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## ABSTRACT

This paper addresses three questions: (1) What key citizenship characteristics are essential for today's highly diverse, complex classrooms? (2) What should be the content of a course that would teach these traits? and (3) What pedagogical strategies could be employed to enhance the delivery of that content and to measure for the desired results? The paper describes a combined elementary and secondary social studies methods course for delivery of key components of universal citizenship. It addresses research design, six characteristics of "transcultural universalism" (cross-cultural adaptability, geographical global awareness, contextual global awareness, empathetic activism, shared values, and trans-cultural awareness), and three pedagogical principles that facilitate the application of these characteristics by pre-service teachers. Preliminary descriptive and statistical results are discussed. Statistical correlations between course components and citizenship characteristics must be developed, and a specified set of cross-cultural communication skills should be incorporated into subsequent iterations of the methods course. Contains 3 figures, 5 tables, and a 38-item working bibliography. (BT)

The Six Characteristics of Universal Citizenship:  
Their Development and Measurement in Pre-Service Teachers

College and University Faculty Assembly  
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San Antonio, Texas  
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presented by

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CUFA Session Abstract

Given the handouts and small-group discussion, participants will learn about a prototype course for delivery of key components of *universal citizenship*. Participants will be able to describe the research design, list six characteristics of *transcultural universalism*, and discuss three pedagogical principles that facilitate their application by pre-service teachers. Preliminary descriptive and statistical results will be discussed.

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## The Problem

Three questions are addressed in this presentation. First, what key citizenship characteristics are essential for today's highly diverse, complex classrooms? Second, given Edwin Fenton's sage admonition that "...coverage is intellectual nonsense," what should be the content of a course that would teach those traits? And third, what pedagogical strategies could be employed to enhance the delivery of that content and to measure for the desired results?

## Background

Much discussion and study in the field of social studies education in the past decade has focused on the need for developing a better understanding of the principles of *multiculturalism*. Various models have been promoted, ranging from the deficits models of power, oppression and difference to assets models based on the anthropological concepts of cultural universals and global citizenship. Indeed, both are essential to a full and complete understanding of oneself in relation to others.

Recent work in the field of global citizenship such as Hahn's comparative study of citizenship education (1998), Cogan's recent cross-national study of citizenship characteristics (1998), Merryfield's synthesis of global education and multiculturalism (1996, 2000) and the literature of intercultural or cross-cultural communication, among others, yield new insights into an approach I call *universal citizenship*. It is the purpose of the project being reported here to explore the essential characteristics of this new synthesis, and to describe a prototype course for the delivery of that content.

## Characteristics of Universalism

The universal citizenship characteristics addressed in this investigation are derived in part from the literature on cross-cultural communication (e.g. Bennet, 1998; Brislin, 1986; Kelly and Meyers, 1995; Kohls, 1996; Paige, 1992; Singer, 1998;

Seeyle, Weeks, et al., 1994), the field of global education (Anderson, 1979; Barrows, 1981; Becker, 1979; Corbitt, 1998; Diaz, 1999; Hanvey, 1978; Kneip, 1987; Kobus, 1983; Pike, Graham and Selby, 1988; Shames, 1997) and citizenship education (Cogan, 1998, 2000; Kubow, 1997). It is my perception that the field of cross-cultural communication has been largely overlooked by social studies theorists engaged in the development of the field of multiculturalism and global studies, and that the concepts and skills of cross-cultural communication represent a missing link in our evolution towards the emergence of a set of citizenship characteristics necessary for life in the 21st century.

This exploration of sources focusing on cross-cultural communication and citizenship characteristics yields a set of six cultural universals that form the basis for this study. Effective global citizens will have a working knowledge of these categories and will have an awareness of their own strengths and weaknesses relative to these effectiveness characteristics. Further, teachers trained in these areas will have the knowledge and skills to teach their own students about the universal traits that unite us, despite our many differences. The six traits being developed and tested in this study are as follows:

*Figure 1 Characteristics of Trans-Cultural Universalism*

1. Cross-Cultural Adaptability	4. Empathetic Activism
2. Geographical Global Awareness	5. Shared Values
3. Contextual Global Awareness	6. Trans-Cultural Awareness

Cross-cultural adaptability can be defined via four dimensions of personal efficacy characterized as: 1) emotional resilience, 2) flexibility/openness, 3) perceptual acuity and 4) personal autonomy (Kelly and Meyers, 1995). Two subscales from the Global Awareness Profile (Corbitt, 1998) generate the next two characteristics. Geographic awareness concerns a students' awareness of world regions and human

interaction with the environment in those parts of the world. Contextual awareness relates to six dimensions in each of six world regions: environment, politics, geography, religion, socioeconomics and culture. Empathetic activism is adapted from the citizenship action-orientation advocated by both Banks (1999) and Cogan (1998, 2000). The final two dimensions, shared values and transcultural awareness, are derived from numerous works in the fields of anthropology, sociology and cross-cultural communication.

## The Course

For the past two years, I have been experimenting with a combined elementary and secondary social studies methods course. The primary purpose of the course is to promote an approach to K-12 curriculum development that draws on the ten NCSS integrative, thematic strands and incorporates Minnesota's new pre-service, social studies outcomes standards. Further, the course is structured to engage students in pedagogical approaches to concept development that are likely to facilitate the learning and application of the characteristics of *universal citizenship* listed above.

The pedagogical structures employed draw on research I conducted for my doctoral dissertation. The primary pedagogical technique employed is cooperative group work, based on the "positive interdependence" model developed at the University of Minnesota (Johnson and Johnson, 1975). Content draws heavily from the fields of global education and cross cultural communication. Global education materials include Peter Menzel's *Material World*, an USMES project activity, videos from the United Nations High Commission on Refugees, geography curriculum from the Minnesota Alliance for Geographic Education and a variety of materials from Global Perspectives in Education, Inc. (1987)

The course consists, in part, of a fairly traditional survey of social science content and teaching techniques with a decided emphasis on global education and

cross-cultural communication. In addition, students work through a series of cooperative and jigsaw group assignments. Finally, they develop and teach enrichment lessons with a global education theme, in urban middle school classrooms. The course assignments and activities have been paired with each of the six characteristics of universalism, as shown in Figure 2 below.

*Figure 2 Course Assignments x Citizenship Characteristics*

Characteristic	Assignment/Activity
Cross Cultural Adaptability	Bafa Bafa, CCAI, American Indians, Middle School Lessons
Geographic Global	GAP, MAGE, Menzel, Software
Contextual Global	USMES, GAP, MAGE, Menzel
Empathetic Activism	Middle School Lessons, CCAI, K-12 Units, Jigsaws, Panels
Shared Values	Kidder, CEPS, Paige Peace Corps, Menzel
Transcultural	Kohls, Peace Corps, CEPS, UNICEF/UNHCR Videos

### Design of the Study

Students are in a combined social studies methods course, either for elementary or secondary licensure. They range in age and experience from typical college juniors and seniors in their early 20's to post-baccs and other non-traditional

students with considerable life experience. The study reported here is an investigation of the effectiveness of combining certain teaching techniques with selected content for student attainment of key characteristics of universal citizenship. The null hypothesis is that there will be no significant change in student abilities and attitudes over the semester. Students are tested on two measures of universal citizenship, the Cross-Cultural Adaptability Inventory (Kelly and Meyers, 1995) and the Global Awareness Profile (Corbitt, 1998). After the pre-test sessions, students develop action plans based on the profiles generated by both instruments. These plans are shared with a classmate who is responsible for monitoring their partner's plan. In addition to pre- and post-test sessions for each of these primary instruments, follow-up questionnaires on global issues and personal efficacy adapted from Barrows (1981) will be administered.

A first round of these assessments was administered during Fall Semester, 1999 to a group of elementary and secondary social studies students in the prototype course. A second round of the instruments was tested in the Summer, 2000 section of the course. A final round of instruction and assessment will be completed at the end of Fall Semester, 2000. A discussion of preliminary findings follows.

### Preliminary Data Analysis

The two primary means of measurement employed in this study were the Cross-Cultural Adaptability Index (Kelley and Meyers, 1995) and the Global Awareness Profile (Corbitt, 1998). Student scores were grouped four ways for comparison of means: 1) male, 2) female, 3) elementary, and 4) secondary. The CCAI manual provided normative data for gender, as displayed in Table 1 below.

**Table 1. CCAI Baseline Scale Score Means by Gender**

Gender	ER	FO	PAC	PA	Total
Males (n = 408)	79.8	65.8	46.2	33.2	224.9
Females (n = 244)	79.2	68.8	47.0	32.4	227.3

By comparison, Hamline students in three different course sections (Fall, 1999; Summer, 2000; Fall, 2000) generated composite pre-test means as illustrated in Table 2 below.

**Table 2. Hamline Composite Pre-Test Scale Score Means by Gender**

Gender	ER	FO	PAC	PA	Total
Male (n = 25)	84.2	69.8	47.0	34.9	235.9
Female (n = 60)	83.5	69.8	47.5	34.9	235.7

Hamline post-test means are available only for the Fall, 1999 course section. Post-test results from that semester are shown in Table 3 below.

**Table 3. Hamline Fall, 1999 Post-Test Scale Score Means by Gender**

Gender	ER	FO	PAC	PA	Total
Male (n = 10)	88.0	72.6	49.8	35.1	245.5
Pre-Test (n = 15)	(84.8)	(70.1)	(48.1)	(36.2)	239.2
Female (n = 23)	82.7	71.4	49.7	36.2	240.0
Pre-Test (n = 27)	(79.3)	(67.1)	(46.6)	(34.4)	227.4



Table 4 illustrates the comparison of scale score means means by licensure field. Secondary students are all social studies majors intending to teach in one of two licensure fields, grades 7-12 or 5-12.\* Elementary students are in one of two licensure fields, grades 1-6 or grades K-8.\*

*Table 4. Hamline Composite Pre-Test Scale Scores by Licensure Field*

License	ER	FO	PAC	PA	Total
Elementary (n = 57)	82.73	70.1	47.3	35.0	235.1
Secondary (n = 28)	86.5	69.9	48.1	35.2	239.7

Again, Hamline post-test means are available only for the Fall, 1999 course section. Post-test results by licensure field are shown in Table 5 below.

*Table 5. Hamline Fall, 1999 Post-Test Scale Score Means by Licensure*

License	ER	FO	PAC	PA	Total
Elementary (n = 22)	83.9	71.9	49.9	35.9	241.6
Pre-Test (n = 28)	78.9	67.0	46.3	34.6	226.8
Secondary (n = 11)	85.1	71.5	49.4	35.8	241.8
Pre-Test (n = 14)	85.5	70.4	48.5	34.3	238.7

The Global Awareness Profile has no normed baseline data for comparison. The instrument consists of 120 questions representing common knowledge from six global geographic regions, six life-context areas and one area of general global concerns (Corbitt, 1998). Figure 3 below shows the pre-test and post-test means for each of the subscales.

\* Minnesota is in transition from elementary licenses for grades 1-6 to new licenses for grades K-8 (with a middle grades content emphasis); secondary licenses are changing from grades 7-12 to grades 5-12; this new licensure legislation goes into effect September 1, 2001.

*Figure 3. Fall, 1999 Pre-Test and Post-Test Composite Subscale Scores*

Subscale	Pre-Test (n = 34)	Post-Test (n = 23)
ENV	12.53	15.13
POL	10.35	12.70
GEO	10.24	11.61
REL	12.71	13.26
SOE	11.29	12.65
CUL	13.03	14.48
AS	11.68	13.39
AF	10.44	12.87
NA	13.35	14.43
SA	12.09	13.65
ME	11.91	13.13
EU	10.73	12.13
GLB	7.17	8.17

In general, the patterns established first with the CCAI were replicated with the GAP. Male students tended to score higher than female students and secondary licensure candidates, all of whom are social studies majors, scored higher than elementary licensure candidates. Also, the class as a whole did better on the post-test across all thirteen variables. This allowed for the calculation of a simple sign test to generate a p-value for the increase in means. Having registered pre/post gains on all thirteen subscales, application of the sign test yields a p-value of .0002. Which course variables might have contributed to this increase in means cannot be determined, but such a strong p-value indicates statistically significant changes as measured by the Global Awareness Profile.

## Interpretation and Discussion

Hamline students scored consistently higher on the CCAI compared to the normed data supplied by the test developers. This can be attributed to the fact that Hamline students are completing their degrees at a select institution and are studying content related to what the instrument is measuring. Some potentially significant differences are noted between males and females in the Hamline cohort, with women generally scoring lower, but making greater gains. Post-test scores are virtually equal for both groups. In contrast, the normative samples show females scoring generally higher than males, except in the area of Personal Autonomy (PA). With Hamline women, PA is the one area where they score higher than the men. Secondary licensure (social studies majors) students at Hamline score consistently higher in the area of emotional resilience (ER), and generally score higher at the pre-test stage. Both licensure groups appear to be about equal at the post-test stage.

Pre-test scores on the Global Awareness Profile tend to be higher for males and for secondary licensure candidates. This can be attributed to the fact that secondary students are all social studies majors and are likely to have more content knowledge in the various social sciences than their elementary counterparts. As illustrated in Figure 3 above, some potentially significant gains can be seen from the pre-test to the post-test, which were administered approximately 12 weeks apart. Further analysis between licensure areas and between genders corroborates these findings, with men and secondary licensure candidates tending to score higher on most subscales. Again, this can likely be attributed to the fact that most social studies majors have more social science content as prior knowledge, and that the majority of social studies majors are male.

## Summary and Implications

The study reported here is focused primarily on the first four universal citizenship characteristics listed above: 1) cross-cultural adaptability, 2) geographic global awareness, 3) contextual global awareness, and 4) empathetic activism. The course described above focuses on these four dimensions and uses instructional materials, assignments, activities, and urban public school classroom experiences to help pre-service social studies and elementary teachers develop the knowledge, skills and habits of mind essential to effective universal citizenship. This combination of knowledge, skills and attitudes leads to a final stage of multicultural awareness known as transcultural universalism.

Generally speaking, this study provides evidence that characteristics of universal citizenship can be defined, taught and measured. Anecdotal evidence and pre-/post- descriptive statistics indicate some measures of success with the approaches used in this particular study. Further study is needed to establish statistical significance, inferences to larger populations of pre-service teachers, and to determine correlations between course assignments and the objectives of universal citizenship. The noted gender differences for subscale scores on both instruments suggest the need for social studies teachers to engage all students in regular study of physical and human geography, with particular sensitivity to the needs and interests of female students. Additional work needs to be done to develop statistical correlations between course components and citizenship characteristics and finally, a specified set of cross-cultural communication skills should be incorporated into subsequent iterations of the methods course.

The Six Characteristics of Universal: Working Bibliography  
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