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Faculty of Tropical AgriSciences



**Global perspective of higher education students:
Case study of Thailand and the Czech Republic**

Master's thesis

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I hereby declare that I have written this Diploma thesis titled “Global perspective of higher education students: Case study of Thailand and the Czech Republic” myself and independently, only with the expert guidance of my thesis supervisor Ing. Petra Chaloupková, Ph.D. and recommendations concerning methodology by Stephanie Doscher, Ed. D. from Florida International University.

I further declare that all data and information I have used in this thesis are stated in the references.

Prague - Suchdol, April 2017

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Abstract

The main purpose of this study was to assess the undergraduate students from the Czech University of Life Sciences Prague (CULS), and the Kasetsart University (KU) student's holistic development of a global perspective, within three categories: cognitive (global awareness), intrapersonal (global perspective), and interpersonal (global engagement), and find out whether it has increased after the 1st year. The secondary purpose was to determine the Universities' environment and the faculties' approach in preparing their students to become responsible global citizens.

The research design for this study consisted of parallel mixed methods. The quantitative data were collected by using the Global Perspective Inventory (GPI), an instrument for measuring Global Perspective. The tested sample group, undergraduates from CULS (N= 88) and KU (N=227) who, in 2015, enrolled in the Faculty of Tropical AgriSciences at CULS and the Faculty of Agriculture at KU, completed the GPI pre-test during the first month of the first semester and the post-test in the last month of the second semester. Descriptive statistics, means comparison and frequency distributions were conducted to compare the groups. Furthermore, the interviews were held with university and faculty staff of both universities to explore the activities contributing to the development of Global Perspective of students.

Quantitative analysis indicated positive changes in the CULS students' Global Perspective. The analyses showed that the students achieved higher post-test means in each of the six domains of the GPI, and on four of these the change was significant. This does not apply to students from KU. The data analyses showed a significant improvement occurred in one domain only. Moreover, the students attained lower scores in the global engagement category. Qualitative analyses showed that both universities are taking steps to internationalize the faculty and furnish their students with 21st century skills, most notably by increasing the number of international students and staff, offering short term as well as long term study abroad opportunities, and hosting international conferences.

Keywords: Global education, Internationalisation of higher education, Global Perspective Inventory

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List of abbreviations

APEC	Asia Pacific Economic Corporation
ASEAN	Association of South-East Asia Nations
AEC	ASEAN Economic Community
AIMS	ASEAN International Mobility for Students
AUN	The ASEAN University Network
CULS	Czech University of Life Sciences Prague
CZE	The Czech Republic
ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
ESD	Education for sustainable development
FIU	Florida International University
FoRS	The Czech Forum for Development Co-operation
FTA	Faculty of Tropical AgriScience
GE	Global education
GENE	Global Education Network Europe
GPI	Global Perspective Inventory
HEI	Higher Education Institutions
IAD	International Affair Division
ISC	International Studies Centre
KU	Kasetsart University
NAFSA	National Association for Foreign Student Affairs
NAM	Nonalignment countries
TURTS	Sustainable development in the tropics and subtropics study program
UN	United Nations
ZTS	Agriculture in tropics and subtropics study program

1. Introduction

“Think globally, act locally”. This motto urges individuals to consider the impact of their actions on the planet. It reminds us that we all share one small globe and points out the interdependency. On Earth, in nature, everything is connected. Therefore, every human is globally responsible.

World population, as at February 2015, was 7.29 billion people (Worldometers, 2015). It took only 12 years to jump from the sixth to the seventh billion. Together with this growing population, there is also an increase in people’s need and greed. It is evident that the impact of humanity’s activity burdens both nature and the environment. However, the impact caused by each of us is not the same. The scale of burden inflicted by individuals can be expressed, for example, by an Ecological Footprint that “represents the land area necessary to sustain current levels of resource consumption and waste discharge by the population” (Wackernagel and Rees, 1996). Today, consumer culture is pushing us to live beyond the planet’s reserves. It is important to realise that higher resource consumption does not necessarily lead to wellbeing, as shown in the human development index (FEWresources, 2014).

There are around 200 recognised states in the world, each having its own level of living conditions. The world’s wealth is unevenly distributed. Although there is widespread economic growth and an increase in living standards, there are still several countries where people live in precarious environments, without access to life’s bare necessities. Socioeconomic clippers continue to abrade. All over the planet, the poorest inhabitants scabble to survive, while the rest of us continue to dig for resources that we can no longer live without (Goodplanet, 2009). These are the facts: 20% of the world’s population consumes 80% of its resources. What’s even more shocking is that half of the world’s poor live in resource-rich countries. The wealth is there, but the country’s inhabitants do not have access to it (Goodplanet, 2009).

Education has been recognised as a right of every human by the United Nations (UN). Thanks to many actions, e.g. Millennium goals, focused on providing access to primary education, the literacy rates for adults and youths continue to rise (UIS, 2014). Never has learning been given to so many human beings. Higher education educates and trains individuals in specific applied areas. Universities and colleges prepare their students for work and competition in the job market, making these institutions highly significant for the future of national economies. Education of future generations is not only concerned with intellectual development and

learning, but also with the moral, social, physical, and spiritual development of students, including intercultural competency and global learning and development. With globalisation there is an increasing need for students, graduates and future employees to develop a global perspective. They need to think and act in terms of living in a world in which they meet, work, and live with others having very different cultural backgrounds, habits, perspectives, customs, religious beliefs, and aspirations. Today, there is a greater flow of people, knowledge and ideas across borders than ever before; global concerns have now become local concerns (BrckaLorenz and Gieser, 2001).

Global awareness and global perspective, as well as inter-cultural skills, are recognised as being the 21st century student's outcome. Graduates are expected to develop awareness of the concerns and issues that transcend the local and national level, and to understand their rights and responsibilities in their active participation in regional and global arenas (Thanosawan and Laws, 2013). Globalisation increases demand for people who are aware of the diverse needs, feelings and views of other people, appreciating and respecting personal and cultural differences. Education should lead to understanding differences and similarities between people both in developed and developing countries. Global education should be the core academic subject. It enables young people to participate in the shaping of a better-shared future for the world (Bereznicki et al., 2011). To conclude, we are all becoming global citizens, living and contributing to an increasingly interconnected world.

The author of this thesis holds a personal interest in the impact of globalisation on humanity, as described above. While critically observing the process, she has been an active part of it and has enjoyed perceiving its benefits. Working as a nanny for a British-Jewish family; being an exchange student in England, and recently in Thailand; and participating in several international workshops and conferences on the theme of social problems, has changed the way she observes, evaluates and accepts the processes occurring in the closest as well as the more distant environment. Sometimes she asks herself, what else, besides travel, could motivate this mind-opening experience? What are the means available for informing the people that we, as a nation and as individuals, are not the "only ones" living on this planet and that we are responsible for the processes happening? The question is overstated on purpose. But, if taken at face value, one of the answers could direct us towards schooling, and especially the Higher Education Institutions (HEI). Therefore, the main purpose of this study is to make a valid and reliable assessment of the undergraduate student's global learning legacy - global perspective within three domains, cognitive (global awareness), intrapersonal

(global perspective), and interpersonal (global engagement), at the Czech University of Life Sciences Prague and at Kasetsart University - and to find out whether it had increased after the 1st year of study. The secondary purpose is to find out to what extent and in what manner the faculties prepare their students to become global citizens. The aim of this research is not to prove, but to learn and suggest improvement.

The author of this thesis spent 10 months at Kasetsart University in Thailand under the Erasmus Mundus ALFABET project, coordinated by the Czech University of Life Sciences Prague. While there, she took the opportunity of completing an internship at the International Affairs Division Office, the main office for the University's international relations. During this time, she was invited to several official meetings with representatives from various universities based in Europe, Asia and Australia, regarding possible future cooperation and student exchanges. Her main role as an intern was to promote opportunities to study abroad and to consult with those students who were interested, introducing and explaining the options and leading them through the process of application. This experience has taught her a lot about Thai students and has enabled her to gain a deeper knowledge about the education system at Kasetsart University.

2. Literature review

2.1 Defining of terminology

2.1.1 Globalization

Globalization is a process of interconnection, exchange of knowledge, trade and capital between the continents (Economist, 2013). Stiglitz (2004) encompasses into globalization “the international flow of ideas, knowledge, the sharing of cultures, global civil society and the global environmental movement. Globalization is an intensive and fast phenomenon that touches many spheres, economic, technologic, social, cultural and political and influences either positively or negatively every single person (Rozvojevka, 2012). There is a huge discussion about when globalisation actually started. Some authors link it with the emergence of transnational corporations and establishment of advanced communication technologies. However, trading of goods between nations can be observed even long time before as it was described for example by Adam Smith in his *The Wealth of Nations*. Globalization, as defined by Zygmund Bauman, is the fate of the world and no one seems to be in control (Poder, 2008). Johan Norberg (2008), contrarily explains, that globalization is governed by people’s individual actions across different continents, and not from a central control booth. “No one is in the driver’s seat, because all of us are steering” (Norberg, 2008).

The world is becoming “smaller” as any place is now more easily accessible. Boundaries are diminishing, the geographical as well as the socio-political. Instead of the state as the usual unit of polity, there is formation of larger groupings of different nations like the European Union (EU), Association of Southeast Asian Nations (ASEAN), Asia Pacific Economic Corporation (APEC), and Nonalignment (NAM) countries and others (Srisa-an Witchit, 2002). Globalisation require more interaction and greater cooperation between nations. It reflects the interdependence. Therefore, Srisa-an Witchit (2002) suggest that everybody must be properly equipped with skills and knowledge as well with attitudes and perspectives as citizens of the world to be able to adequately meet the challenges of the modern world which is multiple, complex and interdependent.

2.1.2 Global education

There are many definitions as well as different terms used to describe global education. In the Czech Republic, the term “Global education (GE)” or Globální rozvojové vzdělávání (GRV)” are mainly used and are defined as a lifelong learning process that helps to understand the differences and similarities between the lives of people in developing and developed countries and facilitates an understanding of the economic, social, political, environmental and cultural processes that affect them. Develops skills and supports the creation of values and attitudes so that people are able and willing to actively participate in solving local and global problems. Global development education tends to accept responsibility for creating a world where all people have the opportunity to live a dignified life (FoRS, 2010).

In Thailand, before the introduction of Education for Sustainable development (ESD) term by UNESCO, the concept of GE could be compared to the principles of His Majesty the King’s Sufficiency Economy Philosophy (SEP) applied in education system for many years.

GE could be seen as an effective and efficient instrument how to tackle with challenges occurring with globalization, to ensure sustainable development and avoid conflicts. Today globalized world has raised the need for expenditure of peoples’ general knowledge and creates new literacy demand, cross-cultural literacy (Ferreira, 2011). Global era requires globally competent citizens, people, who are equipped with intercultural and international understanding and who can interrelate as responsible, knowledgeable, and informed global citizens (BrckaLorenz and Gieser, 2011). Cross cultural awareness, knowledge of the “other” has been also recognised as a successful tool for peace achievement (Doscher, 2012). So called soft power or cultural power in opposition to sharp military power is the ideal outcome of global education, where people will be open and able to interact with other cultures which, in the best example, can mean conflict prevention (Hunter et al., 2006).

GE promotes positive values and assists students to take responsibility for their actions and to see themselves as global citizens who can contribute to a more peaceful and sustainable world (Bereznicki et al., 2011). GE has five learning emphases or perspectives which reflect recurring themes in global education.

Picture 1. Framework for global education (Bereznicki et al., 2011)

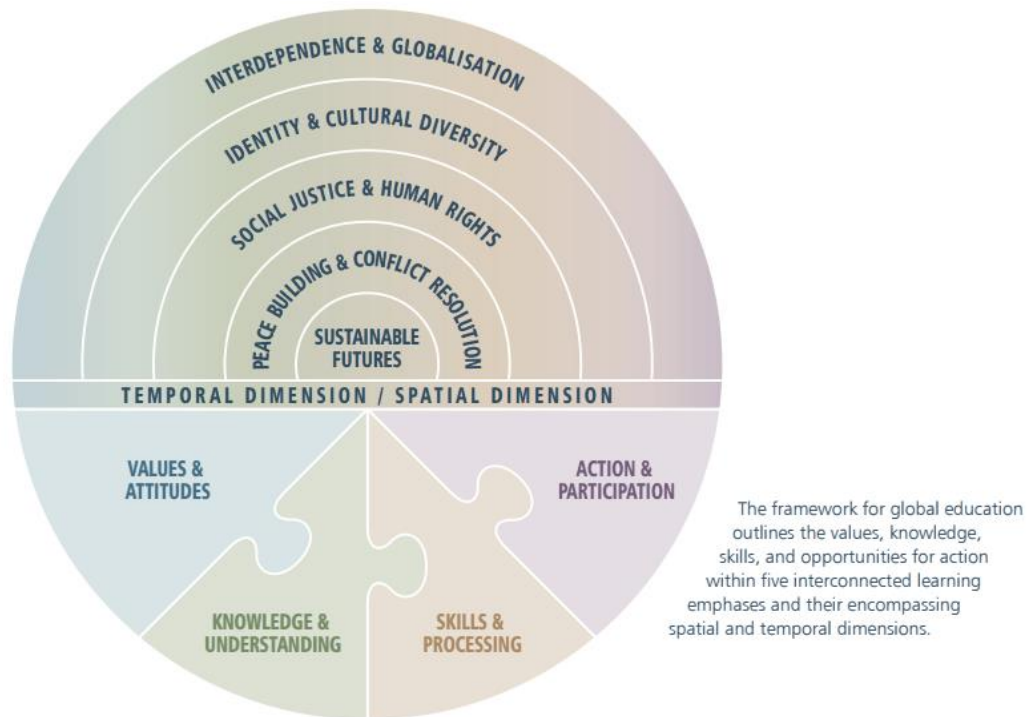


Table 1. Framework for global education (Bereznicki et al., 2011)

Interdependence and globalisation	An understanding of the complex social, economic and political links between people and the impact that changes have on each other's.
Identity and cultural diversity	An understanding of self and one's own culture, and being open to the culture of others.
Social justice and human rights	An understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others.
Peace building and conflict resolution	An understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved.
Sustainable futures	An understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs.

The importance of GE is widely recognised by many international organisations, such as United Nations¹ (UN), particularly through the United Nations Educational, Scientific and Cultural Organisation (UNESCO); The Organisation for Economic Co-operation and Development² (OECD); European union (EU); and Council of Europe³. European Centre for Global Interdependence and Solidarity have defined global education as “education that opens people’s eyes and minds to the realities of the globalised world and awakens them to bring about a world of greater justice, equity and Human Rights for all. Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimension of Education for Citizenship” (Europe-wide Global Education Congress, 2002). New recommendations, declarations, strategies and agreements between and among educational institutions are arising.

Raising awareness and stressing out the need for solidarity and partnership and appeal to a change in consumer and civic behaviour must become part of the educational process at all levels (Ministry of Foreign Affairs, 2011). The OECD stresses that it is especially the role of HEI “because at this level, students are being prepared to enter the labour market and emerge with skills to support green economies and as messengers of ideas” (OECD, 2007).

According to Oxfam GB (2006) global education should include developing confidence, self-esteem and skills of critical thinking, communication, co-operation and conflict resolution. It should “encourages children and young people to explore, develop and express their own values and opinions, whilst listening to and respecting other people’s points of view” (Oxfam GB, 2006).

2.1.2.1 Education for sustainable development

Education for sustainable development (ESD) is a UNESCO global campaign that reflects its vision for a world where everyone can benefit from learning the values, behaviour and lifestyles required for a sustainable future. ESD takes a holistic approach that identifies environmental sustainability with the sustainability of society. It is to be promoted both

¹ UN Action plan “*Agenda 21*”(1992) and “*Millennium declaration*” (2000) appeal on education that would lead to the personal acceptance of responsibility for our world.

² Development Assistance Committee publishes recommendations to its members how to raise awareness about development cooperation: „*Building Public Awareness of Development: Communicators, Educators and Evaluation*“ (2008).

³ European Centre for Global Interdependence and Solidarity - North-South centre- accepted „*The Maastricht Global Education Declaration*“ (2002).

informally and through all educational levels. The aim is to build capacity for community-based decision-making, social tolerance, environmental stewardship, an adaptable workforce and improved quality of life for all, using techniques that promote participatory learning and informed thinking (UNESCO, 2005).

ESD is not a particular programme or project, but is rather an umbrella for many forms of education that already exist, and new ones that remain to be created. ESD promotes efforts to rethink educational programmes and systems (both methods and contents) that currently support unsustainable societies. ESD affects all components of education: legislation, policy, finance, curriculum, instruction, learning, assessment, etc. ESD calls for lifelong learning and recognizes the fact that the educational needs of people change over their lifetime (UNESCO, 2009).

2.1.3 Global awareness

Global awareness can be defined as a knowledge of globalization and the resulting global issues and problems, that affect everyone's life, in other words, the world's interrelatedness and the ability to view the world from multiple perspectives. Global Awareness is like a mind-set, a way of seeing ourselves as an essential part of every aspect of the world (Ferreira 2011; Doscher, 2012). It is a sensitivity to and appreciation of cultural difference and particular competencies necessary to interact cross-culturally (BrckaLorenz and Gieser, 2011).

2.1.4 Global citizenship

Citizenship, as stated by Yarwood (2014), traditionally describes people's collective political identities and indicates people's senses of attachment and belonging in relation to people and places. Citizenship points out the central role of the nation-state, but also to non-state institutions such as civil society organisations or increasingly multinational communities, such as EU (Yarwood, 2014). Globalisation enables citizens to impact and be impacted upon in regional and international arenas as well (Thanosawan and Laws, 2013). According to Oxfam GB (2006), global citizen is someone who: "is aware of wider world and has a sense of their own role as a world citizen; respects and values diversity; has an understanding of how the world works; is outraged by social injustice; participates in the community at a range of levels, from the local to the global; is willing to act to make the world a more equitable and sustainable place; takes responsibility for their action.

World citizenship has been considerably promoted with increased globalization, however it is not a new concept. For example, Czech philosopher, pedagogue and writer John Amos Comenius, who lived 350 years⁴ ago, is recognised for his international approach towards education, science and culture. He, who had been most of his life part of a minority group, understood the process of cosmopolitanism (Piaget, 1993). Comenius's ambition was among 'pansophic' conception⁵ to establish an international union between churches, researches and public education institutions, called 'College of light', to ensure harmony and peace. He even suggested a creation of universal language for all and worldwide organisation that would be responsible for the developmental progress. "These ideas and others lead to the conclusion that Comenius saw himself as a world citizen in the contemporary meaning of the term" (Sadler, 1970, as cited in Doscher, 2012). For his work he is sometimes respected as a precursor of UNESCO (Piaget, 1993).

With the establishment of multinational communities, such as European Union or in South-east Asia the ASEAN, there is an increased need for citizens that can participate actively at local, national, regional and global level. A tension that can occur between global, regional and national citizenship. These tensions were aptly summarised in the words of S. Rajaratnam, a former Singaporean Foreign Minister, who in 1967 at the foundation meeting of ASEAN nations stated "We must now think at two levels. We must think not only of our national interests but posit them against regional interests: that is a new way of thinking about our problems" (Thanosawan and Laws, 2013).

Table 2. The key elements for responsible Global Citizenship (Oxfam GB, 2006)

Knowledge and understanding	Of Social justice and equity, Diversity, Globalisation and interdependence, Sustainable development, Peace and conflict.
Skills	Critical thinking, Ability to argue effectively, Ability to challenge injustice and inequalities, Respect for people and things, Co-operation and conflict resolution.
Values and attitudes:	Sense of identity and self-esteem, Empathy, Commitment to social justice and equity, Value and respect for diversity, Concern for the environment and commitment to sustainable development, Belief that people can make a difference.

⁴ lived 1592-1670

⁵ To teach all things to all men and from all points of view, no matter the social or economic status, religion, race, nationality (Piaget, 1993).

Global citizen is someone who takes action. This action can vary in level of involvement. Learning more by reading, searching for information or talking to people is viewed as one possible action. To act more, one can be changing own behaviour, discussing ideas with others, joining groups of like-minded people, signing petitions, educating others, writing blogs, letters and opinion articles, creating film and drama, making speeches, talking to decision-makers, advocating change. To share more, individuals can donate, fundraise and volunteer (Bereznicki et al., 2011).

There are many types of groups through which people can join together to pursue shared interests and take action for change. These Civil society organisations include community- and village-based groups, Indigenous groups, labour unions, cooperatives, charitable and faith-based organisations, professional associations, chambers of commerce, independent research institutes and the not-for-profit media. They vary greatly according to philosophy, purpose, programs, working style, scope of activities, expertise and structures (Global Education, 2014). The worldwide known is e.g. Caritas, Red Cross, Amnesty International, Médecins Sans Frontières (MSF), Oxfam, CARE or UNICEF, UNHCR.

2.1.5 Global competence

Global competence definition, as result of study done by William Hunter (2004), is: “Having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one’s environment” (Hunter, 2004). Another study suggested to customize it for particular institutions, by adding “...for the purpose of promoting human solidarity” (Hunter et al., 2006). Moreover, the same author pointed out that this definition outline only intercultural competence, but not the whole term global competence. Therefore, Hunter et al. (2006) introduced other authors defining the term. For instance, Lambert⁶ (1996) identified a globally competent person as “one who has knowledge (of current events), can empathize with others, demonstrates approval (maintains a positive attitude), has an unspecified level of foreign language competence and task performance (ability to understand the value in something foreign)” (Lambert, 1996 as cited in Hunter et al., 2006). Curran (2002) suggested that “Global competence is the ability to become familiar with an environment..., ...meaning being aware of one’s own personal characteristics, strengths and weaknesses, cultural biases and norms, motivations and concerns” (Curran, 2002 as cited in Hunter et al., 2006). William Hunter

⁶ Considered by many as the father of the global competence initiative (Hunter et al., 2006).

(2004) has proposed useful Global Competency Check list, summarising the knowledge, skills and attitudes and experiences necessary to become globally competent.

Table 3: Global Competency Check list by Hunter (2004)

Knowledge	<ul style="list-style-type: none"> - An understanding of one's own cultural norms and expectations - An understanding of cultural norms and expectations of others - An understanding of the concept of "globalization" - Knowledge of current world events - Knowledge of world history
Skills and Experiences	<ul style="list-style-type: none"> - Successful participation on project-oriented academic or vocational experience with people from other cultures and traditions - Ability to assess intercultural performance in social or business settings - Ability to live outside one's own culture - Ability to identify cultural differences in order to compete globally - Ability to collaborate across cultures - Effective participation in social and business settings anywhere in the world
Attitudes	<ul style="list-style-type: none"> - Recognition that one's own worldview is not universal - Willingness to step outside of one's own culture and experience life as "the other" - Willingness to take risks in pursuit of cross-cultural learning and personal development - Openness to new experiences, including those that could be emotionally challenging - Coping with different cultures and attitudes - A non-judgmental reaction to cultural difference - Celebrating diversity

2.1.6 Global perspective

Global perspective as described by Doscher (2012) is a capacity of an individual to see the ‘whole picture’ whether focusing on a local or an international matter. It is an ability to examine the world via diverse cultural, intellectual, and spiritual points of view. Considering what has been discussed in the previous sub chapters, citizens of 21st century need to develop a global perspective in order to understand the links between their own lives and those of people throughout the world. To understand and empathize with persons who differ dramatically in national origin, ethnicity, and religious and spiritual orientations as well as in race and gender (Braskamp, 2011). Braskamp, one of the author of Global Perspective Inventory, the instrument used in this diploma thesis for measuring the Global Perspective, described that “As one develops an enlarged global perspective, she/he incorporates more complex ways of making meaning that are grounded in intercultural knowledge, cultivates greater acceptance of cultural differences and solidifies her/his sense of self, and develops more mature interpersonal relationships and a stronger commitment to social responsibility“ (Braskamp, 2011). Doscher (2012) listed characteristics with explanations from different scholars necessary for being able to see the whole picture as mentioned above.

Table 4. Characteristics of global citizen (Doscher, 2012)

Open-mindedness	A willingness to base our beliefs on the impartial consideration of available evidence.
Anticipation of complexity	A scepticism of explanations that fail to consider with sufficient imagination the range of interacting global factors and the breadth of plausible consequences.
Resistance to stereotypes	A scepticism about the adequacy of accounts of people, cultures, or nations that either are limited to a narrow range of characteristics (i.e., important features of the group are ignored) or depict little or no diversity within them (i.e., group heterogeneity is ignored).
Inclination towards empathy	A willingness and capacity to place ourselves in the role or predicament of others or at least to imagine issues from other individuals' or groups' perspectives.
Non-chauvinism	The inclination neither to prejudice our judgments of others because we are not affiliated with them, nor to discount unfairly the interests of others even if, on occasion, they are incompatible with our own interests.

2.2 Role of higher education institution in preparing globally competent students

Global citizenship has been said to be a desirable attribute to be developed by graduates during their years of study. Young people of 21st century are more than ever before being exposed to situations that the world interdependence brings and where their well-being depends to certain level on people who live and work in other countries. As Altinay (2010) stresses, global middle class emerges and university populations are becoming more representative of the myriad points of view on our planet. Universities around the world, no matter their major should be preparing students to be able to handle burden and become good global citizens. To motivate them to participate actively at local, national, regional and global levels. Such university that do not provide their students with the forums and the tools to discuss and figure out what their responsibilities and rights are to their fellow human beings, is failing its mission.

Similarly, Braskamp (2011) stated, that higher education needs to be both responsible and responsive. In its role it is to uphold, defend, and promote the values of a free, democratic, and just society and it is also to be relevant to the needs of the society. In educating the future generations of citizens, the university should not only be concerned with intellectual development and learning but also moral, social, physical, and spiritual development of students, including intercultural competency or global learning and development. This is an added value of higher education (Braskamp, 2011).

Internationalisation of higher education is said to be one of the way towards educating future global citizens. A proposed definition of internationalisation by National Association for Foreign Student Affairs (NAFSA) states that internationalization is the conscious effort to integrate and infuse international, intercultural, and global dimensions into the ethos and outcomes of postsecondary education. To be fully successful, it must involve active and responsible engagement of the academic community in global networks and partnerships (NAFSA, 2008). In this regard, Braskamp (2011) emphasize that the word internationalisation often refers to the same goal like creating a global perspective campus. Therefore, if we want the students to become a productive citizens of a global society, we have to internationalize the campus. To globalize its students, the global dimension should be imbedded into the life of the campus and of course its other members of the campus community, such as staff and administrators (Braskamp, 2009).

On the other hand, Hunter (2004) in his study he concluded, that the most critical step in becoming globally competent is for a person to develop a keen understanding of his/her own cultural norms and expectations: a person should attempt to understand his/her own cultural box before stepping into someone else's. This can be accomplished by participating in a series of self-reflective activities that focus upon one's cultural barriers and boundaries, seeking to clarify personal cultural context. Once a person establishes this self-awareness, the research then recommends the exploration of cultural, social and linguistic diversity, while at the same time developing a non-judgmental and open attitude toward difference. This enhanced understanding of others can be reached by participating in multicultural affairs courses or cross-cultural simulations, directly experiencing cultures outside one's own box (which can include study abroad, but can also be accomplished locally by visiting unfamiliar cultural surroundings) and by extensive foreign language training. The research then noted that in order to become globally competent, one must establish a firm understanding of the concept of globalization and of world history. It is here that the recognition of the interconnectedness of society, politics, history, economics, the environment, and related topics becomes important. This knowledge can be attained within a higher educational setting, but may also be acquired outside this formal setting (Hunter, 2004).

2.2.1 Creating a global perspective campus

The empirical part of this diploma thesis is focused on measuring the Global perspective of undergraduate students, using an instrument developed by Global Perspective Institute. One of the authors involved in the development of the instrument is Larry A. Braskamp who also wrote a guidebook to assist those who are interested in creating a campus environment that would stimulate the global perspective learning. According to Braskamp (2011), creating a global perspective on campus is more than fostering student learning and development. It is to permeate the entire campus. Faculty, staff and students need to address globalization and what it means for them and for society. Creating a global perspective campus means creating a campus that would be more global in its mission, program, and people.

In the framework for creating a global perspective on campus, there are two major elements, stakeholders (students, faculty, administrators and staff) and the environment of a campus (curriculum⁷, co-curriculum⁸ and community⁹) (Braskamp, 2009). The author has developed

⁷ **Curriculum** focuses on the courses and pedagogy employed by instructors. It includes Course content (what is taught), pedagogy that reflects style of teaching and interactions with students (how content is taught).

an “incomplete list of indicators” that can be used to illustrate and denote a global perspective campus. The indicators are presented in categories to make it easier for researcher to make connections between the means or appropriate interventions on campus and the “desired ends” of students, faculty, and staff. The above named list of indicators (appendix I.) was used as an inspiration in this study to describe the environment of tested institutions.

⁸ **Co-curriculum** focuses on the activities out of the classroom that foster student development. It includes planned interventions, programs and activities such as organized trips, parties and cultural events, residence hall living arrangements, emersion experiences, and leadership programs.

⁹ **Community** focuses on the relationships among the various constituencies including students, faculty, and staff to create a sense of camaraderie and collegiality, and relationships colleges have with external communities such as the local, national, and city governmental, and community agencies, religious organizations, and businesses. It reflects the identity and character of the program or campus, manifested by its rituals, traditions and legacies, habits of staff and faculty with their interactions with students, rules and regulations, physical setting and facilities. It also includes the structure and organization of its activities in teaching, research and community engagement. Includes mission, organization, resources and support, connections with others (Braskamp, 2009).

2.3 Case study of Thailand

2.3.1 Education in Thailand

Thailand belongs to the countries of the Association of Southeast Asian Nations (ASEAN). ASEAN is a rapidly developing region of increasing global importance, having a population of more than 600 million people. The use of advanced agricultural technologies, together with enhanced industrialization, has led to a greater balance in trade and inter-country relations, which in turn have brought about greater economic growth. Thailand and other countries, previously categorised as “developing countries” in the Asia-Pacific region, have progressed to become newly industrialized countries. They have become the partners of developed countries rather than recipients of aid (Srisa-an, 2002). Easier access to information and better communication has empowered many people, while technological development has played an equally important role in the growing strength of these nations.

The ASEAN Community is comprised of three pillars¹⁰, the third especially focusing on social and global issues, stating: “The ASEAN Socio-Cultural Community aims to contribute to realising an ASEAN Community that is people-oriented and socially responsible with a view to achieving enduring solidarity and unity among the peoples and Member States of ASEAN” (ASEAN Socio-Cultural Community, 2013). The key focus areas are: Human Development; Social Welfare and Protection; Social Justice and Rights; Ensuring Environmental Sustainability; Building ASEAN Identity; and Narrowing the Development Gap.

Education is core to development and contributes to the enhancement of ASEAN competitiveness (UNESCO, 2014). It has a significant role to play in contributing to the three pillars of ASEAN and its importance is enshrined in the ASEAN Socio-Cultural Community Blueprint of 2009. To achieve what was proposed in the Blueprint, ASEAN has adopted a 5-year Work Plan on Education (2011-2015) with four priorities¹¹. Priority number 3 proposed to “strengthen activities that support student exchanges and scholarships at all levels,” and “develop a regional action plan to internationalise higher education with a focus on regional

¹⁰ The political and security, the economic and the socio-cultural pillars.

¹¹ (1) Promoting ASEAN Awareness; (2a) Increasing Access to Quality Primary and Secondary Education; (2b) Increasing the Quality of Education-Performance Standards, Lifelong Learning and Professional Development; (3) Strengthening Cross-border Mobility and Internationalisation of Education; and (4) Support for Other ASEAN Sectoral Bodies with an interest in Education.

strategies.” However, apart from mainly bilateral exchanges negotiated between national governments, or more likely between individual schools, colleges and universities, there has not been much improvement. The obstacles included differences in national qualification structures and standards, and the general absence of international credit-transfer arrangements across the region (ASEAN, 2013). The ASEAN University Network (AUN) has been established to strengthen the scholarly cooperation, and the success of the AUN may be seen across a number of initiatives, including: the promotion of youth mobility through the provision of scholarship programmes, cultural and non-academic programmes, and an internship programme; the facilitation of academic collaboration through the establishment of thematic networks that are of scholarly interest; and the establishment of standards, mechanisms, systems and policies for higher education across the region, and also the AUN-ASEAN Credit Transfer System (AUN-ACTS) (ASEAN 2013).

The establishment of the ASEAN Economic Community (AEC) in 2015 was said to be a major milestone in the regional economy. The vision of AEC is to “Create a deeply integrated and highly cohesive ASEAN economy that would support sustained high economic growth and resilience even in the face of global economic shocks and volatilities; engender a more equitable and inclusive economic growth in ASEAN that narrows the development gap, eliminates if not reduces poverty significantly, sustains high growth rates of per capita income, and maintains a rising middle class (ASEAN, 2015). The formalization of AEC also aims to promote greater regional academic mobility through the ASEAN International Mobility for Students (AIMS) programme, which is similar to the ERASMUS student mobility project in Europe. In Thailand there are 7 universities, including Kasetsart University, that currently implement the AIMS programme. The country has positioned itself as the region’s international educational hub, hosting the AUN and Southeast Asian Ministers of Education Regional Centre for Higher Education and Development (SEAMEO-RIHED) headquarters (World Education News and Reviews, 2014).

Thailand has been developing the National Economic and Social Development Plans since 1961. Recently there has been a significant shift from a mainly economic growth oriented approach, towards sustainable development via a people-centred approach. Objectives for the latest Plan, the 11th (for years 2012 – 2016) are: 1) to promote a fair and peaceful society; 2) to increase the potential of all Thais based on a holistic approach with physical, mental, intellectual, emotional, ethical and moral development through social institutions; 3) to develop an efficient and sustainable economy by upgrading production and services based on

technology, innovation and creativity, with effective regional linkages; improving food and energy security; upgrading eco-friendly production and consumption toward a low-carbon-society; 4) to preserve natural resources and environment to sufficiently maintain the ecology and a secure foundation of development (National Economic and Social Development Board, 2011).

Thailand Development Strategies is aiming to promote a peaceful society, with quality growth and sustainability. In dealing with a fast-changing, complicated and unpredictable environment, a set of development strategies has been designed to provide better risk management and improve resilience in utilizing the country's economic and social capital. Together with this, the quality of human resources will be enhanced through better access to a fair distribution of development benefits. To create and utilize economic opportunities, knowledge, technology and creative ideas will be crucial factors for environmentally friendly production and consumption, leading to sustainable development (National Economic and Social Development Board, 2011).

The previous paragraphs show that the particular topics of global education, as described in the literature review, are covered in the ASEAN community strategies as well as in the Thailand development plan. The following chapter will further analyse the position of Global education within the national education plan.

2.3.2 Global education in the Thai higher education system

A study of Thanosawan and Laws (2013), discussed the changes that globalization has brought to higher education in Thailand. Prior to the age of globalisation, higher education institutions in Thailand were under tight governmental control. The promulgation of the 1999 National Education Act resulted in the major Thai universities becoming more autonomous. It has been recommended that globalisation be viewed as an opportunity and that universities should look for ways to network with other universities, especially those within the region. Through internationalisation, universities can promote student and staff mobility as well as enhance teaching quality and research capacity (Thanosawan and Laws, 2013).

In the Eighth Thai National Economic and Social Development Plan (1997–2001), it was stated that higher education should encourage 'global and regional perspectives in university teaching and research through various cooperative and exchange programmes with foreign institutions'. The Thai government proposed global citizenship as a desirable graduate attribute in the higher education reform programme. This gave impulse to Thanosawan and

Laws (2013), who conducted a study on “How have Thai Government policies on the globalisation and internationalisation of higher education impacted upon institutions, staff and students”. The following paragraph will use the key findings of their study to outline the current situation of the Thai higher education system in the context of global education. The universities that were selected for their research are kept in anonymity, however they are said to be large and state-funded research universities in Bangkok. Kasetsart University is also state-funded. Therefore, the findings could be considered important for understanding the context of global education in the KU education system, which is also the objective of this master thesis.

The data analysis of Thanosawan and Laws (2013) research, showed that global citizenship in the Thai context differs from that of many Western institutions. The study found that the first university offering only Thai programmes adopted a different approach to include the attribute of global citizenship into students’ learning outcomes. A Thai citizen¹² identity is perceived to be the first layer of identity before students can develop into global citizens, i.e., students need to be good citizens of Thailand, before they can become global citizens. This is consistent with the results of Hunter’s (2004) study about what it takes to become globally competent, in which he concluded that the most critical step in becoming globally competent is for a person to develop a keen understanding of his/her own cultural norms and expectations. However, Thanosawan and Laws (2013), reminds us that the essences of global citizenship and national citizenship crossover. The second university to be explored, which, in contrast, offers an international study programme, had a different focus on global citizenship. Here, they aimed to develop globally competent graduates. They therefore promoted the practicality of knowledge, rather than focusing only on the theories and concepts of the subject matter. The definition of global citizenship, as adopted by the second university, is close to that given in Western literature in terms of language competency, cross cultural knowledge, pluralistic outlook, critical thinking and human rights discourse (Thanosawan and Laws, 2013). To summarise, while global citizenship was not directly promoted at the first institution, the second institution contrarily adopted the idea in the form of global dimensions and intercultural competence.

The study suggested two factors influencing the university environment. Firstly, the group of students from the first university was composed mainly of Thai students, whereas the group in

¹² Thai citizen is given as: law-abiding, socially responsible, socially participating and cherishing Thai values and traditions (Thanosawan and Laws, 2013).

the second university consisted of both Thai and non-Thai students. Secondly, the teaching style implemented at the first university was closed to the traditional methods of teaching, and students were not encouraged to ask questions and participate actively in the class. According to the responses of teachers, when questioned, “good Thai students will sit quietly in the class, not asking questions, and receive instructions for assignments and projects.” Thanosawan and Laws (2013), then stated that this expectation is incompatible with an attribute of global citizenship that encourages students to be active and critical participants in their own learning. The study has raised another recent issue, influencing the system of higher education. As the number of enrolled students worldwide has grown, higher education has become ‘commodified’. This can be illustrated through comparison with a factory production line, where the university becomes the factory, and the graduate becomes a product. Some lecturers stated that it has become quite difficult to control the quality of courses (Thanosawan and Laws, 2013). The gross enrolment ratio in Thailand¹³ was 15% in 1988, 26.8% in 1998, 48% in 2008 and 51.4% in 2013 (see figure 1). However, the gross graduation rate was 31% in 2008, due to a high dropout rate (see figure 2) (UNESCO, 2015).

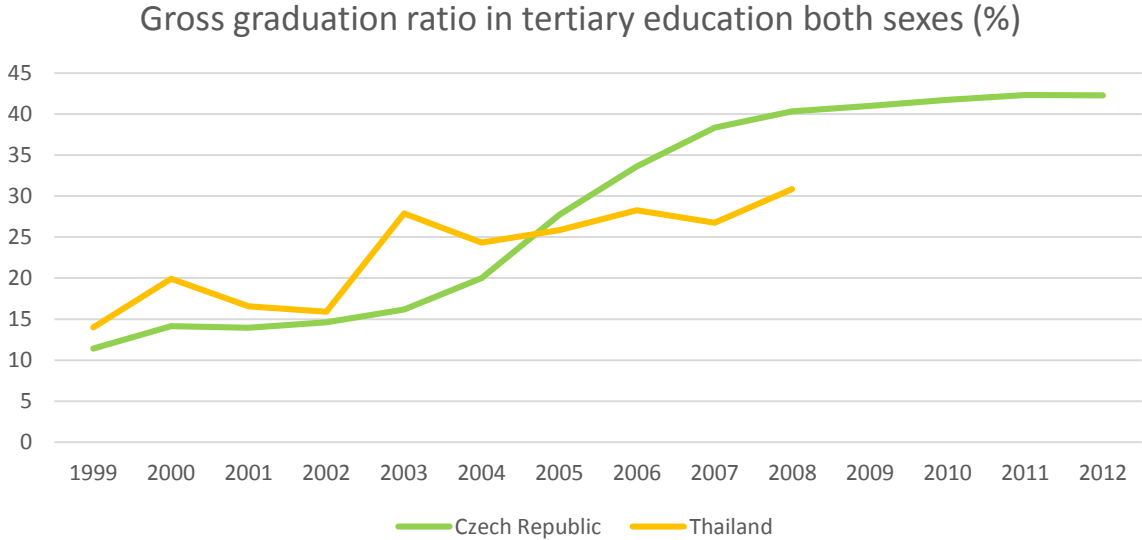


Figure 1. Gross graduation ratio in tertiary education both sexes (UNESCO, 2015)

¹³ Compared to the Czech Republic where enrolment was 16.5% in 1988, 23.8% in 1988, 58% in 2008 and 65.4% in 2013. Gross graduation rate was 40% in 2008 (UNESCO, 2015).

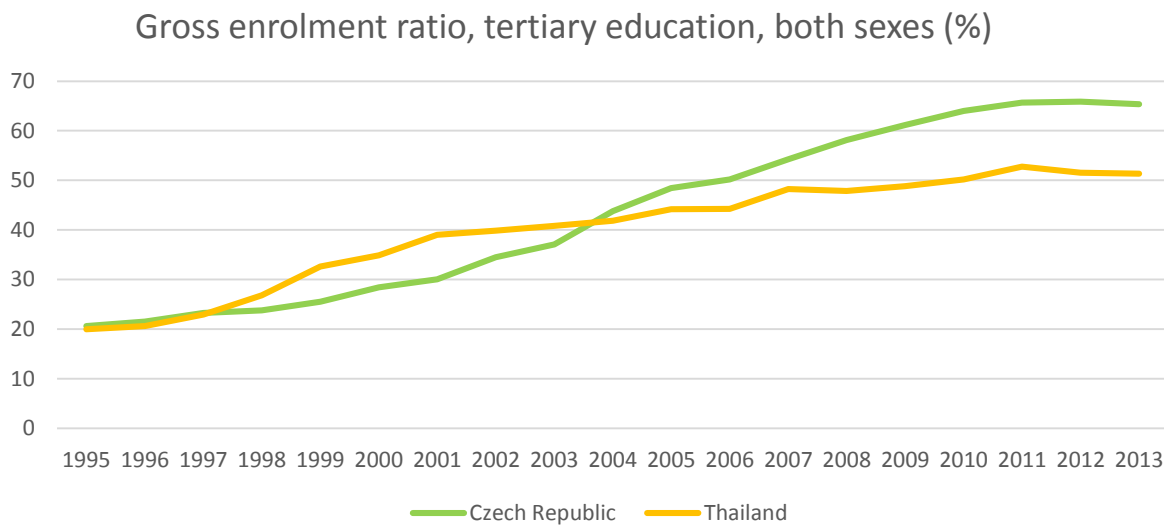


Figure 2. Gross enrolment ratio, tertiary education, both sexes (UNESCO, 2015)

In response to the growing commercialization of higher education, UNESCO and OECD have developed guidelines on “Quality Provision in Cross-Border Higher Education”, based on United Nations and UNESCO principles and instruments. The objectives of the guidelines are to propose tools and a synthesis of the best practices that can assist Member States in assessing the quality and relevance of higher education provided across borders, and to protect students and other stakeholders in higher education from low-quality higher education (UNESCO, 2005). The Thai Office of a Higher Education Commission translated and published the guidelines in 2007 to ensure its utilization (Armstrong, 2011). As a result of globalisation, and more specifically due to the establishment of AEC, Thai universities will experience greater competition from major universities in other ASEAN nations, therefore the implementation of new education techniques, as well as the adjustment of their policies and curricula to correspond to national and global demands, is necessary. With regard to Thai culture, Thanosawan and Laws (2013), discussed the challenges that internationalisation and membership in the ASEAN Community of higher education will bring. The Thai mind-set is embedded within the culture itself, influencing thinking, communication, behaviour, and the education system as whole. Increased diversity of students and staff will determine the transition from the national mind-set towards a global mind-set and will require multi-level citizenship.

2.3.2.1 Sufficiency economy

When seeking information about the context of GE within Thai education, the author's attention was drawn to the so-called "Sufficiency Economy." For more than 15 years, Thailand has been applying the principles of His Majesty the King's Sufficiency Economy Philosophy into the national education system (Preeyanuch, 2015). The Philosophy of Sufficiency Economy, as a new paradigm of development for responsible behaviour, aims at improving human well-being as a development goal. Three principles – moderation, reasonableness, and self-immunity – along with the conditions of morality and knowledge, highlight a balanced way-of-living that can be applied to any level of society, from an individual to a whole country. On a personal level, the Philosophy of Sufficiency Economy can be adopted by all people simply by adhering to the *middle path*. Awareness of virtue and honesty is likewise essential for people, as well as for public officials (The Chaipattana foundation, 2015). The aim of the SEP campaign for education reform has been to promote sustainability practices and mind-sets as a basis for national development (Thailand sustainable development, 2015).

At the level of individual student behaviour, the aim of the reform has been to cultivate SEP-based mind-set and practices in young students in the name of building a sustainable society. The holistic approach of SEP schools in Thailand impacts the "head, heart and hands" of students – the intellectual, spiritual, and practical aspects of education (Preeyanuch, 2015). The curricular goal aims to inculcate a moral and ethical outlook associated with a disciplined approach that reflects virtues. The SEP-imbued curriculum also includes decision-making principles. Students should use reasoning in applying knowledge, along with prudence and carefulness, in order to contribute their share of school and community benefits. In these schools, learning through doing (questioning, planning, acting, and reflecting), and developing sufficiency-based decision-making and interest in local and global knowledge, are essential (Preeyanuch, 2015). Research has been conducted in order to show evidence of favourable outcomes from SEP impacts among students. Students from sufficiency-based schools demonstrated greater courtesy and discipline, awareness of how to utilize limited resources, and a positive approach towards volunteerism and sharing with others. Students became assertive and self-confident. They participated in and were proud of their local cultural activities. To conclude, they acquired "21st century skills" (such as higher-order thinking, creativity and good citizenship) (Preeyanuch, 2015). Developing SEP-oriented

attitudes and practices in schools and communities clearly supports the UNESCO vision of “Education for Sustainable Development” (Preeyanuch, 2015).

2.3.3 Global education at Kasetsart University

2.3.3.1 Internationalisation of Kasetsart University

Kasetsart University (KU), (Kaset = knowledge of the land; agriculture in Thai language), is a leading public university in Agriculture Science, and other related areas in Asia, holding a 72-year-old old tradition in the year 2015. KU has devoted itself to the development of the country and the well-being of all Thais, while its contribution aims to strengthen the capacity and potential of Thailand in an international context. KU is known internationally for its academic excellence and its world-standard work. Through its international recognition, KU has been ranked first in ASEAN, fourth in Asia, and 39th in the world in the field of agriculture and forestry, with QS World University Rankings by Subject 2015 (QS Topuniversities, 2016).

KU consists of 4 campuses¹⁴ and 29 faculties covering numerous fields of discipline, such as Agro-Industry, Science and Technology, Veterinary Medicine, Forestry and Fisheries, Engineering and Architecture, Economics, Business Administration, Social Sciences and Humanities. The total number of students enrolled was 66,747 in 2015, with the majority of undergraduate students (82%), 15% studying master, and 3 % of Ph.D. students.

Its motto, “the spirit of development towards the global society,” suggests that KU recognises the great importance of international cooperation. Internationalization is one of the major development policies and, at present, the university offers more than 500 regular courses and another 50 training programmes in English, open to foreign students and scholars as well as Thais. KU responsible body for international affairs, the International Affairs Division (IAD) supports and coordinates collaborative programmes with more than 300 partners worldwide, such as Exchange of students and members; Exchange of publications and scientific materials, Joint Research, seminars, symposiums, conferences, workshops; Double degree or Erasmus+. The key factor for running the international policies are: Mobility, Collaboration, Network and Global Citizens (International Affairs Division, 2015).

Because internationalization is one of the KU’s development policies, IAD has been designated responsible for the programme entitled “Capacity Building for Kasetsart

¹⁴ Bangkhen campus (Bangkok - central part of Thailand); Kamphaeng Saen campus (Nakhon Pathom - western part); Sriracha campus (Chon Buri – eastern part); Chalermphrakiat Sakon Nakhon province (northeast).

University towards the Internationalization”. This programme provides full financial support both to undergraduate and graduate students to travel abroad in order to spend at least one semester in one of the partner universities, to enrol, study and transfer their credits back or to conduct researches which are part of their theses and dissertations. This programme also encourages faculties to welcome foreign students from their respective universities for studying and credit transferring or carrying out research (International Affair Division, 2013). KU is also part of the Erasmus+ programme, such as Mobile+, “EXPERTS4Asia” or “ALFABET”, which provide a source of funds for KU and other universities in Thailand.

KU has membership in several international scholar groups¹⁵, such as the Academic Consortium for the 21st Century (AC21), established to promote global partnership in higher education through activities resulting in the development of students with a multi-cultural understanding and an international perspective (AC 21, 2015).

For KU students, there are initiatives such as: Hitachi Young Initiative (HYLI), International Students Summit (ISS), Tokyo Tech-Asia Young Scientist and Engineer Advanced Study Program (AYSEAS), and the Japan-East Asia Network of Exchange for students and Youths; where students of different nationalities can gather and share experiences. KU students can also participate in Student Summer Programmes taking place at universities in Japan, South Korea, and Taiwan.

There are two categories of scholarship for KU students. Firstly, there’s a scholarship from a foreign university or an international organisation. Under this category, there was a total of 167 out-going students (66 in 2013, 58 in 2014, and 43 in 2015). The majority of students went to Japan (115), followed by Vietnam (18), Taiwan (17), and South Korea (8). Students also went to Australia, Austria, Finland, Indonesia, and the Philippines. Secondly, there are scholarships from the *Capacity Building for KU Students towards the internationalization* programme, which is a Kasetsart University fund. Since 2013, a total of 81 students have experienced an international exchange under this scholarship. There were 24 students going to Malaysia, 17 to France, 10 to Japan, and 9 to Germany. Students went also to the Czech Republic (5), USA (5), Portugal (2), the UK (2), and Australia (2).

The IAD office publishes a monthly newsletter, *Non See*, to reveal the international activities of Kasetsart University. A new bilingual publication, *Mini Knowledge of the Land*, has been published to provide concise information on KU, in particular, information about International

¹⁵ For the full list of membership follow this link: http://iad.intaff.ku.ac.th/wordpress/?page_id=75&lang=en

and English programmes offered on each campus, which is largely considered beneficial for foreign students.

Apart from the IAD, there is also an International Studies Centre (ISC) that coordinates international education, offers training, gives advice and facilitates international students. In total, KU offers 45 international undergraduate and graduate programmes at the Bangkhen Campus. Overall statistics of incoming students are not available, since the exchange of students is often under the faculty agreements, without informing the ISC. However, the data from QS Top Universities refers to a total number of 513 students, where 84% are graduate students, and 16% undergraduate (QS Topuniversities, 2016).

2.3.3.2 The Bangkhen campus environment

Bangkhen campus is the original and main campus of the university situated in Bangkok, covering 135 hectares and hosting approximately 38,681 students (Kasetsart University, 2011). The headquarters of all colleges, institutes, centres and offices of the university are located on this campus.

KU has launched a campaign, GREEN CAMPUS 2015, which has affected the university environment in many aspects. The KU administrators stated that KU is taking steps to improve and support the environment, both scholarly and participatory, with the stress on raising awareness about environmental issues. The aim of the campaign is not only to increase the life-quality for students, staff, society and the nation, but also to become a leading model institution recognised by the ASEAN and international community, with its focus on the environment. The KU environmental policy includes 9 goals, some of which will be introduced hereunder. Among the most important is the reduction of energy consumption and the promotion of renewable energy, examples of which can be seen in the form of a solar panel installation on the roof of KU's main library, the use of light photocell sensors in the library, the KU biodiesel station, and solar cell lamps along the campus pathways. Another goal encourages water conservation and an efficient water management system. The application of this policy is hard to miss since the whole campus is built around countless water canals and reservoirs, which collect water in the monsoon season and serve the university's requirements in the dry season. KU campus also promotes the use of public transport and bicycles, by offering a free shuttle bus within the campus, and free bike rental. Faculties are strengthening education, research and technology innovation in environmental subjects, and encouraging students to participate in activities which help to forestall global

climate change and warming. The KU's main library has received the Building Energy Awards of Thailand in 2010 and the Thailand Public Service Awards in 2013 for the KU Eco-library.

2.3.3.3 Co-curricular student activities

KU students are encouraged by the university to get involved in extra-curricular activities in order to acquire working experience, to learn how to peacefully and happily co-exist with others, and how to make themselves helpful to others (Kasetsart University, 2016). Every student studying at KU has to accomplish a number of activities before graduation. Those who do not pass the minimum required number are not allowed to participate in the graduation ceremony. The aim of this is to emphasize the importance of one's engagement in the community and appreciation of the aspects of Thai culture. These activities are part of the co-curriculum of each study programme. As described in the literature review, in order to encourage the students' global learning and development, we have to focus on the campus environment to which co-curricular activities belong. According to Braskamp (2009), Co-curriculum focuses on out-of-classroom activities that foster student development. It includes programmes and activities, such as organized trips, parties and cultural events, voluntary projects, residence hall living arrangements, and leadership programmes.

The activities transcript of KU students consists of 3 categories, as displayed in table 5, together with examples.

Table 5. KU activities transcript (Kasetsart University, 2014)

<i>Type of activities</i>	<i>Example (number of activities)</i>
1. <i>University activities</i>	Singing competition, joining the university election, participation on university day, teacher’s ceremony, welcoming freshmen. (5)
2. <i>Activities for developing capacities</i>	<p>2.1 Activities for moral development: religious act. organised by the university, New year celebration – bringing food to the monks. (2)</p> <p>2.2 Activities for thinking and learning development: public speaking, joining open house of KU library, participation on “what to do in case of fire” training. (2)</p> <p>2.3 Activities for personal interaction development: Sport days, Forest day (learning about the wild animal protection, current forest situation) Miss conservation, joining cultural events organised by university clubs of “people from the north” and “people from the south” (dance performance, shows, food tasting). (2)</p> <p>2.4 Activities for health development: Biking events, attending sport activity at the KU sport centre. (2)</p>
3. <i>Activities for society</i>	Open activity, student can choose. Often organised by university clubs, such as: planting trees, taking care of vulnerable children, donating blood, building school, cleaning the university campus, collecting money. (2)

2.3.3.4 General education as part of the curriculum at the faculty of agriculture

The emerging need of global citizens has meant that universities are adding introductory courses in global studies into the general education of all undergraduate students. General education includes courses across the wide spectrum of academic disciplines to teach students to think critically, act ethically and to engage. In the study of two Thai universities by Thanosawan and Laws (2013), one of the lecturers stated that general education is really internationalized, because topics such as gender equity, abortion, HIV/AIDS, domestic violence, and child protection, were adopted from international sources. According to the findings of Thanosawan and Laws (2013), lecturers, more than students, considered general education courses highly important to their professional future careers and the development of their critical thinking and reasoning skills. Similarly, at KU, while general education is often not comprehended by students, it is highly appreciated by lecturers - according to Dr. Laddawan, head of the general education department at KU.

The faculty of agriculture at KU currently offers 6 Thai undergraduate programmes, and 1 international programme that's taught in English. At the master level, there are 11 programmes taught in Thai, and 3 in English¹⁶.

All undergraduate students at the faculty of agriculture are obliged to collect no less than 140 credits in order to graduate. The curriculum is divided into 3 groups of subjects, which are General Education (30 credits), Agricultural Science (104 credits), and Free elective courses from faculty of choice (6 credits). General Education is composed of several themes (Science and Mathematics, Language, Social Science, Humanities, Physical Education), and students have to divide the 30 credits between them.

2.3.4 International relations and activities at the faculty of agriculture

The Agricultural faculty of KU holds significant importance, being No. 1 in Thailand and ASEAN, according to the QS World University Ranking by Subject. The faculty stresses the expansion of international relations, allowing its students greater interaction with other cultures and nationalities. The majority of faculty Ph. D. staff have obtained a degree from a foreign country, most often from the USA (28), and Japan (20). KU has more than 40 partner universities around the world, currently cooperating with around 13 universities in Japan, 4 in Korea, 4 in Taiwan, and 5 in the USA. Within the European Union, the faculty has close relationships, e.g. with the University of Wageningen in the Netherlands, SupAgro Montpellier in France, Porto University in Portugal, and Mendel University in the Czech Republic. There are several exchange programmes available for students as well as for the academic staff. Asst. Prof. Donludee Jaisut (Ph.D.), the current Assoc. Dean for international Relations of the faculty, explained how the faculty went from supporting short-term exchange study programmes, with a duration 10 days or 2 weeks, towards longer term programmes lasting one semester or even a whole academic year. The goal to prioritize long-term programmes is mainly due to the requirements of the ranking system set by international universities: in order for the university to meet one of the criteria, the student exchange programmes must be longer than 3 months. Under the student mobility scheme there are exchange programmes, such as: Academic or cultural trips, Bilateral or Multilateral symposiums, and research mobility. Mobility exchange programmes for staff, includes for

¹⁶ Master of Science programme in Tropical agriculture; Master of Science programme in Sustainable agriculture; Master of Science Programme in Development Communication.

example, Sabbatical leave, Visiting lecturer, Research mobility, and Special presentations or symposiums.

For undergraduate students, there are several exchange programmes providing scholarship. The AIMS project started as a cooperation of three countries, Malaysia, Indonesia and Thailand. The governments of each country supported the students for a period of 3 months' mobility. Later on, other universities joined and it became possible to transfer the credits as well. The AIMS project currently includes seven countries, and every year around 25 students of Tropical agriculture from KU are able to benefit from this project, 10 going to ASEAN countries, and around 15 to Japan. On the other hand, the faculty is also receiving international students, in most cases for one semester under the student exchange programme. In 2014 there were 20 undergraduate students of different agricultural specialisations from Japan inbound, eight students from Indonesia, and three from Malaysia. In 2015, there were nine students from Indonesia, fourteen from Japan, and four from Malaysia. On addition, there were eight international undergraduate students enrolled in full time study programmes in the academic year 2014/2015.

For the past 6 years, the faculty of agriculture has organised an international conference for high school students, undergraduate, as well as graduate students, with topics related to agriculture, environment and food science. The topic for the 6th KU-UT Student Symposium in 2016 was "Environmentally Friendly Agriculture and Food Innovative Technologies".

The faculty is also running developing projects focused on the transfer of knowledge from the researchers to the farmers, one for example being coordinated in the North-east of Thailand.

Another successful programme is Summer school - 3 weeks of student mobility, which is run every year. KU students also participate in internship programmes abroad for a duration of 2 months.

Some of the faculty students and staff also succeeded in receiving ERASMUS+ scholarships, however, Dr. Donludee reminds us that insufficient English skills are most often the main barrier for students applying for EU scholarships.

2.4 Case study of the Czech Republic

2.4.1 Internationalisation of higher education in Europe

The Czech Republic (CZE) as one of the post-Communist countries, went through dramatic transformation in the past 26 years, resulting in reintegration into the global society and becoming a parliamentary democracy. The CZE has been part of the European Union since 2004. Among other things, membership of the EU has opened new opportunities in the field of higher education. One of the best known European programmes supporting international cooperation among HEI, Erasmus, is about to celebrate its 30th anniversary in 2017. Overall, by the end of the academic year 2013 - 2014, the Erasmus programme had supported 3.3 million Erasmus students and 470,000 staff (European Commission, 2015.) There are currently 33 countries who take part in the programme and almost all HEI in Europe are involved. The European Union (2012) emphasizes the benefits from learning abroad: “it equips individuals with a range of competences, including improved language skills, which are increasingly valued by employers. In addition to the knowledge gained through study, the ability to understand different perspectives and cultures helps Erasmus students to become more self-reliant, independent, and culturally aware.” Mobility and cooperation projects supported by Erasmus have promoted the internationalisation of European higher education, contributed to its modernisation, and paved the way for the Bologna Process. The EU target is that by 2020 at least 20% of all graduates should have spent a period of time studying or training abroad (European Commission, 2015). In 2014, the new Erasmus+ programme was launched to support education, training, and youth and sport in Europe. Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train and gain experience, and to volunteer abroad with the aim of promoting people-to-people contacts, intercultural awareness and understanding (Erasmus+, 2014).

Completely new dimensions introduced into the European education systems have brought about the above mentioned Bologna process, which aimed to develop the European Higher Education Area (EHEA). The CZE has been a full member of the EHEA since 1999. As a result of this collective effort of public authorities, universities, teachers, and students of 48 countries, there are several agreements regarding tools that will facilitate cooperation between different higher education systems of each country. The aim is not the unification of European HEI, as such, but rather to make them more compatible and strengthen their quality assurance mechanisms to increase staff and students' mobility. The instruments to make it happen are,

for example, the European Credit Transfer and Accumulation System (ECTS), the Diploma Supplement (DS), the overarching and national qualification frameworks (QFs), and the European Standards and Guidelines for Quality Assurance of Higher Education (ESG) (EHEA, 2016).

For global education within European countries, the Global Education Network Europe (GENE) was established to serve as a network of Ministries and Agencies with national responsibility for Global education. For the CZE it is the Ministry of Foreign Affairs and the Czech Development Agency.

To increase global education in Europe, as agreed in the Maastricht Declaration (2002), GENE has set up a Europe-wide Global Education Peer Review process. This Peer Review process was also carried out in the CZE, in 2008. The context of global education in the CZE will be further described in the following subchapter.

2.4.2 Global education in the Czech education system

The first governmental document considering global education was the Concept of Foreign Development Cooperation of the Czech Republic for the period 2002 – 2007. Specifically, the aim was to “strengthen public opinion in the CZE in favour of solidarity with the developing world and the provision of governmental foreign aid.” (Ministry of foreign affairs, 2001). In the same year, the education system of the CZE went through significant reformation and led to the integration of global education into the Czech education system ¹⁷(Nádvorník, 2010).

The recent Concept of Foreign Development Cooperation of the Czech Republic for the period 2010– 2017, by The Ministry of foreign affairs (2009), has, in comparison to the previous period, concrete aims that also refer to the National strategy for Global education for the years 2011 – 2015 (Nádvorník, 2010). The Czech Forum for Development Co-operation (FoRS) plays an important role in the raising of Global education and awareness. It is the Czech national platform for the Non-Governmental Development Organisation, acting as a coordinator, monitor and evaluator of global education activities of partner organisations. FoRS also organised a conference on GE during the Czech presidency of the EU (GENE, 2008).

In terms of higher education there is a vision, developed by the Ministry of education, youth and sport of the CZE, called Framework, for the development of higher education in 2020.

¹⁷ As a crosscutting theme “Thinking in the European and global context” (Nádvorník, 2010).

The document's introduction outlines the context of future development within the HEI. It is suggested that by 2020 the HEI should be able to offer study programmes that will reflect the needs and interests of a very diverse student population and a modern innovative economy. The university environment as a whole will, by 2020, be creative, innovative and open to new incentives, as well as being enriched by a significant number of international students and academic staff (Ministry of education, youth and sport, 2015). To reach these aims, there are concrete activities listed, such as increasing the number of study programmes taught in English and improving the language competency of university staff; financially support the internationalisation of HEI, including the mobility programmes for students and staff; support the quality of international cooperation, more specifically the short study stays; and to improve the system of study in foreign recognition (Ministry of education, youth and sport, 2015).

A common agreement in the CZE is that through internationalisation, universities can promote student and staff mobility and enhance teaching quality and research capacity. The next subchapter will introduce the international activities of the Czech University of Life sciences Prague, where the tested sample of students in this study are enrolled in the undergraduate programmes.

2.4.3 Global education at the Czech University of Life Sciences Prague

The Czech University of Life Sciences Prague (CULS) is a public university with 110 years of tradition. CULS has a strong and respected position as a high quality research university, devoting itself to the education of generations respectful to the sustainable relationship between man and nature and the value of humanity. CULS consists of 6 faculties, 1 institute, and 3 other estates. There are around 24,000 students enrolled (CULS, 2015).

Internationalisation belongs to the priority areas within the long term objectives for the years 2016 – 2020. The university stresses the necessity of the international dimension of life science universities, due to the global aspect of the natural environment, its resources and utilisation. CULS has received recognition for its significant level of internationalisation from an international commission evaluating the university quality in 2011 – 2012 (Balík, 2015).

The development and expansion of international cooperation of CULS with universities in Europe, Asia, North, Central and South America, is one of the key aspects of the CULS strategic plan. CULS has signed a Memorandum of Understanding with more than 170 universities throughout the world. Hundreds of exchange students under the Erasmus+

programme come to study at CULS for one or two semesters. At CULS there are around 2,000 international students from more than 80 countries, studying at one of the 9 BSc and 20 MSc study programmes taught entirely in English. In reverse, more than three hundred students from CULS every year experience studying abroad at one of the 200 universities throughout Europe in the framework of the Erasmus+ programme (CULS, 2016).

2.4.4 Faculty of Tropical AgriScience

The Faculty of Tropical AgriScience (FTA) provides study programmes for Czech and foreign students in the fields of tropical agriculture, rural development and the sustainable management of natural and energy resources in the tropics. Among other things, the faculty's mission is the application of Research and Development results – in the field of tropical life sciences – to the specific conditions of tropical and developing countries. As a result of its specification, together with the fact that the study programmes are taught in English, a significant number of students come from abroad. Therefore, the faculty offers a very unique multicultural environment. The number of enrolled students was 652 in 2015, and every year around 1/3 of students are foreigners, very often from developing countries. The highest number of students were of Vietnamese nationality (51), followed by Russian (27), Ghanaian (26), Ukrainian (12), Nigerian (7), Cambodian (6), and Mexican (6).

Each study programme gives great importance to factors such as sustainability in development, empowerment of poor rural communities, and the protection of the environment and endangered species.

In terms of activities, the FTA together with the Faculty of Agrobiological Sciences, food and natural resources, has organised every year since 2014, an international conference on Tropical Biodiversity Conservation that also runs in Indonesia and Mexico.

The FTA is very active in terms of international events and cooperation. There are several seminars, trainings, summer school programmes and research projects run every year. These include student and staff mobility in the framework of Erasmus+, coordination of the Erasmus Mundus Action 2 (project ALFABET, SIMPLE and partnership in the EULALINKS and EULALinks SENSE), and Erasmus Mundus Action 3 (ASK Asia).

3. Objectives

The main purpose of this study was to make a valid and reliable assessment of the Czech University of Life Sciences Prague and the Kasetsart University undergraduate students' global learning outcome and Global perspective, and to find out whether it has increased after the 1st year. The secondary purpose was to determine the universities' environment and the faculties' approach in preparing their students to become responsible global citizens.

The main research questions are:

- To what extent and how do the faculties prepare their students to become global citizens?
- Is global education promoted at the national level, in the normal education system, and at particular universities in the Czech Republic and Thailand?

The main research subject is (i) the Global perspective of the students, and **(ii)** the university environment.

The specific objectives are (i) to provide a comparison of global perspectives that undergraduate students developed during the first year of studying at university, and **(ii)** to determine the universities' environment and the faculties' approach in preparing their students to become responsible global citizens.

The research hypotheses are:

- H1: The Global perspective of students will increase during their studies at university
- H2: The university takes steps to provide its students with an international environment that is essential to the preparation of global citizens.

4. Methodology

4.1 Research design

The research design for this exploratory study consisted of parallel mixed methods, quantitative as well as qualitative. Exploratory research in comparison with confirmatory research is typical for a situation in which no particular expectations are set. Exploratory research requires lengthy periods of fieldwork and a personal concern and long-standing interest in a topical area (Stebbins, 2001).

The quantitative data (pre-test, post-test), were collected by using the Global Perspective Inventory, while observations and interviews with university and faculty staff were carried out to develop a concrete picture of activities contributing to the development of Global Perspective of students.

4.2 Data Collection

The pre- and post-test on Global perspective was used to fulfil the first research objective and confirm the first hypothesis (H1). To determine the universities' environment and the faculties' approach in preparing their students to become responsible global citizens (H2), personal interviews and observations were undertaken together with a review of websites and publications which included information about the particular university.

The quantitative as well as qualitative data were collected during the author's 10-month stay at Kasetsart University in Bangkok, under the Erasmus Mundus Scholarship Action 2 within the ALFABET project, and at the same time with the assistance of her supervisor at CULS Prague. The pre-testing took place during the first month of the first semester in October 2015, with students from undergraduate programmes. The survey was distributed between the first year students from the Faculty of Tropical AgriScience, in the case of CULS, and the Faculty of Agriculture in KU.

At first, the researcher planned ideally to measure two of the students' learning outcomes, Global Awareness and Global Perspective, using two different instruments. For Global awareness, the researcher contacted the Florida International University (FIU), which had developed an instrument to measure it. The pre/post assessment of the results would be conducted from a performance task in which students were required to read a case narrative and respond to open-ended questions concerning the case. The suggested response length was

150 words within a time frame of around 45 minutes. Case studies are often used to provide students with necessary background knowledge and allow them to practice applying critical thinking skills to complex, often ill-structured problems. The case studies were translated into Czech and Thai languages and used during the first testing with undergraduate students, together with the second instrument – the Global Perspective Inventory (GPI) for measuring Global Perspective. GPI has been recommended by Stephanie Doscher, Ed. D., from Florida International University.

The GPI was developed by the Global Perspective Institute Inc., Iowa, for different purposes, one of them being programme or institutional interventions. The Global Perspective Inventory reflects a global and holistic view of student learning, and the development and importance of the campus environment in fostering holistic student development (Global Perspective institute, 2008). The GPI is a self-report survey that was designed and constructed so that persons of any age or specific cultural group can utilize the set of items.

Before the actual data collection, both instruments were consulted and tested on students from different study programmes, in both language varieties, to diminish inaccuracies in the translation. Subsequently, minor modifications were made.

The pre-test data collection at KU took place in the computer room to enable the students to carry out an online version of the GPI, using Google docs form, and write their responses for the case study into a word document. The researcher requested that the testing take place during a lecture, so as to ensure that most of the students enrolled to the study programme would be present. Her request was denied, since the designated person believed that students would join the data collection in full numbers. However, at the time of testing, only 8 students of the Tropical Agriculture International study programme attended, out of a total of 25. Moreover, only 4 students wrote a response to the case, while the other 4 copied random information from the internet, even though the question had specifically asked for their own opinion.

Therefore, it was necessary to repeat the pre-test data collection. It was suggested to the author by a faculty member, that the research should be conducted during a class ‘Overview in agriculture,’ which is part of the mandatory curriculum into which 350 first year students from the faculty of Agriculture were enrolled. The researcher was granted 20 minutes of the lecture time, so she decided to use only the GPI printed version, since there was a higher certainty of valid data collection success, and there were no added expenses for translation of the responses since the students answered the questions on scale. The questionnaires were

distributed at the entrance to the room before the lesson started. Students were informed about the purpose of the study and the process of collection, as well as about their right not to participate in the research. The informed consent¹⁸ was included in the survey to make sure every student would receive the information.

From 350 prepared forms, 84 were not distributed, either because some students were missing or because they did not pick it up. From 266 distributed questionnaires, 227 were returned and 40 were not. The return rate on questionnaires was 85%.

The pre-test data collection at CULS took place during a ‘Geography’ class, a lecture that is part of the mandatory curriculum and in which students from both undergraduate study programmes were enrolled. The data collection was conducted a few days before the collection at KU, therefore the researcher still had the intention of using both instruments, one for measuring Global awareness and the other for Global Perspective. There were also international students enrolled into the study programmes, therefore two language varieties were distributed, Czech and English. Again, students were informed about the purpose of the study and the process of collection, as well as about their right not to participate in the research. The informed consent was included in the survey to make sure every student would receive the information. 88 forms were collected back, from a total of approximately¹⁹ 100. For the final data analysis, the author decided not to use the data collected by the first instrument, measuring Global awareness, and focused instead only on one student learning outcome, namely, Global Perspective. There were two reasons for making this decision. Firstly, there were no data from KU for comparison, and, secondly, the written responses from the international students who had enrolled on the project, were very weak. Most of them excused themselves, saying that their Czech skills were not good enough to work on the case study, and even though English was offered as an alternative, they did not use it. However, the researcher has kept the responses for a possible future post-test and comparison.

The post-test data collection was conducted in May 2016. In the case of KU, the researcher contacted the head of the Animal Science Department at the faculty of Agriculture, who allowed her to distribute the questionnaires during the “Animal Science and Technology” class that was compulsory for most of the first year undergraduate students from the Faculty of Agriculture. There were 250 students in total registered in the student system for the class.

¹⁸ For the informed consents please look at Appendix II.

¹⁹ The researcher was not present since she was collecting data at KU at that time. The number was estimated by her supervisor who was assisting her with the research at CULS.

However, not all were actually attending. Students were asked to fill out the questionnaires after class and bring them to the lecturer's office. Since the lecturer had collected signatures and promised extra points for those who returned the questionnaires, the response rate was quite high. 207 were returned. From these, 99 forms were collected from the same students who had participated in the pre-test²⁰, and 57 from other first year students or those who did not provide their student identification number during the pre-test data collection. 39 questionnaires out of 207 were filled out by second year students who were also taking the class. 13 were invalid, either because it was a copy of someone else's questionnaire, or because it was left blank. The researcher also collected 27 samples from 3rd and 4th year students from the faculty of agriculture in order to provide a comparison of GPI values from different years.

At CULS, the post-test data were collected twice. Students from the Agriculture in Tropics and Subtropics study programme (ZTS), filled in the form at the end of the summer semester in May 2016, individually, and under the supervision of the Deputy Head of botany and plant physiology department, when meeting with him to sign into the university study report book. Data collection with the students from the Sustainable development in the Tropics and Subtropics Study programme (TURTS), was carried out in October 2016, during the class Introduction into development studies. In total, there were 34 forms collected from ZTS and 7 from TURTS.

The following table, 6, shows the total number of students who participated in the study. The lower number of CULS students during post testing was caused by the high dropout rate of students from the study programme. 34 CULS students, out of 39 at the post-test, are from the ZTS study program. During the pre-test, 49 CULS students, out of 88, were from the FTZ study program, and 34 from TURTS.

Table 6. Total number of participants in the study

	CULS		KU			
	Pre-test	Post-test	Pre-test	Post-test	Post – test 2 nd year	Post – test 3 rd and 4 th year
Female	52	27	152	107	21	21
Male	35	12	70	47	18	6
Not specified	1	0	5	2	0	0
Total	88	39	227	156	39	27

²⁰ According to the student number provided during the pre-test and post-test

4.3 Sample Selection

The study made use of existing classes of students. The sample group at CULS included students from two undergraduate study programmes: Agriculture in Tropics and Subtropics (ZTS); and Sustainable Development in the Tropics and Subtropics (TURTS), and the group at KU consisted of students from the following undergraduate programmes: Pest management, Tropical agriculture, Home economics, Agricultural science and Agricultural chemistry.

Agricultural students were chosen as a sample group for several reasons. Firstly, the author is studying an international programme at the Faculty of Tropical AgriSciences and therefore has easier access to the undergraduate students than she would at other faculties. The second reason is that the FTA hosts many international students mainly from developing countries, which makes a huge and, in the author's opinion, positive impact on the Czech students who are also studying there. This fact has caused her to think more about the internationalisation of higher education and its impact on students' learning and development. As has been described in the literature review, graduating students should be furnished with 21st century skills, no matter which field they study. Agriculture is an important sector used in many countries as a tool for development, and since agricultural products are exported everywhere, a knowledge of worldly situations is necessary for international trade, something in which graduated students might be involved. Another reason why students of agriculture should attain greater global knowledge is because of the negative effect of current conventional farming practices imposed upon the Earth. To ensure sustainable development, agriculture also has to be sustainable. Therefore, students from agricultural faculties need to gain a greater Global Perspective, a duty for which the faculties are responsible.

4.4 Norm group

The norm scores used for comparison are outcomes of studies conducted by Global Perspective Institute (2014) with undergraduate students in the United States of America, based on a sample of 19,528 college and university students, who completed the GPI between November 2012 and June 2014. For purposes of this study, the norm for freshmen was used. The freshman counts of 5,296 students (27.1%) from all different study programmes. 62.4% of selected students were enrolled in private colleges, 19.8% were enrolled in private

universities, about 14% were enrolled in public universities, and 93.8% of all the students consisted of American nationalities (Global Perspective Institute, 2014).

4.5 Questionnaire

The Global Perspective institute developed the Global Perspective Inventory (GPI) for different purposes, one of them being a programme for institutional interventions. GPI reflects a global and holistic view of student learning and development, and the importance of the campus environment in fostering holistic student development (Global Perspective institute, 2008). The GPI is a self-report survey that was designed and constructed so that persons of any age or specific cultural group can utilize the set of items.

In this diploma thesis research, the *New student form*²¹ survey was used for pre-test, and the *General student form*²² for post-test. The *New student form* is developed particularly for students who are taking the GPI as part of their orientation programme during the summer or the first month on campus. This form includes items about their coursework and co-curricular activities during high school (Global Perspective institute, 2013). The *General student form* can be used for students at any stage of their university journey, and is also used as the Pre-test for a Study Abroad experience.

For the purposes of this study, both *New* and *General student forms* have been modified to serve the needs of the researcher. The GPI *New student form* consists of 46 items which measure how a student thinks, views herself/himself as a person, and how she/he relates to people from other cultures, backgrounds and values. It reflects how students respond to these three major questions: *How do I know? Who am I? and How do I relate to others?* 35 items measure the three major dimensions of a global perspective of development (Cognitive, Intrapersonal and Interpersonal), with two scales measuring each (see table 7). Three clusters, totalling 17 items, reflect the campus environment, measuring important dimensions of a campus – Community, Curriculum, and Co-curriculum. The GPI was designed to allow its users to focus on potential connections between holistic student learning and development (the “desire ends”), and campus environment (the “appropriate means”).

During their life, all human beings experience, growth, change, and development along intellectual, social, interpersonal, emotional, physical, and spiritual dimensions. They do not

²¹ Appendix III.

²² Appendix IV.

develop their cognitive skills and learn to think with more complexity, separately from further developing their emotional maturity, their sense of self and identity, and their ability to relate to others (Braskamp et al., 2014). Three dimensions of learning and development, i.e., dimensions of a global perspective representing the major categories of desired ends are: cognitive, intrapersonal, and interpersonal; and are often referred to as head, heart, and hands; knowing, feeling, and behaving (Braskamp, 2010). The three domains are depicted as interconnecting circles to stress their interrelationship and integration (Braskamp et al., 2014). For a detailed description of each domain, please observe appendix V.

With student responses to three dimensions of their development and their involvement in campus programmes that stress a global perspective, campus leaders can use the GPI results in their discussions about what interventions – activities, programmes, courses, events – may be influencing students as they progress towards becoming global citizens and develop a more global perspective in the way they think, view themselves, and relate to others unlike them (Braskamp, 2011).

Table 7. Description of outcomes - GPI Domains and Subscales (Braskamp et al., 2014)

OUTCOMES	GPI DOMAIN / SUBSCALE	MEASURES	NUMBER OF ITEMS
GLOBAL AWARENESS	Cognitive – knowing	Complexity of the respondent’s view of the importance of cultural context	7 items
	Cognitive - knowledge	Multiple perspectives and their impact on the global society (knowledge) in judging what is important to know and value	5 items
GLOBAL PERSPECTIVE	Intrapersonal – identity	Awareness of unique identity and degree of acceptance of the ethnic, racial, and gender dimension of his/her identity	6 items
	Intrapersonal – affect	Level of respect for and acceptance of cultural perspectives different from his/her own and degree of emotional confidence when living in complex situations	5 items
GLOBAL ENGAGEMENT	Interpersonal – social interaction	Interdependence and social concern for others	4 items
	Interpersonal – social responsibility	Engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings	5 items

4.6 Validity and reliability of research results

When carrying out quantitative research, there is a requirement to test the validity and reliability in order to legitimize the results. The authors of the GPI discussed the trustworthiness of self-reports and concluded that if certain conditions during the testing are fulfilled, the self-report data would indeed be trustworthy. The conditions state that the respondents have to understand the items, that they should not be threatened by the topic, and they should not feel the need to give a socially desirable answer. During the construction of the questionnaire the authors eliminated questions that, according to the people first tested, were easy to respond to in a “highly socially desirable” manner. The results can be considered as trustworthy because students taking the GPI have no reason to present themselves in a certain way as the GPI is not a selection instrument (Braskamp et al., 2014). Before the data collection, the students were informed about the purpose of the study and ensured that their identity would not be revealed in any part of the study. The scale offered a neutral answer for those who either did not understand the question or were not sure about their opinion.

Apart from trustworthiness there are other psychometric characteristics, such as validity and reliability, discussed by the authors in the GPI manual. In the case of reliability, the test-retest method is applied to measure the difference in students’ responses in order to reflect the consistency of differences among the students from their “pre-test” and post-test”. To test the validity, the authors addressed a number of issues of validity, including face validity, concurrent validity, and construct validity. Complete information about the validity and reliability tests can be found in the manual by Braskamp et al. (2014).

4.7 Data processing

Questionnaires were collected and, when necessary, translated by a Thai friend from KU. The data were entered into a Microsoft Excel 2016 programme and analysed to receive total means of each measured category, frequency distribution of answers on the scale and comparison over the pre and post-test and also between the two tested groups. In making a comparison between the groups, there is a general rule provided by the authors of the GPI. The rule is that a difference between two scale means should be .10 or higher to warrant a trustworthy conclusion that the two groups are sufficiently different.

In reading the results, it is suggested by Braskamp (2011):

- To examine each item of all the scales since items provide the most concrete indicators.
- Determine how much students differed in their responses to each item
- Determine what items interest you the most and focus your attention on those items
- Determine what results surprise you the most, which confirm your hopes and aspirations, and which are most encouraging and discouraging given your goals, mission, and investments

4.8 Evaluation of GPI data

Evaluation of pre-test and post-test GPI was based on a 5-point scale for answers, ranging from Strongly Disagree (1) to Strongly Agree (5) with 3 being the Neutral. Higher mean refers to higher Global Perspective. However, to prevent bias several questions were reversed in the way that by answering Strongly Disagree (1) to particular statement, the student has showed higher GP and in the final data analysis, the value was reversed. More specifically, answers of these questions were reversed before being analysed in the way that value 1 for Strongly Disagree was changed to 5; value 2 into 4; and 5 into 1. These questions were marked by sign * in all the research documents and written in *italic*.

5. Results

5.1 Descriptive statistics of demographic data

The GPI pre-test was completed by 88 undergraduate students from CULS, and 227 from KU. The gender distribution of all participants in the pre-test at both universities was uneven, there being a prevalence of females in both groups. Figure 3, indicates the age distribution of all participants in the pre-test. The mean age of CULS students at the time of first testing was 20.8, with 18 years being the youngest and 26 the oldest. At KU the average age was 18.6.

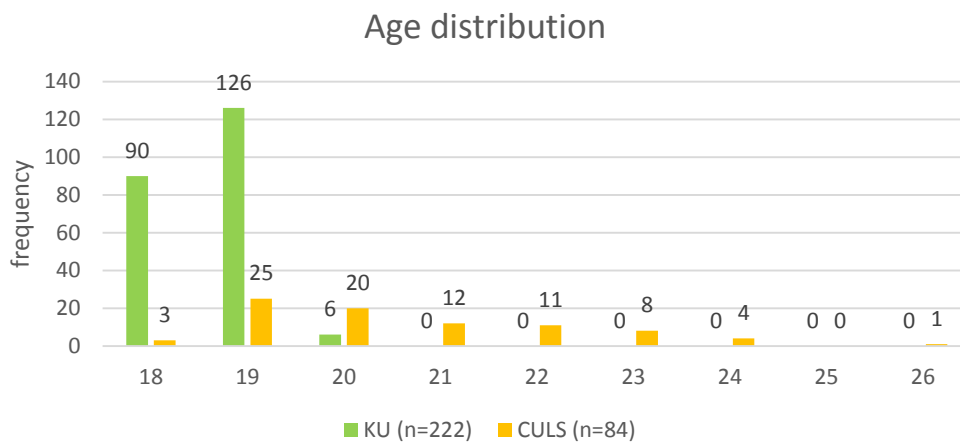


Figure 3. Distribution of participants in the pre-test by age. KU (n=227), CULS (n=88)

According to the nationality, there was no foreign student within the KU tested student group. Conversely, the CULS group of students was more heterogeneous at the time of pre-testing. 48 students out of 88 were of Czech nationality, whereas 40 were foreigners living in the Czech Republic for periods ranging from 1 month to 11 years. The students were mainly Vietnamese (23), but there were also students from Russia (8), Ukraine (3), Kyrgyzstan, Belorussia, Serbia and Slovakia.

5.2 Data analysis

The data analysis of the pre-test show that, at the beginning of their higher education studies, the freshman CULS students had a higher average score compared to KU students in every learning outcome and GPI domains. However, in the case of the second domain – knowledge; and the fifth domain – social responsibility, the difference is very small, only (.02) and (.01); and according to the rule of GPI, the difference between two scale means should be (.10) or

higher to warrant a trustworthy conclusion that the two groups are sufficiently different. The following, figure 4, shows the differences in scores of KU and CULS students, as well as the norm scores, allowing the reader to compare the results of this study with other studies using the GPI.

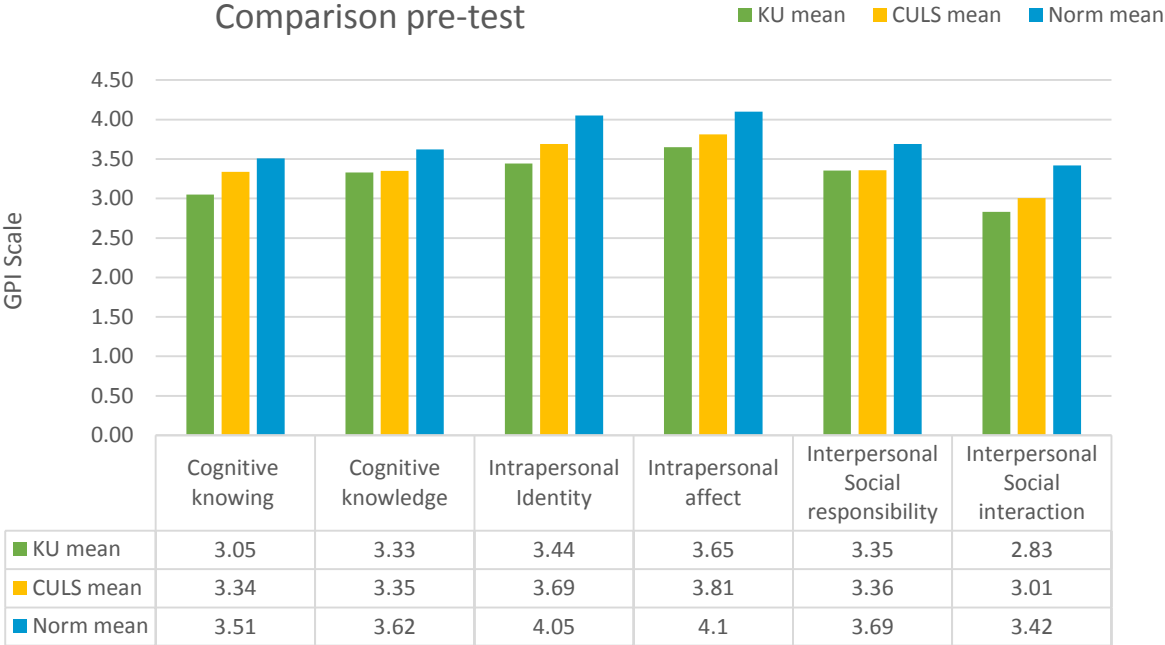


Figure 4. GPI means comparison pre-test. KU (n=227), CULS (n=88)

The following, figure 5, shows how the students’ learning outcomes have changed after one academic year. The CULS students again have a higher score in each of the tested categories, and this time the differences are significant in every domain.

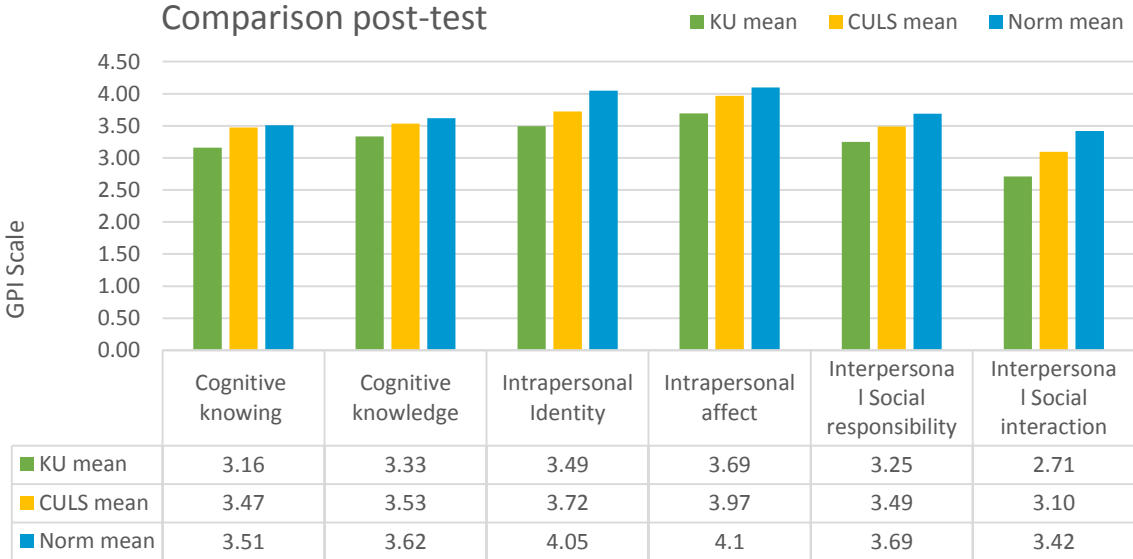


Figure 5. GPI means comparison post-test KU (n=156), CULS (n=39)

The overall results are illustrated by figure 6, which shows the differences between pre-test and post-test means for KU and CULS students (For the complete data table see appendix VI.). Using the rule of a minimum of a (.10) difference between scale means, the CULS students had post-test means that exceeded the pre-test means on four of the six scales. Thus it could be concluded that students self-reported a higher level of global perspective taking after studying 2 semesters at the CULS. The students gained higher (.36) knowledge about the current issues that impact international relations, and considered different cultural perspectives when evaluating global problems and were able to discuss cultural differences from a more (.37) informed perspective. On the identity scale, the students expressed a relatively lower gain, and the overall difference in mean is not significant. Consciousness of their own identity has worsened, and there was no significant improvement in their awareness of the purpose of life. However, the students significantly increased (.24) their willingness to put their beliefs into action by standing up for their own principles. They also reported a better (.21) ability to express their own values to people who differ from them.

Regarding the level of respect for, and acceptance of, different cultural perspectives and the degree of emotional confidence (intrapersonal affect), the CULS students more often (.46) agreed with the statement – that they enjoy learning about cultural differences via their friends from other nationalities – than they did in the pre-test. In the social responsibility category, when compared with the pre-test, CULS students very significantly (.46) changed their opinion about the importance of volunteering and more often agreed with the statement that volunteering is an important priority in their lives. They also more frequently (.33) interacted with people from a race/ethnic group different from their own.

In the case of KU, the students gained most (.11) in the knowing scale. More often (.35) than in the pre-test, the students agreed that they take into account different perspectives before drawing conclusions about the world around them. KU students, also more than before (.15), consider different cultural perspectives when evaluating global problems. On the other hand, in terms of knowledge, the score remained almost the same. KU students, for example, agreed less than before that they are informed about current issues that impact international relations, compared to CULS students, who reported a significant (.36) increase. The overall mean for intrapersonal scales has not changed significantly; however, for some particular questions the KU students gained a significant growth in the score. For example, more (.12) students think that they are developing a meaningful philosophy of life and are better able (.12) to explain their personal values to people who are different. According to the data, CULS students are

less (-.31) accepting of people with different religious and spiritual traditions, compared to KU students. Thai students increased their religious tolerance by (.12) compared to the pre-test.

However, both the interpersonal scales of KU students significantly decreased, as illustrated in figure 6. The students have significantly lower scores in the majority of questions on social responsibility as well as those in the social interaction domain. They reported lower social concern for others and less frequent engagement with people of different cultures, nationalities or ethnic backgrounds.

Finally, the students were asked whether they see themselves as global citizens. Both student groups reported higher scores compare to the norm group.

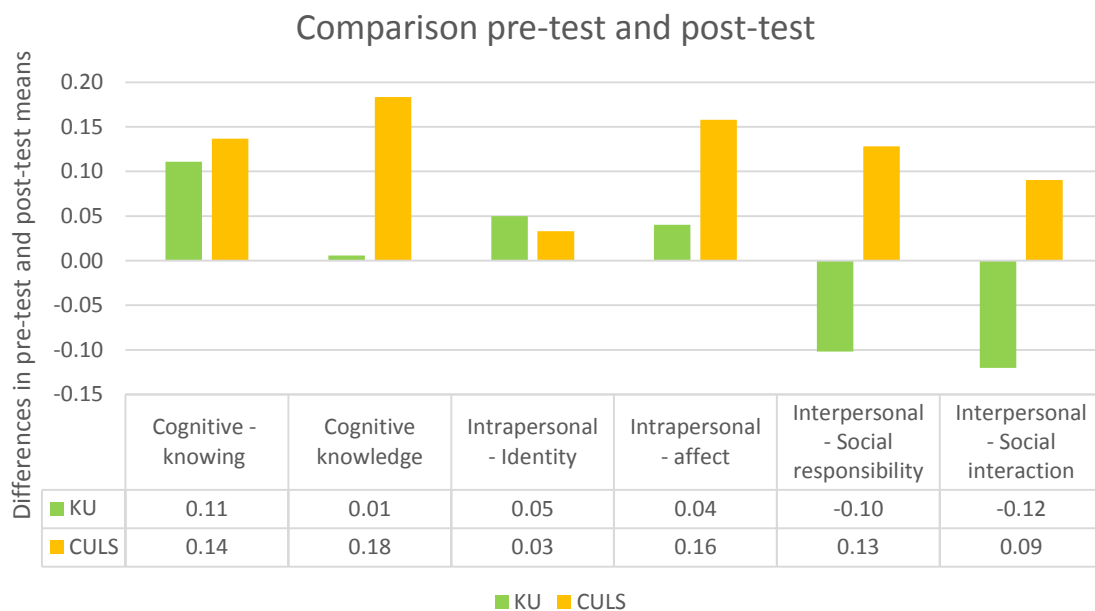


Figure 6. Differences of pre-test and post-test GPI means for KU and CULS students

Since the KU students provided their student identification number, it was possible to pair those who participated at both tests. Those who did not participate were taken out and the data were analysed again. Figure 7 shows how the selected KU students (n=99) developed after one year at university. The results more or less correspond to the results from the whole KU sample group. For the first four domains, belonging to the Global awareness and Global perspective student learning outcomes, there is a slight rise, whereas for the last two domains, belonging to the third learning outcome, Global engagement, the research showed a significant decrease.

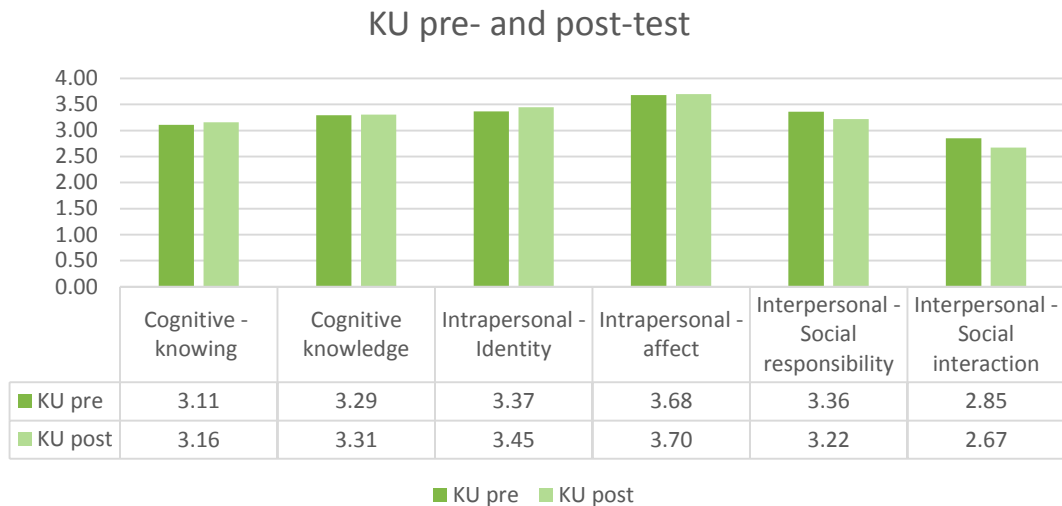


Figure 7. KU pre- and post-test GPI means of the same students (n=99)

Figure 8 illustrates the GPI scores of different study groups in different levels of studies at the Faculty of Agriculture at KU. In every domain (except social interaction), the 3rd and 4th year students have a higher score, suggesting that the Global perspective of students could increase during their studies at the university and confirm the H1.

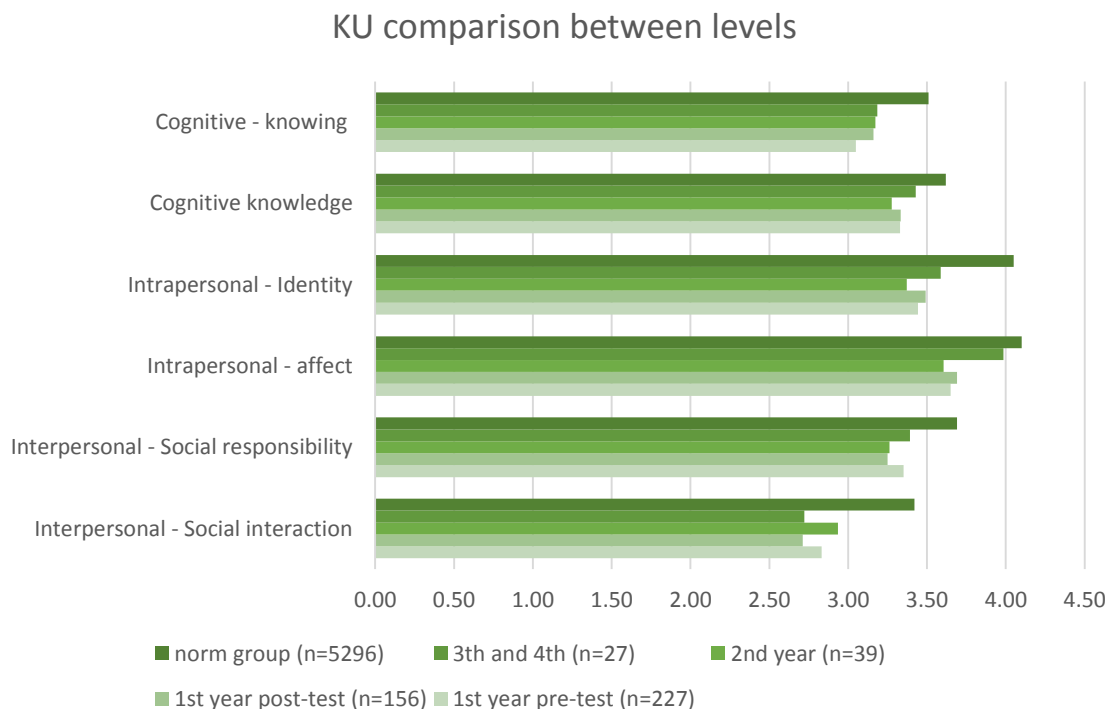


Figure 8. KU comparison between 1st year, 2nd year and 3rd and 4th year students

5.3 Results in the Global awareness outcome

The biggest difference between KU and CULS students can be found in their expressed views regarding the determination of right and wrong (see figures 9 a. and b.). Thai students are more likely to agree that it is a simple matter, and this could be perceived as a lower ability to seek out facts and evaluate information before drawing conclusions. Thais also expressed a stronger reliance on authorities as being arbiters of worldly knowledge and truth (for the answer distribution see figures 10 a. and b.). When students were asked whether they agreed that some people have a culture and others do not, only 7 % of KU students strongly disagreed, compared to 31% of CULS students (see figure 11 a. and b.).

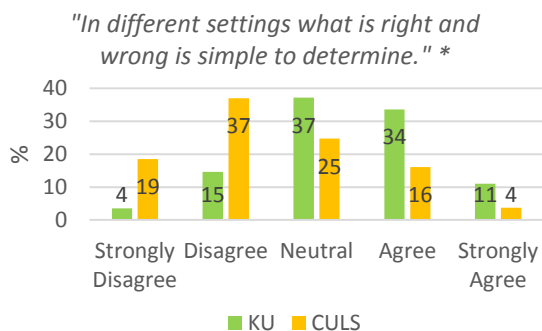


Figure 9a. Pre-test: In different settings what is right and wrong is simple to determine

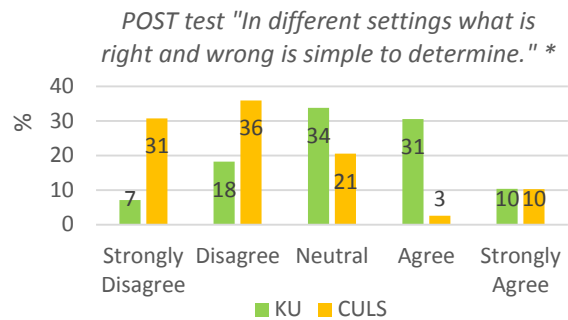


Figure 9b. Post-test: In different settings what is right and wrong is simple to determine

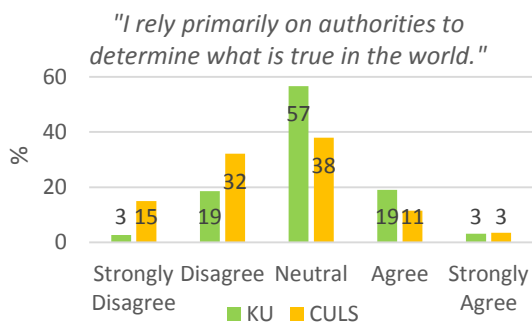


Figure 10a. Pre-test. I rely primarily on authorities to determine what is true in the world

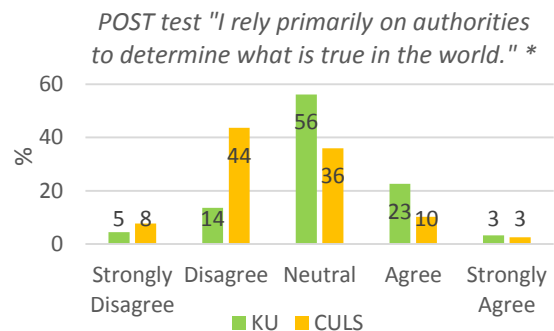


Figure 10b. Post-test. I rely primarily on authorities to determine what is true in the world

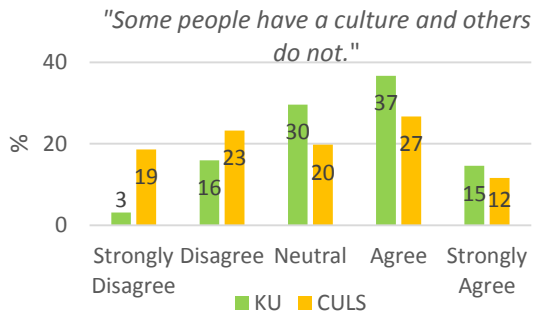


Figure 11a. Pre-test: Some people have a culture and others do not

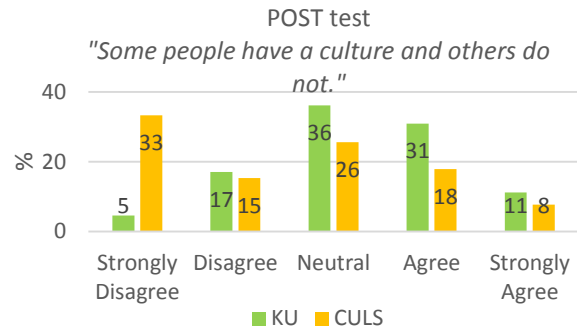


Figure 11b. Post-test: Some people have a culture and others do not

5.4 Results in Global Perspective outcome

A significant difference (.97) in the pre-test and (.85) in the post-test can be observed in the response to the question concerning the willingness to defend one’s own views, even though they may differ from others. CULS students presented a more confident attitude compared to the irresolute Thais (see figures 12 a. and b.; and 13 a. and b.). CULS students also showed a higher determination to stand up for their beliefs (see figure 14 a. and b.)

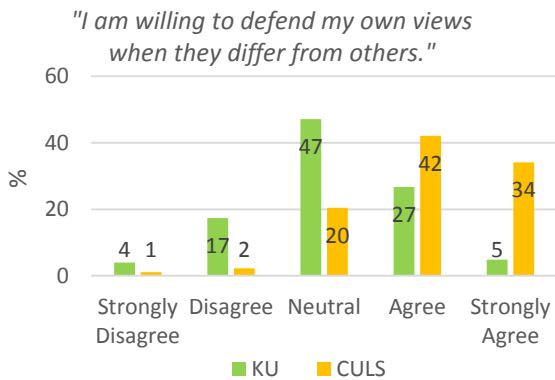


Figure 12a. Pre-test: I am willing to defend my own views when they differ from others

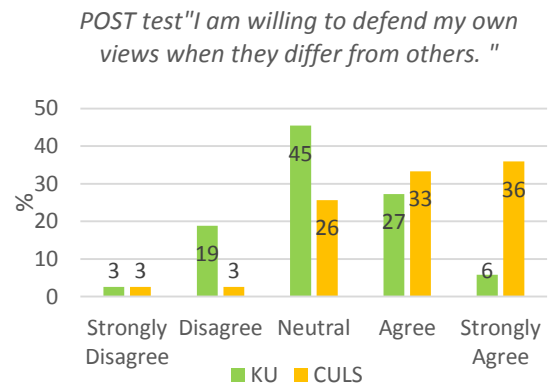


Figure 12b. Post-test: I am willing to defend my own views when they differ from others

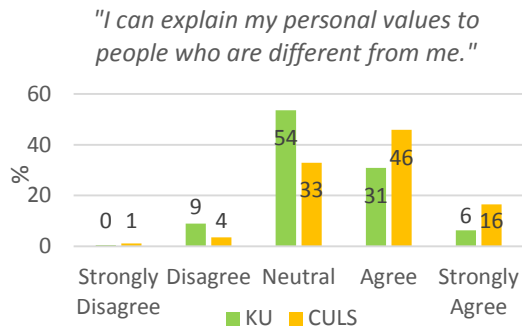


Figure 13a. Pre-test: I can explain my personal values to people who are different from me

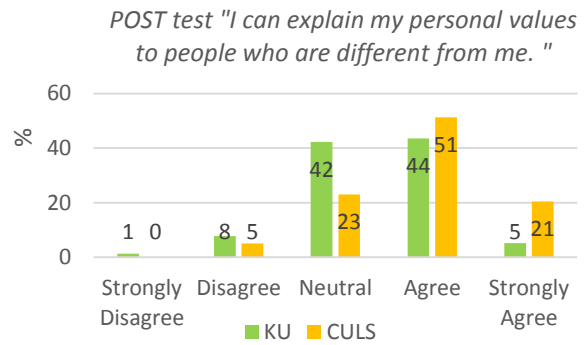


Figure 13b. Post-test: I can explain my personal values to people who are different from me

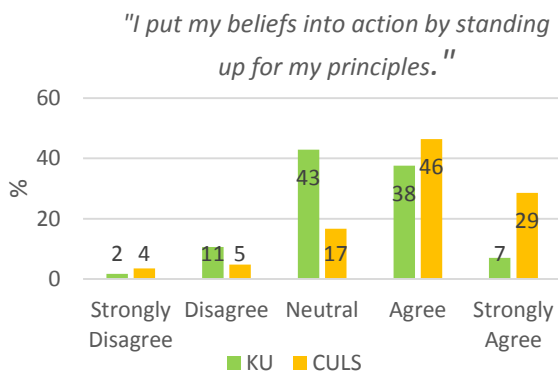


Figure 14a. Pre-test: I put my beliefs into action by standing up for my principles

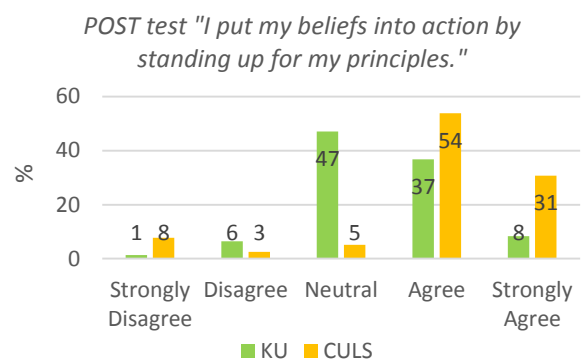


Figure 14b. Post-test: I put my beliefs into action by standing up for my principles.

An individual with a high Global perspective should be able to show respect to, and acceptance of, people having a different culture, religion or traditions. The results suggest that both KU and CULS students are open to those with other beliefs (see figures 15 a. and b.).

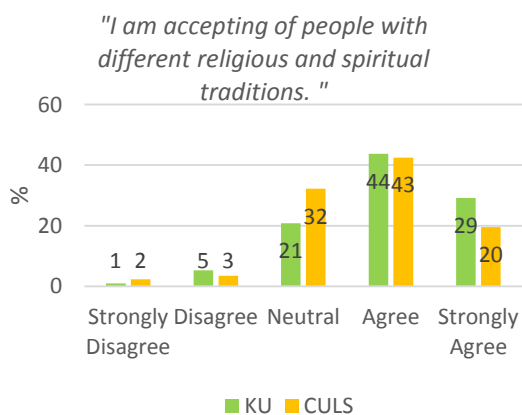


Figure 15a. Pre-test: I am accepting of people with different religious and spiritual traditions

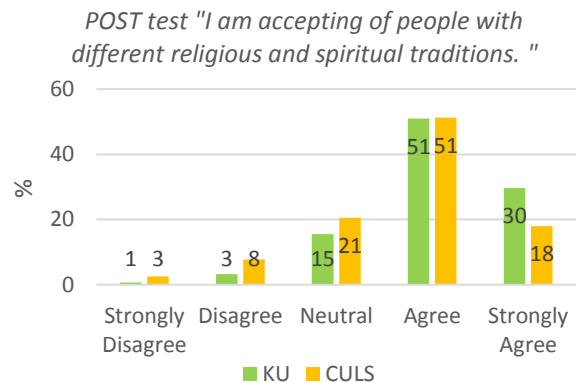


Figure 15b. Post-test: I am accepting of people with different religious and spiritual traditions

5.5 Results in Global Engagement

The third tested outcome measured the Global engagement of tested students, particularly engagement with others who are different from oneself, and interdependence and social concern for others. The results suggest that KU students decreased (see figure 6) their engagement, as well as social concern for others, after one academic year at university. Conversely, the CULS students reported a significant increase in their social responsibility and interaction. Concrete examples of the difference in answers of both tested groups during the pre-test and post tests are visualised in figures 16-18.

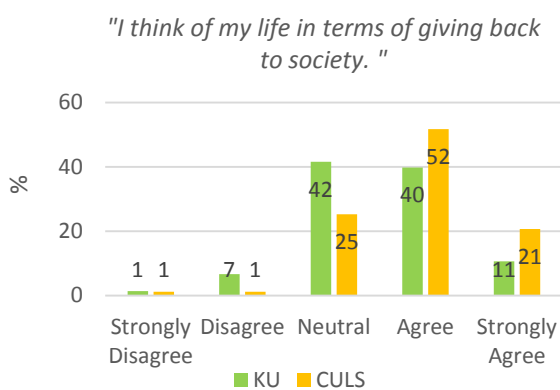


Figure 16a. Pre-test: I think of my life in terms of giving back to society

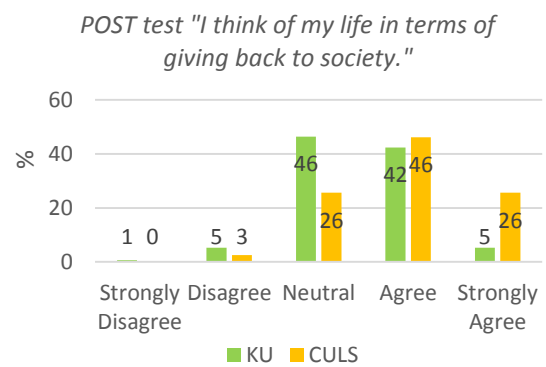


Figure 16b. Post-test: I think of my life in terms of giving back to society

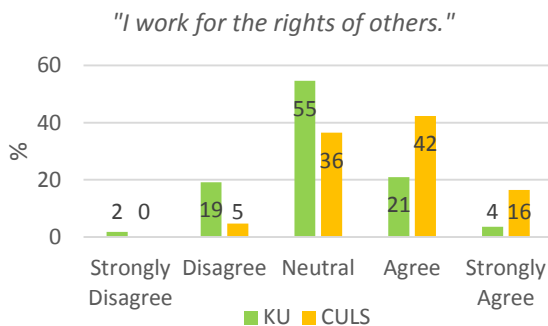


Figure 17a. Pre-test: I work for the rights of others

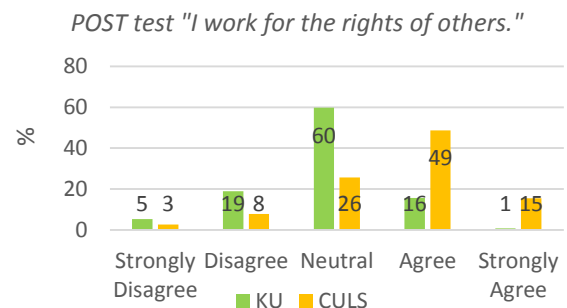


Figure 17b. Post-test: I work for the rights of others

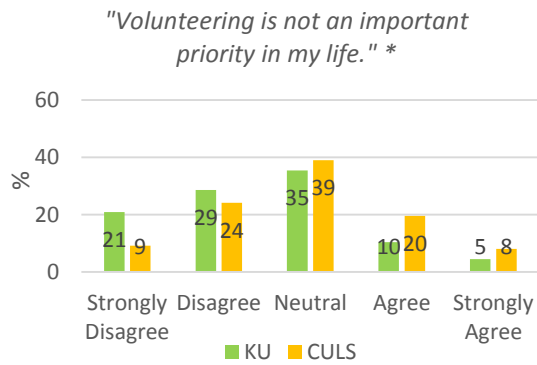


Figure 18a. Pre-test: Volunteering is not an important priority in my life

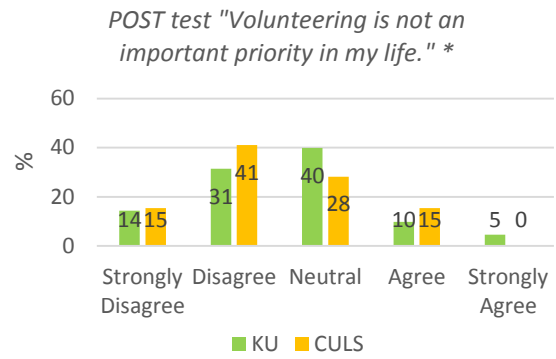


Figure 18b. Post-test: Volunteering is not an important priority in my life

Finally, the students were asked whether they see themselves as global citizens. Both student groups reported higher scores in comparison to the norm group in the pre-test, and by the end of the first academic year, 56% of CULS students and 79% of KU students agreed or strongly agreed with the statement (figures 19 a. and b.).

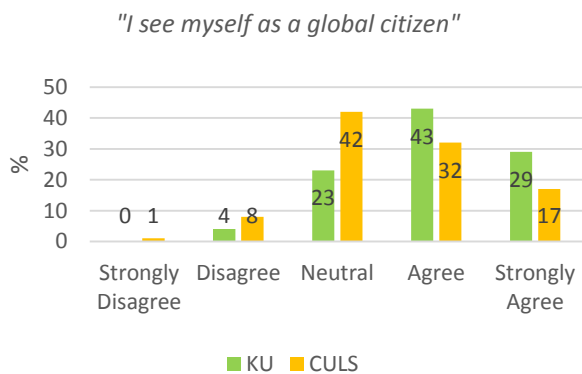


Figure 19a. Pre-test: I see myself as a global citizen

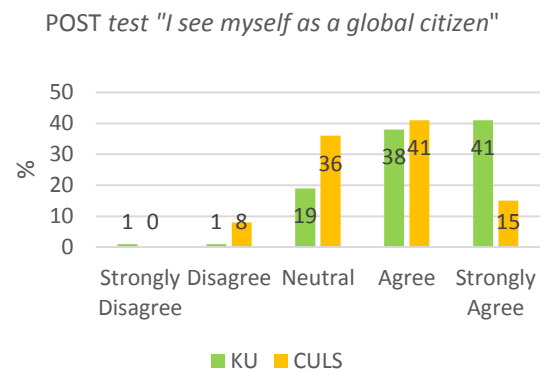


Figure 19a. Post-test: I see myself as a global citizen

5.6 Universities' environment

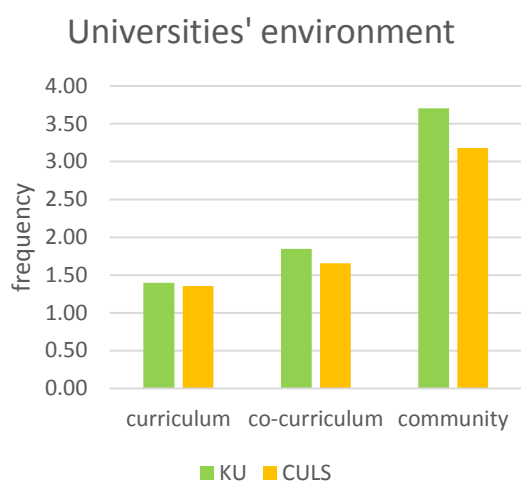


Figure 19 reflects the KU and CULS campus interventions and programmes according to the students. The first aspect of a campus environment – curriculum – focuses on the courses and pedagogy employed by the faculty staff (what is taught and how). Both KU and CULS students have reported a similar number of courses focused on multicultural education, the learning of foreign languages, or global problems they attended during the first year.

Figure 19. Universities' environment. KU (n=156), CULS (n=39)

KU students seem to have significantly more (.35) courses addressing issues of race, ethnicity, gender, class, religion, and sexual orientation, than those at CULS. Furthermore, the KU curriculum includes, on average, significantly more (.45) classes of foreign languages and world history (.38). On the other hand, CULS students more often (.52) have the opportunity to gain practical experience as part of the lecture, and the courses are more frequently focused on significant global or international issues and problems (.45).

Co-curriculum is the second aspect of the campus environment focusing on out-of-classroom activities that foster student development, such as organised activities, trips or events. The data suggests that, in general, KU students participate in these activities significantly more frequently (.46) than CULS students. 48% of Thai students have sometimes participated in events or activities sponsored by groups reflecting their own cultural heritage (18% often participated), compared to CULS students, 37% of whom are reported to never participate (34% rarely, and 26% sometimes participate). When asked about events which reflect cultures other than their own, the responses were similar, and again it was Thai students who seem to visit such events more often.

The biggest difference, (1.48) between the groups, was noted in their participation in religious or spiritual activities. 32% of Thai students often participate (41% sometimes), compared to CULS students, 3% of whom often participate (13% sometimes). 63% of CULS students reported they never participate, compared to 8% for KU students. Again, conversely, 16% of

CULS students often attended lectures, workshops, or campus discussions on international and global issues (47% sometimes), compared to KU students, 32% of whom never attend such lectures (38% rarely, 23% sometimes, and only 7% often).

KU students seem to follow the news (online or printed), and discuss the current events with their peers significantly more often (.46), than CULS students.

An interesting topic for this thesis is student interaction with people of other nationalities. The results show that 30% of Thai students interact with students from another country only rarely (23% never, and 35% sometimes), compared to Czech students, 18% of whom are reported to interact very often (32% often, and 21% sometimes). The mean difference was (.99).

The GPI also included questions about the university's community. In general, Thai students seem to be more (.53) associated with the university. Nevertheless, in both groups, the majority, (over 65%) of students, agreed with the statements questioning the affiliation of students with their university, and whether they feel they are a part of a close and supportive community of colleagues and friends. Answers to all the questions are in appendix VII.

6. Discussion

Based on the Literature review, today's globalised world requires globally competent citizens, people who are equipped with intercultural and international understanding and who can interrelate as responsible, knowledgeable and informed global citizens (BrckaLorenz and Gieser, 2011). Global education is seen as an effective and efficient instrument with which to tackle challenges occurring with globalization, therefore its importance is being recognised by many international organisations, such as UNESCO, OECD and the EU. Citizens of the 21st century need to develop a global perspective in order to understand the links between their own lives and those of others throughout the world. Since the number of people entering higher education is increasing worldwide, universities have an important role in the education of future generations. It has been argued that universities should not only be concerned with intellectual development and learning, but also with the moral, social, physical, and spiritual development of students, including intercultural competency and global learning and development. This is an added value of higher education (Braskamp, 2011). If we want students to become productive citizens of a global society, we have to internationalize the campus. In other words, we have to create a global perspective campus, one that would be global in its mission, programmes, and people (Braskamp, 2011). It is in this regard that the objectives of this diploma thesis were set.

The first objective was to assess the Global Perspective of undergraduate students from the Czech University of Life Science Prague and Kasetsart University, to find out whether it has increased after the 1st year. The aim was not to run a comparison between Czech and Thai students, but rather to compare their development over time in conjunction with the universities' approaches, which formed the second objective. Furthermore, the norm group scores (Global Perspective Institute, 2014), based on a sample of 19,528 students from the USA, were used as a starting point for comparison.

The first hypothesis suggested positive changes. Based on results, the H1 can be confirmed for CULS students who reported a higher Global Perspective on each of the six scales after one academic year, and on four scales the change was significant (figure 6). CULS students demonstrated the largest gain in the cognitive dimension (global awareness). It includes knowing and knowledge scales, questioning "How do we know?" The students have increased their knowledge and understanding of what is true and what is important to know, while taking into account multiple cultural perspectives. As stated by Oxfam GB (2006) and Hunter

(2004), the globally aware person is knowledgeable about globalization and the resulting global issues and problems affecting everyone's life. CULS students gained significantly higher knowledge about the current issues that impact international relations, according to the results. Moreover, when evaluating global problems, they take into consideration all the different cultural perspectives.

The results show that CULS students critically evaluate, without always relying on what has been propounded by the authorities - an ability, as described by Oxfam GB (2006), which is characteristic of the global citizen. Furthermore, young people should be encouraged to explore, develop and express their own values and opinions, whilst listening to and respecting the points of view of others (Oxfam GB, 2006). CULS students reported a significantly better ability to express their own values to people who differ, while 75% are open to people who strive to follow life-styles very different from their own.

According to BrckaLorenz and Gieser (2001), globally competent citizens are people equipped with intercultural and international understanding. Cross-cultural awareness, knowledge of the "other", has also been recognised as a successful tool in the struggle towards the achievement of peace (Doscher, 2012). CULS students reported a greater ability to discuss cultural differences, using a more informed perspective after just one year at university. They also more frequently interacted with people from a race/ethnic group different from their own. This ability to interact with other cultures can lead to conflict prevention (Hunter et al., 2006).

Some of the aims of global education are to promote positive values, to assist students in taking responsibility for their actions, and to help them see themselves as global citizens (Bereznicki et al., 2011). Reaching the score of the norm group, the results suggest that the CULS students have significantly increased their willingness to put their beliefs into action by standing up for their own principles. The majority also agreed that they recognized themselves as global citizens. The global citizen should, moreover, understand her/his own culture and be open to those of others. According to the results, CULS students, significantly more often than in the pre-test, agreed with the statement that they enjoy learning about cultural differences via their friends from other nationalities. The score was even significantly higher when compared to the norm group. Outraged by social injustice, the global citizen participates in the community at a local, as well as a global level (Oxfam GB, 2006). Over 70% of CULS students stated that they are sensitive to those who are being discriminated against, and, when compared to the pre-test, very significantly changed their opinion about

the importance of volunteering, more often agreeing with the statement that volunteering plays an important role in their lives.

According to the results, CULS students became more informed about current issues that impact international relations. It could be assumed that these positive changes are due to the curricular and co-curricular activities implemented into the study programme by the faculty. All students reported that they were enrolled in a course focused on significant global issues and problems, and that the majority of them attended lectures, workshops and campus discussions on global issues. In these scales particularly, CULS students even reached a significantly higher means than the norm group. The Czech University of Life Sciences Prague is taking many steps to internationalise the education provided, for example by increasing the number of international students and staff, offering opportunities for short-term as well as long-term study abroad, and hosting international conferences. Currently at CULS, the majority of study programmes are taught entirely in English, thus giving the faculty a unique multicultural environment. Based on these findings, the second hypothesis can also be confirmed for CULS.

In contrast, the data analysis of KU's first year students did not indicate a significant increase in their Global Perspective. A positive significant change appears only for one scale out of 6, the cognitive - knowing. In this category the KU students agreed, more than in the pre-test, that they take into account different perspectives before drawing conclusions about the world around them, and, also more than before, they consider different cultural perspectives when evaluating global problems. However, they agreed that they are less informed of current issues that impact international relations, than previously. Similarly, to the CULS students, the KU study group reported that, when compared to the pre-test, they are better able to explain their personal values to people who are different. In addition, they more frequently believe that they are developing a meaningful philosophy of life.

However, as illustrated in figure 6, both interpersonal scales of the KU students significantly decreased. The students amassed significantly lower scores on the majority of questions in social responsibility as well as in the social interaction domain. They reported lower social concern for others and less frequent engagement with people of different cultures, nationalities and ethnic backgrounds.

Even though the results of KU students did not indicate positive changes in the majority of Global Perspective categories, as measured by GPI, the findings of qualitative research suggest that the university is taking steps to internationalise the campus in order to provide its

students with multicultural experience. Furthermore, the curriculum system proposes that the university shifts its emphasis on education towards the moral, social and spiritual development of its students, by incorporating general education into the study plans and giving huge importance to the students' participation in extra-curricular activities supported by the university.

This is consistent with the study of Thanosawan and Laws (2013), who discussed the identity of Thai citizenship. They came up with the idea that before the students can develop into global citizens, they first need to be good citizens of Thailand - law-abiding, socially responsible, and socially participating in and cherishing Thai values and traditions. Similarly, Hunter (2004), concluded that the most critical step in becoming globally competent is for a person to develop a keen understanding of his/her own cultural norms and expectations. Nevertheless, Thanosawan and Laws (2013), reminds us that the essences of global citizenship and national citizenship crossover. Based on what has been discussed, the second hypothesis can be confirmed for KU as well.

In conformity with the GPI findings, in which the students reported higher or similar scores in the scales concerning the curricular and co-curricular items compared to the norm group, it could be assumed that the KU students will improve their global perspective during successive academic years. After all, this is what the analysis of the GPI results from 1st, 2nd, 3rd and 4th years students recommended.

One of the most significant differences between KU and CULS students can be found in their expressed views on the determination of right and wrong. The Thai students are more likely to state that it is a simple matter, and this could be understood as a lower ability to seek out facts and evaluate information before drawing conclusions. Thais also expressed a stronger reliance on authorities as being arbiters of worldly knowledge and truth. Nevertheless, according to the data, CULS students, in comparison with KU students, are less open towards people with different religious and spiritual traditions; while Thai students, in comparison with their pre-test results, significantly increased their religious tolerance.

When comparing the overall results with the norm group, neither CULS students, nor KU students reached the mean scores gained by students from the United States of America (USA). This is probably due to the fact that education in the USA, where Global Education has been promoted by many initiatives at all levels, is in many ways different. This is consistent with the recommendations from the Global Perspective Institute (2014) whose researchers advised to use the norm group only as a starting point for discussions. Every

institution focuses on a specific dimension of student development and this can vary from university to university.

6.1 Limitations

Although this study has brought forward several meaningful theoretical, methodological, and practical acquisitions, there are several limitations that should be mentioned. Since the CULS students did not provide their student identification numbers, it was not possible to pair the pre-test and post-test results and thus analyse the data only of students who participated in both tests. Another limitation concerns the high dropout of students from the study programme at FTA, which meant that the post-test group had about only half the number of original participants. Sample size was not an issue for KU. However, the results could have been influenced by the incomprehensibility of the questions, since a high percentage of students (between 40% and 50%) answered the majority of the questions neutrally. As pointed out by one of the teachers, the students may not have understood the questions, this despite the fact that they had been translated into Thai and tested before use.

Regarding the comparison between the results of CULS and KU sample groups GPI scores, it is important to highlight some of the different characteristics. The CULS sample group consisted of students who either were of other nationalities studying in Prague, or were Czech students who decided for some reason to study the already “global topic” of Tropical AgriScience. Conversely, the KU sample group consisted mainly of students who very often were from rural areas and came from families working in agriculture. These students may never have been abroad, whereas the Czech students would have had many opportunities to travel and interact with other cultures. However, it is important to underline the fact that the main objective of the research was not to compare the groups, but rather to evaluate the development of each sample group separately.

7. Conclusion and Recommendations

This research study examined undergraduate students' Global Perspective after their 1st year at university. More specifically, the study analysed the Global Perspective Inventory (GPI) data collected at Kasetsart University in Thailand and at the Czech University of Life Sciences Prague, at the beginning of the first semester and at the end of the second semester, in order to explore whether the students' Global Perspective would increase after one academic year.

Firstly, the quantitative analysis recommended that the Global Perspective of CULS students increased with a significant improvement in four out of six tested categories. In contrast, the KU students reached significantly higher scores in only one category, while their global engagement had worsened.

Secondly, the qualitative research explored the level of global education within the Czech and Thai education systems, and also at the two particular universities. Both countries have global education implemented within their policies and, for both universities, internationalisation is a priority.

Recommendations for further research

This study has compared the GPI means of first year students to explore whether their Global Perspective would increase after one academic year at university. A subsequent researcher could repeat the data collection with the same group of students in their final graduation year; i.e., at the end of the summer semester in the academic year 2017/2018 for CULS students, and at the same stage of the academic year 2018/2019 for KU students. The subsequent data analysis and comparison with the scores collected at the beginning of their university studies, would suggest how much the students developed their Global Perspective. The GPI could also be used for the evaluation of global learning outcomes achieved after the study abroad experience, as carried out by Grigorescu (2015), at Florida International University. Another possible utilization of the collected data could be to search for correlations between the individual GPI scales and demographic data, or data concerning the participation in curricular and co-curricular activities.

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Appendix I: Incomplete list of indicators to illustrate and denote a global perspective campus (Braskamp, 2009)

Students:
1. Number and percent of international students enrolled.
2. Number and percent of students gaining international experience through study abroad, internship, service learning and community service?
3. Intrapersonal development of students
4. Interpersonal development of students
5. Career goals of students
6. Career choices of students in I/G
Faculty:
7. Publications on international topics and issues
8. Publications in international journals
9. Funding from external sources (grants, contracts..)
10. Involvement in joint scholarly and development program with faculty from universities in other countries
11. Involvement in joint scholarly and developmental program with faculty in both domestic and foreign countries (e.g., rural and urban settings domestically)
12. Awards and recognition for accomplishments in I/G
13. Engagement of faculty in programs that offer services to the physically, intellectually, and emotionally challenged and disadvantaged
14. Is faculty involved in I/G teaching, research, and engagement beyond the campus (e.g., action and community based research that reflects commitment to I/G advancement)
Campus:
Curriculum
15. Semester or two semester interdisciplinary I/G courses in core curriculum (domestic diversity and international pluralism)
16. Foreign language courses and mastery of non-English language required for Graduation
17. Courses in history, religion, economics, political science in general education or core required for graduation
18. Interdisciplinary minor, program or specialization in I/G (e.g., area studies such as European Studies or American Studies)
19. Service learning and community based learning courses or an integrated segment of a course
20. Study away experience (summer or a semester)
21. Courses that focus on I/G issues
22. Experiential learning seminars that involves travel to either a foreign country or city or region in Thailand (for period of at least a week)
23. Student presentations based on class projects at an annual campus conference

24. Courses that include critical self-reflection, blogs, diaries that focus on the meaning of one's role in a global society
Co-curriculum
25. Celebration of I/G with special focus ("International Week" or "African Week" involving guest speakers, artistic performances, visual arts)
26. Student clubs and organizations that focus on I/G
27. Alternative break programs for student service trips and volunteer activities
28. Immersion trips during January or May terms for students to work with others (international, national or local communities and intercultural)
29. International student associations
30. Grant program for faculty and students joint projects in I/G
31. Certificate or special recognition program based on civic engagement, study away, and demonstrated appreciation of both domestic and international diversity issues
32. A "multicultural assistant" assigned to residence halls to foster I/G
33. Student government publicly supports and promotes the centrality of I/G on campus
Community - mission and strategic plan, organization, resources and support
34. Mission or vision statement that highlights I/G, e.g., "Become responsible citizens in the world"
35. Policies on the commonalities of domestic diversity initiatives and internationally focused initiatives in terms of expectations of students, curriculum, structure and organization in both areas
36. Campus level office, Institute, or department that is responsible for and supports International Education Center, Center for Global Initiatives)
37. Office that brings together students, faculty, staff, and citizens of the area to address I/G
38. Faculty and staff development programs, e.g., workshops to assist faculty and staff in I/G efforts
39. Rituals, symbolism, and setting that promotes and respects I./G (e.g., multi-faith chapel services)
40. Grant program for faculty to support student and faculty participation in I/G
41. Programs that involve both faculty and student affairs in engaging students in issues of diversity, pluralism, and I/G
42. Presidential involvement, support, and public references to I/G
43. Strategic plan highlights I/G
44. Lecture series on I/G
45. Living learning communities of students, staff , and faculty organized around an I/G theme
46. I/G theme house or residence hall wing

47. Office that provides cross-cultural and legal advising for international students
48. Web site highlights I/G
49. Awards, public recognition of I/G
50. Faculty and staff positions descriptions include I/G goals and responsibilities
51. Faculty meetings devoted to making I/G a part of its curriculum
52. Use of motto, tag line that all members know and stress (e.g., Developing global citizens’')
53. The saliency and appropriateness of the campus building its I/G focus on its theological, religious, and spiritual perspective (e.g., social justice)
54. Mini grants to student organizations to sponsor programs in I/G
55. Alumni office communicates with international students and graduates about its programs and potential partnerships
Community ---- connections with others
56. Exchange programs with partnering universities in other countries for students
57. Partnership and cultural exchange programs with other universities to support joint research and outreach initiatives for faculty and staff
58. Branch campuses, programs, centres in other countries for teaching, research, and community building
59. Joint international efforts among universities that promote community development
60. Collaborations with local multi-ethnic organizations and communities for recruitment of students, provision of credit and non-credit experiences for students
61. Tutoring programs with local churches, synagogues, schools that foster the learning and development of students from disadvantaged backgrounds
62. Center or Office that connects the campus with diverse local communities
63. Concerted initiative to attract students from around the world
64. Evaluation and assessment program that measures both environmental conditions and impact on students, faculty, and administration, i.e., interventions and “desired ends”
65. Public recognition of community partners and organizations (convocations, scholar in residence)
66. Involvement in “legal assistance’ programs
67. Consultation on business practices in both domestic and international settings
68. Economic development of local areas impacted by affiliations among the partners
69. Improved environmental and working conditions of the participating institutions
70. Revenue realized form partnerships among programs in the profit and not for profit organizations and businesses

Appendix II. Informed consent

Dear participants,

You have been invited to take a part in a research focused on Global education at higher educational institutions. Global education is often described as a learning process that increases the knowledge of students about today's rapidly changing globalized world. It helps young people to gain the competences and attitudes leading towards an acceptance of responsibility for their own lives as well as for the wider environment. The research is part of a diploma thesis of one of the current master student of the International Development and Agricultural Economics program taught here at the faculty of Tropical Agriculture.

The purpose of this research is to find out whether and to what extend is, the university's environment and particular courses provided here, increasing the student's Global awareness during their study period. Very similar process as today is going to happen at the end of this academic year.

You will be given two instruments in the next 90 minutes. The first one has been developed to measure the Global perspective and the second one for measuring the Global awareness. For more information about the entire research and also about the instruments please contact the responsible person: anna.eiflerova@gmail.com.

First, you will be asked to complete a questionnaire. The instructions are given at the beginning of the form, however I would like to highlight some of them now. There are no correct or wrong answers, only responses that are right for you. You should complete every item for your responses to count. Please do not select more than one option.

Next, you will be asked to read for yourself a short fictional case study. After completing the reading please answer the question concerning the text. Your answer must be at minimum 150 words in length. - To help you to imagine how long it is going to be, look at the length of the first two paragraphs of this letter.

In each part, you will be asked your student number. This is only for the data processing purposes and not for identification of your identity. You will not be identified in anything written about this study. The results of this study will not influence the classification from any subject.

Your participation in this research is voluntary. By completing both parts, you are agreeing to participate. You are free to stop responding at any time.

Thank you very much for your cooperation and wish you all the best in your first academic year.

Anna Eiflerová

Appendix III. New student form – English and Thai

Global perspective inventory

การสร้างทัศนคติของท่านต่อโลก

เรียน ผู้ตอบแบบสอบถามทุกท่าน

ท่านได้รับเชิญให้เข้าร่วมการวิจัยเกี่ยวกับ การสร้างทัศนคติของท่านต่อโลก ท่านมีเวลาในการตอบแบบสอบถามนี้ 15 - 20 นาที การตอบแบบสอบถามเป็นความสมัครใจ

ไม่มีผลกระทบใดๆต่อผู้ตอบเนื่องจากแบบสอบถามประกอบด้วยคำถามที่เกี่ยวกับประสบการณ์ในชีวิตประจำวันทั่วไป จึงขอความกรุณาให้ท่านพิจารณาตอบตามความรู้สึกรู้สึกของท่านให้มากที่สุด

โดยการเข้าร่วมการตอบแบบสอบถามนี้จะนำมาใช้ในการวิเคราะห์ผลการศึกษาครั้งนี้โดยออกมาเป็นภาพรวมของการวิจัยเท่านั้น ท่านมีสิทธิ์ที่จะไม่ตอบคำถามข้อใดข้อหนึ่ง หากท่านไม่สบายใจหรืออึดอัดที่จะตอบคำถามนั้น หรือไม่ตอบแบบสอบถามทั้งหมดเลยก็ได้

ข้อมูลและคำตอบทั้งหมดจะถูกปกปิดเป็นความลับจึงไม่มีผลกระทบใดๆต่อผู้ตอบหรือหน่วยงานของผู้ตอบ

หากผู้เข้าร่วมวิจัยมีข้อสงสัยเกี่ยวกับการวิจัยหรือแบบสอบถาม สามารถติดต่อสอบถามได้ที่

anna.eiflerova@gmail.com ขอขอบพระคุณที่กรุณาใช้เวลาในการตอบแบบสอบถาม

ผู้วิจัย **Anna Eiflerova**

คำชี้แจง

ไม่จำกัดเวลา แต่ผู้ตอบแบบสอบถามควรจะใช้เวลาในการตอบคำถามให้น้อยที่สุด

ไม่มีคำตอบใดผิดหรือถูกโปรดเลือกคำตอบที่ท่านเห็นว่าใช่ที่สุด

ซึ่งผู้ตอบแบบสอบถามต้องตอบให้ครบทุกคำถามเพื่อผู้วิจัยจะสามารถนำคำตอบทั้งหมดที่ได้ไปประมวลผล

ระดับความพึงพอใจ

1- ไม่เห็นด้วยอย่างยิ่ง 2- ไม่เห็นด้วย 3- ปานกลาง 4- เห็นด้วย 5- เห็นด้วยอย่างยิ่ง

Dear participant,

You have been invited to respond to the Global Perspective Inventory. You should be able to complete the survey in 15-20 minutes. Participation is voluntary. There are no foreseeable risks involved in responding to this survey beyond those experienced in everyday life.

By completing the GPI, you are agreeing to participate in research. You are free to stop responding at any time. Confidentiality will be maintained to the degree permitted by the technology used and to the extent allowed by law. You will not be identified in anything written about this study. If you have questions about this survey, please contact me: anna.eiflerova@gmail.com . Thank you for your cooperation. Anna Eiflerova.

INSTRUCTIONS:

There is no time limit, but try to respond to each statement as quickly as possible. There are no right or wrong answers, only responses that are right for you. You must complete every item for your responses to count.

The scale explanation:

1 - Strongly disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly agree

ระดับความพึงพอใจ

1- ไม่เห็นด้วยอย่างยิ่ง 2- ไม่เห็นด้วย 3- ปานกลาง 4- เห็นด้วย 5- เห็นด้วยอย่างยิ่ง

The scale explanation:

1 - Strongly disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly agree

1. When I notice cultural differences, my culture tends to have the better approach. เมื่อฉันพบความแตกต่างทางวัฒนธรรม ฉันเห็นว่าวัฒนธรรมของฉันมีแนวปฏิบัติที่ดีกว่า	1	2	3	4	5
2. I have a definite purpose in my life. ฉันมีเป้าหมายในชีวิตที่แน่นอน	1	2	3	4	5
3. I can explain my personal values to people who are different from me. ฉันสามารถอธิบายค่านิยมส่วนตัวของฉันให้ผู้อื่นที่มีค่านิยมแตกต่างจากฉัน	1	2	3	4	5
4. Most of my friends are from my own ethnic background. เพื่อนของฉันส่วนมากมีภูมิลำเนาทางด้านชาติพันธุ์เดียวกันกับฉัน	1	2	3	4	5
5. I think of my life in terms of giving back to society. ฉันคิดว่าชีวิตของฉันคือการให้เพื่อตอบแทนสังคม	1	2	3	4	5
6. Some people have a culture and others do not. คนบางคนมีวัฒนธรรมแต่บางคนไม่มี	1	2	3	4	5
7. In different settings what is right and wrong is simple to determine. ในสภาพแวดล้อมต่างๆ เป็นการง่ายที่จะตัดสินว่าสิ่งใดถูกสิ่งใดผิด	1	2	3	4	5
8. I am informed of current issues that impact international relations. ฉันทราบถึงประเด็นที่มีผลกระทบต่อความสัมพันธ์ระหว่างประเทศ	1	2	3	4	5
9. I know who I am as a person. ฉันรู้ว่าฉันคือใคร	1	2	3	4	5
10. I feel threatened around people from backgrounds very different from my own. ฉันรู้สึกหวาดกลัวเวลาที่รายล้อมไปด้วยผู้คนที่มีความแตกต่างจากฉันมากๆ	1	2	3	4	5
11. I often get out of my comfort zone to better understand myself. ฉันมักจะออกจากพื้นที่ปลอดภัยเพื่อเข้าใจตัวเองได้ดีขึ้น/ฉันมักจะหาที่ใหม่ๆ เพื่อจะเข้าใจตัวเองมากขึ้น	1	2	3	4	5
12. I am willing to defend my own views when they differ from others. ฉันตั้งใจปกป้องความเห็นส่วนตัวของฉันเมื่อความเห็นนั้นแตกต่างจากของคนอื่น	1	2	3	4	5

13. I understand the reasons and causes of conflict among nations of different cultures. ฉันเข้าใจเหตุและผลของความขัดแย้งระหว่างประเทศที่มีวัฒนธรรมแตกต่างกัน	1	2	3	4	5
14. I work for the rights of others. ฉันทำงานเพื่อสิทธิของผู้อื่น	1	2	3	4	5
15. I see myself as a global citizen. ฉันเห็นว่าตัวฉันเป็นพลเมืองโลก	1	2	3	4	5
16. I take into account different perspectives before drawing conclusions about the world around me. ฉันคำนึงถึงทัศนคติที่หลากหลายก่อนให้บทสรุปต่อโลกรอบตัวฉัน	1	2	3	4	5
17. I understand how various cultures of this world interact socially. ฉันเข้าใจว่าวัฒนธรรมที่หลากหลายของโลกนี้มีปฏิสัมพันธ์ต่อกันอย่างไรในเชิงสังคม	1	2	3	4	5
18. I put my beliefs into action by standing up for my principles. ฉันพยายามแสดงให้เห็นว่าฉันยืนหยัดในหลักการของตัวเอง	1	2	3	4	5
19. I consider different cultural perspectives when evaluating global problems. ฉันได้รตรองถึงมุมมองทางวัฒนธรรมที่แตกต่างกันเมื่อประเมินประเด็นปัญหาของโลก	1	2	3	4	5
20. I rely primarily on authorities to determine what is true in the world. ฉันยึดสิ่งอื่นเป็นฐานคิดในการตัดสินสิ่งที่ถูกต้องในโลก	1	2	3	4	5
21. I know how to analyse the basic characteristics of a culture. ฉันรู้วิธีวิเคราะห์ลักษณะพื้นฐานของวัฒนธรรม	1	2	3	4	5
22. I am sensitive to those who are discriminated against. ฉันรับความรู้สึกได้ง่ายต่อผู้ที่ถูกแบ่งแยกเชื้อชาติ	1	2	3	4	5
23. I do not feel threatened emotionally when presented with multiple perspectives. ฉันไม่รู้สึกคุกคามทางอารมณ์เมื่อเผชิญกับทัศนคติที่หลากหลายของผู้คน	1	2	3	4	5
24. I frequently interact with people from a race/ethnic group different from my own. ฉันมักจะมีปฏิสัมพันธ์กับผู้คนที่มาจากต่างเชื้อชาติ/เผ่าพันธุ์อยู่บ่อยๆ	1	2	3	4	5
25. I am accepting of people with different religious and spiritual traditions. ฉันยอมรับผู้ที่มีขนบธรรมเนียมทางศาสนาและความเชื่อที่แตกต่างกัน	1	2	3	4	5
26. I put the needs of others above my own personal wants. ฉันคำนึงถึงความต้องการของผู้อื่นมากกว่าความต้องการของตัวเอง	1	2	3	4	5
27. I can discuss cultural differences from an informed perspective. ฉันสามารถสนทนาเรื่องความแตกต่างทางวัฒนธรรมโดยใช้มุมมองที่บอกเล่ากันมา	1	2	3	4	5
28. I am developing a meaningful philosophy of life. ฉันกำลังพัฒนาปรัชญาชีวิตที่มีความหมาย	1	2	3	4	5

ฉันสร้างปรัชญาชีวิตที่มีความหมาย					
29. I intentionally involve people from many cultural backgrounds in my life. ฉันตั้งใจเกี่ยวข้องกับผู้คนที่มีภูมิหลังทางวัฒนธรรมที่หลากหลาย	1	2	3	4	5
30. I rarely question what I have been taught about the world around me. ฉันไม่ค่อยจะตั้งคำถามต่อสิ่งที่ฉันถูกสอนมาเกี่ยวกับโลกรอบๆตัวฉัน	1	2	3	4	5
31. I enjoy when my friends from other cultures teach me about our cultural differences. ฉันรู้สึกสนุกเมื่อเพื่อนๆต่างวัฒนธรรมช่วยสอนฉันเกี่ยวกับความแตกต่างทางวัฒนธรรมของเรา	1	2	3	4	5
32. I consciously behave in terms of making a difference. ฉันตั้งใจปฏิบัติตัวให้ดีเพื่อสร้างความแตกต่าง	1	2	3	4	5
33. I am open to people who strive to live lives very different from my own life style. ฉันเปิดใจรับผู้คนที่วิถีชีวิตแตกต่างจากฉันมากๆ	1	2	3	4	5
34. Volunteering is not an important priority in my life. การอาสาสมัครไม่ใช่สิ่งสำคัญในชีวิตของฉัน	1	2	3	4	5
35. I frequently interact with people from a country different from my own. ฉันมักจะมีปฏิสัมพันธ์กับคนต่างชาติอยู่บ่อยๆ	1	2	3	4	5

36. My age in years, (e.g., 21): _____

อายุปัจจุบันของฉัน (เช่น 21 ปี)

37. My gender is (circle):

Female

Male

เพศ

หญิง

ชาย

38. Select the one that best describes your current status (สถานะภาพปัจจุบัน).

a. Thai student at a Thai college/university (นิสิตนักศึกษาชาวไทย)

b. Non-Thai student at a Thai college/university (นิสิตนักศึกษาต่างชาติ)

c. Other (อื่นๆ)

If answered "b" to item 38, also respond to 39.

39. How long have you lived in Thailand? _____

40. What is your country of origin? _____

41. What was the highest level of formal education for either of your parents?

ระดับการศึกษาสูงสุดของผู้ปกครอง

- a. Less than high school (ต่ำกว่าระดับมัธยมศึกษาตอนปลาย)
- b. High school graduate (ระดับมัธยมศึกษาตอนปลาย)
- c. College degree (ระดับปริญญาตรี)
- d. Graduate degree (Masters, Doctorate, MD, etc.) (ระดับปริญญาโท, เอก, หลังปริญญาเอก)
- e. Other (อื่นๆ) _____

42. What is your average grade earned in high school? _____

ระดับเกรดเฉลี่ยสะสมระดับมัธยมศึกษาตอนปลาย

43. In high school, how many **years** did you have a course of the areas listed below.

ในโรงเรียนมัธยมศึกษา คุณได้เรียนรายวิชาดังต่อไปนี้ระยะเวลา(ปี)อย่างน้อยเพียงไร

1. Multicultural course addressing issues of race, ethnicity, gender, class, religion, or sexual orientation (วิชาด้านความหลากหลายทางวัฒนธรรม ที่ระบุประเด็นเกี่ยวกับเรื่องเชื้อชาติ ชาติพันธุ์ เพศ ชนชั้น ศาสนา หรือ เพศวิถี)	0	1	2	3	4	5 or more
2. Foreign language course (วิชาภาษาต่างประเทศ)	0	1	2	3	4	5 or more
3. World history course (วิชาประวัติศาสตร์โลก)	0	1	2	3	4	5 or more
4. Service learning course (วิชาการเรียนรู้ด้วยการบริการสังคม)	0	1	2	3	4	5 or more
5. Course focused on significant global/international issues and problems (วิชาที่เน้นประเด็นและปัญหาระหว่างประเทศ/ระดับประเทศ)	0	1	2	3	4	5 or more

44. In high school, how often have you participated in the following?

ในโรงเรียนมัธยมศึกษาตอนปลาย คุณได้เข้าร่วมกิจกรรมเหล่านี้บ่อยแค่ไหน

ไม่เคย แทบจะไม่ บางครั้ง บ่อย บ่อยมาก

1. Participated in events or activities sponsored by groups reflecting your own cultural heritage (เข้าร่วมกิจกรรมที่จัดโดยกลุ่มคนที่สะท้อนมรดกทางวัฒนธรรมของคุณเอง)	never	rarely	sometimes	often	very often
2. Participated in events or activities sponsored by groups reflecting a cultural heritage different from your own (เข้าร่วมกิจกรรมที่จัดโดยกลุ่มคนที่สะท้อนมรดกทางวัฒนธรรมที่แตกต่างจากของคุณ)	never	rarely	sometimes	often	very often
3. Participated in religious activities (เข้าร่วมกิจกรรมทางศาสนา)	never	rarely	sometimes	often	very often
4. Participated in leadership programs that stress collaboration and team work (เข้าร่วมหลักสูตรความเป็นผู้นำที่มุ่งเน้นความร่วมมือและการทำงานเป็นทีม)	never	rarely	sometimes	often	very often
5. Participated in community service activities (เข้าร่วมกิจกรรมการให้บริการแก่ชุมชน)	never	rarely	sometimes	often	very often
6. Attended a lecture/workshop/campus discussion on international/global issues (เข้าร่วมกิจกรรม/การอภิปรายเกี่ยวกับประเด็นระหว่างประเทศ/ระดับโลก)	Never	Rarely	Sometimes	often	very often
7. Read a newspaper or news magazine (online or in print) (อ่านหนังสือพิมพ์หรือนิตยสารข่าว (รูปแบบออนไลน์ หรือ สิ่งพิมพ์))	never	rarely	sometimes	often	very often
8. Watched news programs on television (ดูรายการข่าวทางโทรทัศน์)	never	rarely	sometimes	often	very often
9. Followed an international event/crisis (e.g., through newspaper, social media, or other media source) (ติดตามเหตุการณ์/วิกฤติการณ์ระหว่างประเทศ (เช่น ทางหนังสือพิมพ์, สังคมออนไลน์, หรือแหล่งข้อมูลอื่น*))	never	rarely	sometimes	often	very often
10. Discussed current events with other students (สนทนากับเพื่อนร่วมชั้นเรียนเกี่ยวกับเหตุการณ์ปัจจุบัน)	never	rarely	sometimes	often	very often
11. Interacted with students from a country different from your	never	rarely	sometimes	often	very often

own (มีปฏิสัมพันธ์กับเพื่อนร่วมชั้นเรียนชาวต่างชาติ)					
12. Interacted with students from a race/ethnic group different from your own (มีปฏิสัมพันธ์กับเพื่อนร่วมชั้นเรียนที่มาจากต่างกลุ่มเชื้อชาติ/ชาติพันธุ์)	never	rarely	sometimes	often	very often

45. Provide your student number: _____

โปรดระบุหมายเลขประจำตัวนิสิตของท่าน

46. Name of your study program? _____

โปรดระบุภาควิชา/วิชาเอกของท่าน

Appendix IV. General student form – English and Thai

Global perspective inventory

การสร้างทัศนคติของท่านต่อโลก

เรียน ผู้ตอบแบบสอบถามทุกท่าน

ท่านได้รับเชิญให้เข้าร่วมการวิจัยเกี่ยวกับ การสร้างทัศนคติของท่านต่อโลก ท่านมีเวลาในการตอบแบบสอบถามนี้ 15 - 20 นาที การตอบแบบสอบถามเป็นความสมัครใจ

ไม่มีผลกระทบใดๆต่อผู้ตอบเนื่องจากแบบสอบถามประกอบด้วยคำถามที่เกี่ยวกับประสบการณ์ในชีวิตประจำวันทั่วไป จึงขอความกรุณาให้ท่านพิจารณาตอบตามความรู้สึกของท่านให้มากที่สุด

โดยการเข้าร่วมการตอบแบบสอบถามนี้จะนำมาใช้ในการวิเคราะห์ผลการศึกษาครั้งนี้โดยออกมาเป็นภาพรวมของการวิจัย เท่านั้น ท่านมีสิทธิ์ที่จะไม่ตอบคำถามข้อใดข้อหนึ่ง หากท่านไม่สบายใจหรืออึดอัดที่จะตอบคำถามนั้น หรือไม่ตอบแบบสอบถามทั้งหมดเลยก็ได้

ข้อมูลและคำตอบทั้งหมดจะถูกปกปิดเป็นความลับจึงไม่มีผลกระทบใดๆต่อผู้ตอบหรือหน่วยงานของผู้ตอบ

หากผู้เข้าร่วมวิจัยมีข้อสงสัยเกี่ยวกับการวิจัยหรือแบบสอบถาม สามารถติดต่อสอบถามได้ที่

anna.eiflerova@gmail.com ขอขอบพระคุณที่กรุณาสละเวลาในการตอบแบบสอบถาม

ผู้วิจัย Anna Eiflerova

คำชี้แจง

ไม่จำกัดเวลา แต่ผู้ตอบแบบสอบถามควรจะใช้เวลาในการตอบคำถามให้น้อยที่สุด

ไม่มีคำตอบใดผิดหรือถูกโปรดเลือกคำตอบที่ท่านเห็นว่าใช่ที่สุด

ซึ่งผู้ตอบแบบสอบถามต้องตอบให้ครบทุกคำถามเพื่อผู้วิจัยจะสามารถนำคำตอบทั้งหมดที่ได้ไปประมวลผล

ระดับความพึงพอใจ

1- ไม่เห็นด้วยอย่างยิ่ง 2- ไม่เห็นด้วย 3- ปานกลาง 4- เห็นด้วย 5- เห็นด้วยอย่างยิ่ง

Dear participant,

You have been invited to respond to the Global Perspective Inventory. You should be able to complete the survey in 15-20 minutes. Participation is voluntary. There are no foreseeable risks involved in responding to this survey beyond those experienced in everyday life.

By completing the GPI, you are agreeing to participate in research. You are free to stop responding at any time. Confidentiality will be maintained to the degree permitted by the technology used and to the extent allowed by law. You will not be identified in anything written about this study. If you have questions about this survey, please contact me: anna.eiflerova@gmail.com . Thank you for your cooperation. Anna Eiflerova.

INSTRUCTIONS:

There is no time limit, but try to respond to each statement as quickly as possible. There are no right or wrong answers, only responses that are right for you. You must complete every item for your responses to count.

The scale explanation:

1 - Strongly disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly agree

ระดับความพึงพอใจ

1- ไม่เห็นด้วยอย่างยิ่ง 2- ไม่เห็นด้วย 3- ปานกลาง 4- เห็นด้วย 5- เห็นด้วยอย่างยิ่ง

The scale explanation:

1 - Strongly disagree, 2 - Disagree, 3 - Neutral, 4 - Agree, 5 - Strongly agree

1. When I notice cultural differences, my culture tends to have the better approach. เมื่อฉันพบความแตกต่างทางวัฒนธรรม ฉันเห็นว่าวัฒนธรรมของฉันมีแนวปฏิบัติที่ดีกว่า	1	2	3	4	5
2. I have a definite purpose in my life. ฉันมีเป้าหมายในชีวิตที่แน่นอน	1	2	3	4	5
3. I can explain my personal values to people who are different from me. ฉันสามารถอธิบายค่านิยมส่วนตัวของฉันให้ผู้อื่นที่มีค่านิยมแตกต่างจากฉัน	1	2	3	4	5
4. Most of my friends are from my own ethnic background. เพื่อนของฉันส่วนมากมีภูมิหลังด้านชาติพันธุ์เดียวกันกับฉัน	1	2	3	4	5
5. I think of my life in terms of giving back to society. ฉันคิดว่าชีวิตของฉันคือการให้เพื่อตอบแทนสังคม	1	2	3	4	5
6. Some people have a culture and others do not. คนบางคนมีวัฒนธรรมแต่บางคนไม่มี	1	2	3	4	5
7. In different settings what is right and wrong is simple to determine. ในสภาพแวดล้อมต่างๆ เป็นการง่ายที่จะตัดสินว่าสิ่งใดถูกสิ่งใดผิด	1	2	3	4	5
8. I am informed of current issues that impact international relations. ฉันทราบถึงประเด็นที่มีผลกระทบต่อความสัมพันธ์ระหว่างประเทศ	1	2	3	4	5
9. I know who I am as a person. ฉันรู้ว่าฉันคือใคร	1	2	3	4	5
10. I feel threatened around people from backgrounds very different from my own. ฉันรู้สึกหวาดกลัวเวลาที่รายล้อมไปด้วยผู้คนที่ภูมิหลังแตกต่างจากฉันมากๆ	1	2	3	4	5
11. I often get out of my comfort zone to better understand myself. ฉันมักจะออกจากพื้นที่ปลอดภัยเพื่อเข้าใจตัวเองได้ดีขึ้น/ฉันมักจะหาที่ใหม่ๆ เพื่อจะเข้าใจตัวเองมากขึ้น	1	2	3	4	5
12. I am willing to defend my own views when they differ from others. ฉันตั้งใจปกป้องความเห็นส่วนตัวของฉันเมื่อความเห็นนั้นแตกต่างจากของคนอื่น	1	2	3	4	5
13. I understand the reasons and causes of conflict among nations of different cultures. ฉันเข้าใจเหตุและผลของความขัดแย้งระหว่างประเทศที่มีวัฒนธรรมแตกต่างกัน	1	2	3	4	5
14. I work for the rights of others.	1	2	3	4	5

ฉันทำงานเพื่อสิทธิของผู้อื่น					
15. I see myself as a global citizen. ฉันเห็นว่าตัวฉันเป็นพลเมืองโลก	1	2	3	4	5
16. I take into account different perspectives before drawing conclusions about the world around me. ฉันคำนึงถึงทัศนคติที่หลากหลายก่อนให้บทสรุปต่อโลกรอบตัวฉัน	1	2	3	4	5
17. I understand how various cultures of this world interact socially. ฉันเข้าใจว่าวัฒนธรรมที่หลากหลายของโลกนี้มีปฏิสัมพันธ์ต่อกันอย่างไรในเชิงสังคม	1	2	3	4	5
18. I put my beliefs into action by standing up for my principles. ฉันพยายามแสดงให้เห็นว่าฉันยืนหยัดในหลักการของตัวเอง	1	2	3	4	5
19. I consider different cultural perspectives when evaluating global problems. ฉันได้รตรองถึงมุมมองทางวัฒนธรรมที่แตกต่างกันเมื่อประเมินประเด็นปัญหาของโลก	1	2	3	4	5
20. I rely primarily on authorities to determine what is true in the world. ฉันยึดสิ่งอื่นเป็นฐานคิดในการตัดสินสิ่งที่ถูกต้องในโลก	1	2	3	4	5
21. I know how to analyse the basic characteristics of a culture. ฉันรู้วิธีวิเคราะห์ลักษณะพื้นฐานของวัฒนธรรม	1	2	3	4	5
22. I am sensitive to those who are discriminated against. ฉันรับความรู้สึกได้ง่ายต่อผู้ที่ถูกแบ่งแยกเชื้อชาติ	1	2	3	4	5
23. I do not feel threatened emotionally when presented with multiple perspectives. ฉันไม่รู้สึกคุกคามทางอารมณ์เมื่อเผชิญกับทัศนคติที่หลากหลายของผู้คน	1	2	3	4	5
24. I frequently interact with people from a race/ethnic group different from my own. ฉันมักจะมีปฏิสัมพันธ์กับผู้คนที่มาจากต่างเชื้อชาติ/เผ่าพันธุ์อยู่บ่อยๆ	1	2	3	4	5
25. I am accepting of people with different religious and spiritual traditions. ฉันยอมรับผู้ที่มีขนบธรรมเนียมทางศาสนาและความเชื่อที่แตกต่างกัน	1	2	3	4	5
26. I put the needs of others above my own personal wants. ฉันคำนึงถึงความต้องการของผู้อื่นมากกว่าความต้องการของตัวเอง	1	2	3	4	5
27. I can discuss cultural differences from an informed perspective. ฉันสามารถสนทนาเรื่องความแตกต่างทางวัฒนธรรมโดยใช้มุมมองที่บอกเล่ากันมา	1	2	3	4	5
28. I am developing a meaningful philosophy of life. ฉันสร้างปรัชญาชีวิตที่มีความหมาย	1	2	3	4	5
29. I intentionally involve people from many cultural backgrounds in my life. ฉันตั้งใจเกี่ยวข้องกับผู้คนที่มีภูมิหลังทางวัฒนธรรมที่หลากหลาย	1	2	3	4	5

30. I rarely question what I have been taught about the world around me. ฉันไม่ค่อยจะตั้งคำถามต่อสิ่งที่ฉันถูกสอนมาเกี่ยวกับโลกรอบๆตัวฉัน	1	2	3	4	5
31. I enjoy when my friends from other cultures teach me about our cultural differences. ฉันรู้สึกสนุกเมื่อเพื่อนๆต่างวัฒนธรรมช่วยสอนฉันเกี่ยวกับความแตกต่างทางวัฒนธรรมของเรา	1	2	3	4	5
32. I consciously behave in terms of making a difference. ฉันตั้งใจปฏิบัติตัวให้ดีเพื่อสร้างความแตกต่าง	1	2	3	4	5
33. I am open to people who strive to live lives very different from my own life style. ฉันเปิดใจรับผู้คนที่วิถีชีวิตแตกต่างจากฉันมากๆ	1	2	3	4	5
34. Volunteering is not an important priority in my life. การอาสาสมัครไม่ใช่สิ่งสำคัญในชีวิตของฉัน	1	2	3	4	5
35. I frequently interact with people from a country different from my own. ฉันมักจะมีปฏิสัมพันธ์กับคนต่างชาติอยู่บ่อยๆ	1	2	3	4	5

36. My age in years, (e.g., 21): _____

อายุปัจจุบันของฉัน (เช่น 21 ปี)

37. My gender is (circle):

Female

Male

เพศ

หญิง

ชาย

38. Select the one that best describes your current status (สถานะภาพปัจจุบัน).

- Thai student at a Thai college/university (นิสิตนักศึกษาไทย)
- Non-Thai student at a Thai college/university (นิสิตนักศึกษาต่างชาติ)
- Other (อื่นๆ)

If answered "b" to item 38, also respond to 39.

39. How long have you lived in Thailand? _____

40. What is your country of origin? _____

41. What was the highest level of formal education for either of your parents?

ระดับการศึกษาสูงสุดของผู้ปกครอง

- Less than high school (ต่ำกว่าระดับมัธยมศึกษาตอนปลาย)

- b. High school graduate (ระดับมัธยมศึกษาตอนปลาย)
- c. College degree (ระดับปริญญาตรี)
- d. Graduate degree (Masters, Doctorate, MD, etc.) (ระดับปริญญาโท, เอก, หลังปริญญาเอก)
- e. Other (อื่นๆ) _____

42. What is your average grade earned in university? _____

คุณได้เกรดเฉลี่ยสะสมในระดับมหาวิทยาลัยอยู่ที่เท่าไร

43. Since coming to university, how many courses have you taken in the areas listed below?

ตั้งแต่เข้ามาเรียนในระดับมหาวิทยาลัย คุณได้เรียนรายวิชาดังต่อไปนี้เป็นระยะเวลาานาน(ปี)อย่างน้อยเพียงไร

1. Multicultural course addressing issues of race, ethnicity, gender, class, religion, or sexual orientation (วิชาด้านความหลากหลายทางวัฒนธรรม ที่ระบุประเด็นเกี่ยวกับเรื่องเชื้อชาติ ชาติพันธุ์ เพศ ชนชั้น ศาสนา หรือ เพศวิถี)	0	1	2	3	4	5 or more
2. Foreign language course (วิชาภาษาต่างประเทศ)	0	1	2	3	4	5 or more
3. World history course (วิชาประวัติศาสตร์โลก)	0	1	2	3	4	5 or more
4. Service learning course (วิชาการเรียนรู้ด้วยการบริการสังคม)	0	1	2	3	4	5 or more
5. Course focused on significant global/international issues and problems (วิชาที่เน้นประเด็นและปัญหาระหว่างประเทศ/ระดับประเทศ)	0	1	2	3	4	5 or more

44. Since coming to university, how often have you experienced the following?

ตั้งแต่เข้ามาเรียนในระดับมหาวิทยาลัย คุณได้ประสบเหตุการณ์เหล่านี้บ่อยแค่ไหน

ไม่เคย แทบจะไม่ บางครั้ง

บ่อย บ่อยมาก

1. The professor challenged students' views and perspectives on a topic during class.	never	rarely	sometimes	often	very often
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อาจารย์ผู้สอนมักไม่เห็นด้วยกับมุมมองและทัศนคติของนิสิต จึงขอให้นิสิตอธิบายหัวข้อดังกล่าวเพิ่มเติม					
2. The professor presented issues and problems in class from different cultural perspectives. อาจารย์ผู้สอนนำเสนอประเด็นปัญหาในชั้นเรียนผ่านมุมมองทางวัฒนธรรมที่แตกต่างออกไป	never	rarely	sometimes	often	very often
3. Participated in events or activities organised by groups reflecting your own cultural heritage เข้าร่วมงานหรือกิจกรรมต่างๆที่จัดโดยกลุ่มที่สะท้อนถึงมรดกทางวัฒนธรรมของท่าน	never	rarely	sometimes	often	Very often
4. Participated in events or activities organised by groups reflecting a cultural heritage different from your own (เข้าร่วมกิจกรรมที่จัดโดยกลุ่มคนที่สะท้อนมรดกทางวัฒนธรรมที่แตกต่างจากของคุณ)	never	rarely	sometimes	often	very often
5. Participated in religious activities (เข้าร่วมกิจกรรมทางศาสนา)	never	rarely	sometimes	often	very often
6. Participated in leadership programs that stress collaboration and team work (เข้าร่วมหลักสูตรความเป็นผู้นำที่มุ่งเน้นความร่วมมือและการทำงานเป็นทีม)	never	rarely	sometimes	often	very often
7. Participated in community service activities (เข้าร่วมกิจกรรมการให้บริการแก่ชุมชน)	never	rarely	sometimes	often	very often
8. Attended a lecture/workshop/campus discussion on international/global issues (เข้าร่วมกิจกรรม/การอภิปรายเกี่ยวกับประเด็นระหว่างประเทศ/ระดับโลก)	Never	Rarely	Sometimes	often	very often
9. Read a newspaper or news magazine (online or in print) (อ่านหนังสือพิมพ์หรือนิตยสารข่าว (รูปแบบออนไลน์ หรือ สิ่งพิมพ์))	never	rarely	sometimes	often	very often
10. Watched news programs on television (ดูรายการข่าวทางโทรทัศน์)	never	rarely	sometimes	often	very often
11. Followed an international event/crisis (e.g., through newspaper, social media, or other media source) (ติดตามเหตุการณ์/วิกฤติการณ์ระหว่างประเทศ (เช่น ทางหนังสือพิมพ์, สังคมออนไลน์,	never	rarely	sometimes	often	very often

หรือแหล่งข้อมูลอื่น?)					
12. Discussed current events with other students (สนทนากับเพื่อนร่วมชั้นเรียนเกี่ยวกับเหตุการณ์ปัจจุบัน)	never	rarely	sometimes	often	very often
13. Interacted with students from a country different from your own (มีปฏิสัมพันธ์กับเพื่อนร่วมชั้นเรียนชาวต่างชาติ)	never	rarely	sometimes	often	very often
14. Interacted with students from a race/ethnic group different from your own (มีปฏิสัมพันธ์กับเพื่อนร่วมชั้นเรียนที่มาจากต่างกลุ่มเชื้อชาติ/ชาติพันธุ์)	never	rarely	sometimes	often	very often

45. Have you ever participated in a living-learning program with a global/international theme?

Living-learning – intensive seminar or training for more than one day, often out of the university, students live in dormitories and participate every day in the program.

คุณเคยเข้าร่วมโครงการเรียนรู้และอยู่ร่วมกันในหัวข้อระดับประเทศหรือนานาชาติหรือไม่

โครงการเรียนรู้และอยู่ร่วมกัน คือ งานสัมมนาแบบเข้มหรือการฝึกที่ต่อเนื่องมากกว่าหนึ่งวัน ส่วนมากไม่ได้จัดภายในมหาวิทยาลัย นิสิตที่พักอาศัยในหอพักไปเข้าร่วมโครงการทุกวันตามที่จัด

- a. Yes (เคยเข้าร่วม)
- b. No (ไม่เคยเข้าร่วม)

46. Prior to this semester or quarter, how many quarters/semesters have you studied abroad?

คุณเคยไปเรียนต่างประเทศเป็นเวลากี่ภาคการศึกษาหากนับจนถึงภาคการศึกษานี้

- a. None ไม่เคยเลย
- b. One หนึ่งภาคการศึกษา
- c. Two terms สองภาคการศึกษา
- d. Shorter period. Write the duration _____
สั้นกว่าหนึ่งภาคการศึกษา เป็นระยะเวลา _____

1- ไม่เห็นด้วยอย่างยิ่ง 2- ไม่เห็นด้วย 3- ปานกลาง 4- เห็นด้วย 5- เห็นด้วยอย่างยิ่ง

47. I have a strong sense of affiliation with my university. ฉันรู้สึกผูกพันกับมหาวิทยาลัยเป็นอย่างมาก	1	2	3	4	5
48. I feel that my university community honours diversity and internationalism. ฉันรู้สึกว่าสังคมมหาวิทยาลัยของตัวเองมีความหลากหลายและมีความเป็นสากล	1	2	3	4	5
49. I understand the mission of my university. ฉันเข้าใจพันธกิจมหาวิทยาลัยของตน	1	2	3	4	5

50. I am both challenged and supported at my university. ฉันได้พบเจอทั้งอุปสรรคและการช่วยเหลือที่มหาวิทยาลัยของฉัน (การเรียนที่มหาวิทยาลัยทำให้ฉันได้พบทั้งสิ่งท้าทายและการสนับสนุน)	1	2	3	4	5
51. I have been encouraged to develop my strengths and talents at my university. ฉันได้รับการสนับสนุนให้พัฒนาจุดแข็งและความสามารถของตนเอง	1	2	3	4	5
52. I feel I am a part of a close and supportive community of colleagues and friends. ฉันรู้สึกเป็นส่วนหนึ่งของสังคมเพื่อนและเพื่อนร่วมงานที่มีความสนิทสนมคอยเป็นกำลังใจให้	1	2	3	4	5

53. Name the elective courses you have taken as part of the General education this year (meaning both semesters)

กรุณาระบุรายชื่อวิชาเลือกเสรีในหมวดวิชาศึกษาทั่วไปในปีการศึกษานี้ (ทั้งสองเทอม) _____

54. Provide your student number: _____

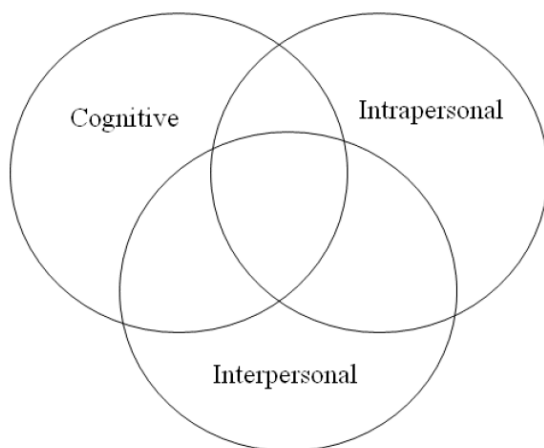
โปรดระบุหมายเลขประจำตัวนิสิตของท่าน

55. Name of your study program? _____

โปรดระบุภาควิชา/วิชาเอกของท่าน

Appendix V. Global perspective inventory

All human beings experience, grow, change, and develop during their life along intellectual, social, interpersonal, emotional, physical, and spiritual dimensions. Persons do not develop their cognitive skills and learn to think with more complexity separate from further developing their emotional maturity, their sense of self and identity, and their ability to relate to others (Braskamp et al., 2014). Three dimensions of learning and development, that is dimensions of a global perspective, representing the major categories of desired ends are: cognitive, intrapersonal, and interpersonal; and are often referred to as head, heart, and hands; knowing, feeling, and behaving (Braskamp, 2010). The three domains are depicted as interconnecting circles in the figure below to stress their interrelationship and integration (Braskamp et al., 2014).



Cognitive domain – “How do I know?”

Cognitive development is centered on one’s knowledge and understanding of what is true and important to know. It includes viewing knowledge and knowing with greater complexity and taking into account multiple cultural perspectives. Reliance on external authorities to have absolute truth gives way to commitment in relativism when making commitments within the context of uncertainty. The two scales are:

- **Knowing.** Degree of complexity of one’s view the importance of cultural context in judging what is important to know and value.

- **Knowledge.** Degree of understanding and awareness of various cultures and their impact on our global society and level of proficiency in more than one language.

Intrapersonal domain – “Who am I?”

Intrapersonal development focuses on one becoming more aware of and integrating one’s personal values and self-identity into one’s personhood. It reflects one’s sense of self-direction and purpose in one’s life, becoming more self-aware of one’s strengths, values, and personal characteristics and sense of self, and viewing one’s development in terms of one’s self-identity. It incorporates different and often conflicting ideas about who one is living in an increasingly multicultural world. The two scales are:

- **Identity.** Level of awareness of one’s unique identity and degree of acceptance of one’s ethnic, racial, and gender dimensions of one’s identity.
- **Affect.** Level of respect for and acceptance of cultural perspectives different from one’s own and degree of emotional confidence when living in complex situations, which reflects an “emotional intelligence” that is important in one’s processing encounters with other cultures.

Interpersonal domain – “How do I relate to others?”

Interpersonal development is centered on one’s willingness to interact with persons with different social norms and cultural backgrounds, acceptance of others, and being comfortable when relating to others. It includes being able to view others differently; and relating to others in terms of moving from dependency to independence to interdependence, which is considered as the most mature perspective in effectively living in a global society.

- **Social Responsibility.** Level of interdependence and social concern for others.
- **Social Interactions.** Degree of engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings.

(Braskamp et al., 2014).

Moreover, it is necessary to focus also on the connections between selected desired student learning and development and the means, **campus environment**. This dimension consists of three categories, curriculum, co-curriculum and community that are (similarly to the student

learning and development) a subject of assessment for their effectiveness in fostering global citizenship. The author of the GPI has used framework, a 3x3 chart to highlight this connection (Braskamp, 2010).

MEANS (experiences)					
ENDS (outcomes)			Curriculum	Co-curriculum	Community
	Cognitive				
	Intrapersonal				
	Interpersonal				

With student responses to three dimensions of their development and their involvement in campus programs that stress a global perspective, campus leaders can use the GPI results in their discussions about what interventions – activities, programs, courses, events – may be influencing students as they progress in becoming global citizens or developing a more global perspective in how they think, view themselves, and relate to others unlike them (Braskamp, 2011).

Appendix VI. GPI pre-test and post-test means

	KU pre		CULS pre	Norm	KU post		CULS post	pre × post diff. CULS	pre × post diff. KU
	mean	diff.	mean	mean	mean	diff.	mean		
Cognitive - knowing	3.05	0.29	3.34	3.51	3.16	0.31	3.47	0.14	0.11
<i>When I notice cultural differences, my culture tends to have the better approach.*</i>	2.85	0.05	2.90	3.06	2.76	0.42	3.18	0.28	-0.09
<i>Some people have a culture and others do not.*</i>	3.42	-0.59	2.83	2.21	3.23	-0.71	2.51	-0.32	-0.20
<i>In different settings what is right and wrong is simple to determine.*</i>	3.33	-1.03	2.30	3.04	3.17	-0.91	2.26	-0.04	-0.16
I take into account different perspectives before drawing conclusions about the world around me.	3.45	0.48	3.93	4.04	3.81	0.14	3.95	0.02	0.35
I consider different cultural perspectives when evaluating global problems.	3.39	0.21	3.60	3.81	3.54	0.25	3.79	0.19	0.15
<i>I rely primarily on authorities to determine what is true in the world.*</i>	3.00	-0.47	2.53	2.49	3.06	-0.50	2.56	0.03	0.06
<i>I rarely question what I have been taught about the world around me.*</i>	2.71	0.10	2.81	2.49	2.85	-0.01	2.85	0.04	0.14

* means that respondents with a global perspective will disagree with the statement and thus a lower average score indicates a more global perspective.

	mean	diff.	mean	mean	mean	diff.	mean	difference	difference
Cognitive knowledge	3.33	0.02	3.35	3.62	3.33	0.20	3.53	0.18	0.01
I am informed of current issues that impact international relations.	3.24	-0.06	3.18	3.45	3.19	0.34	3.54	0.36	-0.05
I understand the reasons and causes of conflict among nations of different cultures.	3.42	0.05	3.47	3.57	3.39	0.02	3.41	-0.06	-0.02
I understand how various cultures of this world interact socially.	3.52	-0.18	3.34	3.69	3.63	-0.04	3.59	0.25	0.10
I know how to analyze the basic characteristics of a culture.	3.13	0.42	3.55	3.67	3.17	0.36	3.54	-0.01	0.05
I can discuss cultural differences from an informed perspective.	3.33	-0.11	3.22	3.71	3.28	0.31	3.59	0.37	-0.05

	KU pre		CULS pre	Norm	KU post		CULS post	pre × post difference CULS	pre × post difference KU
	mean	diff.	mean	mean	mean	diff.	mean		
Intrapersonal - Identity	3.44	0.25	3.69	4.05	3.49	0.23	3.72	0.03	0.05
I have a definite purpose in my life.	3.52	0.06	3.58	4.15	3.58	0.09	3.67	0.09	0.07
I can explain my personal values to people who are different from me.	3.29	0.37	3.66	4.19	3.41	0.46	3.87	0.21	0.12
I know who I am as a person.	4.20	-0.37	3.83	4.11	4.06	-0.65	3.41	-0.42	-0.13
I am willing to defend my own views when they differ from others.	3.08	0.97	4.06	4.02	3.13	0.85	3.97	-0.08	0.05
I put my beliefs into action by standing up for my principles.	3.36	0.38	3.74	3.97	3.45	0.53	3.97	0.24	0.08
I am developing a meaningful philosophy of life	3.21	0.07	3.27	3.9	3.32	0.11	3.44	0.16	0.12

	mean	diff.	mean	mean	mean	diff.	mean	difference	difference
Intrapersonal - affect	3.65	0.16	3.81	4.1	3.69	0.28	3.97	0.16	0.04
I am sensitive to those who are discriminated against.	3.49	0.27	3.76	4.03	3.50	0.29	3.79	0.03	0.01
I do not feel threatened emotionally when presented with multiple perspectives.	3.24	0.67	3.91	3.98	3.17	0.93	4.10	0.19	-0.06
I am accepting of people with different religious and spiritual traditions.	3.93	-0.24	3.69	4.29	4.06	-0.31	3.74	0.05	0.12
I enjoy when my friends from other cultures teach me about our cultural differences.	3.88	0.02	3.90	4.19	3.92	0.44	4.36	0.46	0.05
I am open to people who strive to live lives very different from my own life style.	3.72	0.08	3.80	4.01	3.80	0.05	3.85	0.05	0.08

	KU pre		CULS pre	Norm	KU post		CULS post	pre ×post difference CULS	pre × post difference KU
	mean	diff.	mean	mean	mean	diff.	mean		
Interpersonal - Social responsibility	3.35	0.01	3.36	3.69	3.25	0.24	3.49	0.13	-0.10
I think of my life in terms of giving back to society.	3.50	0.35	3.85	3.67	3.40	0.55	3.95	0.10	-0.11
I work for the rights of others.	3.03	0.55	3.58	3.6	2.86	0.81	3.67	0.09	-0.17
I put the needs of others above my own personal wants.	3.33	-0.38	2.95	3.71	3.28	-0.28	3.00	0.05	-0.05
I consciously behave in terms of making a difference.	3.50	-0.13	3.38	3.76	3.33	-0.07	3.26	-0.12	-0.17
<i>Volunteering is not an important priority in my life.*</i>	2.41	0.48	2.90	2.29	2.57	-0.14	2.44	-0.46	0.16

* means that respondents with a global perspective will disagree with the statement and thus a lower average score indicates a more global perspective.

	mean	diff.	mean	mean	mean	diff.	mean	difference	difference
Interpersonal - Social interaction	2.83	0.17	3.01	3.42	2.71	0.38	3.10	0.09	-0.12
<i>Most of my friends are from my own ethnic background.*</i>	3.54	0.00	3.53	3.26	3.77	-0.10	3.67	0.13	0.23
I frequently interact with people from a race/ethnic group different from my own.	2.90	0.10	3.00	3.98	2.85	0.49	3.33	0.33	-0.06
I intentionally involve people from many cultural backgrounds in my life.	3.15	-0.12	3.03	3.48	3.14	-0.04	3.10	0.07	-0.01
I frequently interact with people from a country different from my own.	2.84	0.75	3.59	3.48	2.71	0.91	3.62	0.02	-0.13

Appendix VII. GPI post-test means for curriculum, co-curriculum and community scales

	KU	diff.	CULS
Curricular items - course enrolment	1.40	-0.04	1.354
In university, how many courses have you taken in the areas listed: Multicultural course addressing issues of race, ethnicity, gender, class, religion, or sexual orientation	1.50	-0.35	1.15
University foreign language course	1.81	-0.45	1.36
University world history course	1.20	-0.38	0.82
University service-learning course	1.35	0.52	1.87
University course focused on significant global/international issues and problems	1.11	0.45	1.56
Co-Curriculum items - experience and participation in planned events	1.66	-0.46	1.20
The professor challenged students views and perspectives on a topic during class	1.30	-0.07	1.24
The professor presented issues and problems in class from different cultural perspectives	2.19	-0.53	1.66
Participated in events or activities sponsored by groups reflecting your own cultural heritage	1.77	-0.82	0.95
Participated in events or activities sponsored by groups reflecting a cultural heritage different from your own	1.46	-0.10	1.37
Participated in religious or spiritual activities	2.03	-1.48	0.55
Participated in leadership programs that stress collaboration and team work	1.77	-0.61	1.16
Participated in community service activities	1.70	-0.96	0.74
Attended a lecture/workshop/campus discussion on international/global issues	1.04	0.88	1.92
Co-curriculum items - student initiated involvement	2.03	0.08	2.11
At university, read a newspaper or news magazine (online or in print)	2.46	-0.46	2.00
At university, watched news programs on television or computer	2.36	-0.60	1.76
At university, followed an international event/crisis (e.g., through newspaper, social media, or other media source)	2.43	-0.19	2.24
At university, discussed current events with other students	2.25	-0.19	2.05
At university, Interacted with students from a country different from your own	1.37	0.99	2.37
Interacted with students from a race/ethnic group different from your own	1.32	0.91	2.24
Community scale	3.71	-0.53	3.18
I have a strong sense of affiliation with my university	3.74	0.19	3.92
I feel that my university community honours diversity and internationalism	3.89	-0.79	3.10
I understand the mission of my university	3.50	-1.10	2.40
I am both challenged and supported at my university	3.92	-0.88	3.03
I have been encouraged to develop my strengths and talents at my university	3.46	-0.24	3.23
I feel I am a part of a close and supportive community of colleagues and friends.	3.74	-0.34	3.40