

AN ANALYSIS OF THE PERCEPTION OF THE PARTICIPANTS
IN THE GERMAN MARSHALL FUND OF THE UNITED
STATES TEACHER IN-SERVICE TRAINING

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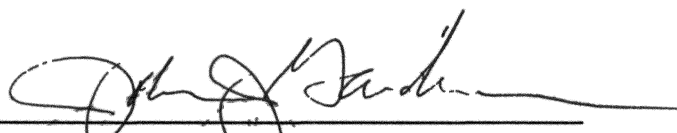
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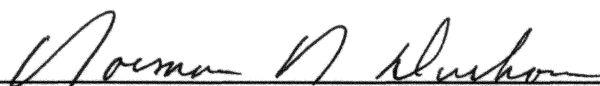
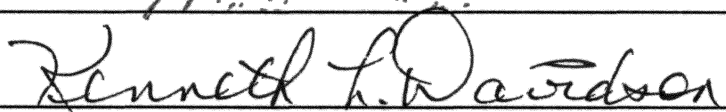
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Thesis Approved:



Thesis Adviser



Dean of the Graduate College

*Birth is a beginning
 And death a destination
 And life is a journey
 From childhood to maturity
 And youth to age,
 From innocence to awareness
 And ignorance to knowing,
 From foolishness to discretion
 And then, perhaps, to wisdom,
 From weakness to strength
 Or strength to weakness -
 And, often, back again,
 From health to sickness
 And back, we pray, to health again;
 From offense to forgiveness,
 From loneliness to love,
 From joy to gratitude,
 From pain to compassion,
 And grief to understanding -
 From fear to faith,
 From defeat to defeat to defeat -
 Until, looking backward or ahead,
 We see that victory lies
 Not at some high place along the way,
 But in having made the journey, stage by stage,
 A sacred pilgrimage.
 Birth is a beginning
 And death a destination
 And life is a journey,
 A sacred pilgrimage -
 To life everlasting*

From the Yom Kippur Evening Service
 Gates of Repentance
 The New Union Prayerbook

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There are many people who have encouraged, motivated, advised, cheered, and loved me throughout this journey. This last stage would have been impossible without them.

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The family is small but without them the journey would not have been possible. Distance could not diminish their caring. Betty and Hank kept the faith and supported from afar. Karen kept the

post office busy with constant encouragement and some days provided the only laugh. Scoop, who may take the greatest pride, now knows the joy only a brother could.

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This paper is dedicated to the memory of my father, Aaron A. Fischer, from whom I learned my love of the journey itself; my grandmother, Mary Rutherford Wall, from whom I learned my love of learning; and to my grandfather, Samuel Fischer, from whom I inherited the wanderlust.

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CHAPTER I

INTRODUCTION

Background

The world is becoming a much smaller place. When Columbus left Spain in August of 1492, he had no way of knowing that he would travel 71 days before arriving on the other side of the Atlantic Ocean. If Columbus were alive today, he could have breakfast in Paris, and after a 3 hour and 33 minute flight aboard the Concorde, arrive in Washington, D.C. in time to have lunch. Millions of people around the world saw and heard the beginning of Operation Desert Storm as the first bombs were dropped on Baghdad a few minutes after 6.00 p.m. (EST) on January 16, 1991. Just fifty years ago the first news of the Japanese bombing of Pearl Harbor was not announced until 2:22 p.m. (EST) although the attack occurred at 12:55 p.m. (EST) 7:55 a.m. in Hawaii. As technology advances, the world shrinks and becomes a much smaller place in which to live; as this happens the need to understand the culture, language and society of the people living in other parts of the world increases. For centuries scholars wishing to learn first hand about other cultures have traveled abroad to study.

In the history of education, travel abroad in pursuit of learning is found as early as the development of universities in the

twelfth century (Metraux, 1952) Indeed, since George Tichnor decided to attend a German university for advanced study, Americans have been traveling abroad in pursuit of knowledge and the experience of living in a foreign country Organized programs designed to promote international education through study abroad for teachers are relatively new when compared with the long history study abroad.

A new opportunity for teachers in the United States to study abroad was launched in 1988 by the German Marshall Fund of the United States. The organization was created in 1972 by the German government as a way to say thank you to the United States for the Marshall Plan which provided help in rebuilding postwar Germany. The purpose of the German Marshall Fund of the United States was to promote understanding between the United States and Western Europe. One way of achieving this goal was exchange programs in which experienced practitioners dealt with common problems of the United States and the countries of Western Europe. Between 1972 and 1987, the German Marshall Fund of the United States supported a great number of exchanges between doctors, lawyers, political officials, and leaders from many different business sectors. In 1987, the Fund sought to establish an exchange with teachers. The purpose of the program was not only to acquaint teachers from the United States with teachers from Germany but also to give the U. S. teachers first hand knowledge and experience with German history, culture, society, and teaching methods. The program initiated in 1988 by the German Marshall Fund of the United States in conjunction with the National Council for the Social Studies has been con-

ducted each summer Teachers from across the United States spend four weeks in Germany participating in the In-Service Program.

Need for the Study

Even though there has been an increase in the number of opportunities for Americans to study abroad, little research has been conducted to determine the benefits of study abroad programs. What research has been done is primarily limited to two areas: students who study abroad as a part of their formal education and teachers who study abroad through the Fulbright program. Having participated in the first German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers, the researcher has first hand knowledge of the professional and personal benefits of a study abroad program and a great interest in the documentation of benefits of such programs to participants.

Purpose of the Study

Senator J. William Fulbright realized this was a global society and perhaps more importantly realized that if people knew and understood people from other nations as well as they knew and understood the people in their own nation, they might develop a "capacity for empathy." Indeed, it was the hope of Senator Fulbright that by offering Americans the opportunity to study abroad, barriers between the United States and other countries might be broken, friendships among the peoples of the world might be forged and a new approach to international relations might be developed.

The German Marshall Fund of the United States also saw the importance of cross-cultural exchanges. They realized that one way of extending the education that takes place through study abroad was through teachers who had participated in a cross-cultural educational exchange.

Teachers are all too often viewed as prophets or fountains of information outside their own schools, yet within their home institutions the information they have gained from participation in advanced educational opportunities is not used outside their own classrooms. James M. Banner, Jr., (1985) Senior Research Associate for the Council for Basic Education, wrote of the teachers he met during a professional development program:

Their (teacher participants) renewed skills and knowledge were quickly to become resources unused and unrecognized. Knowledge gained was to remain knowledge isolated. No wonder their appetite for learning and recognition unappeased, teacher's frustrations so often yield to demoralizations and cynicism.

Schools reward everything but teacher's knowledge of their own subjects. They provide incentives for everything but learning expect of their students what they do not encourage in their teachers--pursuit of ideas. The result is that teachers are lost to the schools in spirit before they are lost to the schools in fact (p 75)

The purpose of this study, therefore, was to determine the impact of the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers on the participating teachers.

Statement of the Problem

The study addressed the perceived professional and personal benefits of participation in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers. A further attempt was made to document the impact of a cross-cultural exchange on the lives of the participants, both inside and outside the social studies classroom

Research Questions

The participants in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers (GMF Fellow or fellow) were asked to respond to the following research questions:

1. What was the perceived professional benefit of study abroad? More specifically, what were the perceived benefits relating to professional prestige, recognition from administrators or colleagues, promotions or additional fellowships arising as a result of participation in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers?

2. What was the perceived personal benefit of study abroad? How did the experience change the fellows perceptions of Germany? Were the fellows more aware of the problems and situations in Germany than they were before participation in the program?

3. What continued interaction occurred between the fellows from the United States and their German counterparts? Have the

fellows returned to Germany or have they hosted their German counterparts or others recommended by the German fellows?

4 How has the information gained from participation in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers been shared? Have the fellows provided assistance to other teachers through in-service or staff development activities? What educational material has been developed?

5. Have the fellows promoted the program? Have they provided assistance to other faculty in applying for study abroad activities? Have they served as a resource for students or community members seeking information on study abroad?

Limitations of the Study

By the very nature of the fact that the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers has only been in existence for three years, the study was limited to a small group of teachers who participated. Therefore, because the number of teacher participants was small, the entire population (42) was included in the study.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

International education will be one of the most important educational movements in this decade. The United Nations, as well as many foreign governments, has already presented international education as a policy goal. Many institutions, corporations, commissions, organizations, and groups are already involved in promoting the internationalization of education. The Commission on the International Education of the American Council on Education in a report, "What We Don't Know Can Hurt Us" (1986) stated:

It is a truism to state that the world is shrinking, that it is becoming more closely intertwined economically, politically and in security terms. More than at any other time in our history, what we do affects others and what others do affects us. Our scope for independent action in the world is limited. Short of an almost unthinkable international catastrophe, nuclear or economic, the trend toward the mutual dependence of nations is almost certain to continue and intensify. Enhancing our ability to work effectively at the international level, therefore is one of our most pressing national priorities. To deal effectively with the multiplicity of problems we face in this shrinking world requires an increasing international competence. It calls

for the education and training of many individuals who are able to speak other people's languages at a certain level of proficiency, and to understand the true nature of their histories, cultures, goals, aspirations, and their view of the most fundamental interests (p 2).

Internationalization of education includes different educational activities. Among the activities are introducing an international dimension to the curriculum by including courses in foreign language, global studies, comparative governments, etc. A second activity is to offer educational opportunities to students to attend regular or international schools in other countries. The third is to offer international educational experiences through organized study abroad programs.

Organized Study Abroad Programs

The most prolific organized study abroad programs are for students still in their undergraduate careers. According to Opper (1986), organized study abroad programs for students share certain common characteristics. Organized study abroad programs are conducted on the basis of a negotiated agreement between two institutions a sending/home institution and a receiving/host institution. These agreements include a certain degree of organization infrastructure, which can include orientations, intensive language training, or academic advisory services. The programs provide integrated periods abroad within the overall educational program. And they facilitate regular, recurrent movements of students abroad.

An organized study abroad program often entails an arrangement negotiated between individual institutions or departments or agencies whereby students are given the opportunity of spending part of their educational career at an institution abroad. Organized study abroad programs are to be distinguished from other forms of study abroad in which students study in another country on a purely individual basis.

There are many obstacles for students to overcome when participating in an organized study abroad program including high costs, language barriers, housing difficulties, length of stay in a country. Students also must deal with differences in objectives and content of the same academic year study in different countries, recognition of diplomas or study in foreign countries, and peer pressure.

Recently in several countries, initiatives have been undertaken encouraging students to participate in organized study abroad programs. Yet despite these new initiatives, the opportunities for organized study and through this for realizing internationalization of education are still limited. Often the programs have to be extracurricular, financed, organized, and conducted by non educational institutions.

The way in which study abroad programs are organized differ greatly according to the literature. There are differences in the preparation of the organized study abroad programs. Some sending institutions offer no preparation, while others offer their students foreign language courses, introductions in cultural, social economic

and political developments in foreign countries, and/or introductions in European, American and/or global studies

There is also a difference between the courses of study organized for individuals and of groups. Some education institutions send (or host) individual students others send (or host) only groups of students. Some institutions offer students regular courses while still others offer special courses in addition to the regular course offerings. Housing also varies from institution to institution. Some offer student housing while others offer homestays. And finally some institutions organize special international programs for groups of students from both (sending and receiving) institutions at the same time for a certain period of time, for example, a two or three week period.

People who have already begun a career and desire the experience of studying abroad do not have the range of organized study abroad programs available for them to choose from that students have. Two of the most widely known and respected programs are the ITT (International Telephone and Telegraph) International Fellowship Program and the Fulbright Fellowship Program.

ITT's commitment to international education began with the establishment of the ITT International Fellowship Program in 1973. This program provides opportunities for citizens of the United States as well as for citizens of other countries to study abroad. Between 1973 and 1982 grants were provided to 498 fellows (Zikopoulos and Barber, 1984). ITT began the program to provide opportunities for study that did not exist in other fellowship programs. The ITT program like many others is based on an underly-

ing assumption that study abroad provides people with long term benefits, which are deeper than just newly acquired knowledge. Those who began the ITT program held the belief that knowledge of a foreign land, people, culture, and language would improve international understanding. They further believed that the fellows by becoming familiar with the societies of this host country would take a deeper interest in the problems of other countries and international affairs. A study by Zikopoulos and Barber (1984) of the ITT Fellows made the following conclusions:

- i. ITT fellows are successful in their occupations; they hold positions high in prestige, power, and income, and they believe that the fellowship plays a role in their success;
- ii. the fellows become familiar with their host societies -- their customs, traditions, and ways of life;
- iii. the fellows become proficient in a foreign language; and
- iv. not only do fellows become more concerned about the problems of other countries and international conflict, but also more importantly, they become actively involved in promoting international understanding (p. 2).

The study by Zikopoulos and Barber (1984) indicated that the gains made during the fellows' time abroad were sustained long after the conclusion of their studies. The study found that the contacts with individuals made by the fellows during their time abroad provided essential links in the creation of international networks. These personal relationships with people in another country proved to be most beneficial for the fellows and lead to greater concern of

the nation and world peace. Having a friend in another country made the concerns less abstract and more real for the fellows.

Perhaps the most widely known and prestigious study abroad program bears the name of the author of the legislation that established the program. Senator J. William Fulbright hoped that the program which bears his name would have a "multiplier effect"; it was his hope that the Fulbright Fellows would share their perceptions with students and colleagues thereby having a more far reaching effect. Senator Fulbright knew that teachers and students needed to know as much as possible about other countries and cultures. Studying abroad as a Rhodes Scholar "he was firm believer in the proposition that nations make mistakes because they do not understand one another's psychology" (Ammerman, 1984, p. 422).

The Fulbright Fellowship program has grown and increased since the first group of fellows went abroad in 1946. In addition to exchange programs of scholars, lecturers, researchers, teachers, graduate students, and teachers in common schools, an international visitors programs also falls under the umbrella of the Fulbright program. Brademas (1987) reported that over 54,000 Americans have gone abroad to teach or study.

The Fulbright program has been successful far beyond the dreams of Senator Fulbright. Brademas (1987) cites a study of 3,000 former fellows conducted by the Fulbright Alumni Association and the Commission on Foreign Language and International Studies in 1979 that yielded the following results:

72% had kept in touch with their Fulbright country and had subsequent professional contact with other foreign countries,
76% of the fellows had used materials from their visits abroad in teaching,
72% said their Fulbright experience had changed their view of the world (p. 10).

Another study of Fulbright fellows cited by Brademas (1987) found that of the fellows surveyed; 77% were devoting more teaching time to international affairs; and 83% felt they had improved their students attitudes toward other countries.

Reasons for Study Abroad

Several reasons for the internationalization of education through an organized study abroad program are cited in the literature. One of the most often cited is an improvement in career prospects. The expectation is that students with international experiences have many more chances of landing more prestigious jobs than students without such experiences. With respect to business personnel, it is noted that the ever growing importance of international trade, the considerable diversity in legal, economic, social and business traditions, the fact that business personnel must operate across national frontiers more and more, and as a result, business personnel need certain capacities to function in an international environment. As far as researches and university teachers are concerned, it is stated that an organized study abroad program is an excellent way to examine a discipline from a number of different angles. Meijerink (1984) notes that primary and secondary school

teachers will benefit from study abroad programs because of the growing internationalization of social and political issues teaching about the issues requires a certain knowledge, insight, attitude, and skill. The best way to gain this knowledge and insight is through personal first hand knowledge. International experiences can be seen as a mark of an excellent education.

Additionally, organized study is socially and politically motivated. More favorable opinions and attitudes with respect to global cooperation are expected of people who have studied abroad. Strong nationalistic feelings, ethnocentrism, prejudice with respect to people in other countries are considered to be factors militating against global cooperation. The expectation is that international education will dilute these attitudes. Exchanges may contribute to more communication between the peoples of different countries resulting in more mutual understanding which is helpful for international security, detente, and peace.

More favorable opinions and attitudes of the host country are expected outcomes of study abroad. The report of the Commission on International Education of the American Council on Education (1984) stated:

International educational exchange programs are one of the most effective ways to enhance our knowledge and understanding of other nations, whether Americans are being sent abroad or foreigners are being brought to the United States. At the same time, such programs give current and future foreign leaders direct, and often their only, contact with U.S. values, institutions, and citizens (p. 7).

There are also economic and pedagogic motivations. Large corporations and international institutions need internationally oriented staffs. In a report for the International Educational Exchange Research Series John Bowman (1987) cited the following statistics, "Forty-five percent of the Colorado students reported that their foreign experience was useful in securing employment while 86% of the 1984 respondents expected their travel abroad to help them in finding a job" (p. 33). It is evident that the large corporations and institutions prefer international training provided by a school rather than having to organize and/or pay for such training by themselves. In many publications, hope was expressed that study abroad programs are helpful for individual development and personal maturity.

There is also a didactic motivation. An expected reward of international exchange is that a person who knows something about another country from having lived there and who has become cross-culturally aware is a valuable resource for the education of others. Exchange students and/or teachers who have lived or studied abroad can play a role in enriching the school's curriculum through their contributions to discussions about the host country, by assisting foreign students in their school, and by organizing special international projects.

Several goals of participants in organized study abroad were given in the literature. One is interest in gaining knowledge and insight with respect to international dimensions of subject areas, scientific theories, and research. Changes in attitudes, especially openness toward foreign countries and people; adaptation of culture dif-

ferences, overcoming parochialism, interest in cultural, social, economic, and political developments in other countries, are also cited as goals of study abroad programs. Other goals are interest in international and global affairs, tolerance with respect to people in other countries, and cross cultural awareness. In addition, participants hoped to acquire skills in foreign language proficiency, communication ability, as well as general travel skills.

Benefits of Travel Abroad for Teachers

The benefits for teachers who travel abroad are often intangible. A study by Burns (1983) of the Fulbright Fellows who had studied in Germany suggests several benefits including enhanced job status. Further Burns (1983) reports that three fourths of the fellows used materials and methods gained abroad in their teaching after returning to the United States. A strong involvement by the fellows in cross-cultural research is also reported. Burns (1983) states,

The analysis of the Fulbright impact on grantees' subsequent involvement in international education activities shows a strong commitment in this field, especially in contacts with foreign students and Fulbrighters and in participating in educational and/or community groups concerned with foreign students and scholars and/or world affairs education (p. 32).

Additionally, Burns (1983) suggests that "Former Fulbrighters are internationally mobile and socially international, two characteristics which inevitably rub off on their children and which are increasingly important in our complex interdependent world" (p. 3).

Gullahorn (1964) in the study of Fulbright and Smith-Mundt grantees finds several consequences of study abroad for educators. The interaction between the American grantees and the foreign nationals they met provides the grantees with a new perspective and may lead to "relatively profound changes in outlook" (Gullahorn, 1964, p. 351) The greatest professional impact of the award was reported by the younger grantees which were studied by Gullahorn. "With reference to the professional capital accruing from the awards, the sojourn experiences seemed particularly helpful to faculty members in institutions outside of the high prestige areas where such opportunities are more a matter of course" (Gullahorn, 1964, p. 362).

Lasting friendships established between the Fulbright and Smith-Mundt grantees and foreign nationals were of both a personal and professional nature. Gullahorn (1964) did not consider an annual exchange of Christmas cards to be a sign of a lasting friendship, rather lasting friendships involved more frequent interaction between the grantee and the foreign national which often involved collaboration on research or visits. "Continued professional development through communication across national boundaries and dissemination of knowledge" (Gullahorn, 1964, p. 130) was a consequence reported by the grantees. Additionally, Gullahorn (1964) reported that professional relationships established by the grantees had international significance in contributions to overseas libraries and institutions. Gullahorn (1964) states, "the efforts exerted by former award holders in assisting their host institutions, colleagues, students, and other friends abroad gives some indication of the

commitment of many of the grantees to the ideals of international exchange--and in particular to the advancement of knowledge" (p. 131)

The grantees studied by Gullahorn (1964) indicated they felt a they "had accomplished a great deal in creating greater international awareness--and possibly even understanding--among students, colleagues, and others in their communities" (p. 132) through their post-award experiences. The grantees reported encouraging visits and exchanges of foreign colleagues and students as well as advising colleagues and students in the United States on opportunities to study abroad. Additionally they reported making formal and informal presentations on their experiences abroad. Research scholars who spent time abroad returned to their home institutions and devoted time to publications emanating from their experiences while lecturers reported spending more time making presentations. Teachers reported establishing pen pan exchanges, serving on interviewing committees, helping others obtain fellowships, presenting in-service activities and writing curriculum materials as their post-award experiences. One of the grantees reported to Gullahorn (1964) that he had felt an obligation to share his experiences and in the year following his return spoke to more than 90 meetings or groups.

"Almost all of the respondents concurred that a new perspective on their work was one of the major professional benefits derived from their overseas experiences" (Gullahorn, 1964, p. 177). Additionally, the grantees reported acquiring knowledge as a professional benefit. Some of the grantees reported professional ad-

vancement and new opportunities as tangible consequences of their experience.

Wilson (1984) states, "Teachers who have been short term international sojourners teach more accurately, authoritatively, creatively, enthusiastically, and with more understanding about the places they visited" (p. 155). Teachers have more credibility with their students because they have been in the places they are discussing. This also leads to more believability especially for social studies teachers. Wilson (1984) quotes an Ohio teacher who said, "How much easier it is to teach about these when I have been there! I can put more life into my teaching and relate interesting stories about these places" (p. 155). Teachers most often return from their time abroad with pictures, art, and "treasures" of local interest which make the places they are teaching about more real for the students. The students not only have information from a textbook, they have first hand knowledge and artifacts from their teachers. Far too often teachers are faced with correcting stereotypes which students have learned from watching television or listening to uninformed people talk. Teachers who have studied abroad feel a commitment to passing on their knowledge to students and their communities. As one teacher said, "I believe it is really important to pass on my experience to my students. I can be a window on the world for them" (Wilson 1984, p. 156).

Among the personal benefits of study abroad are the lasting friendships which are formed with foreign nationals. These friendships provide a personal link between the grantee and the country in which they studied. There are a large number of people who be-

lieve that "nothing can replace actual first hand acquaintance with a foreign country when it comes to appreciating what makes that country tick" (Smith, 1983, p 139) This being the case, the friendships which are formed during time spent studying abroad continue to provide first hand knowledge of the events in the country and pertinent information about changes. Additional personal benefits are added self confidence and self-development (Wilson, 1983).

Teachers who study abroad are perceived by their students as "knowing more" (Wilson, 1983, p. 79). The experience which the teachers had during their time abroad are brought into the classroom in many unique ways. In the case study of two elementary teachers, Wilson cites an examples of a teacher using an upcoming trip to Egypt to discuss differences in electrical currents.

One aspect of participation in a study abroad program which is not studied by most researchers is the idea of travel being self-perpetuating. Cross-cultural experiences are self-perpetuating, according to Wilson (1983) the more one travels the more one wants to travel.

Evaluations of Study Abroad Programs

Baron and Smith (1987) report in the Study Abroad Evaluation Project, SAE Project, that directors of study abroad programs at 26 institutions were asked about the objectives and expected impacts of study abroad programs. In response to which objectives of study abroad programs are very important, they most frequently named enhancing foreign language proficiency, training to function

in an international/European environment, individual personality development, jobs, better position in the professional sector, ability to study academic content not available at home institutions, and raising students' general academic level

When asked what impacts of study abroad they expected most frequently, the directors listed improved communications with foreigners, enhanced awareness of internal dimensions of a subject area, improved oral foreign language proficiency, individual development, enhanced career prospects, and improved knowledge of the host country. They also expected improved written foreign language proficiency, acquaintance with different scholarly approaches, enhanced awareness of need for international understanding, and an increased belief in the need for European integration. The less frequently expected impacts were enhanced understanding of the home country, improved academic performance, and acquaintance with subjects not offered at the home institution.

In the same SAE Project, (Baron & Smith, 1987) all students going abroad during the academic year 1984-1985 (from the 26 institutions surveyed) were sent questionnaires immediately prior to their departure. In response to their motivation for going abroad, the students reported that the most important motive was a better knowledge of a foreign language, followed by a desire to live and make acquaintances in another country. Improved career prospects were also important considerations for study abroad. The content and methods of the study programs were of less importance to the students. However, the desire to become acquainted with other teaching methods did play a relatively important role, and was

more important than the desire to study subjects not offered by the home institutions. Social science students hoped that studying abroad would provide a means of improving their career and employment prospects. These students also had shown a strong desire to travel and live in another country. Students studying the law had the greatest expectations about improving their career by means of studying abroad.

Wilson (1985) in an overview of the research carried out in the United States pointed out that "awareness and appreciation of host country and culture, foreign language appreciation and ability, understanding other cultures, and international awareness are the characteristics in which exchange students show the most growth as compared to non-traveled students" (Wilson, 1985, p. 5). "Understanding other cultures" is defined as "interest in learning about other people and cultures; ability to accept and to appreciate their differences" (Wilson, 1985, p. 5). Wilson defines "international awareness" as "an understanding that the world is one community; a capacity to empathize with people in other countries; an appreciation of the common needs and concerns of people of different cultures" (1985, p. 5). The research showed that the average increase on understanding other cultures and international awareness was less than half that of awareness and appreciation of host country and culture characteristics, but still significant compared to non-traveled students.

Wilson (1985) notes that students who had lived overseas often have difficulties in relaying their real experiences to other students. Students who spent the summer in Japan were asked to

list examples of what they considered silly questions and stereotype comments about their exchange experience and to describe their responses to those questions and comments. Analysis of the questionnaires lead to the development of four categories of questions and answers: Chinese-Japanese confusion, broad neutral questions, stereotypical questions and anti-Japanese comments. From the answers, five categories seemed to emerge: telling the facts, speaking positively, using humor, feeling angry/frustrated, and recognizing cultural relativism. More than half the questions and comments which the students listed were answered in the first category, telling the facts. Exchange students were most often asked specific questions rather than questions which allowed them to tell about their experiences. The category of response with the most potential for helping exchange students act as bridges between cultures and encouraging cross-cultural awareness is recognizing cultural relativism. The following example is useful to illustrate this point. The question was asked: "Do Japanese wear normal clothes?" An American exchange student replied: "They wore a lot of the same clothes American wear. Sometimes people, especially older people, wear Japanese kimonos, but mostly just for festivals. Our clothes are not right or correct or normal. You were just raised differently and not knowing any other way makes you think you're normal. What if you were born in Japan or elsewhere?" (Wilson, 1985, p. 6). The student answering this question demonstrated an understanding of cultural awareness and relativism. Yet, far too often students are not allowed or are not prepared to answer

a such a direct question with more information than the person asking it wanted to know

Wilson (1985) distinguished four levels of cross-cultural awareness. The first level is a readiness to respect, to accept, and a capacity to participate "A two-week trip to Europe as a tourist (from the U.S.A) rarely leads to real cross-cultural awareness, but rather is a tasting party of a smorgasbord of delights and irritations because of missing respect and participation" (Wilson, 1985, p. 6). The second level is an awareness of significant and subtle cultural traits that contrast markedly with one's own result in a situation which is frustrating. Level three is an awareness of significant and subtle cultural traits that contrast markedly with one's own, yet which through intellectual analysis become believable. Some exchange students, through their immersion in another culture, may begin to understand how another culture feels from the view point of an outsider, level four of cross-cultural awareness. "So the exchange student living in a midwestern town (in the U.S.) finds the lack of public transportation frustrating and the dependence on fast food irrational at first, but eventually accepts the American love affair with automobiles and McDonalds' french fries as all right for Americans. At level four, he may get hooked on the french fries, but even so, is glad to buy real French bread back home in Paris" (Wilson, 1985, p. 6).

Summary

Ward Heneveld, Vice President and Director of the School for International Training in Brattleboro, Vermont, writes, "Unless learners obtain not only the knowledge, but also the experience and skills required to interact constructively with people cultures and countries other than their own, the world's future will be bleak" (Heneveld, 1988 p. 30). Senator J. William Fulbright echoed these same thoughts years ago when he suggested that the Fulbright program should encourage people to "develop a capacity for empathy, a distaste for killing, and an inclination for peace" (Brademas, 1987, p. 9).

As America moves into a new decade, one in which the President says we will see a "new world order" the need for study abroad grows stronger, and as this need grows stronger, so too does the need to evaluate the study abroad programs.

CHAPTER III

METHODOLOGY

Introduction

One of the newest and most unique programs for international study abroad was inaugurated in 1988 by the German Marshall Fund of the United States and the National Council for the Social Studies. The program working through the Padagogischer Austauschdienst in Bonn is a four week experience for social studies teachers. One aspect of the program which makes it unique is that 14 teachers from the United States and 14 teachers from Germany are involved in a cross-cultural learning experience.

The program centers on regional, national and international education issues and ideas as well as teaching strategies. The teachers in the program participate in lectures, presentations, and trips to historic, cultural, political and social institutions. Through homestays with their German counterparts the American teachers gain firsthand knowledge of Germany and its people, their culture, history, politics, and economic backgrounds. During the two weeks in the seminar setting, the participants, both American and German, are housed in a conference center "off the beaten path" away from the bustle of a busy city so that the participants are not enticed into skipping the seminars and visiting the local sights.

The schedule for each day is arranged in such a way that participants have to spend time on their own or with their colleagues in an informal setting. This setting allows ample time for the participants to get to know their colleagues on a very personal level. A week of the program is spent in Bonn studying the government, political and economic systems. One week is spent in Berlin studying the social and cultural settings. The first year of the program only the American participants traveled to Bonn and Berlin; in subsequent years the German participants have joined their American counterparts on these excursions providing more time for exchange between the groups. The unique nature of this program lends itself to a study of the perceived benefits of the program to those who have participated in it.

This study is the first comprehensive attempt to survey all of the participants in the German Marshall Teacher In-service Training Program. While a short telephone survey was conducted by Frederick R. Czarra in January of 1991, it was designed primarily to evaluate the structure of the program and to make recommendations for its improvement.

Population

The population identified and chosen for the study were the 42 teachers from the United States who participated in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers. The list of participants for this study was derived directly from the German Marshall Fund of the United

States Program Office in Washington, D C Thirty-seven of the participants (88%) responded with completed surveys

Instrument

Since no standard instrument was available, one was designed especially for this study. The research questionnaire designed followed examples of a study by Gullahorn (1964) of Fulbright and Smith-Mundt grantees and a study by Zikopoulos and Barber (1984) of the ITT International Fellowship Program. Additional questionnaire items were suggested by the German Marshall Fund of the United States and the National Council for the Social Studies.

The instrument consisted of three major sections: the first, the Survey of the Participants in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers; the second, Background Information; and the third, Publications, Research, Lectures, In-Service and Other Works.

Once refined, the instrument was submitted to a panel of seven experts for critique and to determine content validity as suggested by Gay (1987) and Cote, Grinnell, and Tompkins (1986). The selection of the panel was based in part on their knowledge of and working relationship with the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers, as well as their background in conducting research. The panelist were Marianne Lais Ginsburg, Program Officer, German Marshall Fund of the United States; Sara Wallace, Associate Director, National Council for the Social Studies; Francis Haley, Director, National Council for

the Social Studies, Eric Goldman, Special Assistant to the President, Close Up Foundation, Bert Cieslak, Director of Outreach Planning and Evaluation, Close Up Foundation, Frederick Czarra, International Educational Consultant, Council of Chief State School Officers, and David Bachner, Youth for Understanding. Critiques were received from each of the seven members of the panel. The panel suggested changes in the wording of several of the items, deleting unnecessary questions, in addition to adding some items. Additionally, one reviewer suggested changes in the biographical information. One of the panelists suggested that the entire survey be conducted by telephone and transcripts of the interviews be included.

Once the survey had been revised the instrument was sent to six members of the Oklahoma Council of the Social Studies in order to determine the amount of time needed to complete the questionnaire, the ease in completing the questionnaire and the clarity of the instrument. These six members of the Oklahoma Council of the Social Studies were selected because each had participated in a study abroad program in Japan with either the Keizai Koho Fellowship Program or the Southwest Project for Teaching About Japan. The six members of the Oklahoma Council for the Social Studies who formed the panel were: Rita Geiger, Social Studies Specialist, Oklahoma State Department of Education; Kathy Beavers, Teacher, Edmond Public Schools; Dr. Graydon Doolittle, Curriculum Director, Norman Public Schools; Verna Manning, Teacher, Edmond Public Schools; Mary Opegard, Teacher, Shawnee Public Schools; and Dr. Barbara Schindler, Curriculum Supervisor, Oklahoma City Public Schools. This type of pilot followed recommendations by Sudman

and Bradburn (1982) Each of the six responded that the survey took less than 30 minutes to complete, was pleasing to the eye, easy to complete and understand Two responded with suggestions for changes in wording to make a question easier to answer These changes were incorporated and the instrument was sent to the Program Officer of the German Marshall Fund of the United States and the Associate Director for the National Council for the Social Studies for final approval. The instrument was printed and mailed according to the procedures outlined by Dillman (1978).

Procedures

Many of Dillman's (1978) Total Design Method (TDM) strategies were followed for this study. Dillman (1978) strategies reward the respondent and reduce costs to the respondent. Dillman (1978) suggested a third mailing consisting of a certified letter and an instrument; however, the large number of responses which were received so quickly after the initial mailing indicated that this additional mailing was not necessary.

The initial mailing on April 3, 1991, consisted of the survey (Appendix A), a letter of introduction (Appendix C), and a self addressed, stamped envelope. The letter of introduction explained the purpose and significance of the study and requested a response. One package was returned because of an incorrect address, this particular participant is a fellow Oklahoman and finding a correct address required only a telephone call to the participant.

On April 12, 1991, a second letter (Appendix C) was mailed to

each of the participants in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers. The fourteen participants who had returned completed surveys were thanked for their prompt response, nonrespondents were encouraged to respond. None of the letters were returned because of incorrect addresses. On April 29, 1991, three weeks from the time of the first mailing a third letter and self addressed, stamped post card (Appendix C) were sent to the seven participants in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers who had not responded to the survey. This letter requested that those who had not yet responded complete and return the survey if they intended to participate in the study or return the postcard if they did not plan to participate. None of these were returned by the United States Post Office. Two of the participants who were included in the mailing of April 29, 1991, returned completed surveys. Also on April 29, 1991, a formal thank you letter (Appendix C) was written to those who had responded to the survey thanking them for their involvement and informing them of the status of the work. This formal thank you note was updated and sent to the two fellows whose completed surveys were received on May 1, 1991, and May 3, 1991.

Data Analysis

As the questionnaires were returned, the data were entered into a database for tabulation at a later date. Percentages and frequency counts were used as the descriptive statistics to analyze and

report the data. The responses to the open ended questions were entered into the computer in narrative form and were sorted and recorded according to like responses.

Summary

A thorough review of the literature of study abroad programs and the evaluations of study abroad programs provided the background information for the development of the survey instrument. The survey instrument for the study was developed and reviewed by a panel of seven experts. Following the review by the panel and revisions the survey was sent to six members of the Oklahoma Council for the Social Studies who had participated in a study abroad program in Japan. The survey instrument was revised a final time and sent to the Program Officer of the German Marshall Fund of the United States and the Associate Director for the National Council for the Social Studies. Following approval by the German Marshall Fund of the United States and the National Council for the Social Studies the instrument was printed and mailed to the forty-two German Marshall Fund Fellows according to the procedures outlined by Dillman (1978). The data were analyzed as described and the results are presented in Chapter IV.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The purpose of this chapter is to present the results of the data gathered from the responses of the participants who completed the survey. This chapter includes a discussion of the German Marshall Fund (GMF) of the United States In-Service Training Program for Social Studies Teachers (hereafter referred to as GMF Fellows or fellows) who returned completed surveys and participated in this study, the statistical results of the survey, and an of the analysis of responses to the research questions.

Sample

Thirty-seven of the 42 participants or 88% of the participants in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers responded to the survey. The list of participants who responded and the year in which they participated in the GMF program is presented in Appendix C. Of the 37 participants who responded, 13 of the 14 (93%) teachers who participated the first year (1988) returned completed surveys. Eleven of the 14 (79%) who participated in 1989 returned com-

pleted surveys, and 13 of the 14 (93%) who participated in 1990 returned completed surveys. A list of the fellows who did not respond is presented in Appendix E. These two listings will provide a complete list of all fellows who participated in the program for the first three years.

The average age of the respondents was 44 years of age. Seventeen of the respondents were male and 20 were female. The respondents have been teaching 721 years or an average of 19.49 years. Thirty-three of the respondents were classroom teachers, four were department chairs, one respondent was a department chair at the time of participation in the GMF program but has since returned to the classroom fulltime. One respondent left the classroom to become a department chairperson. In addition to his duties as a department chair and teacher, one respondent was also a mentor teacher. One respondent has assumed additional duties as a director of student recruitment in a private school since participating in the program. Thirty-four of the participants were in the same school they were in when they participated in the GMF program; of the three who were not in the same school one is no longer teaching, one had moved to a different state, and one was on a leave of absence.

Twenty-three of the respondents reported that they had independently initiated the application to participate in the GMF program, two reported that colleagues or administrators in their own districts had encouraged them to apply, nine reported that colleagues or administrators outside their districts encouraged them to apply, two credited the Close Up Foundation with encouraging them

to apply, and one reported that his/her state social studies council had encouraged application

At the time the German Marshall Fellowship award was granted, eight of the respondents held bachelor's degrees, 25 held master's degrees, two held the degree of education specialist, and one held an earned doctorate. Since participating in the GMF program, two of the respondents completed master's degrees, one completed an additional 60 hours of graduate work above the master's degree, one completed a 6th year degree in Administration/Supervision, and one has completed a doctorate.

Before participating in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers, 19 (51%) of the respondents had studied in a foreign country. Ten of these were Fulbright Fellows; one GMF participant had been awarded three Fulbrights and two GMF participants each had two Fulbright Fellowships. Only five (14%) of the GMF fellows had never traveled abroad previous to participation in the GMF experience.

In the study of Fulbright and Smith-Mundt grantees Gullhorn (1964) states,

At first glance, some of the figures to be reported below seem to be gross exaggerations. However, it should be noted that some grantees were in situations of unusual interaction potential--and since, from all appearances, many were gregarious and energetic individuals, their rate of interpersonal communication was high (p. 76).

The same statements seem to be appropriate for GMF fellows and the findings which are reported below

Presentation of Findings

The first section of the survey was designed to gauge the amount of contact the GMF Fellows had with foreign nationals while abroad.

Seventy percent of the respondents reported that they established lasting friendships with one to five foreign nationals. Twenty-seven reported that they had established lasting friendships with six to ten foreign nationals; and three percent reported that they had established friendships with more than ten foreign nationals (Figure 1).

Ninety-five percent of the fellows reported that they were entertained in one to five German homes and five percent reported that they were entertained in six to ten homes. A weekend homestay with a German counterpart was scheduled as part of the GMF experience; several American fellows were invited to return for a second weekend visit in the home of their counterpart and several others were invited by other German fellows to visit in their homes.

Since each year 14 German educators participate in the GMF program, it was not surprising that 49% of the respondents reported that they had frequent face-to-face contact with six to fifteen foreign professional educators. However, it was surprising that 40% of the respondents reported that they had frequent face to face contact with one to five foreign professional educators. Eleven per-

cent reported that they had contact with 16 to 25 professional educators.

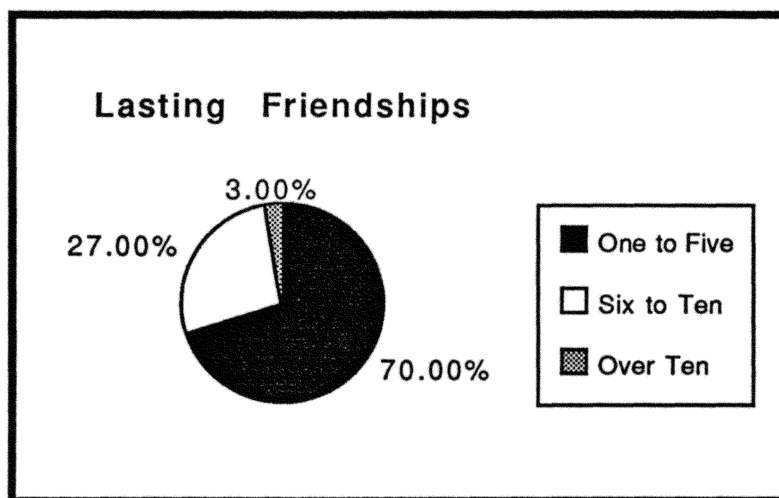


Figure 1. Lasting Friendships Formed During the GMF Experience

The program design does not allow a great deal of time for research during the four week stay in Germany; however, 24% of the respondents reported that they collaborated with foreign colleagues on research. Forty nine percent reported that they did not collaborate on research while 27% reported that they would have engaged in research if time had allowed while in Germany. Much of the collaboration on research began during the GMF program and continued after the fellows returned to their respective homes.

The scheduling of activities with many varied groups, in addition to the German fellows, as well as the scheduling of free time, allowed the American fellows time to explore on their own and gave many an opportunity to meet Germans on a personal level which provided the Fellows with additional information they have been able to share. A question designed to learn the number of foreign nationals the American fellows met during this time with whom they became acquainted well enough to discuss local customs, current events and other subjects yielded these results: 11% reported that they met none; 81% reported they met one to ten; and eight percent reported that they met 11 to 20.

When asked to estimate the approximate amount of time they spent with natives of Germany, persons from the United States, other foreign nationals and time alone the fellows indicated that an equal amount of time was spent with natives of Germany and other persons from the United States. The respondents reported that 46% of the time was spent with Germans, 46% of the time was spent with Americans, two percent of the time was spent with other foreign nationals and six percent of their time was spent alone (Figure 2).

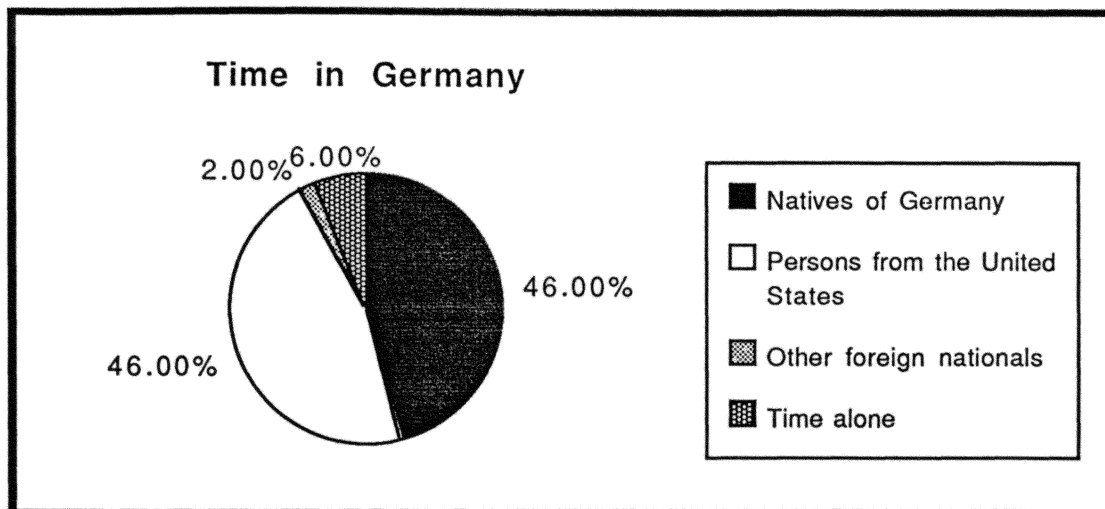


Figure 2. Percentage of Time Spent With Various Groups During the GMF Experience

The second part of the survey contained questions which concerned the influence of the award on the fellow's current professional role. Fifteen items were listed, and the fellows were asked to mark yes, does not apply, or no to each statement (Table I).

Ninety-five percent of the respondents reported that receiving the award had been beneficial to their professional career, while five percent reported that it had not. Sixteen percent reported that the award was a factor in helping to secure a new position, graduate fellowship, assistantship, etc.; one indicated the award was at least partially helpful in receiving teacher of the year recognition. Thirty percent reported that the question did not apply to them while 54% reported no benefit.

TABLE I
INFLUENCE OF GMF AWARD ON THE PROFESSIONAL
CAREER OF THE FELLOWS

Statement Of Influence	Yes	Does Not Apply	No
Receiving the award has been beneficial to my professional career	95%	0	5%
The award was a factor in helping me secure a new position, graduate fellowship, assistantship, etc	16%	30%	54%
The award was (or will be) a factor in my receiving a promotion or salary increase	16%	16%	68%
It influenced my decision to move to a new location	0	14%	86%
It has afforded me new skills or information which I am now able to use in my professional life	100%	0	0
The experience has resulted in a change in the focus, direction, or field of my professional work	27%	8%	65%
It has enabled me to add new my courses or work, or to present different interpretations that would have been impossible without the experience	100%	0	0
It has enabled me to introduce or teach one or more new courses	11%	8%	81%
The experience has made new professional relationships abroad possible	92%	0	8%
It has made new professional relationships in the United States possible	78%	3%	19%

TABLE I (Continued)

Statement Of Influence	Yes	Does Not Apply	No
The experience has given me a new perspective on my field and a deeper insight into certain aspects of it	95%	0	5%
It has furnished data or ideas which I have used in planning research, in-service, papers, or presentations	94%	3%	3%
As a result of the award I have received more recognition from some of my administrators	73%	0	27%
The prestige of the award has had little effect on my professional status	30%	0	70%
The experience has encouraged me to seek other educational experiences abroad	86%	0	14%

Sixty-eight percent of the respondents replied no to the statement that the award was (or will be) a factor in receiving a promotion or salary increase. Sixteen percent reported that it would be a factor and 16% reported that the item did not apply to them. None of the fellows reported that the fellowship influenced a decision to move to a new location. Fourteen percent responded that the item did not apply and 86% responded no.

One hundred percent of the fellows reported that the experience afforded them new skills or information which they were now

able to use in their professional lives. Sixty-five percent of the fellows reported that the experience had not resulted in a change in their focus, direction, or field of professional work, eight percent reported that this item did not apply, and 27% reported that the award did result in a change of focus, direction or field of professional work.

One hundred percent reported that the GMF experience enabled them to add new material to courses or to present different interpretations that would have been impossible without the experience. However, only 11% of the fellows were able to introduce or teach one or more new courses because of the award. Eight percent responded that the item did not apply to them, and 81% of the fellows reported that they had not been able to introduce new courses.

Receiving the award provided an opportunity for the fellows to make new professional relationships with participants from the United States as well as participants from Germany. Ninety-two percent of the respondents reported that the experience made new professional relationships abroad possible, while eight percent answered no. In responding to an item which stated that the award experience had made new professional relationships in the United States possible, 78% reported that it had, 3% responded that the item did not apply, and 19% responded no.

Ninety-five percent of the fellows responded that the experience had given them new perspectives in their field and deeper insights into certain aspects of it, while five percent responded that it had not. Ninety-four percent responded that their experience had furnished data or ideas which they had used in planning research,

in-service, papers or presentations, three percent reported that the item did not apply, and three percent reported no

The last three statements in section two dealt with recognition, prestige and whether the experience had encouraged the fellows to seek other opportunities to study abroad. To the statement, "As a result of the award I have received more recognition from some of my administrators," 73% responded yes and 27% responded no. To the statement "the prestige of the award has had little effect on my professional status," 30% responded yes and 70% responded no. Eighty-six percent of the fellows responded that the experience has encouraged them to seek other educational experiences abroad while 14% said it had not.

The final question concerned the changing of course content because of the experience and the information received during the in-service training. One of the major goals of the program was to provide teachers with information which could be easily adapted and/or added to courses they were presently teaching. Thirteen percent of the fellows responded that they had changed their courses a great deal, 84% responded that they had changed their courses some, and three percent reported that they had changed their courses very little.

The review of the literature indicated that some grantees and recipients of other fellowships reported certain adverse effects as a consequence of their awards or experiences abroad. To determine if there were any adverse effects of consequences for any of the GMF fellows, a listing of ten items was selected from the questionnaires used to study grantees and recipients of other fellowships.

The GMF fellows were asked to respond true, false, or does not apply to each of the ten consequences or effects listed (Table II).

Few of the GMF fellows indicated that receiving the award had led to any adverse effects or experienced consequences which were unpleasant. Indeed, the only statement to which a majority of the fellows (54%) answered true was the statement that some of their colleagues did not understand the significance of study abroad. Over a third (38%) of the fellows reported some kind of an emotional let down upon their return to school. Several fellows related this to the fact that many of their colleagues did not understand the importance of study abroad. Other fellows suggested that professional jealousy on the part of some of their colleagues might have contributed to the let down; many of these fellows were among the 19% who reported that receiving the reward led to difficulties with some of their colleagues who had not had such an opportunity. Still other fellows related that they had spent so much time with "like minded", "adventurous" teachers that the emotional let down they felt was more of a "culture shock" caused by a return to reality. A few of the fellows decided that they simply missed the colleagues and new friends they made during their overseas experience. Several fellows thought the let down occurred because they were treated as important people while in Germany, and they noted that in their opinion German teachers are generally more highly regarded than American teachers.

TABLE II
ADVERSE EFFECTS OR CONSEQUENCES RESULTING
FROM RECEIVING THE AWARD

Statement of Effect or Consequence	Yes	Does Not Apply	No
Receiving this award has led to difficulties in my relationships with some of my colleagues who have not had such opportunities	19%	0	81%
Going abroad interfered with my research work at home	0	16%	84%
Going abroad weakened my professional contacts in the United States	0	0	100%
Accepting the award resulted in a delay in my professional advancement	0	0	100%
Accepting the award has hindered my professional advancement	0	0	100%
Experience abroad is not regarded highly in my particular field	5%	3%	92%
Experience abroad is not regarded highly where I teach	19%	0	81%
My administrators do not look with favor on overseas experiences	3%	3%	94%
Some of my colleagues do not understand the significance of study abroad	54%	0	46%
I experienced an "emotional let down" upon my return to school	38%	3%	59%

It was interesting to note that none of the fellows believed that the award weakened professional contacts in the United States, none of them believed accepting the award resulted in a delay in their professional advancement, nor did they believe that accepting the award hindered their professional advancement. It was important to note that a high number of the fellows (92%) felt that experience abroad was highly regarded in the field of social studies. Yet, 19% of the fellows believe that experience abroad was not highly regarded where they taught.

The next part of the survey dealt with the perceived interest in the experience which various populations expressed and in the perception of academic prestige which the fellow received because of the fellowship.

The GMF fellows were asked to rank how much interest had been expressed in their experiences by various groups. They were given the following choices: much interest, some interest, little interest, none or don't know.

In describing the amount of interest shown by students, 62% reported much interest while 38% reported some interest. In describing the amount of interest shown by colleagues, 30% reported much, 59% reported some, and 11% reported little. Interest expressed by administrators was reported as 16% much, 49% some, 30% little and 5% reported no interest expressed. Interest expressed by parents of students was reported as 3% much, 53% some, 22% little, 11% reported none and 11% reported that they did not know. Interest from parent groups was reported as 3% much, 32% some, 27% little, 22% none and 16% did not know. The ranking

for community organizations was 5% much, 51% some, 14% little, 19% none, and 11% did not know. Interest expressed by the general public was reported as 3% much, 30% some, 30% little, 16% none and 21% did not know (Figure 3).

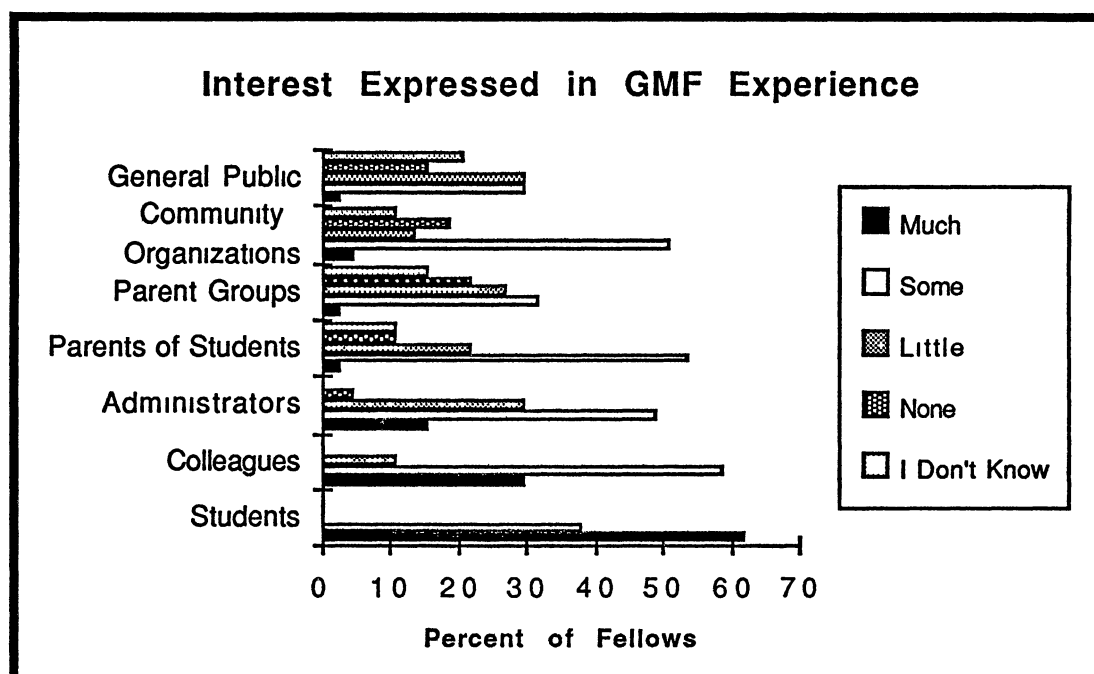


Figure 3. Groups Expressing Interest in the GMF Fellows Experience

The next question asked the GMF fellows to rate their academic prestige because of the fellowship; the categories offered were higher, lower, about the same, and don't know. Seventy-six

percent of the fellows reported that they felt their academic prestige with their students was higher, 24% reported that it was about the same. Seventy-three percent reported their prestige was higher with their colleagues while 27% responded that it was about the same. Sixty-two percent reported their prestige was higher with their school officials, 35% reported it was about the same, and 3% responded that they did not know. Forty-six percent reported a higher prestige with central office administrators, while 41% reported it about the same and 13% responded that they did not know. Forty-three percent felt that their academic prestige was higher with school patrons, 25% responded it was about the same and 32% responded that they did not know. None of the fellows reported their academic prestige as lower with any group (Figure 4).

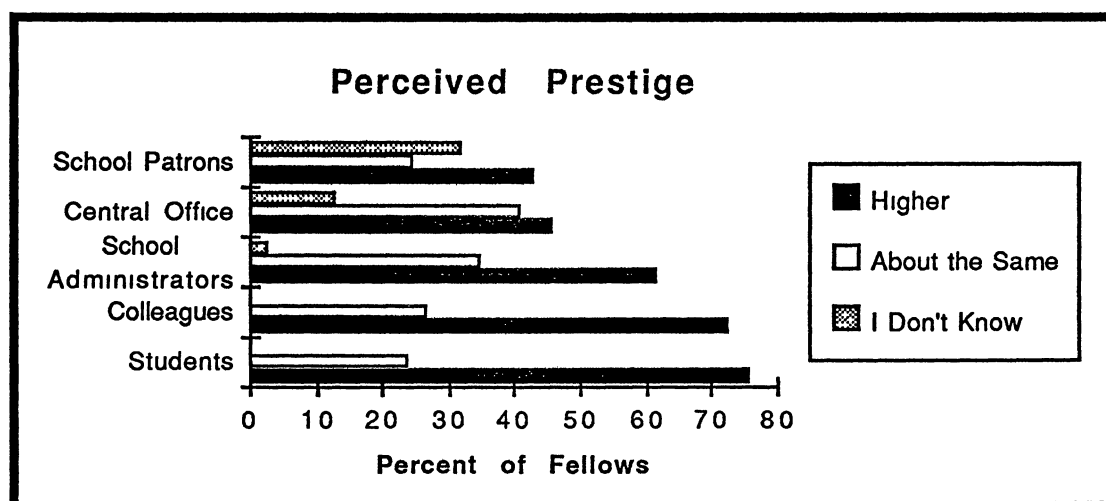


Figure 4. Perceived Academic Prestige of the Fellows Held by Others.

One area of considerable interest was less directly related to their professional role as educators and more closely related to their role as members of the community. In this section the fellows were asked about sharing their new expertise and information with others outside the school setting. Sixty-five percent of the fellows responded that they frequently talked informally about their experiences to friends, as well as showing slides or pictures. Several reported that friends became hesitant to visit without a prior promise that slides not be shown. Thirty-two percent responded that they engaged in the activity of showing slides, pictures or discussing their experiences occasionally, and three percent responded that they rarely engaged in these activities.

Using the fellows as a conduit of information was one objective of the program, whether the information transmitted concerned the German Marshall program itself, the overseas experiences of the fellows, or their observations of life in Germany. To this end, the fellows were successful. One hundred percent responded that they talked to individual students, 81% spoke to student groups, 97% spoke to individual teachers, 73% presented teacher in-services or made presentations at professional education meetings, and 30% spoke to service clubs or civic organizations (Figure 5). None of the fellows reported speaking to any Parent Teacher Association groups. One fellow made a television appearance, 54% of the fellows had newspaper articles printed about them, and 4 fellows were guests on radio talk shows.

Another goal of the program was to promote international understanding through continued interactions and exchange with for-

oreign nationals To evaluate this goal the fellows were asked to respond yes or no to ten items which were activities they might have engaged in since participating in the German Marshall Fund In-service Training (Table III)

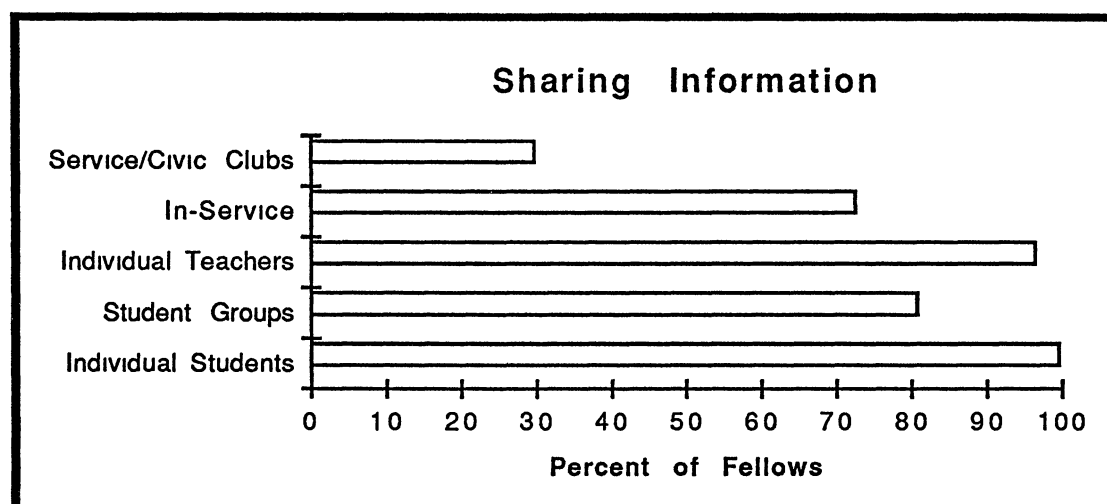


Figure 5. Groups With Whom GMF Fellows Shared Information

TABLE III
ACTIVITIES SINCE RETURNING FROM THE GMF EXPERIENCE

Activity	Yes	No
Referred Americans who are going abroad to colleagues or friends you made in your GMF experience?	59%	41%
Advised students or others wishing to go abroad?	100%	0
Helped Americans apply for grants to go abroad?	68%	32%
Encouraged colleagues to apply for the GMF grant?	95%	5%
Arranged correspondence between students and/or colleagues in this country with others abroad?	62%	38%
Corresponded with colleagues, or friends from abroad regarding their applications to come to the United States for educational activities?	68%	32%
Made direct arrangements for foreign teachers or others to come to the United States?	16%	84%
Assisted foreign citizens in arranging visits to the United States for noneducational purposes?	32%	68%
Served as a Foreign Student Advisor/host?	38%	62%
Entertained in your home foreign citizens you met abroad or who were referred to you by others you met overseas?	68%	32%

Many of the 95% who had encouraged others to apply for the GMF grant indicated that they had not only encouraged other teachers in their home schools to apply but also had recommended the program to colleagues outside their home districts; six fellows re-

ported that they had recommended the GMF program to colleagues they had met on other overseas programs. Several of the fellows reported that they had been visited by colleagues from Germany, and several more were in the process of planning summer visits. Five of the GMF fellows regularly host German teachers through the German Marshall Fund Fachleiter program. Two fellows reported that they were in the process of establishing exchanges between their schools and the schools of German colleagues. One such exchange was to have taken place in the spring of 1991 but was delayed due to the crisis in the Persian Gulf.

Three percent of the fellows reported that they had become active in an organization with foreign nationals as members or which had international affairs as its primary interest. Twenty-one percent reported that they were active in such a group but that this was not a new interest as they had been active in the organization before the GMF experience. Fourteen percent responded that they intended to become active in such an organization, 38% reported that they had no such intention, and 24% reported that no such organization existed in the area in which they lived.

Continued contact with individuals the fellows met abroad on the program was one of the major consequences of the program. This contact continued more on an informal or personal level than on a professional basis, for 89% of the fellows responded that they continued to have contact on a personal or informal basis while 60% responded that they maintained some sort of professional contact with individual Germans whom they met during the program.

Seventy-three percent of the fellows reported that they have continued to maintain contact with fellow GMF grantees. These contacts included cards and letters on a regular basis, as well as gifts during the holiday seasons. One fellow reported sending 4th of July presents even though this holiday is not usually celebrated in Germany. The personal contact also included vacation visits during which the German fellows visited the United States and American fellows returned to Germany or visited other fellows in the United States. Six fellows reported making special trips so that they could introduce their families to one or more of their fellow GMF participants.

An unexpected outcome of the program was the continued exchange of materials between colleagues. Thirty-five percent of the fellows reported that they had donated or made arrangements for others to send books, periodicals, etc., to colleagues, foreign libraries, or other institutions. One of the fellows reported sending books to an East German, several reported sending magazine, journal or newspaper articles to their German counterparts, and still others arranged for their students to become pen pals with the students of a German colleague. Several fellows reported that their German colleagues had requested specific titles or travel information. Two fellows arranged for the Close Up Foundation to send one of its most popular publications, *Current Issues*, to each of their German colleagues. The fellows frequently sent reports from United States publications which deal with events in Europe, textbooks on American and world history, state histories and dictionaries of proper English and slang were also sent by several fellows.

Several American fellows reported that during the opening of the German/German border, the fall of the Berlin wall, and the unification process, many German fellows sent newspaper or magazine articles and a few even received video tapes of German television programs, especially news broadcasts

The literature reviewed indicated that Americans who had studied abroad often had some very strong feelings about some aspects of the experience. Ten statements were selected to determine if the GMF fellows had similar feelings when reflecting on their experiences. The fellows were asked to indicate which of the following responses most closely indicated their own feelings to each of the statements: Agree Strongly, Agree, Disagree, or Disagree Strongly (Table IV).

TABLE IV
PERCEPTIONS OF AMERICANS WHO HAVE STUDIED ABROAD

Statement	Agree Strongly	Agree	Disagree	Disagree Strongly
Studying abroad increased my interest in international affairs	97%	3%	0	0
I found people in my host country to be uncooperative or hard to get to know	3%	3%	5%	89%

TABLE IV (Continued)

My stay abroad was one of the most valuable experiences of my life	84%	16%	0	0
I feel I was able to correct some erroneous stereotypes held by some foreign citizens regarding American culture, politics, etc	62%	38%	0	0
I gained a different perspective on the United States as a result of my stay abroad.	51%	46%	3%	0
I now have a greater understanding of my host country.	95%	5%	0	0
My own school has not taken advantage of the contributions I could make as a result of my GMF experiences.	27%	41%	19%	13%
If I had another grant I would like to go abroad again for educational or research activities.	97%	3%	0	0
A summer spent at a university in the United States would have been more valuable than my time abroad.	0	0	8%	92%
Had I realized the total personal commitment to my time abroad, I would have been reluctant to accept the award	0	0	6%	94%

The fellows agreed with seven of the remarks made by other Americans who had previously studied abroad. The fellows overwhelmingly agreed that studying abroad increased their interest in

international affairs, that the stay abroad was one of the most valuable experiences of their life, they now have a greater understanding of Germany, and 97% agreed that if they had another grant they would like to go abroad again for educational or research activities. More than half (62%) believed that they were able to correct some erroneous stereotypes held by some foreign citizens regarding American culture, politics, etc., and 51% agreed that the stay abroad allowed them to gain a different perspective on the United States.

It was interesting to note that the three negative statements drew strong disagreement from the GMF fellows. The vast majority (89%) of the fellows disagreed with the statement that the people in the host country were uncooperative or hard to get to know; 92% disagreed that a summer at a university in the United States would have been more valuable than the time spent abroad; and 94% disagreed with the idea that if they had realized the total personal commitment demanded by the GMF fellowship they would have been reluctant to accept the award.

The majority of the fellows agreed that their own schools had not taken advantage of the contributions they could make as a result of the GMF experience: 27% strongly agreed that their school was not taking advantage of their potential contributions, and 41% agreed. Some of the fellows, however, believed that their schools were taking advantage of the contributions they could make; 19% disagreed and 13% disagreed strongly with the statement that their schools had not taken advantage of the contributions they could make as a result of the GMF experience.

The next section of the survey was designed to determine how much the fellows learned or how their perceptions changed during the GMF program. Because it was not possible in the scope of this study to administer a pre-test, the fellows were asked to think back on their perceptions and knowledge before the program and to report it accurately. The fellows were then asked to describe their perceptions and positions since participating in the GMF program.

When asked to think back and recall their awareness of German social, political, economic problems before the GMF experience the fellows reported their awareness as slight 22%, fair 54%, and considerable 24%. Rating their awareness after participating in the program eight percent still said their awareness was fair, 57% said it was considerable, and 35% said it was great (Figure 6). Concern about problems in Germany was thought to have been nonexistent by 3%, slight by 19%, fair by 51%, and considerable by 27%; after the program the concern about the problems in Germany was thought to be 5% fair, 51% considerable, and 44% great (Figure 7). Desire to find solutions to global problems was rated as 5% slight, 22% fair, 54% considerable and 19% great, before the program; after the program, the desire was rated as 8% fair, 43% considerable, and 49% great (Figure 8).

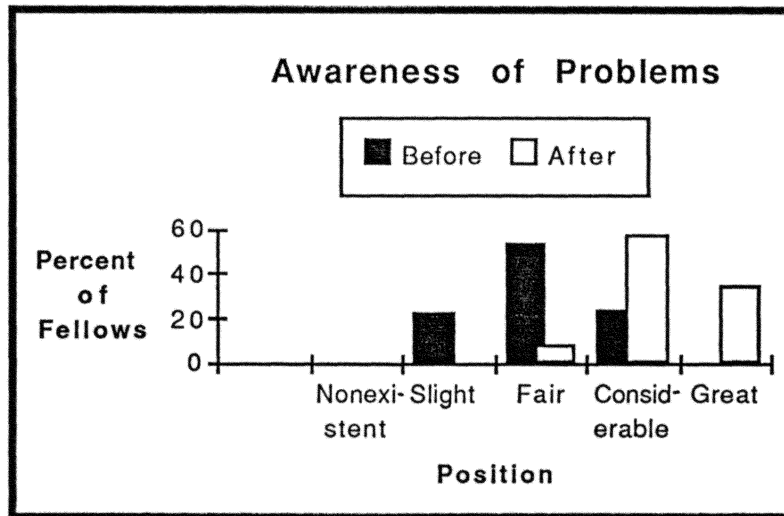


Figure 6. Change in the Perception of the Awareness of German Problems

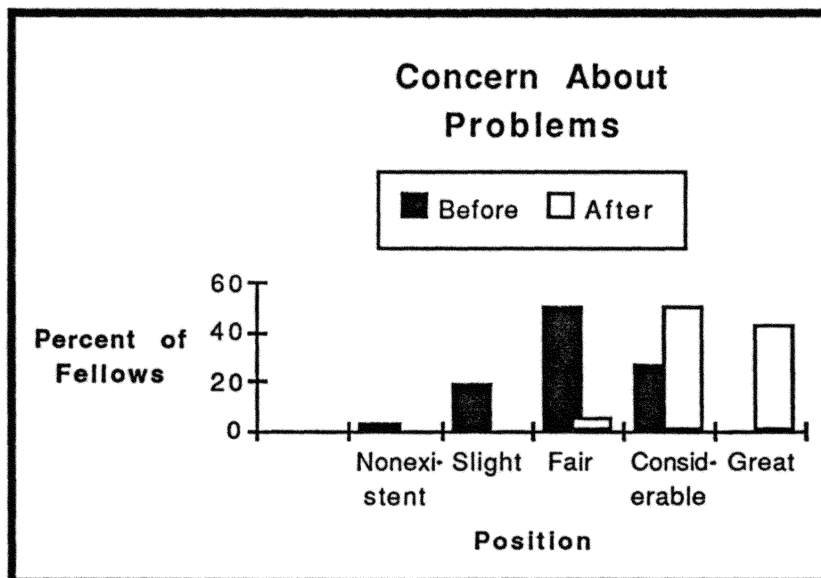


Figure 7. Change in the Perception of Concern About German Problems

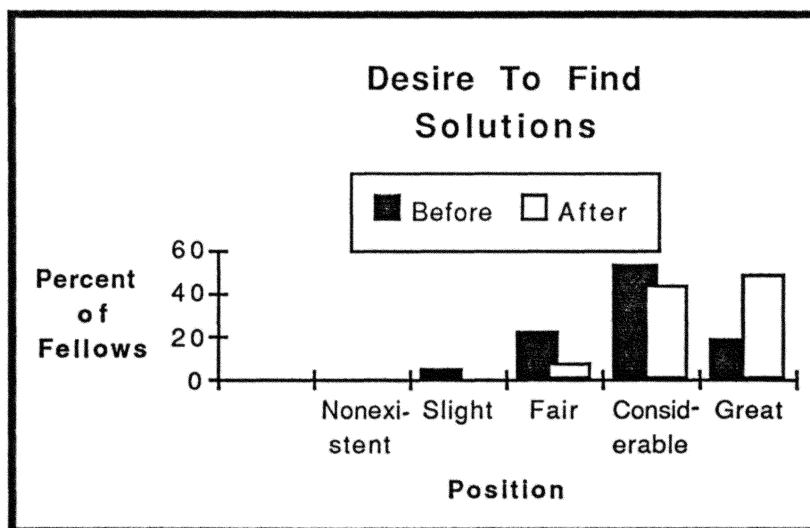


Figure 8. Change in Perception of the Desire to Find Solutions to Global Problems

Concerning their respect for historical and/or cultural traditions and achievements of nations other than the United States, 8% reported fair respect, 62% reported considerable respect, and 30% reported great respect before participation in the program. After the program 3% reported fair respect, 35% reported considerable respect and 62% reported great respect (Figure 9).

The desire of the fellows to meet and interact with people from other nations also was greatly enhanced by their participation in the GMF experience. The fellows felt that their perception before the program was, 3% slight desire, 8% fair desire, 49% considerable desire, and 40% great desire to meet and interact with people from other nations. The fellows reported that these perceptions

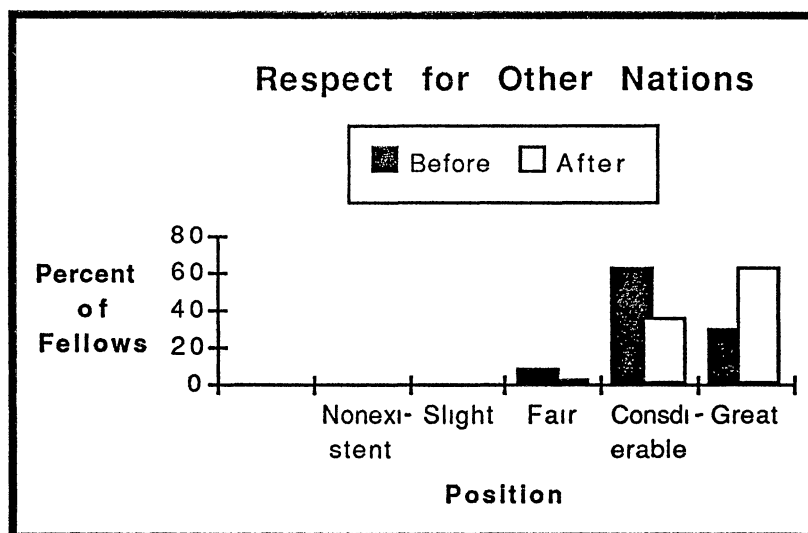


Figure 9. Change in the Perception of
Respect for Other Nations

had changed 27% percent a considerable desire to meet and interact with people from other nations, and 73% reported a great desire (Figure 10). Likewise, the number of fellows who desired foreign travel had increased. Three percent of the fellows felt their desire before the experience was fair, 27% considerable, and 70% great. Seventeen percent of the fellows felt they now had a considerable desire to travel to foreign nations and 81% reported the desire as great (Figure 11).

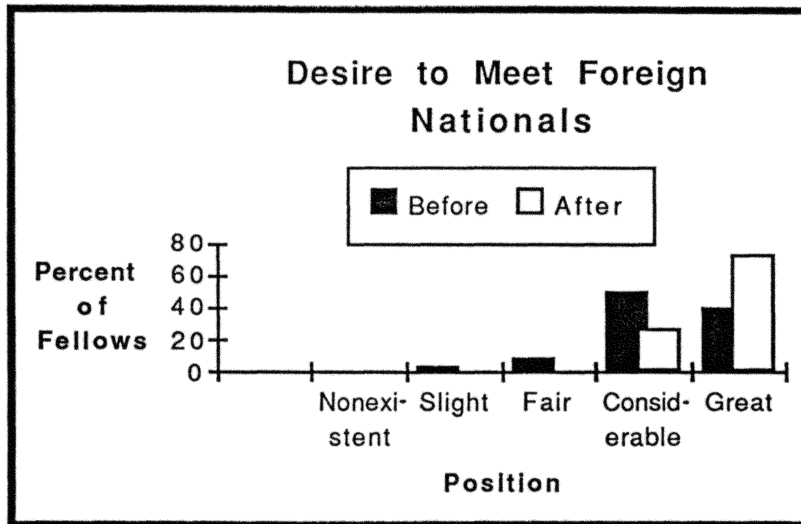


Figure 10. Change in the Perception of the Desire Meet Foreign Nationals

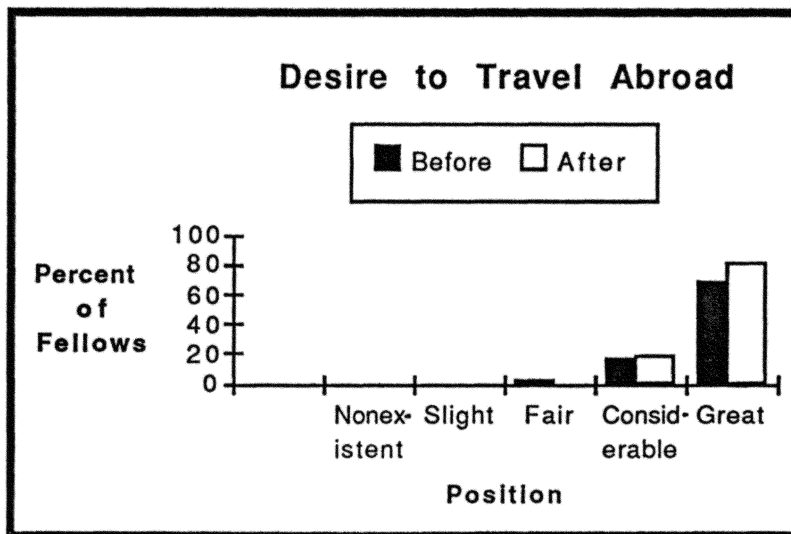


Figure 11. Change in the Perception of the Desire to Travel Abroad

Actual participation in activities aimed at fostering greater international understanding had also increased. Before the program, 3% of the fellows had no participation, 11% had slight, 35% had fair, 27% had considerable, and 24% had great. The fellows reported actual participation now to be 3% nonexistent, 3% slight, 13% fair, 49% considerable, and 32% great (Figure 12).

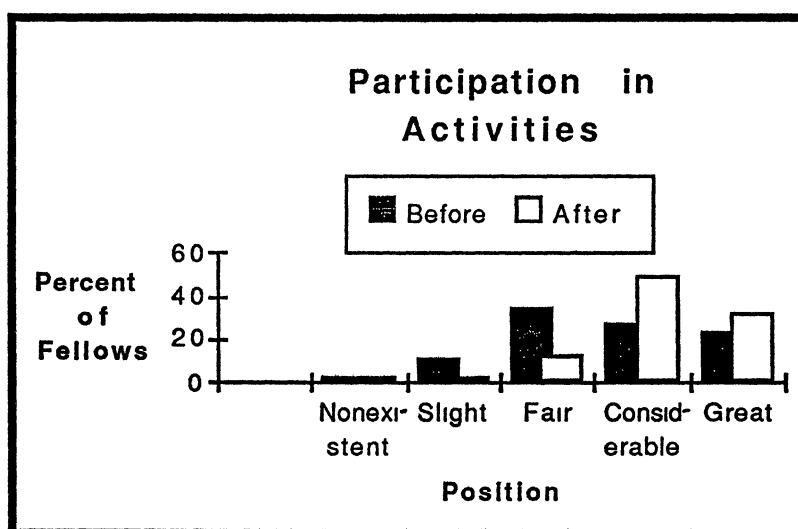


Figure 12. Change in Participation in Activities Aimed at Fostering International Understanding

Knowledge of various facets of German society and German life also increased as a result of the GMF experience. The fellows reported that before the program, their knowledge of the German

political structure and parties was 11% nonexistent, 22% slight, 48% fair, 16% considerable, and 3% great. After the program, 3% reported their knowledge as fair, while 62% reported it as considerable and 35% reported it as great (Figure 13). Knowledge of the German educational systems was reported as fair by 11%, slight by 30%, fair by 51%, and considerable by 8%; however, as a result of the program, 71% of the fellows reported their knowledge as considerable and 29% reported it as great (Figure 14). The GMF fellows reported their knowledge of customs and traditions increased as a result of the program. The fellows felt that before the program their knowledge was 22% slight, 54% fair, and 24% considerable after the program they felt their knowledge was 15% fair, 49% considerable, and 35% great (Figure 15).

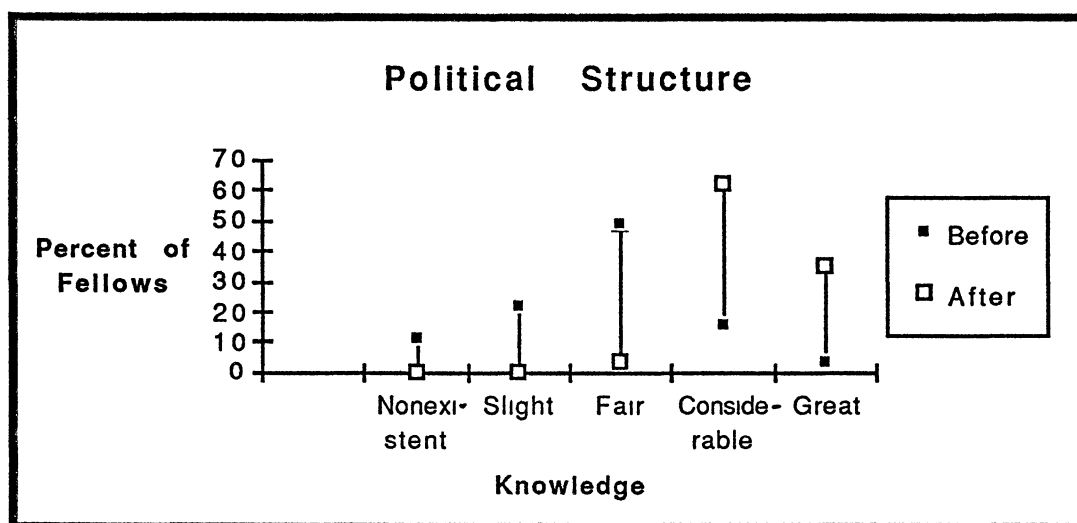


Figure 13. Change in Knowledge of the German Political Structure

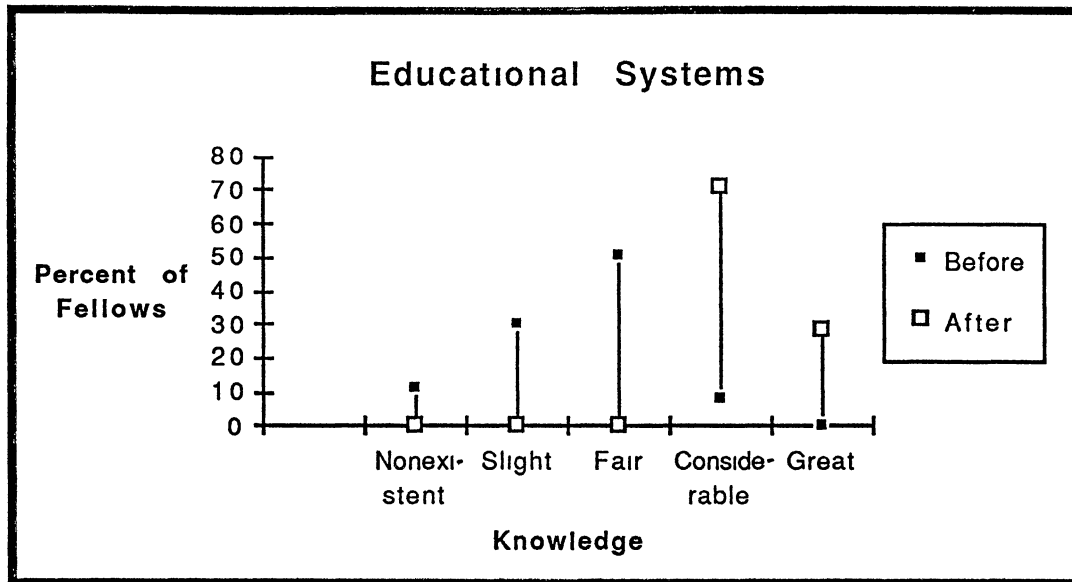


Figure 14. Change in Knowledge of the German Educational System

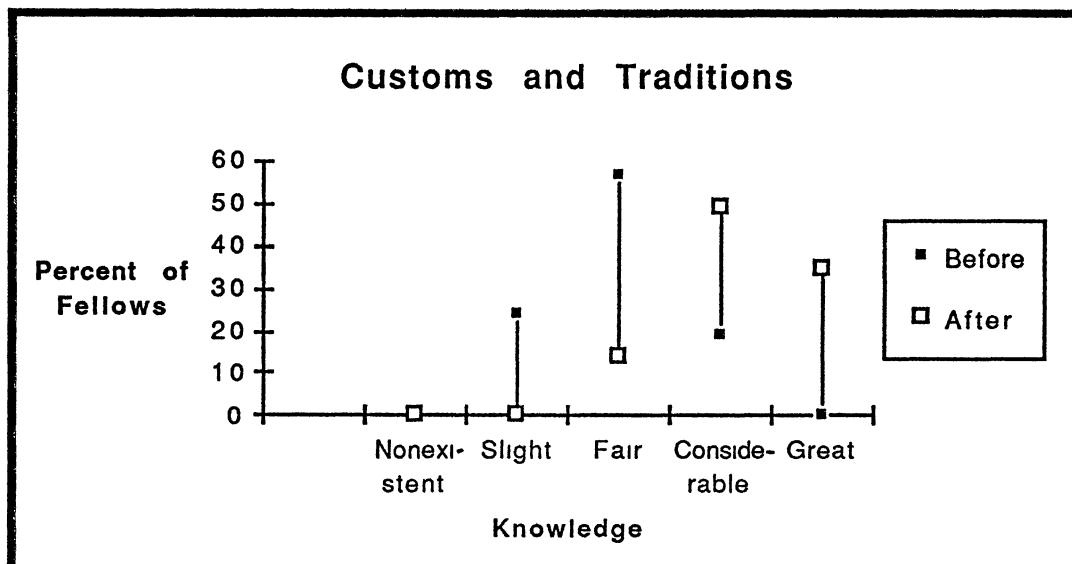


Figure 15. Change in Knowledge of German Culture and Traditions

Knowledge of the German way of life in general also increased as a result of participating in the program. The fellows reported their knowledge before the program as slight 22%, fair 54%, and considerable 24%; after the program, only 5% reported their knowledge as fair, while 60% reported their knowledge as considerable and 35% reported it as great (Figure 16). Knowledge of the German economy was reported as slight by 27%, fair by 57%, and considerable by 16% before the program; after the program, 19% reported their knowledge as fair, 54% reported it as considerable, and 27% reported it as great (Figure 17). Knowledge of German art, music, and literature also showed a great increase as a result of participation. The fellows reported that before the program they would have reported their knowledge as, 3% nonexistent, 16% slight, 54% fair and 27% considerable. They felt that after the program this changed to, 32% fair, 54% considerable, and 14% great (Figure 18).

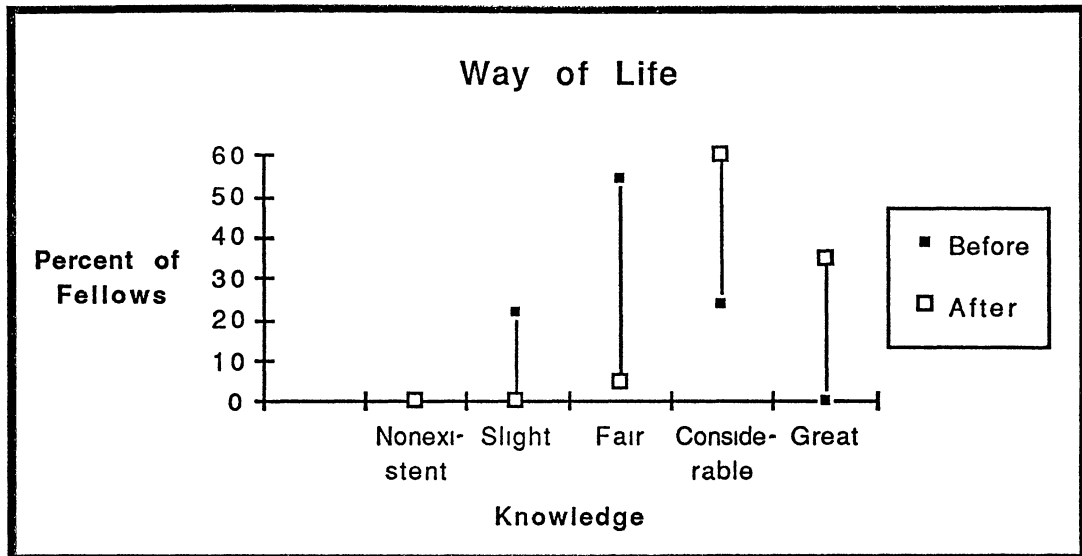


Figure 16. Change in Knowledge of the German Way of Life.

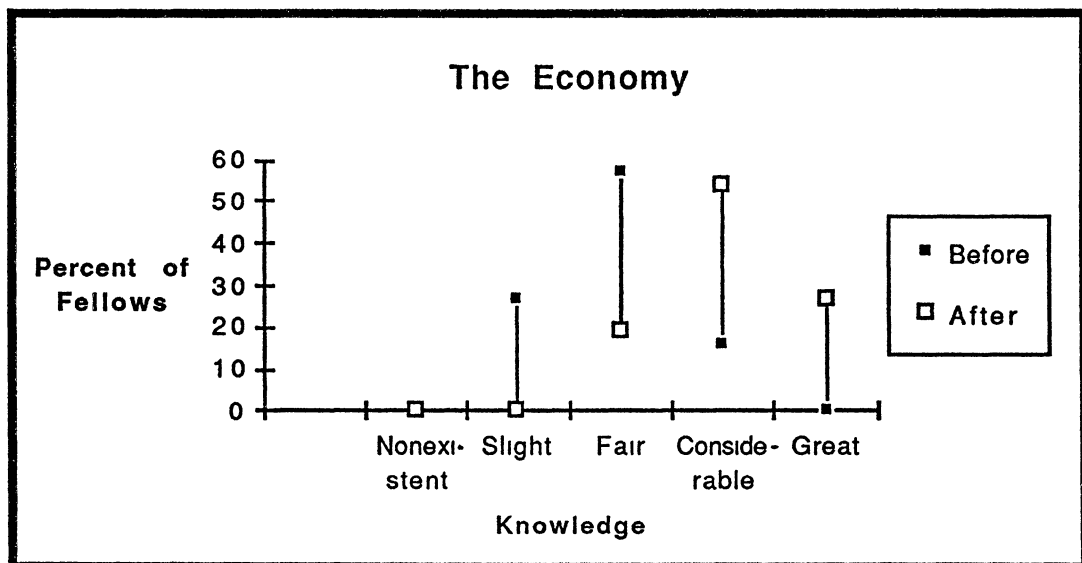


Figure 17. Change in Knowledge of the German Economy

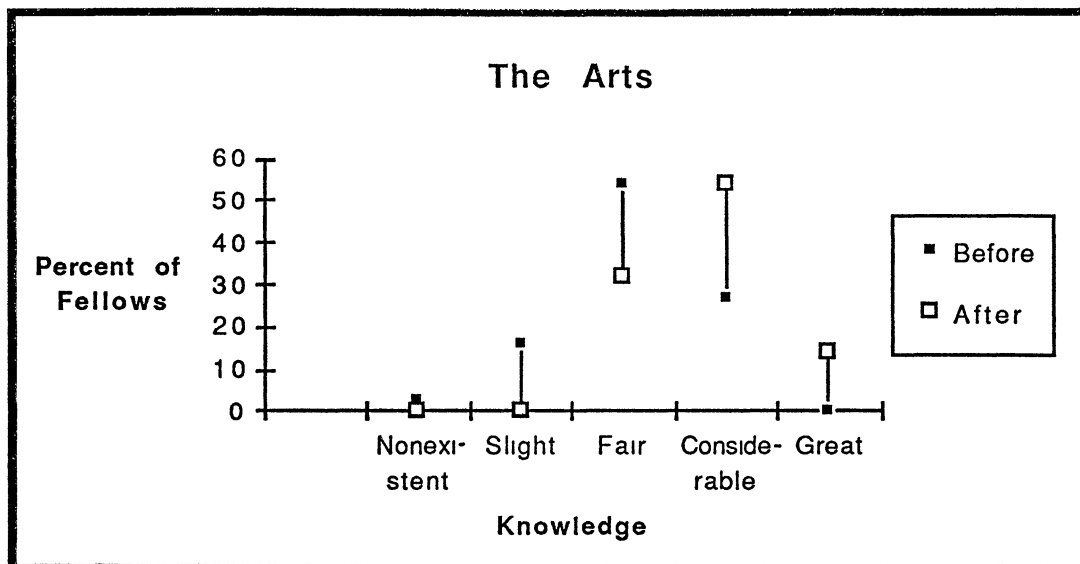


Figure 18. Change in Knowledge of German Art

The final section of the survey questionnaire was composed of four questions which were designed to give the fellows an opportunity to express their perceptions of the program and how it could be improved. The respondents were asked to be as open and honest as possible and to use as many additional sheets as necessary. Most of the fellows used only the space provided to answer each question; however, in almost every case, their answers were clear and concise. Two of the respondents chose not to answer any of the questions in this section.

The first question asked: "In your opinion, how was the GMF program experience been of benefit to you?" Many of the fellows responded that the program was both personally and professionally beneficial to them; many said that they knew little about Germany

before their participation and that the experience greatly enhanced what they were able to teach their students. Almost all of the fellows mentioned that they had a better understanding and deeper appreciation for the Germans during the unification process because of their GMF experience; this was a common comment whether the fellows had participated in the program before or after the fall of the Berlin Wall. Several of the participants then listed specific information they learned which they were able to share. Most of the fellows mentioned that they gained a greater understanding not only of Germany but the German people, their culture, history, economic situations, and lifestyles, and, that in great part, this was due to the homestay portion of the program. One fellow reported that since he taught using the hands on approach rather than relying on a book for information, the experience gave him a real life perspective that he would never have discovered in a book. Many of the fellows stated that learning first hand was much more rewarding than learning from a book; they further agreed that even though some had been teaching about Germany for many years, the GMF program provided them with experiences they would never have learned in a book. Seeing places first hand, standing on a spot where history was made gave them an entirely new perspective in teaching. One fellow wrote that his students just listened better when he was discussing Germany because they knew he had seen the things about which he was talking.

One very important benefit of the experience mentioned by almost all of the fellows was the written information they received while in Germany and continued to receive from the German col-

leagues The resources they were able to obtain while in Germany, including pieces of the Berlin Wall, were extremely valuable to the fellows A new understanding of the problems facing Germany and Europe, especially with the European Economic Community in 1992, were reported by many of the fellows An increased understanding of Germany geography was mentioned by several of the fellows.

Some of the fellows also listed the interest of the German fellows in American history, language, culture, and problems as one of the benefits of the program. One fellow in particular stated that the interest expressed by the German fellows gave him an opportunity to discuss America in a totally new light; consequently he rethought many of his views of the United States.

The opportunity to spend time with American colleagues from a wide range of backgrounds who were all interested in learning was a treat which several fellows listed as a benefit of the experience. Many reported that they learned not only from their German colleagues but also their American colleagues as well. New friendships and resource people at home were benefits noted by some of the fellows. Another frequently noted benefit was the human interaction between the American and German fellows.

Knowledge of Germany enabled the fellows to make comparisons between Germany and the United States with a high degree of certainty. This benefit was most eloquently expressed by one fellow who wrote, "Knowledge of German education has enabled me to make meaningful comparisons of U.S. and German educational systems as well as destroy many myths put forward by simpleminded education critics."

The second question asked "In your opinion, what were the most important aspects of the program?" The fellows reached consensus on two areas as being the most important aspects of the program, mixing American and German colleagues in the seminar experience and the home stays with the German colleagues. One fellow perhaps expressed the thoughts of many of the fellows when he wrote, "The home experience, although frightening at first thought, was wonderful. That weekend led to a bonding with a friend that still endures." The friendships established during the program were cited by almost all of the fellows as one of the most important aspects of the seminar.

Another important aspect was the combination of American and German fellows during the seminar in a semi remote area which allowed the fellows "to seriously communicate and ask questions we might not more freely ask of each other." One fellow cited a presentation by a German colleague in the 1988 group who is a published historian entitled "What We Knew and When We Knew It;" this presentation prompted a very open and honest discussion of the Holocaust which was cited by many of the 1988 fellows as one of the most important aspects of the program. The fellows from the other years cited the presentations by other fellows as especially meaningful and as opening the door for honest and frequent dialogue among the fellows. Almost every fellow noted that one of the most important aspects of the program was the mixing of American and German teachers, this concept, which is relatively new, was seen by almost all of the fellows as having a great impact not only on what was learned but also the entire experience as well.

Working and exchanging information with the German colleagues was cited by many of the fellows as important. Many also cited that the daily face to face contact and spending so much time with the German colleagues proved to be a most enlightening experience. One fellow stated "the most important aspect was the personal interaction among the teachers. I learned more about Germany informally at meals, at the pubs, at the ice cream shops, than I did in the formal sessions."

Important aspects of the program included traveling in Germany not just as sightseers but as educators who were learning about Germany. The opportunity to experience the culture, lifestyle, and homes of the Germans was also mentioned by the fellows. The exposure to both local and national government officials was cited by many of the fellows.

Almost without exception the fellows included the visit to Berlin as one of the most important aspects of the program. This was true of those who participated in the program before the fall of the Berlin Wall when Berlin was still divided and those who have participated since unification. Traveling through what was formerly East German was also included by many as an important aspect of the program because it allowed the fellows to draw their own conclusions about life behind the Iron Curtain.

Free time during the seminar which provided the opportunity for the fellows to get out on their own or in small groups was frequently cited by the fellows. This aspect of the program allowed the fellows time to explore and get to know Germany in an informal unstructured way.

The third question, "How could the program be improved?" had the most varied answers of any of the four questions, indeed, the answers were as varied as the fellows and their interests. Almost without exception the fellows added a disclaimer that the program was excellent, either before or after listing their suggestions. Several fellows noted that the specific goals and objectives of the program were not clearly stated, some felt that they did not know exactly what they were supposed to do with the knowledge they acquired. While all felt they were better for having participated in the program, some expressed a feeling that something was lacking. Additionally, the fellows agreed that any form of follow up experience was lacking. One fellow wrote, "The program suffers the most from lack of follow-up. Upon returning, the participants are left in almost total isolation--no meaningful follow-up from GMF or the NCSS (National Council for the Social Studies) except for the occasional NCSS message 'send us what you have done.' Participants need updated materials to implement their experiences, and contacts from German organizations in the U.S. I suggest that NCSS provide a workshop session for all interested participants to achieve some of the above." Another fellow suggested much the same thing but in the format of a reunion to renew both friendships and knowledge as well as to meet new participants.

Crash courses in German culture, and geography, were also suggested by many of the participants. Additionally the fellows suggested that a reading list be compiled and sent to the fellows each year as soon as they were selected. Many of the fellows thought a comprehensive reading list would be preferable to the

book *Those Strange German Ways*, although many noted the book provided much comic relief when the German fellows found out the Americans had read it and believed it

Several of the fellows in the first group suggested that those who had participated before unification should be allowed to reapply to see how things have changed. Some thought more free time was needed, and some thought more optional activities should have been planned.

One common suggestion concerned the presentation of materials by the fellows during the seminar process. Most of the fellows suggested that one topic per fellow be assigned, because too much time was spent reorganizing the seminar trying to get all the topics covered. Also many fellows made this suggestion because they spent a great deal of time planning presentations they did not have time to give. This suggestion was made by fellows from each year of the program. Additionally, the fellows noted that more information should be provided about technical equipment in Germany (availability of copy machines, VCR format, etc.) as well as how the distribution of materials the fellows brought to share would be handled. Several fellows reported they were embarrassed because they did not have enough material to share with all of the German colleagues and felt guilty about sharing with only one or two.

Many fellows suggested that organization was lacking on the American side of the Atlantic, the German side being more efficient and well balanced; a common suggestion was for more information earlier and for fewer last minute instructions when the fellows met in Washington, D.C., the day they left the country. Another sugges-

tion by many of the fellows regarded visits to German schools for first hand information and visits with students.

The last question asked "Do you think it is a good idea for the German Marshall Fund to continue to sponsor the teacher in-service training program? Please explain why or why not " The fellows unanimously agreed that the program should be continued. Many restated their answers to one of the previous questions as their reasons for why the program should be continued. Some of the fellows chose to let their yes answer stand alone and did not elaborate on it. Many simply said the program should be continued because it is very important or worthwhile. Some chose to emphasize living in a global society, the GMF program was one of the most unique programs because it brought teachers from two different cultures together and thus provided a global experience. Others chose to respond to by asking some variation of the question, "If the program were discontinued, how could teachers have this first hand experience?"

A greater appreciation of other cultures was cited by two of the fellows as reasons for continuing the program. Other fellows responded that there were still many, many teachers who deserved to have the experience of the GMF teacher in-service training program.

The GMF fellows who were also Fulbright Fellows all noted that this program (GMF) was the more worthwhile because of the interaction with the German teachers. They pointed out the uniqueness of the GMF program. One Fulbright Fellow wrote, "Of the three overseas study trips I have taken, this is the most valu-

able The level of exchange is one that I have never experienced on any trip."

Other fellows noted that they would not have been able to study outside the United States had it not been for the German Marshall Teacher In-Service program and, for this reason, it should be continued. Others said that such exchanges help both countries have more open minded citizens, foster understanding, and enrich the knowledge bases of teachers in both countries. Still another said, "Too often teachers do not receive the perks that business gets, and this allows us to have a 'pat on the back' and an experience to share with our community and students. Effective teachers will make Germany come alive for their students and provide them an experience, too."

Research Question One

What was the perceived professional benefit of study abroad? More specifically, what were the perceived benefits relating to professional prestige, recognition from administrators or colleagues, promotions or additional fellowships arising as a result of participation in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers?

The research indicated that the GMF fellows perceived many benefits from their study abroad. As the findings presented earlier indicate the fellows rated their academic prestige as higher. Over 70% of the fellows believed their prestige was higher with their students and their colleagues 62% with their school administrators,

46% with the central office administrators, and 43% rated their academic prestige as higher with school patrons in general. Seventy-three percent of the fellows reported more recognition from their administrators since participation in the GMF experience. While none of the fellows indicated that receiving the award lead directly to a promotion, 16% responded that it was a factor in their receiving a promotion or salary increase. Ninety-five percent responded that it had been beneficial to their professional career, 16% related that the award was a factor in helping secure a new position, graduate fellowship or assistantship. One fellow had been awarded a National Endowment for the Humanities Fellowship for Independent Study 1991, and the fellow indicated this award was an accomplishment emanating from her experiences with the GMF program. Two of the fellows were named Teachers of the Year in their school districts after having participated in the program. One fellow was named State Social Studies Teacher of the Year and responded that this was at least in part due to having received the GMF Fellowship. Additionally, one fellow reported that he was asked to write a proposal for his high school to participate in an exchange program with the Soviet Union, and the proposal was accepted. Several fellows reported that foreign exchange students had been placed in their classes because of their participation in the GMF program. Eighty-six percent of the fellows responded that their GMF experience has encouraged them to seek other educational experiences abroad.

Research Question Two

What was the perceived personal benefit of study abroad? How did the experience change the fellows perceptions of Germany? Were the fellows more aware of the problems and situations in Germany than they were before participation in the program?

There is little doubt that participation in the GMF program had a great impact on the participants. The participants noted many ways in which experience was personally beneficial to them, these included meeting new friends and forming lasting friendships with colleagues on both sides of the Atlantic Ocean. Many of the fellows indicated that they either visited or hosted the new colleagues they met through the GMF experience.

The fellows reported that studying abroad increased their interest in international affairs and this new interest had sparked several of the fellows to join or become active in organizations which have international affairs as a primary interest. Many of the fellows also reported a new or renewed interest in learning a foreign language and indicated they had enrolled in some kind of language program. Still others indicated a new or renewed interest in broadening their knowledge by reading books about Germany or by German authors.

Additionally, the fellows said the experience gave them the realization that they needed growth. As one fellow stated, "I got around all these other teachers who had gone places and done things and I realized what I was missing. When I found out what they had been doing I suddenly figured out that I had stopped

learning As soon as I got back home I enrolled in a class to learn to speak German and began planning the next trip. I hope I never become that stagnant again "

The benefit of travel abroad broadening a teacher's outlook and personal development is suggested by Wilson (1982). Several of the fellows stated that they felt like they were a different person. One commented that the GMF program was his first opportunity to travel alone (without a member of his family) this allowed him to grow tremendously and gave him a new feeling of self-confidence. Still another reported that he had become more tolerant of other people and their views when those views were in conflict with those held by the fellow. Another fellow said that the experience gave her the confidence to allow her college age children to embark on a back packing expedition across Europe; this fellow said that it was the friendliness and helpfulness of the German people which gave her enough reassurance to allow the children to make the trip on their own.

The GMF Fellows mentioned other changes which were personal benefits of the study abroad. One fellow noted that her family noticed a change, "even my kids realized something about mom was different, one thought maybe it was the way I looked and other said that wasn't it but I sure did smile alot (sic) now." Yet another fellow cited a different in his physical appearance, "I knew we walked EVERYWHERE, I didn't realize until I got home how much weight I had lost. I've kept up the walking and have to attribute the new, slim _____ to the GMF experience." Other fellows re-

ported a new sense of independence and new strengths or abilities they did not know they had.

Ninety-five percent of the fellows reported that they have a greater understanding of Germany. This was evidenced by the fact that the majority (54%) of the fellows felt their awareness of German social, political, and economic problems as probably fair before participation in the program, yet after the program the majority (57%) rated their awareness as considerable and 35% rated it as great. The Fellows reported that before participation in the program, they would have rated their concern about problems in Germany as 51% fair, after the program 51% would rate their concern as considerable and 43% would rate it as great.

A considerable desire to find solutions to global problems was held by 54% of the fellows before the program; after the program, 43% held a considerable desire and 49% held a great desire. The increase in respect for historical, cultural, etc., traditions and achievements of nations other than the U.S.A. was also a result of the program; whereas 62% said they held considerable respect and 30% held great respect before the program; after the program, the numbers were almost reversed with 35% holding considerable respect and 62% great respect.

An increased desire to meet and interact with people from other nations and an increased desire to travel to foreign nations were results of program participation. Forty-nine percent of the fellows reported a considerable desire to meet and interact with people from other nations and 40% a great desire before the program; after the program, 27% had a considerable desire and 73%

held a great desire. Before the program, 70% of the fellows had a great desire to travel to foreign nations, after the program, 81% had a great desire to do the same.

The fellows were asked to describe their knowledge of German life before the program; the overwhelming majority of the fellows rated their knowledge of the German political structure and parties, educational systems, customs and traditions, economy, and art, music, literature as slight or fair. After the GMF experience, the fellows described their knowledge of these same facets of society as considerable or great.

The fellows also indicated that they were more aware of the news coverage of Germany than they were before the GMF program. Actually, several fellows indicated that they were now aware of the lack of any real news coverage of the events in Germany. They cited the news of the European Economic Community and elections as the only news Americans receive, any indepth coverage has to be obtained by subscribing to German newspapers or magazines written for English or American audiences.

Research Question Three

What continued interaction has occurred between the fellows from the United States and their German counterparts? Have the fellows returned to Germany or have they hosted their German counterparts or others recommended by the German fellows?

Continued interaction not only occurred between the teachers from the United States and their German counterparts but also be-

tween the GMF fellows in the United States themselves. Ninety-two percent of the fellows reported that the experience had made new professional relationships abroad possible. Seventy percent of the fellows responded that they had established lasting friendships with one to five foreign nationals, 27% reported lasting friendships with from six to ten foreign nations and three percent reported friendships with more than ten. Sixty percent of the fellows reported that they maintained contact with individuals abroad on a professional basis. A vast number, 89%, maintained contact on an informal or personal basis. These friendships have resulted in 24% of the fellows conducting research with their German counterparts. Exchange programs and pen pal programs were established between the schools of American and German GMF participants. Several of the American participants have hosted one or more GMF participants from Germany, six of the American fellows returned to Germany for visits, and many more are planned. Upon a return visit to Germany after the fall of the Berlin Wall, one fellow from the 1988 group reported the special delight he felt in renting a hammer to lend his own personal blow to oppression. Several American fellows reported that they had received a piece of the wall as a special memento from a German colleague.

Additionally the contacts made through the GMF Teacher In-service allowed a great exchange of materials and information. Thirty percent of the fellows reported that they sent or made arrangements to have materials sent to their German colleagues. These included textbooks, magazine and journal articles, video tapes, current events news stories, as well as selected titles or top-

ics requested by the German fellows. Likewise, the German counterparts responded by sending materials to the American fellows. This exchange of material may have led to a greater understanding and fostered more accurate teaching on both sides of the Atlantic Ocean. Two fellows had a unique barter arrangement; the American fellow purchases and sends books identified by the German fellow, and the German fellow sends a brand of German perfume which is not sold in the United States.

The fellows also reported continued contact with other American fellows. Seventy three percent responded that they maintained contact with other American GMF fellows. These contacts were also of both a professional and personal nature. Seventy-eight percent reported that the experience made new professional relationships in the United States possible. These professional relationships resulted in some interesting endeavors. Two fellows arranged for their students to participate in an international teleconference on the role of the North Atlantic Treaty Organization with students from a German fellow's school.

Five GMF fellows regularly host German teachers through the German Marshall Fund Fachleiter program. Two fellows reported that they were in the process of establishing exchanges between their schools and the schools of German colleagues. One such exchange was to have taken place in the spring of 1991 but was delayed due to the crisis in the Persian Gulf.

Research Question Four

How has the information gained from participation in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers been shared? Have the fellows provided assistance to other teachers through in-service or staff development activities? What educational material has been developed?

The GMF fellows shared the information in many unique and creative ways. In addition to the presentations at the National Council for the Social Studies Annual Conference, many of the fellows made presentations to their state or regional social studies conferences. Ninety-five percent of the fellows reported that the experience provided them with data or information they have used in in-service, papers, or presentations. Each of the fellows responding to the survey indicated they shared experiences with individual students, 81% shared with student groups, 97% shared with individual teachers, 73% made presentations to in-service or professional educational group meetings, and 30% spoke to service or civic clubs. The 37 GMF fellows who participated in this study estimated that they have directly reached over 3,250 people through presentations. They estimated that they shared their knowledge with over 300 teachers on an individual basis and over 550 others through in-service training activities.

Many of the fellows noted that they developed slide presentations on subjects as varied as geography, architecture, historical sites, and the GMF experience. One fellow developed a multi-media

presentation on the Holocaust. One hundred percent of the fellows reported that they have been able to add new material to their courses. Many of the fellows reported adding material on the German political system which allowed them to introduce comparative government studies and several added material which allowed their classes to have a greater global perspective. Most of the fellows added information on German unification; many of the 1988 participants reported that they changed the materials they had previously added on the German/German border to include the removal of the border, the fall of the Berlin Wall and unification. Several fellows indicated they had greater access to more current and relevant material on Germany than their textbooks could ever hope to provide. A new more intense emphasis on Germany was reported by several of the fellows.

Many fellows reported that they were able to correct stereotypical information presented by textbooks or which the students held about Germany and the Germans. One fellow reported doing this by using pictures which she had taken of people not only in Germany but in other countries. This fellow put the pictures and a world map on a bulletin board and asked the students to try to match people and countries. The fellow used this as an opportunity to discuss stereotypes with her students. A new perspective and understanding of the Holocaust has also been added to the curriculum of many of the GMF fellows.

"More creative teaching seems to occur partly because teachers collect interesting items such as cultural artifacts, books, and poster on their travels" (Wilson, 1984, p 155). The GMF Fellows

certainly prove this statement to be true. One fellow used a collection of toilet paper to demonstrate creature comforts that Americans sometime take for granted. Another fellow reports teaching currency exchange with the marks she brought back from East Germany.

Perhaps as important as the material which had been added to courses or used for presentation, the fellows reported that they now have a sense of "authority" when talking about Germany simply because they have been there. Many of the fellows noted their colleagues and students now look to them as "experts" on Germany and German affairs because of the GMF experience.

Research Question Five

Have the fellows promoted the program? Have they provided assistance to other faculty in applying for study abroad activities? Have they served as a resource for students or community members seeking information on study abroad?

The fellows promoted the program in many varied ways. With each presentation to a civic or social club, with fellow teachers or friends on an informal basis or doing a formal in-service session, the fellows promote the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers. In addition to educating people about the program and the German Marshall Fund of the United States, they were also educating audiences about the original Marshall Plan.

The GMF fellows not only encouraged colleagues in their home schools to apply for the program, but they also recommended the program to colleagues outside their home districts. Several fellows reported that each time they made a presentation to a group of social studies teachers they handed out information on applications; others wrote articles on how to apply for the newsletters published by their State Social Studies Councils; fellows have also written to colleagues in other areas of the country informing them of the program. One fellow reported that she had taken the time to write all of the participants from a former institute with information on the GMF program.

Each of the fellows reported that they had advised students or others wishing to go abroad, and they reported not only providing advice on where to go, and information on programs available, but also assistance in application forms and letters of recommendation. Additionally the fellows arranged correspondence between students and colleagues in this country with others abroad, and many indicated they made arrangements for visitors from the United States to contact GMF fellows in Germany for information or help after arriving in Germany. Sixty-eight percent of the fellows reported that they corresponded with colleagues or friends from abroad regarding their applications to come to the United States for educational activities; some of the German fellows have since participated in the German Marshall Fachleiter program and some of these have been placed with American GMF fellows.

Many of the fellows reported that they became resource centers for colleagues, students or community members wishing infor-

mation on study abroad. One fellow reported that he had become his district's unofficial foreign travel advisor, students began to seek his advice regularly on study opportunities abroad. Others reported that they were often called after giving presentations to civic or community groups and asked about overseas travel. Many also reported loaning books, magazines, travel documents and maps to persons wishing information about Germany. Perhaps the most unique assistance a fellow was asked to give was from a student who brought family passport applications to the fellow to process. (The fellow did instruct the student in the proper procedures for acquiring passports.)

The GMF fellows not only encouraged others in their own districts to apply for the program but also colleagues in other districts as well. Many of the fellows reported that they had presented workshops on grant and fellowship application for their local districts, state social studies councils and other professional organizations. Indeed, some fellows indicated they wrote articles for their social studies newsletters promoting the program, and six fellows reported that they had each written letters to colleagues of other programs encouraging them to apply for the GMF program.

Three percent of the fellows reported that they had become active in an organization with foreign nationals as members or which had international affairs as its primary interest. Twenty-one percent reported that they were active in such a group, but that this was not a new interest, as they had been active in the organization before the GMF experience. Fourteen percent responded that they intended to become active in such an organization, 38% re-

ported that they had no such intention, and 24% reported that no such organization existed in the area in which they lived.

Summary

The five research questions presented in the first chapter were answered in this chapter. The responses of the 37 participants in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers were given. The findings, conclusions, and recommendations which result from the analysis of these responses will be presented in the next chapter.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

As technology continues to advance rapidly teachers, particularly teachers in the social studies, find themselves explaining events which are occurring in all parts of the world. Many times these teachers have no real first hand knowledge of the area they are attempting to explain. When placed in this position, teachers must rely on information they have read in books or heard over the television or radio. Often this is the same information their students have access to which has caused them to question an event in the first place. Teachers who have had an opportunity to study abroad are at least able to impart first hand knowledge of the culture, history, geography, or people of the region they are asked to discuss.

In November 1989, social studies teachers in classrooms across the United States were asked by their students to explain the world changing events in East Germany which led to the opening of the German/German border and the historic fall of the Berlin Wall. Twenty-eight teachers were able to discuss these world altering events with expertise that was acquired only by having studied in Germany. These 28 teachers were the participants in the German Marshall Fund of the United States In-Service Training Program for

Social Studies Teachers in 1988 and 1989 These fellows were able to share not only their perceptions but also first hand knowledge with their students. Many of these fellows were also able to share information and first hand knowledge from their German colleagues, for many fellows reported the exchange of phone calls, letters, printed material and video tapes increased drastically during this historic time period. The first time many of these teachers were exposed to the idea of a unified Germany was during the GMF experience. To both American and German GMF Fellows, in 1988 and 1989, the concept of a unified Germany was discussed in the context of the distant future with no one really holding out much immediate hope for the idea. The 1990 GMF fellows saw for themselves the destruction of the Berlin Wall, what had been the border between the two countries and the effects of hurried unification. They saw and experienced first hand the changes that occurred in such a short time. These teachers were able to impart their perceptions and first hand information to their students. These were dramatic events which stressed the importance of study abroad.

While teachers who study abroad cannot be guaranteed the opportunity to explain such world altering events, they can be assured that the experience will not only provide the expertise to discuss important events when the occasion arise. They can also be guaranteed other professional and personal benefits which result from the experience of studying abroad.

This study was, therefore, undertaken to analyze the perceptions of the participants in the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers with

regard to the professional and personal benefits of participation in the program and the GMF experience

Findings

The following findings are a result of the research questions presented in Chapter One of this study.

1. The fellows perceived they have greater academic prestige and have received more recognition because of their GMF experience. None of these fellows perceived that receiving a promotion was a direct result of being named a GMF Fellow; however, honors, awards, and fellowships were received which the fellows attribute directly to having been named a GMF Fellow.

2. Personal benefits arising from participation in the GMF program include sustained friendships with fellows from Germany and the United States. Another benefit perceived by the fellows was an increased desire to travel to foreign nations to meet and interact with foreign nationals. An increased awareness in international affairs as well as a greater understanding of Germany, German society and culture were additional benefits.

3. Interaction among the German and American fellows has continued as has interaction between the American fellows. Joint research projects which were begun by 24% of the fellows while in Germany have continued and further research projects have been started. Materials for use in the classroom and for personal enjoyment have been exchanged by a large number of the fellows. American fellows have returned to Germany for visits with their

colleagues, Germany fellows have visited colleagues in the United States; exchanges between schools have been established

4. Knowledge gained during the GMF experience was transmitted and shared in a variety of ways. From supplementing textbook information to creative presentations the fellows attempted to share what they learned. The fellows report participation in the GMF program gave them a new sense of authority and expertise when talking about Germany or German affairs

5. Promotion of the GMF program occurred as fellows encourage colleagues to apply for the program. Public awareness of the program and of the German Marshall Fund of the United States has taken place through programs and in-service presentations. The fellows have become "resource centers" for people wishing to study abroad. They advised students and others wishing to go abroad and assisted them in a variety of ways.

Although not specifically addressed in the research questions the following findings surfaced during the study:

1. Over half (51%) of the German Marshall Fellows had previously studied abroad. Of the 19 fellows who had studied in a foreign country, 10 had done so on a Fulbright Fellowship.

2. The majority of the fellows (54%) reported that some of their colleagues did not understand the importance of study abroad.

3. Over one third (38%) of the fellows reported some kind of an "emotional let down" upon returning to their home school.

Conclusions

Based on the previous findings, the following conclusions can be drawn:

1. Teachers who return from study abroad bring new ideas, approaches, and a sense of authority into the classroom when discussing the world. This translated into encouragement for the students to travel abroad thus expanding the horizons of international understanding and harmony. Wilson (1982) suggests that one benefit of travel abroad for teachers is that it broadens their outlook and development.

2. Teachers who participate in one study abroad program are likely to apply and be selected for additional opportunities to study abroad. This is evidenced by the number of GMF Fellows who had previously studied abroad and had been awarded Fulbright Fellowships.

3. Students and colleagues of the GMF Fellows have a realistic picture of what is currently happening in Germany. Through continued interaction with their German colleagues the American fellows have access to the most recent information which they are then able to share.

4. Fellows who have studied abroad understand the importance of building communication links and understanding between the nations of the world. This is evidenced by the fact that so many of the fellows (24%) have engaged in joint research projects.

5. Organizations and institutions which offer international education programs as well as the participants of such programs

must educate teachers and the public of the importance of study abroad. An alarmingly high number of fellows (54%) reported that some of their colleagues did not understand the significance of study abroad. This statistic indicates a great number of teachers in the classroom who not only do not understand the importance of study abroad but also do not understand the global society in which we live.

6. Fellows return with high expectations and a great desire to share their knowledge and experiences. However, they return to schools which are organized in such a way as to stifle their enthusiasm. This enthusiasm is further smothered by the fact that so many of their colleagues do not understand the significance of the experience. The knowledge and experiences remain almost in total isolation to be enjoyed only by those colleagues closest to the fellow or the students with whom the fellow has direct contact. Only 11% of the fellows were able to introduce one or more new courses and many of these reported the frustration of "fighting a bureaucratic systems that was a nightmare." Many of the fellows who indicated they were able to change the content of the courses they taught also reported having to justify making the changes. The curricula of most social studies courses are so heavily mandated that many of the fellows reported they didn't change the curriculum as much as they changed the emphasis and importance they placed on Germany.

Recommendations

The following policy recommendations are based on the study

1. An organization modeled after the Fulbright Alumni Association should be established. The high return rate of the survey instrument as well as the comments by the fellows themselves indicate a strong interest in such an organization. This organization could serve to establish a link between the fellows who participated in different years. The fellows note that while they know who participated with them they have no way of knowing fellows from other years. Additionally, this organization could serve as a clearing house for materials which have been developed by the fellows, as well as a common ground for matching research interests. The Fulbright Alumni Association should be able to provide valuable information on beginning such an organization.

2. To insure that the fellows do not return to their schools and have their knowledge and experience isolated, the German Marshall Fund of the United States should require an in-kind contribution from each school district who has a teacher who is selected as a Fellow. This in-kind contribution could take the form of in-service presentations to other school districts or written curriculum material which is made available to all teachers in the district or the state.

3. A yearly meeting should be hosted by the German Marshall Fund of the United States for the purpose of bringing the fellows together to discuss their experiences and the projects or research which resulted from the GMF program. This meeting should

be held in a different geographical region each year to aide the fellows in attending. The research and materials which would result if the fellows knew a yearly meeting would be held would more than offset the cost to the GMF of hosting such a yearly meeting.

4. The American fellows should be notified earlier that they have been selected and should be provided with a comprehensive list of suggested reading material. The fellows should also be provided information about technical equipment such as VCRs, copy machines, and other audio visual materials which will be available in Germany.

5. The National Council for the Social Studies should encourage more foundations, universities, colleges, and organizations to establish programs modeled after the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers. The unique aspect of bringing together American and German teachers in an in-service training program provides rewards that programs in which only American teachers participated do not provide.

The following research recommendations are a result of the study:

1. This study made no attempt to survey the perceptions of the administrators, colleagues, or students of the GMF Fellows. A study of these groups would provide an interesting comparison with this study. A study should be undertaken to determine whether the perceptions of the GMF Fellows are true of their administrators, colleagues and students.

2 Another study should be undertaken in five years to determine whether the perceptions reported in this study have changed. The GMF program is so new in the minds of these participants that the excitement resulting from the program still exists. This study should also include questions concerning honors, awards, promotions, and publications which resulted from the GMF experience. Additionally, the study should seek to determine if the GMF Fellows have been awarded Fulbright Fellowships at the same rate which former Fulbright Fellows have received GMF Fellowships.

3. It is recommended that a study be undertaken in five to ten years to determine what impact the GMF fellows have had with their promotion of the program. This study should seek to determine if the number of fellows from a school or geographic area has increased due to the influence of former fellows.

4. Colleges and universities desiring to provide cross-cultural experiences should study the possibility of establishing programs similar to the GMF program. A program such as this would provide opportunities for teachers and professors from all subject areas to meet, study, and work with teachers and professors from another country on the same intimate level provided by the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers.

Concluding Thoughts

The most important benefit perceived by the fellows can best be summarized by three of the fellows who said:

"The GMF program gives teachers a unique insight into Germany that a university course couldn't begin to give us."

"Effective teachers will make Germany come alive for their students and provide them an experience too!"

"The greatest benefit has been to my students."

It is this last statement that was repeated by an overwhelming majority of the fellows in similar words, that best describes the real benefit of the program. The vast majority of the fellows reported that the most important benefit was not professional prestige or personal gain but information which they were able to share with their students. The fellows felt too that their greatest achievement was not in having received the GMF Fellowship but in their ability to transmit what they learned and the experiences they had into meaningful educational experiences for their students.

Opportunities for teachers to travel abroad are becoming more and more prevalent. Organizations are continually being formed or are branching out to provide these opportunities. Indeed, every year the options increase. Teachers are asked to sponsor a group of students on a travel tour, travel with a group of teachers, or travel on their own for a "special discount rate." What sets these travel opportunities apart from the Fulbrights, the GMFs, and similar programs is what they offer teachers. A teacher traveling alone or even with students in a foreign country is still a guest visiting the tourist sites.

A GMF or Fulbright fellow is engaged in a cross-cultural learning experience which enables them not only to see the tourist sites but allows them to become participant observers. Having

traveled as a tourist, a Fulbright Fellow, and a GMF Fellow, there is no doubt in my mind that the best experience is one in which the traveler is totally immersed in the culture. The GMF experience of bringing together teachers from the United States and Germany provides an opportunity for exchange that even the Fulbright program does not.

As the crisis in the Persian Gulf pointed out all too visually earlier this year, we are living in a global society, where interdependence is not a catch word any longer but a reality in our daily lives. If we are to prepare the generations which are to follow, we must learn to live in this global society. Further, we must teach the skills of living in that society to those generations. The best way to learn the skills of living with other cultures and societies is to live in them. A program such as the German Marshall Fund of the United States In-Service Training Program for Social Studies Teachers provides this type of experience.

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APPENDIXES

APPENDIX A
SURVEY INSTRUMENT

**Survey of the Participants in the
German Marshall Fund of the United States
In-Service Training Program for Social Studies Teachers
(hereinafter referred to as GMF)**

The following questions are designed to gauge the amount of contact you had with people abroad.

- 1 While you were abroad, with how many foreign nationals did you establish lasting friendships?
 None
 One to Five
 Six to Ten
 Over Ten (How many? _____)

- 2 Were you entertained in the homes of any foreign nationals while you were abroad?
 No
 Yes, One to Five
 Yes, Six to Ten
 Over Ten (How many? _____)

- 3 While you were abroad, with about how many foreign professional educators did you have frequent face-to face contact?
 None
 One to Five
 Six to Fifteen
 Sixteen to Twenty-Five
 Over Twenty-Five (About how many? _____)

- 4 Did you collaborate with foreign colleagues on research?
 Yes
 No
 I would have engaged in research if time allowed

- 5 Approximately how many foreign nationals - EXCLUDING people counted in the questions above) did you get to know fairly well so that you occasionally discussed local customs, American life, current events, etc ?
 None
 One to Ten
 Eleven to Twenty
 Twenty-One to Thirty
 Over 30 (About how many? _____)

- 6 While abroad approximately how much of your time was spent with
 Natives of Germany _____ %
 Persons from the U S A _____ %
 Other foreigners _____ %
 Time alone _____ %
 (during waking hours)

The following questions concern the influence of the award experiences on your current professional role

PLEASE CHECK A RESPONSE FOR EVERY STATEMENT	Yes	Does Not Apply	No
1 Receiving the award has been beneficial to my professional career	_____	_____	_____
2 The award was a factor in helping me secure a new position, graduate fellowship, assistantship, etc	_____	_____	_____
3 The award was (or will be) a factor in my receiving a promotion or salary increase	_____	_____	_____
4 It influenced my decision to move to a new location (If yes, please provide details on the back of this page)	_____	_____	_____
5. It has afforded me new skills or information which I am now am able to use in my professional life	_____	_____	_____
6 The experience has resulted in a change in the focus, direction, or field of my professional work (If yes, please provide details on the back on this page)	_____	_____	_____
7 It has enabled me to add new material to my courses or work, or to present different interpretations that would have been impossible without the experience	_____	_____	_____
8 It has enabled me to introduce or teach one or more new courses	_____	_____	_____
9 The experience has made new professional relationships abroad possible	_____	_____	_____
10 It has made new professional relationships in the United States possible	_____	_____	_____
11 The experience has given me a new perspective on my field and a deeper insight into certain aspects of it	_____	_____	_____
12 It has furnished data or ideas which I have used in planning research, in-service, papers, or presentations	_____	_____	_____
13 As a result of the award I have received more recognition from some of my administrators	_____	_____	_____
14 The prestige of the award has had little effect on my professional status	_____	_____	_____
15 The experience has encouraged me to seek other educational experiences abroad	_____	_____	_____

- 1 How much have you changed the content of your courses since returning from your GMF experience?
 A great deal
 Some
 Very little
 None

2 If you have changed your course content, in what ways have you done so?

If there are any other professional contributions you feel resulted from your award, we would appreciate your listing them on the back of this page

Some grantees have reported certain adverse effects as consequences of their awards or experiences abroad. Did you find any of the following to be true in your experience? (Please use the back of this page to explain.)

PLEASE CHECK A RESPONSE FOR EVERY STATEMENT

	True	Does Not Apply	False
1 Receiving this award has led to difficulties in my relationships with some of my colleagues who have not had such opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Going abroad interfered with my research work at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Going abroad weakened my professional contacts in the United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Accepting the award resulted in a delay in my professional advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Accepting the award has hindered my professional advancement (If yes, please explain on the back of this page)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Experience abroad is not regarded highly in my particular field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Experience abroad is not regarded highly where I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 My administrators do not look with favor on overseas experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Some of my colleagues do not understand the significance of study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 I experienced an "emotional let down" upon my return to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much interest has been expressed in your experiences by the following

	Much	Some	Little	None	I Don't Know
1 Students	_____	_____	_____	_____	_____
2 Colleagues	_____	_____	_____	_____	_____
3 Administrators	_____	_____	_____	_____	_____
4 Parents of students	_____	_____	_____	_____	_____
5 Parent groups	_____	_____	_____	_____	_____
6 Community organizations	_____	_____	_____	_____	_____
7 The general public	_____	_____	_____	_____	_____

How would you rate your academic prestige because of your GMF fellowship?

	Higher	Lower	About the Same	I Don't Know
1 With your students	_____	_____	_____	_____
2 With your colleagues	_____	_____	_____	_____
3 With your school administrators	_____	_____	_____	_____
4 With central office administrators	_____	_____	_____	_____
5 With school patrons	_____	_____	_____	_____

The following questions pertain to the influence your GMF experience has had on your activities which are less directly related to your professional role.

- Since your return, have you talked informally about your experiences with friends, shown them slides, or pictures, etc ?
 - _____ Yes, frequently
 - _____ Yes, occasionally
 - _____ Yes, but rarely
 - _____ No
- Since your return, please indicate which of the following you have spoken to or activities you have participated in concerning your overseas experience and/or observations on life abroad and where appropriate please indicate the number of individuals in the audience
 - _____ Individual students
 - _____ Student groups
 - _____ Individual teachers
 - _____ Teacher in-services or professional educational group meetings
 - _____ PTA
 - _____ Service clubs and civic organizations

- 3 Since your return have you been involved in any of the following activities as a result of your GMF experience? Please indicate in which activities you have been involved
- Television appearances
- Newspaper, magazine, or journal articles
- Radio appearances
- Other, please specify _____

PLEASE CHECK A RESPONSE FOR EACH OF THE FOLLOWING

- | Since your return have you | Yes | No |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|
| 1 Referred Americans who are going abroad to colleagues or friends you made in your GMF experience? | _____ | _____ |
| 2 Advised students or others wishing to go abroad? | _____ | _____ |
| 3 Helped Americans apply for grants to go abroad? | _____ | _____ |
| 4 Encouraged colleagues to apply for the GMF grant? | _____ | _____ |
| 5 Arranged correspondence between students and/or colleagues in this country with others abroad? | _____ | _____ |
| 6 Corresponded with colleagues, or friends from abroad regarding their applications to come to the United States for educational activities? | _____ | _____ |
| 7 Made direct arrangements (with a school, university, foundation, etc) for foreign teachers or others to come to the United States? | _____ | _____ |
| 8 Assisted foreign citizens in arranging visits to the United States for noneducational purposes? | _____ | _____ |
| 9 Served as a Foreign Student Advisor/host? | _____ | _____ |
| 10 Entertained in your home foreign citizens you met abroad or who were referred to you by others you met overseas? | _____ | _____ |
| 11 Since your return have you become active in any organizations with foreign national members, or which are interested largely in international affairs, (e g , an international club, a foreign language club) | | |
| <input type="checkbox"/> Yes, this is a new or stronger interest for me | | |
| <input type="checkbox"/> Yes, but I was active in such groups before going abroad | | |
| <input type="checkbox"/> Not yet, but I intend to | | |
| <input type="checkbox"/> No | | |
| <input type="checkbox"/> No such organizations exist in my area | | |
| 12 Have you maintained contact with any of the following? (Please check all that apply) | | |
| <input type="checkbox"/> Individuals abroad on a professional basis | | |
| <input type="checkbox"/> Individuals abroad on an informal or personal basis | | |
| <input type="checkbox"/> Clubs or organizations abroad | | |
| <input type="checkbox"/> Other Americans you met abroad (Other GMF grantees, etc) | | |
| 13 Have you donated or made arrangements for others to send books, periodicals, etc to colleagues, foreign libraries, or other institutions? | | |
| <input type="checkbox"/> Yes | | |
| <input type="checkbox"/> No | | |
| If yes, please explain _____ | | |

In reflecting on their experiences, Americans who have studied abroad have made the following remarks. To what extent do you agree or disagree with the feelings they have expressed?

(Please use the back of the page to explain any answers about which you feel strongly and, where relevant to suggest what might have been done to improve some situation.)

PLEASE CHECK THE RESPONSE THAT INDICATES MOST CLOSELY YOUR OWN FEELINGS

	Agree Strongly	Agree	Disagree	Disagree Strongly
1 Studying abroad increased my interest in international affairs	_____	_____	_____	_____
2 I found people in my host country to be uncooperative or hard to get to know	_____	_____	_____	_____
3 My stay abroad was one of the most valuable experiences of my life	_____	_____	_____	_____
4 I feel I was able to correct some erroneous stereotypes held by some foreign citizens regarding American culture, politics, etc	_____	_____	_____	_____
5 I gained a different perspective on the United States as a result of my stay abroad	_____	_____	_____	_____
6 I now have a greater understanding of my host country	_____	_____	_____	_____
7 My own school has not taken advantage of the contributions I could make as a result of my GMF experiences	_____	_____	_____	_____
8 If I had another grant I would like to go abroad again for educational or research activities	_____	_____	_____	_____
9 A summer spent at a university in the United States would have been more valuable than my time abroad	_____	_____	_____	_____
10 Had I realized the total personal commitment to my time abroad, I would have been reluctant to accept the award	_____	_____	_____	_____

How would you describe your position on the following BEFORE your participation in the GMF program?

		Nonexistent	Slight	Fair	Considerable	Great
1	Awareness of German social, political, economic problems	_____	_____	_____	_____	_____
2	Concern about problems in Germany	_____	_____	_____	_____	_____
3	Desire to find solutions to global problems	_____	_____	_____	_____	_____
4	Respect for historical, cultural traditions & achievements of nations other than the U S A	_____	_____	_____	_____	_____
5	Desire to meet & interact with people from other nations	_____	_____	_____	_____	_____
6	Desire to travel to foreign nations	_____	_____	_____	_____	_____
7	Actual participation in activities aimed at fostering greater international understanding	_____	_____	_____	_____	_____

How would you describe your knowledge of the following facets of German society BEFORE your participation in the GMF program?

		Nonexistent	Slight	Fair	Considerable	Great
1	Political structure and parties	_____	_____	_____	_____	_____
2	Educational systems	_____	_____	_____	_____	_____
3	Customs and traditions	_____	_____	_____	_____	_____
4	Way of life in general	_____	_____	_____	_____	_____
5	Economy	_____	_____	_____	_____	_____
6	Art, music, literature	_____	_____	_____	_____	_____

How would you describe your position on the following AFTER your GMF experience?

	Nonexistent	Slight	Fair	Considerable	Great
1 Awareness of German social, political, economic problems	_____	_____	_____	_____	_____
2 Concern about problems in Germany	_____	_____	_____	_____	_____
3 Desire to find solutions to global problems	_____	_____	_____	_____	_____
4 Respect for historical, cultural traditions & achievements of nations other than the U S A	_____	_____	_____	_____	_____
5 Desire to meet & interact with people from other nations	_____	_____	_____	_____	_____
6 Desire to travel to foreign nations	_____	_____	_____	_____	_____
7 Actual participation in activities aimed at fostering greater international understanding	_____	_____	_____	_____	_____

How would you describe your knowledge of the following facets of German society AFTER your GMF experience?

	Nonexistent	Slight	Fair	Considerable	Great
1 Political structure and parties	_____	_____	_____	_____	_____
2 Educational systems	_____	_____	_____	_____	_____
3. Customs and traditions	_____	_____	_____	_____	_____
4 Way of life in general	_____	_____	_____	_____	_____
5 Economy	_____	_____	_____	_____	_____
6 Art, music, literature	_____	_____	_____	_____	_____

The following questions are designed to give you an opportunity to express in narrative your perceptions of the program and how it can be improved. Please be open and honest and use as much space as necessary. You may use the space on the back of this page or add additional sheets as necessary.

In your opinion, how was the GMF program experience of benefit to you?

In your opinion, what were the most important aspects of the program?

How could the program be improved?

Do you think it is a good idea for the German Marshall Fund to continue to sponsor the teacher in-service training program? Please explain why or why not

BACKGROUND INFORMATION

Name _____

Address _____

1 Year of Participation as a GMF fellow _____

2 Sex Male _____ Female _____

3 Age _____

4 Age grouping at the time of award

_____ 20 to 25 _____ 36 to 40 _____ 51 to 55

_____ 26 to 30 _____ 41 to 45 _____ Over 55

_____ 31 to 35 _____ 46 to 50

5 Home state at the time of the award _____

6 Present home state _____

7 Size of the community where you taught at the time of the award Size of the community where you now teach

PLEASE MARK BOTH SIDES

_____	One million or Over	_____
_____	250,000 to 999,999	_____
_____	100,000 to 240,000	_____
_____	50,000 to 99,999	_____
_____	25,000 to 49,999	_____
_____	10,000 to 24,999	_____
_____	2,500 to 9,999	_____
_____	Under 2,500	_____

8 School position at the time of the award Present position

PLEASE MARK BOTH SIDES

(mark as many as apply)

_____ Teacher	_____
_____ Department chair	_____
_____ Principal	_____
_____ Superintendent	_____
_____ Other, please specify	_____

9 What grade level do you teach? _____ Has this changed since receiving the GMF fellowship? _____ If yes, please explain _____

10 Counting this year, how many years have you been teaching? _____

- 11 What was your highest earned degree at the time of the award? What is your highest degree at present?

PLEASE MARK BOTH SIDES

_____	Bachelor's	_____
_____	Master's	_____
_____	Education Specialist	_____
_____	Doctor's	_____
_____	Other (please specify)	_____

- 12 What led you to apply for the GMF program?

_____ I initiated the application independently
 _____ Colleague(s) or administrator(s) in my school encouraged me to apply
 _____ Colleague(s) outside my own school encouraged me to apply
 _____ Other (Please describe)

- 13 Before the GMF experience had you studied in a foreign country?

_____ Yes
 _____ No

If yes, please give dates, countries, and universities or programs

- 14 Before the GMF experience had you traveled abroad?

_____ Yes
 _____ No

If yes, please give dates, countries and purpose

PUBLICATIONS, RESEARCH, LECTURES, IN-SERVICE AND OTHER WORKS

To help us prepare a volume listing the accomplishments of former fellows related to their fellowship experiences, will you please furnish the information requested below. It will be appreciated if you provide the full names of articles and journals. Explanations or comments for items that might not be clear to the general reader are welcome. Please print or type this if at all possible and use additional sheets if necessary.

NAME _____

ADDRESS _____

HOME PHONE (____) _____ BUSINESS PHONE (____) _____

COMPLETED WORKS

- 1 Titles of papers you have read or presentations you have made at professional meetings (including in-services) related to your overseas experiences. Please also list the name of the professional organization sponsoring the meeting.

- 2 Titles of lectures and speeches given to other than professional societies.

- 3 Titles of thesis or dissertation resulting from your overseas experience. Please indicate date, degree, department, and university.

- 4 Titles of books and monographs related to your work abroad already published or accepted for publication. Please indicate the publisher.

- 5 Titles of articles, book reviews, etc. already published or accepted for publication which relate to or result from your study abroad. Please indicate the periodical(s), volume number, year, and pages.

- 6 Newspaper articles.

- 7 Names of new courses resulting from your study abroad.

- 8 Titles of curricular units resulting from your study abroad

WORKS IN PROGRESS

- 1 Thesis or dissertation now in progress Please indicate university, department, and degree
- 2 Titles of books or monographs related to your study abroad in progress but not yet accepted for publication
- 3 Titles of articles, book review, etc , now in progress or completed but not yet accepted for publication
- 4 Names of new courses you have proposed but which have not yet been introduced relating to your study abroad
- 5 Titles of curricular units not yet completed, or accepted for introduction resulting from your study abroad

OTHER ACCOMPLISHMENTS

Please list below any accomplishments emanating from your experience with the German Marshall Fund Teacher In-Service which are not included under the preceding categories

APPENDIX B

SURVEY INSTRUMENT TABULATED

**Survey of the Participants in the
German Marshall Fund of the United States
In-Service Training Program for Social Studies Teachers
(hereinafter referred to as GMF)**

The following questions are designed to gauge the amount of contact you had with people abroad.

- 1 While you were abroad, with how many foreign nationals did you establish lasting friendships?

0	None
70%	One to Five
27%	Six to Ten
3%	Over Ten

- 2 Were you entertained in the homes of any foreign nationals while you were abroad?

0	No
95%	Yes, One to Five
5%	Yes, Six to Ten
0	Over Ten

- 3 While you were abroad, with about how many foreign professional educators did you have frequent face-to face contact?

0	None
40%	One to Five
49%	Six to Fifteen
11%	Sixteen to Twenty-Five
0	Over Twenty-Five

- 4 Did you collaborate with foreign colleagues on research?

24%	Yes
49%	No
27%	I would have engaged in research if time allowed

- 5 Approximately how many foreign nationals - EXCLUDING people counted in the questions above) did you get to know fairly well so that you occasionally discussed local customs, American life, current events, etc ?

11%	None
81%	One to Ten
8%	Eleven to Twenty
0	Twenty-One to Thirty
0	Over 30

- 6 While abroad approximately how much of your time was spent with

Natives of Germany	46%
Persons from the U S A	46%
Other foreigners	2%
Time alone	6%

(during waking hours)

The following questions concern the influence of the award experiences on your current professional role

PLEASE CHECK A RESPONSE FOR EVERY STATEMENT		Yes	Does Not Apply	No
1	Receiving the award has been beneficial to my professional career	95%	0	5%
2	The award was a factor in helping me secure a new position, graduate fellowship, assistantship, etc	16%	30%	54%
3	The award was (or will be) a factor in my receiving a promotion or salary increase	16%	16%	68%
4	It influenced my decision to move to a new location (If yes, please provide details on the back of this page)	0	14%	86%
5	It has afforded me new skills or information which I am now am able to use in my professional life	100%	0	0
6	The experience has resulted in a change in the focus, direction, or field of my professional work (If yes, please provide details on the back on this page)	27%	8%	65%
7	It has enabled me to add new material to my courses or work, or to present different interpretations that would have been impossible without the experience	100%	0	0
8	It has enabled me to introduce or teach one or more new courses	11%	8%	81%
9	The experience has made new professional relationships abroad possible	92%	0	8
10	It has made new professional relationships in the United States possible	78%	3%	19%
11	The experience has given me a new perspective on my field and a deeper insight into certain aspects of it	95%	0	5%
12	It has furnished data or ideas which I have used in planning research, in-service, papers, or presentations	94%	3%	3%
13	As a result of the award I have received more recognition from some of my administrators	73%	0	27%
14	The prestige of the award has had little effect on my professional status	30%	0	70%
15	The experience has encouraged me to seek other educational experiences abroad	86%	0	14%

- 1 How much have you changed the content of your courses since returning from your GMF experience?
- | | |
|-----|--------------|
| 13% | A great deal |
| 84% | Some |
| 3% | Very little |
| 0 | None |

Some grantees have reported certain adverse effects as consequences of their awards or experiences abroad. Did you find any of the following to be true in your experience?

PLEASE CHECK A RESPONSE FOR EVERY STATEMENT	True	Does Not Apply	False
1 Receiving this award has led to difficulties in my relationships with some of my colleagues who have not had such opportunities	19%	0	81%
2 Going abroad interfered with my research work at home	0	16%	84%
3 Going abroad weakened my professional contacts in the United States	0	0	100%
4 Accepting the award resulted in a delay in my professional advancement	0	0	100%
5 Accepting the award has hindered my professional advancement (If yes, please explain on the back of this page)	0	0	100%
6 Experience abroad is not regarded highly in my particular field	5%	3%	92%
7 Experience abroad is not regarded highly where I teach	19%	0	81%
8 My administrators do not look with favor on overseas experiences	3%	3%	94%
9 Some of my colleagues do not understand the significance of study abroad	54%	0	46%
10 I experienced an "emotional let down" upon my return to school	38%	3%	59%

How much interest has been expressed in your experiences by the following:

	Much	Some	Little	None	I Don't Know
1 Students	62%	38%	0	0	0
2 Colleagues	30%	59%	11%	0	0
3 Administrators	16%	49%	30%	5%	0
4 Parents of students	3%	53%	22%	11%	11%
5 Parent groups	3%	32%	27%	22%	16%
6 Community organizations	5%	51%	14%	19%	11%
7 The general public	3%	30%	30%	16%	21%

How would you rate your academic prestige because of your GMF fellowship?

	Higher	Lower	About the Same	I Don't Know
1 With your students	76%	0	24%	0
2 With your colleagues	73%	0	27%	0
3 With your school administrators	62%	0	35%	3%
4 With central office administrators	46%	3%	38%	13%
5 With school patrons	43%	0	25%	32%

The following questions pertain to the influence your GMF experience has had on your activities which are less directly related to your professional role.

- Since your return, have you talked informally about your experiences with friends, shown them slides, or pictures, etc ?
 - 65% Yes, frequently
 - 32% Yes, occasionally
 - 3% Yes, but rarely
 - 0 No
- Since your return, please indicate which of the following you have spoken to or activities you have participated in concerning your overseas experience and/or observations on life abroad and where appropriate please indicate the number of individuals in the audience
 - 100% Individual students
 - 81% Student groups
 - 97% Individual teachers
 - 73% Teacher in-services or professional educational group meetings
 - 0 PTA
 - 30% Service clubs or civic organizations

- 3 Since your return have you been involved in any of the following activities as a result of your GMF experience? Please indicate in which activities you have been involved
- 3% Television appearances
 - 54% Newspaper, magazine, or journal articles
 - 12% Radio appearances

PLEASE CHECK A RESPONSE FOR EACH OF THE FOLLOWING

Since your return have you	Yes	No
1 Referred Americans who are going abroad to colleagues or friends you made in your GMF experience?	59%	41%
2 Advised students or others wishing to go abroad?	100%	0
3 Helped Americans apply for grants to go abroad?	68%	32%
4 Encouraged colleagues to apply for the GMF grant?	95%	5%
5 Arranged correspondence between students and/or colleagues in this country with others abroad?	62%	38%
6 Corresponded with colleagues, or friends from abroad regarding their applications to come to the United States for educational activities?	68%	32%
7 Made direct arrangements (with a school, university, foundation, etc) for foreign teachers or others to come to the United States?	16%	84%
8 Assisted foreign citizens in arranging visits to the United States for noneducational purposes?	32%	68%
9 Served as a Foreign Student Advisor/host?	38%	62%
10 Entertained in your home foreign citizens you met abroad or who were referred to you by others you met overseas?	68%	32%
11 Since your return have you become active in any organizations with foreign national members, or which are interested largely in international affairs, (e g , an international club, a foreign language club)		
3% Yes, this is a new or stronger interest for me		
21% Yes, but I was active in such groups before going abroad		
14% Not yet, but I intend to		
38% No		
24% No such organizations exist in my area		
12 Have you maintained contact with any of the following? (Please check all that apply)		
60% Individuals abroad on a professional basis		
89% Individuals abroad on an informal or personal basis		
0 Clubs or organizations abroad		
73% Other Americans you met abroad (Other GMF grantees, etc)		
13 Have you donated or made arrangements for others to send books, periodicals, etc to colleagues, foreign libraries, or other institutions?		
35% Yes		
65% No		

In reflecting on their experiences, Americans who have studied abroad have made the following remarks. To what extent do you agree or disagree with the feelings they have expressed?

PLEASE CHECK THE RESPONSE THAT INDICATES MOST CLOSELY YOUR OWN FEELINGS

	Agree Strongly	Agree	Disagree	Disagree Strongly
1 Studying abroad increased my interest in international affairs	97%	3%	0	0
2 I found people in my host country to be uncooperative or hard to get to know	3%	3%	5%	89%
3 My stay abroad was one of the most valuable experiences of my life	84%	16%	0	0
4 I feel I was able to correct some erroneous stereotypes held by some foreign citizens regarding American culture, politics, etc	62%	38%	0	0
5 I gained a different perspective on the United States as a result of my stay abroad	51%	46%	3%	0
6 I now have a greater understanding of my host country	95%	5%	0	0
7 My own school has not taken advantage of the contributions I could make as a result of my GMF experiences	27%	41%	19%	13%
8 If I had another grant I would like to go abroad again for educational or research activities	97%	3%	0	0
9 A summer spent at a university in the United States would have been more valuable than my time abroad	0	0	8%	92%
10 Had I realized the total personal commitment to my time abroad, I would have been reluctant to accept the award.	0	0	6%	94%

How would you describe your position on the following BEFORE your participation in the GMF program?

		Nonexistent	Slight	Fair	Considerable	Great
1	Awareness of German social, political, economic problems	0	22%	54%	24%	0
2	Concern about problems in Germany	3%	19%	51%	27%	0
3	Desire to find solutions to global problems	0	5%	22%	54%	19%
4	Respect for historical, cultural traditions & achievements of nations other than the U S A	0	0	8%	62%	30%
5	Desire to meet & interact with people from other nations	0	3%	8%	49%	40%
6	Desire to travel to foreign nations	0	0	3%	27%	70%
7.	Actual participation in activities aimed at fostering greater international understanding	3%	11%	35%	27%	24%

How would you describe your knowledge of the following facets of German society BEFORE your participation in the GMF program?

		Nonexistent	Slight	Fair	Considerable	Great
1	Political structure and parties	11%	22%	48%	16%	3%
2.	Educational systems	11%	30%	51%	8%	0
3.	Customs and traditions	0	24%	57%	19%	0
4	Way of life in general	0	22%	54%	24%	0
5	Economy	0	27%	57%	16%	0
6	Art, music, literature	3%	16%	54%	27%	0

How would you describe your position on the following AFTER your GMF experience?

		Nonexistent	Slight	Fair	Considerable	Great
1	Awareness of German social, political, economic problems	0	0	8%	57%	35%
2	Concern about problems in Germany	0	0	5%	51%	43%
3	Desire to find solutions to global problems	0	0	8%	43%	49%
4	Respect for historical, cultural traditions & achievements of nations other than the U S A	0	0	3%	35%	62%
5	Desire to meet & interact with people from other nations	0	0	0	27%	73%
6	Desire to travel to foreign nations	0	0	0	19%	81%
7	Actual participation in activities aimed at fostering greater international understanding	3%	3%	13%	49%	32%

How would you describe your knowledge of the following facets of German society AFTER your GMF experience?

		Nonexistent	Slight	Fair	Considerable	Great
1	Political structure and parties	0	0	3%	62%	35%
2	Educational systems	0	0	0	71%	29%
3	Customs and traditions	0	0	15%	49%	36%
4	Way of life in general	0	0	5%	60%	35%
5	Economy	0	0	19%	54%	27%
6	Art, music, literature	0	0	32%	54%	14%

BACKGROUND INFORMATION

THE DATA REPORTED IN THIS SECTION ARE RAW DATA.
WHERE APPLICABLE PERCENTAGES ARE INDICATED.

- 1 Year of Participation as a GMF fellow 1988 -- 13 1989 -- 11 1990 -- 13
- 2 Sex Male -- 17 Female -- 20
- 3 Age Average -- 44
- 4 Age grouping at the time of award
- | | | |
|---------------|---------------|---------------|
| 1 20 to 25 | 10 36 to 40 | 6 51 to 55 |
| 3 26 to 30 | 11 41 to 45 | 0 Over 55 |
| 0 31 to 35 | 6 46 to 50 | |
- 5 Home state at the time of the award CA - 5, CO - 1, CT - 3, DE - 1, FL - 1, IL - 3,
IN - 2, LA - 1, MA - 1, MD - 1, ME - 1, MI - 3, MN - 2, MO - 1, MS - 1,
NY - 3, OK - 2, OR - 2, PA - 1, WA - 1, WY - 1
- 6 Present home state CA - 5, CO - 2, CT - 3, DE - 1, IL - 3, IN - 2, LA - 1,
MA - 1, MD - 1, ME - 1, MI - 3, MN - 2, MO - 1, MS - 1, NY - 3,
OK - 2, OR - 2, PA - 1, WA - 1, WY - 1
- 7 Size of the community where you
taught at the time of the award Size of the community where
you now teach
- PLEASE MARK BOTH SIDES
- | | | |
|----|---------------------|----|
| 3 | One million or Over | 3 |
| 3 | 250,000 to 999,999 | 3 |
| 3 | 100,000 to 240,000 | 3 |
| 6 | 50,000 to 99,999 | 7 |
| 12 | 25,000 to 49,999 | 12 |
| 6 | 10,000 to 24,999 | 6 |
| 3 | 2,500 to 9,999 | 3 |
| 1 | Under 2,500 | 1 |
- 8 School position at the
time of the award Present position
- PLEASE MARK BOTH SIDES
(mark as many as apply)
- | | | |
|----|-----------------------------------------|----|
| 33 | Teacher | 33 |
| 7 | Department chair | 7 |
| 0 | Principal | 0 |
| 0 | Superintendent | 0 |
| 1 | Other, please specify
mentor teacher | 1 |
- 9 What grade level do you teach? grades 7,8,9,10,11,12

10 Counting this year, how many years have you been teaching? total 721 average 19.49

11 What was your highest earned degree at the time of the award? What is your highest degree at present?

PLEASE MARK BOTH SIDES

8	Bachelor's	6
25	Master's	24
3	Education Specialist	3
1	Doctor's	2
0	Other	1

12 What led you to apply for the GMF program?

23	I initiated the application independently
2	Colleague(s) or administrator(s) in my school encouraged me to apply
9	Colleague(s) outside my own school encouraged me to apply
3	Other (Please describe)
	Close Up Foundation
	State social studies council

13 Before the GMF experience had you studied in a foreign country?

19	Yes
18	No

14 Before the GMF experience had you traveled abroad?

32	Yes
5	No

APPENDIX C
CORRESPONDENCE

«DATA Letter»

**Mert Martens
155 Fairview
Ponca City, OK 74601**

April 3, 1991

«addressee»

«address»

«city», «state» «zip»

Dear «name»,

As a participant in the 1988 German Marshall Teacher In-service Training Program for Social Studies Teachers, I held high expectations for the program and the benefits I would reap from the experience. As a doctoral candidate in Higher Education and Administration at Oklahoma State University I have decided to study the perceived benefits, both professional and personal, gained by participating in the German Marshall Fund (GMF) program. I believe this study will be valuable to those who have studied abroad, those who plan to study abroad, as well as organizers of study abroad programs.

The purpose of this study is to determine the value of the GMF experience to those of us who have participated in it. The program is now in its fourth year and this is the first attempt to survey the past participants to see how we perceived the experience and the benefits we received.

Your response to the enclosed questionnaire will be of great assistance in determining your perceptions of the the program and how it has been of benefit to you. The information in the first pages of the questionnaire will be treated anonymously. The background information will only be used for reporting demographic statistics. The information obtained in the last section will be forwarded to GMF and NCSS for their use.

The GMF participant group is a small and elite one, only 42 people have participated in the program. Because we are such a small group it is vital that each participant respond. Please

complete the enclosed form and return it in the self-addressed, stamped envelope by April 17, 1991. If you have any questions concerning the questionnaire or the study, please call me at 405-765-2113. If you would be so kind as to leave a message, I will return your call promptly

Thank you in advance for the time and energy you have invested in making this project a success and for your most prompt reply.

Sincerely,

Mert Martens

Enclosures

pc: Dr. John J. Gardiner
Administration and Higher Education
Oklahoma State University

«DATA Letter»

**Mert Martens
155 Fairview
Ponca City, OK 74601**

April 12, 1991

«addressee»
«address»
«city», «state» «zip»

Dear «name»,

Last week, a questionnaire seeking your thoughts and opinions of your German Marshall Fund experience was mailed to you. If you have already completed and returned it, please accept my sincere thanks. If not, please do so as quickly as possible. Because the questionnaire has only been sent to the small group of participants, it is important that yours be included in the study.

If by some chance, you did not receive the questionnaire, or it has been misplaced, please call me collect at (405) 765-2113, and I will send another one in the mail to you today. Once again, thank you for your participation in this effort.

Sincerely,

Mert Martens

pc: Dr. John J. Gardiner
Administration and Higher Education
Oklahoma State University

«DATA Letter 3»

Mert Martens
155 Fairview
Ponca City, OK 74601

April 29, 1991

«addressee»
«address»
«city», «state» «zip»

Dear «name»,

A few weeks ago a questionnaire seeking your thoughts and opinions of your German Marshall Fund experience was mailed to you. Thirty four of the completed surveys have been returned. To have a 100% response rate I am only missing two from the 1988 group, five from the 1989 group and one from the 1990 group. I realize that a 100% response rate is a high expectation, especially at this busy time of year, but I feel that it is possible. I am anxious to complete the statistical computations and begin writing the results. If you have completed the survey and returned it, please accept my sincere thanks.

If you do not have the time to complete the survey, please return the enclosed post card so that I will know you are not able to complete the survey at this time. This will allow me to begin the final tabulations.

If by some chance, you did not receive the questionnaire, or it has been misplaced, please call me right now, collect at (405) 765-2113, and I will send another one in the mail to you today. Once again, thank you for your participation in this effort.

Sincerely,

Mert Martens

«DATA Letter»

**Mert Martens
155 Fairview
Ponca City, OK 74601**

April 29, 1991

«addressee»

«address»

«city», «state» «zip»

Dear «name»,

Thank you for your prompt response and participation in the study of the German Marshall participants. As of this date I have received 34 completed surveys. I lack only one from the 1988 group, five from the 1989 group, and one from the 1990 group. I have written those who have not yet responded and once again requested a response of some kind. I know that a 100% response rate is a high expectation but with this fine group it is one I had hoped for.

I have already begun tabulating the responses and will soon begin writing the results. Many of you requested that information and I will send it to you as quickly as possible.

Once again I thank you for your time and effort, I feel as if I have made several new friends through this endeavor and also renewed some "old" friendships. Your comments were most thoughtful and I know that this survey could not have come at a worse time during the school year. Please know that I do appreciate you.

Most sincerely,

Mert Martens

APPENDIX D

LIST OF FELLOWS RESPONDING

GMF FELLOWS RESPONDING TO THE SURVEY

1988 Fellows

Karl Allen
Gayle Faust
Carol Kettner
Richard Mackie
Shirley Mitchell
Deborah Snow
Karen Todorov

Karen Booth
Ellen Frank,
Richard Kraft
Mert Martens
Carol Ridarelli
Raymond Suarez

1989 Fellows

James Casey
Jeanette Enmon
Patricia Geyer
Thomas Mac Donough
Patricia Ann Sorgahan
Jill Wayne

Terry Crenshaw
James Garland
Shari Litsey
Gary Wayne Riley
Faith Ann Vautor

1990 Fellows

Michael Adkins
Jeannie Cornwell
Sandra Senior Dauer
Dennis J. Ferry
Rosemarie Kuntz
Richard Parsons
Kenneth Wedding

Madeline Antilla
Keith Dauer
J. Jane Dycus
Robert K. Fleck
Larry Link
Richard Terry

APPENDIX E

LIST OF FELLOWS NOT RESPONDING

GMF FELLOWS NOT RESPONDING TO THE SURVEY

1988 Fellows

Nancy Holloran

1989 Fellows

John Arevalo
William Gaines
Richard Girling

1990 Fellows

Joseph Palumbo

VITA

MARYJEANNE MERT MARTENS

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF THE PERCEPTIONS OF THE PARTICIPANTS
IN THE GERMAN MARSHALL FUND OF THE UNITED STATES
TEACHER IN-SERVICE TRAINING

Major Field: Higher Education

Biographical.

Personal Data: Born in Waynoka, Oklahoma, February 19,
1953, the daughter of Aaron A. and Louise Wall Fischer.

Education: Graduated from Waynoka High School, Waynoka,
Oklahoma, in May 1971; received Bachelor of Arts
degree from Northwestern Oklahoma State University,
Alva, Oklahoma in May 1975; received Master of Science
degree from Oklahoma State University in May 1984;
completed requirements for the Doctor of Education
degree at Oklahoma State University in July, 1991.

Professional Experience: Social Studies Teacher, Red Rock
Public Schools, Red Rock, Oklahoma, 1975-76; Ad-
ministrative Assistant, Marland Mansion and Estate,
Ponca City, Oklahoma 1976-78; Audio Visual and Media
Specialist and Social Studies Teacher, Ponca City Public
Schools, Ponca City, Oklahoma, 1978-80; Social Studies
Teacher, Ponca City High School, Ponca City, Oklahoma,
1980-1990; Graduate Associate, Department of Educ-
ational Administration and Higher Education, Oklahoma
State University, Stillwater, Oklahoma, 1990-1991.

Honors and Awards. Fulbright Fellowship, 1987; German Marshall Fellowship, 1988; Oklahoma Council for the Social Studies Teacher of the Year, 1989, Robert B Kamm Distinguished Graduate Fellowship, 1990.