The GlobalEd Project:

Promoting Academic Self-efficacy in Middle School Students

Andri Ioannou, Clarisse Lima,
University of Connecticut
Paula R. Johnson,
Idaho State University
Scott W. Brown, Mark A. Boyer
Natalie Hudson, Anat Niv-Solomon, & Brian Urlacher
University of Connecticut

A Teachers for a New Era Project at UConn

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Abstract

The GlobalEd Project employs a web-based rich environment for middle and high school students to use the internet to search for information and participate in negotiations on a variety of international policy issues such as human rights and international economics. The purpose of this study was to determine whether we can predict students’ post academic self-efficacy related to their participation in the GlobalEd simulation, as well as to investigate if there are overall significant gains in knowledge and academic self-efficacy.
Introduction

The GlobalEd Project

GlobalEd is an interactive problem-based simulation designed for middle and high school students in the USA. The GlobalEd simulation is embedded in the academic course of social studies at several schools in 14 states across the USA. The simulation lasts for approximately 5 weeks, during which classes of students at various schools engage in international negotiations to develop a treaty over the web using synchronous and asynchronous classroom technologies. Approximately two months before the simulation begins, each class is assigned a real-world country (i.e., France, Nigeria, China) to represent during the simulation. Each country is also assigned five topic areas to be addressed during the negotiation. The topics are contextualized in five areas: International Conflict and Cooperation, Human Rights, World Health, International Economics, and Global Environment. In this preparatory phase, students study about the people, economy, governmental structure, history and culture of the country they will be representing so that they may act as that country, not as a group of Americans running the country. Students also study about the policies of their assigned country regarding the topics they will be negotiating, as well as how to solve problems, make decisions and conduct negotiations. The teacher has the role of a facilitator and is responsible for directing the class through the material to be covered. Once the simulation begins, each group must act “in character” of the country they represent, as if they were actually the government of the country and as if it were six moths into the future. Students interact with participants from other schools during scheduled weekly conferences but also during
non-scheduled e-mail contact. The goal for each group is to negotiate a treaty with at least one other country in the simulation.

At the University of Connecticut, the main purpose of the GlobalEd Project is to examine knowledge, attitudes and behaviors (KABs) as they relate to international studies, the use of technology, and student outcomes. The GlobalEd Project (www.globaled.uconn.edu) 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 (Brown, Boyer, Mayall, Johnson, Meng, Butler, Florea, Hernandez & Reis, 2003).

Research Questions

As part of the GlobalEd Project, this study examines students’ self-efficacy related to academic tasks and students’ overall gains. Specifically this study focuses on the following: (1) finding a set of variables to predict students’ post academic self-efficacy, and (2) investigating if there are significant knowledge and academic self-efficacy gains associated with students’ participation in the GlobalEd simulation. The assessment instruments for the study are administered via a web-based interface at least two weeks prior to the start of the simulation and within two weeks following the end of the simulation. While there are a series of instruments administered to participating students, for the purposes of this study the focus will only be on the following three instruments:

- Academic self-efficacy in a pre-post format
Student Information in a pre format

Knowledge quiz in a pre-post format

Theoretical framework

Problem-Based Learning

Problem-based learning (PBL) is a pedagogical strategy for posing significant, contextualized, real world situations, and for providing resources, guidance, and instruction to learners as they develop content knowledge and problem-solving skills (Mayo et al., 1993). Additionally, PBL aids students in developing reasoning strategies as well as self-directed learning strategies (Airasian 1996). According to Bednar, Cunningham, Duffy, and Perry (1992) “…learning must be situated in a rich context, reflective of real-world contexts for this constructive process to occur and transfer to environments beyond the school or training classroom” (p. 22). One of the best ways to provide an authentic and rich context in an academic situation is through the use of PBL. PBL has proven to be effective in simulating real-world contexts. In a PBL environment, learners work in teams reviewing, critiquing, testing each other’s ideas, and engaging in collaborative knowledge building (Scardamalia & Bereiter, 1994). PBL learning environments allow for focused, experimental learning organized around the investigation and resolution of complex, real world problems (Camp, 1996). Outcomes of a collaborative PBL environment have proven more effective in promoting retention, transfer, and reasoning strategies than the traditional method of instruction (Koschmann, Kelson, Feltovich, & Barrows, 1996). The GlobalEd Project follows the characteristics of the PBL design by facilitating the collaboration between groups of students in order to solve real world problems on international issues.
Self-efficacy

Bandura (1986) defined self-efficacy as, “People’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with judgments of what one can do with whatever skills one possesses” (p. 391). Individuals make daily decisions that are determined by their personal efficacy judgments. Self-efficacy influences choice of behavior, effort expenditure and persistence as well as thought patterns and emotional reactions. According to Bandura (1994), “people with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided” (p. 1). Setting goals, increasing interest, being strongly committed, sustaining effort, quickly recovering from a failure, and reducing stress are characteristics of people who present a high level of self-efficacy. On the other hand, people with low self-efficacy doubt their capabilities, have low aspirations, demonstrate weak commitment, give up quickly when facing obstacles or adverse outcomes and are slow to recover from failures.

The sources that influence self-efficacy are mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states (Bandura, 1995). Mastery experiences are the most effective way of improving efficacy and according to SCT, it is the principal means of personality change. Successes help on building a strong sense of personal efficacy, whereas failures undermine it. Vicarious experiences also strengthen one’s self-beliefs of efficacy by observing social models; “Seeing people similar to oneself succeed by sustained effort raises observer’s beliefs that they too possess the capabilities to master comparable activities to succeed” (Bandura, 1994, p. 2). Social persuasion can happen by verbal positive evaluations, reinforcing one’s
capabilities to master the activities required, leading them to try hard to succeed and consequently raising their beliefs.

Research has demonstrated that self-efficacy can be a valid predictor of performance outcomes, including academic achievement and behavior (Olivier & Shapiro, 1993; Schunk, 1991) and it has been proven to strongly impact student performance in academic settings. Schunk (1991) demonstrated that self-efficacy had been shown to predict many diverse outcomes, including academic achievement (Silver, Smith, & Greene, 1999).

Methodology

To investigate whether there is a set of variables to predict students’ post self-efficacy related to academic tasks (research question 1), a sample of 260 students was used. This sample consisted of 45% males and 55% females, in middle school (grades 6-8) in six states across the USA participating in the simulation during the winter of 2004-2005. Although the actual number of students participating in the simulation exceeded 300, only 260 students had parental and student consent, and responded to both the pre and the post surveys reported here. These 260 students responded to the following three instruments: 1) Academic self-efficacy in a pre format, 2) Academic self-efficacy in a post format and 3) Student Information in a pre format. Both pre instruments were administered at the end of November 2004 while the post instrument at the beginning of March 2005. See Appendix A for the instruments.

The academic self-efficacy instrument was designed to examine student attitudes towards school related tasks, teachers, and peer relationships. Students are asked about their evaluation of their own performance at school, their learning preference, and their
opinions of teachers and classmates. The overall purpose of the instruments is to measure students’ confidence and attitudes on a series of academic topics. It is comprised of 15 items from the Morgan Jinks Self-efficacy Survey (MJSES) and 10 items from the Manual Patterns for Adaptive Learning Styles (MPALS). All 25 items were measured on a 5-point Likert scale (1= really agree, 5= really disagree). The academic self-efficacy instrument was determined to have three factors: Effort, Social Comparison, and Learning Preferences (Mayall, 2002). In this study we examine the academic self-efficacy related to effort (factor 1) which involves most of the instrument items: q1, q2, q3, q6, q7, q9, q10, q15, q16, q17, q18, q19, and q20 (See Appendix A).

The Student Information instrument was designed to examine students’ demographic data and characteristics as well as their daily activities, such as the frequency of reading the newspaper and watching television for national and international news. The instrument is comprised of 50 items; however we only used seven of them in this study. The items examined include: 1) gender, 2) reading the newspaper, 3) accessing the news from the internet, 4) watching the local TV news, 5) watching the local national TV news, 6) traveling outside of the USA and Canada, and 7) speaking/reading foreign languages.

**Results**

The majority of participants (75%) reported that they read the newspaper at least sometimes and 68% reported accessing the news from the internet. Fifty percent of the participants indicated they have traveled outside of the USA and Canada. However, the majority (81%) reported that they do not speak/read foreign languages and only 38% reported that they watch the local or national TV news at least sometimes.
A regression analysis was conducted using an academic self-efficacy total score and the seven individual items from the student information instrument to investigate if they could significantly predict students’ post self-efficacy related to academic tasks. The self-efficacy scale total score was calculated by summing the responses of each item and dividing the sum by the number of items, resulting in a mean self-efficacy score for the pre and post scales. A regression model with two predictors: student’s pre-academic self-efficacy (see table 4) and their rate of traveling outside of the USA and Canada, emerged to predict students’ post academic self-efficacy related to effort, at a statistically significant level \[F= 49.5, p<.001\]. The two predictors taken together account for approximately 38% of the variance in students’ post academic self-efficacy \[R Square = .376, p< .001\] (see Table 1). Students’ pre academic self-efficacy accounts for 30% of the variance in post academic self-efficacy \[R Square = .298, p< .001\], while traveling abroad accounts for an additional 8% \[R Square = .078, p< .001\]. However, no other item from the pre - student information instrument appeared to significantly predict students’ post self-efficacy over and above these two predictors.

Table 1

<table>
<thead>
<tr>
<th>Mode</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.614</td>
<td>0.376</td>
<td>0.369</td>
<td>0.45</td>
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</table>

Predictors: (Constant), academic self-efficacy (pre), traveling out of US and Canada

A chi-square was also conducted in order to investigate if there were significant gains in academic self-efficacy associated with students’ participation in the GlobalEd simulation (part of research question 2). Indeed, a total of 166 students scored higher in their post academic self-efficacy than in their pre academic self-efficacy, versus 94
students who got the same or lower score in their post-self-efficacy [$\chi^2 (1, N=260) = 19.94, p<.001$)] (see Table 2). A paired sample t-test indicated a statistically significant mean difference from pre to post academic self efficacy, but a small effect size [mean-difference $= 0.0568$, $t= 1.66$, $p<.005$] (see Table 4).

Table 2

<table>
<thead>
<tr>
<th>Chi –Square Test</th>
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<tbody>
<tr>
<td>Post Academic Self-efficacy</td>
</tr>
<tr>
<td>Chi Square</td>
</tr>
<tr>
<td>df</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
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</tbody>
</table>

To investigate whether there were significant gains in knowledge associated with students’ participation in the GlobalEd simulation (part of research question 2) the same 260 student sample was used. The students had taken a knowledge quiz in a pre-post format. A chi-square analysis indicated that there were statistically significant differences in the response patterns in knowledge quiz. A total of 157 students scored higher in their post-quiz than in their pre-quiz, versus 103 students who got the same or lower score in their post-quiz [$\chi^2 (1, N=260) = 11.215, p=.001$)] (see Table 3). Comparing the means also indicates significant gains in knowledge (about 5 points mean difference between students’ pre and post quiz scores), but a small effect size [mean-difference $= 4.8$, $t= 5.179$, $p<.001$] (see Table 4).

Table 3

<table>
<thead>
<tr>
<th>Chi –Square Test</th>
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</thead>
<tbody>
<tr>
<td>Knowledge Gain ( if post quiz – pre quiz $&gt; 0$)</td>
</tr>
<tr>
<td>Chi Square</td>
</tr>
<tr>
<td>df</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
</tr>
</tbody>
</table>

10
Table 4

Mean differences between pre and post tests scores for Academic Self-efficacy and Knowledge quiz

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t</th>
<th>Sign. Level</th>
<th>Effect Size: Cohen's d</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Academic Self-efficacy</td>
<td>4.089</td>
<td>.595</td>
<td>1.66</td>
<td>.099</td>
<td>0.1</td>
</tr>
<tr>
<td>Post Academic Self-efficacy</td>
<td>4.146</td>
<td>.545</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre Knowledge Quiz Score</td>
<td>42.22</td>
<td>18.443</td>
<td>5.179</td>
<td>.000</td>
<td>0.32</td>
</tr>
<tr>
<td>Post Knowledge Quiz Score</td>
<td>47.02</td>
<td>19.046</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion and Conclusions

A regression analysis indicated that student’s pre-academic self-efficacy and their rate of traveling outside of the USA and Canada are two significant predictors of post academic self-efficacy for middle school students who participated in the GlobalEd simulation during the winter of 2004-2005. These findings may expand our understanding of the role of students’ initial attributes in academic gains from the GlobalEd simulation.

Predicting post academic self-efficacy from the pre academic self-efficacy is consistent with the self-efficacy literature as it relates to academic performance. According to Bandura, people with high self-efficacy approach difficult tasks as challenges to be mastered rather than as threats to be avoided (1994). Hence, students’ personal characteristics, such as self-efficacy and personal beliefs, may directly affect their motivation level and sustained effort in the GlobalEd simulation that is a new experience and challenge for them. Therefore, students’ pre-academic self-efficacy reasonably predicts their post academic self-efficacy. A future study could further
examine whether students with initially higher academic self-efficacy tend to do better at the end of the GlobalEd simulation and come out with higher rates of post academic self-efficacy.

This study also suggests that traveling out of the USA and Canada is another good predictor of post academic self-efficacy regarding the specific GlobalEd Project simulation. This is also a reasonable predictor considering the nature of GlobalEd dealing with negotiations on a variety of international policy issues such as human rights and international economics. Students who have traveled out of the USA and Canada have had greater exposure to customs and practices of others, and may be more accepting of other cultures or even more educated on international issues, and therefore more effective negotiators in the GlobalEd simulation.

Successes in the GlobalEd simulation would help participants build a stronger sense of personal efficacy. A future study may measure traveling abroad on a more weighted scale (e.g. never/once a year/ 2-3 times a year/ more than 3) or even measure the time period that students might have lived abroad. Greater variability in such variables could help examine new research questions such as, “Is higher traveling rate associated with higher post academic self-efficacy in GlobalEd?” and extract further conclusions. Future studies should also deal with other variables to examine their impact on to the prediction of post academic self-efficacy related to GlobalEd participation. Demographic characteristics such as parental education and parental involvement with political and social issues may also directly affect students’ self-efficacy and academic performance in the GlobalEd simulation on international policy.
The results of this study should be interpreted with some caution. However, as demonstrated by the results of this study, as the outcomes of academic self-efficacy related to students’ participation in GlobalEd can be predicted, educators will be able to tailor instructional methods to promote student learning. By varying the teaching processes, teachers may be able to increase students’ self-efficacy. New methods and techniques may be considered in order to assist students during their participation. Pre-training self-efficacy judgments related to the PBL simulation on international negotiations could affect students’ pre and therefore post academic self-efficacy. Educators could also present videos or documentaries, related to the participating countries, before or during the simulation to enhance the learning environment. This approach may help students build experiences about other countries and international issues.

Furthermore, the findings of this study may be used in future studies dealing with other PBL environments embedded in social studies curriculums. Pre-academic self-efficacy and traveling abroad rates could be two valid and effective predictors of students’ gains in academic self-efficacy in a PBL simulation on international policy. For the moment, though, these findings are only generalizable to those who share similar traits with the participants involved in this study. Since only middle school students in grades 6-8 participated in this study, findings can only be generalized to other middle school students of the same age who might have participated in GlobalEd or might be going to participate in the near future.

The statistically significant gains in knowledge as well as academic self-efficacy reported from the pre simulation to the post simulation gives merit to the value of
technology rich PBL environments. These findings are consistent with the literature concluding that PBL is effective in simulating real-world contexts and that these environments aid students in working collaboratively and in building knowledge and skills (Scardamalia & Bereiter, 1994).
References


Koschmann, T., Kelson, A. C., Feltoovich, P. J., & Barrows, H. S. (1996). Computer-


Appendix A

Middle School Winter 2004-2005
Academic Self-efficacy Scale
(Pre and Post Format)

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To complete please read and answer the questionnaire below indicating the degree to which you agree with the following statements:

<table>
<thead>
<tr>
<th></th>
<th>Really Disagree</th>
<th>Really Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I work hard in school</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>2. I get the best grades in the class if I tried enough</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>3. I usually get good grades when I try hard enough</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>4. Most of my classmates work harder on their homework than I do</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>5. I would get better grades if my teacher liked me better</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>6. I will graduate from high school</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>7. I go to a good school</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>8. Adults who have good jobs were probably good students when they were kids</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>9. When I am old enough I will go to college</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>10. No one cares if I do well in school</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>11. What I learn in school is not important</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>12. Kids who get better grades than I do get more help from the teacher than I do</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>13. I will quit school as soon as I can</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>14. Teachers like kids even if they do not make good grades</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>15. It is important to go to high school</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
<tr>
<td>16. I'm certain I can master the skills</td>
<td>1  2  3  4  5</td>
<td></td>
</tr>
</tbody>
</table>
taught in class this year

17. I'm certain I can figure out how to do the most difficult work in class 1 2 3 4 5
18. I can do almost all the work in class if I don't give up 1 2 3 4 5
19. Even if the work is hard, I can learn it 1 2 3 4 5
20. I can do even the hardest work in this class if I try 1 2 3 4 5
21. I would prefer to do classwork that is familiar to me, rather than work I would have to learn how to do 1 2 3 4 5
22. I don't like to learn a lot of new concepts in class 1 2 3 4 5
23. I prefer to do work as I have always done it, rather than trying something new 1 2 3 4 5
24. I like academic concepts that are familiar to me, rather than those I haven't thought about before 1 2 3 4 5
25. I would choose classwork I knew I could do, rather than work I haven't done before 1 2 3 4 5

Middle School Winter 2004-2005
Pre-Simulation GlobalEd Student Information

This questionnaire is being administered to all students participating in the GlobalEd project at the University of Connecticut, Storrs. All responses are confidential and will not be associated with your identity.

In order to participate in the six month follow-ups that are part of this research project we are asking for your email address and a permanent mailing address. Completion of the follow-ups will enter you in a drawing for a prize packet.

Email Address:
Permanent Mailing Address - Street:
City:
State:
Gender:
Grade:
Ethnicity:

Are you a US citizen? Yes No
If no, of what country are you a citizen?

Do you fluently speak or read any languages other than English? Yes No

Have you traveled outside of the United States other than Canada? Yes No

What is the reason you are taking this course? (check all that apply)
- Required
- Interested in the topic
- Heard it was a good course
- Diversity credit
- Distribution requirement
- The reputation of the teacher
- Other

Have you ever participated in the ICOnS or GlobalEd Project before? Yes No

Do you plan to go to college? Yes No Not sure

If you plan to go to college, what major(s) are you considering?

Do you have access to a computer at home? Yes No

If you have a computer at home, do you have access to the Internet? Yes No

Do you read a daily newspaper? Yes No Sometimes

Do you read a weekly news-magazine? (Such as Time, Newsweek, or another similar periodical) Yes No Sometimes

Do you access news from the Internet, such as CNN, MSNBC? Yes No Sometimes

I watch the local television news Never Sometimes Often

I watch the national news Never Sometimes Often

Indicate the average number of hours per week that you spend on homework for all your classes.
- 1-2 hours
- 3-5 hours
Indicate the average number of hours per week that you spend on homework for this class.
- 1-2 hours
- 3-5 hours
- 6-10 hours
- 11-15 hours
- more than 15 hours

What grades do you usually get on your report card?
- A's
- B's
- C's
- D's or less

What grade do you expect to receive in this course?
- A
- B
- C
- Less than C

On average, how much time per week do you spend using the Internet? (Either in school or at home)
- None
- 1-2 hours
- 3-5 hours
- 6-10 hours
- more than 10 hours per week

Middle School Winter 2004-2005
Knowledge Quiz
(Pre and Post Format)

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This survey is being administered to students to see what you know about social studies and international relations, and how effective GlobalEd is in teaching students about social studies and international relations. Please select the best answer for each item. If you do not know an answer and have no idea how to respond, please choose the last option; I don't know.
1. The Kyoto Protocol addresses which of the following issues:
   - Border security
   - Greenhouse gas emissions
   - International labor
   - Famine and poverty in less developed countries
   - I don't know

2. The Geneva Conventions focus on:
   - Human rights protection
   - ICT development
   - Biodiversity
   - Non-tariff barriers
   - I don't know

3. The international legal concept of sovereignty allows countries to:
   - Select a king to govern or rule
   - Use its military to invade another country
   - Make its own political decisions
   - Trade goods and services on international markets
   - I don't know

4. Which of the following countries is not a NIC (Newly Industrialized Country)?
   - Brazil
   - South Korea
   - Mexico
   - Nigeria
   - I don't know

5. Liberal international policies support:
   - Extensive government intervention in a nation’s economy
   - Increased barriers to trade
   - Isolation of countries
   - International free trade
   - I don't know

6. The phrase “digital divide” refers to the unequal distribution of:
   - Food
   - Water
   - Information Technology
   - Cars
   - I don't know

7. Which of the following countries does NOT belong to the Group of 8?
   - United States
   - Mexico
   - Italy
8. A country’s economic growth can be measured by its:
   - MNC
   - GDP
   - LDC
   - EDC
   - I don't know

9. Which of the following countries is the number one supporter of GMC’s (Genetically Modified Crops):
   - France
   - Germany
   - United States
   - Spain
   - I don't know

10. Which of the following countries has the largest population and is biggest food consumer in the world?
    - India
    - Nigeria
    - China
    - Russia
    - I don't know

11. 50% of the world’s malnourished (starving) people live in:
    - Mexico
    - South Africa
    - India
    - Pakistan
    - I don't know

12. Which of the following countries is NOT in the EU (European Union):
    - Spain
    - Turkey
    - France
    - Germany
    - I don't know

13. The NAFTA treaty promotes trade among:
    - Venezuela, Panama, Argentina
    - Nigeria, South Africa, Kenya
    - Japan, China, Korea
    - Canada, Mexico, United States
    - I don't know
14. Which of the following country is NOT a permanent member of the UN Security Council?
   - United Kingdom
   - Russia
   - Japan
   - China
   - I don't know

15. Which of the following is NOT one of the Earth’s oceans?
   - Atlantic
   - Indian
   - Caspian
   - Pacific
   - I don't know

16. Which of the following countries is the smallest in geographic size?
   - Japan
   - China
   - India
   - Russia
   - I don't know

17. Which of the following countries is located in North America?
   - Yemen
   - Mexico
   - Brazil
   - Argentina
   - I don't know

18. Diplomacy stands for:
   - Overthrowing a leader through military intervention
   - Imposing your national interests on another country
   - Negotiating your national interests with those of another country
   - Forcing a country to accept your policies
   - I don't know

19. When you control another country’s political and economic structures, you are being:
   - Protectionist
   - Imperialist
   - Nationalist
   - Marxist
   - I don't know

20. Portuguese is the official language of which of the following countries:
   - Paraguay
21. The AIDS epidemic is worst in which of the following regions:
- Europe
- Africa
- Asia
- South America
- I don't know

22. The busiest trade port (harbor) in the world can be found in:
- Haifa
- Havana
- Hong Kong
- Madras
- I don't know

23. The term LDC (Less Developed Country) refers to countries with economies that:
- Depend heavily on agriculture and the production of raw materials
- Have a low standard of living
- Are dependent on wealthy countries
- All of the above
- I don't know

24. Which of the following is NOT a part of the United Nations:
- Security Council
- General Assembly
- House of Commons
- Secretariat
- I don't know

25. Which of the following UN agencies is in charge of making sure that governments comply with UN Human Rights conventions?
- UNHCHR
- Human Rights Watch
- Amnesty International
- UNESCO
- I don't know