Education and Peacebuilding:
Instructional Design for a Multilateral Distance Learning Program in Peace and Conflict Studies

教育と平和構築：
平和構築・紛争予防学における多国間遠隔教育プログラムの
インストラクショナルデザイン

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Abstract

Education for peace has been conducted for many years. At the tertiary education level, education for peace has been conducted under different names such as peace studies or peace and conflict studies, but with the common objective of integrating theory and practice for social change for betterment (Kodama, Sato, & Nakanishi, 2004). Leading scholars in various fields have contributed to defining education for peace.

Despite the continuous efforts of education for peace, the world peace has not been achieved. One of the main reasons for this failure could be the changing characteristic of violent conflict. Education for peace has not successfully incorporated the diverse elements of the cognitive process to counter the recent trend of violent conflict or terrorism. It has shown limitations in a) insufficient content, b) knowledge-centered approach and c) inflexible mode of delivery as pointed out by Allport (1960), Galtung and Webel (2007), Ikeo (2002), Kodama, Nakanishi and Sato (2004), Piaget (1974) and Richmond (2008).

To counter these limitations, several efforts have been made by peace educators. One such case was the Global Campus Program (GCP) initiated by a team of international

scholars in the field of education for peace. The GCP was a multilateral distance education program in the area of peace and conflict studies at the tertiary level, connecting nine universities from six Asian conflict-affected countries/areas. The GCP aimed at not only knowledge acquisition but also, more importantly, interaction among participants from different universities. As the GCP was the multicultural distance education program, the specific instructional design (ID) model needed to be developed to properly guide the program to its goal.

This study aimed to develop an ID model specifically for a multicultural distance education program in peace and conflict studies (the GCP) and to evaluate the GCP conducted with the newly developed ID model. The research questions were:

- what are the steps and sub-steps of the ID model needed to design and implement a multilateral distance education in peace and conflict studies (the GCP in particular)?
- were there any problems during the implementation of the GCP for instructors and students? and
- did the GCP with the proposed ID model contribute to the development of students' decentering, moral, values and skills for peacebuilding?

In order to answer these questions, this study conducted two Pilot Studies and the Main Study. There were two types of evaluation held: process evaluation and outcome

evaluation. The process evaluation observed the satisfaction levels of participants and identified problems during the program. The outcome evaluation measured psychological underlying constructs for “decentering”, the moral disengagement for “morals”, a social justice for “values” and the intercultural communications ability for “skills”.

Three studies revealed that major six steps were appropriate in the ID model: 1) *Analyze*, 2) *Determine Goals & Objectives*, 3) *Negotiate the Structure of the Course*, 4) *Design the Course*, 5) *Implement the Course* and 6) *Evaluate the Course,* and most of the sub-steps following each major step were also appropriate but the one sub-step, *Design the Interaction*, needed update to enhance more interaction among students. Regarding problems, instructors identified problems in several aspects: schedule, contents, communication, coordination and time management. Students identified various problems in attitude, contents, coordination, information, interaction, language, technical, speaking aspects while they were generally satisfied with the GCP.

Regarding whether the GCP contributed to developing students’ decentering, morals, values and skills, the Main Study revealed that the GCP contributed to developing skills, namely, intercultural communication ability that was measured only in the Main Study, while other aspects almost did not show the statistically significant result throughout the studies.

Regarding the ID model, the study can conclude that *Determine Goals and Objectives* and *Negotiate the Structure of the Course* were unique steps specifically for the GCP, multilateral education program. As to the development of decentering, moral, values and skills, several aspects could be considered as the possible cause of failure. Those were an instructional design model, logic model, quality of online interaction, the role of instructors/a coordinator and methodology. Finally, the study suggested that the scaffolding will be needed as the component of the ID model for smooth intercultural communication among participants.

This study expanded our knowledge in the areas of education for peace and instructional design practically and academically. Practically, the final ID model will benefit practitioners in conducting multilateral and intercultural distance education programs. Academically, the final ID model itself will be added to the collection of ID models in the area of educational technology.

Meanwhile, it should be noted that the positive study result of the development of the intercultural communication ability was limited in the Main Study. It should also be noted that the population of the GCP was special in terms of their status as university students and high motivation towards participation to the program.

論文要旨

教育による平和への取り組みは、長い間実施されてきた。高等教育においての平和への教育は、共通の目的として社会変革のための理論と実践の融合を掲げながら、平和学や平和構築・紛争予防学のようにいくつかの分野に分かれている（Kodama, Sato, & Nakanishi, 2004）。現在まで、様々な分野の著名な学者たちが平和への教育に貢献してきた。

このような平和への教育の継続的な努力にも関わらず、世界は平和になったとは言い難い。主な原因のひとつには、武力紛争の特徴の変化があげられるだろう。平和への教育は、近年の武力紛争やテロリズムに対抗するための認知プロセスの多様な要素を十分に組み込み、この変化に十分に対応してきているとは言い難い。Allport (1960), Galtung and Webel (2007), Ikeo (2002), Kodama, Nakanishi and Sato (2004), Piaget (1974)や Richmond (2008)など様々な研究者が指摘するように、現在の平和への教育は、a) 不十分な内容、b) 知識偏重型アプローチ、c) 偏った教授法という限界がある。

これらの課題に対応すべく、平和への教育に携わる教員たちによりさまざまな努力がなされてきた。そのうちのひとつが、平和への教育の各分野の教員の国際的なチームによって始められたグローバル・キャンパスプログラム(GCP)である。GCP は、6 つの紛争経験国・地域の 9 つの大学をビデオ会議システムで同期接続する、高等教育レベルにおける平和構築・紛争予防分野の多国間遠隔教育プログラムである。この GCP では、知識獲得だけでなく、様々な大学か

らの参加者同士のインタラクションに重きを置いている。 GCP は多国間の遠隔教育プログラムであるため、この特殊な状況に特化しプログラムを的確にゴールに導くインストラクショナル・デザイン(ID)モデルが開発される必要があった。

そこで本研究では、平和構築・紛争予防学における多国間遠隔教育プログラム(GCP)に特化した ID モデルを開発し、開発された ID モデルを適用して実施された GCP を評価することを目的とした。研究課題は以下の通りである。

· 平和構築・紛争予防分野における多国間遠隔教育をデザインするための ID モデルの主なステージと各ステージに続くサブステップはどのようなものになろうか（特に GCP を対象として）。

· 開発した ID モデルを適用した GCP 実施中に、教員や学生にとって問題となることはあったか。

· 開発した ID モデルを適用して実施した GCP は、平和構築に必要とされるであろう学生の脱中心化、モラル、価値、スキルを発達させることに貢献したか。

これらの質問に答えるため、本研究は 2 回の予備研究と 1 回の主研究を実施した。評価手法としては、アウトカム評価とプロセス評価を採択した。プロセス評価では参加者の満足度の程度および問題があるかどうかを調査した。アウトカム評価において、脱中心化は心理的尺度を用いて、モラルは道徳からの離脱の尺度を用いて、価値は社会正義の程度を測定する尺度を用いて、スキルについては異文化コミュニケーション能力の尺度を用いて測定した。

3 つの研究では以下が明らかになった。最初に開発された ID モデルの主なステップ、１）分析、２）ゴールと目標の決定、３）コース構成の協議、４）コ

ースデザイン、５）コース実践、６）コース評価は GCP を実施するにあたり適当であり、各ステップに続くほとんどのサブステップも妥当であることが確認された。しかし、サブステップ「インタラクションデザイン」に関しては、学生間での更なるインタラクションを促進するために改善が必要だということがわかった。実践において問題があったかどうかに関しては、教員はスケジュール、内容、コミュニケーション、コーディネーションとタイムマネジメントの側面を問題として指摘した。学生の満足度は概ね高かったが、彼らからは態度、内容、コーディネーション、情報、インタラクション、言語、ビデオ会議の質、スピーキングの側面が問題として指摘された。GCP が学生の脱中心化、モラル、価値、スキルの発達に貢献したかどうかについては、主研究のみ測定した異文化コミュニケーション能力には向上が見られ、他の側面に関しては 3 つの研究を通してほぼ有意な結果は見られなかった。

以上の研究結果を以て、以下のことがいえるだろう。多国間の教育プログラムである GCP 実施のために特に開発した ID モデルにおいては、「ゴールと目標の決定」「コース構成の協議」の 2 つのステップが特にユニークであった。学生の脱中心化、モラル、価値、スキルの発達が期待していたほど見られなかった原因については、ID モデル、研究実施のロジックモデル、オンラインインタラクションの質、教員とコーディネーターの役割、研究手法等に原因があるかもしれないと推察できる。そして最後に研究は、参加者間でのスムーズな異文化コミュニケーションにおいて、ID モデルの中に「足場かけ」の仕組みを組み込むことを提案した。

本研究は、平和への教育とインストラクショナルデザインの融合に、実務的、

学術的に貢献したといえるだろう。実務的には、最終的に提案したIDモデルが似たような多国間の遠隔教育プログラムを実施する実務者にとって役立つことを願う。また、学術的には、最終的に提案したIDモデルそのものが教育工学分野におけるIDモデルのひとつとして一覧に加わることを望む。

一方、異文化コミュニケーション能力が向上したという肯定的な研究結果は、あくまでそれを測定した主研究のみに限定されること、また、今回対象となったGCPの参加者の学生は、各国ではごく少ない人口である大学生であるということと、更にその中でも平和構築・紛争予防分野に高い関心を持つ特別な集団であったことは特記する必要があろう。

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Chapter 1

Introduction

This chapter provides an overview of the present study. It discusses the background and purpose of the study, lists the research questions, offers definitions of key terminologies used in the study, and denotes the significance of the study.

Background of the Study

Education for peace: many faces. Education for peace has been conducted for many years at every level of education, from kindergarten to university, including non-formal and informal settings in various forms. In a formal setting, common topics in education for peace throughout kindergarten, secondary schools, and universities include human rights education, environmental education, international education, conflict resolution education or development education (Harris & Morrison, 2003). In non-formal settings, education for peace has been introduced mainly by international organizations and NGOs. Examples include landmine awareness education for children in conflict-affected countries and HIV/AIDS education for children in African countries, all provided by UNICEF (UNICEF, 1999), and an education program provided by International Alert to reduce vulnerability of children/young people to recruitment by violent extremist groups in Syria (International Alert, 2017).

At the tertiary education level, education for peace has been conducted under

various names such as peace studies or peace and conflict studies, but with the common objective of integrating theory and practice for social change for betterment (Kodama, Sato, & Nakanishi, 2004). While peace studies emerged and were developed as a direct response to the Nuclear Arms Race in the 1960s (Galtung, 2008), peace and conflict studies were derived from the area of international politics at the level of tertiary education in recent years. In 2006, The *Global Directory of Peace Studies and Conflict Resolution Programs* stated that there were faculties relating to the peace and conflict at "over 450 undergraduate, masters' and doctoral programs in over 40 countries" (Alger, 2007, p. 300).

Conceptual understanding of education for peace. Leading scholars in various fields have contributed to defining education for peace. Philosophers and preeminent developers of education for peace, including John Dewey, one of the most influential educationists, asserted the importance of promoting international understanding and world pacifism in rectifying misconceptions of patriotism and nationalism that could be the root cause of war (Howlett, 2008). Dewey suggested that it is crucial to understand other cultures and the world situation. Jean Piaget, the major figure in child development psychology, also strongly advocated world peace through education. To support peace through education, he served as the representative of International Bureau of Education incorporated into UNESCO (Ohama, 2000). He contributed in promoting international education aiming to foster "understanding, tolerance, and friendship among all nations, racial or religious groups" for peace (Piaget,

1974). Another eminent scholar in Psychology, Gordon W. Allport (1960) tried to identify the key variable in resolving international conflicts to attain world peace. He found that the individual mind is the key. He asserted that resolving international conflicts needs the perception of "identification across boundaries" in each individual mind supported by cognitive and affective decentering (Allport, 1960, p. 175).

Recent trend of peace and conflict. Despite the continuous efforts of education for peace, the world peace has yet to be achieved. One of the main reasons for this failure could be that education for peace is slow to catch up with the changing characteristics of violent conflict that should be addressed in the contents. Traditionally, conflict or war in the modern era tended to happen between nations addressing strategic political interests (Clausewitz, 1834). In the contemporary world, however, "new war" that is conflict among various actors other than nations has emerged and is increasing (Kaldor, 1999, p. 1). The purpose of new war tends to be the assertion of power by groups with traditional identities representing ethnicity, tribe or religion. For instance, the conflicts that occurred in Bosnia and Herzegovina, Rwanda, East Timor and Chechnya were deeply rooted in identity issues (Sasaki, 2005).

"New war" may include terrorism or network mobilized violent extremism. Terrorism has changed its characteristics during and after the cold war (Gayraud & Senat, 2008). During the cold war, the world was structurally divided into two. At that time, terrorism clearly targeted political interests along with certain ideology. It was rationally conducted within somewhat established rules. On the other hand, the world

after the cold war is divided into more fragmented zones of interest and has become confused tremendously by a wide range of competing ideologies, networks or groups. Then, contemporary terrorism became de-regionalized, large-scale, “irrationalistic”, unexpected, fluid, criminalized and uncontrollable by the state (Gayraud & Senat, 2008, p. 24).

Gayraud and Senat pointed out that terrorism has become the means of contemporary war. Radicalized acts complicate and worsen the security situation worldwide since they do fall within a legally binding code of conduct, while war is bound, ostensibly, by the Law of War (*Jus in Bello*). In addition, the Western security apparatus has faced major challenges in reorganizing the traditional classification of terms and concepts that apply and are essential to tackling such conflict, such as domestic/abroad, civilians/soldiers, war/peace or legal/illegal (Gayraud & Senat, 2008).

Practically, there are various approaches to counter terrorism focusing on individuals (Demant & Graaf, 2010; Reinares, 2011; Williams & Lindsey, 2012). Some of these approaches focus on factors or motivation to promote disengagement from terrorism (Demant & Graaf, 2010; Reinares, 2011). In this context, current major examples try to alter behavior from violent to non-violent. Although such efforts have focused on changing people’s behavior, many cases ignored psychological aspects of the cognitive process including the alternation of thoughts. There may be a need for a greater focus on how to transform extreme or violent thoughts into non-violent ones.

Three issues in education for peace. Education for peace has not, as yet,

successfully incorporated the diverse elements of the cognitive process to counter the recent trend of violent conflict or terrorism. It has shown limitations in a) content, b) approach and c) means, as asserted by many scholars including Richmond (2008), Galtung & Webel (2007), Piaget (1974), Allport (1960), Kodama, Sato and Nakanishi (2004) and Ikeo (2002).

Insufficient content. The first problem in education for peace is insufficient content. It is limited in failing to present a broad range of perspectives. For example, in considering the concept of peace, a range of options must be proposed, depending on context affected by the variables of the individual, methods or ontologies. Currently, there tends to be a definite and hegemonic concept of peace in mainstream theory and practice for peacebuilding (Richmond, 2008). Richmond cautioned that one should be wary of the existing dominant theoretical approach or analysis that presumes to "be applied equally across the world" (Richmond, 2008, p. 17). In other words, this dominant peace cannot be universally fit to all cases of peacebuilding on the earth. When "peace" is pursued as a goal in a conflict situation, the targeted concept of peace should address the local context. Otherwise, there is a risk for the peacebuilding effort to be meaningless or sometimes worse, to do harm.

It is therefore crucial for education for peace to invite various perspectives in arguing the concept of peace in relation to context. Richmond suggested that the concept of peace should be subtly contextualized considering the variables "politics, society, economy, demography, culture, religion and language" (p. 17). To achieve this,

it would be helpful for learners to be exposed to different stand-points in terms of politics, society, economy, demography, culture, religion and language.

This is partly related to what Galtung and Webel (2007) suggested regarding the need to create the new paradigm in peace studies. They stated that the current mainstream theories of social sciences which is the basis of education for peace has strong ties with the development of the Western state system during the period of imperialism (Galtung & Webel, 2007). That is to say, the current mainstream theories of education for peace have a bias in favor of Western Development Theory and have not truly globalized (Richmond, 2008). Considering this, Galtung and Webel (2007) suggested that peace studies must create "transcending paradigms" to promote the value of peace not only across state borders but also across other crosscutting fault-lines such as "gender, generation, race, ethnicity, nationality, or class" (Galtung & Webel, 2007, p. 398). As the first step to implementing such an approach, inviting various perspectives is indispensable.

Knowledge-centered approach. The second problem relates to the approach that education for peace often takes. Education for peace tends to focus solely on knowledge acquisition. As Piaget (1974) and Allport (1960) indicated, education for peace, ultimately aiming at supporting peacebuilding, needs to promote cognitive and affective decentering. Parrat-Dayan (2005) pointed out based on the Piaget's argument that recent educational trends put too much emphasis on knowledge acquisition and belittle interaction with others to learn harmony for coexistence. This would be also the case for

education for peace (Parrat-Dayan, 2005). The necessary approaches to developing such decentered attitudes need to be promoted.

The concept of decentering was coined by Piaget in his theory of child psychology development. It refers to the concept of reducing subjectivity and encouraging objectivity in each individual's mind to promote understanding of various perspectives (Piaget, 1974). In other words, it enables consideration of diverse or multiple aspects or viewpoints of a given situation. Decentering can be acquired by obtaining the attitude of understanding and reciprocity through interrelating an individual's own perspective with others, while not suppressing ones own belief or emotion (Ohama, 2000). In this way, one can avoid considering one's own perspective as absolute.

Based on Piaget's argument, Allport (1960) subdivided decentering into two elements: cognitive decentering and affective decentering. He asserted that both types of decentering are indispensable in resolving international conflicts by achieving "identification across boundaries" in the mind of each individual. For acquiring decentering, it is necessary to suppress the egocentrism that considers one's own perspective as the definite one. Specifically, cognitive decentering can be achieved by obtaining wider or deeper knowledge. Affective decentering related to emotional processes such as sympathy or empathy. Piaget (1974) suggested that education for peace needed to foster understanding and tolerance in learners by studying international mechanisms/ matters/ problems as well as conducting spontaneous international collaborative activities.

A previous study indicated that decentering contributes to maintaining moral engagement. Ikeda (2017) introduced the research results obtained by McAlister, Bandura, and Owen (2006) suggesting that people with a higher level of education tend to keep moral engagement which does not easily support the use of violence in solving problems. The reasons for this may be the various social connections with the wide ranging information recourses acquired at a higher level of education enabling people to sometimes critically and objectively analyze an event from diverse perspectives (Ikeda, 2017). The effect can be understood to be a result of decentering by exposure to widening social connections or networks.

Inflexible mode of delivery. The third one is related to the means of carrying out education for peace. Education for peace tends to be conducted in a face-to-face classroom mode primarily focusing on knowledge acquisition. Although acquiring knowledge is undoubtedly essential, it is also crucial to focus on the development of the appropriate attitude and skill of learners by interacting with various actors and by being exposed to diverse settings or contexts relating to peace and conflict issues (Ikeo, 2002; Kodama, Sato, & Nakanishi, 2004). The reason is that the aim of education for peace is for learners to ultimately contribute to practical peacebuilding activities that implying the application of particular behavior (Kodama, Sato, & Nakanishi, 2004). To achieve this, an alternative mode of delivery should be adopted. It is recommended that leaners interact with people of different relevant backgrounds, for instance, through internships, volunteer work or study tours to relevant fields (Kodama, Sato & Nakanishi, 2004; Ikeo,

2002).

However, it is often not practicable for each university to physically conduct such programs due to financial, administrative or political restrictions. Financially, a budget for travel expenses is needed if a university wants to send students to the field for volunteer work, internships or study tours. Administratively, it becomes an additional burden for the administration to deal with such activities. An administration office will need to apply sound planning in organizing logistics issues such a travel and insurance, security and also negotiation and arrangements with appropriate counterparts Politically, access to conflict or post-conflict zones can be problematic for multiple reasons, further restricting the viability of such programs.

Distance education. Responding to the three limitations, a system of distance education can offer a viable option with several practical and pedagogical advantages. As evidenced in several studies (Leonard, Elizabeth & Marta, 2010; Rogers, 2009; Song, 2009), distance education permits synchronous interaction amongst learners from various regions or conflict environments. Recent technological development has made it possible for education to apply new communications technology for students' learning. Distance education utilizing communications technology can bridge geographical divides and achieve education while facilitating a *de facto* multicultural environment. Emergence of education through the distance mode utilizing well managed communications technology can significantly contribute to an encounter of people from different areas, countries and regions. Thus, education for peace with this mechanism

allows learners to acquire various perspectives, especially on peace and conflict-related issues, and to widen learners' viewpoints.

Contact hypothesis as a conceptual framework for distance education for peace. When designing education for peace through the distance mode to bring fruitful interactions among participants, the contact hypothesis proposed by Allport (1994) offers helpful guidelines. Allport attempted to seek how to construct a peaceful relationship among people that was not hindered by prejudice. The hypothesis suggests that attention needs to be paid to reducing prejudice in order to ensure smooth and constructive interaction and communication (Allport, 1964). The hypothesis argues that prejudice can be reduced by creating following conditions; when groups are in equal status, when they have common goals, when they have cooperative relationships and when there is the explicit authority or institutional support for their contact (Allport, 1974; Pettigrew & Tropp, 2005). The design needs to fulfill these four conditions for effective interaction among the participants in education for peace, especially so when implemented via a distance mode. Kay (1997) also argued that the removal of prejudice is the first step to achieve decentering by understanding diverse perspectives.

A case of distance education for peace: Global Campus Program. In this context, the Global Campus Program (GCP) has emerged as an attempt to answer the questions posed by the above mentioned needs. GCP is a multilateral distance education program in the area of peace and conflict studies at the tertiary level, connecting nine

universities from seven Asian conflict-affected countries. Participating universities are from Afghanistan, Cambodia, India, Indian administered Kashmir, Indonesia, Japan, Pakistan, Pakistani administered Kashmir and Sri Lanka. It connects each classroom of participating universities through a videoconferencing system and creates a virtual joint classroom across boundaries. The GCP has been conducted since 2006, initially with five universities and initiated by Tokyo University of Foreign Studies, Japan. Two new universities joined this network in 2012 and another two joined from 2013. I have been working for this program as the coordinator since 2007.

The GCP deals with peace and conflict related issues in the course. It aims at not only knowledge acquisition but also, more importantly, interaction among participants from different universities. The GCP pursues "diversification" of learners' viewpoints, achieved by them being exposed to diverse thoughts, values or opinions that may not appear in a specific local classroom (Isezaki, 2015). In other words, the GCP promotes decentering through diversification. Isezaki of Tokyo University of Foreign Studies, who is the founder of the GCP, interprets this point. People facing conflict tend to be self-contained while considering that his or her conflict is the most severe one in this world (Isezaki, 2015). To raise awareness of other conflict cases and contexts, the GCP connects people in different countries who are experiencing conflict.

Cases that have been studied in the GCP include Sri Lanka which settled a prolonged territorial dispute but continues to struggle with peacebuilding in the aftermath; Indonesia which resolved many conflict cases over the issues on autonomy or independence including in East Timor and Ache; Cambodia struggles to deal with the

auto-genocide of the Khmer Rouge era; India and Pakistan maintain 70 years of enmity with the Kashmir region offering the focus on antagonism and frequent flashpoint and the ongoing conflict in Afghanistan, all offering opportunity for comparative analysis and learning, through interaction (Isezaki, 2015). This empowers learners in viewing at their own conflict and context more objectively when seeking resolution (Isezaki, 2015).

In addition, the GCP aimed to make up for shortfalls in the existing syllabus and methodology within education for peace. The shortfalls have been primarily in the context of contents, approach and means. Regarding contents, although conflict cases vary tremendously, education for peace tends to promote only the dominant theory in the education for peace. To broaden exposure to multiple elements of the theory in offering a more globalized and bias-free approach, it is crucial to consider diverse perspectives. As to approach, education for peace is knowledge acquisition centered in focusing on the cognitive domain. It is often weak in nurturing a decentering attitude in the affective domain through the development of empathetic capacity. Looking at means, education for peace tends to be conducted in a face-to-face classroom mode. Since there is a need to offer diverse perspectives, an alternative means must be applied to achieve this.

Hence, the GCP took the distance mode as a means of enabling participants to interact with each other in order to gain an insight into various perspectives. By doing so, participants could contextualize various peace and conflict-related concepts while considering the diverse perspectives. During this process, they could acquire capacity

for the engendering of decentering attitude; morals, values and skills needed for peacebuilding.

Personal experience. I decided to dedicate myself to the GCP motivated by my personal experiences in visiting Middle Eastern countries. When I was a university student, I belonged to a student group that aimed to interact with students in the Middle East. To this end, we, Japanese students, visited several Middle Eastern countries such as Egypt, Syria, Jordan, Palestine and Israel during the summer months. At that time, while in discussion with people in conflict, I frequently faced and came to understand the impact of the yawning dissociation between people of opposing perspectives. The clearest dissociation was obvious between the Palestinians and Israelis in Israel and occupied territories. The people with whom we had interviews did not have communications across the cleavage. In addition, the people in the Gaza refugee camp of Palestine did not have the freedom of the movement across the boundary line. Those experiences were shocking to me, having grown up in a “peaceful” country, Japan, and it affected my career direction thereafter.

The problems between Palestine and Israel are historically, religiously, ideologically, ethnically and geopolitically rooted and are tremendously complicated. There is no panacea available to immediately resolve it. However, my contemporaneous opinion was that communications between people and the development of some level of mutual understanding would be one of the keys to finding the basis for a resolution to the conflict. As freedom of movement did not exist, it struck me that the Internet could

be utilized for communication between people in this case and in conflict generally. From that point, I started to engage in promoting communications by evolving technological means across borders. I wanted to explore the idea that communications facilitated by modern technology can enhance relationships between people on the opposite sides of a conflict. After graduating from university, I served in an ICT company to learn the mechanism of the Internet system. Then, I took a master's degree in the UK in education and development focusing on the application of ICT. Just before returning to Japan, I came across the idea of the GCP and subsequently obtained the position of a coordinator.

I instinctively identified with the concept of the GCP and I felt it was an extremely worth doing. Initially, there were three coordinators as staff members at the first few years. However, as external seed-funding ended, I finally became the only one in the latter half of 2011, in the position of Director. Conversely, the number of universities of the GCP increased to nine from the initial five. Working alone, I experienced difficulties in coordinating and operating the GCP in accordance with its original design. I therefore took the opportunity to redesign an innovative instructional design model of the GCP that can operate effectively within limited resources.

Instructional design for distance education for peace. When designing education in the distance mode, instructional design (ID) models are widely applied. ID is the activity of developing the optimum learning management system or instructional strategy to solve teaching/learning problems (Rha & Jung, 1996). ID is developed

through problem analysis, design, development, implementation and evaluation. Leaners maximize their learning effectiveness by utilizing the developed instructional/learning system (Rha & Jung, 1996). In other words, ID is the professional practice of planning and developing a learning environment to maximize the effectiveness, efficiency and appeal of instruction.

It is noteworthy that the concept of ID originally emerged in responding to the needs to train quality military personnel in the United States during World War II (Reiser & Dempsely, 2007). At the time, large numbers of education specialists and psychologists devoted themselves to developing educational training for military personnel. Nowadays, not only in the military context, ID is also utilized to educate or train quality personnel at low cost and in a short period of time in the corporate or education context (Jung, Kubota, & Suzuki, 2008, p. 1). This study also attempted to utilize the ID model for education purposes. The purpose of ID application in this study is not for war but for peace.

The ID models can be categorized mainly into two approaches; systems approach process model and constructivist model. The structure of these ID models varies from a step-by-step type, fluidity to interactive type (Richey, Klein, & Tracey, 2011, p. 20). Among various ID models, The ADDIE model and Dick & Carey model have been used widely in a broad range of contexts. The Analysis, Design, Development, Implementation and Evaluation (ADDIE) model represents the most basic type of instructional design (Gagne, Wager, Golas, & Keller, 2005, p. 21). The Dick & Carey model, of the most popular systems approach models, outlines what to do

at each step of ID. These steps include: determining instructional goal, analyzing learners, setting performance objectives, developing performance objectives, assessment, and instructional strategy, conducting evaluation and revising instruction (Dick & Carey, 1996).

Limitations within existing instructional design models. Despite systems approach process models such as ADDIE and Dick & Carey models are often being used, they have shown several weaknesses, as Gordon and Zemke (2000) have argued. While ADDIE outlines the sequence in designing an education or training program (Gagne et al., 2005, p. 21), this type of model has limitations for designing a system to address a complicated teaching and learning situation. Phases are too simplified and not enough to deal with reality. It is therefore difficult, for example, to incorporate additional complications such as a multicultural element.

In order to tackle these weaknesses, the constructivist approach emerged. Constructivism is one of the learning theories that asserts that knowledge is not transmitted but constructed through experiences in the real world and in complicated situations (Jonassen, Duffy, Thomas, & Lowyck1993). Thus, the constructivist models tend to include learning elements such as the open-ended environment, problem-based or goal-based scenarios. One of the examples of the model represents the "select, organize and integrate" (SOI) model (Mayer, 1999). Select to help learners find necessary information for their learning; organize materials or information in coherent manner and integrate existing knowledge and newly acquired knowledge in learners.

Although these models tried to reflect real world problems or complex situations, these are also not dynamic enough to deal with more specific situations, such as multicultural environments.

While there are various ID models to design education in a distance mode, there are no models that are sufficiently and efficiently designed to bring diverse viewpoints to teaching and learning. Few studies have focused on an ID model incorporating a multilateral or intercultural environment, especially in the area of education for peace, despite some existing attempts to include cultural elements in an ID model. Thus, existing models have limitations in their capacity to incorporate diverse viewpoints across cultures and identities.

One example of a culturally sensitive instructional design model was the ASSURE model proposed by Heinich, Molenda, Russell, and Smaldino (1999). Although this model aspired to address culture in an initial and final phase, Thomas, Mitchell and Joseph (2002) pointed out that the notion of culture was not incorporated dynamically through the design. To counter this, Thomas et al. (2002) proposed a three dimensional model that added culture as another dimension to ADDIE. The parameter of this third dimension consists of the "intention" to make all the processes culturally sensitive (Thomas et al., 2002, p. 42). Despite these efforts to incorporate cultural considerations into instructional design, challenges remain in designing the process such as excessive focus on content development, lack of evaluation in practice or shortage of either freedom or resources in the designing process (Rogers & Wang, 2009).

The requirement for this Study. The GCP aimed to address three main issues in education for peace: insufficient content, a knowledge-centered approach, and inflexible modes of delivery. By conducting the GCP in the distance mode, the GCP intended to bring diverse perspectives in peace and conflict related issues. In addition, it aims not only knowledge acquisition, but also, more importantly, for participants to develop the capacity for decentering attitudes, morals, values and skills needed for peacebuilding.

To conduct the GCP, the multicultural distance education program, a specific ID model needed to be developed to properly guide the program to its goal. Based on the existing ID models, the newly proposed model had to address the limitations in the current models. The new model, based on the hypothesis of interaction through contact, had to incorporate the cultural element, and deal with the complex learning purpose and environment. In addition, evaluation was also needed to see the effectiveness of the GCP conducted using the proposed ID model.

Purpose of the Study

This study aimed to develop an ID model specifically for a distance education program in peace and conflict studies (the GCP) and to evaluate the GCP conducted with the newly developed ID model. The GCP is expected to apply this ID model to facilitate participants in acquiring knowledge in peace and conflict studies, to develop

decentering, morals, values and skills needed for peacebuilding.

There were two types of evaluation held. One was process evaluation and the other was outcome evaluation. The process evaluation observed the satisfaction levels of participants during the program. The outcome evaluation focused on the aspects of decentering, morals, values and skills for peacebulding. Although decentering attitude, morals, values and skills for peacebuilding could have myriad definitions according to the context, this study selected several elements along with existing scales. To measure the level of "decentering", the psychological aspect was mainly measured. For "morals", the measurement applied is the moral disengagement scale drawn from Bandura (1999) in gauging the tolerance for using violence. The scale for "values" employed a social justice scale as proposed by Torres-Harding, Siers and Olson (2012) to measure the level of pursuing social justice. The 'skills' element focused on the development of the intercultural communications ability as this was essential to interact with people having different backgrounds. This applied a cultural intelligence scale.

Research Questions

To develop an ID model and evaluate the GCP, the study followed three stages: development, implementation and evaluation.

Questions at the development stage. At this stage, an ID model for the GCP was developed based on existing ID models. Research questions at this stage were:

1-1. What major steps of the ID model may be taken to design the GCP?

1-2. What sub-steps are to follow each major step to develop decentering, morals, values and skills relating to peacebuilding?

Questions at the implementation stage. At this stage, the GCP was implemented along with the developed ID model. This stage attempts to identify problems. Research questions at this stage were:

2-1. Are there any problems identified by the instructors during the application of the ID model?

2-2. Are there any problems identified by the students during distance learning process?

For the Main Study, the following question was added.

2-3. To what extent are the students engaged in interactions? What are the barriers for active interactions between students?

Questions at the evaluation stage. At this final stage, the GCP implemented with the ID model that was developed was evaluated. This stage focuses on whether the GCP applied a developed ID model improved students' ability. Research questions at this stage were:

3-1. Do the students develop decentering by acquiring diverse perspectives of peace and conflict-related issues?

3-2. Do the students develop moral engagement for peacebuilding?

For Pilot Study 2, the below question was added.

3-3. Do the students develop the key values, namely, an appreciation for social justice?

For Main Study, the below question was added.

3-4. Do the students develop the skills necessary for peacebuilding, namely, intercultural communication ability?

Definition of Key Terminologies

Key terminologies and concepts used in this dissertation are defined as below.

Decentering. It is also called decentration. It facilitates consideration of multiple aspects of a single situation by not only one's own view but also by inviting other perspectives (Piaget, 1974; Kay, 1997). Cognitive decentering can be achieved by obtaining wider or deeper knowledge. Affective decentering relates to mental processes such as sympathy or empathy. The opposite concept of decentering is egocentrism (Kay, 1997). Egocentrism can be seen in the child psychology development from the age of two to seven according to Piaget's categorization. It can only consider one's own perspective and cannot consider diverse or multiple aspects of a situation. One cannot interpret a situation from other person's point of view at the stage of egocentrism.

Distance education. It refers to an education format that is provided when

teachers and students are separated in terms of time and space (Perraton, 1981). Traditionally, it was paper-based and postal mail was used for communications between teachers and students. These days, digital technology or the Internet is used along with recent rapid technological development. This form is also called e-learning or computer mediated learning.

Diversifying viewpoints. It refers to widening and diversifying one's point of view towards a topic or a situation by certain approaches or interventions. It is the process towards decentering and should be backed up by the knowledge base. Employing this approach, one can acquire more opinions, options or solutions towards a topic or an issue and be able to see it from various perspectives. For instance, when one faces a problem, one may be able to choose the most appropriate solution from numerous options if one has gained diversified viewpoints. This could also possibly contribute to the de-radicalization of thoughts.

Instructional design (ID) model. Instructional Design models include several phases for effective instructional design. The core elements or phases of ID include "analysis, design, development, implementation and evaluation" (Gagné et al., 2005, p.18). This is called "ADDIE" model. It represents "the major stages in the generic ISD process" (Morrison, Ross, Kalman, and Kemp, 2011, p. 13). The other representative model includes "Dick & Carey model" which follows the systems approach (Dick & Carey, 1996). There are other models based on constructivist learning approach.

Instructional design or ID. ID is the activity to develop the optimum learning management system or instructional strategy to solve teaching/learning problems and ID is developed through problem analysis, design, development, implementation and evaluation and leaners maximize their learning effectiveness by utilizing the developed instructional/learning system (Rha & Jung, 1996). In other words, instructional design or ID is the professional practice of planning and developing a learning environment to maximize the effectiveness, efficiency and appeal of instruction. The purpose of design is "to devise optimal means to achieve desired ends" (Reigeluth, 1983). The goal of ID is "to make learning more efficient and effective and less difficult" which could sometimes lead to saving money and time (Morrison, Ross, Kalman, & Kemp, 2011, p. 2).

Peace and conflict-related issues. This term is mainly used in the field of peace and conflict studies, international relations or political science. It mainly refers to violent acts and varies from individual level or among groups representing ethnic, cultural, political or state. Some of the examples would be a resource dispute, territorial dispute, civil war or terrorism act.

Peace and conflict studies. This area embraces a vast range of social science studies with special focus on peacebuilding (Jeong, 2000). It aims at understanding and analyzing root causes of conflict and violence focusing on various dimensions and

seeking a way of transformation for peacebuilding (University for Peace, 2017).

Peace Studies. According to Galtung (2010), peace studies aims "to understand violence and its negation by conflict transformation ("negative peace") and peace-building by cooperation and harmony ("positivae peace")" (p. 20). In other words, it aims to grasp the reasons, solutions and preventive ways to avoid "massive category killing" such as genocide, including death by starvation or by preventable disease (Galtung & Webel, 2007, p. 398). Galtung and Webel (2007) argued that the closest subject to peace studies is health studies. Comparative points are that both concern well-being of individuals and people; both are interdisciplinary and inter- and transnational and both examine the cause of 'disease', cure it and try to prevent it (Galtung & Webel, 2007).

Peacebuilding. It is said that Johan Galtung first used this term (Galtung, 1975). Subsequently, this term was widely and generally adopted especially after Boutros Boutros-Ghali, the sixth Secretary-General of the United Nations, mentioned it in 1992 (Furusawa, 2009). The Definition of peacebuilding varies depending on context or actors. Richmond (2004) mentioned that paecebuilding includes "methods for the amelioration of conflict through mediation, peacekeeping, humanitarian assistance, conflict resolution, prevention, and transformation approaches, and development strategies incorporating multiple actors in a multidimensional process" (p. 131). In addition, Richmond (2004) observed that peacebuilding implies an agreement among

international actors to use “peaceful” means rather than the use of force to respond to conflict (p. 131). Isezaki (2015) also mentioned when a conflict or a problem is to be politically settled, a solution seeks to figure out a “soft-landing” to a resolution as early as possible, through compromise. The GCP hopes to provide the opportunities for participants to consider the resolution strategies as close to this method as possible. (Isezaki, 2015).

Program evaluation. It is to investigate the effectiveness of the program and the impact on participants. According to Weiss (1998), program evaluation is “the systematic assessment of the operation and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy” (p. 4). There are two main types of the scheme in the program evaluation method (Chinman, Imm, & Wandersman, 2004). One is “process evaluation” and the other is “outcome evaluation”. Process evaluation assesses “what activities were implemented, the quality of the implementation, and the strengths and weaknesses of the implementation.” (Chinman et al., 2004, p. 93). Outcome evaluation is to measure if the program achieved its goal and outcome and impact (Chinman et al., 2004, p. 115).

Synchronous technology. This refers to the technology which enables for participants to engage in real-time and active interaction. The media for synchronous technology represents videoconferencing, webcasts or telephone conferences (Harris,

Mishra, & Koehler, 2009; Hrastinski, 2008; Simonson, Smaldino, Albright, & Zvacek, 2012). If it is text-based, the media could be virtual worlds or chat rooms (Er, Özden, & Arifoglu, 2009; Haslam, 2012). It creates a close environment for face to face communications which can provide real-time interaction representing Q&A sessions or discussions.

Organization of the Study

This introductory chapter provided the background of the study and discussed the research problems and objectives. Chapter 2 reviews literature relevant to the research purpose, including education for peace, pedagogical foundations of education for peace including decentering and contact hypotheses and design mechanisms of education for peace including distance education, instructional design and intercultural competencies, program evaluation as the research framework and lastly action research as a research methodology. Chapter 3 introduces details of the methodology used in this study. Chapter 4 provides the results of the study; Pilot Study 1, Pilot Study 2 and the Main Study. Chapter 5 discusses key findings in terms of the ID model and students' development in decentering, morals, values and skills. Chapter 6 offers conclusions of the study, points out the contributions and limitations of the study, and suggestions for future studies.

Significance of the Study

This study expanded our knowledge in the areas of education for peace and instructional design practically and academically. In terms of practical significance, the final ID model proposed in the final part of the study will benefit practitioners in conducting multilateral and intercultural distance education programs. This type of education in the distance mode that invited several universities from different countries has almost yet to be conducted thus far. However, it can be foreseen that the opportunity to conduct this type of education will increase along with the technological development and internationalization of education. This is the scenario where the final ID model will help practitioners.

Academically, the final ID model itself will be added to the collection of ID models in the area of educational technology. In addition, psychological indicators for diversifying viewpoints and affective variables for peacebuilding applied in the study will help clarify and expand meaningful content areas in education for peace. Lastly, the multilateral distance education developed in this study offers the basis to conceptualize education for peace that invites diverse perspectives from people with different sociocultural backgrounds.

Chapter 2

Literature Review

This chapter discusses theories and research relating to the study. It discusses education for peace, pedagogical foundations for education for peace, designing a mechanism for education for peace, considerations for distance education for peace, program evaluation and action research as a research methodology.

Education for Peace

Coincident with the human history of violent conflicts, people around the globe have been seeking various ways to promote and maintain peace. One such way, after World War II, was to offer education for peace. Various proponents such as John Dewey, one of the most influential educationists, Jean Piaget, a major figure in child development psychology, another eminent scholar in Psychology, Gordon W. Allport, all contributed to the provision and promotion of education for peace across different disciplines, using a wide range of topics and approaches, hoping to solve at least some of the problems related to peace. While there is no clear evidence proving that education for peace has directly contributed to solving conflict issues and achieving peace around the world, it has certainly played important roles in developing people's understanding of issues and the challenges of peace and conflict around the world while also exploring possible solutions. To clarify this point, this section examines education for peace from various

aspects, including historical trajectory, conceptual development in Eastern and Western societies, types and methods of education for peace, and the main issues with such education.

Historical trajectory. The history of humankind is full of violence, including oppression or domination along with a fall and rise of various civilizations (Jeong, 2000). In this situation, prominent people of their day have been putting emphasis on the development of education for peace. The originators can be traced back to thousands of years to philosophers such as Confucius, Lao Tse, Moses, Buddha, Muhammad or Jesus Christ (Harris, 2002; Duckworth, 2008). In recent centuries, there have been several prominent figures that devoted themselves to promoting peace through education. Johannes Amos Comenius, a 17th century Czech educator has had an influence on the American formal education system and is often referred to as the first European educator who explicitly asserted the importance of education for peace. The idea was based on "the road to peace was through universally shared knowledge" (Harris, 2002, p.19).

In the twentieth century, people have experienced major two devastating world wars and they made tremendous efforts to build and keep peace by making war illegal, similarly to slavery or colonialism (Yamamoto, 2016). As a result, the mechanisms of alliances across countries such as the United Nations (the former League of Nations), and the European Union (formerly the European Community), were created mainly for collective security and as a war preventive measure. At the same time, the peace and

antiwar movement spread around the world and democracy made progress (Yamamoto, 2016). Along with this trend, education for peace developed.

Education for peace under such titles as peace studies, peace education, and peace and conflict studies has made developed astonishingly over the past 50 years (Galtung & Webel, 2007). The number of faculty of peace studies or peace and conflict studies at the tertiary education level has increased. Before the establishment of the International Peace Research Association in 1964, education for peace was often called "polemology" and/or "irenology" (Reardon, 2000, p. 400). Departments explicitly proclaiming education for peace at universities started in the 1970s. For instance, those are the department of Peace and Conflict Research, Uppsala University, Sweden, founded in 1971, Peace Studies, University of Bradford, UK, founded in 1973, and the United Nations mandated Graduate School of Peace and Conflict Studies, University for Peace, Costa Rica, founded in 1980. In 2006, *Global Directory of Peace Studies and Conflict Resolution Programs* (Seventh Edition) profiled that there were "over 450 undergraduate, masters' and doctoral programs in over 40 countries" (Alger, 2007, p. 300).

Types of education for peace. There are several categories or types of education for peace at the tertiary level such as: peace and conflict studies, peace studies, peace education or conflict resolution. Despite the titles of the subject varying, the contents or aims partly overlaps. The common standpoint is to aim at the integration of theory and practice for social change for betterment (Kodama, Sato, & Nakanishi, 2004).

In this section, the outline or characteristics of each category: peace and conflict studies, peace studies, peace education or conflict resolution are reviewed.

Peace and conflict studies. This area embraces a vast range of social science studies with special focus on peacebuilding (Jeong, 2000). It aims at analyzing and understanding the root causes of conflict and violence, focusing on multiple dimensions and seeking methods of transformation for peacebuilding (University for Peace, 2017). As for the term "peacebuilding", it is said that Johan Galtung first used this term (Galtung, 1975). This term began to be widely and generally used especially after Boutros Boutros-Ghali, the sixth Secretary-General of the United Nations, used this term in 1992 (Furusawa, 2009).

Lederach (2005) described the activity of peacebuilding as having three layers: "top-down" approach conducted by politicians or religious leaders which is called track I, "middle-out" approach conducted by leaders of society which is called track II, and "bottom-up" approach conducted by leaders at grassroots or local level which is called track III (pp. 78-79). The "top-down" approach could conclude the peace agreement through negotiation among leaders of conflicting parties. However, this peace agreement may not necessarily reflect feelings of people at the grassroots level. To avoid conflict recurring, it is necessary to change the minds of the people at the grassroots level too (Curle, 1995).

For this purpose, the multi-track approach is recommended as it is inclusive of all levels of people and needed to understand, not only peace but also conflict (Lederach,

1997). Conflict analysis is one of the important topics in this area. Other major topics include peace, conflict, war, violence, non-violence, conflict resolution and management, terrorism, nuclear issues, human rights, development, peace movement, disarmament/arms control and international law (Barash & Webel, 2009; Jeong, 2000; Webel & Galtung, 2007).

Peace studies. According to Galtung (2010), the aim of peace studies is "to understand violence and its negation by conflict transformation ("negative peace") and peace-building through cooperation and harmony ("positive peace")" (p. 20). In other words, it aims to grasp the cause, solution and possible prevention for "massive category killing" such as genocide: including death by starvation or by preventable disease (Galtung & Webel, 2007, p. 398). Galtung and Webel (2007) argued that the closest related subject to peace studies is health studies: both concern the well-being of individuals and people, are interdisciplinary and inter- and transnational, examine the cause of "disease", try to cure and try to prevent it (Galtung & Webel, 2007).

Galtung and Webel (2007) suggested that peace studies have to create "transcending paradigms" to promote a value of peace not only across state borders but also across other fault-lines such as "gender, generation, race, ethnicity, nationality, class or ecology/environment" (p. 398). Since main stream social sciences including the origin of peace studies are closely related to the development of Western state systems during imperialism, the paradigm needs to be created "with no built-in assumption favoring one or the other side of a faultline" and has to be truly globalized (Galtung &

Webel, 2007, p. 398).

Peace education. Peace education focuses more on individual development for peace than do peace and conflict studies or peace studies. According to Salomon (2002), peace education is "cultivating a set of skills; the general purpose here is to acquire a nonviolent disposition and conflict resolution skills" (p. 4). Harris (2002) also argues that peace education is to nurture an individual for living peacefully. In terms of practical examples, peace education is primarily conducted in the form of educational activities or programs in formal, non-formal and informal settings.

Types of peace education vary throughout the world, from formal, kindergarten to universities, to non-formal education (Harris & Morrison, 2003). Despite the various types of peace education, Galtung (2008) stressed the important common underpinning that peace education had to be "compatible with the idea of peace" which means it has to exclude direct violence as well as structural violence in its implementation (p. 2). Having this foundation, he argued that the content of peace education could be developed by the combination of peace research, peace education and peace action (Galtung, 2008).

Harris (2002) discussed ten goals of peace education: 1) to appreciate the richness of the concept of peace, 2) to address fears, 3) to provide information about security systems, 4) to understand violent behavior, 5) to develop intercultural understanding, 6) to provide a future orientation, 7) to teach peace as a process, 8) to promote the notion of social justice, 9) to stimulate a respect for life and 10) to end

violence. Peace education does not merely teach the appreciation of peace, but it should also address the aspect of violence or conflicts for preventive development.

In the arena of practical education, Harris (2003) stated that the contents tended to depend heavily on the political situation of each area or country. Concretely, topics can embrace security policy, international order, violent behavior or strategies for peace (Jacobsen, Reardon, & Sloan, 1988). It also includes "human rights education, environmental education, international education, conflict resolution education and development education" to plan alternatives to violence by identifying root causes of conflicts (Harris, 2003, p. 66).

Conflict resolution. Alternatives to violence comprise "conflict resolution" have sub-topics such as "negotiation" and "mediation": the former is the interaction among conflicting groups to reach a mutually acceptable agreement and the latter is third party to help conflicting groups in reaching an agreement (Isard, 1992, p.128).

Research and education on conflict resolution in universities became a distinct field in the United States in the 1950s (Reardon, 2000). Subsequently, quite a number of courses or programs on this area were created in universities especially at the time of the Vietnam War (Howlett, 2008).

The concept of peace. Examining the concept of peace is crucial in understanding and pursuing education for peace. The concept of peace is not the one and rich across religions, cultures or philosophical tradition (Jeong, 2000). It has

changed through each period of human history and social context.

In Eastern tradition, there is a tie between spiritual life and social justice (Smoker & Groff, 1996). Buddhism emphasizes "justice, equity, nonviolence, concern for the well-beings of others and compassion among living beings" (Jeong, 2000, p. 7). In addition, it is said that the individual tranquil inner peace and harmony in interpersonal relationships can lead universal peace (Jeong, 2000). Confucius, the founder of Confucianism, mentioned that peace comes from "social harmony and equilibrium" (Barash & Webel, 2009, p. 6). Mo Tzu, the Chinese philosopher and religious leader, was against war and advocated "all-embracing love as a universal human virtue" (Barash & Webel, 2009, p. 6). He preached doing good things to others by saying "if you love others, they would love you; if you do good things to others, they would be good to you; if you hate others, they would hate you". The Buddhist monarch Ashoka in what is now India boldly renounced military campaigning. Thereafter, Ashoka promoted religious conversion between adversaries by persuasion without any violence (Barash & Webel, 2009, p. 6).

In Western society, Christianity has shown irony toward the concept of peace (Barash & Webel, 2009). Christianity originally had absolute pacifism as its foundation and decried any form of violence or war (Yamamoto, 2016). It is founded on a message of "peace, love and nonviolence" (Barash & Webel, 2009, p. 7). However, Christianity has produced a large number of excellent warriors (Barash & Webel, 2009). The Jewish tradition also greatly endorses peacefulness. When Hebrew speaking people meet, they say "shalom" as a greeting which means peace (Maejima, 2010). One of the reasons for

Hebrews to use the word “peace” as a greeting is that their life had been historically full of difficulties distant from peace (Maejima, 2010). However, ironically, after their country’s foundation, Israel has been recognized as a militarily threatened or threatening country (Barash & Webel, 2009).

As a conception of peace in recent years, Harris (2002) divided peace into inner and outer, with the former referring to an individual’s mental stability to care about others or to have reverence for others and the latter meaning a more societal environment relating to human relations, from family matters to international relations. Johan Galtung (2007), the founder of peace studies, suggested two categories of outer peace “negative peace” and “positive peace”. The notion of “negative peace” refers to an absence of direct violence or war (Galtung, 2007). “Positive peace” on the other hand, denotes an environment without structural violence such as institutionalized poverty, discrimination or human rights violations which hinder an individual from fully utilizing his/her potential (Galtung, 2007). In addition, it refers to “the simultaneous presence of many desirable states of mind and society, such as harmony, justice, equity, etc” (Barash & Webel, 2009, p. 10). This concept relates to freedom, social and economic equity, social justice or participation (Galtung, 1973).

Issues in education for peace. At the tertiary education level, education for peace has shown limitations in 1) content, 2) approach and 3) means. Content relates to shortage of introducing various perspectives in the theory. Approach refers to knowledge acquisition centered approach. Means represents classroom-centered

delivery mode.

Insufficient content. As seen above, there are and should be various concepts and interpretation of peace. However, in recent years, Richmond (2008) indicated the danger is that there tends to be only the, definite and hegemonic concept of peace in theories and practice for peacebuilding (Richmond, 2008). He clearly pointed out that this is the intellectual and practical limitation. When tackling peacebuilding activities, one should be wary of the existing dominant theoretical approach or analysis that suggest "the institutions, norms, regimes and constitutions associated with peace can be applied equally across the world" (Richmond, 2008, p. 17). The concept of peace is essentially and inevitably subjective depending on individuals, methods or ontologies (Richmond, 2008). Therefore, he suggested that the concept of peace should be subtly contextualized along with "politics, society, economy, demography, culture, religion and language" (Richmond, 2008, p. 17). It should represent a deep engagement of the dynamics of conflicts in relation to the social, cultural, political or economic context. On the other hand, we have to guard against the concept of peace being arbitrarily manipulated as a "legitimizing tool" to justify a certain purpose (Richmond, 2008, p. 197). It needs to look carefully at the background and context of peace.

Knowledge-centered approach. At the tertiary education level, the method of education for peace focuses primarily on knowledge acquisition mainly through lectures. As Parrat-Dayan (2005) pointed out, recent educational trends put too much emphasis

on acquisition of knowledge and belittle interaction with others in learning harmony for coexistence. This would be also the case of education for peace (Parrat-Dayan, 2005).

The common standpoint of education for peace is the integration of theory and practice for the betterment of humankind (Kodama, Sato, & Nakanishi, 2004). In this context, although knowledge is undoubtedly essential, it is not enough for learners to merely acquire knowledge. It would limit learning effectiveness. For instance, if a learner could perfectly memorize the Charter of the United Nations or peace and conflict related history, this does not mean that the learner can contribute to peacebuilding (Kodama, Sato, & Nakanishi, 2004). It is important for learners to acquire the attitude that could lead action or behavior for peacebuilding in addition to the acquisition of knowledge (Kodama, Sato, & Nakanishi, 2004). In other words, education for peace needs to contribute not to only the cognitive domain but also the affective domain in learners.

Inflexible mode of delivery. Education for peace tends to be conducted in a face-to-face classroom mode primarily focusing on knowledge acquisition. It tends to limit including multiple aspects for peace and conflict related issues. One way of including such aspects is by utilizing distance learning courses, which emerged along with the recent technological development. For instance, University for Peace provides the distance learning course (UPEACE, 2017). The course provides taught lectures through the Internet and uses emails or occasionally other applications for communication or submission of tasks. It may enable learners to interact and exchange

ideas with participants around the globe. However, distance courses in education for peace numbers very few.

Ultimately to nurture people in contributing to peacebuding, Kodama, Sato and Nakanishi (2004) asserted the importance of exposure education. Exposure education intends to actively acquire useful knowledge in practice, to obtain skills for information management, communication or creativity for problem solving and to adopt an attitude for building peace. Ikeo (2002) also recommended that it was crucial for learners to be exposed to various settings or situations relating to peace and conflict issues. Therefore, interaction or collaborative group work with people from different areas or even countries through internship, volunteer work or study tours going into the field is strongly recommended to maximize the effect of education for peace (Ikeo, 2002; Kodama, Sato & Nakanishi, 2004).

Exploring a Pedagogy for Education for Peace

As seen above, education for peace has contributed in promoting the understanding of peace and conflict, analyzing causes of conflict, exploring solutions or preventive way of conflict. Yet, it has also shown such issues in content, as insufficient content, approach, as knowledge-centered approach and means, as an inflexible mode of delivery to ultimately nurture students to actually contribute to peacebuilding. This section addresses the first two issues, content and approach, to explore a better pedagogy for education for peace.

The contents and approach. How can education contribute to individual internal development that enables eventual contribution to peacebuilding? One of the giant contributors in the area of developmental psychology, Jean Piaget, was also the one who strongly desired peace through education. Besides working as a psychologist, especially on child development phycology, he also served as the representative of International Bureau of Education, established before World War II, and later incorporated into UNESCO (Ohama, 2000). He discussed the need for intellectual education, ethical education and international education in his paper on education published by UNESCO in 1948 (Piaget, 1974).

In this paper, he clearly asserted "education shall promote understanding, tolerance, and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace" through international education (Piaget, 1974). In addition, he pointed out that the past two world wars taught that countries/areas were deeply interrelated and interdependent across borders. Also, he mentioned international conflicts resulted originally from intergroup or interpersonal conflicts (Piaget, 1974).

The concept of decentering. To design education for international peace, he advised that it was necessary for education to mold the tool into learners' mind to enable learners to tackle international problems. The tool is to help learners understand and interrelate the various complicated problems in their mind to find a solution. To obtain

this tool, he argued the necessity of acquiring a decentering attitude disengaging from egocentrism (Piaget, p. 136, 1974). Decentering, in other words, is moving away from subjectivity and gaining objectivity in each individual's mind to promote understanding of various perspectives. Piaget advised that decentering can be acquired by obtaining the attitude of understanding and reciprocity by interrelating an individual's own perspective with others, while not killing his or her own belief or emotion, for not considering one's own perspective as absolute (Ohama, 2000).

For this, Parrat-Dayan (2005) also elaborated on this point that education needs to provide the opportunities for learners to change their viewpoints. For this, learners need to experience psychological internal conflicts by positioning themselves in different perspectives. This assertion was based on Piaget's constructivism and interactionism (Parrat-Dayan, 2005). Parrat-Dayan (2005) considered that knowledge was not given and not transmitted but constructed by an individual or group(s) collaboratively based on interaction or action with a spontaneous attitude.

Cognitive and affective decentering. Founded on Piaget's above argument, another giant scholar in Psychology, Gordon W. Allport (1960) argued the clue to resolving international conflicts was that resolving international conflicts needed the perception of "identification across boundaries" in each mind supported by cognitive and affective decentering (p. 175). One of the crucial keys to achieve cognitive decentering would be to obtain wider or deeper knowledge. Affective decentering related to mental process such as sympathy or empathy. Although egocentrism is one of

the main characteristics of child psychology according to Piaget's genetic epistemology, Allport (1960) pointed out that many adults still lacked decentering being away from egocentrism by clearly stating "adults in all nations are still incompletely decentered" both cognitively and specifically affectively (p. 175).

Egocentrism, in this context, represented that one tended to consider himself/herself as belonging to a closer community and found it difficult to consider themselves as belonging to a larger community or social unit beyond their close community. Allport (1960) introduced Piaget's research results on child development: that a child from age six to seven recognized himself or herself as a member of their city (in this case, Geneva) but could not consider themselves at the same time as a citizen of a nation (in this case, Switzerland). Since Allport asserted that many adults lacked cognitive and especially affective decentering, he proclaimed the need for adults to be trained to obtain decentering. Although this recommendation was made in the 1960s and the world situation has changed enormously, this indication would be still valid today especially in terms of affective decentering.

As discussed above, education for peace needs to help decentering in leaners through international education. Then, specifically, how can we design the appropriate education? Piaget further suggested concrete ideas for an education program. He emphasized fostering understanding and tolerance in learners by studying international mechanisms/matters/problems as well as conducting spontaneous international collaborative activities (Ohama, 2000; Piaget, 1974). The former contributes to enhance cognitive decentering and the latter contributes to develop affective decentering. To

achieve both cognitive and affective decentering, interaction beyond national boundaries for mutual understanding is becoming crucial. Through this process, the issue on contents and approach could be smoothed out.

Attitude and behavior. It is argued that decentering is important in education for peace when focusing on individual internal development. What education for peace expects in individuals ultimately is to contribute to build peace or prevent conflict. For this purpose, behavior of individuals is crucial. However, behavior especially relating to peacebuilding cannot be easily investigated. Ikeda (2017) argued the issues to measure the behavior of education program participants as a program impact. Firstly, it is difficult to determine a common definition of peacebuilding or conflict prevention in the context of each participant (Ikeda, 2017). Secondly, there are problems in long-term follow-up investigation on behavior. It not only takes a long time and costs money, but there is the possibility of deterioration of data reliability due to a participant's death, relocation or data contamination by various social events occuring after the end of the program (Ikeda, 2017). Ikeda (2017) also pointed out that this difficulty is commonly seen in various preventive programs such as suicide or dropout preventive program. Having these constraints, Ikeda (2017a) suggested that *the theory of planned behavior* proposed by Ajzen (1991) would be suitable to interpret the elements to lead behavior and predict it.

The theory of planned behavior is to predict the intention to lead behavior by illuminating the elements affecting and leading behavior (Ajzen, 1991). Although

traditional psychological research considered attitude as the element predicting behavior, it became well known that the attitude and behavior are not consistently compatible with each other (Ikeda, 2017a). To allow for this inconsistency, the theory of planned behavior was proposed based on a prior model called reasoned action model. The theory of planned behavior invited behavioral intention to mediate attitude and behavior and proposed subjective norm to determine behavioral intention (Ajzen & Fishbein, 1980).

The theory of planned behavior suggests behavioral intention as the determining factor of behavior as shown in Figure 2-1 below (Ajzen, 1991). Behavioral intention refers to an "individual's intention to perform a given behavior" (Ajzen, 1991, p. 181). It indicates an individual's motivation representing willingness or effort to make a behavior happen. Behavioral intention is affected not only by motivation but also by several other elements that actually control the behavior. Those are perceived behavioral control, subjective norm and attitude toward the behavior (Ajzen, 1991). Perceived behavioral control refers to whether "an individual has (does not have) sufficient resources, opportunities, skills and knowledge to conduct a particular behavior", subjective norm indicates "a particular behavior is (is not) desired in his/her reference group" and attitude toward the behavior explains "an individual's desire, favorability, emotions toward a particular behavior" (Ikeda, p.4, 2017b).

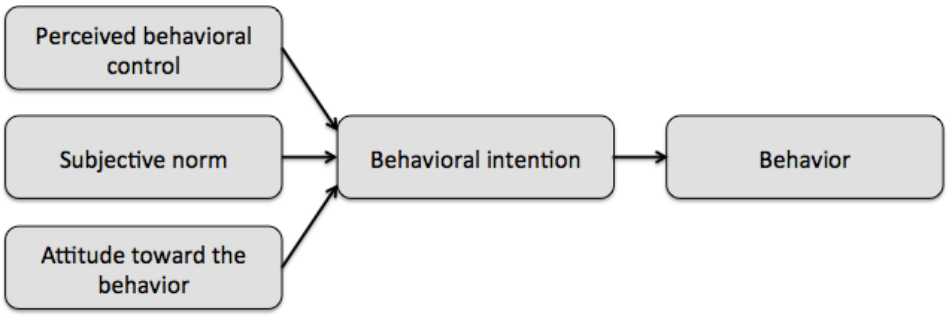

Figure 2-1. Theory of planned behavior (Ajzen, 1991, p. 181)

Reflecting this theory in education for peace in the context of decentering, cognitive decentering acquiring deeper knowledge or wider skills can contribute to higher perceived behavioral control. Affective decentering can contribute in developing subjective norm and attitude toward the behavior. If these were achieved, eventually, education for peace can expect behavioral change in learners for building peace or preventing conflict (Ikeda, 2017a).

Intergroup contact for mutual understanding. Focusing on achieving affective decentering, specifically, how can we design interaction beyond boundaries for mutual understanding? As seen above, interaction beyond boundaries is important to achieve affective decentering. To discuss this, first of all, negative attitude that may hinder smooth communication should be tackled. It may become an obstruction of successful mutual understanding. One of the most influential negative attitudes would be prejudice. Why is prejudice problematic for smooth communication? Gordon W. Allport, who was the foundational scholar of prejudice in his book *The Nature of Prejudice*, asserted prejudice in a negative manner tended to subsequently lead some

action such as avoidance, discrimination or physical attack (Allport, 1954, pp. 14-15). More recently, it has been argued that the removal of prejudice is the first step to reach decentering (Kay, 1997).

Originally, Allport (1954) defined prejudice as "an antipathy based upon a faulty and inflexible generalization" (p. 9). In recent years, Eagly and Dickman (2005) simplified this notion as "role congruity" (p. 19). This means that prejudice is caused by the mismatch between beliefs of the attributes of members of a certain societal group (stereotype) and beliefs of the attributes "that facilitate success in valued societal roles" (Eagly & Dickman, 2005, p. 19). They also mentioned that the word "inflexible" mentioned in Allport's definition was not necessarily inflexible but sometimes flexible depending on social context (Eagly & Dickman, 2005). Prejudice associates with societal context. It is acknowledged that social categorization is the basic process of developing prejudice (Dovidio, Glick, & Rudman, 2005). In addition, regarding discrimination in intergroup relations, it was revealed that most of the intergroup discrimination came not from hostility to "outgroup" members but from "identification with one's ingroup which fosters preferential treatment of ingroup members" (Eagly & Dickman, 2005, p. 21).

Allport tried to seek how to construct the peaceful relationship among people that was not hindered by prejudice. In the early twentieth-century, the contacts were pessimistically acknowledged to inevitably lead to a conflict (Sumner, 1906). However, the analysis of the Detroit riot in 1943 by Lee and Humphrey changed this trend. They discovered the effect of contact (Allport, 1954). The analysis of the Detroit riot

observed that neighboring people did not riot against each other in the incident. Having this information, Allport conducted research by categorizing types of contact as quantitative aspects, status, role, social atmosphere surrounding the contact, personality of an individual and areas of contact (Allport, 1954). One of his investigations revealed that contacts with knowledge and acquaintance that constructed appropriate beliefs could contribute to reduce prejudice.

Allport developed this idea further into the contact hypothesis based on several research results by Kramer (1950), Mackenzie (1948), Stouffer (1949) and Williams (1947). The intellectual climate at that time to improve social harmony between in-groups and out-groups encouraged this attempt (Stephan, 1999). Allport concluded the hypothesis as follows. Prejudice (unless deeply rooted in the character structure of the individual) may be reduced by equal status contact between majority and minority groups in the pursuit of common goals. The effect is greatly enhanced if the contact is sanctioned by institutional supports (i.e., by law, custom or local atmosphere) and it pursues common interests and common humanity between members of the two groups.

Contact hypothesis. Pettigrew and Tropp (2005) identified four positive factors involved in Allport's contact hypothesis: 1) equal group status in the situation, 2) common goals, 3) support of authorities, law, or custom and 4) intergroup cooperation (pp. 264-266). Firstly, regarding equal status, some researchers identified that groups needed to have an equal status when they come into a contact situation (Pettigrew & Tropp, 2005). More precisely and ideally, equal status mentioned "demographic factors

external to the contact situation" such as socioeconomic status, age or education and "equal status within the contact situation" (Stephen, 1999, p. 42). However, strictly speaking, equal status of demographic factors could not be achieved realistically in intergroup contact. Therefore, this study refers the equal status when coming into and within a contact situation.

Secondly, having common goals is also effective. When members of a contact group have common goals, they have to work together and rely on each other to achieve the goals. This enhances effective intergroup contact (Pettigrew & Tropp, 2005).

Thirdly, explicit institutional or social support from authorities is also one of the key factors for effective intergroup contact. Such support should encourage intergroup interaction and treat different groups equally. It is noted however, that authorities should not impose interaction but should wait for voluntary interaction (Stephen, 1999).

Lastly, the intergroup cooperation is needed to attain the common goals. This can be incorporated into a contact as a method or approach. One of the examples was the application of Elliot Aronson's Jigsaw approach into a classroom that enhanced cooperative atmosphere towards common goals among diverse students groups (Pettigrew & Tropp, 2005).

In addition to the early formation of contact hypothesis, Stephen (1999) summarized updated formation that added "societal factors" and "person factors" (p. 46). Societal factors denote the importance of social characteristics or environment. If the society of a group is in favor of intergroup contact and treats a minority group inclusively, this promotes intergroup contact tremendously (Stephen, 1999). Personal

factors become a crucial variable since previous studies reveal that the population of participants with certain characteristics is likely to lead to effective intergroup interaction (Stephen, 1999). Personal factors refer to the personal characteristics consisting of demographic variables, personality traits, prejudice and stereotypes (Stephen, 1999). Personal factors have a strong tie with "societal context" representing a societal stratification system, historical relations of groups, current relations among groups, cultural backgrounds of groups and "situational context" including the setting or the environment in which contact occurs, characteristics of the interaction, the compositions of the groups and tasks to be dealt with through interaction (Stephen, 1999, p. 48). These points would be uncontrollable variables to include in an education program.

Suggestions of a new pedagogy. As discussed in previous sections, education for peace needs to provide cognitive knowledge as well as opportunities to promote affective development. Cognitive knowledge helps learners to promote cognitive development and cognitive decentering. Affective development enhances affective decentering. In addition, through the process of developing affective decentering, interaction/contact with people having various backgrounds would promote creating "transcending paradigms" argued by Galtung and Webel (2007) in the first section. Furthermore, it will provide good opportunities to think about and learn various concept of peace argued by Richmond (2008).

When designing interaction/contact with people having different background,

Contact hypothesis proposed by Allport is useful.

Designing a Mechanism for Education for Peace

The above section reviewed the conditions to achieve the effective contacts. To achieve decentering in learners through effective contact with people having various backgrounds, several means could be proposed. As Piaget suggested, face-to-face contact would be one. However, when it came to the university program which does not have sufficient funding for travel, we have to take this financial constraint into consideration when designing the program. The other solution would be virtual contact. This is to connect people in different countries/areas through technology. In this section, the mechanism of education utilizing such technology will be reviewed.

Distance education. The concept and application of education in a distance education environment is not new and it has an established area of study. Since this study deals with the program in a distance mode, overview of distance education is discussed below.

Distance education can be defined as learning and teaching that occur regardless of time and space between learners and teachers (Moore & Kearsley, 1996). An older definition, Keegan (1986, p. 49-50) states that distance learning and teaching include the elements of "the quasi-permanent separation of teachers and learners", "the strong influence of an educational planning organization for education delivery", "the use of

technical media for interaction between teachers and learner", "the provision of two-way communications between teachers and learners" and "the presence of more industrialized features, more privatization of institutional learning".

In addition, the element of the cultural aspect is added to consider distance education in a multicultural environment. Although the medium of education used to be paper-based, Information and Communication Technology is now dominant. The names for this type of education varies from e-learning, m-learning, flexible learning, blended learning or virtual learning

Moore and Kearsley state major inputs and outputs to achieve this basic model (1996, 15). Inputs may be "student characteristics, instructor/tutor experience, competence of administrative staff, efficiency of course development, student access to resources, response time, local site coordination, institutional cooperation/support, reliability of evaluation". Outputs will be "student satisfaction ratings, student achievement scores, total enrollments, quality assessments, accreditation and costs and revenue" (Moore & Kearsley, 1996, 15). Guri-Rosenblit (2001) categorizes components and indicators to implement, evaluate or analyze distance education especially in tertiary education such as, personal profile of students and academic faculty, learning and teaching, academic curricula, technologies in the service of distance teaching universities, governance, funding, organization, collaboration and competition.

Instructional design. As discussed in the previous section, education in a distance mode tends to be heavily influenced by education planning. In this situation,

instructional design (ID) becomes a key to design education. Therefore, this section intends to discuss the area of instructional design (ID) including the overview of the area, application/effect of representative models and the limitations in developing the model for GCP. Regarding review of ID models, the focus is on its development, foundation theories and various models.

Definition of instructional design. Instructional design or ID is the professional practice of planning and developing a learning environment to maximize the effectiveness, efficiency and appeal of instruction. There have been the social needs to educate or train quality personnel at low cost and in a short period in the military or corporate context for more than 40 years (Jung, Kubota, & Suzuki, 2008, p. 1). Continuous efforts have been made to explain and systemize ID activities since its inception during World War II. At that time, large numbers of education specialists and psychologists devoted themselves to developing educational training for military personnel. Specifically, Robert Gagne, Leslie Briggs and John Flanagan conducted research and development that has had significant influence on military education based on the principles of "instruction, learning, and human behaviors" (Reiser, 2007, p. 24).

In relation to the emergence of the concept of ID, there are several historical benchmarks. In the 1940s, B. F. Skinner popularized behaviorism and programmed instruction (Skinner, 1948). One of his assertions was that operant conditioning influences voluntary behavior and thus, learning can be effectively facilitated by manipulating the environment with the right process (Skinner, 1948). In the 1950s,

Benjamin Bloom created the taxonomy for learning domains such as cognitive, affective and psychomotor (Bloom, 1956). These three, in other words, can be said to be knowledge, skills and attitudes targeting the goal of the learning process (Bloom, 1956). In the 1960s, Robert Mager (1962) proposed learning objectives including description of a performance, conditions and criteria or standard which subsequently relate to the subject contents, duration period of learning duration, instructional strategy and assessment. Additionally, Glaser and Klaus (1962) developed the concept of testing "criterion-referenced measure" and this concept can be used not only to test learners but also to test the system itself. Following on from this, Gagne coined the phrase "instructional design" and nine steps of instruction as a systematically organized process in 1965 (Gagne, 1965). Since then, various ID models have been developed, applied and examined in diverse settings from education to training.

In this context, Reigeluth (1999) defined ID theory as "explicit guidance on how to better help people learn and develop" and was design/goal oriented rather than description oriented to pursue what the instruction should be like (p. 7). Another explanation of ID was as follows: ID is to plan instruction in a systematic manner by using a "systematic approach" considered within conditions of human learning consisting of "stating goals, selecting or developing instructional interventions, and using feedback from learners to improve the instruction" (Gagne et al., 2005, p. 12).

The goal of ID is "to make learning more efficient and effective and less difficult" which could sometimes lead to saving money and time (Morrison, Ross, Kalman, & Kemp, 2011, p. 2). They further introduced the elements consisting of ID

such as to 1) analyze learner and organization needs, 2) determine instructional goals and objectives, 3) construct a method for evaluating learner achievement, 4) design and select instructional strategies, 5) implement the training and 6) evaluate the training (Morrison et al., 2011). With respect to advantages and disadvantage in relation to ID, cost effectiveness, time effectiveness, learning effectiveness, training effectiveness evaluation, competitive advantage, business integration and consistency are pointed out as the advantages by Piskurich (2006, pp. 7-11). As to the disadvantages, he refers to time and resource consuming aspects (Piskurich, 2006, pp. 7-11).

Learning theories and instruction. Learning theories that are bases of ID have been developed over time. There are three main areas; such as the behavioral learning theory, the cognitive learning theory and the constructivism learning theory. The behavioral learning theory is known through the work of B. F. Skinner (1948) who developed one of the behavioral learning theories called Operant Conditioning. This theory can be classified as extreme empiricism and strongly focuses on behavior (Smith & Ragan, 1999). Learning from this perspective can be explained as acquiring ability for new behavior based on the "stimulus-response approach" (Richey, Klein, & Tracy, 2011, p. 52).

The cognitive learning theory is the dominant theory among instructional designers (Smith & Ragan, 1999). Cognitive learning theory puts more emphasis on factors within learners than environment and ties with constructivism as the educational philosophical perspective. Learning explained by this theory is considered "the

development of cognitive structures and processes, and representations that mediate between instruction and learning" (Smith & Ragan, 1999, p. 20).

Constructivism can be categorized as the basic philosophical perspective for education and explained briefly as knowledge is not discovered but rather constructed by each individual (Smith & Ragan, 1999, p. 14). Wilson, Teslow and Osman-Jouchoux (1995) introduce the assertion of the traditional constructivist followed by Piaget when they emphasized "individual thinking and creation of meaning" (p. 141). They also mention Merrill's view points (1991) defining constructivism as 1) experience constructs knowledge, 2) learning is an active process for individual interpreting the world (meaning-making) based on experience, 3) learning is a collaborative activity by various perspectives. 4) testing should relate to realistic settings and tasks (Wilson et al., 1995, p. 141).

On the other hand, empiricism supported by John Locke (1689) represents the view that to acquire knowledge through experience and knowledge is "objective and singular" (Smith & Ragan, 1999, p. 17). As the in-between of constructivism and empiricism, there is the view called pragmatism supported by John Dewey (1924) (Smith & Ragan, 1999, p. 17). Pragmatism takes the view that knowledge is acquired through experience but consists of common interpretation by experts based on negotiation in the field and thus it is not consistent and changeable depending on the situation (Smith & Ragan, 1999, p. 18). Smith and Ragan analyze the standing point of most instructional designers is pragmatism (Smith & Ragan, 1999, p. 18).

More practically, learning defined by Gagne (1985) is "a process that leads to a

change in a learner's deposition and capabilities that can be reflected in behavior" (Gagne, 2005, p.3). Learning consists of two elements, internal and external of a learner. Motivation could be one internal source for learning. To consider learning components, learning capabilities need also to be investigated. Gagne also introduces learned capabilities. Learning capabilities include 1) "intellectual skills" including discriminations, conceptualization, ruling and problem solving, 2) "cognitive strategies" which govern the learning process by learners themselves, 3) "verbal information" which is the knowledge of the world, 4) "attitudes" controlling actions and 5) "motor skills" achieving physical actions (Gagne, 2005, pp. 10-11).

Gagné (1974) proposed learning capability that includes five areas such as motor skills, attitudes, verbal information, cognitive strategy and intellectual skills. Motor skills refers to physical movement, attitude governs an individual choice, verbal information represents knowledge, cognitive strategy relates to an individual way of thinking and intellectual skills denotes conceptualization or problem solving.

Benjamin Bloom (1956) categorized learning objectives into three domains: cognitive, affective and psychomotor. Each domain has stages from a lower level to a higher level. Cognitive domain refers to knowledge and proceeds from knowledge acquisition, comprehension, application, analysis and synthesis to evaluation. Affective domain relates to emotion or attitude and proceeds from receiving, responding, valuing, organizing and characterizing directly tied with behavior. Psychomotor refers to the physical ability and proceeds from perception, set, guided response for a practice along with the instruction, mechanism, complex overt response, adaptation and origination

that creates new movement. In the affective domain, Krathwohl taxonomy added the interpretations of internalization to the Gagné's classification (Krathwohl, Bloom, & Masia, 1964). These taxonomies are helpful in understanding the learning outcomes of learners when designing the objectives of the program.

General instructional design models. Gagne et al. (2005, p.18) define an instructional system design as "an arrangement of resources and procedures used to facilitate learning". Furthermore, they refer to instructional system design as "the process for creating instructional systems" having the characteristics as "documentable, replicable in its general application, and leads to predictable outcomes", which include phases such as "analysis, design, development, implementation and evaluation" by applying "systems theory and problem-solving methodology" (2005, p.18).

The purpose of design is "to devise optimal means to achieve desired ends" (Reigeluth, 1983). The term "design" includes the notion of problem-solving and refers to "a systematic or intensive planning and ideation process prior to the development of something or the execution of some plan in order to solve a problem" (Smith & Ragan, 1999). As stated in Chapter 1, ID models can be categorized into several types such as system approach process models, constructivism models and other recent models. In this sub-section, several models in each type are introduced.

System approach models represent "ADDIE" and Dick & Carey model. "ADDIE" stands for analysis, design, development, implementation and evaluation (Gagne et al., 2005, p. 21). Although there are various ID models – step-by-step type,

fluidity and interactive type for novice designers, for expert designers or both for novice and expert designers – all ID models tend to reflect the elements of the ADDIE model (Richey et al, 2011, p. 20). Components and subcomponents of the ADDIE model explained by Gagne et al. are introduced as follows (2005, p. 22). In the analysis part, what problem instruction needs to solve is identified. This relates to needs assessment. Need is defined as "a discrepancy between a desired and current state of affairs, or more formally as a gap in results" (Kaufman, 1998; Rossett 1987). In the design part, "a plan or blueprint for guiding the development of instruction" is determined. Development refers to "the preparation of materials to be used in the learning environment" (Gagne et al., 2005, p. 31). Gagne et al. (2005) interpret each component more precisely (pp. 18-38).

Dick & Carey model, one of the main ID models of the system approach, was firstly introduced in their book *The Systematic Design of Instruction* published in 1978 (Dick & Carey, 1978). The main characteristic of this model is that it deliberately defined what to do at each stage. This model follows the systems approach and consists of components to "determine instructional goal", "analyze the instructional goal", "analyze learners and contexts", "write performance objectives", "develop assessment instruments", "develop instructional strategy", "develop and select instruction", "design and conduct the formative evaluation of instruction", "revise instruction" and "conduct summative evaluation" (Dick & Carey, 1996, pp. 5-7). This model proceeds to 1) assess needs to identify goal(s), 2) conduct instructional analysis and analyze learners and context, 3) write performance objectives, 4) develop assessment instruments, 5) develop

instructional strategy, 6) develop and select instructional materials, 7) design and conduct formative evaluation of instruction and finally 8) design and conduct summative evaluation. Each step can be followed by revised instruction (Dick & Carey, 1996, pp. 2-3).

Design theory for constructivist learning environments is based on constructivist learning views such as learning "results from a personal interpretation of experience", "an active process occurring in realistic and relevant situations" and "results from an exploration of multiple perspectives" (Richey et al, 2011, p. 144). Constructivist design strategies include "cognitive apprenticeships, problem-based learning, scaffolding, and collaboration" and when it is applied to the context of online learning, the strategy turns to be computer-supported collaborative learning environments" or "the use of social networking learning communities" (Richey et al, 2011, p. 141)

David Jonassen is one of the representative scholars known for the promotion of constructivist learning environments (CLE). CLE includes "open-ended learning environments, *micro-worlds*, anchored instruction, problem-based learning, and goal-based scenarios" (Jonassen & Rohrer-Murphy, 1999, p. 61) and consists of "a problem-project space, related cases, information resources, cognitive tools, and conversation and collaboration tools " (Jonassen & Rohrer-Murphy, 1999, p. 69) which are facilitated "by environments that represent multiple realities, that use real-world, case-based contexts for learning, and facilitate collaborative construction of knowledge" (Jonassen, Mayes, & McAleese, 1993, p. 245). According to Jonassen et al. (1993), learning can be divided into three phases such as "initial (introductory) knowledge

acquisition" which is for novice learners and needs to be guided; "advanced knowledge acquisition" in order to solve more complex domain or context-dependent problems and "expertise" to make problem solutions more efficient (pp. 231-232). Since knowledge is not transmitted but is constructed through experiences according to the epistemological view of constructivism, Jonassen (1999) puts emphasis on problem-solving in learning. Concretely, learning environments need to present problems that are interesting, relevant and meaningful in a well-structured manner with appropriate information resources and cognitive learning tools for enabling leaners to have sufficient manipulation space for research, experiments and hypotheses (Jonassen, 1999).

Based on this development, there have emerged other recent models to deal more with real world complex situations. Some of the models represent "extended teaching spaces and extended learning spaces" and the ID model incorporating cultural consideration, namely, "three dimensional model".

"Extended teaching spaces and extended learning spaces" was proposed by Jung and Latchem (2011) and is shown in Figure 2-2 below. This is based on extensive theories of education principles to meet the needs of creating an effective and quality model for e-education. Their stand point is that the key to achieving quality learning in e-education is more dependent on ID than on the technologies used. E-education enables participants to provide access to a vast range of knowledge and active interaction among teachers, learners and contents. It also supports extension of opportunities for experiential learning (Jung & Latchem, 2011). The model consists mainly of two components, "extended teaching spaces" and "extended learning spaces",

having “dialogue and reflection” in between. In extended learning spaces, a teacher “executes” instruction and “facilitates” students’ learning using various media in diverse and individualized ways, and “liberates” students’ enquiries and curiosity. Meanwhile, learners “acquire” knowledge from an abundant repository, “apply” learnt knowledge for problem solving, possibly through interaction with others through online and “constructed” learning communities. “Dialogue” for verifying learning with various counterparts and “reflection” for careful examination of knowledge occuring as a continuous process. Although Jung and Latchem (2011) mentioned that this model was mainly developed for K-12 education, it can be applied for all sectors of education and training.

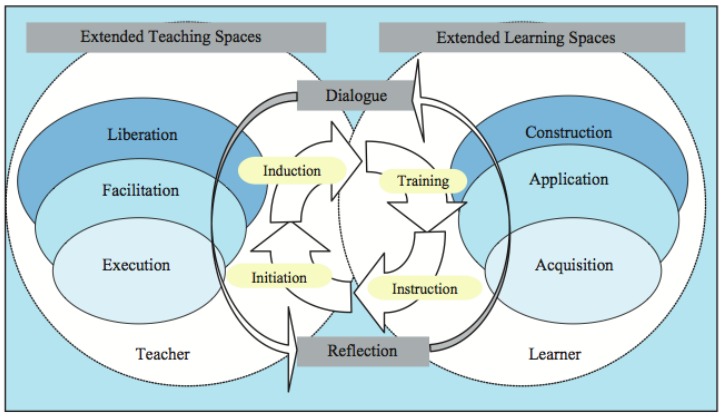

Figure 2-2. Extension of teaching and learning spaces in e-education (Jung & Latchem, 2011, p. 11)

Several research programs have been trying to incorporate cultural consideration into ID. Despite these efforts, it is claimed that there are challenges in the design process. For instance, there is too much focus on content development; lack of evaluation in practice or shortage of freedom or resources in the design process (Rogers & Wang, 2009). To tackle these issues, Rogers and Wang (2009) proposed to include a

cultural consideration component into ID models such as “i) engaging in a deeper learner-centered needs analysis, to ensure value and identify gaps where additional scaffolding is needed; ii) allowing for more flexibility in the design process; (iii) investing more thought and time to separating deeper principles from the particular application, and (iv) educating other stakeholders” (p. 531).

One of the models with cultural consideration is the “three dimensional model” that was developed by Thomas et al. (2002) shown in Figure 2-3 below. The purpose was to meet the need to incorporate cultural aspects into the instructional design to achieve successful interpersonal communication or interaction across cultures. The three dimensional model added culture as another dimension to ADDIE. The parameters of three dimensions consist of “intention” to make all the processes culturally sensitive, active “interaction” among learners, subject matter experts and instructional designers and “introspection” to reflect thoughts, feeling and actions (Thomas et al., 2002, p. 42).

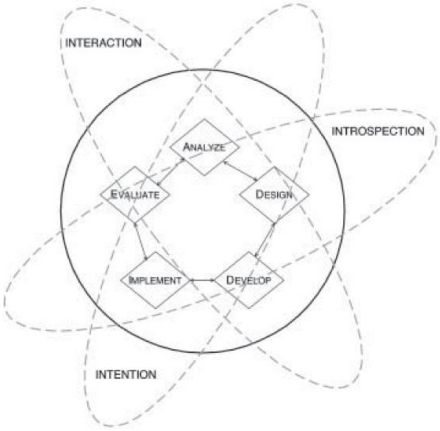

Figure 2-3. Three dimensional model (Thomas et al., 2002, p. 43)

Considerations for Distance Education for Peace

Multicultural education. In this section, related theories, frameworks and issues of multicultural education are examined in order to develop an ID model with cultural sensitivity. For this purpose, firstly, the concept of culture is discussed to help understand the multicultural environment. Secondly, related theories, frameworks and issues in multicultural education are investigated.

Culture is defined and explained in various ways. Rogers and Wang (2009) summarized the essence of culture by referring to Hofstede (2001) and Trompenaars & Hampden-Turner (1998) "culture provides a framework for shared expectations and values, identifying accepted ways which people live and operate in a shared context with others" (p. 527). An individual belongs to a variety of cultural groups such as socioeconomic, gender, age or religion and those cultures reflect an individual's choice (Rogers & Wang, 2009). Thus, it is assumed that the element of compromise or negotiation to enhance mutual understanding or collaborative relationships among learners is needed in the multicultural education environment. Furthermore, it can be understood that as an ID model, an intervention to help these processes is expected.

Likewise, intergroup contact among different cultures becomes an issue in a multicultural environment. In this situation, contact theory plays one of the pivotal roles. Contact theory is based on the contact hypothesis formulated by Gordon Allport in 1954 after World War II, which focuses "primarily on the effects of factors within the contact situation that affect prejudice" (Stephan, 1999, p. 41). As the background of

development of contact theory, there was a need to improve social harmony between out-groups and in-groups. Specifically, Allport found a tendency of people to have a positive impression/feeling to in-group members but have a negative feeling to out-group members (Tal-Or et al., 2002). Also, prejudice can be a problem in "personality formation and development" (Tal-Or et al., p, 90, 2002). Allport, therefore, considered that focusing on interaction was a key to reduce the negative impression towards out-groups, such as prejudice or hostility (Tal-Or et al., 2002).

Considering a more pedagogical theory, there is the theory called critical pedagogy that is against standardized or inflexible contents or examinations. This theory is underpinned by the notion of "unwavering commitment to empower the powerless and transform existing social inequities and injustices" (Darder, 1991, p. 76). These theories in multicultural education would help develop a theoretical perspective of an ID model developed.

Intercultural communications. The concept of intercultural communication is the important factor into developing an ID model for the distance education program in the multicultural environment. This section discusses the definition, mechanism and skills of intercultural communication. Intercultural communication can be understood as the derived and developed theory from communication. It is essential to note that communication beyond cultures has certain processes or steps and various barriers in physical and cognitive areas. The barriers have the possibility to contributing to risks that can cause learning to fail. Therefore, to develop an ID model to avoid unsuccessful

learning, it is expected to grasp the process or steps of intercultural communication as well as key solutions to overcome barriers when organizing communication among participants from different cultures in the learning context.

Firstly, communication theory is discussed in terms of definitions, types or models and structures. Communication theory is the ground theory of the wide range of fields representing ID, interaction and intercultural communication including journalism, psychology, management sciences, information technology, political science and education. Furthermore, areas of communication range across intrapersonal communication, mass communication, international communication, intercultural communication and interpersonal communication. Each area has a specific model such as liner models or circular models to achieve an objective optimally. The purpose of discussing communication models is to understand the mechanism of communication and to seek the most appropriate communication model to be incorporated into the ID in the specific program's context.

Secondly, interaction theory including definitions, types and interaction in the context of distance education is discussed. The reasons are that it is said interaction is one of the most indispensable components in education and successful interaction is most likely to lead successful learning. Certainly, interaction helps transaction between an individual and an environment to generate knowledge by combining existing knowledge with new knowledge (Hannafin, 1989).

Moreover, specifically in the context of pursuing mutual understanding in the program, interaction plays the pivotal role. In the distance mode of education,

interaction has several distinct types such as “student-teacher”, “student-student”, “student-content”, “teacher-content”, “teacher-teacher” and “content-content” (Anderson & Garrison, 1998). These elements should be reciprocally activated for successful learning. Therefore, it is important to understand the mechanism of interaction for coordinating meaningful interaction in the program.

Intercultural communication competence. Acquiring intercultural communication competence can be a key for the successful intercultural communication to achieve mutual understanding. Intercultural communication competence is defined as “the ability to interact effectively and appropriately with people from other cultures” embracing four dimensions such as “knowledge, attitudes, skills and behaviors” (Perry & Southwell, 2011, p. 455). In addition, Perry and Southwell (2011) introduced the opinions of Hiller and Wozniak (2009) that competence relates to “a tolerance for ambiguity, behavioral flexibility, communicative awareness, knowledge discovery, respect for others and empathy; each of these dimensions has a cognitive, emotional/attitudinal and behavioral dimension” (p. 455). Intercultural communication competence can help successful intercultural communication. However, it is not so easy to achieve this as there are barriers that hinder smooth intercultural communication. Barriers tend to create obstructing stresses.

Stresses and interventions in intercultural communication in synchronous distance education. Intercultural communication refers to “face-to-face interactions

among people of diverse cultures" (Jandt, 2007, p. 36). This can be difficult since the sender and receiver of a message share different contexts and backgrounds of culture. Therefore, the barriers that can causes stresses need to be refocused in order to reduce misunderstanding. As the barriers to intercultural communication, Barna (1997) mentions six stumbling-blocks: 1) assumption of similarities, 2) language differences, 3) nonverbal misinterpretations, 4) preconceptions and stereotypes, 5) tendency to evaluate and 6) high anxiety. These elements trigger feelings of anxiety and uncertainty preventing successful mutual understanding.

To tackle these negative feelings, Gudykunst introduced the Anxiety/Uncertainty Management (AUM) theory for effective interpersonal/group communication (Gudykunst, 1988, 1993, 1995, 1998). Uncertainty represents cognitive phenomena for impeding people from considering others' perceptions. (Stephan & Stephan, 1999). Berger and Calabrese (1975) categorized uncertainty into two types; predictive uncertainty and explanatory uncertainty. They explained that there is cognitive uncertainty regarding unknown knowledge and behavioral uncertainty relating to people's behavior (Stephan & Stephan, 1999). On the other hand, anxiety is psychological disequilibrium and stems from "feeling uneasy, tense, worried, or apprehensive about what might happen" (Stephan & Stephan, 1999). In Gudykunst AUM model, it is shown that, based on the superficial causes, uncertainty and anxiety management together with mindfulness can be the key for communication effectiveness.

Program Evaluation

In addition to the development and implementation of the distance education program for peace, this study aimed to measure the effect of the program in the area of education for peace. It is often pointed out that it is difficult to evaluate the program of education for peace since it is not only a matter of cognitive knowledge that can be relatively easily assessed by a test or exam, but rather heavily depends on value, attitude or behavior (Bar-Tal, 2002). In this situation, the framework of program evaluation would be one of the applicable methods to investigate the effectiveness of the program on students. Therefore, outline of program evaluation as well as the possible design specifically for this study will be reviewed and discussed in this section.

Overview. Program evaluation research is categorized as "applied or action research, not as basic or theoretical research" (Powell, 2006, p. 103). The purposes of program evaluation, broadly speaking, represent i) "to find areas for improvement" and ii) "to generate an assessment of overall quality or value" (Davidson, 2005, p. 2). More explanatory, the purposes are; 1) "management and administrative purposes to assess program appropriateness or to improve delivery interventions"; 2) "planning and policy purposes to meet requirements from the funding agency, to decide on expansion, continuation or curtailment or to advocate a program"; 3) "examination purposes to test hypothesis based on social science practices" (Rossi, Lipsey, & Freeman, 1979, p. 21).

Program evaluation research has some characteristics that represent 1) it is

mainly for decision making; 2) it requires research questions on a program; 3) it is conducted in a field of practice; 4) it presents a compromise between pure and applied research (Childers, 1989, p. 250). In addition, principles shown below were identified (Griffinths & King, 1991, p. 3; Powell, 2006, p. 105).

- Evaluation must have a purpose; it must not be an end in itself
- Without the potential for further action, there is no need to evaluate
- Evaluation must be more than descriptive; it must take into account relationships among operational performance, users, and organizations
- Evaluation should be a communication tool involving staff and users
- Evaluation should not be sporadic but be ongoing and provide a means for continual monitoring, diagnosis, and change
- Ongoing evaluation should provide a means for continual monitoring, diagnosis and change
- Ongoing evaluation should be dynamic in nature, reflecting new knowledge and changes in the environment
- Evaluation should assess the effectiveness of a program or service

The attempts to evaluate programs in the education or public health were begun at the beginning of twentieth century (Rossi, Freeman & Wright, 1979). The application of rigorous social method started in 1930 mainly led by sociologists or psychologists. One of the most important figures among them was Kurt Lewin, a psychologist, who is the forefather of action research that will be discussed in the following section. Lewin's contribution to the evaluation field continued in the 1940's. The post-World War II

period had immense resource inputs for evaluation and one of the examples was the research on American soldiers conducted by Stouffer. In the 1950s', the evaluation attempts started to target international large-scale projects. A variety of papers and books regarding the program evaluation research were published in the 1960's and 1970's and the program evaluation field is still expanding (Rossi, Freeman & Wright, 1979).

Definition. It is widely acknowledged that Peter H. Rossi and Carol H. Weiss are the major figures in the field of program evaluation. This study would therefore like to refer to the definitions on program evaluation made by them. Weiss (1998) defined program evaluation as "the systematic assessment of the operation and/or the outcomes of a program or policy, compared to a set of explicit or implicit standards, as a means of contributing to the improvement of the program or policy" (p. 4). According to Rossi, Lipsey and Freeman (2004), evaluation was defined as "the use of social research methods to systematically investigate the effectiveness of social intervention programs in ways that are adapted to their political and organizational environments and are designed to inform social action to social conditions" (p. 16).

Functions. Program evaluation closely interrelates with the whole life of a program i.e. the stage of program planning, development and implementation (Rossi, Lipsey & Freeman, 2004). Program evaluation functions at each stage invite stage-specific evaluation questions shown in Table 2-1 below. Those stages are 1) needs

assessment, 2) determination of goals, 3) program design, 4) program implementation, 5) program outcome and 6) program efficiency, 7) program improvement and sustainability (Ikeda, 2010, pp. 48-53; Rossi, Lipsey, & Freeman, 2004, pp. 39-41). To plan out a program, needs assessment is to be conducted first by analyzing problems. An evaluation question relates to program needs assessment or description. After needs assessment, goals need to be determined to fulfill said needs. Then, program is designed or planned to achieve the goals. Program logic or theory is evaluated to finalize the program design. In this stage, alternative programs may also be designed for the best match with needs and a feasibility study conducted to select the best design. The stage of program implementation administers the process evaluation if a program is implemented as planned. Subsequently, program outcome assesses if a program achieved the desired goals. Then, program efficiency looks at the cost of a program by cost-benefit or cost-effectiveness analysis. Lastly, there is the stage of program improvement and sustainability for improving a program for betterment aiming at sustainability.

Table 2-1

Evaluation Functions (Developed by the author referring to Ikeda, 2010, pp. 48-53; Rossi, Lipsey and Freeman, 2004, pp. 39-41)

Program Development Stage	Evaluation Function	Questions to be asked
Needs assessment	Needs assessment, problem description	What are the needs for solving problems?
Determination of goals	Needs assessment	What should be achieved to meet the needs?
Program design	Assessment of program logic/theory, feasibility study	What services could be applied to produce desired goals?
Program implementation	Process evaluation	Is a program implemented as planned?
Program outcome	Outcome evaluation	Did a program achieve a desired effects on participants?
Program efficiency	Cost-benefit or cost-effectiveness analysis	Are program effects attained at a reasonable cost?
Program improvement and sustainability	Needs assessment, Assessment of program logic/theory,	How can the program be improved and sustained?

Models. Although the function of program evaluation is almost universal across various program evaluation models, there are specific program evaluation models for each organization, institution or company. Funding agencies in particular tend to have their own program evaluation models for accountability purpose to the donors. In this section, three types of program evaluation models suggested by OECD Development Assistance Committee (DAC), United Nations Evaluation Group and the RAND Corporation will be introduced and the suitable model specifically for this study will be discussed.

OECD DAC. This institution announced the evaluation principles for DAC members to enhance the quality of development assistance by conducting the aid evaluation. This principle is mainly for aid agencies to evaluate aid-financed activities but also for authorities of aid-recipient countries (OECD, 1991). OECD DAC defined

evaluation as follows; “An evaluation is an assessment, as systematic and objective as possible, of an on-going or completed project, program or policy, its design, implementation and results. The aim is to determine the relevance and fulfillment of objectives, developmental efficiency, effectiveness, impact and sustainability. An evaluation should provide information that is credible and useful enabling the incorporation of lessons learned into the decision-making process of both recipients and donors” (OECD, 1991, p. 4). Since the principle is specifically for development assistance or co-operation, two major purposes are 1) to improve the aid policy, program and projects by utilizing the evaluation results and 2) to offer the information for accountability to the public.

OECD DAC criteria for evaluating development assistance include relevance, effectiveness, efficiency, impact and sustainability (OECD, 1991). Relevance refers to if the aid activity is suitable for the needs of a target group, recipient and donor. Representing evaluation questions for relevance are; if the objectives of an activity were valid; if the outputs or an activity itself achieved the objectives; if the outputs or an activity led intended impacts or effects. Effectiveness is to measure if an activity attained the objectives. Questions are to measure if the objectives were achieved to what extent or what were the key factors for achievement/non-achievement of the objectives. Efficiency is the economic term that is concerned with measuring both qualitative and quantitative outputs in relation to inputs. It examines if outputs can be derived for the least cost and investigates if it was the most efficient process to gain outputs. In addition, the efficiency indicator is used to seek any alternative means to lead outputs. Impact

relates to positive, negative, intended, unintended, direct and indirect changes resulting from an activity conducted. It concerns not only beneficiaries but also external environment surrounding an activity. Lastly, sustainability examines if an activity can be continued environmentally and financially after a donor's funding is finished. An activity needs to be sustainable even after a funding period ends. Therefore, this indicator investigates how to continue an activity, in what form, as well as what would be the challenging factors to continue an activity.

United Nations Evaluation Group (UNEG). This institution is the platform for various United Nations agencies' evaluation offices to discuss and share evaluation issues for a better evaluation strategy. It first published "Norms and Standards for Evaluation" in 2005 and republished the updated version in 2016. UNEG does not limit evaluation only for a program and it defined an evaluation as "an assessment, conducted as systematically and impartially as possible, of an activity, project, program, strategy, policy, topic, theme, sector, operational area or institutional performance" (UNEG, 2016, p. 10). Evaluation examines results, process, context and causality in order to analyze both expected and unexpected achievement. Similar to the evaluation criteria of OECD DAC, UNEG also proposed five criteria: relevance, effectiveness, efficiency, impact and sustainability.

Since UNEG is one of for the United Nations agencies, one of the main purposes of the evaluation is accountability supposedly on behalf of the donors and recipients. Its other main purpose is to understand and analyze why and to what extent

intended/unintended results were accomplished. Evaluation can contribute to improvement of policymaking, development and organizational effectiveness (UNEG, 2016, p. 10). As norms of evaluation, it poses credibility, independence, impartiality, ethics or transparency. As a UN specific organization, the norm includes the internationally agreed principle which is to respect the 2030 Agenda for Sustainable Development.

The RAND Corporation. This is a nonprofit research organization specializing in providing analysis and solutions to both the public and private sectors, also published a report on program evaluation for accountability purpose. The authors of this report, Chinman, Imm and Wandersman (2004) defined accountability as "the systematic inclusion of critical elements of program planning, implementation, and evaluation in order to achieve results" (p. 1). The characteristic of this report is a practical 10 steps guide for program evaluation primarily for community people to improve their own programs. The 10 steps relate to 1) needs/recourses analysis, 2) the goals, objectives and target populations, 3) choice of the most-suitable practice, 4) assessment of program fit, 5) organizational capacities to implement a program, 6) program planning, 7) process to conduct a program, 8) outcomes of a program, 9) continuous quality improvement strategies and 10) sustainability. Reviewing back the evaluation criteria provided by OECD DAC and UNEG such as relevance, effectiveness, efficiency, impact and sustainability, it appears ten steps covered these five criteria and suggested a more detailed guide.

More precisely, the steps proceed as follows. Prior to conducting needs analysis, determining vision helps related actors to jointly envisage the desired future. Vision can be "a dream about what the future should look like" (Chinman, Imm & Wandersman, 2004, p. 10). For the first step regarding needs/recourses analysis, it investigates needs and conditions of the community. The second step determines the goals, objectives and target populations including desired outcomes or intended impact. For the next step, the best practice to achieve desired outcomes for target populations is selected from evidence-based models. Then, how to fit the selected program model to the community context is considered in terms of value, practice, characteristics, culture or a community's level of readiness to accept a program. After the fit program is decided, organization capacities with respect to human resources, technical, fiscal or structural capacities to implement a program are assessed. Program planning follows to specify who will be in charge of what, time line and place.

Then, program implementation starts. During the implementation, process evaluation to assess whether a program is implemented as planned or the quality of implementation is conducted. After finishing the implementation, outcome is assessed to see if a program achieved its desired goal for target populations. Concluding all the processes mentioned earlier, continuous quality improvement strategies are suggested based on the evaluation result on planning, process and outcomes. Lastly, sustainability is concerned mainly with matters after the initial funding is over. If a program satisfied the goals and objectives, there is the need to continue the program. Since a program involves cost, three approaches are suggested: 1) to obtain a new funding source, 2) to

encourage the host community or institution to conduct a self-funded program or 3) to lobby the public sector to incorporate a program as a public activity.

Among these ten steps, process evaluation and outcome evaluation are the focus. With regard to process evaluation, Chinman et al. (2004) stated "process evaluation assesses what activities were implemented, the quality of the implementation, and the strengths and weaknesses of the implementation" (p. 93). As for functions of process evaluation, Rossi et al. (2004) stated that it "might examine how consistent the services actually delivered are with the goals of the program; whether services are delivered to appropriate recipients; how well service delivery is organized; the effectiveness of program management; the use of program resources and other such matters" (p. 57). In other words, it assesses "what activities were implemented, the quality of the implementation, and the strengths and weaknesses of the implementation" (Chinman et al., 2004, p. 93).

Although Patton (2002) named the concept of process evaluation as "implementation evaluation", the concept was almost identical with process evaluation gaining much more information regarding program implementation than outcome evaluation. This is useful both for long-term improvement as well as short-term improvement. Therefore, the questions that should be asked in process evaluation should be: 1) if a program follows the basic plan or not, 2) characteristics of the program, 3) characteristics of participants, 4) satisfaction of participants, 5) perception of the staff, 6) the level of participation of each participant and vii) the level of quality of program components (Chinman et al., 2004).

"Outcome evaluation" is to measure whether the program achieved its goal or not (Chinman et al., 2004, p. 115). Moreover, it measures the outcome or impact of a program, and it should not merely measure a quantitative output of a program, but should also measure the benefit to recipients as Rossi et al. (2004) pointed out. It tends to be treated as "a central focus, if not 'the' central focus, of accountability-driven evaluation" (Patton, 2002, p. 151). In other words, outcome evaluation attempts "to document whether or not the program caused an improvement among the participants in certain areas of interest" (Chinman et al., 2004, p. 115). Outcomes can be replaced by the term "changes". Matthews (2004) identified that areas of outcome evaluation on an individual could be 1) cognitive, relating to memory, knowledge or ideas, or 2) affective, denoting self-efficacy or confidence. More simply, the areas can be categorized into "knowledge, attitudes, skills, and behaviors" that it is desirable to measure if a change affects actual behaviors and whether or not it is long lasting (Chinman et al., 2004, p. 116). Additionally, outcome can be measured at multiple levels and not only at an individual level, but also at the level of community or a certain social group to which an individual belongs (Chinman et al., 2004).

Used as the concrete procedure to measure impacts with outcome evaluation, a program logic model would help to predict the program impact (W.K. Kellogg Foundation, 1998). As discussed earlier, in this study, the logic model helps to assess the impact on learners by spelling out the logical sequence of the program from the starting-point to the goal. Program logic model relates program principles/theoretical background, program activities and short-term/long-term outcomes. It enables

evaluators to grasp a whole picture: where we are and what to do to achieve the goal. It also facilitates the modification of activities along with goals whilst conducting a program.

According to the W. K. Kellog Foundation (1998), having accumulated knowledge and experiences on program evaluation, there are three main types of a logic model. These are the "outcomes model", showing consecutive interrelationships between a starting point, activities, objectives and goals; "activities model", focusing on the process of the program by inviting various activities in a manner and "theory model", relating to theoretical construct of a program with a hypothesis (pp. 36-37). Among these three models, "Outcomes model" would be most suitable to measure program outcomes since this can articulate what a goal is as well as the objectives of achieving that goal. Along with the needs, it is recommended to combine two or three models (W. K. Kellog Foundation, 1998).

Program evaluation design for the study. Among various types of evaluation models, this study applied two types of evaluation scheme: process and outcome evaluation to measure the whole scope of the program as well as the impact on program participants (Chinman et al., 2004). The reason was that process and outcome evaluation were sufficient for the study's purpose and could cover the wide range of program evaluation criteria. Process and outcome evaluation can cover five criteria by DAC OECD or UNEG: relevance, effectiveness, efficiency, impact and sustainability. Although this study did not focus heavily on efficiency aspect since this was not the aid

project requiring accountability for the donor or funding agency, this aspect could be covered by process and outcome evaluation if required. Likewise, the sustainability aspect could also be measured by process and outcome evaluation. This aspect was again not the main purpose in this study. However, sustainability was referred in the conclusion chapter.

Regarding the steps of designing program evaluation, first of all, it was indispensable to set a vision (Chinman et al., 2004). Then, a goal as subordinate component pursuing a vision was set (Chinman et al., 2004). Based on a goal, a logic model was drawn-up to direct the program implementation. Then, program planning was conducted based on the preliminary analysis of capacity such as funds, human resources, physical infrastructure, sample programs, best practices done in the past and participants characteristics/needs (Chinman et al., 2004). Following these processes, the evaluation was designed.

Process evaluation. Several types of questions could be asked in process evaluation, for instance, if a program is being implemented as planned; which aspects being most appropriate and inappropriate; what was participants' satisfaction (W. K. Kellog Foundation, 1998). The key of process evaluation is to monitor a program continuously (Chinman et al., 2004). For purposes of this study, satisfaction/reflection survey was taken from participating students every time a session finished. Survey questions included the most preferred point, disappointing point, satisfaction level and message/comments as suggestions to increase the satisfaction level.

Outcome evaluation. This is to measure the impact on target participants, in this case, participating students. For this purpose, there are several ways to conduct a survey proposed by Chinman et al. (2004). First is that a survey is conducted only once on participants after finishing a program. It is easy to prepare for, but this will not measure a change of participants between before and after a program. Second is conducting a survey on participants twice, before and after a program (Chinman et al., 2004). This enables the evaluator to measure any change and to compare a change between before and after. Third is to conduct a survey also on a group of people who do not participate in a program, called a control group (Chinman et al., 2004). Since this study did not prepare a control group, the second option to conduct a pre and post-test on the target participants was applied.

The reason for not preparing a control group was discussed as follows. The most popular design in quasi-experimental research to ensure validity is "nonequivalent control group design" which prepares a control group for the purpose of comparison with an experimental group (Campbell & Stanley, 1963, p. 40). This was suggested to conquer eight factors that could jeopardize internal validity; 1) *history*, 2) *maturation*, 3) *testing*, 4) *instrumentation*, 5) *statistical regression*, 6) *selection*, 7) *experimental mortality*, 8) *selection-maturation interaction* (Campbell & Stanley, 1963, p. 5- 6). Although this study took action research as the methodology discussed in the following section, and did not take quasi-experimental approach, it seems a good idea to create a control group. However, the study did not do so. The main reason was that it was

impossible to prepare a control group comprising the same characteristic as the participants of the education program conducted in this study. Participants of the education program, the Global Campus Program, were highly motivated to learn peace and conflict related issues, interact with people across boundaries and prepared to use English, a non-native language. This group of people comprised a special population even within each university. In addition, even if the study found the same population as a control group, it would be quite difficult to administer them practically since the coordinator of the study was stationed in Tokyo, Japan and did not have the right to directly communicate with those people dispersed across several countries.

Chinman et al (2004) recommended an alternative mean to prepare a control group. This was to conduct a survey with randomly selected members. However, this study could not select participants randomly since the program specifically targeted university students who were interested in peace and conflict related issues, interaction with people across borders and prepared to use English. Therefore, the randomized method could also not be applied. The program evaluation design for this study is shown in Figure 2-4.

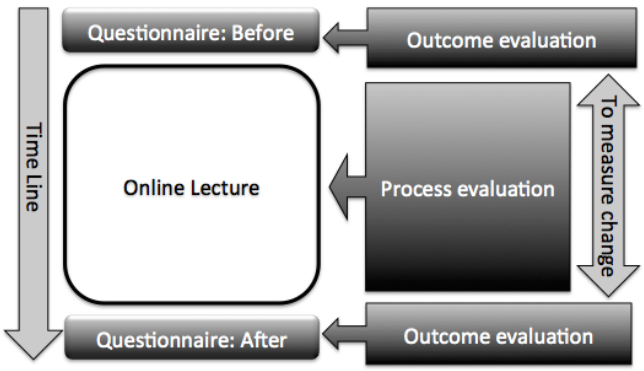

Figure 2-4. Program evaluation design for this study (created by the author)

Action Research as a Research Methodology

Overview. Action research consists of two interlinked cycles: action and research (McKay & Marshall, 2001). It is generally acknowledged that the concept and term "action research" were originally coined by Kurt Lewin, a social/experimental psychologist (Greenwood & Levin, 1998). This methodology aimed at social change and was initially developed in the industrial setting for behavioral change by Lewin (1946). It is said, however, that action research can be traced back to the experimentalism of John Dewey (Helskog, 2014, p. 7). The development of methodology of action research was connected to "the progressive education movement advocated by John Dewey" (Jefferson, 2014, p. 94). Dewey envisaged expanding and diffusing the experimental method to the field of practice conduced by communities, schools and organization (Eikeland, 2006).

Action research was developed parallel with quasi-experimental research method. Don Campbell, a major figure in developing the concept of quasi-experimental research, also acknowledged value of action research (Eikeland, 2006). In the 1970s, action research was not paid much attention in USA since experimental or quasi-experimental research methodologies had come into the main stream (Jefferson, 2014). However, at that time, Lawrence Stenhouse in the UK started "the teacher-as-researcher movement" (Jefferson, 2014, p. 94). Stenhouse (1981) envisaged teachers conducting case studies in their classrooms to improve the practice and

ultimately to influence the educational policy. The reason for this was that Stenhouse (1981) felt limitations on the research results based on experiments to be used in a practical setting by saying “many of the findings of research are based on small-scale laboratory experiments which often do not replicate or cannot be successfully applied in classrooms” (p. 109-110). If teachers wanted to utilize such experimental research findings, those findings needed a situational verification since those were mostly actuarial and probabilistic (Stenhouse, 1981). Then, in education practice, the method called cooperative (collaborative) action research was developed since action research requires collaboration of various stakeholders such as teachers, students or administrative people (Stenhouse, 1981).

Definition. According to Lewin (1946), the original definition of action research in his research paper *Action research and minority problems* was “a comparative research on the conditions and effects of various forms of social action, and research leading to social action” (p. 35). Later, Greenwood and Levin (1998) specified that action research “aims to solve pertinent problems in a given context through a democratic inquiry where professional researchers collaborate with participants in the effort to seek and enact solutions to problems of major importance to the local people” (p. 75). More simply, Jefferson (2014) credited Corey’s (1952, 1953) definition on action research as “action research being undertaken by those in the field (teachers, administrators, and supervisors) in order to improve their own practice” (p. 94). Furthermore**,** Jefferson (2014) introduced Stenhouse’s interpretation on action research

"as a process in which participants examine their own educational practice systematically and critically, using the techniques of research" (p. 92).Related to these definitions, Fujie (2007) interpreted a characteristic of action research as a researcher is involved in practice while conducting a research and there is no clear line between a researcher and a practitioner (p. 243).

Justification. The focus of action research is on the improvement of the current situation by solving the problems - ultimately for social change in a broad sense. What action research can deal with, while other conventional methodologies are primarily not stable, is to improve the current settings along with a research process. Having this characteristic, action research embraces a criticism for a conventional academic approach that it tends to only research social issues "without trying to resolve them (problems)" (Greenwood & Levin, 1998, p. 4). Although Lewin (1946) highly valued scientific research, he articulated this fact by saying "research that produces nothing but books will not suffice" (p. 35). Adelman (1993) introduced Lewin's standpoint for problem solving through research: "no action without research; no research without action" (p. 8).

Action research is fundamentally different from experimental or quasi-experimental methods since it deals with real life settings. For action research, it is impossible to assign participants randomly since it is different from experimental or quasi-experimental design (Dane, 1990, p. 104). Further, it cannot propose the rigorous test of cause-effect hypothesis, if the independent variable caused the dependent

variable, as experimental designs (Dane, 1990, p. 105). Some augurs action research does not have to take validity into consideration, while experimental or quasi-experimental methods do (Coghlan & Brannick, 2001). The reason is that the main goal of action research does not create theories by demonstrating validity, reliability or generalizability but generate new and local knowledge to improve the settings (Herr & Anderson, 2005). Although the point to cerate new knowledge to improve the current situation would be right, recent attempts of action research seem to be more concerned with pursuing the quest of conventional scientific research as Argyris, Putnam, and Smith (1985) asserted.

John Maynad Kaynes, a giant figure in Economics, was the person who struggled with the concept of replicability of a research result in social science, unlike natural science where research is conducted in the form of laboratory experiment. The scientific method pursues reductionism, repeatability and refutation and should be replicated in other settings (Checkland, 1981). However, Keynes expressed the difficulty as “unlike the typical natural science the material to which economics is applied is, in too many respects, not homogenous through time” (Checkland & Holwell, 1998, p. 11). To conquer this difficulty, action research emerged to account for the limitations of studying complicated real social setting by immersing researchers in a real life situation. To make action research trustworthy, Checkland and Holwell (1998) asserted that it is necessary for action research to declare the research framework, method and areas of concern. If it fails to do so, there is a risk of it being labelled just anecdotal.

Validity. Although Herr and Anderson (2014) clearly stated that validity of action research is different from validity of experimental or quasi-experimental method, for instance proposed by Campbell and Stanley (1966), they argued the necessity of assuring validity specifically for action research for its trustworthiness. Herr and Anderson (2014) proposed five types of validity in action research: outcome validity, process validity, democratic validity, catalytic validity and dialogic validity (Herr & Anderson, 2014). This study paid attention to these points.

Outcome validity refers to "the extent to which action occur, which leads to a resolution of the problem that led to the study" (Herr & Anderson, 2014, p. 54). Since the action research ultimately aims for problem solving or improvement of the current situation, it is important that the research lead the solution. This study also aimed at improving the specific education program called the Global Campus Program and said improvement was made.

Process validity represents "to what extent problems are framed and solved in a manner that permits ongoing learning of the individual or system" (Herr & Anderson, 2014, p. 55). Outcome validity is dependent on process validity and these two are deeply interrelated (Herr & Anderson, 2014). This validity focuses on the process of the research/intervention and asks if a problem is figured out and dealt with during the process. This study also paid attention to these processes by conducting process evaluation.

Democratic validity denotes "the extent to which research is done in

collaboration with all parties who have a stake in the problems under investigation" (Herr & Anderson, 2014, p. 56). This is in order to invite multiple perspectives in a research project. Multiple inputs from stakeholders are indispensable to improve the current situation. This study invited all participants including instructors and participants in both program evaluation and process evaluation to consider improvement of the program.

Catalytic validity indicates "the degree to which the research process reorients, focuses, and energize participants toward knowing reality in order to transform it" (Herr & Anderson, 2014, p. 272). Throughout three studies, Pilot Study 1, Pilot Study 2 and the Main Study, this study reoriented the questionnaire contents or means to collect answers according to the result the previous study.

Dialogic validity mentions the need for peer review (Herr & Anderson, 2014). Since the various stakeholders were involved in this study including instructors, students, the coordinator, and several scholars specializing in Psychology and education, the study framework or methodology was discussed by these people occasionally.

Approaches. Action research has several approaches. Originally, Lewin interpreted the social change as three steps; "dismantling former structure (unfreezing), changing the structure (changing), and finally locking them back to a permanent structure (freezing)" (Greenwood & Levin, 1998, p. 17). Having this background, in recent years, Akita and Ichikawa (2001) interpreted the action research as the cycle of four steps; identifying problems – designing practice for solving problems –

implementing practice – evaluating a result and a process itself. More specifically, Checkland and Holwell (1998) clarified the process of action research as 1) enter the problem situation, 2) establish roles, 3) declare method and research framework, 4) take part in change process, 5) reflect on experience and record learning in relation to method, framework and problems (p. 15).

Furthermore, Checkland and Howell (1998) introduced crucial elements in action research approach proposed by Argyris, Putnam, and MacLain-Smith (1982) as 1) "a collaborative process between researchers and people in the situation", 2) "a process of critical inquiry", 3) "a focus on social practice", and 4) "a deliberate process of reflective learning" (p. 12). This study followed the combination of approaches proposed by Akita and Ichikawa (2001), Checkland and Holwell (1998) and Argyris, Putnam, and MacLain-Smith (1982) including five elements of validity proposed by Herr and Anderson (2014) as shown in Figure 2-5 below.

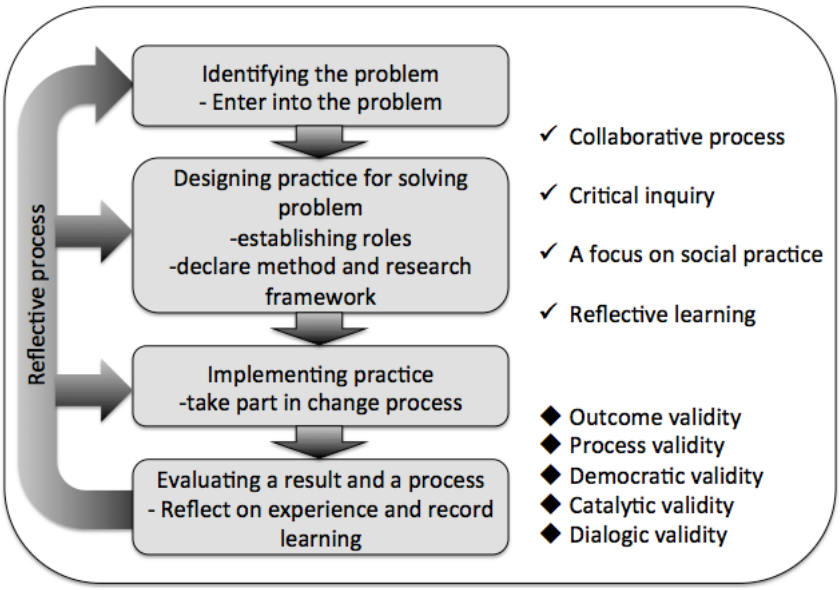

Figure 2-5. The approach of action research (developed by the author referring to Akita & Ichikawa, 2001; Argyris, Putnam, & MacLain-Smith, 1982; Checkland & Holwell, 1998; Herr & Anderson, 2014)

Chapter 3

Methodology

This was an action research study conducted with a multilateral distance education program titled “Global Campus Program (GCP)” in peace and conflict studies as a case. The study first developed an ID model, utilized it for the program implementation, and evaluated the implemented program with the ID model that was developed based on two types of evaluation frameworks: process evaluation and outcome evaluation. Process evaluation was conducted every time after finishing the online session during the implementation stage while outcome evaluation was conducted twice as pre-test before starting the course and post-test after finishing the course at the evaluation stage. Quantitative and qualitative data were collected via surveys and email communication. Two pilot studies (Pilot Study 1-1 and 1-2; Pilot Study 2) and the Main Study were conducted between October 2012 and December 2013.

This chapter firstly discusses the common background of the study representing research design, context of the study and the initial ID model. Following sections discuss details of each study including a logic model, an ID model, procedure, participants, content, instruments, implementation, data collection and data analysis.

Research Design

This study conducted program evaluation to measure the effectiveness of the proposed

program. As the methodology, action research was employed. The reasons were this study aimed at improving the current program and also I was heavily involved in the program as the author and there was no clear line between researcher and practitioner. The other reason was that action research was compatible with program evaluation framework that is used in this study.

The study firstly developed an initial ID model for a multilateral distance education program in peace and conflict studies (GCP) based on the existing ID models and previous experiences of the GCP, secondly applied the developed ID model in implementing the GCP, and thirdly evaluated the GCP implemented with the developed ID model by process evaluation and outcome evaluation. The process evaluation mainly observed the satisfaction of participants, and the outcome evaluation measured the participants' development in the level of decentering, moral, value and skill presumably needed for peacebuilding by a self-reported format. Based on the evaluation result, the ID model was continuously updated throughout the studies. In this context, the independent variable was the GCP conducted with the developed ID model. Dependent variables were the level of decentering, moral, value and skill on peacebuilding.

Research questions. This study conducted two Pilot Studies and the Main Study. Each study followed the three stages mentioned above: development, implementation and evaluation. At the development stage, the study identified the major steps and sub-steps of the ID model to appropriately design the GCP and to develop students' decentering, moral, value and skill for peacebuilding. At the implementation stage,

problems indicated respectively by instructors and students were identified during the application of the ID model. At the evaluation stage, the study measured if students developed the level of decentering, moral, value and skill for peacebuilding by a self-reported format of students.

Context of the Study

Purpose of GCP. The purpose of the launch of GCP was to share conflict experiences among participants and to reflect learnt cases against their own conflict cases in seeking the way forward (Isezaki, 2015). People directly concerned with a conflict tended to have a rare opportunity to learn from conflicts happening in other areas or countries. This situation needed to be facilitated in focusing peoples' thinking towards settlement of a conflict. There was no similar example in the world that conducted an education for peace program in a synchronous multicultural distance mode connecting several universities.

The GCP devised the ultimate vision, higher goal and objectives to conduct the program. The ultimate vision was "to contribute to the realization of societies based on the principles of sustainable peace, human dignity and equality through university partnerships" (Global Campus Program, 2012). Following this lofty statement, GCP set a more realistic higher goal "to enable students to examine critically their own conflict environment with diversified perspectives for peacebuilding and conflict sensitivity" (Global Campus Program, 2012). Objectives had also been decided based on each

module provided in GCP online lectures.

Theoretical foundation of GCP. The GCP ultimately aimed for learners to contribute to peacebuilding with conflict sensitivity by diversified perspectives as stated in a higher goal. The GCP hoped to contribute to developing cognitive and affective decentering of leaners to diversify viewpoints. To compose a logic model, this study combined three models: “outcomes model”, “activities model” and “theory model” proposed by W. K. Kellog Foundation (1998) putting emphasis on “outcomes model” (pp. 36-37). The framework was along the line of “outcomes model” showing the program sequence from the beginning to the end. While showing the sequence, it also showed the outline of the program activity as well as theoretical foundation. Figure 3-1 describes the logic model including theoretical foundation of GCP.

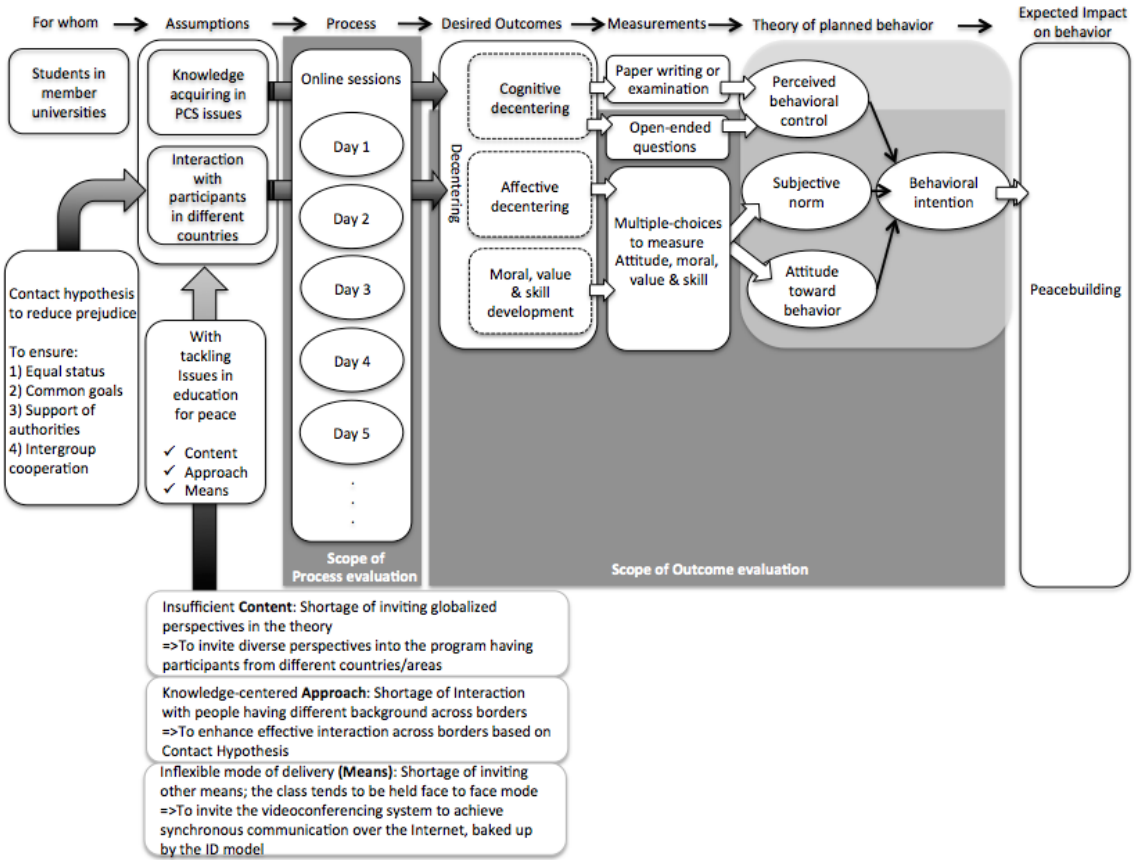

Figure 3-1. The logic model of the Global Campus Program (created by the author)

The above logic model shows the assumption of the logic of the GCP to reach the expected impact on participants based on the logic model theory developed by W. K. Kellog Foundation (1998). The process starts from the left side from *for whom*, *assumptions*, *process*, *desired outcomes*, *measurements*, *theory of planned behavior*, and finally to *expected impacts on behavior* of participants.

Regarding *for whom*, the target population of the GCP was students in member universities in Asian conflict affected countries. In *assumptions*, GCP provided peace and conflict related knowledge and opportunities for interaction with participants in different countries or areas. To design the interaction, Contact hypothesis by Allport was

referred for effective interaction.

In *process*, the GCP tackled three issues in the current education for peace. Those were content, approach and means. As to content, there was the shortage to invite globalized perspectives in peace and conflict related theory as pointed out by Richmond (2008), although conflict cases varied and required diverse perspectives for a solution. Therefore, the GCP tried to embrace diverse perspectives into the program by having participants from different countries or areas.

As to approach, Kodama, Sato and Nakanishi (2004) and Ikeo (2002) recommended for learners to be exposed by various settings or diverse points of view in the education for peace. However, the current major approach of education for peace was lecture-centered and short of interaction with diverse perspectives across boundaries. Thus, the interactive approach was employed. To achieve this approach, means also needed to be tackled. Currently, the most of the education for peace lecture-centered sessions was held in the traditional face-to-face classroom format. Therefore, a technology-mediated classroom, concretely via the videoconferencing system connecting participants in different countries or areas, was proposed to achieve synchronous communication/interaction across boundaries. To design overall program, the concept of an ID model from the field of educational technology was applied and a special ID model for the GCP was developed.

In *desired outcomes*, the GCP expected to promote cognitive as well as affective decentering in learners, as argued by Piaget (1974) and Allport (1960). Cognitive decentering could be developed mainly by acquiring knowledge and affective

decentering can be enhanced by interaction among participants. *Measurements* show how to measure the participants' development to reach the desired outcomes.

In *expected impact on behavior*, the ultimate purpose of the GCP, participants to contribute to peacebuilding that was represented by behavior, was shown. The issue was, behavior could not be easily observed especially in this type of goal which requires long-time follow-up (Ikeda, 2017). In addition, there was the difficulty to set the sole definition of peacebuilding. Therefore, the *theory of planned behavior* (Ajzen, 1991) was at an intermediate between *measurements* and *expected impact on behavior*. The *theory of planned behavior* predicts behavior by presuming intention to lead behavior by three elements; "perceived behavioral control", "subjective norm" and "attitude toward behavior".

The hypothesis was if the positive change was observed on participants by outcome evaluation, it would lead the behavioral intention for peacebuilding and it can eventually expect behavior for peacebuilding. "Perceived behavioral control" may be represented by cognitive decentering, "subjective norm" and "attitude toward behavior" may relate to affective decentering. Since the program evaluation in this study focused mainly on the affective domain, scales to measure outcomes mainly related to "subjective norm" and "attitude toward behavior".

Organizational structure. Figure 3-2 describes the GCP organizational structure. Peace and Conflict Studies, Tokyo University of Foreign Studies initiated the GCP connecting nine universities in Asian conflict affected countries. Those nine

universities were 1) Gadjah Mada University (UGM), Yogyakarta, Indonesia, 2) Islamic University of Science and Technology (IUST), Awantipora, Indian administered Kashmir, 3) Kabul University (KU), Kabul, Afghanistan, 4) Nirmala Niketan (NN), College of Social Work, University of Mumbai, India, 5) Pannasastra University of Cambodia (PUC), Phnom Penh, Cambodia, 6) Quid-i-Azam University (QA), Islamabad, Pakistan, 7) Tokyo University of Foreign Studies (TUFS), Japan, 8) University of Azad Jammu and Kashmir (UAJK), Muzaffarabad, Pakistani administered Kashmir, and 9) University of Peradeniya (UoP), Kandy, Sri Lanka. The GCP office at Tokyo University of Foreign Studies was in charge of coordination.

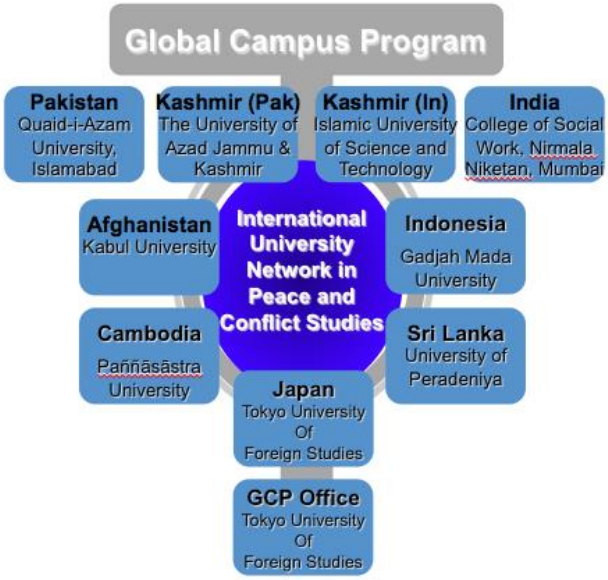

Figure 3-2. GCP organizational structure (created by the author)

Participants of the GCP. Instructors and their students were the participants of the GCP. Instructors had different specialties since each university decided which faculty administered the GCP. It was appreciated to have diverse specialties since the

subject of peace and conflict studies was fundamentally cross-disciplinary as peacebuilding embraced the vast range of tasks across specialties. The varieties were: an instructor of Afghan university specialized in political science and peace and conflict studies, an instructor of Cambodian university specialized in international relations and political science. Indian instructor specialized in social work, an instructor of Indian administered Kashmir specialized in international relations, Indonesian instructor specialized in sociology and peace and conflict studies, Japanese instructor specialized in peace and conflict studies, Pakistan instructor specialized in political science and international relations, an instructor of Pakistani administered Kashmir specialized in Kashmir studies and political science and Sri Lankan instructor specialized in sociology and geography.

Regarding students' characteristics, they had also different majors depending on the faculty that students belonged to. The premise for enrolment for the GCP was: students had to have 1) a strong interest in peace and conflict related issues and peacebuilding and 2) a proficiency in using English, the GCP instructional language.

These students were the exceptional population among ordinary population of each country mainly by two reasons: they were university students and had high motivation towards issues. The first reason was the gross enrolment rate of the tertiary education was not very high in each country except Japan, e.g. Afghanistan, 8.7% in 2014, Cambodia, 15.6% in 2011, India, 23.9% in 2013, Indonesia, 31.3% in 2013, Pakistan, 10.4% in 2013, Sri Lanka, 19% in 2013 (The World Bank, 2017). Although Japan marked 62.4% of the gross enrolment rate of the tertiary education in 2013 (The

World Bank, 2017), the faculty of Japanese university, Peace and Conflict Studies of Tokyo University of Foreign Studies had the students mainly from conflict affected countries including Afghanistan, Indonesia or Sri Lanka. Therefore, the students of Japan in this case were also exceptional population. The second reason was those registered in the GCP had high motivation for peace and conflict related issues or peacebuilding among university students population as they chose the GCP among various classes available at each university. Hence, the GCP was, in a sense, elite education for students who shouldered peace of the future world.

Course structure. The GCP conducted two types of courses. One was called the Basic Course. This course focused on theoretical acquisition and consisted of taught lectures and discussion with all participants including instructors and students. The other was called the Advanced Course which focused more on a research activity in addition to the taught lectures. Both courses applied English as an instructional language. To register in a course, there were prerequisite conditions as students had to have English proficiency and a strong interest in peace and conflict related issues and peacebuilding, and preferably, a background knowledge or experiences in the field.

Recruitment of students at each university was entrusted to each instructor in each university. Each university recruited around five to 15 students at the both undergraduate and graduate level for Basic Course. The total number of participating students of each course averaged around 40 to 60. The Advanced Course recruited five to 10 students at the both undergraduate and graduate level and the total number tended

to be around 30. Gender ratio of participants was about 50/50.

Before conducting the course, all instructors from participating universities decided on program contents and format by the discussions. The program contents complied with the above-mentioned program vision and goals. The faculty discussions were held face-to-face or on-line.

Instruments. There were two types of self-reported evaluation conducted: process and outcome evaluation and both employed questionnaires as instruments. The questions were decided based on discussions by all instructors of the program. Some questions of a questionnaire were commonly used throughout three studies and some were uniquely used in each study. This section discusses commonly used questions. Uniquely used in a study was discussed in each study's section.

Process evaluation. Process evaluation mainly answered the research questions at the implementation stage if students identified any problems during the distance learning process. Questions of process evaluation intended to mainly measure students' satisfaction of each session consisting of multiple-choice and open-ended questions. Multiple-choice questions included: 1) rate of satisfaction today, 2) if the lecture matched student' expectation and 3) if the lecture matched student's level of knowledge with comments if any. An open-ended question asked if students identified any problems during the course.

Outcome evaluation. Outcome evaluation answered the research questions at the evaluation stage if students developed the level of decentering, moral, value and skill. Decentering and moral were measured throughout three studies, the value was measured in Pilot Study 2 and the Main Study, and the skill was measured only in the Main Study. Decentering and moral were measured by focusing on 1) if a student promoted decentering by acquiring diverse perspectives of peace and conflict-related issues and 2) if a student developed moral engagement for peacebuilding. Commonly used scales throughout the studies for these two aspects were explained as follows.

Psychological underlying construct. This scale was multiple-choice to measure the level of decentering. This indicator was developed by Feuchte (2010) and tried to investigate self-reported inner attitude in several categories. It consisted of several categories such as *empathy (cognitive)*; *empathy (emotion)*; *trust*; *tolerance*; *in-group evaluation*; *out-group evaluation*; *readiness for intergroup contact* and *categorization*. *Empathy (cognitive)* and *empathy (emotion)* measured ability to sympathize with others cognitively and emotionally. *Trust* implied capacity to trust others. *Tolerance* investigated if one had tolerance towards others and surrounding situations. *In-group evaluation* and *out-group evaluation* looked at how s/he evaluated his/her own group and other groups. *Readiness for intergroup contact* considered openness to contact other groups. *Categorization* focused on how one categorized people including prejudice or stereotypes.

Attitude survey. This scale was multiple-choice to measure the level of decentering by a self-reported format. The GCP instructors collaboratively developed it based on discussions in 2012. This offered scenario based questions to see how students' view points changed by comparing answers before and after the program. Each question asked a student to imagine a certain situation and inquired how students might behave under certain circumstances. The scenario tried to reveal possible bias, stereotypes or prejudices in students' minds and to investigate how the program could contribute to neutralize or change views.

Moral disengagement scale. This scale was multiple-choice to measure the moral. This indicator measured the level of moral disengagement proposed by Bandura (1999). Normally, people have self-sanctions based on their personal moral compass, not to commit inhumane activities. What Bandura (1999) asserted was that people could disengage from their moral compass under the specific conditions and could engage in inhumane activities. Those conditions were termed *euphemistic labeling*; *advantageous comparison; displacement of responsibility; diffusion of responsibility; disregard or distortion of consequences* and/or *dehumanization* (Bandura, 1999, pp. 195-201). When these condition(s) exist, moral disengagement can occur. A representative situation when moral disengagement occurs is, for instance, in war. Since the focus of this program was on peace and conflict issues, it was important to measure if the program contributed to keeping or strengthening the integrity of an appropriate moral compass in participants.

Immediate environment. This scale was open-ended to measure the level of decentering. This was an open-ended question to discern the students' immediate environment. The aim was to compare the answers between a pre-test and post-test and see if there was any change being observed. Especially, it focused on the students' attitude if it tended to be dependent on others or self-motivated towards a resolution strategy of an immediate conflict. The questions asked students to consider a latent or apparent conflict surrounding them, identifying root causes of a conflict and proposing a resolution strategy.

Premise for conducting survey. This study conducted surveys to students and the study tried to decrease a possibility for respondents to provide preferable answers to a questioner. It could be mainly caused by respondents expecting a reward in return, in this study's case a good grade, as this was the education program at the university. For this purpose, a questionnaire clearly mentioned that an answer did not related to the grade of the course at all. More importantly, all students recognized that a role of questioner was a coordinator of the GCP stationed in Tokyo University of Foreign Studies and a questioner did not have any right for grading students. Students knew that an instructor at each university was in charge of grading students.

Initial ID Model

Based on the literature review on various ID models (see Chapter 2), an initial ID model specifically for the GCP was proposed as follows. It was named as “ADnD-IE” by the combination of initial letters.

Theoretical foundation. To compose an initial ID model, first, the ADDIE model and the Dick and Carey model were adopted as two base models to identify steps for the ID process. In addition, constructivist design strategies and the model of extended teaching spaces and extended learning spaces proposed by Jung and Latchem (2011) were invited to take into account negotiation and dynamic interactions among participants. Additionally, the three-dimensional model developed by Thomas et al. (2002) was referred to incorporate the cultural aspect, as this program was inter-culturally conducted. Figure 3-3 depicts the initial ID model.

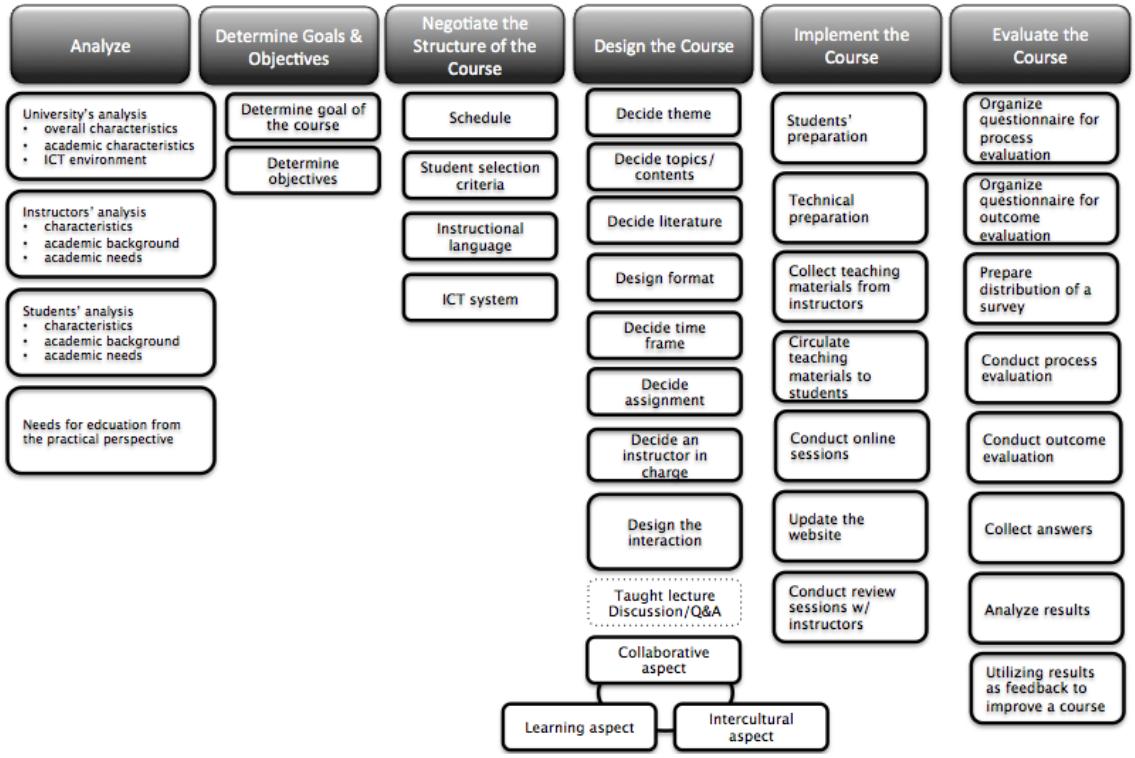

Figure 3-3. Initial ID model "ADnD-IE ID model" for Pilot Study 1 (created by the author)

Steps and sub-steps of the model. The initial ID model involved the following six steps; *Analyze*; *Determine goals and objectives*; *Negotiate the Structure of the Course*; *Design the Course*; *Implement the Course*; and *Evaluate the Course*, each consisting of several steps (see Table 3-1). In the following explanations, the step name is shown in Italics and bold and the sub-step is written in Italics.

Table 3-1.

Summary of Steps and Sub-steps of the Initial ID Model

Step	Sub-steps
Analyze	Conduct university's analysis, instructors' analysis, students' analysis, education needs analysis
Determine Goals & Objectives	Determine goals and objectives of the course
Negotiate the Structure of the Course	Negotiate on schedule, student selection criteria, instructional language and ICT system
Design the Course	Decide theme, topics, literature, format, time frame, assignment, an instructor in charge and the interaction* *Design interaction: collaborative, learning and intercultural aspects
Implement the Course	Students'preparation, technical preparation, collect teaching materials from instructors and distribute it to students, conduct online sessions, update the website and conduct review sessions
Evaluate the Course	Organize questionnaires for process and outcome evaluation, prepare distribution of a survey, conduct process and outcome evaluation, collect answers, analyze results, utilize results to improve a course

Three unique points of the model. There were three unique points in this model compared to the ADDIE model. The first was that the proposed model inserted an independent step for ***Determine goals and objectives*** while ADDIE included this function into the design phase. The reason was that it was crucial for the program success to clearly proclaim the direction at the beginning to share the common understanding among participants as the GCP involved several universities having different characteristics from different countries and areas.

The second was that the proposed ID model incorporated the step of ***Negotiate the Structure of the Course***. This was essential for the joint education program by several universities. If a program or course was conducted within one university led by one teacher, there was no need for this stage to be included since

this process could be done by one teacher or within one university without much negotiation. However, when there were several universities to participate in a program, a negotiation on this matter became necessary.

The third was that the development phase of ADDIE model was omitted. The GCP did not use a learning management system or a complex technical platform that needed to be developed or modified specifically for this program. Developing a teaching material was entrusted to each responsible teacher based on the goals and objectives of each theme determined and agreed by all instructors.

Step 1: Analyze. The ID model begins with the "Analyze" stage. Since program member universities were diverse from different countries, it was necessary to analyze and obtain information on the situation of participating universities, instructors and students. As to the sub-step of *University's analysis*, it indicated the necessity to consider overall characteristics; for instance, what was the size, the policy and how the university was founded. It was also helpful to acquire information on the academic strengths or weaknesses. The ICT environment was also an important aspect, such as what was the Internet speed or what kind of communications technology was available. Regarding *Instructors' analysis*, instructors' characteristics were an important element to conducting the program. It was necessary that s/he had a good command of English as the common language of the program and s/he was sympathetic to the international environment. Also, it was necessary to know each instructor's academic background or strength. Then, it could

be decided which instructor would be in charge of which topic. Participating students analysis was also necessary including students' overall characteristics, academic background and their needs. Lastly, it was good to understand what were the practical needs to tackle the issues on the ground in the context of the country of each university.

Step 2: Determine Goals & Objectives. After finishing the ***Analysis*** step, it was crucial for a program to proceed to the step of ***Determine Goals & Objectives***. Once the program determined the objectives followed by goals based on a deliberate discussion and agreement among all instructors of participating universities, the program could take shape.

Step 3: Negotiate the Structure of the Course. The next step was ***Negotiating the Structure of the Course***. Firstly, the *Schedule* of program needed to be adjusted among participating universities. This was complicated in the case under review as each university had different academic calendar. Secondly, it was needed to set *Student selection criteria* so that similar level of students faced each other in the course. Thirdly, it was a key in the international program to find out the *Instructional language* as a common language. English was chosen in the case under review. Fourthly, *ICT system utilized* needed to be determined. There were various choices of an ICT system to conduct a program in a distance mode depending on the format of a course, if it was synchronous, asynchronous, text based or conversational type. Since

the case pursued a simultaneous conversational type, it was ideal to use a videoconferencing system as the media which fairly enables a stable video communication with a narrow bandwidth, supplemented by a website.

Step 4: Design the Course. The next step was ***Design the Course*** relating to the contents. It was necessary to stick with set goals and objectives to consider the course content. The first sub-step was *Decide theme.* A theme was decided upon which to focus. The second sub-step was *Decide topics/contents*. Topics and lecture content needed to be decided along with the theme. The third sub-step was *Decide literature*. Reference literature was chosen to assist students' preparation and further learning. The forth sub-step was *Design format*, a best-fit session format was determined i.e. was it to be only a lecture and Q&A or to include inviting discussion or group-work. The fifth was *Decide time frame*; the duration for each component was allocated. The sixth was *Decide assignment*; an assignment for students before or after a session was set. The seventh was *Decide an instructor in charge*; it is decided for an instructor in charge of a topic based on an agreement by all instructors. Lastly, interaction was designed to deepen students' learning. It aimed at three primary components; *Collaborative, Learning* and *Intercultural aspects*. The *Collaborative aspect* tried to enhance interactive collaboration among instructors, students and contents. The *Learning aspect* focused on deepening students' learning based on interaction. The *Intercultural aspect* was for participants to understand the cultural differences.

Step 5: Implement the Course. Then, the model proceeded to the step of ***Implement the Course***. This was the practical step for implementation. The first sub-step *Students' preparation* involved two aspects: learning preparation and the administrative preparation. Regarding students' learning preparation, students prepared the upcoming course by the guidance of an instructor based on assigned literature. As to students' administrative preparation, students submitted the registration form to the program office. Since the program involved several universities, it was good to collate students' profile in a registration form including students' names, affiliations, background and areas of interest. Some of the information could be opened on a supplemental website that was accessible exclusively by all participants of the program. Thus, participants knew 'who was who' and this could be of help to enhance smooth interaction. The second sub-step was *Technical preparation*, which was also necessary for trouble-free synchronous communication. The third and forth sub-steps were *Collecting teaching materials from instructors* and *Circulate teaching materials to students*; that should be done soon enough prior to each session to secure enough preparation time for students. Then, the fifth sub-step *Conduct online sessions* was done along with the design. During online sessions, the GCP office was in charge of time-keeping. The sixth sub-step was *Update the website*. After finishing an on-line session, a supplemental website was updated by uploading a session's video or teaching materials. As the last sub-step of this stage, *Conduct review sessions with instructors* was held to improve

sessions when necessary.

Step 6: Evaluate the Course. The concluding step was ***Evaluate the Course***. There were two types of a program evaluation method: process and outcome. Thus, the first sub-step was *Organize questionnaire for process evaluation* and the second was *Organize questionnaire for outcome evaluation*. The third sub-step was *Prepare distribution of a survey*. Since participants were dispersed in different countries, the appropriate way to distribute a survey should be chosen. The Pilot Study 1 applied a text-based Web survey. Therefore, setting up the questionnaires in a specific website for both process and outcome evaluation was necessary. The forth sub-step was *Conduct process evaluation*; which was conducted at the conclusion of every session. The fifth sub-step was *Conduct outcome evaluation*; which was conducted before the start of a course and on completion. The following sixth sub-step was *Collect answers*. For collecting answers, sending a reminder to submit the answer was needed. After collecting answers, *Analyze results* was done as the seventh sub-step. The last sub-step was *Utilizing results as feedback to improve a course*.

Pilot Study 1

Logic model. Pilot Study 1 was conducted with the Basic Course. Figure 3-4 shows the logic model of the Pilot Study 1. The basic structure was the same as the one for the whole study introduced earlier. Specifically for this study, the logic model

showed the lecture titles in *Process* and the names of the scale in *Measurements*.

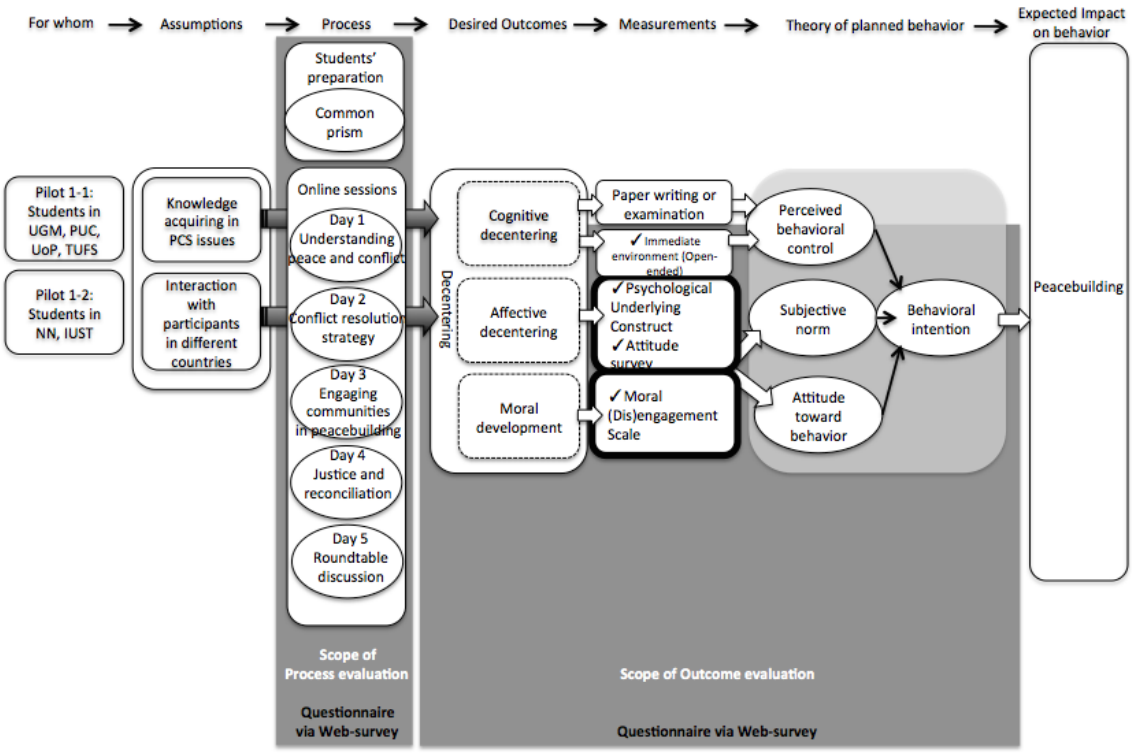

Figure 3-4. The logic model of Pilot Study 1 (created by the author)

First round ID model application. Pilot Study 1 applied the initial ID model shown in Figure 3-3 following the steps: *Analyze*; *Negotiate the Structure of the Course*; *Determine Goals & Objectives*; *Design the Course*; *Implement the Course* and *Evaluate the Course*. As the coordinator had the role to manage and administer all the process of the program implementation, the coordinator and her assistant utilized the ID model to ensure the program implementation. Instructors followed the facilitation by the coordinator to advance the program. Although there was no pilot testing before Pilot

Study 1 or review by someone else, the coordinator and the assistant confirmed all steps were acceptable while implementing the program, presumably as the initial ID model was developed based on the past experiences of the GCP with the accumulated knowledge of the existing ID models.

Procedure. Pilot Study 1 was conducted from October 2012 to December 2012 to develop the ID model, implement the ID model and to evaluate the program implemented based on a developed ID model. There were two different times of Pilot Study 1: Pilot #1-1 and #1-2, due to the schedule adjustment. The first one was held from October 2012 to November 2012 (October 2, 9, 23, November 6 and 13) inviting four universities; Gadjah Mada University (UGM), Indonesia, Pannasastra University of Cambodia (PUC), University of Peradeniya (UoP), Sri Lanka and Tokyo University of Foreign Studies (TUFS). The second was held from November 2012 to December 2012 (November 27, 29, December 6, 13 and 17) inviting two universities; Nirmala Niketan (NN), College of Social Work, University of Mumbai, India and Islamic University of Science and Technology (IUST), Awantipora, Indian administered Kashmir.

The format of the course was the taught lecture and discussion/Q&A session by synchronous communication utilizing a videoconferencing system. There was one period of offline preparatory session and five periods of online sessions. The offline preparatory session was held locally in each classroom guided by an instructor in each university. Online sessions were held internationally connecting participating

universities by a videoconferencing system. One instructor was in charge of each topic to be taught to all participants.

Regarding the program evaluation, the procedure was shown in Figure 3-5. For process evaluation, a questionnaire was distributed via a web-survey at the conclusion of each online session. For the outcome evaluation, a questionnaire was distributed two times via a web-survey: before starting the online session and after completing all online sessions.

There were five topics in online sessions: the Preparatory Session: *Common Prism* for an offline session; *Understanding Peace & Conflict*; *Conflict Resolution Strategy (Top down)*: *Engaging Communities in Peacebuilding (Bottom up)* and *Justice and Reconciliation* for online sessions. The structure of the session is shown in Table 3-2 below.

Table 3-2.

The Format of Basic Course 2012 for Pilot Study 1

	Day	Date: Pilot 1-1	Date: Pilot 1-2	Theme & Format
Offline				Preparatory Session: Common Prism
Online	Day 1	Oct. 2	Nov. 27	Introduction Lecture: Understanding peace & conflict
	Day 2	Oct. 9	Nov. 29	Discussion: Understanding peace & conflict Lecture: Conflict resolution strategy
	Day 3	Oct. 23	Dec. 6	Discussion: Conflict resolution strategy Lecture: Dealing with communities
	Day 4	Nov. 6	Dec. 13	Discussion: Dealing with communities Lecture: Justice and reconciliation
	Day 5	Nov. 13	Dec. 17	Discussion: Justice and reconciliation Round table discussion

Participants. Pilot 1-1 invited four universities; Cambodia, Sri Lanka,

Indonesia and Japan. The total number of registered students was 38, maintaining approximate gender balance. The major study area of Cambodian students was international relations. Sri Lankan students' major study area was primarily geology and history. Indonesian students' major study area was sociology and international relations and Japanese students' major study area was peace and conflict studies. Regarding Pilot Study 1-2, there were two participating universities, in India and Indian administered Kashmir. Here, the total number of registered student was 39 with approximate gender balance. The study area of students of India was social work. The study area of students of Indian administered Kashmir was primarily international relations.

Content. The Basic Course focused on theoretical acquisition and consisted of taught lectures and discussions. Both Pilot Study 1-1 and 1-2 employed five themes. Its goals and topics were introduced in Table 3-3.

Table 3-3

Contents of the Basic Course for Pilot Study 1

Them 1	Preparatory session: common prism
The goal	To help students understand the dimensions of conflict within their own regions and the regions of partner universities
Topics	Conceptualizing divisions in Society/community, basic concepts and terms; peace, violence or conflict
Theme 2	Understanding peace and conflict
The goal	To help students develop competencies and skills necessary in analyzing peace and conflicts
Topics	Conflict mapping, peace analysis tool, conflict analysis tool, peace capacity/vulnerability, definitions on conflict/peace in domestic environment
Theme 3	Conflict resolution strategy (Top down)
The goal	To help students to critically understand different intervention and strategies and different approaches to peacemaking
Topics	Types of intervention; negotiation; arbitration; mediation (the first track, the second, the third track diplomacy/Role of the state); alternate dispute resolution (culture specific method); definitions non-violence and violence; interfaith dialogue (searching for common ground)
Theme 4	Engaging communities in peacebuilding (Bottom up)
The goal	To help students to understand the importance of community engagement and critically examine the role of civil society stake-holders in peacebuilding
Topics	Principles for working with community; role of religion; individuals and NGOs; dealing with political parties; dealing with youths and women; development as an issue to consolidate; dealing with ghettoization; dealing with "spoiler" issues.
Theme 5	Justice and reconciliation
The goal	To encourage students to consider the relationship between peace and justice and to bring awareness about mechanisms for justice and reconciliation and the role they can play to enhance accountability for individual/collective crimes.
Topics	International punitive; preventive and reconciliation mechanisms; dispute resolution mechanisms in the United Nations; International Criminal Court tribunals; truth and reconciliation commissions; human security vs national/regional security.

Instruments. In Pilot Study 1, both process and outcome evaluation employed the instruments introduced in above section. Process evaluation was satisfaction survey

and outcome evaluation utilized *Psychological Underlying Construct*, *Attitude Survey*, *Moral (Dis)engagement Scale* and *Immediate environment*.

Data collection. Pilot Study 1 employed the web-survey system "Surveymonkey.com" (http://jp.surveymonkey.com/). As to process evaluation, the questionnaire was distributed to students every time after finishing an online session by the coordinator. Regarding outcome evaluation, the same questionnaire pre-test and post-test were distributed to students before commencement of the course and after completing the course respectively by the coordinator.

Data analysis. As questionnaires consisted of multiple-choice and open-ended questions, numerical data and descriptive data were collected in process and outcome evaluation. Numerical data was preliminary analyzed using computer software, Microsoft Excel and IBM SPSS Statistics version 21 to acquire statistical information. Descriptive data results were introduced narratively.

Research questions regarding the development stage of the ID model were answered narratively. Research questions regarding the implementation stage to identify any problems during the distance learning were answered descriptively and narratively. Research questions regarding the evaluation stage to see if students developed decentering and moral were answered statistically to compare the results of pre and post-test. As to Pilot Study 1-1, the number of students who answered outcome evaluation conducted before the course was 17 and after was 9. Regarding Pilot Study

1-2, the number of students who answered outcome evaluation held before the course was 21 and after was 7. Since the number was small, Wilcoxon Signed-rank Test (Nonparametric statistics) was utilized to analyze numerical data of outcome evaluation. Results are introduced in the following chapter for results.

Pilot Study 2

Logic model. Pilot Study 2 was conducted with the Advanced Course. Figure 3-5 shows the logic model of the whole picture of Pilot Study 2. The basic structure was the same as the one introduced at the beginning. Specifically for Pilot Study 2, lecture and slot titles were introduced in *Process*.

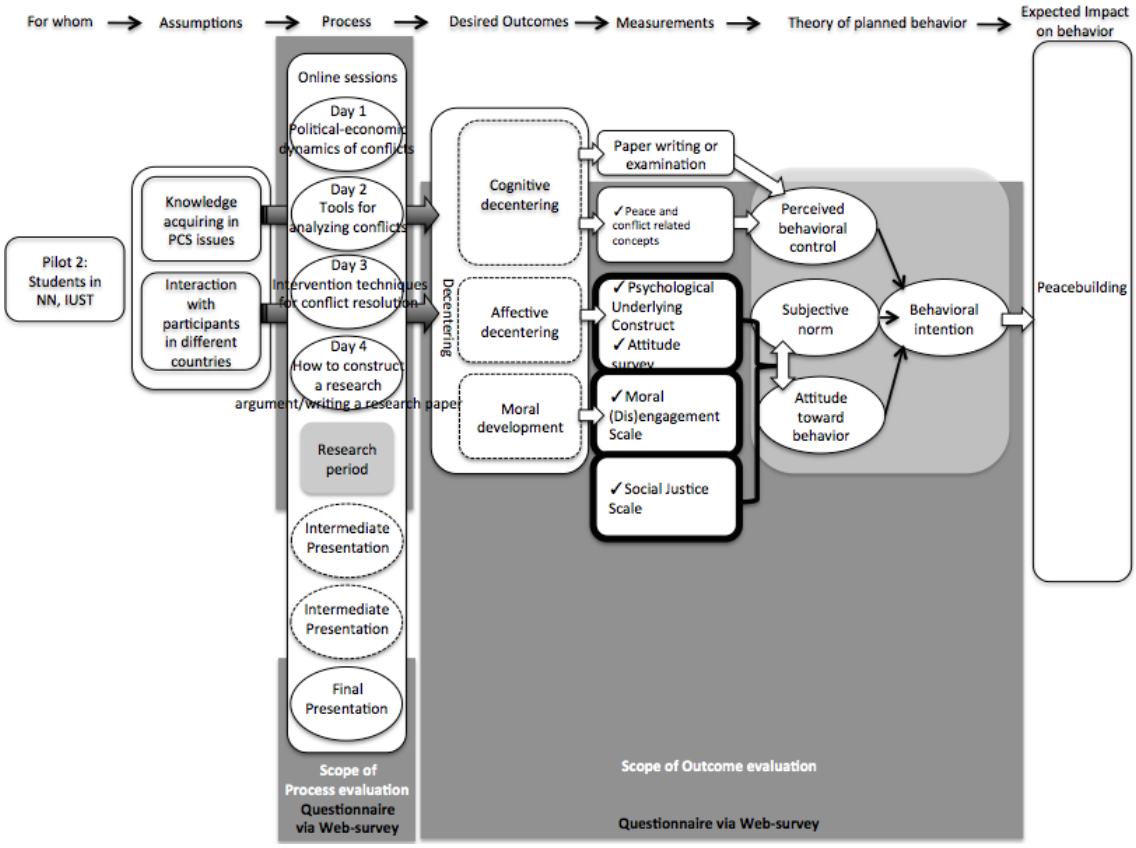

Figure 3-5. The logic model of Pilot Study 2 (created by the author)

Second round ID model application. Pilot Study 2 also applied the ID model "ADnD-IE" as proposed earlier. The basic structure of the model was not changed and this study also followed every step. Based on the result of Pilot Study 1, a component *International team building* was added under the sub-step *Design the Interaction* in the pillar of ***Design the Course*** to enhance interaction. It is shown in Figure 3-6 below.

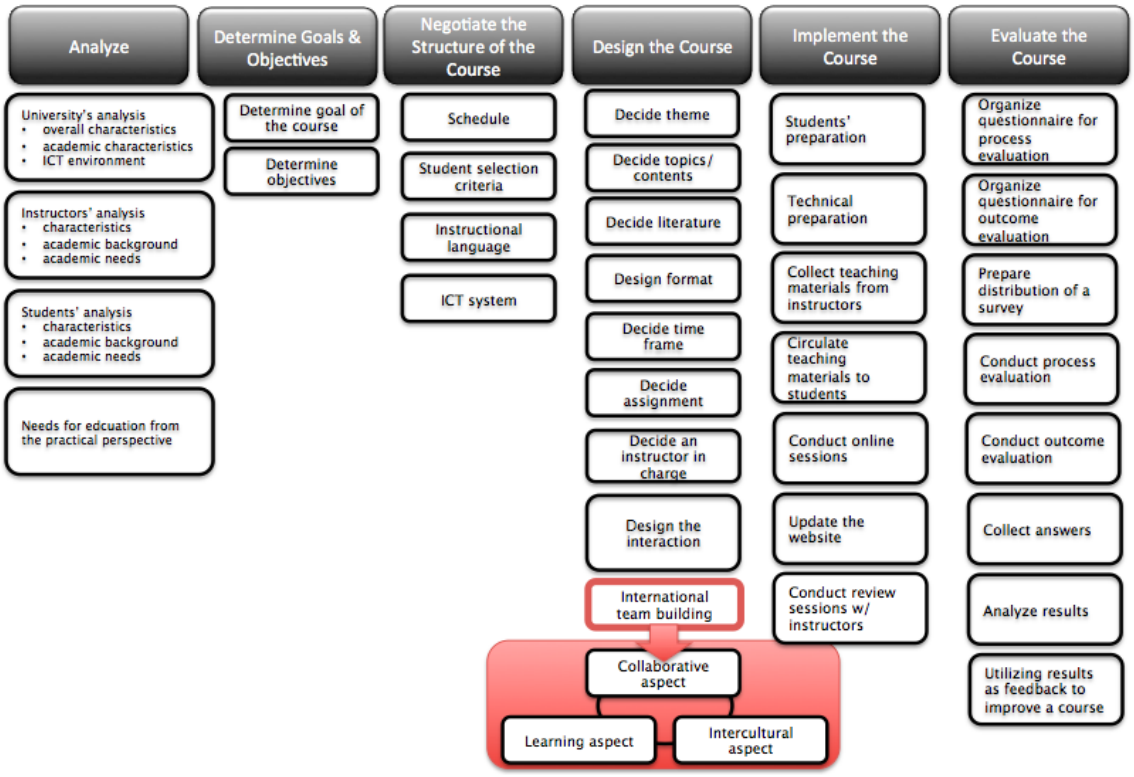

Figure 3-6. Second round ID model "ADnD-IE" for Pilot study 2 (created by the author)

Procedure. Based on the results of Pilot Study 1, Pilot Study 2 was conducted from April 22 to June 3, 2013 (April 22, 24, 29, May 2, 13, 27 and June 3) inviting two universities: Islamic University of Science and Technology, Indian administered Kashmir and Gadjah Mada University, Indonesia. This time, a Sri Lanka instructor also joined with no Sri Lankan students participation due to incompatibility of the academic schedule.

The Advanced Course of Pilot Study 2 focused on research activities in addition to theoretical acquisition. The format of the course was mainly synchronous communication utilizing a videoconferencing system. The format of the Advanced Course 2013 is shown in Table 3-4 below. It invited both taught lectures and research

activities. There were four slots of on-line taught lectures. Followed by this, about two weeks of research period was provided for students. Then, there were online sessions which were for students to present their research result online.

Table 3-4.

The Format of the Advanced Course 2013 for Pilot Study 2

	Day	Date	Theme
Lecture	Day 1	Apr. 22	Introduction
			Political-economic dynamics of conflicts: Resource Distribution
	Day 2	Apr. 24	Tools for analyzing conflicts
	Day 3	Apr. 29	Intervention techniques for conflict resolution
	Day 4	May. 2	How to construct a research argument/ writing a research paper
Research	(about 2 weeks)		Joint research
	Day 5	May. 13	Supervising session
	Day 6	May. 27	Supervising session
	Day 7	Jun. 3	The Final Presentation

Participants. Pilot Study 2 invited two universities: IUST, Indian administered Kashmir and UGM, Indonesia. The total number of registered students was 19 and gender balance was 8 female and 11 male. The students in Indian administered Kashmir majored international relations and students in Indonesia majored sociology and international relations.

Contents. The Advanced Course involved a research activity in addition to the taught lectures. It employed four themes and research period in Table 3-5.

Table 3-5

Contents of the Advanced Course for Pilot Study 2

Lecture 1	Political-economic dynamics of conflicts: resource distribution
Teaching objectives	To expose students to theoretical conceptualization of socio-economic and political dynamics of conflicts at the local, national and global levels
Learning outcomes	Students acquire the ability to conceptualize the dynamics and forces of conflicts at different levels.
Topics	Economics structure, social structure, political structure
Lecture 2	Tools for analyzing conflicts
Teaching objectives	To equip students with skills of using tools for understanding and analyzing specific conflict in different situation
Learning outcomes	Students acquire skills to map out the conflict situations and formulate a plan of action for intervention.
Topics	Conflict analysis models and conflict mapping
Lecture 3	Intervention techniques for conflict resolution
Teaching objectives	To develop in students an understanding of the multi-faceted strategies for intervention.
Learning outcomes	Students gain knowledge of and acquire skills to implement different methods of negotiation.
Topics	Best alternative to negotiated agreement, worst alternative to negotiated agreement, most likely alternative to negated agreement and zone of possible agreement
Lecture 4	How to construct a research argument/ writing a research paper
Teaching objectives	To equip students with skills in writing comprehensive and scientific papers
Learning outcomes	Students acquire skills and techniques and good practices in writing a paper.
Topics	Problem identification, formulation of research question and literature review
Research	Research period: Joint research (two weeks)
Teaching objectives	To provide a platform for students to work together in a team and using an interdisciplinary approach.
Learning outcomes	Students apply their understanding of analyzing conflicts and models of intervention to write a scientific paper using an interdisciplinary approach.
Research	Videoconferencing sessions (two times)
Teaching objectives	To provide comments or suggestions to students' paper by instructors.
Learning outcomes	Students are able to elaborate their collaborative research paper based on instructors' reflective comments.
Presentation	The final presentation
Teaching objectives	To provide an opportunity for students to present their research result to their classmates from several overseas universities through the videoconferencing system.
Learning outcomes	Students gain reaction or reflective comments from colleague or instructors in universities overseas.

Instruments. The questionnaire of process evaluation was the same used in Pilot Study 1. The questionnaire of outcome evaluation added two scales: *Social justice* and *Peace and conflict related concepts* in addition to the scales used in Pilot Study 1. Along with this addition of two scales, an open-ended question *Immediate environment* was omitted to shorten the length of questionnaire for the respondents' convenience.

Social justice. *Social Justice Scale (SJS)* was developed by Torres-Harding, Siers & Olson (2012) in the area of community psychology based in Ajzen's (1991) Theory of Planned Behaviour (TPB). Social justice referred to the value "encompassing the idea that people should have equitable access to resources and protection of human rights" (Torres-Harding, Siers & Olson, 2012, p. 78). This scale tried to measure "how attitudes towards social justice might eventually predict social justice-related behaviors" reflecting the theory of planned behavior (Torres-Harding, Siers & Olson, 2012, p. 79). There were four categories in its scale: *Attitude towards Social Justice* to measure social-justice related attitude, values and behaviors; *Perceived Behavioral Control* to assess behavioral control to achieve goals for social justice; *Subjective Norms* to assess a social context of a respondent if it supports social justice-related activities; *Behavioral Intentions* to ask if a respondent have intention to engage in social justice-related activities in the future (Torres-Harding, Siers & Olson, 2012).

Peace and conflict related concepts. This was an open-ended question to elicit a student's own definition, personal experiences, application and practicability for peace and conflict related concepts. Those concepts were *Diversity*; *Cultural Sensitivity*; *Empathizing with Others' Limitation* and *Inevitable Consequence* proposed by the instructors. A pre-test and post-test asked the same concepts and answers of these two tests were compared to see the variance. *Diversity* was one of the key concepts of this course as the course expected that diversifying views could ultimately contribute to peacebuilding or conflict resolution. *Cultural Sensitivity* was one of the education

purposes of this course. The capacity for cultural sensitivity was indispensable since conflicts involved different cultural perspectives. *Empathizing with Others' Limitation* was also important especially in negotiations. *Inevitable Consequence* was in focus in order to try to enhance students' understanding that, in reality, there may be force majeure or unavoidable results.

Data collection. Data collection procedure followed the same as with Pilot Study 1. For process evaluation, a questionnaire was distributed via a web-survey after finishing each online session. For outcome evaluation, a questionnaire was distributed two times: before commencing an online session and after completing all online sessions.

Data analysis. The procedure for data analysis followed the same as Pilot Study 1. Research questions at the development stage were answered narratively, research questions at the implementation stage were answered descriptively, and research questions at the evaluation stage were supposed to be answered statistically and narratively to compare the results of pre and post-test. However, the number of respondents of Pilot Study 2 was too small to conduct any types of statistical examination, that was pre-test: seven and post-test: two, only narrative and descriptive report was possible.

Main Study

Logic model. The Main Study conducted with the Basic Course. Figure 3-7 depicts the logic model of the Main Study. The basic structure was the same as the logic model of the previous studies. Specifically for the Main Study, the scale to measure intercultural communication ability was added in *Measurements*.

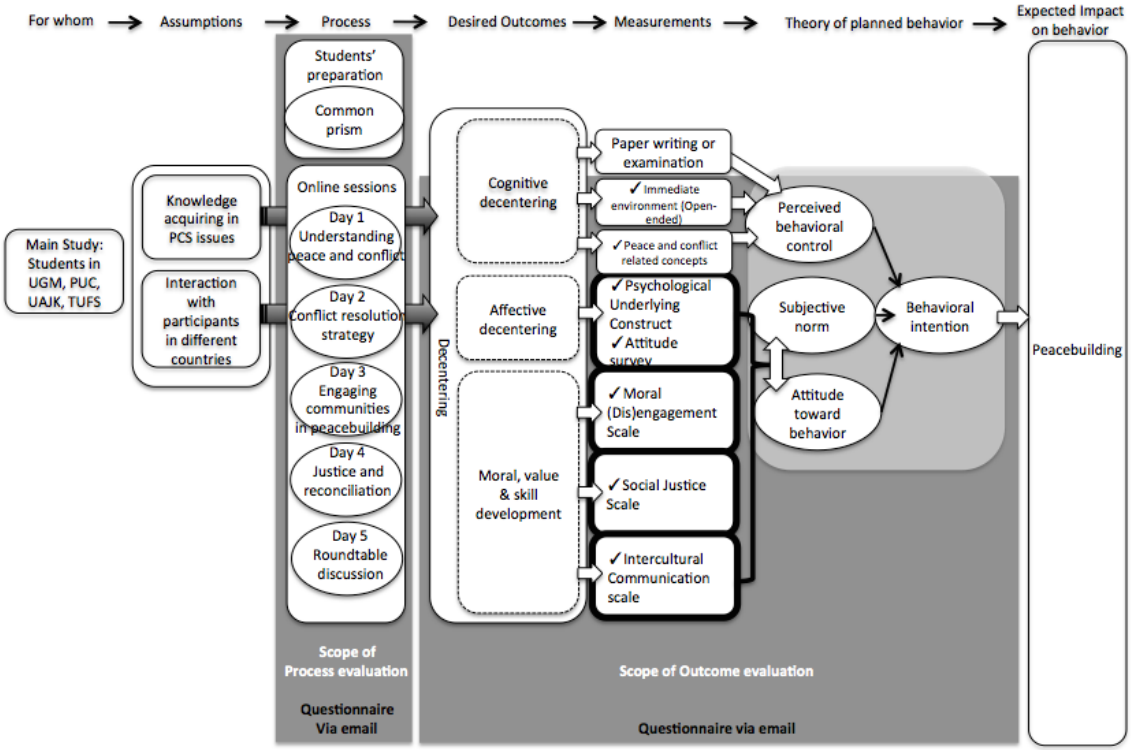

Figure 3-7. The logic model of Main Study (created by the author)

Third round ID model application. The Main Study also applied ID model "ADnD-IE ID model" as with previous studies. The basic structure of the model was not changed and this study followed every step of "ADnD-IE ID model". A

component, *Students teaching students* was added to replace *International team building* in the step ***Design the Course***. The new component aimed at maximizing interaction among students and students delivering the theoretical lectures to students in other countries on behalf of instructors. To achieve *Students teaching students*, a sub-step, *Conduct offline sessions* was added for preparatory purpose to the step ***Implement the Course***. The third round ID model was shown in Figure 3-8 below.

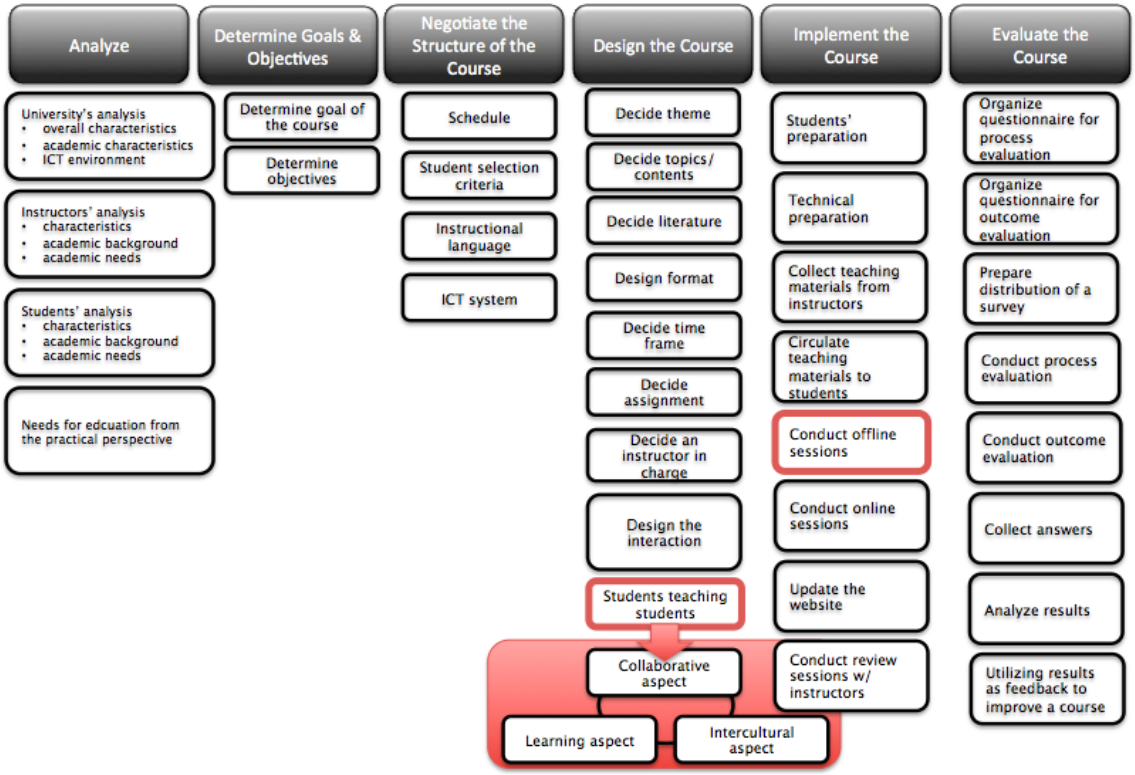

Figure 3-8. Third round ID model for the Main Study

Procedure. The Main Study was conducted from November to December 2013. Participating universities were four: Gadjah Mada University, Indonesia; Pannasastra University of Cambodia; Tokyo University of Foreign Studies and

University of Azad Jammu and Kashmir, Pakistani administered Kashmir. There were offline and online sessions. Offline sessions were conducted at each university's convenience. Online sessions were conducted on November 14, December 5, 12, 19 and 23. The format of the course consisted of lectures and discussions/Q&A sessions through synchronous communication utilizing a videoconferencing system. The format of the Basic Course 2013 is shown in Table 3-6.

Table 3-6.

The Format of Basic Course 2013 for the Main Study

Day	Date	Theme		In charge	Time
Day 1	Nov. 14	Introduction		All	30 min
		Understanding peace & conflict	Students' presentations (2 presentations done by 2 groups) Q&A Discussions/interactions	TUFS	1.5 hours in total
Day 2	Dec. 5	Engaging communities in peacebuilding (Bottom up)	Students' presentations Q&A Discussions/interactions	PUC	1.5 hours in total
Day 3	Dec. 12	Conflict resolution strategy (Top down)	Students' presentations Q&A Discussions/interactions	UGM	1.5 hours in total
Day 4	Dec. 19	Justice and reconciliation	Students' presentations Q&A Discussions/interactions	UAJK	1.5 hours in total
Day 5	Dec. 23	Round table discussion hosted by teachers	Inclusive & reflective discussion inviting all participants facilitated by teachers	All	1.5 hours in total

There were four topics and one topic was assigned per university. Tokyo University of Foreign Studies (TUFS) did *Understanding peace & conflict*; Pannasastra University of Cambodia (PUC) was in charge of *Engaging communities in peacebuilding*; Gadjah Mada University (UGM) taught *Conflict resolution strategy* and University of Azad Jammu and Kashmir (UAJK) did *Justice and reconciliation*.

On each day, students gave a theoretical lecture; introduced a case study applying a theory; offered discussion topics to participants and facilitated the discussion. Instructors remained aside and tried to just give few comments to encourage students' presentation or discussion.

Participants. There were four participating universities from Cambodia, Indonesia, Japan and Pakistani administered Kashmir. It was the first time for the university of Pakistani administered Kashmir participated in the GCP. Unfortunately, universities in India, Indian administered Kashmir and Sri Lanka could not participate in this round due to incompatibility of the academic schedule. 67 students were registered in total. The gender balance was almost 50/50. The major study areas of students from Cambodia was international relations; Indonesian students' major study area was sociology and international relations; students from Japan majored in peace and conflict studies and the major study area for Pakistani administered Kashmir was primarily Kashmir Studies that included various perspectives of Kashmir including politics, sociology, culture and arts in Kashmir.

Contents. The Basic Course focused on theoretical acquisition and consisted of taught lectures and discussions/Q&A sessions. The goals and topics of each theme were the same as those introduced in the section of Pilot Study 1.

Instruments. The questions of Process evaluation changed more into

focusing on interaction aspect. First two multiple-choice questions asked satisfaction of the session and interaction. Following two questions were open-ended asking new findings in an online session and if student had any new finding especially to change his of her mind. The latter part of questions focused on communication/interaction asking if a student made remark(s) and if they found any barriers of communication with participants in other countries.

As for outcome evaluation, there were changes in three points. Firstly, the Main Study invited one more scale, *Cultural sensitivity,* to measure students' development of intercultural communication ability (see below explanation). Secondly, an open-ended question, *Immediate environment,* returned to the list of questions since it was figured out by a result of Pilot Study 2 that the elimination of this question was not helpful to increase a response rate. Thirdly, the open-ended question, *Peace and conflict related concept*, omitted two concepts, E*mpathizing with others' limitations* and *Inevitable consequence,* and only asked *Diversity* and *Cultural sensitivity* to focus on cultural issues.

Cultural sensitivity. This was the multiple-choice question to measure if students developed their cultural skills by participating in the program. "Cultural Intelligence Scale (CQS)" developed and validated by Dyne, Ang and Koh (2008) was added to measure "the capability to function effectively in culturally diverse settings" (p.16).

Data collection. The Main Study abandoned utilizing a web-survey system and employed email individual communication between a student and the coordinator with an attachment file of a questionnaire. The response rate was quite low in previous studies and the study had to modify the collection procedure.

There were three assumptions relating to the cause of low collection rate. The first was the lack of motivation for students to answer a questionnaire since it did not relate to improve their grade. The second was that although instructors recognized the importance of the evaluation, push from them for students to answer the questionnaire might not be strong enough. The third was the shortage of 24 hours continuously accessible Internet environment for each participant to complete a web-survey. Since it was not possible to change the ‘grade issue’, issues of encouragement and access to the Internet were tackled.

The resolution was to distribute a questionnaire file to each student individually from the coordinator with encouraging comments. The coordinator also responded to each student with reflective comments if s/he answered a questionnaire. In addition, the office once again asked instructors to encourage their students to answer it. As a result, each student was able to answer a questionnaire at a local computer and send it back to the office whenever the Internet was available. Also, students seemed to realize responsibility to answer it by close communication between her/him and the coordinator. After collecting all questionnaires, the coordinator recorded the data. Although it took much more time and effort than via a web-survey system, the collection rate increased.

Data analysis. The procedure of data analysis followed the same as in previous studies. Research questions at the development stage were answered narratively. Research questions at the implementation stage were answered descriptively and narratively. Research questions at the evaluation stage were answered narratively and statistically to compare the results of pre and post-test. In the Main Study, the number of students who answered a pre-test of outcome evaluation was 60 and post-test was 45. As with the previous studies, Wilcoxon Signed-rank Test (Nonparametric statistics) was utilized for statistical analysis of numerical data of outcome evaluation.

Chapter 4

Results

This study conducted Pilot Study 1, Pilot Study 2 and the Main Study. Each study followed three stages; 1) the development stage of the ID model; 2) the implementation stage of the GCP with the ID model that was developed; and 3) the evaluation stage to measure the effectiveness of participating students' development in the GCP. Regarding research questions, the development stage was to identify if the major steps and the sub-steps of the ID model were appropriate. The implementation stage was to answer if there were any problems identified by instructors and students during the application of the ID model/distance learning process. The evaluation stage was to measure if students developed decentering, moral, value and skill necessary for peacebuilding by attending the GCP.

Pilot Study 1 found that 1) all steps and most of the sub-steps of the initial ID model were acceptable for the GCP whereas the sub-step relating to interaction design had to be updated for the following study; 2) major problems for instructors were schedule and contents development and major problems for students were contents and technical issues; 3) the GCP could not elicit statistical significance on the development of decentering and moral of students.

Pilot Study 2 found that 1) only the sub-step of the second round ID model relating to interaction design had to be updated similarly to Pilot Study 1; 2) major problems for instructors were coordination and schedule and major problems for

students were speaking and coordination; 3) the study could not conduct the statistical test to measure the development of the students due to the low response rate of the survey.

The Main Study found that 1) again, the sub-step of the third round ID model relating to interaction design had to be updated similarly to previous studies; 2) the major problem for instructors was schedule and major problems for students were coordination, technical aspect and speaking; 3) the GCP elicited the positive statistical significance on the students' development in the skill, namely intercultural communication ability, whereas the GCP almost did not elicit statistical significance on the students' development in decentering, moral and value.

Results of Pilot Study 1

Pilot Study 1 was conducted as the first preliminary study for the Main Study. Pilot Study 1 examined; whether the steps and sub-steps of the initial ID model were appropriate to conduct the GCP, whether there were any problems identified by instructors and students during the application of the ID model to the GCP; whether the GCP contributed to the students' development in decentering and moral necessary for peacebuilding. The summary of the findings of Pilot Study 1 was shown in Table 4-1 followed by a detailed explanation.

Table 4-1

The Summary of the Findings of Pilot Study 1

Stage	Research questions	Major results
Development stage of the ID model	Whether steps were appropriate to conduct the GCP?	All steps were appropriate.
	Whether sub-steps were appropriate to conduct the GCP?	Most of sub-steps were appropriate.
		The sub-step *Design the Interaction* needs to be updated.
Implementation stage of the GCP with the ID model	Any problems for instructors?	Schedule, contents, coordination, time management
	Any problems for students?	Contents, technical, speaking, coordination
Evaluation stage of the GCP	Whether students developed decentering?	No statistically significant result
	Whether students developed moral?	Almost no statistically significant result

Steps and sub-steps of the ID model. Pilot Study 1 confirmed that major six steps were appropriate in an initial ID model: 1) ***Analyze***, 2) ***Determine Goals & Objectives***, 3) ***Negotiate the Structure of the Course***, 4) ***Design the Course***, 5)

Implement the Course and 6) ***Evaluate the Course*** and most of the sub-steps following each major steps were also appropriate shown in Figure 4-2. Only one sub-step, *Design the Interaction*, needs update.

Table 4-2.

The Summary of the Initial ID Model Indicating the Sub-step for Update.

Step	Sub-steps
Analyze	Conduct university's analysis, instructors' analysis, students' analysis, education needs analysis
Determine Goals & Objectives	Determine goals and objectives of the course
Negotiate the Structure of the Course	Negotiate on schedule, student selection criteria, instructional language and ICT system
Design the Course	Decide theme, topics, literature, format, time frame, assignment, an instructor in charge and **interaction*** *Design interaction: collaborative, learning and intercultural aspects
Implement the Course	Students' preparation, technical preparation, collect teaching materials from instructors and distribute it to students, conduct online sessions, update the website and conduct review sessions
Evaluate the Course	Organize questionnaires for process and outcome evaluation, prepare distribution of a survey, conduct process and outcome evaluation, collect answers, analyze results, utilize results to improve a course

*Bold and underlined sub-step needs to be updated for the following study.

Problems identified by the instructors. Email communication with instructors revealed four types of difficulties in the application of the initial ID model: schedule, contents, coordination and time management. The schedule issue corresponded to the step of ***Negotiate the Structure of the Course*** in the proposed ID model. Although all member universities hoped and tried to conduct the online session altogether, it was figured out that it was not possible to do so due to the different academic calendar of

universities.

The contents issue corresponded to the sub-step of *Decide topics/contents* of the step ***Design the Course***. Instructors found this part difficult. Instructors from different countries composed the lecture contents collaboratively. One example was on the topic of "Understanding Peace and Conflict". Instructors of Cambodia, India and Indonesia collaboratively made this. During the process, discussion to finalize teaching materials had to be done mainly via email and that was more time-consuming than face-to-face meeting. For instance, many times of exchanging emails were needed to reach an agreement on definition for the basic terminologies in peace and conflict studies.

In relation to this, there was the coordination issue that corresponded to the sub-step *Students' preparation* of ***Implement the Course***. This course intended to have the preparatory students' session at each university before conducting an international joint online session. However, since it took more time than expected to finalize teaching materials by instructors due to time-consuming email communication, some of the universities ran out of time to conduct sufficient preparatory sessions for students.

The last aspect was the coordination issue relating to *Conduct Online sessions* of ***Implement the Course***. Online sessions often did not start in a timely manner sometimes due to technical trouble or sometimes due to different sense of time keeping among participants.

Problems identified by the students in Pilot Study 1-1. The open-ended

questions revealed four types of problems during the distance learning process: contents, technical, speaking and coordination aspect.

Regarding contents, it related to *Decide topics/contents* of ***Design the Course*** of the ID model. Students hoped for more concrete examples in each lecture, not only theories. Also, there was an opinion to hope for adequate time for presentation by an instructor that meant the duration of one of the presentations seemed to be too long.

The technical aspect related to *Technical preparation* of ***Implement the Cours*****e** and *ICT system* of ***Negotiate the Structure of the Course***. Most of the respondents pointing out this aspect complained about the quality of sound and screen. Sound or picture was often disturbed due to narrow bandwidth of the Internet.

The speaking aspect partly related to *Intercultural aspec*t of *Design the Interaction*. It represented accents, unclearness and speaking speed that was too fast for full comprehension via videoconferencing.

As to the coordination aspect, it related to ***Design the Course***. Students hoped for more interaction between participants and good time management.

Although problems were pointed out above, students who participated in Pilot Study 1-1 were generally satisfied with the GCP as shown in Table 4-3.

Table 4-3

Results of Satisfaction Survey for Pilot Study 1

Day 1

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	0	5	5	2	1	0
%	0.00%	38.46%	38.46%	15.38%	7.69%	0.00%

	How well did the lecture contents match your expectation?				
	Very well	Well	Somewhat	Not so much	Not at all
n	0	10	3	0	0
%	0.00%	76.92%	23.08%	0.00%	0.00%

	How well did the lecture contents match your level of knowledge?				
	Too easy	Easy	Appropriate	Difficult	Too difficult
n	1	0	11	1	0
%	7.69%	0.00%	84.62%	7.69%	0.00%

Day 2

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	1	3	3	3	1	0
%	9.09%	27.27%	27.27%	27.27%	9.09%	0.00%

	How well did the lecture contents match your expectation?				
	Very well	Well	Somewhat	Not so much	Not at all
n	3	6	2	0	0
%	27.27%	54.55%	18.18%	0.00%	0.00%

	How well did the lecture contents match your level of knowledge?				
	Too easy	Easy	Appropriate	Difficult	Too difficult
n	0	2	6	3	0
%	0.00%	18.18%	54.55%	27.27%	0.00%

Day 3

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	0	4	3	1	0	0
%	0.00%	50.00%	37.50%	12.50%	0.00%	0.00%

	How well did the lecture contents match your expectation?				
	Very well	Well	Somewhat	Not so much	Not at all
n	0	7	0	0	1
%	0.00%	87.50%	0.00%	0.00%	12.50%

	How well did the lecture contents match your level of knowledge?				
	Too easy	Easy	Appropriate	Difficult	Too difficult
n	0	1	7	0	0
%	0.00%	12.50%	87.50%	0.00%	0.00%

Day 4

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	0	5	2	0	1	0
%	0.00%	62.50%	25.00%	0.00%	12.50%	0.00%

	How well did the lecture contents match your expectation?				
	Very well	Well	Somewhat	Not so much	Not at all
n	1	6	1	0	0
%	12.50%	75.00%	12.50%	0.00%	0.00%

	How well did the lecture contents match your level of knowledge?				
	Too easy	Easy	Appropriate	Difficult	Too difficult
n	0	0	8	0	0
%	0.00%	0.00%	100.00%	0.00%	0.00%

Day 5

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	2	6	1	0	0	0
%	22.22%	66.67%	11.11%	0.00%	0.00%	0.00%

	How well did the lecture contents match your expectation?				
	Very well	Well	Somewhat	Not so much	Not at all
n	2	5	2	0	0
%	22.22%	55.56%	22.22%	0.00%	0.00%

	How well did the lecture contents match your level of knowledge?				
	Too easy	Easy	Appropriate	Difficult	Too difficult
n	0	1	8	0	0
%	0.00%	11.11%	88.89%	0.00%	0.00%

Problems identified by the students in Pilot Study 1-2. The open-ended questions revealed five types of problems during the distance learning process: contents, technical, speaking, coordination and attitude.

Regarding the content aspect, it related to the step ***Design the Course*** of the ID model. Terminologies used in a lecture seemed difficult for some students who's major was not peace and conflict studies or international relations. On the other hand, contents were easy to follow by those who major in these areas. In addition to this, some students hoped for more concrete examples based on case studies, not only theories.

Technical problems relating to *ICT System* of ***Negotiate the Structure of the***

Course and *Technical preparation* of ***Implement the Course*** were pointed out in Pilot Study 1-2. It referred to disturbed sound and screen due to the vulnerable Internet infrastructure.

The speaking aspect partly relating to *Intercultural aspect* of *Design the Interaction*, suggested the necessity for a slower speaking speed and more neutralized accents.

In terms of the coordination aspect relating to *Design the interaction* of ***Design the Course***, many students strongly hoped for more interaction with students in different countries. It was pointed out after every session. One of the respondents suggested that students should conduct a presentation by themselves in order to enhance students' interaction. One complained that most of the interaction was done among instructors.

In terms of the attitude aspect that may relate to *Collaborative aspect* and *Intercultural aspect*, one pointed out that participants should be more tolerant to different of unfamiliar viewpoints.

Although problems were pointed out above, students who participated in Pilot Study 1-2 were generally satisfied with the GCP as shown in Table 4-4. Unfortunately, process evaluation of Day 4 could not be collected due to the failure of proper arrangement of the web-survey system.

Table 4-4

Results of Satisfaction Survey in Process Evaluation

Day 1

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	2	12	4	2	0	0
%	10.00%	60.00%	20.00%	10.00%	0.00%	0.00%

	How well did the lecture contents match your expectation?				
	Very well	Well	Somewhat	Not so much	Not at all
n	3	15	2	0	0
%	15.00%	75.00%	10.00%	0.00%	0.00%

	How well did the lecture contents match your level of knowledge?				
	Too easy	Easy	Appropriate	Difficult	Too difficult
n	2	10	8	0	0
%	10.00%	50.00%	40.00%	0.00%	0.00%

Day 2

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	0	6	3	5	1	0
%	0.00%	40.00%	20.00%	33.33%	6.67%	0.00%

	How well did the lecture contents match your expectation?				
	Very well	Well	Somewhat	Not so much	Not at all
n	2	6	5	1	1
%	13.33%	40.00%	33.33%	6.67%	6.67%

	How well did the lecture contents match your level of knowledge?				
	Too easy	Easy	Appropriate	Difficult	Too difficult
n	0	4	8	2	1
%	0.00%	26.67%	53.33%	13.33%	6.67%

Day 3

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	3	3	4	0	0	0
%	30.00%	30.00%	40.00%	0.00%	0.00%	0.00%

	How well did the lecture contents match your expectation?				
	Very well	Well	Somewhat	Not so much	Not at all
n	1	9	0	0	0
%	10.00%	90.00%	0.00%	0.00%	0.00%

	How well did the lecture contents match your level of knowledge?				
	Too easy	Easy	Appropriate	Difficult	Too difficult
n	1	7	2	0	0
%	10.00%	70.00%	20.00%	0.00%	0.00%

Day 5

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	1	2	1	2	0	0
%	16.67%	33.33%	16.67%	33.33%	0.00%	0.00%
	How well did the lecture contents match your expectation?					
	Very well	Well	Somewhat	Not so much	Not at all	
n	0	4	1	1	0	
%	0.00%	66.67%	16.67%	16.67%	0.00%	
	How well did the lecture contents match your level of knowledge?					
	Too easy	Easy	Appropriate	Difficult	Too difficult	
n	0	3	2	1	0	
%	0.00%	50.00%	33.33%	16.67%	0.00%	

Students' development in decentering and moral for both Pilot Study 1-1 and 1-2. Almost no significant result was observed. Regarding the number of respondents, for Pilot Study 1-1, five participants answered both questionnaires conducted before and after the course, out of 38. 20 answered only before and seven answered only after. For Pilot Study 1-2, six participants answered both questionnaires conducted before and after the course, out of 39. 29 answered only before and 7 answered only after. Therefore, the answers of multiple-choice questions of 11 participants in total (five from Pilot Study 1-1 and six from 1-2) were compared by Wilcoxon signed-rank test. Results of open-ended questions were utilized descriptively.

If students developed decentering. To answer this question, three scales were utilized: *Psychological Underlying Construct*, *Attitude Survey* and *Immediate environment*. The first two scales were multiple-choices and the third was open-ended.

Psychological Underlying Construct. Wilcoxon signed-rank test was conducted

to compare the questionnaire results between before and after the program. Descriptive statistics are showed in Table 4-5. The results showed that the GCP did not elicit a statistically significant change on *Empathy (cognitive)*, $p = .72$; *Empathy (Emotion)*, $p = .75$; *Trust*, $p = .13$; *Tolerance*, $p = .67$; *In-group evaluation*, $p = .60$; *Out-group evaluation*, $p = .86$; *Readiness for intergroup contact*, $p = .58$; *Categorization*, $p = .72$.

Table 4-5

The Comparison of Means and Results of Wilcoxon Signed-Rank Test on Psychological Underlying Construct

		Before (n=11)		After (n=11)		Result of Wilcoxon signed-rank test
		M	*SD*	*M*	*SD*	*P-value*
Psychological Underlying Construct	Empathy (cognitive)	3.67	1.15	3.61	1.15	0.72
	Empathy (Emotion)	3.67	1.03	3.70	1.00	0.75
	Trust	3.41	0.96	3.27	0.96	0.13
	Tolerance	3.77	1.11	3.73	1.17	0.67
	In-group evaluation	3.37	0.68	3.35	0.77	0.60
	Out-group evaluation	3.18	0.89	3.23	0.88	0.86
	Readiness for intergroup contact	3.59	1.21	3.64	1.17	0.58
	Categorization	3.06	1.10	2.97	1.19	0.72

p = < 0.05

Attitude Survey. Wilcoxon signed-rank test was conducted to compare the questionnaire results between before and after the program. Descriptive statistics are showed in Table 4-6. The results showed that GCP did not elicit a statistically significant change on *Scenario 1*, $p = .60$; *Scenario 2*, $p = .17$; *Scenario 3*, $p = .83$.

Table 4-6

The Comparison of Means and Results of Wilcoxon Signed-Rank Test on Attitude Survey

		Before (n=11)		After (n=11)		Result of Wilcoxon signed-rank test
		M	*SD*	*M*	*SD*	*P-value*
Attitude Survey	Scenario 1	3.32	1.29	3.23	1.39	0.60
	Scenario 2	3.11	1.27	3.40	1.17	0.17
	Scenario 3	3.02	1.06	3.05	1.13	0.83

p = < 0.05

Since the statistical difference was not observed, additionally, the percentage of

respondents to each question was compared between pre-test and post-test by a bar chart with liner approximate curves to graphically grasp the differences between pre and post-test. The result is showed in the appendix.

Immediate Environment. Firstly, the result of *Multiple Correspondence Analysis* was introduced to grasp the students' sense of involvement in a resolution strategy to an issue. The result showed that students indicated mainly three categories of issues: international, domestic political and community issues as an immediate problem (Ikeda, Fukuda & Miyagi, 2014). In addition, it revealed students tended to have *sense of relying on others for conflict resolution* in two areas: international and domestic political issues. Students had *sense of self-motivated involvement for conflict resolution* in the area of community issues (Ikeda, Fukuda & Miyagi, 2014).

Secondly, descriptive observation to more precisely compare the result of pre-test and post-test was introduced. A result revealed that a pre-test showed a slight rise of percentage of *sense of self-motivated involvement for conflict resolution* towards the conflict resolution strategy of post-test than a pre-test. Detailed explanation follows.

The *Multiple Correspondence Analysis* focused on for what kind of conflict students were self-motivated to be involved in a solution strategy. As a procedure for analysis, each answer of an open-ended question was classified according to the preliminary set categories by three researchers individually. Concordance rate of classification was 54 to 65% by all three researchers and 27 to 40% by two researchers.

Discordance was 2-12% (Ikeda, Fukuda & Miyagi, 2014).

Regarding the preliminary set categories, the first question on an immediate issue/problem was divided into two: 1) regional and state level conflict involving five categories: issues on *territory*, *economy and resource*, *ecology*, *ethnicity* and *religion* (Bercovitch, Kremenyuk, & Zartman, 2008) and 2) inter-personal and a small group conflict representing five categories: *resources*, *preferences*, *the nature of relationship*, *values* and *beliefs* (Deutsch, 1973). The second question on root causes had four categories: *international/regional*, *formal system* (e.g. state), *informal system* (e.g. society) and *individual* (Ramsbotham, Woodhouse & Maill, 2011). The third question on *sense of involvement for conflict resolution* including two categories: 1) *sense of self-motivated involvement for conflict resolution* having *individual attitude*, *dialogue*, *community and social action* and 2) *sense of relying on others for conflict resolution* having *political system* and *international society* or *third party* (Ikeda, Fukuda & Miyagi, 2014). The result of *Multiple Correspondence Analysis* is shown in Figure 4-1.

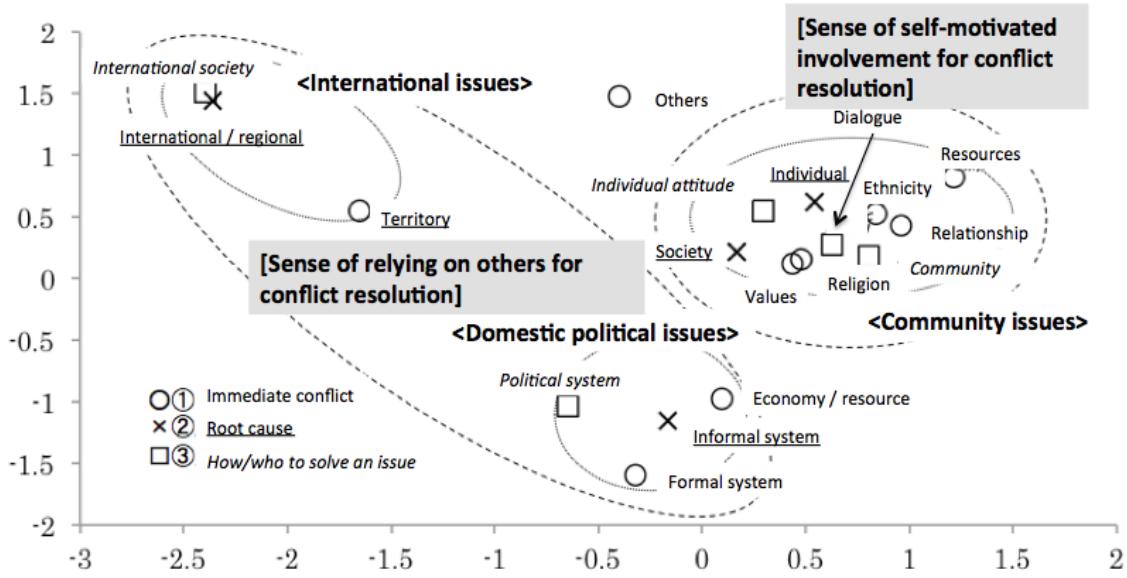

Figure 4- 1. The result of *Multiple Correspondence Analysis* for the tendency of the conflict types and resolution strategy (reprint from Ikeda, Fukuda, & Miyagi, 2014; p. 99. with permission)

The result showed that there were mainly three areas of issues: *international issues, domestic political issues* and *community issues* (Ikeda, Fukuda & Miyagi, 2014). Respondents considered that the *international issues* tended to relate to a *territorial* cause and these issues needed the intervention of *international society* for conflict resolution. The *domestic political issues* tended to relate to a *state* as a cause and it needed the intervention of *political system* for conflict resolution. The *community issues* tended to relate to *society* or *individual* as a cause and it needed *individual attitude* or *community* for conflict resolution. Thus, it was observed that respondents tended to have *sense of relying on others for conflict resolution* in two areas: *international issues* and *domestic political issues*. On the other hand, respondents had *sense of self-motivated involvement for conflict resolution* in the area of *community issues* (Ikeda, Fukuda & Miyagi, 2014).

The descriptive observation focused on answers of two questions: *the issue/problem* and *resolution strategy* and saw the change of tendency of *sense of self-motivated involvement for conflict resolution*. Since the answers of open-ended questions varied, some answers could not exactly classified into the categories proposed by Bercovitch, Kremenyuk, & Zartman (2008), Deutsch (1973) and Ikeda, Fukuda & Miyagi (2014). Therefore, the more categories were created according to the answers in addition to the set categories.

Table 4-7 shows the classification and number of respondents to each category on the *issue/problem* and *resolution strategy* of an immediate conflict of pre-test. Table 4-8 shows those of a post-test. What could be observed from the result may be a slight rise of percentage of *sense of self-motivated involvement for conflict resolution* towards the question of resolution strategy of post-test, 50% shown in Table 4-8 compared to pre-test 42% shown in Table 4-7. In other words, percentage of *Sense of relying on others for conflict resolution* was slightly decreased from a pre-test 33% to a post-test 28%. This might indicate that some participants gained thought considering conflict resolution as their mission, not government or third party's mission.

Table 4-7

The Summary of Categories of Issue/problem and Resolution Strategy: Pre-test

Before (*n*=48)

Issue/problem	*n*
Community	1
Culture	1
Ethnicity	1
Ethnicity/Religion	1
Gender	3
Human rights	1
Inter-group	1
Inter-personal	4
Migration	2
Nuclear	1
Political faction	2
Political system	8
Resource	1
Religion	5
Social problems	2
Social system	4
Territory	10

Resolution strategy		*n*	%
Sense of self-motivated involvement for conflict resolution		20	42%
Sense of relying on others for conflict resolution	Political system	12	25%
	International society, the third party	4	8%
Various level		1	2%
No specific level indicated		11	23%

Table 4-8

The Summary of Categories of Issue/problem and Resolution Strategy: Post-test

After (*n*=14)

Issue/problem	*n*
Community	2
Concept	1
Gender	1
Inter-personal	1
Political system	1
Resource	1
Religion	1
Religion/Social system	1
Territory	5

Resolution strategy		*n*	%
Sense of self-motivated involvement for conflict resolution		7	50%
Sense of relying on others for conflict resolution	Political system	2	14%
	International society, the third party	2	14%
No specific level indicated		3	21%

If students developed moral. Wilcoxon signed-rank test was conducted to compare the questionnaire results of multiple-choices on *Moral (Dis)engagement Scale.*

Descriptive statistics are showed in Table 4-9. The results showed that except for one category, the GCP did not elicit a statistically significant result regarding if students developed moral engagement; *Moral justification*, $p = .44$; *Diffusion of responsibility*, $p = .73$; *Advantageous comparison*, $p = .89$; *Attribution of blame and dehumanization*, $p = 1.00$. One category, *Distortion of consequences*, $p = .04$, showed statistically significant result.

Table 4-9

The Comparison of Means and Results of Wilcoxon Signed-Rank Test on Moral (Dis)engagement Scale

		Before (n=11)		After (n=11)		Result of Wilcoxon signed-rank test
		M	*SD*	*M*	*SD*	*P-value*
Moral (Dis)engagement Scale	Distortion of consequences	2.23	0.97	2.53	1.28	0.04
	Moral Justification	2.95	0.92	2.80	1.03	0.44
	Diffusion of responsibility	2.33	0.72	2.33	0.82	0.73
	Advantageous comparison	2.80	1.36	2.85	1.28	0.89
	Attribution of blame and dehumanization	2.00	0.63	2.00	0.71	1.00

p = < 0.05

Suggestions for Pilot Study 2. Regarding the proposed ID model, Pilot Study 1 mainly found out that there was a need for improvement in the step of ***Design the Course***. Concretely, interaction among participants needed to be enhanced by adding specific sub-steps for it. In addition, regarding ***Implement the Course***, improvement of the technical environment was hoped for. However, it depended on each university technical policy that was beyond control of the GCP. An alternative solution for improving the technical environment might be needed.

Relating to the methodology of the study as to the element of *Collect answers* of ***Evaluate the Course***, the study needed to collect more answers for sufficient statistical analysis to compare the results of a pre and post-test. Instructors could push and

encourage their students to answer a questionnaire for Pilot Study 2. In addition, other scales could be added for outcome evaluation to measure the students' development.

Results of Pilot Study 2

Pilot Study 2 was conducted as the second preliminary study for the Main Study. Pilot Study 2 examined; whether the steps and sub-steps of the second round ID model were appropriate to conduct the GCP, whether there were any problems identified by instructors and students during the application of the ID model to the GCP; whether the GCP contributed to the students' development in decentering, moral and value necessary for peacebuilding. The summary of the findings of Pilot Study 2 was shown in Table 4-10 followed by a detailed explanation. It should regretfully be noted that Pilot Study 2 failed to conduct any statistical analysis at the evaluation stage due to the low response rate.

Table 4-10

The Summary of the Findings of Pilot Study 2

Stage	Research questions	Major results
Development stage of the ID model	Whether steps were appropriate to conduct the GCP?	All steps were appropriate.
	Whether sub-steps were appropriate to conduct the GCP?	Most of sub-steps were appropriate.
		The sub-step *Design the Interaction* needs to be updated.
Implementation stage of the GCP with the ID model	Any problems for instructors?	Coordination, communication, schedule
	Any problems for students?	speaking, coordination
Evaluation stage of the GCP	Whether students developed decentering?	No statistical test conducted
	Whether students developed moral?	No statistical test conducted
	Whether students developed value?	No statistical test conducted

Steps and sub-steps of the ID model. Pilot Study 2 confirmed that major six steps were also appropriate in the second round ID model: 1) ***Analyze***, 2) ***Determine Goals & Objectives***, 3) ***Negotiate the Structure of the Course***, 4) ***Design the Course***, 5) ***Implement the Course*** and 6) ***Evaluate the Course*** and most of the sub-steps following each major steps were also appropriate shown in Table 4-11.

Only one sub-step, *Design the interaction*, needs update similarly to Pilot Study 1. Before starting Pilot Study 2, the study incorporated *International team building* under the sub-step *Design the interaction* as the mechanism to enhance interaction based on the research result of Pilot Study 1. However, Pilot Study 2 revealed that this component did not properly work in the GCP.

Table 4-11

The Summary of the Second Round ID Model Indicating the Updated Sub-step.

Step	Sub-steps
Analyze	Conduct university's analysis, instructors' analysis, students' analysis, education needs analysis
Determine Goals & Objectives	Determine goals and objectives of the course
Negotiate the Structure of the Course	Negotiate on schedule, student selection criteria, instructional language and ICT system
Design the Course	Decide theme, topics, literature, format, time frame, assignment, an instructor in charge and **interaction*** ***Interaction mechanism: International team building**
Implement the Course	Students' preparation, technical preparation, collect teaching materials from instructors and distribute it to students, conduct online sessions, update the website and conduct review sessions
Evaluate the Course	Organize questionnaires for process and outcome evaluation, prepare distribution of a survey, conduct process and outcome evaluation, collect answers, analyze results, utilize results to improve a course

*A bold and underlined component needs to be updated for the following study.

Problems identified by the instructors. Email communication with instructors revealed three types of difficulties in the application of the second round ID model: coordination, communication and schedule.

The coordination issue related to the updated mechanism, *International team building* of ***Design the Course***. It indicated the difficulty to build and manage the international joint student research teams across countries. Based on the study result of Pilot Study 1, instructors tried to maximize interactivity among students for Pilot Study 2. As a result, an internationally mixed group, one team consisting of students from two countries, was built at the beginning. However, as the course proceeded, it was revealed that there were difficulties in communication among participants including students and instructors across countries. Eventually, a group of students of each university

conducted a research activity locally and respectively. Each local team had the research theme. Therefore, an instructor had to supervise two different teams individually across countries. Although each instructor might recognize this problem at the early stage of Pilot Study 2, discussion to resolve the problem was not held immediately and satisfactorily due to shortage of communication among instructors.

As to the schedule issue that related to ***Negotiate the Structure of the Course***, Sri Lankan students were supposed to participate in this round until just before starting the course. However, everyone withdrew from the course due to various reasons relating to schedule and eventually no students participated from Sri Lanka.

Problems identified by the students. The open-ended questions revealed two types of problems during the distance learning process: speaking and coordination. The speaking aspect related to the elements of *Collaborative aspect* and *Intercultural aspect* of the sub-step *Design the interaction* of the ID model. Similarly to Pilot Study 1, it referred to the difficulty to comprehend different accents. The coordination related to the step ***Design the Course*** that mentioned time constraint of the session that one of the respondents wanted to have more time for the lecture part.

While problems were pointed out by students, they were generally satisfied with the GCP, although the number of respondents was very small. The result of the satisfaction survey is showed in the appendix.

Students' development in decentering, moral and value. As the number of

respondents was too small to conduct any type of test to compare the results between pre and post-tests, a statistical test could not be conducted. The number of respondents of a pre-test was seven and a post-test was two. Thus, only Means and Standard Deviation are shown for multiple-choices. The result is showed in the appendix.

Suggestions for the Main Study. Regarding the ID model, the component of *International team building* was added in Pilot Study 2 to the step ***Design the Course*** to enhance interactions based on the result of Pilot Study 1. However, it was deemed that *International team building* had practical difficulties although it was conceptually ideal. Therefore, Pilot Study 2 mainly suggested that it was necessary to add the alternative component, as practically feasible, to enhance interaction in replacing *International team building*.

Relating to a methodological issue, it was revealed that the method of collecting a questionnaire must be alternated for the Main Study as both Pilot Study 1 and especially Pilot Study 2 failed to collect sufficient number of responses. Two studies utilized the web-survey as a means to collect a questionnaire from students in different countries since it ensured certain delivery of an answer to the questioner and it was convenient to administer answers in a data format. However, the response rate was low in both studies and it meant the web-survey did not match participants' context.

Therefore, the alternative means, the individual email communication with an attached questionnaire, was applied for the Main Study. The procedure was: the coordinator (questioner) sent an email with an attached questionnaire to each student

and asked for a response with encouraging comments; a student filled out a questionnaire whenever convenient and sent it back to the coordinator; the coordinator responded to the message or questionnaire with personalized comments showing gratitude; the coordinator administered all answers in a data file.

Results of the Main Study

The Main Study was conducted to answer Research Questions at the development, implementation and evaluation stage based on the findings of Pilot Study 1 and 2. The Main Study examined; whether the steps and sub-steps of the third round ID model were appropriate to conduct the GCP, whether there were any problems identified by instructors and students during the application of the ID model to the GCP; whether the GCP contributed to the students' development in decentering, moral, value and skill necessary for peacebuilding. The summary of the findings of the Main Study was shown in Table 4-12 followed by a detailed explanation.

Table 4-12

The Summary of the Findings of the Main Study

Stage	Research questions	Major results
Development stage of the ID model	Whether steps were appropriate to conduct the GCP?	All steps were appropriate.
	Whether sub-steps were appropriate to conduct the GCP?	Most of sub-steps were appropriate.
		The sub-step *Design the Interaction* needs to be updated.
Implementation stage of the GCP with the ID model	Any problems for instructors?	Schedule
	Any problems for students?	Technical, contents, coordination, information, interaction, language, speaking
Evaluation stage of the GCP	Whether students developed decentering?	Almost no statistically significant result
	Whether students developed moral?	Almost no statistically significant result
	Whether students developed value?	Almost no statistically significant result
	Whether students developed skill?	Statistically significant positive change observed

Steps and sub-steps of the ID model. The Main Study confirmed that major six steps were appropriate in the third round ID model: 1) ***Analyze***, 2) ***Determine Goals & Objectives***, 3) ***Negotiate the Structure of the Course***, 4) ***Design the Course***, 5) ***Implement the Course*** and 6) ***Evaluate the Course*** and most of the sub-steps following each major steps were also appropriate shown in Table 4-13. Similarly to previous studies, only one sub-step, *Design the Interaction*, needs update.

As Pilot Study 2 revealed that *International team building* as a measure to enhance interaction was ideal but practically difficult to implement, the new component *Students teaching students* was incorporated into the third round ID model alternatively upon agreement of instructors.

Table 4-13

The Summary of the Third Round ID Model Indicating the Updated Sub-steps.

Step	Sub-steps
Analyze	Conduct university's analysis, instructors' analysis, students' analysis, education needs analysis
Determine Goals & Objectives	Determine goals and objectives of the course
Negotiate the Structure of the Course	Negotiate on schedule, student selection criteria, instructional language and ICT system
Design the Course	Decide theme, topics, literature, format, time frame, assignment, an instructor in charge and **interaction*** ***Interaction mechanism: Students teaching students**
Implement the Course	Students' preparation, technical preparation, collect teaching materials from instructors and distribute it to students, conduct online sessions, **conduct offline sessions**, update the website and conduct review sessions
Evaluate the Course	Organize questionnaires for process and outcome evaluation, prepare distribution of a survey, conduct process and outcome evaluation, collect answers, analyze results, utilize results to improve a course

*A bold and underlined component needs to be updated for the following study.

Problems identified by the instructors. Email communication with instructors revealed that a schedule aspect was difficult in the application of the third round ID model. The schedule corresponded to the step of ***Negotiate the Structure of the Course*** in the ID model. The faculty meeting was held to determine the schedule, contents and format of the course from August 28 to September 1, 2013 in Tokyo inviting one instructor from each university. Instructors decided the schedule for the online session upon agreement at that time. However, re-scheduling was needed just before starting the online session as one of the instructors did not take the closure of university for public holiday into consideration to decide the schedule.

Problems identified by the students. The Main Study identified two types of problems: overall problems and communication/interaction problems.

Overall problems. The open-ended questions revealed seven types of problems during the distance learning process: technical, contents, coordination, information, interaction, language and speaking.

As to major issues on each aspect, the technical aspect mainly referred to unclear picture and sound and disconnection due to unstable internet; the contents aspect indicated the need of empirical evidence or clear definition of the discussion topics; the coordination aspect pointed out good time allocation and arrangement; the information aspect requested the information on participants; the interaction aspect mentioned miscommunication, negative feelings or attitudes and the lack of good coordination; the language aspect referred to the limited English proficiency; the speaking aspect denoted thick English accents or fast speaking. Overall problems identified per day are shown in table 4-14 below.

Table 4-14

The Summary of Overall Problems of the Main Study

Day 1

Problems	Concrete issues	Corresponding step of ID model	Corresponding sub-step of ID model
Technical	Unclear picture of the video	*Implement the Course*	
Coordination	Time constraint, time keeping	*Implement the Course*	*Conduct online sessions*
Information	Need for information on participants	*Analyze*	
Interaction	Miscommunication, nervousness, disappointment with discussion, difficulty of communication due to the sensitive topic	*Design the Course*	*Design the interaction*
Language	Limited English proficiency	*Negotiate the Structure of the Course*	*Student selection criteria*
Speaking	Different English accents, speaking speed	*Design the Course*	*Collaborative aspect / Intercultural aspect*

Day 2

Problems	Concrete issues	Corresponding step of ID model	Corresponding sub-step of ID model
Technical	Break-down in the videoconferencing connection, unclear voice and image due to unstable Internet sometimes because of the heavy rain	*Implement the Course*	
Coordination	Need of much earlier distribution of handouts for preparation	*Implement the Course*	*Student's preparation*
Interaction	Lack of good coordination of discussion, insufficient answering the questions, nervousness, repeating same questions, shortage of respect towards others in discussion on a sensitive issue	*Design the Course*	*Design the interaction*
Speaking	Fast speaking and thick English accents	*Design the Course*	*Collaborative aspect / Intercultural aspect*

Day 3

Problems	Concrete issues	Corresponding step of ID model	Corresponding sub-step of ID model
Technical	Disconnection, unstable connection and unclear voice due to the unstable Internet	*Implement the Course*	
Coordination	Need of proper time allocation for question & answer, discussion led by students	*Design the Course*	
Language	Limited English proficiency	*Negotiate the Structure of the Course*	*Student selection criteria*
Speaking	Different English accents and fast speaking	*Design the Course*	*Collaborative aspect / Intercultural aspect*

Day 4

Problems	Concrete issues	Corresponding step of ID model	Corresponding sub-step of ID model
Contents	Need for empirical evidence, clarification and definition of discussion topics, tendency to make extreme interpretation of a topic	Design the Course	Decide topics/contents
Coordination	shortage of discussion time	*Design the Course*	*Decide time frame*
Interaction	miscommunication, fear to make a mistake in remarks and the need for equal opportunity for many people to speak	*Design the Course*	*'Collaborative aspect' and 'Intercultural aspect'*
Speaking	English accents and fast speaking	*Design the Course*	*Collaborative aspect / Intercultural aspect*

Day 5

Problems	Concrete issues	Corresponding step of ID model	Corresponding sub-step of ID model
Technical	Unstable videoconferencing connection	*Implement the Course*	
Coordination	Inappropriate time allocation for discussion	*Design the Course*	*Decide time frame*
Interaction	Misunderstandings in communication and shortage of in-depth academically grounded discussion	*Design the Course*	*Design the interaction*
Speaking	Thick English accents and fast speaking	*Design the Course*	*Collaborative aspect / Intercultural aspect*

Communication/interaction problems. The open-ended questions revealed 13 types of problems as barriers for communication/interaction: attitude, technical, culture, coordination, difficulty, health, gender, information, language, negative feeling, religion, speaking and time constraint.

As to major issues on each aspect, the attitude aspect indicated too strong assertion and unclear attitude; the culture aspect referred to different cultural attitude; the coordination aspect denoted the need of good facilitation; the difficulty aspect claimed the need of careful consideration and finding proper timing to make a remark; the health aspect meant a sudden sickness of a colleague; the gender aspect represented the gender issue; the information aspect wanted more information on contents and participants; the language aspect referred to the limited English proficiency; negative

feeling represented anxiety and nervousness; the religion aspect denoted religious constraint; the speaking aspect complained about thick accents and fast speaking; the time constraint requested more interaction/discussion time. Communication/interaction problems identified per day are shown in tables 4-15 below.

Table 4-15

The Summary of Communication/Interaction Problems of the Main Study

Day 1

Problems	Concrete issues
Culture	Different cultural attitudes
Difficulty	Need of careful consideration, taking time to react because the topics dealt with were sensitive
Gender	Gender issue hindered smooth communication
Information	Need of more information on the discussion topic
Language	Limitation of English proficiency
Negative feeling	Anxiety, nervousness, reluctance to make a remark
Religion	Religious constraints to make a remark freely
Speaking	Different English accents, fast speaking
Technical	Unclear picture of other side, broken voice due to the limitation of the Internet bandwidth
Time constraint	Shortage of discussion time

Day 2

Problems	Concrete issues
Coordination	Need of thoughtful design, facilitation of discussion
Culture	Cultural difference and division
Difficulty	Lack of concentration, difficulty to understand the contents
Language	Limitation of English proficiency
Negative feeling	Lack of interest on a discussion topic, lack of courage to express a thought
Speaking	Different English accents, fast speaking
Technical	Disconnection of the videoconferencing communication due to the Internet trouble
Time constraint	Shortage of discussion time

Day 3

Problems	Concrete issues
Coordination	Need for common academic foundation for discussion and the need for student-centered discussion
Culture	Cultural difference and diversity
Difficulty	In seeking time to make a remark while many people were making remarks one after another
Health	On one occasion, one of the participants felt sick at one university during discussion time and that hindered other student's concentration.
Information	Shortage of information on contents
Language	Limitation of English proficiency
Speaking	English accents, dialect and fast speaking
Technical	Disconnection of the videoconferencing communication due to the Internet trouble
Time constraint	Shortage of discussion time

Day 4

Problems	Concrete issues
Attitude	Too strong assertion of a presenter from a certain perspective, unclear attitude of respondents to questions
Coordination	Need for appropriate coordination of the number of presenters (One of the sessions had too many presenters within a limited presentation time)
Information	Need for information to recognize each participant
Language	Shortage of English proficiency
Negative feeling	Worrying if one's comment satisfied others, if one made a repetitive question
Religion	Too much focus on a certain religion in a discussion on a particular occasion
Speaking	Thick English accents, fast speaking
Time constraint	Shortage of time for interaction

Day 5

Problems	Concrete issues
Attitude	Preference to only listen to others rather than to make comments, too-much personal comment that was not academically founded, impoliteness towards others
Coordination	Need for more preparation with reading materials before the discussion session
Difficulty	Difficult content, difficulty to find timing to make a remark and to express thought
Language	Shortage of English proficiency
Negative feeling	Lacking interest in a discussion topic
Speaking	Thick English accents, fast speaking
Technical	Unstable videoconferencing connection due to fragile environment of the Internet and electricity
Time constraint	Shortage of time

Students' satisfaction. Although problems were pointed out above, students who

participated in the Main Study generally satisfied with the GCP as shown in Table 4-16.

Table 4-16

Results of Satisfaction Survey in Process Evaluation

Day 1

	How would you rate today's online session?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	12	22	10	3	2	0
%	24.49%	44.90%	20.41%	6.12%	4.08%	0.00%
	Was your interaction/communication satisfactory?					
	Excellent	Very satisfactory	Satisfactory	Fair	Not so satisfactory	Dissatisfactory
n	2	16	17	14	1	0
%	4.00%	32.00%	34.00%	28.00%	2.00%	0.00%
	Did you make any remarks today?					
	Yes	No				
n	20	30				
%	40.00%	60.00%				

Day 2

	How would you rate today's online session?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	6	13	11	5	1	0
%	16.67%	36.11%	30.56%	13.89%	2.78%	0.00%
	Was your interaction/communication satisfactory?					
	Excellent	Very satisfactory	Satisfactory	Fair	Not so satisfactory	Dissatisfactory
n	6	13	8	5	2	0
%	17.65%	38.24%	23.53%	14.71%	5.88%	0.00%
	Did you make any remarks today?					
	Yes	No				
n	16	22				
%	42.11%	57.89%				

Day 3

	How would you rate today's online session?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	4	6	6	4	0	1
%	19.05%	28.57%	28.57%	19.05%	0.00%	4.76%
	Was your interaction/communication satisfactory?					
	Excellent	Very satisfactory	Satisfactory	Fair	Not so satisfactory	Dissatisfactory
n	3	4	8	3	2	0
%	15.00%	20.00%	40.00%	15.00%	10.00%	0.00%
	Did you make any remarks today?					
	Yes	No				
n	8	14				
%	36.36%	63.64%				

Day 4

	How would you rate today's online session?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	12	6	7	2	0	1
%	42.86%	21.43%	25.00%	7.14%	0.00%	3.57%

	Was your interaction/communication satisfactory?					
	Excellent	Very satisfactory	Satisfactory	Fair	Not so satisfactory	Dissatisfactory
n	6	6	9	4	1	0
%	23.08%	23.08%	34.62%	15.38%	3.85%	0.00%

	Did you make any remarks today?	
	Yes	No
n	16	12
%	57.14%	42.86%

Day 5

	How would you rate today's online session?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	6	11	7	1	0	0
%	24.00%	44.00%	28.00%	4.00%	0.00%	0.00%

	Was your interaction/communication satisfactory?					
	Excellent	Very satisfactory	Satisfactory	Fair	Not so satisfactory	Dissatisfactory
n	2	13	7	2	0	0
%	8.33%	54.17%	29.17%	8.33%	0.00%	0.00%

	Did you make any remarks today?	
	Yes	No
n	9	17
%	34.62%	65.38%

Students' development in decentering, moral, value and skill. Almost no significant result was observed in the development of decentering, moral and value whereas the development of skill showed statistical positive change. For the Main Study, 40 participants answered both questionnaires conducted before and after the course, out of 67. 58 answered only before and 43 answered only after. Therefore, the answers to multiple-choice questions of 40 participants were compared by Wilcoxon signed-rank test. Results of open-ended questions were utilized descriptively.

If students promoted decentering. To answer this question, four scales were utilized: *Psychological Underlying Construct*, *Attitude Survey, Immediate environment* and *Peace and Conflict Related Concepts*. The first two scales were multiple-choices

and the later two were open-ended.

Psychological Underlying Construct. Wilcoxon signed-rank test was conducted to compare the questionnaire results between before and after the program. Descriptive statistics are showed in Table 4-17. The results showed that GCP almost did not elicit a statistically significant change. Only one category out of eight categories showed a statistical difference. It was *Categorization*, $p = .00$. The rest of seven categories did not show the statistically significant result; *Empathy (cognitive)*, $p = .42$; *Empathy (Emotion)*, $p = .38$; *Trust*, $p = .51$; *Tolerance*, $p = .38$; *In-group evaluation*, $p = .23$; *Out-group evaluation*, $p = .95$; *Readiness for intergroup contact*, $p = .83$.

Table 4-17

The Comparison of Means and Results of Wilcoxon Signed-Rank Test on Psychological Underlying Construct

		Before (n=40)		After (n=40)		Result of Wilcoxon signed-rank test
		M	*SD*	*M*	*SD*	*P-value*
Psychological Underlying Construct	Empathy (cognitive)	3.38	1.27	3.46	1.16	0.42
	Empathy (emotion)	3.82	1.15	3.93	0.91	0.38
	Trust	3.56	1.06	3.46	1.11	0.51
	Tolerance	3.74	1.22	3.64	1.34	0.38
	In-group evaluation	3.16	0.88	3.26	1.02	0.23
	Out-group evaluation	3.21	0.85	3.11	1.24	0.95
	Readiness for intergroup contact	3.70	1.07	3.73	1.07	0.83
	Categorization	3.26	1.36	2.98	1.20	0.00

p = < 0.05

More precisely, once again, Wilcoxon signed-rank test was conducted to compare the results of multiple-choices with respect to each question, not by category. Four questions out of 29 questions in total showed the statistically significant result as shown in Table 4-18.

Table 4-18

The Comparison of Means and Results of Wilcoxon Signed-Rank test on Questions Eliciting Statistical Significance on Psychological Underlying Construct

		Before (n=40)		After (n=40)		Result of Wilcoxon signed-rank test
		M	*SD*	*M*	*SD*	*P-value*
Empathy (Emotion)	When I'm upset at someone, I usually try to "put myself in his/her shoes" for a while.	3.13	1.18	3.65	0.91	0.01
In-group evaluation	In your opinion, members of your own ethnic community are friendry.	3.74	0.64	4.03	0.57	0.01
Categorization	If I meet a person, I don't care which community he/she is from.	4.33	0.96	4.03	0.82	0.02
	Knowing from which tribe a person is helps to understand what kind of person he/she	2.83	1.16	2.35	0.91	0.03

p = < 0.05

Attitude Survey. Wilcoxon signed-rank test was conducted to compare the questionnaire results between before and after the program. Descriptive statistics are showed in Table 4-19. The results showed that GCP did not elicit a statistically significant change specifically on *Scenario 1*, p = .12; *Scenario 2*, p = .43; *Scenario 3*, p = .47.

Table 4-19

The Comparison of Means and Results of Wilcoxon Signed-Rank Test on Attitude Survey

		Before (n=40)		After (n=40)		Result of Wilcoxon signed-rank test
		M	*SD*	*M*	*SD*	*P-value*
Attitude Survey	Scenario 1	5.97	3.00	5.79	2.90	0.12
	Scenario 2	5.74	3.16	5.78	2.82	0.43
	Scenario 3	5.86	2.82	5.77	2.67	0.47

p = < 0.05

More precisely looking at each question, one question out of 17 questions showed statistically significant result by Wilcoxon signed-rank test as shown in Table 4-20.

Table 4-20

The Comparison of Means and Results of Wilcoxon Signed-Rank Test on a Question of Attitude Survey Eliciting Statistical Significance

		Before (n=40)		After (n=40)		Result of Wilcoxon
		M	*SD*	*M*	*SD*	*P-value*
Attitude Survey	1-4. It is nonsense to differentiate between children and adults in terms of wars and conflicts.	3.87	2.74	2.78	1.89	0.02

$p = < 0.05$

Since the statistical difference was not almost observed, additionally, the percentage of respondents to each question was compared between pre and post-tests by a bar chart with liner approximate curves to graphically grasp the differences between pre and post-test. The result is showed in the appendix.

Immediate Environment. Descriptive observation to precisely compare the result of pre and post-tests was introduced. The study observed that the result of post-test showed a slight rise of percentage of *sense of self-motivated involvement for conflict resolution* towards the conflict resolution strategy than pre-test. Detailed explanation follows.

Table 4-21 shows the classification and number of respondents to each category on the *issue/problem* and *resolution strategy* of immediate conflict of pre-test. Table 4-22 shows those of post-test. What could be observed from the result may be a slight rise of percentage of *sense of self-motivated involvement for conflict resolution* towards the question of resolution strategy of post-test, 42% shown in Table 4-22 compared to pre-test 38% shown in Table 4-21. In other words, percentage of *Sense of relying on others for resolution strategy* was slightly decreased from a pre-test 33% to a post-test 28%. This might indicate that some respondents were self-motivated to the issue/problem and gained ideas considering conflict resolution as their mission, not

someone else's mission.

Table 4-21

The Summary of Categories of Immediate Environment Conducted Before

Before (n=39)	
Issue/Problem	*n*
Community	1
Demonstration	1
Descrimination	2
Domestic Violence	1
Environment	2
Ethnicity	1
Ethnicity/Religion	4
Hate speech	2
Human rights	1
Inter-personal	1
International Relations	1
Poverty	1
Religion	11
Resource	1
Social system	4
Territory	4
Terrorism	1

Resolution Strategy		*n*	%
Sense of self-motivated involvement for conflict resolution		15	38%
Sense of depending on others for conflict resolution	Political system	19	49%
	Third party	1	3%
No specific level indicated		4	10%

Table 4-22

The Summary of Categories of Immediate Environment Conducted After

After (n=39)

Issue/Problem	*n*
Political system	2
Inter-personal	2
Hate speech	1
Religion/Ethnicity	1
Religion	8
International Relations	1
Human rights	2
Demonstration	4
Territory	11
Social system	4
Environment	2
Terrorism	1

Resolution Strategy		*n*	%
Sense of self-motivated involvement for conflict resolution		18	42%
Sense of depending on others for conflict resolution	Political system	13	30%
	Third party	8	19%
No specific level indicated		4	9%

*Multiple answer included.

Peace and Conflict Related Concepts. The study focused on the definition of concept of *Diversity.* The result observed slight change on the focus of the definition shown in Table 4-23 and on the number of respondents answering for personal experience(s).

As to definition, respondents tended to become more realizing “difference” as the definition of *Diversity* after the course. 66% of respondents focused on “difference” before starting the course and 76% focused on “difference” after completing the course.

The number of respondents answering for personal experience(s) on *Diversity* had some rise for post-test than pre-test. 12 answered “no experience” or blank on the question asking personal experience of diversity in a pre-test. However, after completing the course, it decreased into four from 12. It could be assumed that respondents might learn or recognize what was diversity by attending the session and gained the personal experience(s) regarding diversity.

Table 4-23

The Comparison of the Focus of Definition on the Concept of "Diversity": Peace and Conflict Related Concepts

Pre-test (*n*=38)

The focus of the definition	*n*	*%*
Difference	25	66%
Variation	11	29%
Other	2	5%

Post-test (*n*=41)

The focus of the definition	*n*	*%*
Difference	31	76%
Variation	2	5%
Other	6	15%
Accepting	2	5%

If students developed moral. Wilcoxon signed-rank test was conducted to compare the questionnaire results of multiple-choices on *Moral (Dis)engagement Scale* between pre-test and post-test. Descriptive statistics are showed in Table 4-24. The results showed that GCP almost did not elicit a statistically significant change. Only one category out of five categories showed a statistical change; *Diffusion of responsibility*, $p = .04$. The rest of four categories did not show the statistically significant result; *Distortion of consequences*, $p = .23$; *Moral justification*, $p = .52$; *Advantageous comparison*, $p = .69$; *Attribution of blame and dehumanization*, $p = .66$.

Table 4-24

The Comparison of Means and Results of Wilcoxon Signed-Rank Test on Moral (Dis)engagement Scale

		Before (n=40)		After (n=40)		Result of Wilcoxon signed-rank test
		M	*SD*	*M*	*SD*	*P-value*
Moral (Dis)engagement Scale	Distortion of consequences	2.63	1.21	2.81	1.23	0.23
	Moral Justification	3.13	1.17	3.07	1.18	0.52
	Diffusion of responsibility	2.80	1.05	2.52	1.05	0.04
	Advantageous comparison	2.68	1.01	2.60	1.01	0.69
	Attribution of blame and dehumanization	2.46	1.18	2.40	1.30	0.66

p = < 0.05

More precisely, once again, Wilcoxon signed-rank test was conducted to compare the results of multiple-choices with respect to each question, not by category. Four questions out of 15 questions in total showed the statistically significant result as shown in Table 4-25.

Table 4-25

The Comparison of Means and Results of Wilcoxon Signed-Rank test on Questions Eliciting Statistical Significance: Moral (Dis)engagement Scale

		Before (n=40)		After (n=40)		Result of Wilcoxon signed-rank test
		M	*SD*	*M*	*SD*	*P-value*
Diffusion of responsibility	People in other nations ask to be protected from ethnic violence.	2.88	1.03	2.53	0.97	0.03
	We join other nations to fight against a common threat.	2.88	1.08	2.38	0.99	0.00
Attribution of blame and dehumanization	Terrorist groups are reported to be planning inhuman acts of violence.	2.26	1.13	2.53	1.36	0.05
	Foreign groups must be punished for beastly crimes against humanity.	2.65	1.19	2.28	1.22	0.03

p = < 0.05

If students developed value. Wilcoxon signed-rank test was conducted to compare the questionnaire results of multiple-choices on *Social Justice Scale*. Descriptive statistics are showed in Table 4-26. The result showed that GCP almost did not elicit a statistical significant change. Only one category out of four categories showed a statistically significant change; *Subjective norms* p = .00. The rest of three categories did not show the statistically significant result; *Attitudes towards social justice*, p = .65; *Perceived behavioural control*, p = .97; *Behavioural intentions*, p = .16.

Table 4-26

The Comparison of Means and Results of Wilcoxon Signed-Rank Test on Social Justice

		Before (n=40)		After (n=40)		Result of Wilcoxon signed-rank test
		M	*SD*	*M*	*SD*	*P-value*
Social Justice	Attitudes towards social justice	1.66	0.65	1.62	0.60	0.65
	Perceived behavioural control	1.89	0.63	1.89	0.56	0.97
	Subjective Norms	2.49	0.79	2.18	0.68	0.00
	Behavioural intentions	1.77	0.56	1.69	0.51	0.16

p = < 0.05

More precisely, once again, Wilcoxon signed-rank test was conducted to compare the results of multiple-choices with respect to each question, not by category. Six questions out of 24 questions in total showed the statistically significant result as shown in Table 4-27.

Table 4-27

The Comparison of Means and Results of Wilcoxon Signed-Rank Test on Questions Eliciting Statistical Significance: Social Justice

			Before (n=40)		After (n=40)		Result of Wilcoxon signed-rank test
			M	*SD*	*M*	*SD*	*P-value*
Social Justice	Attitudes towards social justice	6. I believe that it is important to promote the physical and emotional well-being of individuals and groups.	1.85	0.61	1.63	0.66	0.01
	Perceived behavioural control	16. I am certain that if I try, I can have a positive impact on my community.	2.00	0.63	1.80	0.60	0.03
	Subjective Norms	18. Other people around me feel that it is important to engage in dialogue around social in justice.	2.48	0.89	2.10	0.66	0.01
		19. Other people around me are supportive of efforts that promote social justice.	2.30	0.60	2.03	0.52	0.02
		20. Other people around me are aware of issues of social injustice and power inequities in our society.	2.53	0.84	2.13	0.60	0.02
	Behavioural intentions	24. In the future, I intend to work collaboratively with others so that they can define their own problems and build their own capacity to solve problems.	1.88	0.51	1.70	0.51	0.01

p = < 0.05

If students developed skill. Wilcoxon signed-rank test was conducted to compare the questionnaire results of multiple-choices on *Cultural Intelligence Scale* between pre-test and post-test by category. A descriptive statistics is showed in Table 4-28. The results showed that GCP elicited a statistically significant change in if

students developed an intercultural communication ability from three categories out of four; *Motivational*, $p = .00$; *Cognitive*, $p = .00$; *Behavioral*, $p = .00$. Only one category *Metacognitive*, $p = .46$ did not show a statistically significant result.

Table 4-28

The Comparison of Means and Results of Wilcox on Signed-Rank Test on Cultural Intelligence Scale

		Before (n=40)		After (n=40)		Result of Wilcoxon signed-rank test
		M	*SD*	*M*	*SD*	*P-value*
Cultural Intelligence Scale	Motivational	2.16	1.08	1.82	0.66	0.00
	Cognitive	3.11	1.10	2.74	0.83	0.00
	Metacognitive	2.06	0.90	1.96	0.50	0.46
	Behavioral	2.39	0.99	2.02	0.50	0.00

p = < 0.05

Chapter 5

Discussions

This study conducted two Pilot Studies and the Main Study. Each study developed an ID model, implemented the Global Campus Program (GCP) with the ID model that was developed, and evaluated the GCP in terms of students' development in decentering, moral, value and skill. This chapter discusses the study results focusing on two major aspects: instructional design models for the GCP and students' development in decentering, moral, value and skill.

Instructional Design Models for the GCP.

This study developed and examined major steps and sub-steps of the ID model appropriate specifically for the GCP that aimed at developing students' decentering, morals, values and skills necessary for peacebuilding. The initial model of the Pilot Study 1 was developed based on the existing ID models and the past experiences of the GCP started in 2006. The referred ID models were mainly, the ADDIE model (Gagne et al., 2005) and supplementary, the Dick and Carey model (Dick & Carey, 1978), extended teaching spaces and extended learning spaces model (Jung & Latchem, 2011) and the three dimensional model by Thomas et al. (2002). Three studies revealed that there was no revision on major steps. Several sub-steps were intended to be updated along with identified problems by instructors and students in research questions at the

implementation stage.

The first ID model for Pilot Study 1. Pilot Study 1 developed the ID model and confirmed that major steps were appropriate to conduct the GCP. A sub-step *Design the Interaction* needed to be improved in response to problems identified by instructors and students during the implementation process. As discussed in Chapter 3, there were mainly two unique steps in the initial ID model compared with the ADDIE model; those were ***Determine goals and objectives*** and ***Negotiate the Structure of the Course***.

Determine goals and objectives. This step was helpful to determine goals and objectives of the course/slots for program planning as suggested by Chinman, Imm and Wandersman (2004). This step also helped instructors review vision of the program.. Prior to the start of Pilot Study 1, instructors and the coordinator held a face-to-face meeting for the preparation of the course at one of the participating universities, Paññāsāstra University of Cambodia, Phnom Penh, from September 17 to 20, 2012. I was a facilitator of the sessions.

On the third day, there was the evaluation design session for the first time in the history of the GCP. The evaluation design including process/outcome evaluation and method was introduced by me and a collaborative scholar specializing in program evaluation and discussed by all instructors. At that time, the vision, goals and objectives were also discussed as the foundation of the program design. For this purpose, the sharing session was done which had not been done before. Instructors shared

experiences, feeling or impression towards the GCP. As the GCP did not have specialists of program planning or instructional design and only had subject matter experts in the area of peace and conflict studies, international relations/politics or sociology, instructors used to mainly discuss what to teach before conducting this study. Thus, the step ***Determine goals and objectives*** contributed to build a solid foundation of the program. It was observed instructors realized the importance to determine goals and objectives as Mager (1962) asserted the necessity to set the learning objectives.

Negotiate the Structure of the Course. This was essential to conduct this type of joint venturing education program having several universities from different countries, although the ADDIE model did not have this step. This step determined ICT system, instructional language, student selection criteria and schedule and these topics were discussed among instructors in 2006 at the start of the GCP.

ICT system. This sub-step was necessary for distance education program and the best appropriate ICT system had to be chosen. Since the GCP hoped to create virtual joint classroom over the Internet to enable interaction among participants, the videoconferencing was applied as the ICT tool. It enabled an interactive video session with multiple locations even with the narrow Internet bandwidth. It had the function to prioritize voice packets rather than picture packets when having a poor Internet connectivity. This function was suitable for those having a fragile Internet environment (Polycom, 2017). There was no possible alternative ICT system to make it happen at

that time, in 2006.

Even with this system, technical problems including disconnection or disturbed sound/screen happened countless times throughout studies which was one of the problems most identified by students. This certainly deteriorated the quality of interaction and this will be discussed in detail in the later section. In addition to technical problems during the online sessions, the preparation was difficult since the videoconferencing used a special protocol for audio and video called H.323 (ITU-T, 2009). It required the special setting on the university network system on a router or firewall to open the port for H.323. This technical arrangement required the network system engineering skill and I, as the coordinator, had to bridge the gap between the technical company and technicians of each university which did not have this skill.

Lastly, it was also pointed out by the collaborative scholar that the high initial cost and maintenance cost of the Polycom system was problematic (Miyagi, 2017). In fact, when a breakdown happened occasionally at one university, I had to run around to secure the funds to repair the Polycom system as member universities could not secure a budget for it. In addition, it was possible to invite new member universities only when either the university had the Polycom system or the TUFS had the funding to purchase a machine for that university. Although there were the variety of videoconferencing systems and, different videoconferencing systems could be connected each other theoretically as all systems used H.323, the testing revealed it should be between the Polycom system, presumably due to compatibility.

In these days, new systems are becoming available instead of the

videoconferencing using H.323, for instance “Zoom” which enables video or web-conferencing by just accessing the website with very limited Internet bandwidth that can be narrower than Skype (Zoom, 2017). “Zoom” does not require a special setting on a network system as it uses the website. Therefore, alternative means could be considered in the future to improve interactivity among participants.

Instructional language. This sub-step was also necessary for international joint education program. Regarding instructional language, instructors selected English as the instructional language as a result of discussion, although no participating country had English as the mother tongue. This became the cause of one of the problems most identified by students during the implementation stage throughout the studies. As Barna (1997) mentioned, the language could be the stumbling block, this truly became the barrier for smooth intercultural communication. However, it would not be realistic to choose another languages such as Bahasa Indonesia, Khmer or Hindu/Urdu as the standardized instructional language in the GCP. While maintaining using English, supplemental means for the language barrier needs to be considered. This point is discussed in details in the below section.

Student selection criteria. This sub-step was also necessary for this type of education program. There were mainly two important selection criteria in this program: the subject and language. The subject of the GCP was peace and conflict studies and students had to have an interest and the basic knowledge in this area. Since each

instructor had a different specialty, for instance in peace and conflict studies, international relations or sociology, students underneath each instructor had also a concerned field accordingly. It was therefore not possible to set strict or detailed selection criteria. It needed to be flexible and each instructor was responsible for selection. Due to this flexibility, students' reflection comments revealed that the lecture contents were difficult for some students who did not major in peace and conflict studies and easy for some who's major was peace and conflict studies. In the future, scaffolding sessions could be conducted for those who do not major in this area to clear this issue.

As to language, participants had to have good command of English. Similarly to the subject, the GCP did not set clear guidelines for the level of English proficiency, e.g. the TOEFL score. Different levels of command of English among participants was also one of the causes that hindered smooth interaction as identified by students. As the questionnaire revealed the language problems to be prevalent, the instructor or coordinator called attention to all participants to speak slowly and clearly, at the beginning of session. However, participants tended to forget about this as the session proceeded, presumably due to concentration on the contents and nervousness.

Schedule. This sub-step was the most problematic for instructors throughout three studies. Online sessions required the adjustment of the schedule among participating universities. However, the adjustment was all the time very difficult for instructors for several reasons. Those were mainly 1) a totally different academic

calendar depending on a country/university e.g. term, examination period and holiday season, 2) changing annual calendar year by year for some countries including public holiday and religious calendar e.g. public holiday along with the lunar calendar or Ramadan and 3) a dynamic security environment in an area. Occasionally, there was the instance that holiday or term period was not clear when instructors had to decide the schedule. In addition, unfortunately, a secure situation was not always guaranteed for some universities located in a politically unstable area. Especially, when a curfew was imposed, people could not come to a university and this situation could not be predicted beforehand. Ultimately, nobody could predict if an online session could be conducted as scheduled before starting it. Therefore, schedule adjustment was difficult and flexible arrangements were essential.

Refinement of the sub-step: Design the Interaction. The sub-step *Design the Interaction* was the core of the GCP to conduct the synchronous online sessions. Prior to the start of Pilot Study 1, although several attempts were made to create good interaction design, none of them was feasible. As a result, the format simply consisting of the lecture and discussion/Q&A session was employed to *Design the Interaction* for Pilot Study 1. Eventually, it was revealed by Pilot Study 1 that the format of *Design the Interaction* had to be updated for Pilot Study 2. One of the attempts for good interaction design is introduced as follows.

An attempt: Encounter group. One of the attempts conducted to create good

interaction design was “encounter group” developed by a Psychologist, Carl Rogers (Rogers, 1970). Encounter group is “a typically unstructured psychotherapy group in which the participants seek to increase their sensitivity, responsiveness, and emotional expressiveness, as by freely verbalizing and responding to emotions” (American Heritage Dictionary, 2016).

In 2011, one of the collaborative scholars of the GCP in Psychology in Japan came up with the idea to employ the encounter group for the GCP sessions to enhance interaction and mutual understanding among participants. The reason was that a research led by Carl Rogers and Patrick Rice conducted in 1972 revealed that the encounter group actually enhanced mutual understanding between conflicting groups and involving the British army in Northern Ireland (Rice, 2003). In the early 1970s, there was a prolonged ongoing violent conflict between Protestant and Catholic in Northern Ireland. This conflict was traced back in 12th century when British started to occupy Ireland. There was animosity or hatred between those two groups from generation to generation.

In this situation, Rogers and Rice conducted the encounter group for three days, 24 hours in total, inviting nine participants from both groups to consider any clues for a solution. As a result, it was observed that the encounter group contributed to reduce negative feelings and enhanced mutual understanding among participants. Moreover, participants understood the importance of direct dialogue for future relationship and participants voluntarily started to replicate the encounter group sessions thereafter.

To explore the possibility to incorporate the encounter group to the GCP, Peace

and Conflict Studies (PCS), Tokyo University of Foreign Studies tried out a face-to-face encounter group session from March 5 to 7, 2012 in Tokyo under the guidance of the specialist with the deliberate design. In these three days, participants lodged together and had the sessions. There were 10 participants of the encounter group (eight were PCS students and two were the GCP instructors invited from Mumbai, India), two facilitators (Psychologists), two collaborative scholars to the GCP, Prof. Isezaki and the coordinator (myself). Since most of PCS students were from conflict-affected countries such as Iraq, Mozambique or Nepal, the demography of the session was closer to the actual GCP online sessions.

The sessions were successful and we gained important insights. However, we decided not to incorporate the encounter group in the GCP session. The main barrier was the limitation of the online environment. It was difficult to assure participants that the online was totally safe environment to talk freely. There was no means to ensure that the session was not furtively observed by some third party. Time constraint was also the big barrier. The encounter group required sufficient time and it was difficult for the GCP online session to prepare enough time. In addition, it was difficult to prepare skilled facilitators who were trained for the encounter group. Thus, we concluded that it was not possible to conduct the encounter group in a strict sense in the context of GCP.

Refinement procedure. After implementation of Pilot Study 1, it was ascertained that one of the sub-steps, *Design the Interaction* had to be updated based on answers to research questions at the implementation stage asking instructors and students to

identify problems. There were certainly several other problems identified by instructors and students. However, those did not need the refinement of the steps/sub-steps and a resolution could be found while maintaining the same steps/sub-steps. On the other hand, the problem relating to coordination or interaction resulted directly in refining the sub-step of ID model. The questions to students seeking to identify problems revealed that many students hoped for more interaction with students on the other side. Therefore, one of the students even suggested that the presentation session be conducted by students.

When designing the interaction at the development stage of Pilot Study 1, Contact Hypothesis by Allport was considered. The hypothesis argued four types of conditions: 1) equal group status in the situation, 2) common goals, 3) support of authorities, law, or custom and 4) intergroup cooperation, could enhance smooth communication among participants while reducing prejudice (Pettigrew & Tropp, 2005, pp. 264-266). At that time, it was considered that there was no major issue on the condition 1) *Equal group status* among participants since the GCP was originally participatory education program and there was no hierarchy among universities. However, looking back the study as a whole now, there was a clear different status between instructors and students and this, to some degree, caused discontent amongst students. This will be discussed in detail in a later section.

It was also considered that the condition 3) *Support of authorities* was achieved since instructors, as the authority of the program, certainly supported the contact among students. However, for this part too, imbalance of status between instructors and

students became a cause of discontent amongst students.

Two conditions, 2) *common goals* and 4) *intergroup cooperation*, had the scope to be incorporated into Pilot Study 2. The course of Pilot Study 1 was a lecture based Basic Course consisting of taught lectures and discussion/Q&A sessions. There was a common goal for all participants to understand the lecture contents. However, intergroup cooperation was not that much needed, as there was no collaborative work required among participants. Hence, the sub-step *Design the Interaction* was improved focusing on these two conditions for the following study.

The second ID model for Pilot Study 2. Pilot Study 2 applied the updated ID model and confirmed that major steps were also appropriate to the GCP. The contents of the sub-step *Design the Interaction* subordinate to the step ***Design the Course*** was updated. Concretely, *International team building* was incorporated as the component of *Design the Interaction*. This was intended to enhance collaborative, learning and intercultural aspects through interaction. The Pilot Study 2 was the Advanced Course that conducted research activities in addition to the lectures. For this purpose, the sub-step *International team building* aimed to build an internationally mixed research group to conduct a research activity.

The newly added component: International team building. Pilot Study 1 revealed that it was necessary to focus on two conditions: *common goals* and *intergroup cooperation* among proposed conditions by Allport (1954) reinterpreted by Pettigrew

and Tropp (2005) to enhance interaction among participants. After finishing Pilot Study 1, instructors and the coordinator held the face-to-face meeting for review of Pilot Study 1 and preparation for Pilot Study 2 at University of Peradeniya, Kandy, Sri Lanka, from February 27 to March 1, 2013. In the meeting, several topics were discussed: the new format of *Design the Interaction*, goals/objective/contents of the course corresponding to the step ***Negotiate the Structure of the Course***, and the program evaluation. I was a facilitator for the meeting.

Figure 5-1 shows the presentation material used to discuss *International team building* in the meeting in Sri Lanka. To achieve collaborative work having a common goal, the below format was proposed, discussed and agreed by all instructors. The attempt of *International team building* was the first time for the GCP and instructors were somehow excited to try out this format in the meeting.

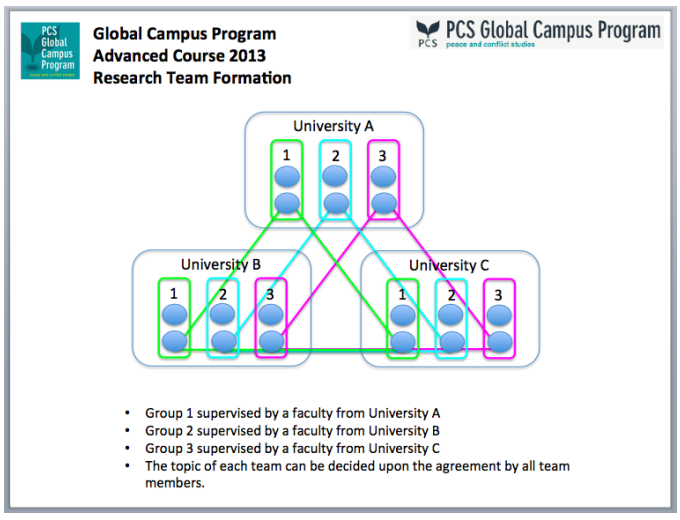

Figure 5-1. The format of international team building for Pilot Study 2 (The GCP Sri Lanka Meeting, 2013)

Implication. The implementation of Pilot Study 2 however revealed that the newly added component, *International team building,* was not conducive for internationally collaborative research activities. This was mainly due to difficulty of communications over the Internet that was identified by instructors. The research questions to identify problems by instructors and students explicitly indicated problems on coordination and communication in relation to the component *International team building.* The language aspect was also identified by students as a problem.

During implementation stage, students felt this difficulty and consequently some conducted the research only with local colleagues, excluding international colleagues. Although *International team building* was certainly an original intention of GCP, this idea was discontinued in the following studies. Four reasons could be presumed for the difficulties in communicating over the Internet by using email.

First was the shortage of sufficient Internet and electricity environment for some universities/countries/areas. Second was that participants did not get used to frequent email communications. Third, some might have felt fear or reluctance to suddenly start communication with people in different countries. Forth could be due to the fact that it can be more time-consuming and troublesome than face-to-face communication. This issue could be resolved when the Internet environment was improved and people got used to Internet communications. A creation of good infrastructure for Internet communications that might be closer to a more familiar social networking site could also help to encourage collaborative research activities to operate more smoothly beyond countries/areas.

The third ID model for the Main Study. The Main Study applied the updated ID model and confirmed that major steps were also appropriate to conduct the GCP. For third round ID model, the sub-step *Design the Interaction* subordinate to the step ***Design the Course*** was updated. Concretely, the component *Students teaching students* was incorporated in the sub-step *Design the Interaction*. This intended to enhance collaborative, learning and intercultural aspects through interaction instead of *International team building* applied in Pilot Study 2 which failed to do so. The Main Study conducted the Basic Course that focused on theory learning.

The newly added component: Students teaching students. Pilot Study 2 revealed that the component *International team building* did not work for the purpose of enhancing interaction. Instructors concluded that it was premature to incorporate full collaborative work among participants across boundaries. However, instructors and the coordinator did not totally abandon incorporating Allport's conditions (1954) to enhance smooth interaction especially on *common goals* and *intergroup cooperation* and we tried to subtly incorporate these conditions into the course design.

After finishing Pilot Study 2, instructors and the coordinator held a face-to-face meeting for review of Pilot Study 2 and preparation for the Main Study at Tokyo University of Foreign Studies, Tokyo, Japan from August 28 to 31, 2013. Similarly to the previous meetings, the new format of *Design the Interaction*, goals/objective/contents of the course corresponding to the step ***Negotiate the Structure***

of the Course, and the program evaluation were discussed. I was a facilitator of the meeting as usual.

Instructors discussed how to improve the interaction among students within limited time of the online session. The focus was on increasing speaking time by students. Then, Prof. Isezaki came up with the idea of students making presentations on behalf of instructors to students in other countries. The possibility of this idea was discussed and employed by instructors. There were several reasons to invite this idea. One was simply to increase speaking time by students. The other was to enhance active participation by students to provide ownership of the session to students. Instructors tended to be dominant and authority in Asian classrooms and both instructors and teachers tended to perform the culturally constructed expected role in a classroom (Gudykunst & Kim, 1997). Thus, the new idea expected to dispel this norm, the dependent attitude of students, by instructors stepping back.

Implication. The component *Students teaching students* under the sub-step *Design the Interaction* of the step ***Design the Course*** was added instead of *International team building.* Along with this incorporation, the sub-step *Conduct offline sessions* for student's preparation was added under the step of ***Implement the Course***. During the implementation stage of the GCP with the updated ID model, students identified that the interaction design was problematic in addition to technical problems or time constraints that were also identified in previous studies.

Issues with the Proposed ID Model. It was confirmed by three studies that all major steps of the ID model were needed and acceptable. However, the sub-step *Design the Interaction* of the step ***Design the Course*** mainly had issues and scope for modification. More specifically, the focus could be on the elements of *Intercultural aspect* and *Collaborative aspect* for further improvement.

Intercultural aspect. Although Rogers and Wang (2009) suggested several cultural consideration components to be included, the proposed ID model did not incorporate such components. A component successfully considered was "allowing for more flexibility in the design process" (Rogers & Wang, 2009, p. 531). Although this did not appear as steps or components in the ID model, instructors and the coordinator of GCP shared a common understanding on it. The component that should be incorporated in the case of GCP was "engaging in a deeper learner-centered needs analysis, to ensure value and identify gaps where additional scaffolding is needed" (Rogers & Wang, 2009, p. 531). Rourke and Coleman (2010) also asserted the need of scaffolding for knowledge construction in the online learning. The GCP needed additional scaffolding for students.

Since recruitment and coordination of students at each university was entrusted to each instructor, a deeper learner-centered needs analysis could have been done locally on each instructor's own responsibility. Then, each instructor could bring the analysis result to the faculty face-to-face meeting and discuss how scaffolding could be designed. Designing scaffolding could be added to the step of ***Design the Course***. Actual

implementation of scaffolding could be done at the sub-step of *Students' preparation* of ***Implement the Course***.

One of the concrete ideas of contents of scaffolding could be an introduction of an outline of political, social, economic and religious background of country/area by students in each university (Aoki, 1999). Of course, university profile or country information could be obtained through the Internet or literature but students' preparation tends to be contents-centered. Thus, conducting a scaffolding preparatory session could help participants ease anxiety and barriers to intercultural communications caused by uncertainty (Barna, 1997; Berger & Calabrese, 1975).

Collaborative aspect. Process evaluation by students revealed that the main issue was the lack of good coordination of interaction/discussion. To solve this issue, first, the clear objective of discussion should be set. Second, considering the category of interaction would also be helpful to organize discussions; if it is "student-teacher", "student-student", "student-content", "teacher-content", "teacher-teacher" and "content-content" (Anderson & Garrison, 2003).

The clear objective relates to what was identified by a collaborative scholar of the GGP. Miyagi (2017) observed the GCP lacks "consciousness of cooperation / sense of community among the participants" (p. 5). The objective needs to enhance collaboration and it will lead sense of community among the participants. In addition, the scaffolding proposed in an above section could also be designed for this purpose.

Regarding the need to set the interaction category, the reason was that one of the

Japanese students mentioned in process evaluation of Day 2 of the Main Study; “why were teachers in discussion while students were to be the only ones to present and discuss the issues?” It might not be a good idea to divide the interaction category too rigidly since it would hinder constructive and active discussion/interaction. However, if the category was roughly assigned, the confusion felt by the above mentioned student could be avoided. Third, arranging a facilitator to properly guide discussions along with the objective might also be of help. Instructors can play this role in rotation.

Proposed ID Model for the future. The ID model was further updated for the future shown in Figure 5-2 based on the three studies. The contents of the sub-step *Design the Interaction* were updated focusing on the components of *Collaborative aspect* and *Intercultural aspect*.

In relation to *Collaborative aspect*, three elements were added to *Design the Interaction*; those were: *Set clear objectives*, *Consider categories of interaction* and *Assign a facilitator* to help effective interaction. In relation to *Intercultural aspect*, the component *Design the scaffolding* was added. Along with this component, the sub-step *Conduct offline sessions (scaffolding-wise)* under the step ***Implement the Course*** was incorporated.

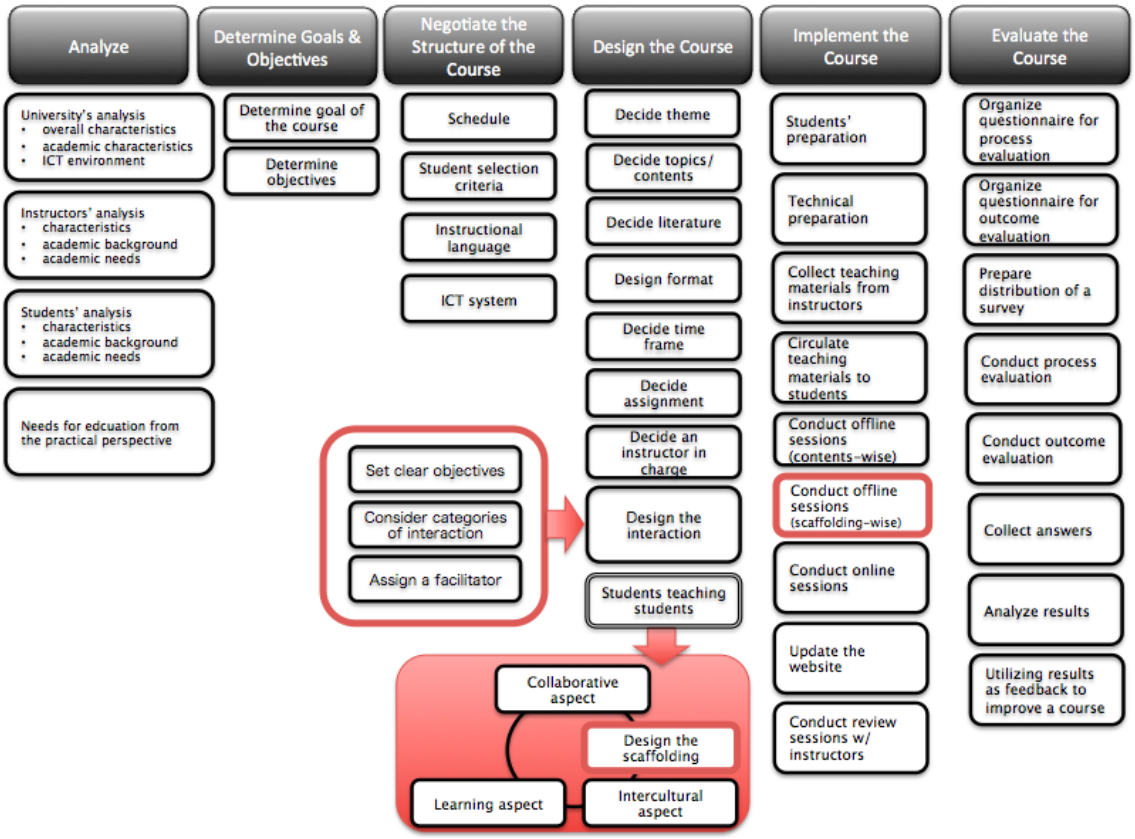

Figure 5-2. A revised ID model

Students' Development in Decentering, Moral, Value and Skills.

In addition to development of the ID model and implementation of the GCP with the ID model that was developed to figure out the issues of the ID model, the study evaluated the GCP to discern if participating students developed decentering, moral, value and skill necessary for peacebuilding. Decentering mainly referred to affective decentering (Piaget, 1974; Allport, 1960) measured mainly by *Underlying psychological construct* (Feuchte, 2010), *Attitude survey* (GCP, 2012), *Immediate environment* (GCP, 2012). Moral was measured by *Moral (dis)engagement scale* (Bandura, 1999). Value representing social justice was measured by *Social justice scale* (Torres-Harding, Siers

& Olson, 2012). Skill indicating intercultural communication ability was measured by Cultural intelligence scale (Dyne, Ang, & Koh, 2008). Key findings revealed that three studies hardly observed the positive development in decentering, moral and value whereas the Main Study observed the positive development in skill, intercultural communication ability. The following sections examine possible reasons and causes for this result from perspectives of multicultural environment, direct experiences and students' characteristics.

Positive change. The category of skill for peacebuilding, intercultural communication ability measured only in the Main Study, showed a statistical positive change. The *Cultural Intelligence Scale* consisted of four categories: *Motivational*, *Cognitive*, *Metacognitive* and *Behavioral*. Three categories except for *Metacognitive* showed a statistical difference. Although this result was limited to the Main Study, it could be assumed that the GCP contributed to participants developing "the ability to interact effectively and appropriately with people from other cultures" in the areas of "knowledge, attitudes, skills and behaviors" (Perry & Southwell, 2011, p. 455).

Multicultural environment. The multicultural environment itself may contribute to this development. As Jung (2014) discussed, multicultural online learning experiences contribute to participants developing "new values and habits and question their previous assumptions in regard to teaching and learning" (p. 19). As a result, Jung (2014) introduced the argument by Anderson (2004) that participants went through

"profound and multifaceted increase in communication and interaction capability" (p. 42). To achieve this, Jung (2014) pointed out that it needs careful planning "to ensure that the content, use of technology, role of the instructors and learners, and management of the learning process enable participants from different cultures to reflect on knowledge, opinions, and assumptions about educational practices" (p. 19). Although the GCP had shortages in planning with full attention to these aspects, the multicultural environment itself might contribute to develop "communication and interaction capability" in an intercultural setting (Anderson, 2004, p. 42).

Direct experiences. Direct experiences might contribute to students' development. Possible direct causes are discussed by each category as follows. The category of M*otivational* had five questions asking the level of agreement and some of the questions were: "I am confident that I can socialize with locals in a culture that is unfamiliar to me" or "I am sure I can deal with the stresses of adjusting to a culture that is new to me". It can be said that participants experienced encounters with different cultures being exposed to different perspectives towards one topic.

The category of *Cognitive* had six questions and some of them were: "I know the legal and economic systems of other cultures" or "I know the cultural values and religious beliefs of other cultures". Since presentations and discussion contained various elements and information surrounding a local conflict, participants had opportunities to learn about it.

The category of *Behavioral* had five questions and some of those were "I change

my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it" or "I vary the rate of my speaking when a cross-cultural situation requires it". This too was what participants experienced and many of them struggled with it. Thus, it can be presumed that students learnt to change language used or speaking speed.

Students' characteristics. Students' characteristics would be one of the important elements of this positive change. Participating students could be categorized as elite, as they were university students, which was a quite rare population in each country. Among university students, moreover, participants in the GCP was a special population as they were interested in peace and conflict related issues and motivated to participate in an international environment using English. It can be easily assumed that they were very ready to develop intercultural cultural communication ability in terms of their character, capacity, ability and motivation. For instance, as Stephen (1999) pointed out, the personal factor representing personal traits was one of the key conditions for successful communication. As they were a special population in a country, it was assumed that participating students met this condition.

No significant results. Any study hardly showed the statistical positive change in students' development in terms of decentering, moral and value by the comparison of the pre and post-test. Although few categories of a questionnaire showed statistical significance, it was not stably demonstrated throughout three studies. Thus, it would not be possible for this study to conclude that the GCP definitely contributed to develop

these areas. Following sections discuss the possible reasons and causes for this result from several perspectives: instructional design model, logic model, quality of online interaction, the role of instructors and a coordinator and methodology.

Instructional design model. There might have two possible reasons. One was that the concept of instructional design developed in the United States might mismatch the context of the GCP, having participants from Asian countries. Or, conversely, the concept of ID might not be fully utilized in the study. Although the GCP set the ultimate goal for students to contribute to peacebuilding, the ID might not represent the procedure for the ultimate purpose.

Regarding the concept of ID and culture, as Frechette, Layne and Gunawardena (2014) discussed, the technological development and globalization developed the Western-centric instruction in education. In this context, designing instruction requires closer attention to culture, and instruction should be culturally inclusive but not culturally neutral (Frechette, et al., 2014).

Each culture has specific characteristics. Gunawardena, Wilson and Nolla (2003) introduced theoretical dimensions of cultural variability: "individualism-collectivism" whether prioritizing needs/desires of an individual or an attached group; "power distance" referring to the extent for less powerful persons accepting the status-quo of inequality; "uncertainty avoidance" representing the level to avoid uncertain or ambiguous situation; "masculinity-femininity" meaning the level of gender differences in a particular role; "Confucian-dynamism (long-term orientation)" focusing on

future-oriented or present/past-oriented; “high-context versus low-context cultures” indicating the extent to depend on contextual clues in communication or to prefer direct message (pp. 754-756).

Despite the variety of cultural characteristics, instructional designers tend to put low priority to pay attention to cultural differences of learners in the designing process due to limited time frame or other prioritized tasks (Rogers, Graham, & Mayes, 2007). This was one of my deficiencies. I had many tasks to be implemented for the GCP and I may have needed at least one more assistant to deliberately consider the cultural elements in the instructional design.

The concrete procedure to incorporate cultural dimension into the instructional design was proposed by Thomas, Mitchell and Joseph (2002). That is, to incorporate cultural realities, to interact with students for inviting them to the design process and, most importantly, to introspect if the design was not biased by designer’s own culture.

Then, Frechette, et al. (2014) asserted the importance of universal design. It is the principle in the area of architecture or software development to enable larger number of people to use it. Concretely, Frechette, et al. (2014) proposed that the design needed to prepare the options for learners to choose freely in “methods of instruction”, “modes of expression” and “means of interaction” (p. 56). As long as the GCP adheres to the synchronous communication, it might be difficult to provide free choices in these three aspects. However, the supplemental mechanism could be provided by paying attention to the universal design perspective.

Quality of online interaction. The quality of online interaction was not satisfactory in several aspects: technical, intercultural, interactivity, contact and setting aspect. This might hinder students' development.

Technical aspect. As identified by students in process evaluation, there were quite a few technical problems in online sessions represented by unclear sound, disturbed screen and disconnection. This aspect was pointed out as the biggest problem throughout three studies and this surely hindered participants' concentration. Hara and Kling (2000) argued that technical problems certainly frustrate students and even impede their learning in the context of online learning. Throughout studies, technicians at all universities and I tried our best to improve the technical environment. However, the satisfactorily quality technical environment could not be achieved.

Especially, the technician at TUFS worked very hard to find the best possible solution by communicating with the Polycom system vendor and the Polycom Company. As the GCP could not improve the fragile Internet or electricity environment at each university, the alternative means to resolve less-technical problems should be considered. When the technician found the solution, he let me know the solution. I announced the solution to technicians in all universities, and all universities conducted a connection testing based on the solution. Connection testing was therefore conducted countless times. Some of the proposed solutions were to limit the other Internet connection in each university during the online session to save the Internet bandwidth or to commonly set the appropriate connection speed among all universities, that was 128

kbps or 256 kbps.

Despite the tremendous effort of all technicians, it could not perfectly overcome all problems while it certainly contributed to somehow improve the technical quality of online sessions. For the future, it may be necessary to consider an alternative means to conduct online sessions, as discussed above.

Intercultural aspect. As risks for quality intercultural interaction, Aoki (1999) argued six aspects; disclosure of private information, failure/mistakes, embarrassment, threat to own cultural identity, being marginalized, and self-recognition. Failure/mistakes and embarrassment were certainly identified by students during the sessions. Some of them had negative feelings including anxiety or fear for interaction with participants in the other sides. The GCP did not have a mechanism to transfer these negative feelings into positive feelings. Furthermore, self-recognition might exist in some participants. Self-recognition, in this sense, indicates the tendency of human to preserve an individual personality evading critical reflection and improvement of a self (Aoki, 1999).

Interactivity. To what extent interactivity was achieved also needs to be discussed. The technical aspect discussed above was surely the issue for interactivity as it impeded communication. In addition, cultural difference may be the issue in interaction. Although the GCP participating countries are all from Asian countries, there were cultural differences in it. When conducting interaction, people from different

cultures receive and process the information differently (Jung, 2014). For instance, when considering “debate”, it is the product of “low-context culture that requires a direct expression of one’s argument by using logical reasoning” (Gunawardena, Wilson & Nolla, 2003, p. 758). Among the GCP member countries, India is considered closer to the low-context culture (Nishimura, Nevgi & Tella, 2008). On the other hand, other countries seem to be the high-context culture. While the communication style of low-context culture tends to be “extrovert, forceful, lively, thinks aloud, interrupts, dislike silence, overt body language”, the high-context culture prefers “introvert, modest, quiet, thinks in silence, doesn’t interrupt, uses silence, little body language” (Nishimura, Nevgi & Tella, 2008, p. 788). Thus, support or facilitation might be needed to bridge this communication gap to enhance interactivity.

Contact. The design of contact might matter, especially on duration of the session. As many students hoped for more interaction time, as identified in the survey, the time for contact might be too short in the studies. For instance, the encounter group introduced in the above section requires sufficient amount of time, e.g. for few days, for the mutual understanding. Although in a case like GCP, a joint education program in the distance mode, it would not be possible to secure the same amount of time as in an encounter group, it would be beneficial to seek the relation between the time and the level of mutual understanding to design the contact for this type of online program.

Setting. All online sessions were in a formal setting and there was no informal

setting in an online session. As Nishimura (2017) pointed out, people tend to notice the self-bias when they share the informal setting with people having different cultural background. If an informal setting had been incorporated into online sessions, participants might have more chances to realize cultural differences that may eventually lead mutual understanding. When incorporating the informal setting, however, careful design is needed. It should be noted that participants require "instructional and psychological support" for an informal online communication setting (Zuidema, 2012, p. 133). Without specific support, Zuidema (2012) observed that communication in an informal setting became superficial.

The role of instructors and a coordinator. Instructors and the coordinator might not notice the difficulty for students to participate in an international environment. We certainly knew the fact that participating students hardly had the opportunities to interact with people across borders. However, as we ourselves had relatively richer international experiences than students, we might miss incorporating students' difficulties in feelings or skills in the international environment. The study should have been more sensitive to students' difficulties.

The coordinator did not think of incorporating any scaffolding for intercultural communication. In addition to many tasks that waited for the coordinator as discussed above, it was also because the GCP was the credited course in peace and conflict studies and not primarily focusing on pursuing intercultural communication. Also, it had very limited time for online joint sessions due to the difficulty of adjusting schedule among

participating universities and therefore it had to get in the lecture topics rapidly.

For successful intercultural communication, there were several types of scaffolding trainings: to learn knowledge/information on other cultures; to experience cultural assimilation; to raise awareness of self culture; to analyze the meaning of behavior; to experience cultural simulation; to interact with a person in the same culture who have lived in a different culture (Aoki, 1999). However, this study did not conduct any of these elements. There is a need to design the scaffolding for intercultural communication within limited time and online. The role of facilitator should be also reconsidered as the good facilitator is indispensable in education, as argued by Freire (2010).

Methodology. Methodology including the study design might have issues. This section mainly discusses three aspects: logic model, contents and instruments.

Logic model. The logic model might be overly optimistic toward the goal. As Ikeda (2017) pointed out, it is difficult to measure behavior as the impact of the program. Therefore, the logic model incorporated the theory of planned behavior by Ajzen (1991) to bridge *Measurements* and *Expected impact on behavior* to predict the behavioral intention. To review this part, one solution might be that the study actually tries to measure the participants' behavior with a follow-up study by clearing issues on cost, time and a possibility of deterioration of data reliability, as Ikeda pointed out (2017). Or rather, the focus may need to be on *Process* and *Desired outcomes* in the

logic model. It was suspected that there was a mismatch in-between. Structurally, *Desired outcomes* could not derive the effect from *Process*.

Contents. As suspected in an above section, a relation between *Process* and *Desired outcomes* may have been an issue. The GCP should have more rigid theoretical backup if the GCP hoped the development on *Cognitive decentering*, *Affective decentering*, *Moral*, *Value* and *Skill* in students as *Desired outcomes* listed in the logic model. However, the GCP was a formal education program at the tertiary level and should primarily focus on knowledge acquisition, not solely focus on decentering, moral, value and skill development. Therefore, there was a dilemma. While assuring knowledge acquisition in students, contents that contribute to the decentering or moral development needs to be suggested.

Instruments Low response rate and the scales *were an issue*. Regarding the low response rate, it might relate to the language of a questionnaire and the means of collection of an answer. Pilot Study 1 and especially 2 had very low response rates. Due to this, Pilot Study 2 could not conduct any statistical comparison between a pre and post-test. Several reasons were considered; lack of motivation for students to answer a questionnaire; shortage of encouragement from instructors and the coordinator to students to answer a questionnaire; a questionnaire was too long for students to answer.

On the other hand, it was revealed by interview with instructors that the language issue might be the biggest one. Questionnaires were in English. When

reviewing the characteristics of students who did not answer the questionnaire in the face-to-face meeting in March, 2017, an Indonesian instructor pointed out that English was the barrier for students to answer a questionnaire. It seemed other instructors also felt this fact to some extent. Since the course was provided in English, the coordinator had thought a questionnaire could also be in English. During the studies, because of this low response rate, the coordinator and collaborative scholars examined the possibility to translate questionnaire contents in the local language. However, this idea was abandoned due to the complexity of arrangement and the financial issue. If a questionnaire was translated in the local language, the answers also needed to be translated to English for us to understand the contents. That required the cost for translators. In the future, if a questionnaire is shortened, this idea could be considered.

The web-survey system was employed in Pilot Study 1 and 2 as a means of collection of a questionnaire. Even though Pilot Study 1 showed a low response rate, the study arbitrarily assumed Pilot Study 2 could collect more answers by the encouragement of students by instructors. For this purpose, the coordinator reported the evaluation result in the following face-to-face meeting and tried to raise awareness of instructors to encourage students to answer. However, Pilot Study 2 also failed to collect a satisfactory level of responses.

When the study was conducted in the year 2012 and 2013, the Internet mediated communication was not easy for students in participating countries in terms of a technical environment and a mental barrier. Even in this context, the Main Study revealed that the close communication between a respondent and the questioner

contributed to an increase in the response rate. Therefore, data collection means with close communication should have been done from the beginning. Perhaps, the face-to-face interviews would be the best means to collect data rather than a questionnaire.

Regarding the scales, it may be that the scales would not perfectly satisfy what the study hoped to measure. It was one of the most difficult parts in the study to seek the applicable scales. The GCP had been conducted since 2006. Instructors and the coordinator had been feeling that students' perspective or attitude had progressively positively changed for presumably helpful for peacebuilding every time after the online session. But we could not verbally conceptualize what was that positive aspect. Based on our common feeling, we started to consider the concept of "diversifying perspective" and started to search the existing applicable scales.

As Ikeda (2017) pointed out, strictly speaking, it was not possible to determine the definition of "peacebuilding" commonly applicable in the context of all participants and it was difficult to set the commonly needed capability for peacebuilding for each participant. Therefore, the procedure to determine the scales was: to search the scales most probably applicable to measure the capacity for peacebuilding by the coordinator, collaborative scholars and instructors; to discuss which scales to apply to this study and then to reach an agreement by all. All instructors developed some of the scales incorporating the questions to students for which instructors would like to know the answers.

In this process, all related people found that there were very limited numbers of

scales applicable for this purpose. In addition, the selected scales might have a Western bias, as the creators of the scales seemed to be Westerners. Due to this fact, the meaning/context of questions might not be conveyed properly to the GCP students as intended by the developers of scales. The most ideal procedure was to identify the rigorous definition of the positive aspect and to develop the original scale solely for the purpose.

Chapter 6
Conclusion

The present study employed the action research method to identify if the steps and sub-steps of the developed ID model were appropriate for the GCP, to ascertain if there were any problems identified by instructors and students during the implementation of the GCP with the ID model that was developed, and to evaluate if students developed decentering, moral, value and skill necessary for peacebuilding.

It can be concluded that 1) most of the steps and sub-steps of the developed ID model were appropriate to conduct the GCP, but the interaction design needed further updates and 2) the GCP with the developed ID model contributed to develop the skill, namely intercultural communication ability, in participating students whereas the GCP did not contribute to developing the elements of decentering, moral and value in students.

Implication of the Study

Although three studies applied slightly different choice of scales or the means of collecting data, the present study offered the following implications.

The study confirmed the appropriate major steps and sub-steps to follow each major step for the GCP. There were six major steps throughout the studies to design the GCP: 1) ***Analyze***, 2) ***Determine Goals & Objectives,*** 3) ***Negotiate the Structure of the Course***, 4) ***Design the Course***, 5) ***Implement the Course*** and 6) ***Evaluate the Course***.

The ***Analyze*** step included sub-steps to conduct university's analysis, instructors' analysis, students' analysis and education needs analysis. The step ***Determine Goals & Objectives*** invited sub-steps to determine goals and objectives of the course. The step ***Negotiate the Structure of the Course*** had sub-steps to negotiate on schedule, student selection criteria, instructional language and ICT system. The step ***Design the Course*** incorporated sub-steps to decide theme, topics, literature, format, time frame, assignment, an instructor in charge and interaction. The sub-step *Design the interaction* had three aspects: collaborative, learning and intercultural aspects. The step ***Implement the Course*** included sub-steps for: students' preparation, technical preparation, collecting teaching materials from instructors/distributing it to students, conducting online sessions, updating the website and conducting review sessions. The step ***Evaluate the Course*** involved sub-steps to organize questionnaires for process and outcome evaluation, prepare distribution of a survey, conduct process and outcome evaluation, collect answers, analyze results and utilize results to improve a course.

In addition, the study suggested the interaction part needed careful design to enhance students' active and effective interaction across borders. Concretely, the sub-step *Design the interaction* under the step ***Design the Course*** needed updates in all studies. Every study tried to enhance active interaction among participants, especially students, and the component *Students' teaching students* proposed in the Main Study seemed the best solution for this purpose among the three ID models proposed in three studies. At the end of the study while maintaining this component, the result of the Main Study suggested: 1) the sub-step *Design the interaction* needed to set clear objectives of

the interaction, consider categories of interaction and assign a facilitator and 2) scaffolding was also needed for intercultural communication.

Lastly, the Main Study confirmed students developed intercultural communication ability that was "the ability to interact effectively and appropriately with people from other cultures" (Perry & Southwell, 2011, p. 455). Possible reasons for this contribution were: the multicultural environment of the GCP and students' characteristics. On the other hand, the study did not identify that the GCP contributed to develop decentering, moral and value in students. This failure was conceivably caused by unsatisfactory quality of online interaction, the role of instructor and a coordinator, methodology as discussed in Chapter 5.

Contributions of the Study

The study contributed to the practical arena and academic arena. Regarding the practical arena, the final ID model proposed in the last part of the study could benefit practitioners to conduct multilateral and intercultural distance education programs. Along with the technological development and internationalization of education, it could be assumed that more education programs will be conducted to invite various institutions across borders. This study hopes to be of help to practitioners or instructional designers who conduct this type of education program.

As to the academic arena, the final ID model itself is added to the collection of ID models in the area of educational technology. In addition, the ID model developed in

this study clarified that the good design of interaction with people having different background contributed to developing intercultural communication ability in students, while the students' development in decentering, moral and value could not be demonstrated.

The finding that the ID model contributed to develop students' intercultural communication ability could be considered valuable as it confirmed the distance mode can contribute to develop the intercultural communication ability in students who hardly have intercultural experiences prior to participation in the GCP. It can be presumed that there were more difficulties in online communication than experienced in face to face communication especially due to this case having many technical problems.

In addition to the anxiety caused by no prior experiences for students to interact with people from other participating countries, technical troubles including a disturbed screen or broken voice apparently prevented students from understanding the context of communication or non-verbal sign of communication that were indispensable elements in intercultural communication (Gunawardena, Wilson & Nolla 2003; Byram, 1997). Distress by technical troubles was also experienced by students (Hara and Kling, 2000). It is noteworthy that the GCP with the developed ID model specifically having the focus on the interaction part and the negotiation part (students' selection criteria) made it possible to develop intercultural communication ability in participating students even in this difficult situation.

Lastly, throughout the whole process, the study found that this attempt itself had the possibility to contribute to peacebuilding. The email message from one of the

instructors of the GCP, Dr. Trond Gilberg at Paññāsāstra University of Cambodia represented this implication: “One of the impressive aspects of the Global Campus Program is that it continued to function even in places where there was actual conflict (Kashmir). This indicates that scholars can get along while politicians don't. The implications of this are enormous” (Gilberg, 2017). Other instructors agreed and understood this point in the face-to-face GCP meeting held in Tokyo in March 2017.

One of the representative examples of this is the face-to-face GCP instructors’ meeting. As shown in previous chapters, the GCP occasionally held face-to-face meetings inviting instructors from member universities. This means that instructors from the countries even having ongoing conflicts can meet each other for program purposes. Instructors from India, Pakistan, Indian administered Kashmir and Pakistani administered Kashmir were able to get together. At a diplomatic level, this is virtually impossible. However, it can be achieved in the context of an education program. However, we have to be sensitive of this complex situation. Therefore, TUFS, located in Japan being recognized as a relatively neutral country among participating countries, always called for a meeting as a matter of formality whenever the GCP held an inter-country the meeting. Taking the idea further, in future, the GCP might have a possibility to be the catalyst offering a confidence building measure in the context of a track II approach to conflict-resolution based on the experiences of conducting the distance education program together (Lederach, 2005).

Limitation of the Study

While it offered some findings, this study certainly has limitations. The positive study result of the development of the intercultural communication ability was limited to the Main Study as the scale to measure the intercultural communication ability was employed only in the Main Study.

In addition, selection bias was also apparent in the study. As discussed in Chapter 3, the population of the GCP was special in terms of their status as university students and highly motivation towards participation. Although this study employed the action research method and not the experimental or quasi-experimental method, this fact should be well noted. Therefore, this positive study result would be applicable only for this special population.

Suggestions for Future Studies

Even after completing this series of studies, the GCP online sessions have been conducted twice a year until now, the year 2017, and are planned to be conducted in the future too. It has been operating for 10 years. Along with the implementation, program evaluation has also been conducted. Based on the continuous and accumulated experiences, suggestions are proposed.

- It is recommended to apply the proposed ID model in the various contexts of a multicultural distance education program. The ID model should be

modified depending on the context, e.g. mode of delivery if it is based on synchronous mode similar to the GCP or put emphasis on asynchronous mode. It is worth conducting various types of multicultural distance education programs to develop truly globalized knowledge in wide range of subjects.

- Scales may need to be reconsidered for the future study. As the present study did not identify the development of decentering, moral and value, it is worth examining whether the scales were not appropriate in the context of the GCP or the context was not appropriate to measure decentering, moral and value. Depending on the examination result, it may be figured out that contents might need modification.
- This might be beyond this series of study but it would be beneficial for peacebuilding activities to examine to what extent online communication can be utilized for confidence building measures or promoting mutual understanding between conflicting parties. As a face-to-face meeting is often difficult or not possible in many cases for conflicting parties, an online meeting could be employed instead. Although this would not be the track I approach which is held at the official level e.g. among the representatives of the governments, there might be hope in peacebuilding by track II or III approaches if the online communication could be properly employed.

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APPENDICES
Appendix A: Outcome Evaluation Questionnaire for Pilot Study 1

Questionnaire for GCP Students
Attitude Survey

Psychological Underlying Construct

In the next part your read some statements about your thoughts and feelings. There are no right or wrong answers. Just try to be honest how much every statement fits to you.???

Empathy (Cognitive)

I sometimes find it difficult to see things from another persons' point of view.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I try to look at everybody's side of a disagreement before I make a decision.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

Other people's misfortunes do not usually disturb me a great deal.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

Empathy (Emotion)

I believe that there are two sides to every question and try to look at them both.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I would describe myself as a pretty soft-hearted person.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

When I'm upset at someone, I usually try to "put myself in his/her shoes" for a while.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

Trust

I believe that others have good intentions.

☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree

I suspect hidden motives in others.

☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree

I believe that people are essentially evil.

☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree

I trust other people.

☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree

Tolerance

I believe in equality between all races and ethnic communities.

☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree

I don't like the idea of change.

☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree

I believe in "an eye for an eye".

☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree

I think violence is sometimes just and necessary.

☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree

The following questions pertain to how you feel about being a member of your community and your thoughts about other groups. Just imagine your ethnic community.???

In-group evaluation

How can you identify your ethnic community? (open-ended)

In your opinion, members of your own ethnic community are…

Friendly ☐all ☐many ☐some ☐few ☐no one ☐don't know

Smart ☐all ☐many ☐some ☐few ☐no one ☐don't know

Quarrelsome ☐all ☐many ☐some ☐few ☐no one ☐don't know

Honest ☐all ☐many ☐some ☐few ☐no one ☐don't know

Out-group evaluation

In your opinion, people of ethnic communities other than your own are..

Friendly ☐all ☐many ☐some ☐few ☐no one ☐don't know

Smart ☐all ☐many ☐some ☐few ☐no one ☐don't know

Quarrelsome ☐all ☐many ☐some ☐few ☐no one ☐don't know

Honest ☐all ☐many ☐some ☐few ☐no one ☐don't know

The following questions are about contact and relations with different groups. Please indicate how much each statement is true for you.

Readiness for intergroup contact

I have many friends belonging to other ethnic communities.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I would like to have more contact with members of other ethnic communities.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

Sometimes I feel left out of things just because I belong to my ethnic community.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

In your area, the climate among the different ethnic communities is hostile.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

Categorization

If I meet a person, I don't care which community he/she is from.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

Knowing from which tribe a person is helps to understand what kind of person he/she is.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

People belonging to different ethnic communities are very different from each other.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

Attitude survey (GCP originally made)

This questionnaire is to know your way of thinking or values towards Peace and Conflict related issues. Can we have your candid opinion on the following issues/areas?

1. Please imagine the situation below and choose the number which is closest to your feeling for each statement.

You start your career as a teacher at a junior school after a civil conflict. Some of your students used to be child soldiers who have killed members of your community including your younger sister. You are in charge of a class of the fifth grade and students are all under 13 years old. What do you think about those ex-child soldiers?

1-1. Child soldiers also should be held responsible for their involvement in conflicts.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-2. Children are always victims of a war.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-3. There is no system of justice to judge children.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-4. It is nonsense to differentiate between children and adults in terms of wars and conflicts.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-5. Children should always be granted immunity.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-6. All children are innocent.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-7. There should be some ways to make child soldiers feel guilty.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-8. Comments if any:

_____

2. Please imagine the situation below and choose the number which is closest to your feeling for each statement.

You are one of the members of the disadvantaged and aggrieved farmer group affected by actions of the central government in a rural area. Anger of the group members reaches a peak. They hope to organize an armed uprising against the government. In this situation, you are asked to be a leader of the group by other members and you've accepted it. What do you think about the following?

2-1. Violence can be justified when used by an oppressed group.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

2-2. Use of violence cannot be justified under any circumstance.

Disagree Agree
1 2 3 4 5 6 7 8 9 10

2-3. To bring down the government, you will accept the financial support from foreign intelligence agencies such as CIA (Central Intelligence Agency of the USA), the KGB (Russian Intelligence), MI5 (UK) or Chinese Intelligence.

Disagree Agree
1 2 3 4 5 6 7 8 9 10

2-4. You should not militarily challenge the government if there is possibility for change through democratic means.

Disagree Agree
1 2 3 4 5 6 7 8 9 10

2-5. Centralized power/authority is generally corrupt.

Disagree Agree
1 2 3 4 5 6 7 8 9 10

2-6. Comments if any:

_____

3. Please imagine the situation below and choose the number which is closest to your feeling for each statement.

You start your career as the film director. You are asked to make a film on an internationally recognized genocide by a private funding agency. It provides you financial support for the venture but allows you full direction freedom. What would you do when making a film?

3-1. I will be sympathetic to the victims of the war or the underdog and be critical of the perpetrator of crime.

Disagree Agree
1 2 3 4 5 6 7 8 9 10

If you tend to "Agree", who or which group(s), are you going to focus on?

_____

3-2.What you've determined as victims is always victims. (The question needs to be rephrased to make its meaning clear).

Disagree Agree
1 2 3 4 5 6 7 8 9 10

3-3. Honestly, I think that keeping war memories alive by a movie does not make any sense.

Disagree Agree
1 2 3 4 5 6 7 8 9 10

3-4. I would keep neutrality among all conflicting parties.

Disagree Agree
1 2 3 4 5 6 7 8 9 10

3-5. You want to distinguish between victims and perpetrators irrespective of the historical context.

Disagree Agree
1 2 3 4 5 6 7 8 9 10

3-6. Comments if any:

_____

Thank you very much for your cooperation!

The Moral (Dis)Engagement Scale

Scale for each question

Yes		Not sure		No
1	2	3	4	5

When do you believe your nation should use military force? Should it use military force when . . .?

1. Killing of innocent people is avoided.
2. Damage is limited to military targets.
3. There is not much risk for our soldiers.
4. We might be attacked by another nation if we don't attack them first.
5. Armed groups in part of our nation threaten to declare independence.
6. Foreign conflicts endanger our economic security.
7. Our nation is intentionally insulted and dishonored by another nation.
8. A friendly nation asks to be defended from attack.
9. People in other nations ask to be protected from ethnic violence.
10. We join other nations to fight against a common threat.
11. The United Nations asks for military help to end foreign conflicts.
12. Peaceful means may not effectively resolve a conflict.
13. Use of force may prevent more suffering than it causes.
14. Terrorist groups are reported to be planning inhuman acts of violence.
15. Foreign groups must be punished for beastly crimes against humanity.

Immediate Environment

Please select an issue and/or problem surrounding yourself which could be the seed for a violent conflict if left unattended.

_____

What do you think of the root cause of the issue and/or problem?

_____

What do you think of a resolution strategy towards the issue and/or problem?

_____

--- End

Appendix B: Outcome Evaluation Questionnaire for Pilot Study 2

Global Campus Program: Outcome Evaluation

Expectation to the course (400 to 500 words)

What do you expect to learn from the Global Campus Program course?

What do you want to achieve? --- Please include your goals and objectives too.

Multiple Choices

In the next part your read some statements about your thoughts and feelings. There are no right or wrong answers and just try to be honest. Please tick the item that fits your thought at most.

I sometimes find it difficult to see things from another persons' point of view.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all
I try to look at everybody's side of a disagreement before I make a decision.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all
Other people's misfortunes do not usually disturb me a great deal.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I believe that there are two sides to every question and try to look at them both.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all
I would describe myself as a pretty soft-hearted person.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all
When I'm upset at someone, I usually try to "put myself in his/her shoes" for a while.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I believe that others have good intentions.
☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree
I suspect hidden motives in others.
☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree
I believe that people are essentially evil.
☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree
I trust other people.
☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree

I believe in equality between all races and ethnic communities.
☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree
I don't like the idea of change.
☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree
I believe in "an eye for an eye".
☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree
I think violence is sometimes just and necessary.
☐strongly agree ☐agree ☐undecided ☐disagree ☐strongly disagree

The following questions pertain to how you feel about being a member of your community and your thoughts about other groups.

How do you identify your ethnic community? (open-ended)

In your opinion, members of your own ethnic community are…

Friendly ☐all ☐many ☐some ☐few ☐no one ☐don't know
Smart ☐all ☐many ☐some ☐few ☐no one ☐don't know
Quarrelsome ☐all ☐many ☐some ☐few ☐no one ☐don't know
Honest ☐all ☐many ☐some ☐few ☐no one ☐don't know

In your opinion, people of ethnic communities other than your own are..

Friendly ☐all ☐many ☐some ☐few ☐no one ☐don't know
Smart ☐all ☐many ☐some ☐few ☐no one ☐don't know
Quarrelsome ☐all ☐many ☐some ☐few ☐no one ☐don't know
Honest ☐all ☐many ☐some ☐few ☐no one ☐don't know

The following questions are about contact and relations with different groups. Please indicate how much each statement is true for you.

I have many friends belonging to other ethnic communities.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all
I would like to have more contact with members of other ethnic communities.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all
Sometimes I feel left out of things just because I belong to my ethnic community.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all
In your area, the climate among the different ethnic communities is hostile.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

If I meet a person, I don't care which community he/she is from.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all
Knowing from which tribe a person is helps to understand what kind of person he/she is.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all
People belonging to different ethnic communities are very different from each other.
☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

This questionnaire is to know your way of thinking or values towards Peace and Conflict related issues. Can we have your candid opinion on the following issues/areas?

1. Please imagine the situation below and choose the number which is closest to your feeling for each statement.

You start your career as a teacher at a junior school after a civil conflict. Some of your students used to be child soldiers who have killed members of your community including your younger sister. You are in charge of a class of the fifth grade and students are all under 13 years old. What do you think about those ex-child soldiers?

1-1. Child soldiers also should be held responsible for their involvement in conflicts.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-2. Children are always victims of a war.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-3. There is no system of justice to judge children.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-4. It is nonsense to differentiate between children and adults in terms of wars and conflicts.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-5. Children should always be granted immunity.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-6. All children are innocent.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-7. There should be some ways to make child soldiers feel guilty.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

1-8. Comments if any:

_____

2. Please imagine the situation below and choose the number which is closest to your feeling for each statement.

You are one of the members of the disadvantaged and aggrieved farmer group in a rural area badly affected by actions of the central government. Anger of the group members reaches a peak. They hope to organize an armed uprising against the government. In this situation, you are asked to be a leader of the organization by other members. What do you think about the following statement?

2-1. Violence can be justified when used by an oppressed group.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

2-2. Use of violence cannot be justified under any circumstance.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

2-3. To bring down the government, you will accept the financial support from foreign intelligence agencies such as CIA (Central Intelligence Agency of the USA), the KGB (Russian Intelligence), MI5 (UK) or Chinese Intelligence.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

2-4. You should not militarily challenge the government if there is possibility for change through democratic means.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

2-5. Centralized power/authority is generally corrupt.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

2-6. Comments if any:

_____

3. Please imagine the situation below and choose the number which is closest to your feeling for each statement.

You start your career as the film director. You are asked to make a film on an internationally recognized genocide by a private funding agency. It provides you financial support for the venture but allows you full direction freedom. What would you do when making a film?

3-1. I will be sympathetic to the victims of the war or the underdog and be critical of the perpetrator of crime.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

If you tend to “Agree”, who or which group(s), are you going to focus on?

_____

3-2. Victims that you have determined once are always victims thereafter.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

3-3. Honestly, I think that keeping war memories alive by a movie does not make any sense.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

3-4. I would keep neutrality among all conflicting parties.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

3-5. You want to distinguish between victims and perpetrators irrespective of the historical context.

Disagree									Agree
1	2	3	4	5	6	7	8	9	10

3-6. Comments if any:

_____

In the next part your read some statements about your thoughts. Please fill out ( ) with a number that fits your thought most.

Scales:
Strongly Agree: 1, Agree: 2, Undecided: 3, Disagree: 4, Strongly Disagree: 5

When do you believe your nation should use military force? Should it use military force when . . .?

1. Killing of innocent people is avoided. ( )
2. Damage is limited to military targets. ( )
3. There is not much risk for our soldiers. ( )
4. We might be attacked by another nation if we don't attack them first. ( )
5. Armed groups in part of our nation threaten to declare independence. ( )
6. Foreign conflicts endanger our economic security. ( )
7. Our nation is intentionally insulted and dishonored by another nation. ( )
8. A friendly nation asks to be defended from attack. ( )
9. People in other nations ask to be protected from ethnic violence. ( )
10. We join other nations to fight against a common threat. ( )
11. The United Nations asks for military help to end foreign conflicts. ( )
12. Peaceful means may not effectively resolve a conflict. ( )
13. Use of force may prevent more suffering than it causes. ( )
14. Terrorist groups are reported to be planning inhuman acts of violence. ( )
15. Foreign groups must be punished for beastly crimes against humanity. ( )

Please select an issue and/or problem surrounding yourself which could be the seed for a violent conflict if left unattended.

_____

What do you think of the root cause of the issue and/or problem?

_____

What do you think of a resolution strategy towards the issue and/or problem?

_____

How much does each statement fits your thought? Again, please fill out ( ) with a number.

Scales:

Strongly Agree: 1, Agree: 2, Undecided: 3, Disagree: 4, Strongly Disagree: 5

Factor 1: Attitudes towards social justice

1. I believe that it is important to make sure that all individuals and groups have a chance to speak and be heard, especially those from traditionally ignored or marginalised groups. ( )
2. I believe that it is important to allow individuals and groups to define and describe their problems, experiences and goals in their own terms. ( )
3. I believe that it is important to talk to others about social systems of power, privilege and oppression. ( )
4. I believe that it is important to try to change larger social conditions that cause individual suffering and impede well-being. ( )
5. I believe that it is important to help individuals and groups to pursue their chosen goals in life. ( )
6. I believe that it is important to promote the physical and emotional well-being of individuals and groups. ( )
7. I believe that it is important to respect and appreciate people's diverse social identities. ( )
8. I believe that it is important to allow others to have meaningful input into decisions affecting their lives. ( )
9. I believe that it is important to support community organizations and institutions that help individuals and groups achieve their aims. ( )
10. I believe that it is important to promote fair and equitable allocation of bargaining powers, obligations, and resources in our society. ( )
11. I believe that it is important to act for social justice. ( )

Factor 2: Perceived behavioural control

12. I am confident that I can have a positive impact on others' lives. ( )
13. I am certain that I possess an ability to work with individuals and groups in ways that are empowering. ( )
14. If I choose to do so, I am capable of influencing others to promote fairness and equity. ( )
15. I feel confident in my ability to talk to others about social injustices and the impact of social conditions on health and well-being. ( )
16. I am certain that if I try, I can have a positive impact on my community. ( )

Factor 3: Subjective Norms

17. Other people around me are engaged in activities that address social injustice. ( )
18. Other people around me feel that it is important to engage in dialogue around social in justice. ( )
19. Other people around me are supportive of efforts that promote social justice. ( )
20. Other people around me are aware of issues of social injustice and power inequities in our society. ( )

Factor 4: Behavioural intentions

21. In the future, I will do my best to ensure that all individuals and groups have a chance to speak and heard. ( )
22. In the future, I intend to talk with others about social power inequities, social injustice, and the impact of social forces o health and well-being. ( )
23. In the future, I intend to engage in activities that will promote social justice. ( )
24. In the future, I intend to work collaboratively with others so that they can define their own problems and build their own capacity to solve problems. ( )

From here, we want to have your own opinions. Please express your thoughts about each concept below.

"Diversity"

Your definition?

Your personal experience(s)?

Application and practicability of this concept in larger context?

"Cultural sensitivity"

Your definition?

Your personal experiences?

Application and practicability of this concept in larger context?

“Empathizing others’ limitation”

Your definition?

Your personal experiences?

Application and practicability of this concept in larger context?

“Inevitable consequence”

Your definition?

Your personal experiences?

Application and practicability of this concept in larger context?

--- This is the end of the questionnaire. Thank you very much for your precious cooperation!

Appendix C: Outcome Evaluation Questionnaire for the Main Study

Global Campus Program: Outcome Evaluation

*Please kindly start typing in the shaded areas.

What do you expect from the Global Campus Program course?

What do you want to achieve? --- Please include your goals and objectives too.

Multiple Choices

In the next part your read some statements about your thoughts and feelings. There are no right or wrong answers and just try to be honest. Please tick one item that fits your thought at most.

I sometimes find it difficult to see things from another persons' point of view.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I think violence is sometimes just and necessary.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I try to look at everybody's side of a disagreement before I make a decision.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

Other people's misfortunes do not usually disturb me a great deal.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I believe that there are two sides to every question and try to look at them both.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I would describe myself as a pretty soft-hearted person.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

When I'm upset at someone, I usually try to "put myself in his/her shoes" for a while.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I believe that others have good intentions.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I suspect hidden motives in others.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I believe that people are essentially evil.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I trust other people.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I believe in equality between all races and ethnic communities.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I believe in "an eye for an eye".

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I think violence is sometimes just and necessary.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

The following questions relate to how you feel about being a member of your community and your thoughts about other groups.

How do you identify your ethnic community?

_____

In your opinion, members of your own ethnic community are…

Friendly	☐all	☐many	☐some	☐few	☐no one	☐don't know
Smart	☐all	☐many	☐some	☐few	☐no one	☐don't know
Quarrelsome	☐all	☐many	☐some	☐few	☐no one	☐don't know
Honest	☐all	☐many	☐some	☐few	☐no one	☐don't know

In your opinion, people of ethnic communities other than your own are..

Friendly	☐all	☐many	☐some	☐few	☐no one	☐don't know
Smart	☐all	☐many	☐some	☐few	☐no one	☐don't know
Quarrelsome	☐all	☐many	☐some	☐few	☐no one	☐don't know
Honest	☐all	☐many	☐some	☐few	☐no one	☐don't know

The following questions are about contact and relations with different groups. Please indicate how much each statement is true for you.

I have many friends belonging to other ethnic communities.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

I would like to have more contact with members of other ethnic communities.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

Sometimes I feel left out of things just because I belong to my ethnic community.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

In your area, the climate among the different ethnic communities is hostile.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

If I meet a person, I don't care which community he/she is from.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

Knowing from which tribe a person is helps to understand what kind of person he/she is.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

People belonging to different ethnic communities are very different from each other.

☐absolutely true ☐quite true ☐undecided ☐not really true ☐not at all

This questionnaire is to know your way of thinking or values towards Peace and Conflict related issues. Please tick the one that fits your thought the most.

1. Please imagine the situation below and choose the number which is closest to your feeling for each statement.

You start your career as a teacher at a junior school after a civil conflict. Some of your students used to be child soldiers who have killed members of your community including your younger sister. You are in charge of a class of the fifth grade and students are all under 13 years old. What do you think about those ex-child soldiers?

1-1. Child soldiers also should be held responsible for their involvement in conflicts.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

1-2. Children are always victims of a war.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

1-3. There is no system of justice to judge children.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

1-4. It is nonsense to differentiate between children and adults in terms of wars and conflicts.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

1-5. Children should always be granted immunity.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

1-6. All children are innocent.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

1-7. There should be some ways to make child soldiers feel guilty.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

1-8. Comments if any

2. Please imagine the situation below and choose the number which is closest to your feeling for each statement.

You are one of the members of the disadvantaged and aggrieved farmer group in a rural area badly affected by actions of the central government. Anger of the group members reaches a peak. Those farmers hope to organize an armed uprising against the government. In this situation, you are asked to be a leader of the organization by other members. What do you think about the following statement?

2-1. Violence can be justified when used by an oppressed group.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

2-2. Use of violence cannot be justified under any circumstance.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

2-3. To bring down the government, you will accept the financial support from foreign intelligence agencies such as CIA (Central Intelligence Agency of the USA), the KGB (Russian Intelligence), MI5 (UK) or Chinese Intelligence.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

2-4. You should not militarily challenge the government if there is possibility for change through democratic means.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

2-5. Centralized power/authority is generally corrupt.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

2-6. Comments if any:

_____

3. Please imagine the situation below and choose the number which is closest to your feeling for each statement.

You start your career as the film director. You are asked to make a film on an internationally recognized genocide by a private funding agency. It provides you financial support for the venture but allows you full direction freedom. What would you do when making a film?

3-1. I will be sympathetic to the victims of the war or the underdog and be critical of the perpetrator of crime.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

*If you tend to “Agree”, who or which group(s), are you going to focus on?

_____

3-2. Victims that you have once determined are always victims thereafter.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

3-3. Honestly, I think that keeping war memories alive by a movie does not make any sense.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

3-4. I would keep neutrality among all conflicting parties.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

3-5. You want to distinguish between victims and perpetrators irrespective of the historical context.

Disagree Agree

☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐7 ☐8 ☐9 ☐10

3-6. Comments if any:

_____

Please read each statement and select the response that best describes your capabilities. Select the answer that BEST describes you as you really are.

Scales:

Strongly Agree: 1, Agree: 2, Undecided: 3, Disagree: 4, Strongly Disagree: 5

I enjoy interacting with people from different cultures. ( )

I am confident that I can socialize with locals in a culture that is unfamiliar to me. ( )

I am sure I can deal with the stresses of adjusting to a culture that is new to me. ( )

I enjoy living in cultures that are unfamiliar to me. ( )

I am confident that I can get accustomed to the shopping conditions in a different culture. ( )

I know the legal and economic systems of other cultures. ( )

I know the rules (e.g., vocabulary, grammar) of other languages. ( )

I know the cultural values and religious beliefs of other cultures. ( )

I know the marriage systems of other cultures. ( )

I know the arts and crafts of other cultures. ( )

I know the rules for expressing non-verbal behaviors in other cultures. ( )

I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.

( )

I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me. ( )

I am conscious of the cultural knowledge I apply to cross-cultural interactions. ( )

I check the accuracy of my cultural knowledge as I interact with people from different cultures. ( )

I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it. ( )

I use pause and silence differently to suit different cross-cultural situations. ( )

I vary the rate of my speaking when a cross-cultural situation requires it. ( )

I change my non-verbal behavior when a cross-cultural situation requires it. ( )

I alter my facial expressions when a cross-cultural interaction requires it. ( )

In the next part your read some statements about your thoughts. Please fill out ( ) with a number that fits your thought most.

Scales:

Strongly Agree: 1, Agree: 2, Undecided: 3, Disagree: 4, Strongly Disagree: 5

When do you believe your nation should use military force? Should it use military force when . . .?

1. Killing of innocent people is avoided. ( )
2. Damage is limited to military targets. ( )
3. There is not much risk for our soldiers. ( )
4. We might be attacked by another nation if we don't attack them first. ( )
5. Armed groups in part of our nation threaten to declare independence. ( )
6. Foreign conflicts endanger our economic security. ( )
7. Our nation is intentionally insulted and dishonored by another nation. ( )
8. A friendly nation asks to be defended from attack. ( )
9. People in other nations ask to be protected from ethnic violence. ( )
10. We join other nations to fight against a common threat. ( )
11. The United Nations asks for military help to end foreign conflicts. ( )
12. Peaceful means may not effectively resolve a conflict. ( )
13. Use of force may prevent more suffering than it causes. ( )
14. Terrorist groups are reported to be planning inhuman acts of violence. ( )
15. Foreign groups must be punished for beastly crimes against humanity. ( )

Please select an issue and/or problem surrounding yourself which could be the seed for a violent conflict if left unattended.

What do you think of the root cause of the issue and/or problem?

What do you think of a resolution strategy towards the issue and/or problem?

How much does each statement fits your thought? Again, please fill out ( ) with a number.

Scales:

Strongly Agree: 1, Agree: 2, Undecided: 3, Disagree: 4, Strongly Disagree: 5

1. I believe that it is important to make sure that all individuals and groups have a chance to speak and be heard, especially those from traditionally ignored or marginalised groups. ( )
2. I believe that it is important to allow individuals and groups to define and describe their problems, experiences and goals in their own terms. ( )
3. I believe that it is important to talk to others about social systems of power, privilege and oppression. ( )
4. I believe that it is important to try to change larger social conditions that cause individual suffering and impede well-being. ( )
5. I believe that it is important to help individuals and groups to pursue their chosen goals in life. ( )
6. I believe that it is important to promote the physical and emotional well-being of individuals and groups. ( )
7. I believe that it is important to respect and appreciate people's diverse social identities. ( )
8. I believe that it is important to allow others to have meaningful input into decisions affecting their lives. ( )
9. I believe that it is important to support community organizations and institutions that help individuals and groups achieve their aims. ( )
10. I believe that it is important to promote fair and equitable allocation of bargaining powers, obligations, and resources in our society. ( )
11. I believe that it is important to act for social justice. ( )
12. I am confident that I can have a positive impact on others' lives. ( )
13. I am certain that I possess an ability to work with individuals and groups in ways that are empowering. ( )
14. If I choose to do so, I am capable of influencing others to promote fairness and equity. ( )
15. I feel confident in my ability to talk to others about social injustices and the impact of social conditions on health and well-being. ( )
16. I am certain that if I try, I can have a positive impact on my community. ( )
17. Other people around me are engaged in activities that address social injustice. ( )
18. Other people around me feel that it is important to engage in dialogue around social in justice. ( )
19. Other people around me are supportive of efforts that promote social justice. ( )
20. Other people around me are aware of issues of social injustice and power inequities in our society. ( )
21. In the future, I will do my best to ensure that all individuals and groups have a chance to speak and heard. ( )
22. In the future, I intend to talk with others about social power inequities, social injustice, and the impact of social forces on health and well-being. ( )
23. In the future, I intend to engage in activities that will promote social justice. ( )
24. In the future, I intend to work collaboratively with others so that they can define their own problems and build their own capacity to solve problems. ( )

From here, we want to have your own opinions. Please express your thoughts about each concept below.

"Diversity"

Your definition?

Your personal experience(s)?

Application and practicability of this concept in larger context?

"Cultural sensitivity"

Your definition?

Your personal experiences?

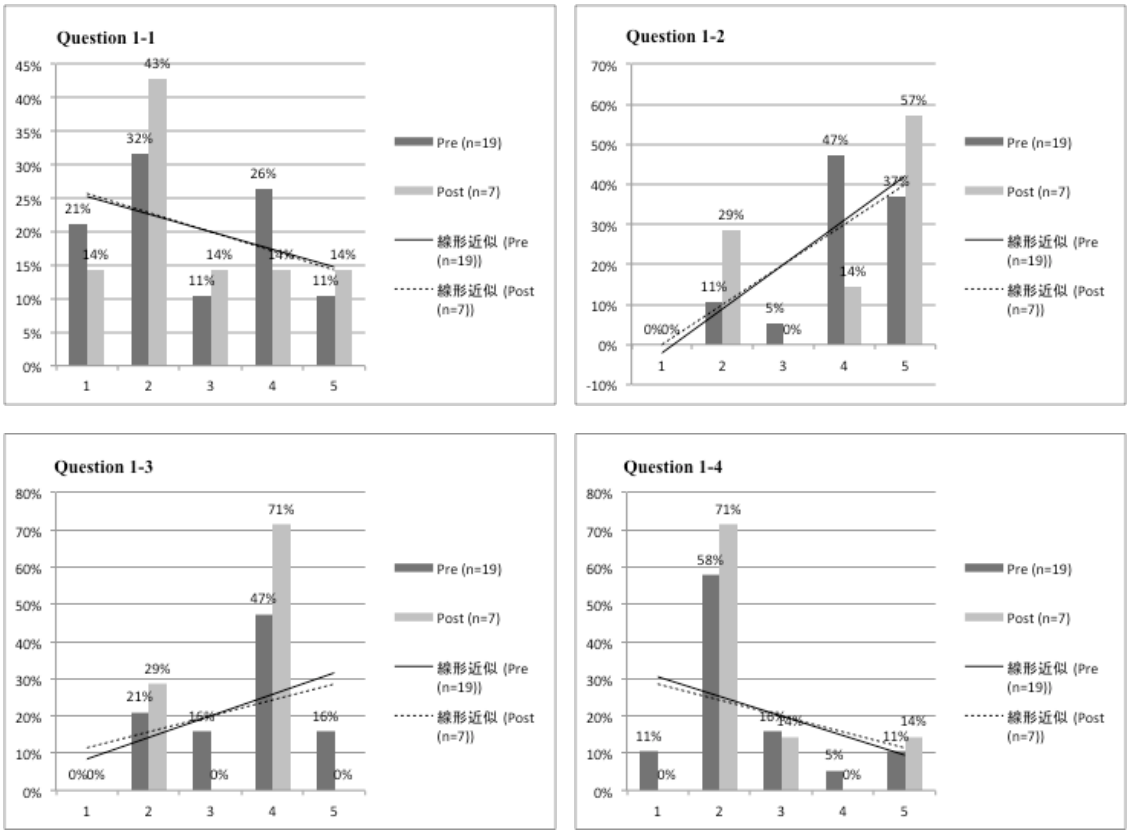
Application and practicability of this concept in larger context?

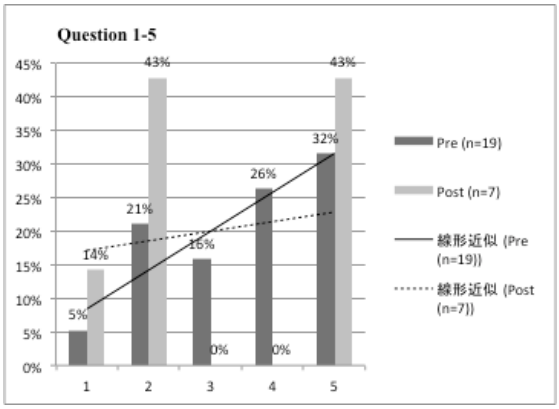
This is the end of questionnaire. Thank you very very much for your cooperation!!

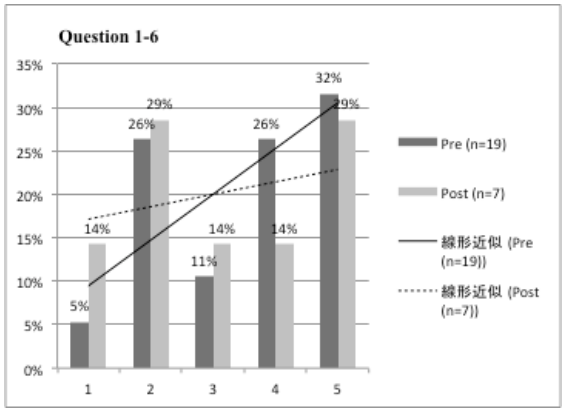
Appendix D: Bar charts on the result of attitude survey

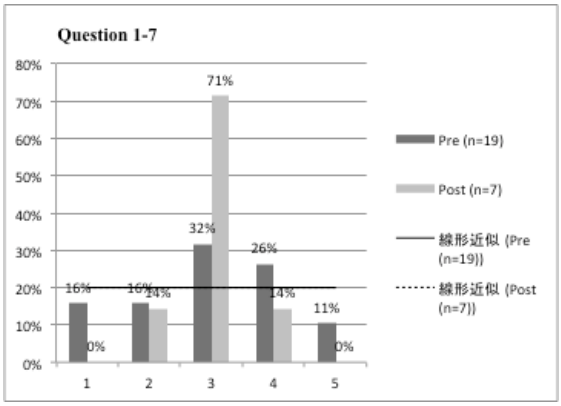
Pilot Study 1: The attitude survey consisted of three scenarios: the first scenario had seven questions, the second had five questions and the third had four questions. Each question had five level of a scale: strongly agree (1), agree (2), undecided (3), disagree (4) and strongly disagree (5). Since statistical significance by scenario was not observed, many answers were similar in both pre and post-test. Some showed the slightly different tendency between pre and post-test.

Comparison of the percentage of respondents to each answer by a question between pre-test and post-test: *Attitude Survey, Scenario 1*

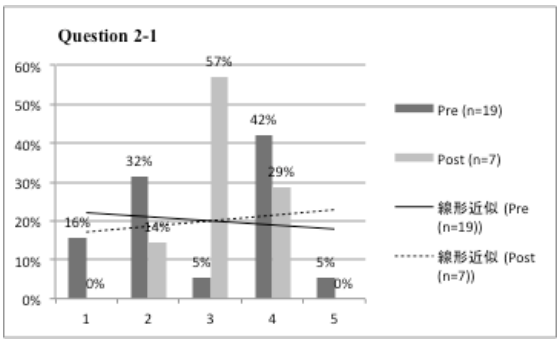


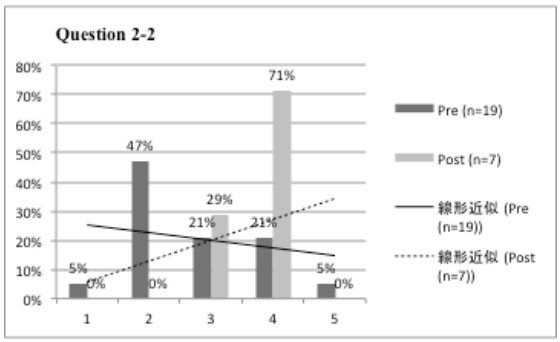


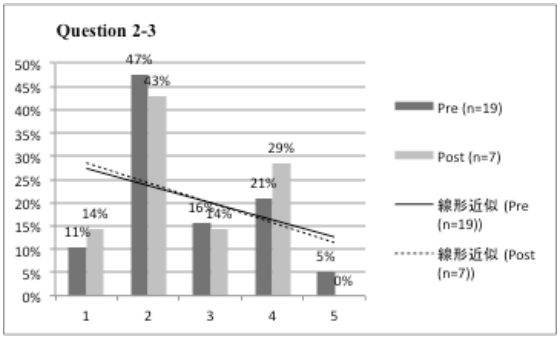


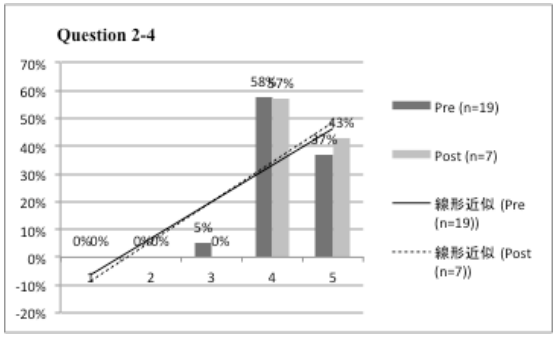


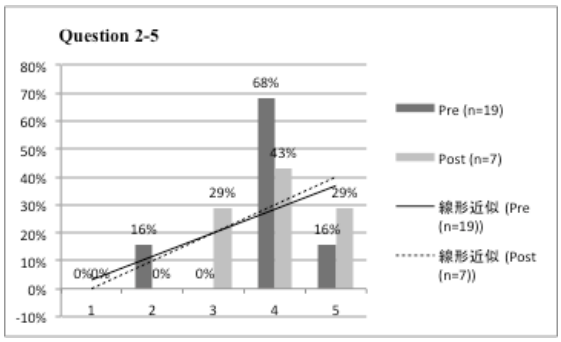
Comparison of the percentage of respondents to each answer by a question between pre-test and post-test: *Attitude Survey, Scenario 2*



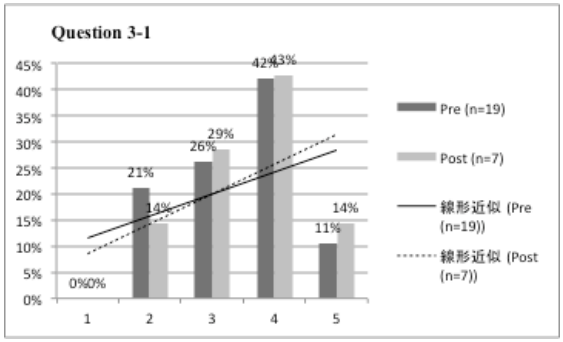


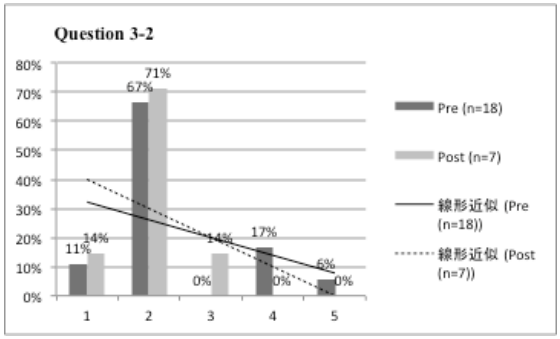


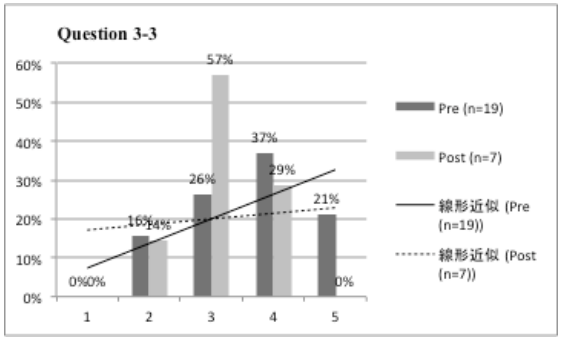


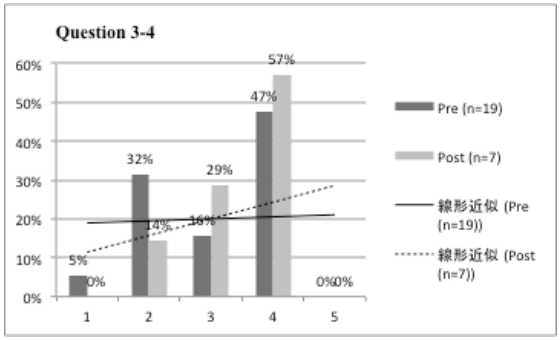


Comparison of the percentage of respondents to each answer by a question between pre-test and post-test: *Attitude Survey*, *Scenario 3*



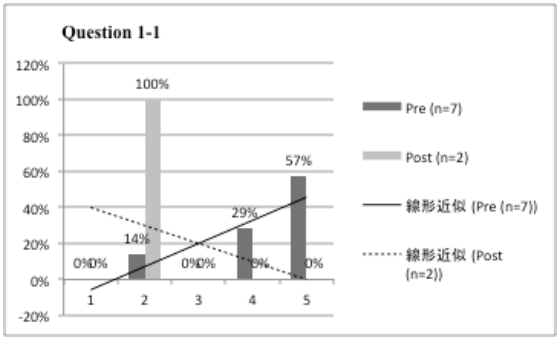


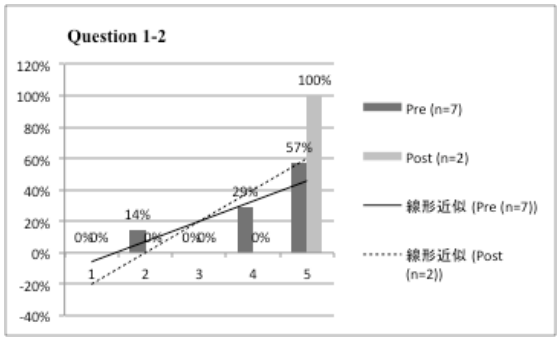


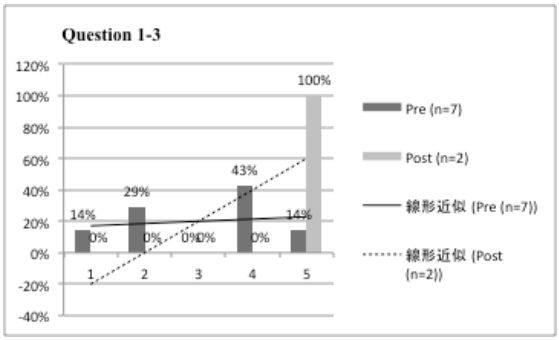


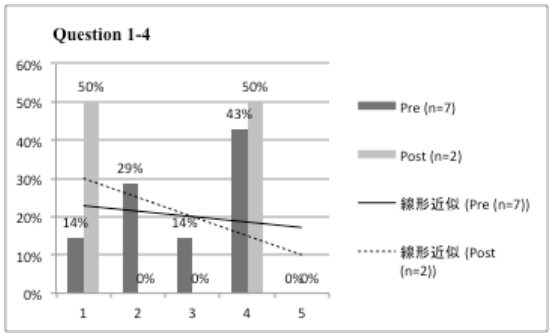
Pilot Study 2. The percentage of respondents to each answer was compared between pre-test and post-test by a bar chart shown below. Two lines in each figure indicate linear approximate curves for both pre and post-test. The attitude survey for Pilot Study 2 consisted of three scenarios and the first scenario had eight questions, the second had five questions and the third had five questions. Each question had five level of a scale: strongly agree (1), agree (2), undecided (3), disagree (4) and strongly disagree (5). Some showed the slightly different tendency between pre and post-test.

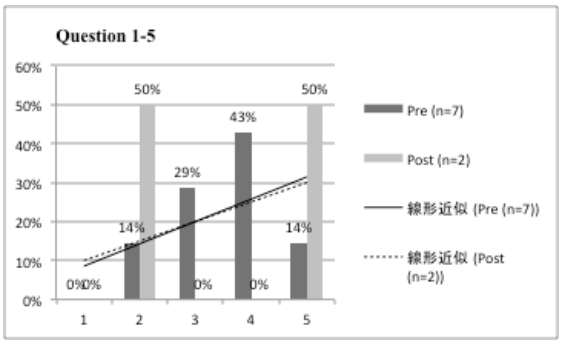
Comparison of the percentage of respondents to each answer by a question between pre-test and post-test: *Attitude Survey, Scenario 1*

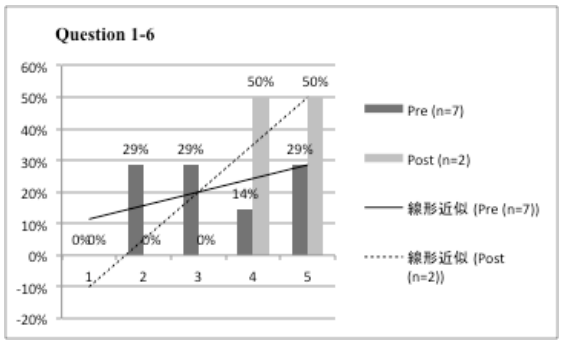


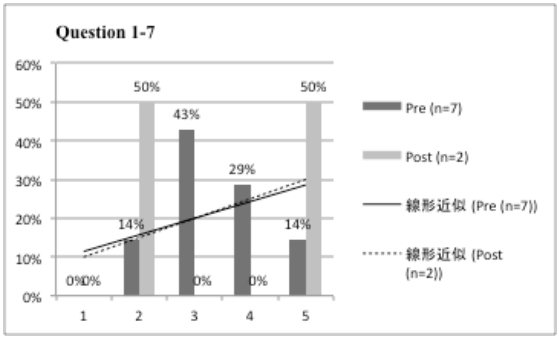


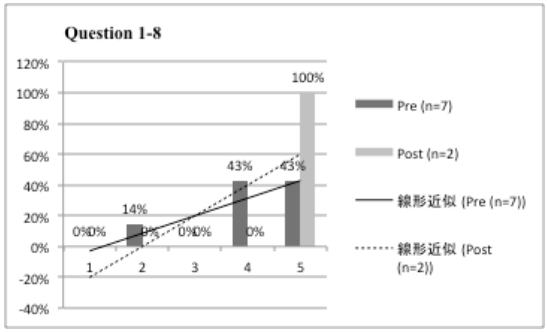




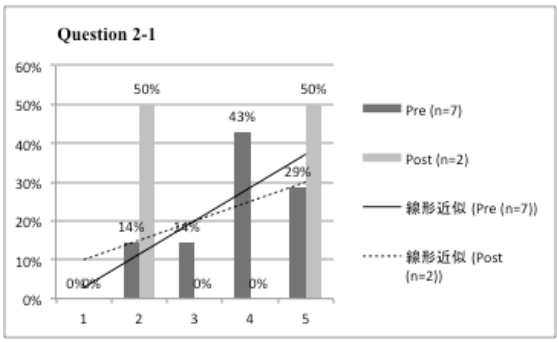


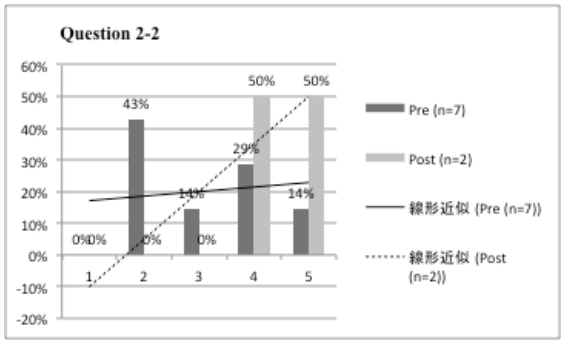


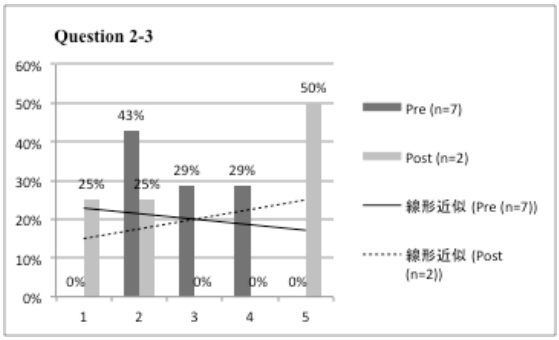


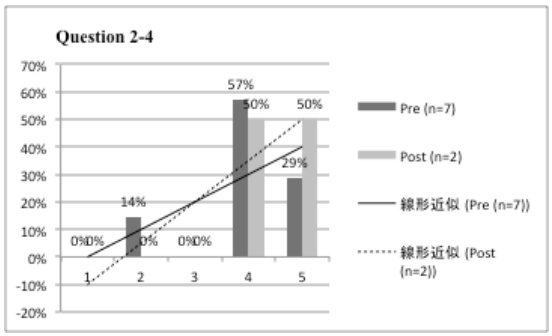


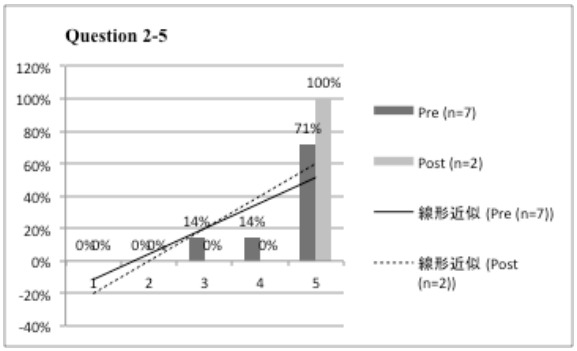
Comparison of the percentage of respondents to each answer by a question between pre-test and post-test: *Attitude Survey, Scenario 2*



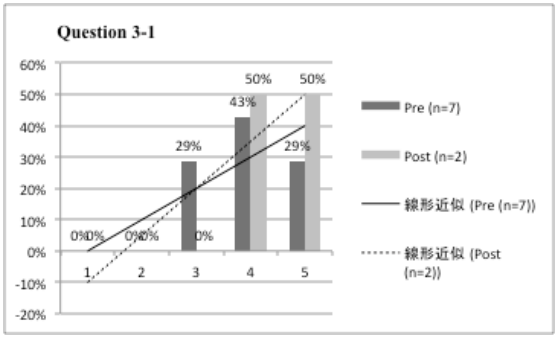


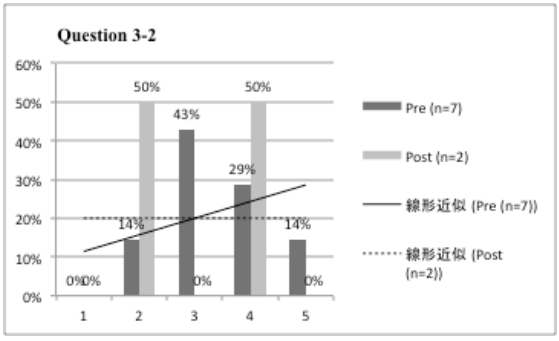


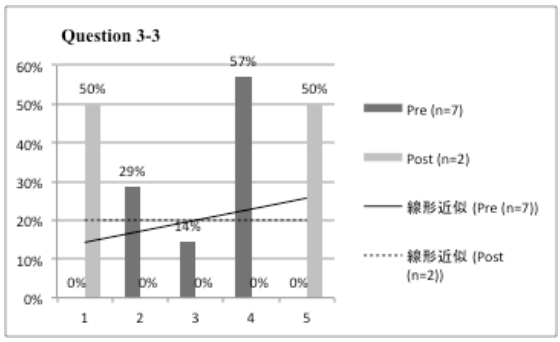


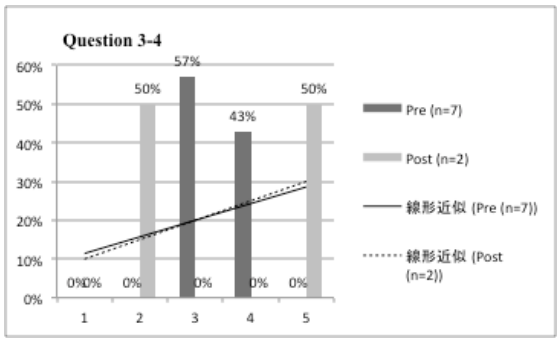


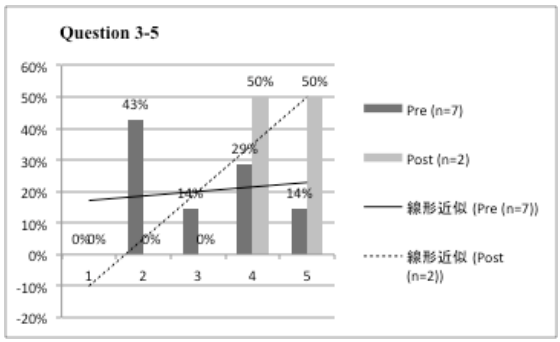
Comparison of the percentage of respondents to each answer by a question between pre-test and post-test: *Attitude Survey*, *Scenario 3*





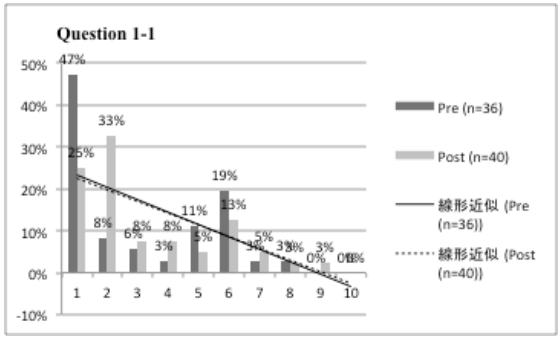


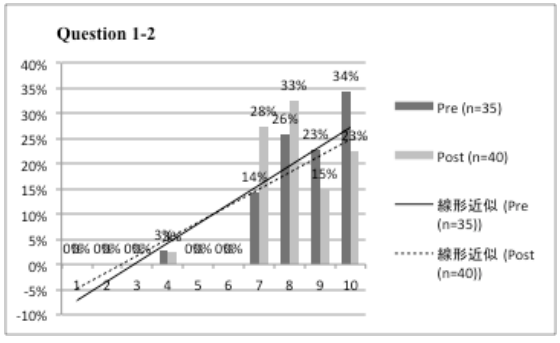


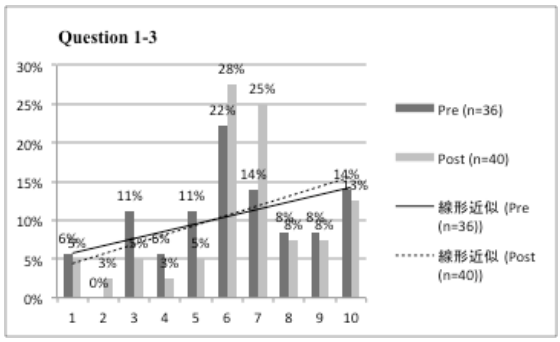


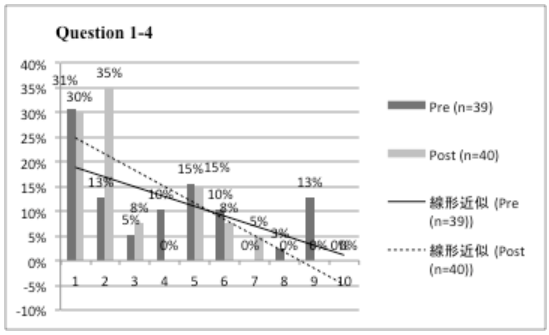
Main Study. The percentage of respondents to each answer was compared descriptively between pre-test and post-test by a bar chart below. Two lines in each figure indicate linear approximate curves for both pre and post-test. The attitude survey consisted of three scenarios and the first scenario had seven questions, the second had five questions and the third had five questions. Each question had five level of a scale: strongly agree (1), agree (2), undecided (3), disagree (4) and strongly disagree (5). Since statistical significance by scenario was not observed, many answers were similar in both pre and post-test. Some showed the slightly different tendency between pre and post-test.

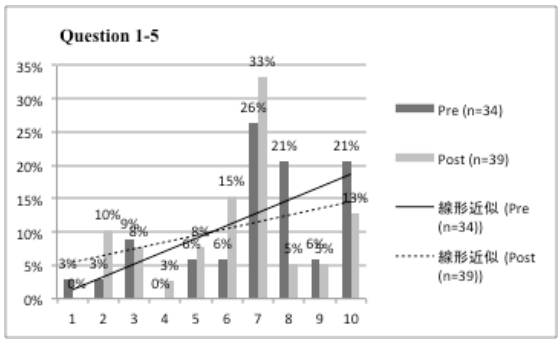
Comparison of the percentage of respondents to each answer by a question between pre-test and post-test: *Attitude Survey, Scenario 1*

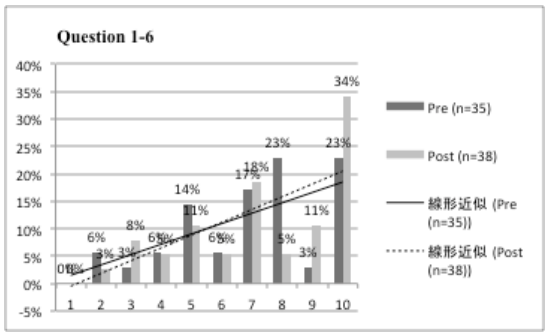


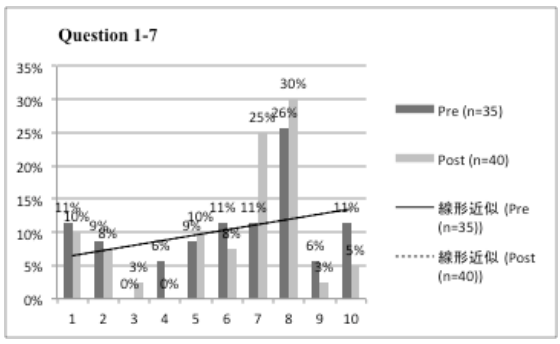




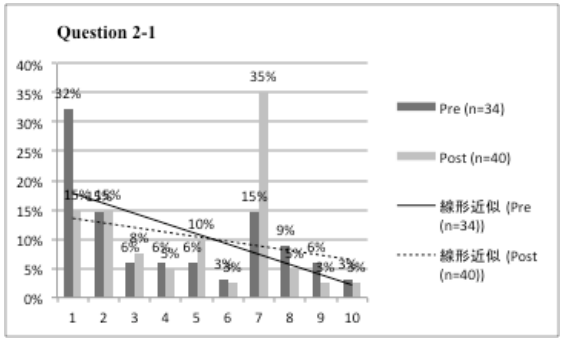


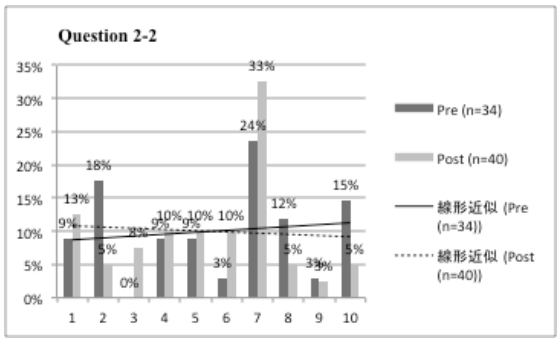


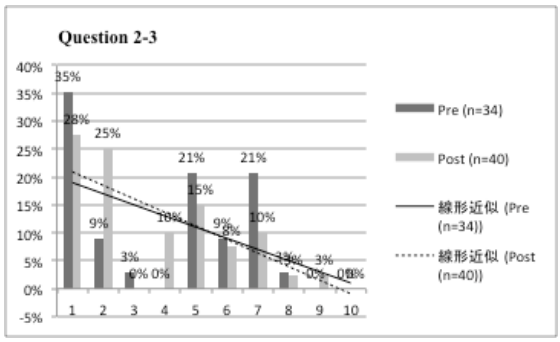


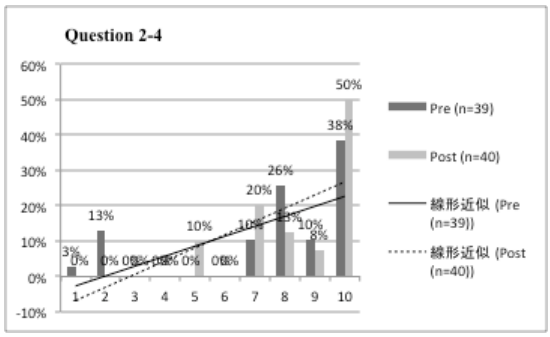


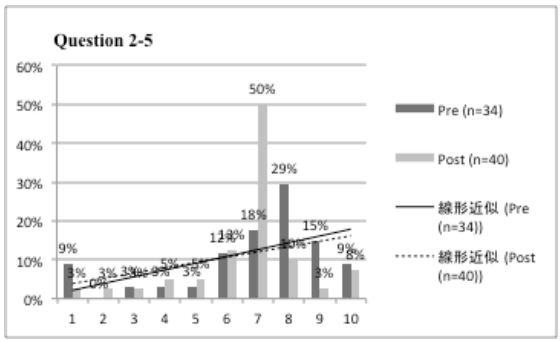
Comparison of the percentage of respondents to each answer by a question between pre-test and post-test: *Attitude Survey, Scenario 2*



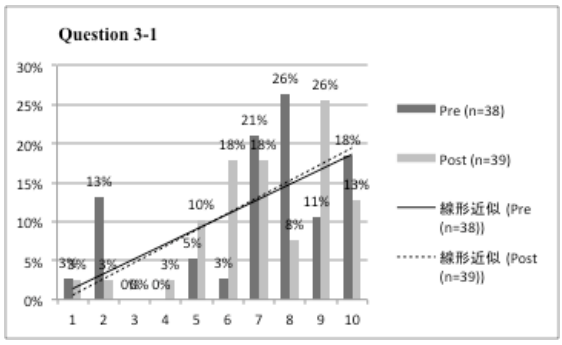


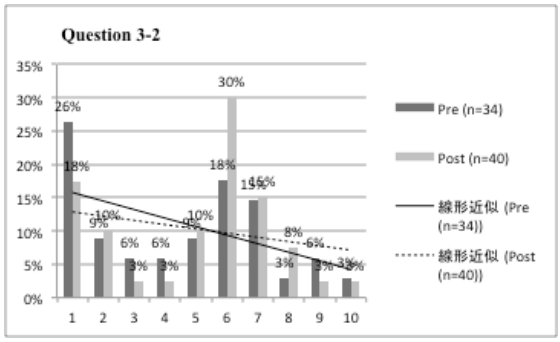


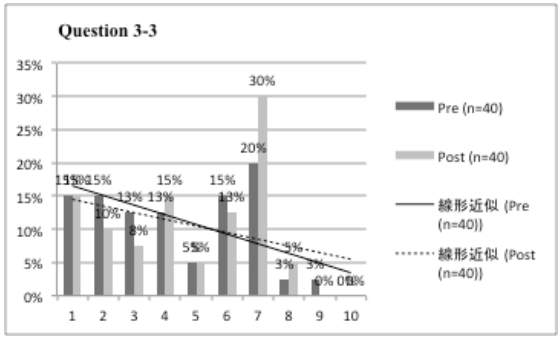


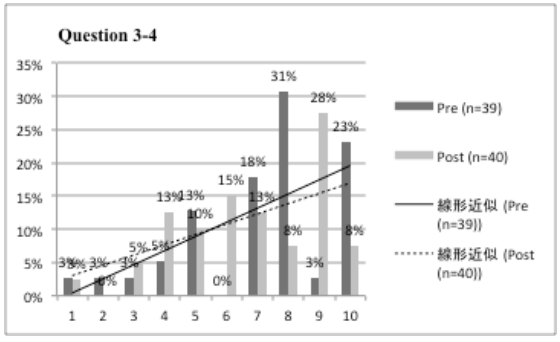


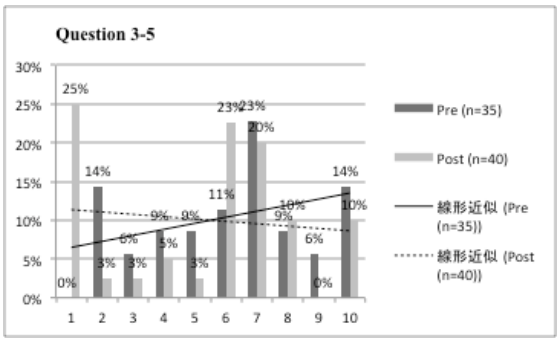
Comparison of the percentage of respondents to each answer by a question between pre-test and post-test: *Attitude Survey*, *Scenario 3*










Question 3-5
30%
25%
20%
15%
10%
5%
0%
1
2
3
4
5
6
7
8
9
10
Pre (n=35)
Post (n=40)
線形近似 (Pre (n=35))
線形近似 (Post (n=40))

Appendix E: Students' Satisfaction of the Pilot Study 2

The result of satisfaction survey is as follows. Unfortunately, the response of process evaluation of Day 5 could not be collected due to a failure of proper arrangement of the web-survey system.

Results of Satisfaction Survey in Process Evaluation

Day 1

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	0	1	1	0	0	0
%	0.00%	50.00%	50.00%	0.00%	0.00%	0.00%

	How well did the lecture contents match your expectation?				
	Very well	Well	Somewhat	Not so much	Not at all
n	1	1	0	0	0
%	50.00%	50.00%	0.00%	0.00%	0.00%

	How well did the lecture contents match your level of knowledge?				
	Too easy	Easy	Appropriate	Difficult	Too difficult
n	0	1	1	0	0
%	0.00%	50.00%	50.00%	0.00%	0.00%

Day 2

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	0	1	0	0	0	0
%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%

	How well did the lecture contents match your expectation?				
	Very well	Well	Somewhat	Not so much	Not at all
n	0	1	0	0	0
%	0.00%	100.00%	0.00%	0.00%	0.00%

	How well did the lecture contents match your level of knowledge?				
	Too easy	Easy	Appropriate	Difficult	Too difficult
n	0	0	1	0	0
%	0.00%	0.00%	100.00%	0.00%	0.00%

Day 3

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	1	0	0	0	0	0
%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%

	How well did the lecture contents match your expectation?				
	Very well	Well	Somewhat	Not so much	Not at all
n	1	0	0	0	0
%	100.00%	0.00%	0.00%	0.00%	0.00%

	How well did the lecture contents match your level of knowledge?				
	Too easy	Easy	Appropriate	Difficult	Too difficult
n	0	0	1	0	0
%	0.00%	0.00%	100.00%	0.00%	0.00%

Day 4

	How would you rate the previous online lecture?					
	Excellent	Very good	Satisfactory	Fair	Poor	Very poor
n	1	2	0	0	0	0
%	33.33%	66.67%	0.00%	0.00%	0.00%	0.00%

	How well did the lecture contents match your expectation?				
	Very well	Well	Somewhat	Not so much	Not at all
n	1	1	1	0	0
%	33.33%	33.33%	33.33%	0.00%	0.00%

	How well did the lecture contents match your level of knowledge?				
	Too easy	Easy	Appropriate	Difficult	Too difficult
n	0	0	3	0	0
%	0.00%	0.00%	100.00%	0.00%	0.00%

Appendix F: Students' Development in Decentering, Moral and Value

Pilot Study 2: As the number of respondents was too small to conduct any type of test to compare the results between pre and post-tests, a statistical test could not be conducted. The number of respondents of a pre-test was seven and a post-test was two. Thus, only Means and Standard Deviation are shown for multiple-choices.

If students developed decentering. To answer this question, three scales were utilized: *Psychological Underlying Construct, Attitude Survey and Peace and Conflict Related Concepts*. The first two scales were multiple-choices and the latter two were open-ended. Only Means and Standard Deviation are shown for multiple-choices.

Psychological Underlying Construct. Means and Standard Deviation of this scale are shown as follows.

The Comparison of Means and Standard Deviation on Psychological Underlying Construct

		Before (n=7)		After (n=2)	
		M	*SD*	*M*	*SD*
Psychological Underlying Construct	Empathy (cognitive)	3.10	1.15	3.33	1.37
	Empathy (Emotion)	3.67	1.25	4.00	1.41
	Trust	3.21	1.24	2.75	1.39
	Tolerance	1.93	1.07	1.88	1.36
	In-group evaluation	3.11	0.86	3.00	1.22
	Out-group evaluation	3.39	0.82	4.25	0.83
	Readiness for intergroup contact	3.61	1.08	4.00	1.50
	Categorization	2.81	1.22	2.33	1.60

Attitude Survey. Firstly, only Means and Standard Deviation are shown as follows. Similarity to Pilot Study 1, additionally, the percentage of respondents to each

question was compared between pre-test and post-test by a bar chart with liner approximate curves to graphically grasp the differences between pre and post-test. The result is shown in the appendix D.

The Comparison of Means and Standard Deviation on Attitude Survey

The Comparison of Means and Standard Deviation on Attitude Survey

		Before (n=7)		After (n=2)	
		M	*SD*	*M*	*SD*
Attitude Survey	Scenario 1	3.45	1.19	3.88	1.45
	Scenario 2	3.69	1.12	3.80	1.47
	Scenario 3	3.46	0.91	3.70	1.42

Peace and Conflict Related Concepts. Similarly, the comparison could not be conducted, as the number of respondent of post-test for this question was only one. This section intended to descriptively compare the results between pre-test and post-test. The question asked 1) personal definition, 2) personal experience(s) and 3) application and practicability of Peace and Conflict related concepts: *Diversity*, *Cultural sensitivity*, *Inevitable consequence* and *Empathizing others' limitation*.

If students developed moral. Likewise above, a test comparing results of a pre-test and post-test on the Moral (Dis) engagement scale could not be conducted due to the small number of respondents. Only Means and Standard Deviation are shown as follows.

The Comparison of Means and Standard Deviation on Moral (Dis)engagement Scale

		Before (n=7)		After (n=2)	
		M	*SD*	*M*	*SD*
Moral (Dis)engagement Scale	Distortion of consequences	2.48	1.22	2.00	1.53
	Moral justification	2.56	1.17	3.13	1.27
	Diffusion of responsibility	2.18	0.76	2.63	1.22
	Advantageous comparison	2.29	0.80	3.00	1.22
	Attribution of blame and dehumanization	2.17	0.90	3.00	1.58

If students developed value. For this scale too, only Means and Standard Deviation are shown as follows.

The Comparison of Means and Standard Deviation on Social Justice

		Before (n=7)		After (n=2)	
		M	*SD*	*M*	*SD*
Social Justice	Attitudes towards social justice	1.72	0.75	1.23	0.42
	Perceived behavioural control	1.76	0.77	1.40	0.49
	Subjective norms	1.96	0.87	1.00	0.00
	Behavioural intentions	1.68	0.71	1.13	0.33