good for him that such a "sexy American woman" was working in the office so he could fantasize again. It was becoming increasingly clear that Mr. Chen Ho's interest in Jill was more than professional. Jill wondered what she might have done to encourage his behavior.
On a trip from Taipei to the southern city of Kaoshiung, Mr. Chen Ho jokingly suggested that he and Jill join the "mile high club" by having sex in the lavatory of the airplane. Jill laughed about it; however, she was becoming increasingly uncomfortable with Mr. Chen Ho's remarks. Since Mr. Chen Ho never directly asked her for sexual relations, Jill wasn't sure if his behavior constituted sexual harassment. Even if it did, Jill wasn't sure what she should do, since she was so far from the American home office.

Over the next few months, Mr. Chen Ho's behavior continued, with Jill rejecting his advances in a subtle manner. Jill was finding that work was not very enjoyable and she was considering requesting a transfer back to an American office. She was concerned however, that such a request might be harmful to her career. As Jill pondered what action she should take to correct the situation. Mr. Chen Ho asked Jill to entertain a group of Taiwanese businessmen whom Mr. Chen Ho hoped to retain as clients. He told her to take these men out for the usual entertainment in Taipei's Karaoke-Bars and to be friendly with them. Mr. Chen Ho told Jill that it was important that these men become clients and he recommended that she offer to take them to a "Chinese Barbershop" and to pay their expenses. Jill later learned from a co-worker that a "Chinese Barbershop" was a well-known front for prostitution.

Jill felt alone, isolated, and exploited, and she didn't know where to go for help. Since Mr. Chen Ho was the top official in the Taipei office, she felt that she could not bring up charges in Taiwan. Jill concluded that her only choice was to simply quit the firm and return to the US and find another public accounting position.

Discussion Questions for Online Forum:

1) Is sexual harassment occurring in this case? If your answer is yes, please explain why.

2) What could have been done to avoid the situation?

3) What would your advice to Jill be, if she contacted you as a friend back in the US home office?

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A.3.2.4 Additional Reading Material

'Web Sites'
Multicultural Web Sites

For additional information on various Asian customs, traditions, values and other cultural aspects, please feel free to visit the selected websites below. There are many other high quality resources on the WorldWideWeb, which are not listed here. This is mainly due to the limited space and the time available during the duration of the supplement.

It is also important to note that websites are not available indefinitely. Sites are frequently updated, or are closed for access. Please keep that in mind when trying to activate the locations listed below. As with everything in the electronic age, time is the biggest enemy. As soon as information is published, it is old news. While traditional paper publications can be around for hundreds of years, electronic information can be erased with the push of a button.

The World Fact Book 2002
(http://www.odci.gov/cia/publications/factbook/geos/ja.html)
The World Fact book 2002 online has the most detailed information on all Asian countries in addition to others. Among other interesting information, the site features data regarding geography, population, government, economy, communication and transportation. All you need to do is access the link above and choose a country in the “Select a Country” drop down menu.

Asia Society Speeches (http://www.asiasociety.org/speeches/)
Through the link Asia Society Speeches below, you can access and read some great speeches. Choose an area on the top right side. (East Asia, Central Asia, General Asia, South Asia and Southeast Asia). Speakers include: The Prime Minister of Malaysia, Vice President of the People's Republic of China, Prime Minister, Japan, only to name a few.

Multicultural Education Supersite
(http://www.mhhe.com/socscience/education/multi/)
The publisher McGraw Hill also hosts a Multicultural Education Supersite with many publications on multicultural issues.

Journal of Asian American Studies (http://muse.jhu.edu/journals/jaas/)
This is a full text journal that started in 1998. It features interesting articles on a variety of multicultural topics. You can access it through the following site:

Asia Today News (http://www.askasia.org/)
The Asia Today web site offers information ranging from latest news, maps and statistics to Asia references and related links.

China Online (http://chineseculture.about.com/library/picks/aatp_tradition1.htm)

Chinese Customs
(http://www.cohums.ohio-state.edu/deall/jin.3/c231/handouts/h19.htm)
by visiting this web site, you can find more interesting information regarding traditional marriage, birthday and death customs in China.
Appendix: A.4.

Request for Use of E. Jane Hett's Research Instrument
(Copyrighted by Dallas Boggs 1993)

Dr. Dallas Boggs
Department of English
University of San Diego
5998 Alcalá Park
San Diego, California 92110-2492
Fax: 619.260.4227

02 December 2002

RE: Permission to Use Research Instrument Developed by Mrs. E. Jane Hett

Dear Dr. Boggs,

My name is Udo Fluck. I am a graduate student from Germany working on my dissertation at The University of Montana in Missoula, Montana. My dissertation is looking into whether or not online supplements can reduce ethnocentrism in students. The study will be conducted here at UM with two classes starting February 2003.

In my research, I discovered that in 1993, Mrs. E. Jane Hett developed an instrument to measure global-mindedness, as part of her dissertation work at the University of San Diego.

My research indicates that you hold the copyright to Mrs. Hett's dissertation. Therefore, I would like to ask permission with this fax to use her 30 question survey instrument (page 193 of her dissertation, entitled Appendix I, Global Mindedness Scale, Form B, Student Attitude Survey) to test student groups here at UM. This instrument would be ideal to determine whether students that received an online treatment are more global minded, than the control group of students who are instructed in the traditional classroom.

I will properly cite the origination of the instrument throughout my dissertation.

I would appreciate it very much, if you could help me.

With high regards,

Udo Fluck
IIP Doctoral Candidate

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Appendix: A.5.

Permission Granted from Copyright Holder
(Dr. Dallas Boggs Via Fax)

Mr. Udo Fluck
Office of the Vice President for Research
University Hall 116
The University of Montana
Missoula, MT 59802

20 May 2003

RE: Permission for UMI Dissertation Publishing and Registration with U.S. Copyright Office.

Based on a written request by Mr. Udo Fluck, on December 2nd, 2002, I granted Mr. Fluck permission on December 3rd, 2002 that he may use the previously copyrighted work, particularly the 30-question Global-Mindedness survey, of Mrs. E. Jane Hett’s 1993 doctoral dissertation "Development Of An Instrument To Measure Global-Mindedness", beyond the "fair use" agreement I hold the copyright for Mrs. Hett’s dissertation.

Mr. Fluck was seeking this permission for conducting a student survey at The University of Montana, part of his doctoral dissertation entitled "Development Of An Online Supplement To Reduce Ethnocentrism". Mr. Fluck agreed to properly acknowledge the original source of the survey instrument and its copyright in publications that may result from his research.

Mr. Fluck requested on May 20th, 2003, via fax a written permission to register his above titled dissertation with ProQuest Information and Learning (PQIL) of UMI Publishing. Because I permitted Mr. Fluck to use sections of previously copyrighted material of Mrs. Hett’s copyrighted dissertation in his dissertation, I hereby grant permission for Mr. Fluck to seek individual copyright permission for registration of a claim of U.S. copyright in his name, for his doctoral dissertation. This permission supersedes the permission I granted on December 3rd, 2002. As holder of the copyright for Mrs. E. Jane Hett’s 1993 dissertation, I am aware that UMI Publishing and its divisions may supply single copies on demand to third parties.

Dr. Dallas Boggs
English Department
University of San Diego

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## Appendix: A.6.

**E. Jane Hett’s Global Mindedness Scale**

Strongly Disagree (SD) = 1  
Disagree (D) = 2  
Unsure (U) = 3  
Agree (A) = 4  
Strongly Agree (SA) = 5

<table>
<thead>
<tr>
<th>Questions</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
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**Scoring Key:**

Reverse score items: 4, 5, 9, 10, 16, 21, 25, 27, 29

**Scoring:**

- **Range of scores 30 – 150**
- **Sum all responses**
- **Higher scores indicate a higher level of global-mindedness**

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Appendix: A.7.

Pre-Test

Experiment (Online) Group

Pre-Module Student Survey

The purpose of this survey is to obtain information about your background and cultural awareness.

Only the System Administrator receives your name and e-mail. Neither the instructor of this course, nor the online guide has access to your personal information. Your identity will be kept confidential. Your name and email will not be associated with the data analysis purposes. Therefore your responses in this survey can have no affect on your grade in the course. Please answer openly and honestly.

Name: ___________________________

Email: __________________________

1) Gender: ☐ Female ☐ Male

2) Current class level: ☐ FR ☐ SO ☐ JR ☐ SR ☐ Graduate ☐ Other

3) Age: __________

4) What is your ethnic background?

☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American

☐ Hispanic or Latino ☐ Native Hawaiian or Other Pacific Islanders

☐ Caucasian (White) ☐ Some other Race

5) What is your field of study:

☐ Business Administration (ACCT & FIN, IS, MGMT & MKTG)

☐ Journalism (JOUR and R/TV)

☐ Fine Arts (ART, DRAM/DAN, MAR, MUS)
Education (C&I, EDLD, HHP)
Forestry (FOR, RECM, WBIO)
Arts and Sciences (ANTH, BIOL, CHEM, MATH, etc.)
Pharmacy and Allied Health Sciences (PHAR, PT, SW, PT)

6) If you are a double major, please type your major field(s) in the space below.

7) If neither the areas listed, nor a double major applies to you, please briefly describe your areas of study in the space provided.

8) Have you ever traveled outside your home country?  
   ○ Yes  ○ No

9) If "YES", approximately how many weeks, months, or years. Please indicate the length of time in the space provided.

   [ ] weeks  [ ] months  [ ] years

10) How old were you at the time of this travel experience?
   [ ] years

11) Did you travel primarily with:
   ○ Family members
   ○ Friends
   ○ On your own
   ○ As a member of a military service
   ○ Participating in a student exchange program
   ○ Other
12) On a scale from 1 to 5, how would you rate your travel experience?

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13) Citizenship:  
- Born U.S. citizen  
- Naturalized U.S. citizen  
- Not a U.S. citizen

14) If you are not a U.S. citizen, please indicate your birth nation in the space provided.

15) If you are not a U.S. citizen, please provide the name of the country you are a citizen of, in the space provided.

Please read each statement below and decide whether or not you agree with it. Then circle the responses that most accurately reflect your opinion. There are no "correct answers".

Strongly Disagree (SD) = 1  
Disagree (D) = 2  
Unsure (U) = 3  
Agree (A) = 4  
Strongly Agree (SA) = 5

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Appendix: A.8.

Pre-Test

Control (Traditional) Group

Code: __________

Do not write your name on this survey. Think of a four-digit code. This could be numbers or letters, or a combination of both. You will use the same code for both surveys, this initial survey and the follow-up questionnaire. The code assures 100% anonymity. Therefore your responses in the survey can have no affect on your grade in the course. Please answer openly and honestly. The purpose of this survey is to obtain information about your background and cultural awareness.

1. Gender: __Male __Female

2. Current class level: __FR __SO __JR
   __SR __Graduate __Other

3. Age: ______

4. What is your ethnic background?
   _____ American Indian or Alaska Native _____ Asian
   _____ Black or African American _____ Hispanic or Latino
   _____ Native Hawaiian or Other Pacific Islanders _____ Caucasian (White)
   _____ Some other Race

5. What is your field of study?
   _____ Business Administration (ACCT & FIN, IS, MGMT & MKTG)
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   _____ Forestry (FOR, RECM, WBIO)
   _____ Arts and Sciences (ANTH, BIOL, CHEM, MATH, etc.)
   _____ Pharmacy and Allied Health Sciences (PHAR, PT, SW, PT)

6. If you are a double major, please write your major fields in the space below.

_________________________________________
7. If neither the areas listed, nor a double major applies to you, please briefly describe your area of study.


8. Have you ever traveled outside your home country?

Yes ____          No ____

9. If "yes" approximately how many weeks, months, or years. Please indicate the length of time in the space provided.


10. How old were you at the time of this travel experience?

____ years

11. Did you travel primarily with:

   a) ____ family members
   b) ____ friends
   c) ____ on your own
   d) ____ as a member of a military service
   e) ____ participating in a student exchange program
   f ) ____ other

12. On a scale from 1 to 5, how would you rate your travel experience?

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13. Citizenship:

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   ____ Naturalized U.S. citizen.

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14. If you are not a U.S. citizen, please indicate your birth nation in the space provided.


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<td>31.</td>
<td>Americans' values are probably the best.</td>
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<td>32.</td>
<td>In the long run, America will probably benefit from the fact that the world is becoming more interconnected.</td>
<td>1</td>
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<td>33.</td>
<td>The fact that a flood can kill 50,000 people in Bangladesh is very depressing to me.</td>
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<td>34.</td>
<td>It is important that American universities and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds.</td>
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<td>35.</td>
<td>I think my behavior can impact people in other countries.</td>
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<td>36.</td>
<td>The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest.</td>
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<td>37.</td>
<td>I feel a strong kinship with the worldwide human family.</td>
<td>1</td>
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<td>38.</td>
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<td>40.</td>
<td>It is not really important to me to consider myself as a member of the global community.</td>
<td>1</td>
<td>2</td>
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<td>41.</td>
<td>I sometimes try to imagine how a person who is always hungry must feel.</td>
<td>1</td>
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<td>42.</td>
<td>I have very little in common with people in underdeveloped nations.</td>
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<td>43.</td>
<td>I am able to affect what happens on a global level by what I do in my own community.</td>
<td>1</td>
<td>2</td>
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<td>44.</td>
<td>I sometimes feel irritated with people from other countries, because they don't understand how we do things here.</td>
<td>1</td>
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<tr>
<td>45.</td>
<td>Americans have a moral obligation to share their wealth with the less fortunate peoples of the world.</td>
<td>1</td>
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Thank you very much for participating in this survey.
Appendix: A.9.

Post-Test

Experiment (Online) Group

Post-Module Student Survey

The purpose of this survey is to obtain information on your experience using an online form of
learning technology.

Only the System Administrator receives your name and e-mail. Neither the instructor of this
course, nor the online guide has access to your personal information. Your identity will be kept
confidential. Your name and email will not be associated with the data analysis
purposes. Therefore your responses in this survey can have no affect on your grade in the
course. Please answer openly and honestly. Please check the most accurate answer for each of
the following questions.

Name: .............................................
Email: .............................................

1) I was more comfortable participating in the discussions in the online forum compared to a
   traditional course.

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2) The online assignments were interesting and motivating?

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3) The online readings provided additional insights into foreign traditions, values and cultures.

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4) The instructions for participating in the online supplement were clear and easy to understand.

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5) The online supplement positively influenced my attitude toward the use of technology as a tool for learning.

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6) I expanded my horizon on multicultural issues by reading the discussion responses in the online forum.

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7) The multicultural material on the online platform helped me in becoming more globally aware.

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8) I enjoyed the real life examples used in the online activities and case scenarios.

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9) I would recommend other students participate in a class with an online supplement.

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</table>
Please read each statement below and decide whether or not you agree with it. Then circle the responses that most accurately reflect your opinion. There are no "correct answers".

Strongly Disagree (SD) = 1  
Disagree (D) = 2  
Unsure (U) = 3  
Agree (A) = 4  
Strongly Agree (SA) = 5

<table>
<thead>
<tr>
<th>Questions</th>
<th>SD</th>
<th>D</th>
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<th>A</th>
<th>SA</th>
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<tbody>
<tr>
<td>10. I sometimes feel irritated with people from other countries, because they don't understand how we do things here.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. I feel an obligation to speak out when I see our government doing something I consider wrong.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I have very little in common with people in underdeveloped nations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Really, there is nothing I can do about the problems of the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. It is not really important to me to consider myself as a member of the global community.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. I often think about the kind of world we are creating for future generations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I feel very concerned about the lives of people who live in politically repressive regimes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Americans can learn something of value from all different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>18. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest.</td>
<td>1</td>
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<td>19. Americans should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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</tr>
<tr>
<td>20. It is important that American universities and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. In the long run, America will probably benefit from the fact that the world is becoming more interconnected.</td>
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<td>23. My opinions about national policies are based on how those policies might affect the rest of the world as well as the United States.</td>
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<td>24. It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations.</td>
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<td>25. Americans values are probably the best.</td>
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26. I enjoy trying to understand people's behavior in the context of their culture.  
27. The fact that a flood can kill 50,000 people in Bangladesh is very depressing to me.  
28. I think of myself, not as a citizen of my country, but as a citizen of the world.  
29. I think my behavior can impact people in other countries.  
30. Generally, an individual's actions are too small to have a significant effect on the ecosystem.  
31. I feel a strong kinship with the worldwide human family.  
32. When I hear that thousands of people are starving in an African country, I feel very frustrated.  
33. It is important that we educate people to understand the impact that current policies might have on future generations.  
34. The needs of the United States must continue to be our highest priority in negotiating with other countries.  
35. I sometimes try to imagine how a person who is always hungry must feel.  
36. The United States is enriched by the fact that it is comprised of many people from different cultures and countries.  
37. I am able to affect what happens on a global level by what I do in my own community.  
38. I generally find it stimulating to spend an evening talking with people from another culture.  
39. Americans have a moral obligation to share their wealth with the less fortunate peoples of the world.  

Thank you very much for participating in this survey.

Please press submit to complete the survey or press reset to start over.
Appendix: A.10.

Post-Test

Control (Traditional) Group

Code: __________________________

Do not write your name on this survey. Please use the four-digit code you used in the first survey. The code assures 100% anonymity and is the only way, the researcher can match the pre-test, with the post-test submitted by the same student. Therefore your responses in the survey can have no affect on your grade in the course. Please answer openly and honestly.

Please read each statement below and decide whether or not you agree with it. Then circle the response that most accurately reflects your opinion. There are no "correct" answers. Please do not leave questions unanswered.

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21. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.  
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39. Americans have a moral obligation to share their wealth with the less fortunate peoples of the world.

Thank you very much for participating in this survey.

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Appendix: A.11.

Request for Human Subject Testing
Letter to the Chair of the Institutional Review Board (IRB) at
The University of Montana

Dr. Jon A. Rudbach
Chair, Institutional Review Board
University Hall 116
The University of Montana
Missoula, MT 59812

23 January 2003

RE: IRB Approval Request

Dear Dr. Rudbach,

With the attached proposal I would like to apply for approval from the IRB review board at The University of Montana. In this document I am asking for permission to survey students in two classes, this upcoming spring semester at UM. This survey is part of the dissertation "Development of an Online Supplement to reduce Ethnocentrism", which I am currently writing as partial fulfillment for the requirements of an Individualized Interdisciplinary Doctorate Degree at UM.

One class will be traditionally taught and the students enrolled will serve as a control group. The second class, with the same class title and topic, but different section, will be instructed through an online supplement. The online supplement will focus on building global competence and multicultural awareness. The data collected through a "Pre- and Post Module Student Surveys", will support or reject the hypothesis, weather or not students participating in the course with the online supplement are less ethnocentric, than their counterparts in the class that did not receive the treatment. I provided detailed information regarding the proposed experiment, data collection and evaluation in the attached 11 point IRB-Summary.

If you should have additional questions, regarding this proposal, please feel free to contact me by phone (406) 251-2133 (voice mail) or by e-mail: udo@selway.umt.edu

Thank you for your time and consideration. I look forward to hear from you.

Sincerely,

Udo Fluck
IIP Doctoral Candidate

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
To: Investigators with research involving human subjects

From: J. A. Rudbach, IRB Chair

RE: IRB approval of your proposal

This study has been approved on the date that the “Checklist” was signed. If the study requires an Informed Consent Form, please use the “signed and dated” ICF as a “master” for preparing copies for your study. Approval is granted and continues for one year; if the study runs more than one year a continuation must be requested. Also, you are required to notify the IRB if there are any significant changes or if unanticipated or adverse events occur during the study. Please notify the IRB when you complete this study.

attachment(s)
Dear International Business student,

My name is Udo Fluck. I am an international student from Germany, currently working on my dissertation here at The University of Montana. I am currently working on developing an online supplement. I designed a two-week multicultural online supplement and I am now looking for volunteers in this class willing to participate in the supplement and two student surveys. For your convenience, both surveys are available online. Each survey will take about 20 minutes.

The multicultural online supplement is required and part of your International Business class. The supplement is not additional work. It merely replaces elements that are taught in-class, through traditional face-to-face instruction, in other sections of International Business classes. Your participation in the surveys is on a voluntary basis. The instructor for both courses, Brumby McLeod, has assured me that he is unbiased to whether or not students participate in the study. A student will not be punished in any way if he or she should decide not to take part in the survey. Therefore, participation or the decision not to participate will not have any affect on the grade you will receive for the course. However, I believe that students have a wealth of information and I hope you will take the time to share your thoughts. Your experience and judgments are important to this research and will provide valuable information to traditional and online curriculum designers and teachers in the field of multicultural education. In addition, findings from this study will allow for continuous improvement of multicultural online instruction techniques and content.

Please take a few minutes and read the "Informed Consent Form". It will provide detail information regarding the study and your involvement as a student. Take your time reading the form and make a decision whether or not you want to participate in the survey. If you decide to participate in the surveys, you will not provide your name. The surveys will be matched using a code. Your test results are therefore anonymous.

In either case, no matter what your decision will be, I would like to stress the fact again that your participation or your decision not to participate will have no influence on the grading of your work in this course.

Thank you so much for your help and time.

Have a great two weeks "online".

The explanation read to the students of the control group was identical to this one, except for the reference to the online supplement.
Appendix: A.14.

Student Consent Form

TITLE: Development of an Online Supplement

INVESTIGATOR(S): Udo Fluck
Office: University Hall 116
The University of Montana
Missoula, MT 59812
Phone: (406) 243-6670
E-mail: udo@selway.umt.edu

Special instructions to the potential subject:
This consent form may contain words that are new to you. If you read any words that are not clear to you, please ask the person who gave you this form to explain them to you.

Purpose: The purpose of this research study is to investigate the effects of online supplements on students.

Procedures: If you agree to take part in this research study you will be given two different surveys, an initial and a follow-up survey. The initial survey has 45 questions, the follow-up has 39. The study will take place in the Gallaghar Business Building in the first two weeks of spring semester 2003. The sessions in which you will fill out the survey questions will last for about 20 to 30 minutes. The professor will set aside 30 minutes for each survey completion.

Risks/Discomfort: There will be minimal risks or discomfort to you should you agree to answer the questions in the survey. There will also be no negative effects on your physical, psychological or social welfare. The research proposed does also not involve violations of normal expectations.

Benefits: There will be no direct benefit to you. Scientific knowledge will be gained regarding online supplements.
### Alternatives

**Therapy:**

If you choose not to take part in this study, do not sign this form. Participation is on a voluntary basis. The professor teaching your section of International Business is unbiased as to whether or not you participate in the study. You will not be punished in any way, if you should decide not to take part in the survey. Therefore, participation or the decision not to participate will not have any effect on the grade you will receive for the course.

### Confidentiality:

You will **not** provide your name on the surveys. The surveys are available online. You will use your electronic login code and password to access the surveys and to send them off. For additional security, you will have the option to change the password, after the first login. The login code and the password are supplied by the Blackboard System Administrator, maintaining the Blackboard Online Server at The University of Montana.

The researcher has no access to your name, just the login code. Therefore your information is anonymous. The researcher will use the login code to match the initial survey with the follow-up survey. Your records will be kept confidential by the System Administrator and will not be released without your consent except as required by law. Only the researcher and the faculty advisor will have access to the data. The data will be stored in a locked file cabinet. Your signed consent form will be stored separate from the data.

### Compensation for Injury:

Although the researcher does not foresee any risk in the students taking part in this study, the following liability statement is required in all University of Montana consent forms.

"In the event that you are injured as a result of this research you should individually seek appropriate medical treatment. If the injury is caused by the negligence of the University or any of its employees, you may be entitled to reimbursement or compensation pursuant to the Comprehensive State Insurance Plan established by the Department of Administration under authority of M.C.A., Title 2, Chapter 9. In the event of a claim for such injury, further information may be obtained from the University's Claims representative or University Legal Council".
Voluntary Participation/ Withdrawal:  Your decision to take part in this research study is entirely voluntary. You may refuse to take part in or you may withdraw from the study at any time without penalty or loss of benefits to which you are normally entitled. If you decide to withdraw, stop completing the surveys and indicate your decision with the word "Withdrawn" on the first page of the survey. You may leave the study for any reason.

You may be asked to leave the study for any of the following reasons:

1) Failure to follow the investigator's instructions.
2) A serious adverse reaction, which may require evaluation.
3) The study investigator thinks it is in the best interest of your health and welfare; or
4) The study is terminated

Questions:  You may wish to discuss this with others before you agree to take part in this study. If you have any questions, about the research now, or during the study, contact the researcher Udo Fluck, at 243-6670. If you have any questions regarding your rights as a research subject, you may contact Dr. Jon A. Rudbach, Chair, Institutional Review Board, through the Research Office at The University of Montana at 243-6670.

I have read the above description of this research study. I have been informed of the risk and benefits involved, and all my questions have been answered to my satisfaction. Furthermore, I have been assured that a member of the research team will also answer any future questions I may have. I voluntarily agree to take part in this study. I understand I will receive a copy of this consent form.

Printed (Typed) Name of Subject

Subject's Signature  Date

Date Approved by 1/24/03
Approval Expires on 1/23/04

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Appendix: A.15.

Request to Teaching Faculty for Facility Use

Mr. Brumby McLeod
Department of Management & Marketing
School of Business Administration
Gallagher Business Building 352
The University of Montana
Missoula, MT 59812

06 January 2003

RE: Request for permission to conduct surveys in International Business course

Dear Mr. McLeod,

I would like to take this opportunity to officially request permission to survey students in two sections of the course International Business which you are teaching this upcoming spring semester at The University of Montana. The surveys are part of the dissertation "Development of an Online Supplement to Reduce Ethnocentrism", which I am currently writing as a partial fulfillment for the requirements of an Individualized Interdisciplinary Doctorate Degree at UM.

I would like to hereby request permission to use two classrooms in the Gallagher Business Building (GBB) to survey students from both sections. It is planned that the students of the traditionally taught section, as well as the participants of the section that will receive the multicultural online supplement will receive a pre-module survey February 4th and a post-module survey February 13th, 2003. I completed the content of the Multicultural Online Supplement. I prepared a variety of online readings and exercises for the students on the importance of global awareness and multicultural competence. I would like to meet with you to receive your opinion and thoughts on the content of the material. Your feedback is highly appreciated.

If you should have additional questions, please feel free to contact me by phone (406) 251-2133 (voice mail) or by e-mail: udo@selway.umt.edu

Thank you for your time and consideration. I look forward to hear from you.

Sincerely,

Udo Fluck
IIP Doctoral Candidate

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Re: Request for permission to conduct surveys in International Business course

Dear Mr. Fluck,

Thank you for your inquiry. When I met with Dr. Nader Shooshtari, a few days ago, I heard the first time of your research and experiment. I am very happy to help you implement the multicultural online supplement you designed and execute your surveys in my International Business course 2003.

I reserved already a computer lab for the group that will receive the multicultural online supplement. The second section, the control group, will meet in their regular scheduled classroom.

Please let me know, if I can be of any further assistance. I look forward to meet with you and to discuss the details of your experiment.

Sincerely,

Brumby McLeod

Department of Management & Marketing
School of Business Administration
Gallagher Business Building 352
The University of Montana
Missoula, MT 59812
Appendix: A.17.

Vita of Udo Fluck

Udo Fluck was born in Wiesbaden, Germany, where he had his primary education. He worked as a freelance technical assistant at ZDF, one of Germany’s largest television networks. During a vacation in Montana, Fluck discovered the state-of-the-art radio/TV production facility at The University of Montana. This allowed him to study in the area of his interest, gain an American perspective in TV production and perfect his English skills. Fluck was part of a UM Television Production Team awarded a Rocky Mountain Emmy Television Award in 1993 for best student documentary of the year. He completed his Bachelor of Arts degree (B. A.) in Radio/TV in 1993.

Fluck continued his studies at UM and received a Master of Interdisciplinary Studies (M.I.S.) with an emphasis in International Media Management in 1995. His thesis focused on media development in Germany after reunification.

A second Master degree in Curriculum & Instruction (M.Ed.) was awarded in 1999. While a graduate student he taught courses in the School of Education and presented research papers at business and education conferences in the United States.

Fluck returned to Europe to head the Media Business Department at the International Business School in Bad Homburg, Germany. He designed a curriculum largely taught in English. While there, it became clear that a student group with diverse ethnic backgrounds, taught in a foreign language, faced learning challenges which hampered their education. Fluck realized his need for further education to try to resolve those challenges.

Fluck returned to Missoula, in June of 2002, to pursue an Interdisciplinary Doctorate (IIP) degree, in multicultural online education. He was awarded a Ph.D. in May 2003 and plans to continue his career in the field of multicultural education and media.
"I never teach my pupils; I only attempt to provide the conditions in which they can learn."

Albert Einstein