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Использование Интернета как один из важнейших факторов формирования глобального мышления: сравнительный анализ студентов УдГУ и Университета Центральной Флориды (на англ. яз.)

**Usage of Internet as the main factor for global thinking:
A Comparative Study of Attitude & Behavior of UCF & USU Students**

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Ключевые слова:

Internet, globalization, localization, politics, exposure to media.

Интернет, глобализация, локализация, политика, подверженность медиа-воздействию.

Аннотация:

Данная публикация содержит результаты сравнительного анализа отношения студентов Института социальных коммуникаций УдГУ и Университета Центральной Флориды к глобализации. Показано, что важнейшим фактором формирования глобального мышления является использование Интернета. Этот фактор оказывается более значимым по сравнению с уровнем образования, подверженностью воздействию масс-медиа, экономическим положением, поездками за границу и т.п.

I. Background:

This comparative study was conducted in form of a random survey of students at both University of Central Florida (UCF) and Udmurt State University (USU). The two schools have established a certificate program in International Political Economy during a U.S. State Department University Partnership grant. This certificate program entails six courses which educate the students about the modern global economy and politics. The aim is that the graduates of this certificate program have a better understand of the current international economic and political challenges and opportunities. Thus, we expect to see more open mindedness from such graduates. This research was conduct to see how globally minded these students are and what factors contribute to their views and behavior.

II. Research Question:

For this study, our main research questions were:

1. Did teaching about International Political Economy (IPE) & Globalization impact students' views?
2. Are students aware of the challenges & benefits of Globalization?

3. Do the perceived benefits have a cultural context?
4. Which other factors impact students' attitude & behavior?

III. Abstract:

- The objective of this study is to provide cross-cultural comparative observations about students' attitudes & behavior from the process of teaching and learning about globalization and localization in IPE courses during the IPE certificate program.
- Based on our team experience in teaching IPE courses & surveys measuring the "globalized" and "localized" viewpoints of students at UCF and USU, the focus of this project addresses the subjects of globalization and localization. The topic is significant in research as well as teaching perspectives, especially in a cross cultural context.

IV. Main Concepts

This research focuses on two main concepts: Globalization and Localization. We define these concepts in the flowing fashion.

- **Globalization** is defined as the process of worldwide assimilation of humanity and human interaction (Harris, 1995). A major part of this process is that individuals act as a "global citizen." Global citizens, also known as cosmopolitans or "citizens of the world," fuel the process of globalization to push forward. For one to be a "global citizen" requires that individual must first hold self-awareness and practice mindfulness.
- **Localization** is defined as national, cultural, or collective integration and human interaction mainly amongst members of a specific group. This concept is opposite of globalization and cosmopolitanism. Instead of thinking "globally" and believing in moral obligations to all of humanity, "localized" individuals think nationalistically concentrating on the well-being of closer counterparts.

V. Context

The context of this research involves the following points:

- A Survey was conduct among students in IPE program at UCF and USU.
- This Survey consisted of 14 background questions. For the Russian students, the Questionnaire was translated to avoid misinterpretation.
- The Survey also included a series of 21 questions which measured students' attitude and behavior about issues associated with Globalization and Localization.

VI. Method

Students' attitude and behavior toward the notions of globalization and localization was measured quantitatively by a survey questionnaire which entail 16 demographic questions and 21 close-ended experimental questions.

The 21 experimental questions were designed with the response on a 4 point scale with 1 being strongly disagree and 4 being strongly agree. The questions were built to gauge how strong students' mindset was toward "globalization" or "localization."

Students' perspective was represented by 8 key dependent variables: cultural values, family values, political perspectives, social viewpoints, religious viewpoints, technical competence, educational values, and cosmopolitan (a combined dependent variable) viewpoints.

Using SPSS Version 15, statistical tests known as Kendall's Tau B and Kendall's Tau C were used to calculate the significance of the relationships between the ordinal variables in this comparative study. These statistical tests allowed one to observe the impact of teaching and learning about globalization in IPE courses, as well as measure the globalized perspectives of students.

VII. Findings:

There are interesting patterns of answers to certain questions. Focusing on four major questions, the main research findings can be summarized as follows:

In Response to Students' Educational Level:

It seems that teaching about IPE and Globalization has mixed results. For UCF, **Educational Level** has significantly negative impact on two Dependent Variables: on both **Family** and **Religious Values**. For USU, Interestingly enough, **Educational Level** had no significant impact on any of the Dependent Variables.

In Response to Awareness of Globalization Phenomenon:

In both universities, the students seemed very aware of the challenges and benefits of Globalization. In fact, some were open to the both challenges and benefits of Globalizations, while others were rather frightened of foreign factors and penetration of their country and culture by alien values. In this regard, the **Economic Status**, Exposure to **Media** (Domestic & Foreign), and Usage of **Internet** were particularly important. **Economic Status** was important for UCF, but somewhat important for USU. **Media** and especially the **Internet** were significant in both schools among the students.

In Response to Cultural Context:

There is a **Cultural Context** for those who tend to favor globalization as opposed to localization. The role of **Gender** is significant factor among variables associated with Cultural Context. For UCF, **Gender** is negatively related to only one Dependent Variable of **Religious Values**. At UCF, women are less religious than men. At USU, **Gender** is even more significant than at UCF, since it is positively related to Dependent Variables of **Family, Social, & Education Values** and the Level of **Cosmopolitanism**. Thus, the Russian women are generally more enlightened than their men about their global perspectives.

In Response to the Place of Origin (Geography Variable):

We had originally hypothesized that **geography** is among other factors important for contributing to students' attitude & behavior. It is often expected that people from larger cities tend to be more open to globalization than individuals who grow up in small towns and villages. To our surprise, the place of residence (geography) was not significant at all among students of the UCF and USU.

VIII. Conclusion

The main conclusions of this research can be summarized in the following fashion:

- This study suggests that **Education** (both the Level of Education and the Study Abroad Experience) has some impact on the youth regarding the process of **Globalization**, but it is not a very significant factor. In fact, in both cases, the access to **Internet** was more significant in comparison to education.
- The study breaks few stereotypes about globalization. For example, **Age**, **Geography** (residence), **Overseas Trips**, & **Work** are surprisingly not significant at all.
- Contrary to general beliefs, factors like **openness to foreign food**, **foreign music**, and **foreign TV** program were not signs for accepting globalization.
- This research has answered some basic questions about the attitudes and behavior of the youth toward Globalization at UCF and USU. However, it has raised a number of other questions, which should be the subject of future investigations.