The 2007 Doves Global Education Project

September 2007 Report


1Doves Olympic Movement, 2University of Louisville, 3University of Connecticut, & 4Harvard University

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Introduction

This report summarizes findings from the impact of an after camp activity of the Doves Olympic Movement Project, named The 2007 Doves Global Education Project. The Doves Olympic Movement (DOM) which was found in 2001, is a theory oriented sport initiative, inspired by the philosophy and principles of the Olympic Movement. The philosophy of the Doves Project rests on the idea that Olympic Education can be used as tools to promote human development and social change. In practice, the DOM created an interdisciplinary project that incorporates sport events with a number of educational activities to promote global citizenship, social perspective taking, cross-cultural tolerance, technological literacy and academic efficacy. The Doves Project’s curriculum entail a number of activities that provide the opportunity to the Doves Project participants to play their favorite sport, learn about the values of the Olympic Movement and become active global citizens by engaging in Global issues (e.g. Global Environment, Human Rights etc). In the summer of 2006, the Doves Olympic Movement implemented a multicultural summer camp followed by a number of after camp initiatives. As part of the Doves Project, in winter and spring 2007, The 2007 Doves Global Education Project was initiated as one of the main after camp activities hosted by the Center of Leisure, Tourism and Sport (CLTS) at the University of Nicosia (Cyprus), and implemented in collaboration with experts from the University of Connecticut. The 2007 Doves Global Education Project was conducted with 121 middle and high school students at several cities across Cyprus. The majority of the participants were Greek-Cypriot and Turkish-Cypriot middle and high school children who have participated in a number of bi-communal activities that were implemented by the Doves Project. The 2007 Doves Olympic Movement Project and this report were made feasible with support from the United Nations Development Program- ACT and the United States Agency for International Development1.

Background information

GlobalEd is a problem-based learning (PBL) online simulation in which groups of students act as independent countries who negotiate treaties involving current world issues while taking the perspective of the country they are representing. The GlobalEd Project has its roots in the International Communication and Negotiation Simulations (ICONS) project developed by the University of Maryland in the early 1980s for college students. Since then the project was extended to reach high school and middle school students with the creation of new ICONS centers to help spread these instructional methods to a broader segment of students. GlobalEd runs partially on the UConn system but the majority of the simulation runs on the University of Maryland server systems.

1 The views expressed in this publication are those of the authors and do not necessarily represent those of the United Nations or its Member States, UNDP or USAID.
At the University of Connecticut, the GlobalEd simulation runs for six weeks with middle and high school students at schools across the country as a part of their social studies curriculum. Prior to the start of the simulation, each class is assigned to represent a real-world country (e.g., France, Nigeria, or China). Within each class students are also assigned to an “issue area” group (4-5 students) that will focus on one of five topics: International Conflict and Cooperation, Human Rights, World Health, Global Environment, and Economics and Trade. In the weeks leading up to the simulation, students research their countries and issue area. During the simulation, they interact through synchronous “live” conferences and through asynchronous email communication. Students communicate with “representatives” from different countries who are focused on the same issue area. For example, the China-Human Rights group might communicate with Human Rights groups from Brazil, England, and Kenya. The goal for each group is to negotiate a treaty with at least one other country in the simulation. These communications are moderated by two simulation controllers (“SIMCON”). SIMCON monitors the civility of the student interactions and ensures that countries do not come to agreements and treaties too quickly (i.e., without thinking through all of the issues involved). In addition, SIMCON ensures that the representatives of different countries stay true to their roles. SIMCON is played by two graduate research assistants for the Teachers for a New Era Project (www.tne.uconn.edu). The United States was ‘played’ by a graduate research assistant to ensure that all students engage in taking the perspective of a foreign country. Since 2000, the GlobalEd project at the University of Connecticut runs twice a year with students across the United States; high-school students in the Fall, and middle-school students in the Spring.

The 2007 Doves Global Education Project

In the Spring of 2007 the GlobalEd simulation was conducted in Cyprus for the first time, as part of the 2007 Doves Global Education Project (www.dovesolympicmovement.com). The simulation procedures were slightly different from the traditional GlobalEd simulation at the University of Connecticut. The simulation was conducted on Saturday afternoons in Cyprus for three consecutive weeks in March/April 2007, as an extracurricular activity for the Doves Project participants. Ten countries (groups) were represented in the simulation, and three issue areas were assigned to children, including: Global Environment (Alternative Energy Sources), Conflict and Cooperation (United Nations Peacekeeping), and Human Rights (World Hunger).

Method

Participants

Children. Middle and high school students (N=121) participated in the 2007 Cyprus GlobalEd Project in the Spring of 2007. Demographic information was collected from 105 (87%) students who completed the Cyprus-GlobalEd instruments (see Appendix A).

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2 Nigeria, Iran, China, Pakistan, Germany, Brazil, France, India, Kenya, Japan
The final sample was comprised of 39 males (37%) and 66 females (63%), and represented students from grades six through 13; between 12 and 18 years old. Approximately 55% of the students were Greek-Cypriots, whereas, 35% were Turkish-Cypriots3 (see Table 1).

Table 1

<table>
<thead>
<tr>
<th>Student Demographic Data</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
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<tr>
<td>Female</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
</tr>
<tr>
<td>Greek-Cypriot</td>
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<tr>
<td>Turkish-Cypriots</td>
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<tr>
<td>Greek</td>
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<tr>
<td>Turkish</td>
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<tr>
<td>Other</td>
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<td><strong>Grade</strong></td>
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<td>6</td>
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<td>16</td>
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<td>17</td>
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<tr>
<td>18</td>
</tr>
</tbody>
</table>

One hundred percent of the students reported that they speak a foreign language. The vast majority of them (96.2%) reported that they speak English. Over 86% of students indicated that they would like to learn another language; Italian (30%), Spanish (26%),

3 In using ethnicity and age as variables in our analyses: (a) we collapsed students into two categories (“Greek-Cypriots” and “Turkish-Cypriots”) by combining Greeks with Greek-Cypriots and Turkish with Turkish-Cypriots, (b) we collapsed students of ages 12, 13, 14, 15 (late elementary and middle school ages for the Cypriot standards) and ages 16, 17, 18 (high school ages for the Cypriot standards).
and French (15%) were the proffered languages. All students (100%) reported that they plan to go to college. To be informed about current news in the world, the majority of the students (46%) watch the news on the TV, while another 30% read the news on the Internet.

The majority of students reported that they use the computer (79%) and the Internet (59%) at school at least one day per week. According to the students, using search engines (54%), doing research for class (51%), doing homework (51%), and using email (46%), were the most frequent uses of the computer at school. All of the students reported having a computer at home, and more than 95% of them reported also having Internet access. Approximately 94% of the students reported that they access the Internet mostly at home. Almost 70% reported accessing the computer and Internet every day out of school. Chatting on IM (87%), communicating with people from other countries (82.5%), using email (77%), doing homework (74%), using search engines (68%), doing research for class (59%), playing games online/downloading games (58%), and getting news about current events (53%), were the most frequent uses of the computer out of school.

The vast majority of students (78%) reported that they have already participated in at least one bi-communal activity in the past, such as the Doves Olympic Movement Summer Camp 2005 (77%), the Doves Olympic Movement Summer Camp 2006 (67%), the Doves Olympic Movement Winter Leadership Camp 2007 (71%), or other bi-communal activities (33%) e.g., British Café Scientific, Cambridge University Camping, Summer Youth Camps, Youth Encounters for Peace, etc.

**Instructors.** Demographic information was collected from 13 out of the 14 instructors who participated in The 2007 Doves Global Education Project (several instructors/teachers worked together on the same country team). The instructor sample was comprised of 6 males (46.2%) and 7 females (53.8%). Six instructors were Greek-Cypriots, three were Turkish-Cypriots, and another four were Turkish (legal Cypriot residents). The majority of the instructors (61.5%) were between 22 and 29 years old.

**Instruments**

Three instruments were adapted and administered to the students in pre-/post- simulation format: (1) Global Citizenship Survey, (2) The 2007 Doves Global Education Project Interest Survey, and (3) The 2007 Doves Global Education Project Self-Efficacy. A teacher questionnaire was also administered to the teachers in pre-/post- simulation format.

The *Global Citizenship Pre-simulation Survey* was comprised of 34 items. The first section of the survey focused on student demographic information (such as gender, grade level, ethnicity), and student daily activities (such as uses of the internet in and out of school). The second section of the survey consisted of 5-point Likert-type items designed to examine student Knowledge (perceived knowledge), Attitudes, and Behaviors (self-
reported behaviors) (K-A-Bs) as well as student Self-Efficacy (SE) concerned with being a global citizen. For example, “I know what my roles and rights are as a citizen” (K), “It is important to communicate with people from different cultures” (A), “I read about international politics” (B), and “I believe I can make a difference in my community” (SE). The last section included open-ended questions related to global citizenship. The Global Citizenship Post-simulation Survey was composed of 15 items. The K-A-B and SE measures replicated those in the pre-test, while most of the demographic questions were excluded (see Appendix A).

The 2007 Doves Global Education Project Interest Pre-simulation Survey was comprised of 12 items. The first two items were rankings, designed to examine student interest in five world issues, and how students prioritize these issues in terms of importance. The following 10 5-point Likert-type items were designed to measure student interest in international studies and student propensity to see the perspective of others (social perspective taking); for example, “When you hear about current events in the news, how interesting do you find them?” (rank from 1=not at all interesting to 5=extremely interesting) and “How often do you try to figure out how people around you view different situations? (rank from 1=almost never to 5=almost all the time).

The 2007 Doves Global Education Project Interest Post-simulation Survey was comprised of a total of 20 items. The first 12 items replicated those in the pre-test. The additional eight items were concerned with students’ experiences and perceived gains from the GlobalEd simulation. For example: “How participating in the simulation helped your understanding regarding the issues in Cyprus” (open-ended). Student’s perceived ability to transfer knowledge and skills from GlobalEd to real world situations was also assessed; for example: “I will be able to transfer what I learned in GlobalEd to reduce conflict in Cyprus (rank from 1= strongly disagree to 5= strongly agree) (see Appendix B).

The 2007 Doves Global Education Project Self-efficacy Survey was comprised of 14 items. All items were 5-point Likert-type (rank from 1=not at all confident, to 5=extremely confident), designed to examine student academic self-efficacy and student negotiation self-efficacy; for example, “How confident are you that you can do the hardest work that is assigned in school?”, and “How confident are you that you can stick up for yourself when negotiating with others?” The pre- and post- GlobalEd self-efficacy instruments were identical (see Appendix C).

The 2007 Doves Global Education Project Instructor Pre-simulation Questionnaire was comprised of 12 items. The first section of the questionnaire dealt with teacher demographic information (such as gender, ethnicity, education, age), and teacher information technology skills (such as use of email, internet, word processor, databases). In the second section teachers were asked to list the top three things they expect students to learn from the simulations, as well as their top three concerns about the simulation activity. The 2007 Doves Global Education Project Instructor Post-simulation Questionnaire was comprised of seven items. Teachers were asked to discuss about the
effectiveness of The 2007 Doves Global Education Project simulation especially related to helping students understand the issues in Cyprus (see Appendix D).

**The 2007 Doves Global Education Project Procedures**

Instructors and children were recruited by the Doves Project to participate in The 2007 Doves Global Education simulations several weeks before the simulation began. All the Doves Project instructors and the twenty Doves Project selected youth leaders received training about how the GlobalEd simulation runs and how to get ready for the online negotiations prior to the simulation. The Doves Project instructors received workshops and hands-on experience with the GlobalEd system covering topics such as problem-based learning, integration of GlobalEd and learning and memory. The training was implemented during the 2007 Doves Olympic Movement Winter Leadership Camp. Twenty Doves Project Youth Leaders attending the workshops of The 2007 Doves Project Leadership Camp participated in a multi-day training session that included a small practice simulation with the GlobalEd system and a Simcon. The curriculum that children/leaders (and instructors) used to educate themselves about their assigned country and issue areas is also available and posted online ([www.dovesolympicmovement.com](http://www.dovesolympicmovement.com)).

The children who participated in the 2007 Doves Global Education Project completed the assessment instruments in paper and pencil format a week before the simulation began and within two weeks of the simulation’s conclusion. Approximately two weeks prior to the start of the simulation, children and instructors met after school to prepare on the three topics of the simulation and their assigned countries. Children participated in three synchronous conferences (simulations) on three consecutive Saturdays during the April of 2007. Each online conference lasted for one hour and 35 minutes; 45 minutes for each topic. During the simulation some instructors chose to have small groups of children (2-3 children) work consistently on one of the three topics of the simulation, whereas others allowed their children to switch groups and topics every week.

**Results**

This section reports the main findings based on qualitative and qualitative analysis conducted on the data collected from both children and instructors.

**Quantitative Analysis**

Exploratory factor analysis and reliability analysis were contacted on the Likert-type items of each instrument to form reliable subscales of our measures. Subscale mean scores were computed and used for further statistical analysis whenever subscale reliabilities were considered acceptable (Cronbach’s $\alpha > 0.7$). Otherwise, analysis was contacted for individual items.
Social Perspective Taking (SPT). SPT was assessed with seven 5-point Likert-type items (Cronbach’s $\alpha = .85$ for pre and .78 for post). On the 5-point scale mentioned above, students’ SPT increased significantly from pre ($M = 3.67$) to post ($M = 3.84$; $t_{(77)} = 2.48$, $p = .015$; Cohen’s $d = .28$). To explore this result further, two repeated measures ANOVAs were conducted while including different factors (specifically ethnicity and age) to examine whether this increase in SPT occurred differentially for different subgroups. There was no evidence of ethnicity differences ($F_{(1, 74)} = .52$, $p = .47$) or age differences ($F_{(1, 75)} = .04$, $p = .84$). Thus, SPT gains were the same for Turkish Cypriots and Greek Cypriots and for students of different ages. However, Turkish Cypriot students scored higher in SPT at both pre- and post-tests ($F_{(1, 74)} = 9.21$, $p = .003$; $\eta_{\text{partial}}^2 = .11$). In other words, there was a statistically significant main effect for ethnicity, but no interaction emerged. In sum, students’ SPT increased significantly from pre to post for all participants (see Table 2).

Table 2
Student Social Perspective Taking Scale

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>Difference (Post-Pre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you try to figure out how people around you view different situations?</td>
<td>75</td>
<td>3.91</td>
<td>3.99</td>
<td>0.08**</td>
</tr>
<tr>
<td>If you are having a disagreement with your friends, how often do you try to imagine how they are feeling?</td>
<td>75</td>
<td>3.59</td>
<td>3.84</td>
<td>0.25**</td>
</tr>
<tr>
<td>How often do you try to look at everybody’s side of a disagreement before you make a decision?</td>
<td>75</td>
<td>3.60</td>
<td>3.84</td>
<td>0.24*</td>
</tr>
<tr>
<td>How often do you try to understand your classmates better by trying to figure out what they are thinking?</td>
<td>74</td>
<td>3.53</td>
<td>3.66</td>
<td>0.14*</td>
</tr>
<tr>
<td>When you are upset at someone, how often do you try to &quot;put yourself in his or her shoes&quot;?</td>
<td>98</td>
<td>3.27</td>
<td>3.65</td>
<td>0.39**</td>
</tr>
<tr>
<td>Before criticizing others, how often do you imagine how you would feel if you were in their place?</td>
<td>76</td>
<td>4.11</td>
<td>4.08</td>
<td>-0.03</td>
</tr>
<tr>
<td>To understanding your friends better, how often do you imagine how things look from their perspective?</td>
<td>76</td>
<td>3.75</td>
<td>3.84</td>
<td>0.09**</td>
</tr>
</tbody>
</table>

*p < .05, **p < .01

Interest in International Studies (Interest). Interest was assessed with three 5-point Likert-type items. Three paired-sample t-tests were conducted, one for each pre-post pair of items. As presented in Table 3, for two items student’s interest increased significantly over the course of the simulation. For each of these two items a repeated measures
ANOVA was conducted while including ethnicity and age as factors. There was no evidence of ethnicity differences or age differences. Thus, interest gains were the same for Turkish Cypriots and Greek Cypriots and for students of different ages.

Table 3
**Student Interest in International Studies**

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>Difference (Post-Pre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you hear about current events in the news, how interesting do you find them?</td>
<td>76</td>
<td>3.61</td>
<td>3.70</td>
<td>.09</td>
</tr>
<tr>
<td>How interesting do you find learning about other countries?</td>
<td>76</td>
<td>3.76</td>
<td>4.07</td>
<td>.30*</td>
</tr>
<tr>
<td>How interesting do you find learning about international conflicts?</td>
<td>76</td>
<td>3.51</td>
<td>3.83</td>
<td>.32*</td>
</tr>
</tbody>
</table>

* $p < .05$, **$p < .01$

Table 4
**Student Academic Self-Efficacy Scale**

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>Difference (Post-Pre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How confident are you that you can learn all the material presented in school?</td>
<td>76</td>
<td>3.86</td>
<td>3.82</td>
<td>-0.04**</td>
</tr>
<tr>
<td>How confident are you that you can do the hardest work that is assigned in school?</td>
<td>75</td>
<td>3.48</td>
<td>3.72</td>
<td>0.24**</td>
</tr>
<tr>
<td>How confident are you that you can learn all of the skills that are taught in school?</td>
<td>76</td>
<td>3.70</td>
<td>3.97</td>
<td>0.28*</td>
</tr>
<tr>
<td>How confident are you that you can complete all the work that is assigned in school?</td>
<td>75</td>
<td>3.87</td>
<td>4.11</td>
<td>0.24**</td>
</tr>
<tr>
<td>How confident are you that you can convince friends to do favors for you? How confident are you that you will remember what you learned in school next year?</td>
<td>77</td>
<td>4.01</td>
<td>4.08</td>
<td>0.06**</td>
</tr>
</tbody>
</table>

* $p < .05$, **$p < .01$

**Academic Self-Efficacy (ASE).** ASE was assessed with six 5-point Likert-type items (Cronbach’s $\alpha = .73$ for pre and .81 for post). The data showed a statistically significant increase in students’ ASE from pre ($M = 3.67$) to post ($M = 3.87$; $t_{(76)} = 2.45$, $p = .017$; Cohen’s $d = .28$). Once again, the repeated measures ANOVAs, with ethnicity and age as
factors, showed no evidence of ethnicity differences ($F_{(1, 74)} = .54, p = .14$) or age differences ($F_{(1, 75)} = .01, p = .93$). Thus, ASE gains were the same for Turkish and Greek Cypriots and for students of different ages. There was a statistically significant main effect for ethnicity indicating that Turkish Cypriot students scored higher in ASE at both pre- and post-tests ($F_{(1, 74)} = 4.9, p = .030; \eta_{partial}^2 = .06$), but no interaction emerged. In sum, students’ ASE increased significantly from pre to post for all students (see Table 4).

**Negotiation Self-Efficacy (NSE).** NSE was assessed with six 5-point Likert-type items (Cronbach’s $\alpha = .75$ for pre and .80 for post). The data showed a statistically significant increase in students’ NSE from pre ($M = 3.67$) to post ($M = 3.88$; $t_{(76)} = 3.41, p = .001$; Cohen’s $d = .39$). The data followed the same pattern as with ASE and SPT; no evidence of ethnicity differences ($F_{(1, 74)} = .98, p = .33$) or age differences ($F_{(1, 75)} = .01, p = .91$) existed, based on the repeated measures ANOVAs. Thus, NSE gains were the same for Turkish Cypriots and Greek Cypriots and for students of different ages. Again, there was a statistically significant main effect for ethnicity indicating that Turkish Cypriot students scored higher in NSE at both pre- and post-tests ($F_{(1, 74)} = .4, p = .008; \eta_{partial}^2 = .092$), but no interaction emerged. In sum, students’ NSE increased significantly from pre to post for all students (see Table 5).

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>Difference (Post-Pre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you disagree with a friend, how confident are you that you can persuade him or her that you are correct?</td>
<td>76</td>
<td>3.99</td>
<td>4.13</td>
<td>0.14</td>
</tr>
<tr>
<td>If you had disagreement with a teacher, how confident are you that you can get the teacher to believe that you are right?</td>
<td>77</td>
<td>3.66</td>
<td>3.84</td>
<td>0.18</td>
</tr>
<tr>
<td>How confident are you that you can get your way when negotiating with someone?</td>
<td>74</td>
<td>3.81</td>
<td>3.89</td>
<td>0.08*</td>
</tr>
<tr>
<td>How confident are you that you can work out differences of opinion with a stubborn person?</td>
<td>77</td>
<td>3.31</td>
<td>3.69</td>
<td>0.38**</td>
</tr>
<tr>
<td>How confident are you that you will still negotiate well even when the stakes are high?</td>
<td>75</td>
<td>3.41</td>
<td>3.68</td>
<td>0.27*</td>
</tr>
<tr>
<td>In a class discussion, how confident are you that you can get your classmates to agree with your points of view?</td>
<td>77</td>
<td>3.82</td>
<td>4.00</td>
<td>0.18*</td>
</tr>
<tr>
<td>How confident are you that you can stick up for yourself when negotiating with others?</td>
<td>76</td>
<td>3.99</td>
<td>3.99</td>
<td>0.00</td>
</tr>
</tbody>
</table>

*p < .05, **p < .01
Perceived Knowledge related to Global Citizenship (Perceived Knowledge). Perceived Knowledge was assessed with six 5-point Likert-type items (Cronbach’s $\alpha = .76$ for pre and .90 for post). Students came to the GlobalEd simulation with high perceived knowledge ($M = 3.80$). A small increase occurred in students’ perceived knowledge from pre to post ($M = 3.88$), although not statistically significant ($t_{(79)} = 1.17$, $p = .247$) (see Table 6).

Table 6
Student Perceived Knowledge related to Global Citizenship Scale

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>Difference (Post-Pre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to find information on the Internet.</td>
<td>78</td>
<td>4.46</td>
<td>4.54</td>
<td>0.08</td>
</tr>
<tr>
<td>I am aware of what is currently happening around the world.</td>
<td>80</td>
<td>3.54</td>
<td>3.71</td>
<td>0.18</td>
</tr>
<tr>
<td>I know what my roles and rights are as a citizen.</td>
<td>80</td>
<td>3.90</td>
<td>3.98</td>
<td>0.08</td>
</tr>
<tr>
<td>I am aware of political issues in the world (including my country).</td>
<td>105</td>
<td>3.36</td>
<td>4.05</td>
<td>0.69**</td>
</tr>
<tr>
<td>In know how to critically analyze information found on the Internet.</td>
<td>78</td>
<td>3.90</td>
<td>3.91</td>
<td>0.01</td>
</tr>
<tr>
<td>I know what democracy means.</td>
<td>79</td>
<td>4.42</td>
<td>4.19</td>
<td>-0.23*</td>
</tr>
<tr>
<td>I know about different cultures' customs.</td>
<td>80</td>
<td>3.55</td>
<td>3.85</td>
<td>0.30</td>
</tr>
<tr>
<td>I am aware of economic issues in the world (including my country).</td>
<td>79</td>
<td>3.25</td>
<td>3.48</td>
<td>0.23</td>
</tr>
<tr>
<td>I know how to reword information from various websites.</td>
<td>78</td>
<td>3.87</td>
<td>3.92</td>
<td>0.05</td>
</tr>
</tbody>
</table>

*p < .05, **p < .01

Self-reported Behavior related to Global Citizenship. This scale, as measured in the global citizenship survey, broke down into two subscales during the factor analysis: (a) Self-concerned behavior (6 items, Cronbach’s $\alpha = .83$ for pre and .87 for post; see Table 7) dealt with students’ propensity to keep themselves up to date regarding global issues; (b) Social-concerned behavior (4 items, Cronbach’s $\alpha = .73$ for pre and .81 for post; see
Table 8) dealt with students’ propensity to work for social benefit. The data showed a statistically significant increase in students’ *self-concerned behavior* from pre \((M = 3.41)\) to post \((M = 3.55; t(79) = 2.04; p = .044; \text{Cohen's } d = .23)\). No evidence of ethnicity differences \((F(1, 76) = .01, p = .94)\) or age differences \((F(1, 78) = .004, p = .95)\) existed, based on the repeated measures ANOVAs; although Turkish Cypriot students scored higher in *self-concerned behavior* at both pre- and post-tests \((F(1, 76) = 23.91, p < .001; \eta_{\text{partial}}^2 = .24)\). In sum, students’ *self-concerned behavior* increased significantly from pre to post for all students. Also, a small increase occurred in students’ *social-concerned behavior* from pre to post \((M = 3.66)\), although not statistically significant \((t(79) = 1.11, p = .272)\).

Table 7

*Student Self-concerned Behavior Related to Global Citizenship Scale*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>Difference (Post-Pre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I read the newspaper to be informed about current issues in the world.</td>
<td>80</td>
<td>3.29</td>
<td>3.35</td>
<td>0.06</td>
</tr>
<tr>
<td>I do research on the Internet for homework.</td>
<td>80</td>
<td>4.38</td>
<td>4.43</td>
<td>0.05</td>
</tr>
<tr>
<td>I read about international politics.</td>
<td>80</td>
<td>2.96</td>
<td>3.11</td>
<td>0.15</td>
</tr>
<tr>
<td>I read about international economics.</td>
<td>80</td>
<td>2.68</td>
<td>2.86</td>
<td>0.19</td>
</tr>
<tr>
<td>I regularly communicate with people from different cultures.</td>
<td>78</td>
<td>3.37</td>
<td>3.81</td>
<td>0.44**</td>
</tr>
<tr>
<td>I get current information about the world on the Internet.</td>
<td>80</td>
<td>3.80</td>
<td>3.76</td>
<td>-0.04</td>
</tr>
</tbody>
</table>

*p < .05, **p < .01

Table 8

*Student Social-concerned Behavior Related to Global Citizenship*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>Difference (Post-Pre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I support social projects. (e.g. charity helping poor people)</td>
<td>78</td>
<td>3.90</td>
<td>3.94</td>
<td>0.04</td>
</tr>
<tr>
<td>I volunteer time to work for others’ benefits.</td>
<td>80</td>
<td>3.49</td>
<td>3.61</td>
<td>0.13</td>
</tr>
<tr>
<td>I participate in recycling programs.</td>
<td>78</td>
<td>2.92</td>
<td>3.05</td>
<td>0.13</td>
</tr>
<tr>
<td>I have helped people in need.</td>
<td>79</td>
<td>3.99</td>
<td>4.06</td>
<td>0.08</td>
</tr>
</tbody>
</table>

*p < .05, **p < .01
Attitude related to Global Citizenship (Attitude). Attitude was assessed with 13 5-point Likert-type items. Thirteen paired-sample t-tests were conducted, one for each pre-post pair of items. As presented in Table 10, no significantly differences were detected in student’s attitude over the course of the simulation (see Table 9).

Table 9
Student Attitude Related to Global Citizenship

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>Difference (Post-Pre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalization generates conflicts around the world.</td>
<td>73</td>
<td>3.66</td>
<td>3.75</td>
<td>0.10</td>
</tr>
<tr>
<td>It is important that everybody have access to the Internet.</td>
<td>73</td>
<td>4.33</td>
<td>4.41</td>
<td>0.09</td>
</tr>
<tr>
<td>Speaking a 2nd language will help me get a better job.</td>
<td>80</td>
<td>4.79</td>
<td>4.71</td>
<td>-0.07</td>
</tr>
<tr>
<td>Knowing how to use technology makes me feel more included in society.</td>
<td>80</td>
<td>4.43</td>
<td>4.43</td>
<td>0.00</td>
</tr>
<tr>
<td>It is important to communicate with people from different cultures.</td>
<td>80</td>
<td>4.48</td>
<td>4.55</td>
<td>0.08</td>
</tr>
<tr>
<td>Globalization causes extreme poverty and hunger in the world.</td>
<td>80</td>
<td>3.30</td>
<td>3.39</td>
<td>0.09</td>
</tr>
<tr>
<td>I am committed to justice and equality for all.</td>
<td>80</td>
<td>4.33</td>
<td>4.11</td>
<td>-0.21</td>
</tr>
<tr>
<td>I will have a better job if I know how to properly use technology.</td>
<td>80</td>
<td>4.57</td>
<td>4.42</td>
<td>-0.15</td>
</tr>
<tr>
<td>It is necessary to be concerned with those in need.</td>
<td>80</td>
<td>4.39</td>
<td>4.19</td>
<td>-0.20</td>
</tr>
<tr>
<td>I believe that prejudice against races should stop.</td>
<td>80</td>
<td>4.37</td>
<td>4.22</td>
<td>-0.14</td>
</tr>
<tr>
<td>Globalization increases the differences between rich and poor countries.</td>
<td>77</td>
<td>3.72</td>
<td>3.73</td>
<td>0.01</td>
</tr>
<tr>
<td>People should be concerned about protecting the environment.</td>
<td>77</td>
<td>4.65</td>
<td>4.61</td>
<td>-0.04</td>
</tr>
<tr>
<td>It is important to participate in political activities. (e.g. voting)</td>
<td>80</td>
<td>4.18</td>
<td>4.16</td>
<td>-0.01</td>
</tr>
</tbody>
</table>

*p < .05, **p < .01

Global Citizenship Self-Efficacy (GCE). GCE was assessed with 4 5-point Likert-type items (Cronbach’s $\alpha = .79$ for pre and .81 for post). The data showed a statistically significant increase in students’ GCE from pre ($M = 3.75$) to post ($M = 3.92$; $t_{(79)} = 2.42$, $p = .018$; Cohen’s $d = .28$). A repeated measures ANOVAs with factors ethnicity and age showed no evidence of ethnicity differences ($F_{(1, 76)} = .12$, $p = .72$) or age differences ($F_{(1, 78)} = .02$, $p = .90$). Thus, GCE gains were the same for Turkish Cypriots and Greek Cypriots and for students of different ages. There was a statistically significant main effect for ethnicity indicating that Turkish Cypriot students scored higher in ASE at both
pre- and post-tests ($F_{(1, 76)} = 13.08, p = .001; \eta_{\text{partial}}^2 = .15$), but no interaction emerged. In sum, students’ ASE increased significantly from pre to post for all students (see Table 10).

Table 10
*Student Global Citizenship Self-Efficacy Scale*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean Pre</th>
<th>Mean Post</th>
<th>Difference (Post-Pre)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I can help people solve problems.</td>
<td>80</td>
<td>4.24</td>
<td>4.24</td>
<td>0.00</td>
</tr>
<tr>
<td>I believe I can make a difference in my community.</td>
<td>78</td>
<td>3.58</td>
<td>3.74</td>
<td>0.17</td>
</tr>
<tr>
<td>I believe I am a global citizen.</td>
<td>80</td>
<td>3.79</td>
<td>4.08</td>
<td>0.29*</td>
</tr>
<tr>
<td>I believe I can make a difference in the world.</td>
<td>80</td>
<td>3.39</td>
<td>3.63</td>
<td>0.24**</td>
</tr>
</tbody>
</table>

*p < .05, **p < .01

Table 11
*Student Transfer as Perceived by Students*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will be able to transfer what I have learned in GlobalEd to understand issues in EU.</td>
<td>88</td>
<td>3.92</td>
<td>0.83</td>
</tr>
<tr>
<td>I will be able to understand what I have learned in GlobalEd to understand issues in Cyprus.</td>
<td>88</td>
<td>3.82</td>
<td>1.05</td>
</tr>
<tr>
<td>I will be able to understand what I have learned in GlobalEd to my academic studies.</td>
<td>89</td>
<td>3.89</td>
<td>1.09</td>
</tr>
<tr>
<td>I will be able to understand what I have learned in GlobalEd to reduce conflict in Cyprus.</td>
<td>88</td>
<td>3.49</td>
<td>0.95</td>
</tr>
<tr>
<td>I will be able to understand what I have learned in GlobalEd to increase cooperation in Cyprus.</td>
<td>88</td>
<td>3.90</td>
<td>0.90</td>
</tr>
<tr>
<td>I will be able to understand what I have learned in GlobalEd to increase joint activities between Greek Cypriots and Turkish Cypriots.</td>
<td>88</td>
<td>3.94</td>
<td>1.12</td>
</tr>
</tbody>
</table>

*Transfer.* Transfer was assessed with six Likert-type items appeared in the GlobalEd interest post-survey (Cronbach’s $\alpha = .81$ for post only). On a 5-point Likert scale (from 1: Strongly Disagree to 5: Strongly Agree), students scored a mean of 3.82 ($SD=.71$), indicating that on average students agreed that they will be able to transfer what they have learned in GlobalEd to real world situations such as the issues in Cyprus and the
issues in EU (see Table 11). Teachers responded to the same 6-item scale about student transfer (Cronbach’s $\alpha = .74$ for post only). On average teachers also agreed that students will be able to transfer what they have learned in GlobalEd to real world situations ($M = 3.75, SD=.54$) (see Table 12).

Table 12

*Student Transfer as Perceived by Teachers*

<table>
<thead>
<tr>
<th>Item</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The children will be able to transfer what they have learned in GlobalEd to understand issues in EU.</td>
<td>13</td>
<td>4.08</td>
<td>0.64</td>
</tr>
<tr>
<td>The children will be able to understand what they have learned in GlobalEd to understand issues in Cyprus.</td>
<td>13</td>
<td>3.54</td>
<td>0.88</td>
</tr>
<tr>
<td>The children will be able to understand what they have learned in GlobalEd to their academic studies.</td>
<td>13</td>
<td>4.38</td>
<td>0.77</td>
</tr>
<tr>
<td>The children will be able to understand what they have learned in GlobalEd to reduce conflict in Cyprus.</td>
<td>13</td>
<td>3.46</td>
<td>0.97</td>
</tr>
<tr>
<td>The children will be able to understand what they have learned in GlobalEd to increase cooperation in Cyprus.</td>
<td>13</td>
<td>4.00</td>
<td>0.71</td>
</tr>
<tr>
<td>The children will be able to understand what they have learned in GlobalEd to increase joint activities between Greek Cypriots and Turkish Cypriots.</td>
<td>13</td>
<td>3.77</td>
<td>0.93</td>
</tr>
</tbody>
</table>

**Qualitative Analysis**

Qualitative data was collected from students and instructors to help us better understand the efficacy of the 2007 Doves Global Education simulation.

*Global Citizenship.* Students were asked to discuss what knowledge and skills they consider more important for one to have in order to be a global citizen. Five similar themes were present in pre- and post-tests, though being more reinforced and more frequently observed in the post-test. Fluency in foreign languages (1) and technology/internet literacy were highly cited as essential skills one needs in order to be a global citizen (2). Students also highlighted the importance of (3) knowing about international issues and (4) understanding different cultures in a global world. An additional theme emerged in the post-test data concerned with (5) being able to listen to others’ opinions and to view others’ perspectives. When students were asked to discuss what they do in order to be global citizens, the most frequent responses included reading/watching the news, using the computer, and participating in bi-communal activities.

*Student Gains from GlobalEd.* In the post-testing, students and teachers were asked to discuss the top three gains from students’ participation in The Doves Global Education
The Doves Global Education Project

The 2007 Doves Global Education Project simulation. Several themes were present in students’ responses: Students highlighted that The Doves Global Education simulation helped them (1) improve their knowledge about international issues and about foreign countries’ history and politics (especially for the country they represented). Also, among the most highly cited gains were student’s improvement of (2) negotiation skills, (3) conflict resolution strategies, and (4) ability to consider the perspectives of others. Students further explained how GlobalEd helped them (5) advance their ability to communicate in English. These five themes were also present in the teacher data. In addition, from the teachers’ point of view, the GlobalEd experience allowed students to improve their research skills (by having to gather information about the issues and countries), their computer skills (especially Internet searching), and their ability to work collaboratively in a group.

Understanding the Issues in Cyprus. Students and teachers were asked to reflect whether The Doves Global Education activity helped students’ understanding of the issues in Cyprus. The majority of the students (56%) responded positively. Frequently, students explained that through GlobalEd they learned to view the perspectives of others, which is essential in finding a solution to the problem in Cyprus. The majority of the teachers (54%) also indicated that Global Education impacted students in a positive way. Like the students, the teachers discussed that through the Doves Global Education, “…students understood to look another county’s perspective which will help them understand the issues in Cyprus.”

Sample comments from students are provided below:

“Indirectly, GlobalEd has improved my ability to look at things from different perspectives! I became more aware of the importance of "compromise" and the importance of not forgetting about my principles at the same time.”

“Because of GlobalEd I can now put myself to other side's position and feel and understand what they want or think.”

“GlobalEd helped us see things through other people's eyes. I learned that every single person's opinion is important and we must try to learn how to understand them better.”

“Discussing about peace keeping I remember the national Cyprus problem that is bringing peace in Cyprus which did not happened yet.”

Overall Experience. In an open-ended question, students had the opportunity to comment on any aspect of The Doves Global Education simulation. Approximately half of the students responded to this item, providing 100% positive and very encouraging feedback. Sample comments are provided below:

“I absolutely loved GlobalEd and gained a lot from it. Please do this here again; I'd love to participate again and please let it be for a longer time period this time!”
“GlobalEd is a superb program and I’d like to do it with people from everywhere in the world.”

“It was a perfect experience that I have ever had. I would absolutely want to be in again!”

“It was such a beautiful event that I have been in before. Excellent work. I definitely want to do it once more.”

“I believe that the GlobalEd simulation program was useful, it made us get closer, change ideas and different points of view, argue. It also made us more social. It was a good thing that this program worked in Cyprus and it would be a good idea if this program took place again in Cyprus.”

“It was a very useful and exciting experience! I had the chance to learn more about Kenya and get to know the way that politicians react.”

“Very good try that needed to be done a long time ago.”

In this open-ended question, students also provided some suggestions for future Cyprus Global Education simulations. These suggestions include: more time to prepare for the simulation, more gatherings among students and teachers to prepare for the simulation, more (than three) online simulations/synchronous online negotiations, more time on each topic for online negotiations (more than 45 minutes per topic), and a larger variety of topics/issues including issues in Cyprus.

**Conclusions**

Outcomes from the data analysis demonstrated that The 2007 Doves Global Education simulation was very beneficial for both the Greek- and Turkish-Cypriot students who participated. Students experienced positive gains (often statistically significant) in social perspective taking, interest in international studies, academic and negotiation self-efficacy, and knowledge, attitudes, behaviors, and self-efficacy concerning being a global citizen. The majority of the students and instructors agreed that the former will be able to transfer what they have learned in The 2007 Doves Global Education Project to real world situations such as the issues in Cyprus and the issues in EU. In open-ended questions students highlighted how The 2007 Doves Global Education experience helped them improve their negotiation skills and conflict resolution strategies, their ability to consider the perspectives of others, and (indirectly) their understanding of the issues in Cyprus. Most of these findings are consistent with previous research on GlobalEd at the University of Connecticut.
Recommendations

Potential follow-up Cyprus Global Education simulations should be conducted to replicate the outcomes from this study. Based on Doves Project instructors’ and students’ feedback, as well as the observations of the researchers involved, several suggestions are provided in order to improve the implementation of The Doves Global Education Project.

1. As discussed previously, The 2007 Doves Global Education Project ran as an extracurricular activity. Students and teachers met on Saturday afternoons, outside of school time. As with GlobalEd at the University of Connecticut, The Doves Global Education Project can be part of the social studies curriculum at several schools across the country. Having a regular time and place where students and teachers meet would allow them to commit in a larger way to this project, both during the preparation and the online negotiations phases.

2. Doves Project instructors commented that 45 minutes of online negotiations once a week for each topic was not enough time for students to prepare and create realistic international treaties. Yet, instructors felt that two hours and 15 minutes of online negotiations, in order to cover all the three topics of the simulation on a single day, was exhausting. In future Global Education simulations, more time should be given for each topic, but no more than one topic should be covered during a simulation. In other words, there should be multiple online simulations on separate days, and only one topic should be discussed during each simulation, as is the practice with the GlobalEd project in the USA schools. Additionally, simulations should be spread out well (e.g. every two week) so that students (and instructors) have enough time to prepare for the upcoming topic.

3. For this first Doves Global Education simulation, all countries were represented by either all Greek-Cypriots or only Turkish-Cypriot teams. In future Global Education simulations, there could be different kinds of country-groups: all Greek-Cypriots, all Turkish-Cypriots, and a combination of Greek- and Turkish-Cypriots. Ultimately, interesting group comparisons could be explored concerning student gains from pre- to post- simulation.

Since 1998, the GlobalEd project at the University of Connecticut has been conducted with American middle and high school students and positive outcomes have been recorded. In 2007, the first Doves Global Education Project was conducted in Cyprus as part of after camp activities with encouraging outcomes for both Greek- and Turkish- Cypriot children. The vast majority of the 2007 Doves Global Education Project children have participated in a number of Doves Project activities. This can be perceived as indication that Olympism, the blend of sports with global education and cultural enrichment, can serve as vehicle for achieving a number of educational objectives (e.g. awareness on global issues, technological literacy, social perspective taking, conflict management and cross-cultural understanding). Projects that utilize Olympism at the international level, integrated into the national curriculum, should be the next step.
Appendix A

Global Citizenship Survey Pre-Simulation
Cyprus 2007

Part I - Demographic Data

Unless otherwise indicated, please circle the best response

1. Name: ____________________

2. School: ____________________

3. Gender:
   ) Male
   ) Female

4. Age: ____________________

5. Ethnicity:
   ) Greek-Cypriot
   ) Turkish-Cypriot
   ) Greek
   ) Turkish
   ) Other

6. Do you speak a foreign language?
   ) Yes
   ) No

6a. If yes, which languages? ____________________

7. Would you like to learn another language?
   ) Yes
   ) No

7a. If yes, which language? ____________________

8. If yes, why would you like to learn a foreign language?
   (Select the item you think is the most important)
   ) To use when I travel abroad.
   ) To have a better job.
   ) To be able to understand people from other cultures better.
   ) To be able to communicate with people from other cultures better.
   ) For personal satisfaction.

9. What class are you in? ____________________
10. Do you intend to go to college/ university?
   ) Yes
   ) No

11. How often do you use a computer AT SCHOOL per week?
   ) Every day
   ) At least three days
   ) At least one day
   ) Never

12. How often do you use the Internet AT SCHOOL per week?
   ) Every day
   ) At least three days
   ) At least one day
   ) Never

13. What do you use the computer for AT SCHOOL?
   *(Choose all that apply)*
   ☐ Doing research for classes.
   ☐ Doing homework.
   ☐ Playing games online or downloading games.
   ☐ Using e-mail.
   ☐ Chatting with friends on Instant Messenger.
   ☐ Listening to music.
   ☐ Communicating with people from other countries.
   ☐ Browsing entertainment websites. (e.g. movies, tv shows, sports, music groups)
   ☐ Taking an online course.
   ☐ Accessing social network communities. (e.g. Orkut, Friendster, Thefacebook)
   ☐ Using search engines. (e.g. google, yahoo, AskJeeves)
   ☐ Designing/developing web pages.
   ☐ Working with digital images or graphs.
   ☐ Buying things online. (e.g. books, clothing, music)
   ☐ Going to a chat room.
   ☐ Getting news or information about current events.
   ☐ Going to websites where I can write my opinion about things.

14. Do you have a computer AT HOME?
   ) Yes
   ) No

15. Do you have Internet access AT HOME?
   ) Yes
   ) No
16. Where do you access the Internet THE MOST?
) At home
) At school
) At the library
) At a friend's house
) Internet cafe
) Other

17. How often do you use a computer OUT OF SCHOOL per week?
) Every day
) At least three days
) At least one day
) Never

18. How often do you use the Internet OUT OF SCHOOL per week?
) Every day
) At least three days
) At least one day
) Never

19. What do you use the computer OUT OF SCHOOL for?
(Choose all that apply)
☑ Doing research for classes.
☑ Doing homework.
☑ Playing games online or downloading games.
☑ Using e-mail.
☑ Chatting with friends on Instant Messenger.
☑ Communicating with people from other countries.
☑ Listening to music.
☑ Browsing entertainment websites. (e.g., movies, TV shows, sports, music groups)
☑ Taking an online course.
☑ Accessing social network communities. (e.g. Orkut, Friendster, Facebook)
☑ Using search engines. (e.g. Google, Yahoo, AskJeeves)
☑ Designing/developing web pages.
☑ Working with digital images or graphs.
☑ Buying things online. (e.g. books, clothing, music)
☑ Going to a chat room.
☑ Getting news or information about current events.
☑ Going to websites where I can write my opinion about things.

20. What resource do you use the MOST to be informed about what is currently happening in the world?
) Read the news in newspapers.
) Read the news in magazines.
) Read the news in the Internet.
) Watch the news on the TV.
) Listen to the news on the radio.
21. What resource you use the MOST to do your homework/research?
) Books or encyclopedias
) Newspapers
) Magazines
) The Internet
) Television
) Textbooks
) Radio

22. Which of these kinds of websites do you visit?  
(Choose all that apply)
☑ Sites from my country.
☑ Sites from other countries in my language.
☑ Sites from other countries in other languages.

23. Who helps you more when using the Internet?
) Teacher
) Parents
) Siblings (brother/sister)
) Friends
) No one

24. Choose the answer that BEST describes how often you communicate with people from other countries through the Internet:
) I always communicate with people from other countries through the Internet.
) I very often communicate with people from other countries through the Internet.
) I sometimes communicate with people from other countries through the Internet.
) I rarely communicate with people from other countries through the Internet.
) I never communicate with people from other countries through the Internet.
**Part II – Knowledge, Attitudes, Behaviors, and Self-Efficacy**

25. Please choose your level of agreement with the following statements:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Either Disagree or Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I know how to find the information I need on the Internet.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B. I am aware of what is currently happening around the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C. I know what my roles and rights are as a citizen.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D. I am aware of political issues in the world (including my country).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>E. I know how to critically analyze information found on the Internet.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>F. I know what democracy means.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>G. I know about different cultures’ customs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>H. I am aware of economic issues in the world (including my country).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I. I know how to reword information from various websites.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

26. Please choose your level of agreement with the following statements:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Either Disagree or Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Globalization generates conflicts around the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B. It is important that everybody have access to the Internet.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C. Speaking a 2nd language will help me get a better job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D. Knowing how to use technology makes me feel more included in society.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Statement</td>
<td>Never</td>
<td>Rarely</td>
<td>Seldom</td>
<td>Occasionally</td>
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<tr>
<td>E</td>
<td>It is important to communicate with people from different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>F</td>
<td>Globalization causes extreme poverty and hunger in the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>G</td>
<td>I am committed to justice and equality for all.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>H</td>
<td>I will have a better job if I know how to properly use technology.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I</td>
<td>It is necessary to be concerned with those in need.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>J</td>
<td>I believe that prejudice against races should stop.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>K</td>
<td>Globalization increases the differences between rich and poor countries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>L</td>
<td>People should be concerned about protecting the environment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>M</td>
<td>It is important to participate in political activities. (e.g., voting)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

27. Please choose how often you do the following statements:

<table>
<thead>
<tr>
<th></th>
<th>Statement</th>
<th>Never</th>
<th>Rarely</th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>I use the Internet to communicate with friends.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>I read the newspaper to be informed about current issues in the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>I support social projects. (e.g., charity helping poor people)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D</td>
<td>I do research on the Internet for homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>I read about international politics.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>F</td>
<td>I volunteer time to work for others’ benefit.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
G. I participate in recycling programs.  
H. I have helped people in need.  
I. I read about international economics.  
J. I regularly communicate with people from different cultures.  
K. I get current information about the world on the Internet.  

28. Please choose your level of agreement with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Either Disagree or Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. I believe I can help people solve problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B. I can easily find the information I need in the Internet.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>C. I believe I can make a difference in my community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>D. I am able to use technology effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>E. I believe I can make a difference in the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>F. I believe I am a global citizen.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Part III – Global Citizenship

29. What knowledge and skills do you think are important for you to have in order to be a global citizen?

30. Which of these knowledge and skills do you think you already have?

31. Which knowledge and skills would you like to have? Why?
32. What can you do in order to gain these knowledge and skills?
33. Did you participate in any of the following bi-communal activities?
      ) Yes
      ) No
   b) Doves Olympic Movement Summer Camp 2006
      ) Yes
      ) No
   c) Doves Olympic Movement Winter Leadership Camp 2007
      ) Yes
      ) No

34. Please mention below if you participated in other bi-communal programs and/or activities
   (e.g. workshops, other summer camps)
Global Citizenship Survey Post-simulation
Cyprus 2007

Part I - Demographic Data

1. Name: ____________________________________________

2. Name of the country you represented in the simulation: ________________

3. Do you intend to go to college/university?
   __ Yes  __ No

4. How often do you use a computer AT SCHOOL per week?
   __ Every day
   __ At least three days
   __ At least one day
   __ Never

5. How often do you use the Internet AT SCHOOL per week?
   __ Every day
   __ At least three days
   __ At least one day
   __ Never

6. What resource do you use the MOST to be informed about what is currently happening in the world? (select only 1)
   __ Read the news in newspapers.
   __ Read the news in magazines.
   __ Read the news in the Internet.
   __ Watch the news on the TV.
   __ Listen to the news on the radio.

7. Which of these kinds of websites do you visit?
   (Choose all that apply)
   ❑ Sites from my country.
   ❑ Sites from other countries in my language.
   ❑ Sites from other countries in other languages.
**Part II – Knowledge, Attitudes, Behaviors, and Self-Efficacy**

8. Please indicate your agreement with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Either Disagree or Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to find the information I need on the Internet.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am aware of what is currently happening around the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know what my roles and rights are as a citizen.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am aware of political issues in the world (including my country).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know how to critically analyze information found on the Internet.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know what democracy means.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I know about different cultures’ customs.</td>
<td>1</td>
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<td>4</td>
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<tr>
<td>I am aware of economic issues in the world (including my country).</td>
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<td>I know how to reword information from various websites.</td>
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9. Please indicate your agreement with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
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<th>Either Disagree or Agree</th>
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<tr>
<td>Globalization generates conflicts around the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>It is important that everybody have access to the Internet.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>Knowing how to use technology makes me feel more included in society.</td>
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<td>4</td>
<td>5</td>
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</tbody>
</table>
It is important to communicate with people from different cultures. | 1 | 2 | 3 | 4 | 5 |
Globalization causes extreme poverty and hunger in the world. | 1 | 2 | 3 | 4 | 5 |
I am committed to justice and equality for all. | 1 | 2 | 3 | 4 | 5 |
I will have a better job if I know how to properly use technology. | 1 | 2 | 3 | 4 | 5 |
It is necessary to be concerned with those in need. | 1 | 2 | 3 | 4 | 5 |
I believe that prejudice against races should stop. | 1 | 2 | 3 | 4 | 5 |
Globalization increases the differences between rich and poor countries. | 1 | 2 | 3 | 4 | 5 |
People should be concerned about protecting the environment. | 1 | 2 | 3 | 4 | 5 |
It is important to participate in political activities. (e.g., voting) | 1 | 2 | 3 | 4 | 5 |

10. Please indicate how often you do the following statements:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Rarely</th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use the Internet to communicate with friends.</td>
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<td>I support social projects. (e.g., charity helping poor people)</td>
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</tr>
<tr>
<td>I do research on the Internet for homework.</td>
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<tr>
<td>I read about international politics.</td>
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<tr>
<td>I volunteer time to work for others’ benefit.</td>
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</table>
11. Please indicate your agreement with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
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<th>Either Disagree or Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe I can help people solve problems.</td>
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</tr>
<tr>
<td>I can easily find the information I need in the Internet.</td>
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<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I believe I can make a difference in my community.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I am able to use technology effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I believe I can make a difference in the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I believe I am a global citizen.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Part III – Global Citizenship**

12. What knowledge and skills do you think are important for you to have in order to be a global citizen?

_______________________________________________________________________

_______________________________________________________________________

13. Which of these knowledge and skills do you think you already have?

_______________________________________________________________________

_______________________________________________________________________

14. Which knowledge and skills would you like to have? Why?

_______________________________________________________________________

_______________________________________________________________________
15. What can you do in order to gain these knowledge and skills?

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Appendix B

The 2007 Doves Global Education Project Interest Survey
Pre-simulation

This survey asks about your attitudes, opinions, and preferences about different parts of social studies. These items will help us to learn information like what students are most interested in so that we can help make the GlobalEd simulation even better.

Thank you in advance for your complete and honest responses.

Name:____________________________________________________________________

Interest:

1. Please rank your interest in the following topics so that 1= most interesting to you and 5= least interesting to you:

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Economics: Child Labor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Environment: Nuclear Energy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Rights: World Hunger and Rights</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict and Cooperation: United Nations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peacekeeping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migration and Immigration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Importance:

2. Please rank the following topics so that 1= most important issue facing the world today and 5 = least important issue facing the world today.

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Economics: Child Labor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Environment: Nuclear Energy</td>
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</tr>
<tr>
<td>Conflict and Cooperation: United Nations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peacekeeping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Migration and Immigration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interest and Frequency Questions:

3. How often do you try to figure out how people around you view different situations?  
   Almost never  Once in a while  Sometimes  Often  Almost all of the time
4. When you hear about current events in the news, how interesting do you find them?  

<table>
<thead>
<tr>
<th>Not at all interesting</th>
<th>Slightly Interesting</th>
<th>Somewhat interesting</th>
<th>Quite interesting</th>
<th>Extremely interesting</th>
</tr>
</thead>
</table>

5. If you are having a disagreement with your friends, how often do you try to imagine how they are feeling?  

<table>
<thead>
<tr>
<th>Almost never</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost all of the time</th>
</tr>
</thead>
</table>

6. How interesting do you find learning about other countries?  

<table>
<thead>
<tr>
<th>Not at all interesting</th>
<th>Slightly Interesting</th>
<th>Somewhat interesting</th>
<th>Quite interesting</th>
<th>Extremely interesting</th>
</tr>
</thead>
</table>

7. How often do you try to look at everybody’s side of a disagreement before you make a decision?  

<table>
<thead>
<tr>
<th>Almost never</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost all of the time</th>
</tr>
</thead>
</table>

8. When you are upset at someone, how often do you try to “put yourself in his or her shoes”?  

<table>
<thead>
<tr>
<th>Almost never</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost all of the time</th>
</tr>
</thead>
</table>

9. How often do you try to understand your classmates better by trying to figure out what they are thinking?  

<table>
<thead>
<tr>
<th>Almost never</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost all of the time</th>
</tr>
</thead>
</table>

10. How interesting do you find learning about international conflicts?  

<table>
<thead>
<tr>
<th>Not at all interesting</th>
<th>Slightly Interesting</th>
<th>Somewhat interesting</th>
<th>Quite interesting</th>
<th>Extremely interesting</th>
</tr>
</thead>
</table>

11. Before criticizing others, how often do you imagine how you would feel if you were in their place?  

<table>
<thead>
<tr>
<th>Almost never</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost all of the time</th>
</tr>
</thead>
</table>

12. To understand your friends better, how often do you imagine how things look from their perspective?  

<table>
<thead>
<tr>
<th>Almost never</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost all of the time</th>
</tr>
</thead>
</table>
The 2007 Doves Global Education Project Interest Survey
Post-simulation

This survey asks about your attitudes, opinions, and preferences about different parts of social studies. These items will help us to learn information like what students are most interested in so that we can help make the GlobalEd simulation even better.

Thank you in advance for your complete and honest responses.

Name: ___________________________

**Interest:**
1. Please rank your interest in the following topics so that 1 = most interesting to you and 5 = least interesting to you:

<table>
<thead>
<tr>
<th>Least</th>
<th>Most</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Economics: Child Labor</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Global Environment: Nuclear Energy</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Human Rights: World Hunger and Rights</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Conflict and Cooperation: United Nations Peacekeeping</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Migration and Immigration</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

**Importance:**
2. Please rank the following topics so that 1 = most important issue facing the world today and 5 = least important issue facing the world today.

<table>
<thead>
<tr>
<th>Least</th>
<th>Most</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Economics: Child Labor</td>
<td>1  2  3  4  5</td>
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<tr>
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<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Migration and Immigration</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>
**Interest and Frequency Questions:**

*Please indicate the response that best reflects your response to each statement.*

<table>
<thead>
<tr>
<th>Question</th>
<th>Almost never</th>
<th>Once in a while</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost all of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. How often do you try to figure out how people around you view different situations?</td>
<td>Almost never</td>
<td>Once in a while</td>
<td>Sometimes</td>
<td>Often</td>
<td>Almost all of the time</td>
</tr>
<tr>
<td>4. When you hear about current events in the news, how interesting do you find them?</td>
<td>Not at all interesting</td>
<td>Slightly Interesting</td>
<td>Somewhat interesting</td>
<td>Quite interesting</td>
<td>Extremely interesting</td>
</tr>
<tr>
<td>5. If you are having a disagreement with your friends, how often do you try to imagine how they are feeling?</td>
<td>Almost never</td>
<td>Once in a while</td>
<td>Sometimes</td>
<td>Often</td>
<td>Almost all of the time</td>
</tr>
<tr>
<td>6. How interesting do you find learning about other countries?</td>
<td>Not at all interesting</td>
<td>Slightly Interesting</td>
<td>Somewhat interesting</td>
<td>Quite interesting</td>
<td>Extremely interesting</td>
</tr>
<tr>
<td>7. How often do you try to look at everybody’s side of a disagreement before you make a decision?</td>
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<td>Once in a while</td>
<td>Sometimes</td>
<td>Often</td>
<td>Almost all of the time</td>
</tr>
<tr>
<td>8. When you are upset at someone, how often do you try to “put yourself in his or her shoes”?</td>
<td>Almost never</td>
<td>Once in a while</td>
<td>Sometimes</td>
<td>Often</td>
<td>Almost all of the time</td>
</tr>
<tr>
<td>9. How often do you try to understand your classmates better by trying to figure out what they are thinking?</td>
<td>Almost never</td>
<td>Once in a while</td>
<td>Sometimes</td>
<td>Often</td>
<td>Almost all of the time</td>
</tr>
<tr>
<td>10. How interesting do you find learning about international conflicts?</td>
<td>Not at all interesting</td>
<td>Slightly Interesting</td>
<td>Somewhat interesting</td>
<td>Quite interesting</td>
<td>Extremely interesting</td>
</tr>
<tr>
<td>11. Before criticizing others, how often do you imagine how you would feel if you were in their place?</td>
<td>Almost never</td>
<td>Once in a while</td>
<td>Sometimes</td>
<td>Often</td>
<td>Almost all of the time</td>
</tr>
<tr>
<td>12. To understand your friends better, how often do you imagine how things look from their perspective?</td>
<td>Almost never</td>
<td>Once in a while</td>
<td>Sometimes</td>
<td>Often</td>
<td>Almost all of the time</td>
</tr>
</tbody>
</table>
13. How many Saturdays did you participate in the GlobalEd simulation?
__ 0 __ 1 __ 2 __ 3

14. List the top three (3) things you learned from participating in the GlobalEd simulation?
   a.) __________________________________________________________________
   b.) __________________________________________________________________
   c.) __________________________________________________________________

15. List the top three (3) things you learned from participating in the DOVES program?
   a.) __________________________________________________________________
   b.) __________________________________________________________________
   c.) __________________________________________________________________

16. Do you think participating in the GlobalEd simulation helped your understanding regarding the issues in Cyprus?
   __ Yes  __ No

   16b. If yes, how?
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

17. Do you think participating in the DOVES program helped your understanding regarding the issues in Cyprus?
   __ Yes  __ No

   17b. If yes, how?
   ____________________________________________________________________
   ____________________________________________________________________
18. Please indicate your agreement with the following statements:

<table>
<thead>
<tr>
<th>I will be able to transfer what I have learned in GlobalEd to…</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.) …understand issues in EU.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b.) …understand issues in Cyprus.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c.) … to my academic studies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d.) …reduce conflict in Cyprus</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e.) … increase cooperation in Cyprus</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f.) … increase joint activities between Greek Cypriots and Turkish Cypriots.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

19. Please describe below if you participated in other bi-communal programs and/or activities (e.g. workshops, other summer camps)

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________

20. Please comment on any aspects you want regarding the GlobalEd simulation program.

_______________________________________________________________________
_______________________________________________________________________
_______________________________________________________________________
Appendix C

The 2007 Doves Global Education Project Self-Efficacy Survey
Pre/Post-simulation

This survey asks about how confident you are that you can do certain things. Although some of these items may seem similar, there are important differences between all of the questions. We need to know what these differences are so that we can be sure that we get your honest, accurate opinion.

Name:__________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Not at all confident</th>
<th>Slightly confident</th>
<th>Moderately confident</th>
<th>Quite confident</th>
<th>Extremely confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How confident are you that you can learn all the material presented in school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. When you disagree with a friend, how confident are you that you can persuade him or her that you are correct?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. How confident are you that you can do the hardest work that is assigned in school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. If you had a disagreement with a teacher, how confident are you that you can get the teacher to believe that you are right?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. How confident are you that you can learn all of the skills that are taught in school?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. How confident are you that you can get your way when negotiating with someone?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Question</td>
<td>Scale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. How confident are you that you can work out differences of opinion with a stubborn person?</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. When complicated ideas are presented in this class, how confident are you that you can understand them?</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How confident are you that you will still negotiate well even when the stakes are high?</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. How confident are you that you can complete all the work that is assigned in school?</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. How confident are you that you can convince friends to do favors for you?</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. How confident are you that you will remember what you learned in school next year?</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. In a class discussion, how confident are you that you can get your classmates to agree with your points of view?</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. How confident are you that you can stick up for yourself when negotiating with others?</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

The 2007 Doves Global Education Instructor Questionnaire
Pre-simulation

This questionnaire is being administered to all teachers/instructors participating in the GlobalEd Project. Your responses to these questions will be kept strictly confidential.

Section 1

1. First Name: ______________________________

2. Last Name: ______________________________

3. Gender (circle): Male Female

4. Education:
   - □ Bachelors
   - □ Masters
   - □ Masters Plus
   - □ EdD/PhD
   - □ Other

5. Age Group:
   - □ 22-29
   - □ 30-39
   - □ 40-49
   - □ 50-59
   - □ 60-69
   - □ Other: ______

6. Years of teaching experience: _______________ Years

7. Ethnicity:
   - □ Greek
   - □ Greek
   - □ Cypriot
   - □ Cypriot
   - □ Turkish
   - □ Turkish
   - □ Other

8. Do you have a computer at home? Yes No

9. If you have a computer at home, how often do you use it to access the internet?
   - □ Never or almost never
   - □ A few times per month
   - □ A few times per week
   - □ Daily
   - □ A few times per day
10. Using the provided scale please rate your skills in the following information technologies:

<table>
<thead>
<tr>
<th>Task</th>
<th>Not at all Skilled</th>
<th>Slightly Skilled</th>
<th>Somewhat Skilled</th>
<th>Quite Skilled</th>
<th>Extremely Skilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read, send and reply to email</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Send and receive email attachments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Use email to collaborate on tasks</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Participate in on-line conferences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Navigate through the World Wide Web</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Conduct on-line searches</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Share information from the Web with others electronically</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Use a word processor</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Import information from the Web into word processed documents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Use a spreadsheet to keep grades and/or other information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Use a database to keep grades and/or other information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Search for information on the World Wide Web</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Section 2

11. List the top three (3) things you believe your students will gain from the simulation activity.

a.  

b.  

c.  

12. List your top three (3) concerns with the simulation activity.

a.  

b.  

c.  

The 2007 Doves Global Education Instructor Questionnaire
Post-simulation

This questionnaire is being administered to all teachers participating in the GlobalEd Project. Your responses to these questions will be kept strictly confidential.

1. First Name: ____________________________

2. Last Name: ____________________________

3. List the top three (3) things you believe your students gained from participating in the GlobalEd simulation.
   a.) __________________________________
   b.) __________________________________
   c.) __________________________________

4. List your top three (3) concerns with the GlobalEd simulation activity.
   a.) __________________________________
   b.) __________________________________
   c.) __________________________________

5. Do you think participating in the GlobalEd simulation helped your students’ understanding of the issues in Cyprus?
   __ Yes    __ No
   5b. If yes, how?
       __________________________________
       __________________________________
       __________________________________

6. Do you think participating in the DOVES program helped students’ understanding of the issues in Cyprus?
   __ Yes    __ No
   6b. If yes, how?
       __________________________________
7. Please indicate your agreement with the following statements:

<table>
<thead>
<tr>
<th>The children will be able to transfer what they have learned in GlobalEd to .....</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.) …. understanding issues in EU.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b.) …understanding issues in Cyprus.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c.) …. their academic studies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>d.) ….reduce conflict in Cyprus</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>e.) … increase cooperation in Cyprus</td>
<td>1</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>f.) … increase joint activities between Greek Cypriots and Turkish Cypriots.</td>
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<td>2</td>
<td>3</td>
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<td>5</td>
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</table>