

THE PEOPLE'S REPUBLIC OF CHINA'S FOREIGN EXCHANGE BUSINESS
STUDENTS' PERCEPTIONS OF ECONOMICS

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ABSTRACT

The purpose of this research project was to better understand the attitudes and beliefs of undergraduate exchange students from the Peoples Republic of China (PRC) regarding economics. We focused on general background, economics education, international views and domestic views. For the case study, the participants (n=10) used an online system called Nicenet over a 4 week period to presents their views. Qualitative data was gathered from the transcripts of the online sessions.

In this study, literature on PRC economics and within a sociocultural framework was explored. Themes emerged within this study that included: 1) in regards to secondary education, the students were aware of the strong role that education plays in their economic success, 2) in regards to the issues related to university attitudes, the participants expressed what they viewed as positive and negative aspects of studying abroad, and 3) in regards to issues of mainland China, the students referred to their collective knowledge about the PRC. The results of this study lend credence and value to educational research investigations for multiple perspectives, as in this case, PRC students and their attitudes and beliefs regarding economics.

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CHAPTER I

INTRODUCTION

I have decided to observe how economics has played a role with international exchange students from the People's Republic of China (PRC) since economics is a crucial part of the business curriculum. Over 80% of the PRC international exchange college students are pursuing business majors. This large population deserved a closer look (Zevin, 2007). These students have been labeled as dragon children, the lost generation, and little emperors and empresses. Do these terms really capture who they are as individuals? How do these students perceive themselves? What role, if any, does their economics education play into their decisions and formation of their views? According to the Ministry of Education (MOE) there are six main areas that students should study to help determine their nationalistic and moral views.

Economics education introduces students to a valuable way of thinking about essential issues and making individual and social decisions, an area of great importance in meeting the social and developmental needs of student learning to make decisions in a global economy (Zevin, 2007). Economics is included in the goals of the Ministry of Education in the People's Republic of China as a subject in which students should be able to demonstrate aptitude (Shen & Shen 2009). The MOE also stated that adults should possess skills and knowledge to participate in a global economy (Ministry of Education, 2006).

Students from all over the world are inundated with economic events dominating the news and economic problems that are often topics of international disagreements. The increased

need for economic understanding at the international level contributes to a need for economic instruction at the secondary level for students in the People's Republic of China (Shen & Shen, 2009). The PRC and international researchers are discovering that economics education does not actually take place in PRC schools, and research suggests that the PRC students are not being prepared properly for a global market (Leonard, 2008). Gifford asserted that the PRC is experiencing unprecedented prosperity, having arguably surpassed Japan as an economic power and now having an economic system that is closely linked to the United States of America (2005).

Understanding more about the beliefs and attitudes that the PRC students hold is necessary for further understanding of how PRC students develop their concepts of economic understanding. Pajaraes (2002) claimed that beliefs are people's judgments of the abilities to organize and implement courses of action to execute certain types of behaviors. Yarrow (2008) maintained that beliefs govern how humans think, feel, motivate, and behave.

The success of economic reform in socialist economies depends heavily on the economic thinking of the population (Shen & Shen, 2009). Every nation has to make decisions that are in its own best interest (Barton & Levstik, 2004). The People's Republic of China actively seeks a place as an economic leader on the world stage partly by developing its citizenry's conception of citizenship education (Lin, 2006a). The PRC's education program is used to develop a loyal citizenry that can participate in the global economic market (Lin, 2006b).

Background on Economics Education

A specific example of citizenship education construction is the Suzhi Jiaoyu program in the PRC (2003-2007). For the purposes of this paper, Suzhi Jiaoyu can be used interchangeably with quality education programs. Gries (2009) claimed that during the late 1990's the world

witnessed pragmatism as the dominant thinking of the PRC's citizens and the leaders of the Communist Chinese Party (CCP). A 2007 survey by the Shandong Education Department of primary and secondary schools across the province found that there are six major problems holding back the progress of quality education. These six areas focus on intellectual education and neglect of moral, physical, and aesthetic education; the high emphasis on examination subjects and low emphasis on non-examination subjects; the emphasis on knowledge transmission rather than cultivation of practical and creative skills; the concentration on the bright students and neglect of the majority; the continuing heavy workload of the PRC students; and the lack of improvement in students' physical health. The researcher concluded that 57.7% of teachers thought students' study loads were heavier than they had been 5 years previously and some indicators of children's health were worse (Dong, 2007).

Which economic system is best for the PRC's economic growth and development? Zhao (1998) asserts that Chairman Deng Xiaoping's (1904-1997) "Cat Theory" focuses on the PRC's ability to adopt other methods of economics without changing its basic conception of self. The PRC, for example, may use capitalism to better its financial situation, but it will never stop being (Han) Chinese. This perspective is conducive to economic growth with its focus on patriotism, traditional culture, and market-oriented reform, because placing economic construction at the center continues reform and improves people's standards of living.

By 2004, 81% of primary schools and 56% of junior secondary schools in Beijing were participating in the new education program (Beijing Report, 2006). The economics program was put into action throughout the curriculum. Teachers were to include economics principles during all courses (Ministry of Education, 2006), even though there were no mandatory economics

courses taught. According to the MOE, political and history courses apply economic principles in all lessons.

To understand the MOE desire to implement economic understanding, it was imperative to also understand the PRC's developing economic situation in rural and urban areas. Walstad and Soper (1991) found that students who partake in economics lessons dealing with domestic and international issues had a superior ability to function as consumers, workers, or citizens. The Ministry of Education has created numerous objectives for social studies classrooms. Many provinces created their own objectives, which were not always similar to the MOE's objectives. They cite that rural areas focus more on domestic concerns. Urban schools focus on international issues.

The People's Republic of China's Developing Economic Situation

The PRC recognizes the needs of the global and domestic markets (Wuyts & Geyskens, 2005). Leonard (2008) believes it is simply on a quest to garner monetary wealth. Hu and Jefferson (2008) also refer to the PRC's long history of financial success throughout time. Other than during the Century of Humiliation (1840-1945), mainland China has seen great economic prosperity throughout the ages. According to Hu and Jefferson (2008), while the international community still has concerns about human rights violations, environmental degradation, and unethical business practices, the PRC views itself as having seen vast economic and social improvement. To better comprehend the concept of economics I am providing a comprehensive explanation of social economics.

Social Economics

An attempt to connect economics with the development of citizenship has traditionally focused on economic freedom, personal decision-making and the economic references in primary

documents (Zevin, 2007). Social economics examines national and global goals by observing the role of society within an economic context. Students are asked to understand the concept of the common good which Barton and Levstik (2004) argue is essential to developing values. The common good is part of a classical philosophy that focuses on the collective (Smith, 1999). The common good focuses on public over private good. Yet economics can also focus on the competitive nature of finance. Social economics allows for an education system that commits to establishing a system that encourages corporate sector economics cooperation. Schor (2005) postulated that young international students are already inundated with the media's view of economics. Davies (2002) has also found that international students are unable to recognize the linkage from individual benefits to social benefits. Examining the ways that social economics is portrayed in the PRC economic textbooks and classrooms provided a better understanding of how the MOE's objective can be measured.

Citizenship Education

Citizenship education develops democratic citizens at all academic levels (Balibar, 1996). Balibar examined multiple forms of citizenship and described the many forms that nationality can manifest. He further described a spectrum that ranges from hyper patriotism to a liberal society. By definition, citizenship education should teach students to think of themselves as a member of a community, develop decision-making skills, and provide the ability to communicate with others (Hazan & Shaver, 1987). In mainland China's case, the PRC wants a loyal citizenry that can participate in the global market (Hu & Jefferson, 2008).

Historical perspectives of nations range from a focus on individual achievements in the United States to a focus on societal factors, such as economic, social, and political, in Northern

Ireland (Barton, 2005). A historical perspective can dictate a national perspective as Barton (2001) stated:

The curriculum is unlikely to undergo wholesale change as long as the public expects it to address the goal of building national identity. However, it may be possible to incorporate significant elements of the kind of history education found elsewhere. In particular, less attention to repeatedly learning specific narratives and more attention to the evidence-based study of social and material life among diverse groups in the United States and elsewhere might help students develop a more comprehensive understanding of the past. (p. 54)

Citizenship education can serve many purposes, and these will differ from one society to another. Despite the differences, citizenship education promotes the needs of the nation via the historical narrative, and the justification for social structure is incorporated within their narrative (Gries, 2009). Yarrow (2008) believed that in order to measure the affect of citizenship education programs, the research must examine the perspectives of the students in the program.

Peoples' Republic of China's Exchange Students

The onset of PRC students' traveling to the United States has a fairly short history. The first large scale movement of PRC students traveling abroad started in the mid 1990s. The success of one PRC student started a new trend that is still prevalent today. Liu Weihua and Zhang Xinwu's *Harvard Girl*, depicted how they raised their daughter, Liu Yiting, to gain entry into Harvard University. The book detailed the rigorous upbringing that Liu experienced and included advice from Liu's parents on how to raise children to gain acceptance to top-tier overseas universities. It is described as a manual for child-rearing and early education. It was largely thought that in mainland China, children should act like children until a certain age. The authors suggested that as early as possible, a child needed to learn. The authors pointed to their daughter being able to read before she could walk as a measure of success. The book was a bestseller in the PRC and made both Harvard and Liu Yiting household names among PRC

parents and students (Huang, 2003a). Huang also mentioned that the book is spawning numerous imitators, creating an entire genre of how to raise children to be economically successful by pursuing academic success.

It was unusual for PRC students to attend American schools as undergraduates: most only applied to schools abroad for postgraduate education. But rather than taking the gaokao (the PRC's national college entrance examination) and attend one of the local universities, Liu applied to several schools and was accepted with scholarship offers to four well-known universities. She decided to attend Harvard University, where she received a full scholarship. Not long afterwards, a local newspaper announced her acceptance and the family became instant celebrities (Huang, 2007). The desire to attend college in the United States has grown and a wide range of economically, geographically, socially diverse PRC students are attending universities in the United States.

The issue of interaction between different cultures is imperative. Yang (2002) stressed the importance of intellectual reciprocity if effective internationalization is to take place, superseding a one-way colonial belief of educational influence. Sanderson (2004) urged individuals in universities to make efforts to take personal responsibility in bridging the gap between different communities' members in a reflective and open manner.

Cultural Differences

The issue of bridging cultural gaps is essential. If students from the PRC are going to be able to interact with American students, what must take place before these students travel to the United States of America? According to Levin and Wu (2005), PRC parents should encourage their children to participate in arts, sports, and student council, activities not as valued by the PRC's colleges but of utmost importance to top United States universities as they try to assemble

a well-rounded student body. Huang (2003b) argued that many of these students are not ready for life outside of the PRC. He identified them as being slow to adjust to social norms and lacking confidence. Another perspective was by Wu and Singh (2004) who described these students as hardworking, industrious, and test driven.

Statement of the Problem

Herein lies the problem: perceptions of PRC citizens are becoming more individualistic but are an essential component of interaction and understanding different cultures. The mission of the government is not always reflected by the people (Riker, 1789). In order to better understand the citizens of the PRC we must engage in open communication.

Purpose of the Study

The educational and cultural differences between the United States and the PRC are likely to result in differences in economic development. The purpose of the study was to investigate individual perspectives of the PRC international exchange business students regarding economics. If these the PRC international exchange students were not thinking as a collective, what was the unifying principle? Was there still a unifying principle?

Significance of the Study

The significance of this study recognized economics education as a component of patriotic education and its ability to foster loyalty and a citizenry ready to participate in a global economy. The research is also aware that other social constructs can influence attitudes and beliefs. These same social constructs may conflict with the goals of the government. Very few studies have focused on PRC international exchange business students' attitudes and beliefs regarding economics. The need to investigate this group is important because (1) of international

roles and interactions; (2) the limited amount of data on this group; and (3) information on economics education in the PRC is also limited.

Research Questions

The following research questions guided this study:

1. What were the overall perceptions of economics held by undergraduate exchange business students from the People's Republic of China (PRC)?
 - a) Are differences among the PRC exchange business students in their attitudes and beliefs related to differences in their individual participation in their culture?
 - b) How does the PRC students' social economic background effect how they view economics?
2. How does the educational background of each of the foreign exchange business students contribute to the formation of their economics views?
3. What factors play a role in how PRC students perceive their individual roles in international economics?
4. What factors play a role in how PRC students perceive their individual roles in domestic economics?

Overview of the Methodology

All participants in the sample had to pass an English language test to study in the United States and to study English from the 6th grade level to the university level. Online sessions allowed the participants to reflect on economic issues, personal perceptions, and problem solve economic issues (Miller, Moon, & Elko, 2000).

Limitations of the Study

Clark and Creswell (2008) proposed that in any research there are inherent weaknesses in the research design and methods of data collection and analysis, which identify limitations. This research was limited because the study was conducted with a sample of PRC international exchange business students. Given the purpose of the study, participants offered to discuss only what they deemed to be socially suitable responses to online session questions regarding their perceptions, views, and preferences regarding economics.

This study employed online sessions, using questionnaires as a mode of inquiry with convenience samples; therefore, the results will be dependent upon the truthfulness of the respondents. The reason for using a convenience sample was because I made no effort to separate or exclude the PRC international exchange business students. Lunsford and Lunsford (1995) pointed out that the statistical community usually dislikes convenience samples. They also suggested that a convenience sample can help see who is underrepresented or left out of the sample. Convenience samples administered properly can still yield useful information. The researchers believed that findings from a convenience sample would be less definite and would require more replication in a controlled setting. Further research with more narrowly defined PRC international exchange students can be used in future studies.

For this study, I established validity and reliability much like Eisenhart and Howe's (1992) did in their study, which mentioned general dynamics between research questions, data compilation procedures, and analysis techniques. The authors referred to successful application of certain data collection and the analyses tools. Finally, attentiveness to, and coherence of, how previous information related to the subject matter was important. Researchers must be aware of value constraints and the comprehensiveness of the study. McMillan and Schumacher (1997)

focused on the issue of reliability by presenting the following questions: “Could other researchers replicate the study”? “Are multiple forms of media useful for data collection”?

Delimitations of the Study

Delimitations will be present to delineate the boundaries of the study (Clark & Creswell, 2008). This study has been delimited and confined to research with People’s Republic of China foreign exchange juniors and seniors business students (pseudonyms for universities and students will be created to protect the identities of all participants) in the southeastern region of the United States.

Assumptions

1. The researcher assumed that the People’s Republic of China foreign exchange business students had an interest in explaining their economics education program’s objectives as they related to their beliefs and attitudes in regards to economic views.

2. The research assumed that the foreign exchange business students from the People’s Republic of China were receptive to online sessions.

3. The research assumed that the foreign exchange business students from the People’s Republic of China responded honestly.

4. It is assumed that all foreign exchange business students from the People’s Republic of China were actively engaged.

5. It is assumed that the PRC foreign exchange student have not followed all directives by the Ministry of Education. The system of indoctrination is not successful in all areas.

6. It is assumed that the PRC foreign exchange students have the ability to articulate their own ideas on economics.

Definition of Terms

For the purpose of this study, it is important to define the terms in order to preserve the consistency of collective meaning between the researcher and the reader. The following terms were used to describe the research.

Attitudes--A person's disposition, with regards to tendency or orientation.

Beliefs--A person's feelings or convictions.

Cat Theory--Focuses on Mainland China's ability to adopt other methods without changing China's basic conception of self (Zhao, 1998).

China's Communist Party--Serves as head of Mainland China's political system.

Century of Humiliation--Focuses on the negative treatment that China received from Japan and Western powers. According to Ping (2005), history serves as Mainland China's religious foundation and allows all Chinese citizens to become nationalists.

Citizenship Education Programs--The importance of an educational system in developing citizenship that is implemented at all academic levels (Balibar, 1996).

Civilizing Project--According to Harrell (1995), civilizing projects are not meant to unify people; they serve as a means of social control. Promise equity by accepting these new values oftentimes lead the minority into a position of subjugation and control.

Convergence--Modern societies are far more interconnected and mutually influential than pre-modern societies (Inkels, 1997).

Correlation--Statistical term that indicates whether two variables move together. This happens when two factors are positively correlated (Levitt & Dubner, 2005).

Critical thinking --A person's ability to mentally process information to reach and answer or a conclusion.

Curriculum in the PRC--Textbooks have been rewritten to be livelier, more appealing and have stronger connections with students' lives and the outside world (Yu, 2003).

Economics--Comprises an extraordinarily powerful and flexible set of tools that can reliably assess a thicket of information to determine the effect of any one factor, or even the whole effect. That's what "the economy" is, after all a thicket of information about jobs and real estate and banking and investment. But the tools of economics can be just as easily applied to subjects that are more interesting (Levitt & Dubner, 2005).

Face--A nation's honor. Historically, mainland China has a hard time dealing with the United States because of face. Face is not only a PRC issue, it also affects all nations; therefore, all nations are aware of this principle (Gries, 2004).

Neoliberals--Western influence in creating young adults who do not value mainland China's past, but the marketplace and their individual financial goals (Zhao, 2008).

Conventional Wisdom--Functioning as a shared belief that is accepted by the public. Often poorly formed and difficult to see through, but can be done (Levitt & Dubner, 2005).

Patriotic Education in the People's Republic of China--Educational system that is used to foster loyalty and a citizenry equipped to participate in a globalized economy (Gries, 2004).

Social Economics--Studying the relationship between economics and social values.

Suzhi Jiaoyu-- An educational program to assure quality education for PRC students. The program aimed to create a population that can participate in the global market for the benefit of the PRC.

Summary

Chapter 1 introduced the study, to investigate individual perspectives of the PRC international exchange business students enrolled in a university located in the Southeastern

region of the United States. The study's background, problems, research questions, purpose, significance, methodology, limitations, delimitations, and assumptions were described. To assist the reader in gaining an understanding of the study, definitions of key terms were incorporated. Chapter 2 provides a review of pertinent research related to the rationale and topics of this study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter reviews literature relevant to the problem and research questions of this study. The literature review offers a framework for understanding the perceptions of foreign exchange business students from the People's Republic of China in regard to the objectives of the PRC's Patriotic Education program and Quality Education program, as they related to economics. The researcher attempted to avoid biases associated with his culture but acknowledges that such may occur.

For this literature review, the researcher conducted manual and electronic searches of books, journals, government publications, and dissertations. Five major electronic databases were searched: Education Research Information Center (ERIC), psychoInfo, Digital Dissertations, Education Full Text, and Academic Search Premier. The following search terms were used: Economic elite PRC foreign exchange students, PRC's Patriotic Education program, Quality Education program, values, morale beliefs, student attitude measurement, collective memory, and PRC's economics curriculum.

This review of literature was organized into the following six sections: (1) a rationale for teaching economics, (2) a description of citizenship education curriculum and quality education curriculum in regard to economics, (3) research in citizenship education focusing on economics,

(4) the changing economic nature of the PRC, (5) the PRC foreign exchange student, and (6) summary remarks for the chapter.

A Rationale for Teaching a Better Understanding of Other Nations’ Economic Curriculum

Hall (1977) contended that culture consists of commonly assumed information in a society. Issues such as national perceptions, political philosophy, and accepted wisdom patterns allow a nation to develop a sense of history. In Gong’s (2001) view, the PRC’s citizens have a long history and are critical of the United States’ short history. Citizens of the PRC note that mainland China’s history extends back 5,000 years and the United States’ history only goes back 200 years. The United States’ government was established at that point, whereas the PRC was established 60 years ago. The United States’ history is longer than the history of the PRC in this regard. According to Gong, most members of the PRC will not consider this aspect.

Conflicting views can be a major concern for nations. Pei (2003) suggested that the United States’ focus was on looking forward. This conflicts with the PRC’s aspiration to center on the past. In the PRC, nationalism is fueled by past aggressions by Western powers including England, Russia, and the United States. Pei further stipulated that ignoring perspectives can create friction between nations. These past conflicts have come to characterize the Chinese Communist Party’s (CCP) dealings with the rest of the world.

The benefits of understanding another culture are extremely valuable to a global citizen. Barton (2005) recommended that instead of limiting students to a single framework for understanding history, schools might attempt to give students experiences with looking at the past through different lenses by using a variety of narratives and non-narrative tools. According to Zhao (2004), the United States and the People’s Republic of China have been curiously connected; yet in the 21st century, they are still unaware of each others’ economic and social

norms. Gries (2004) argued that many political leaders in the United States try to implement policy decisions on the PRC, but have little to no understanding of the PRC's languages or cultures. In the PRC, political and economic structures are created through the curriculum. In order to better understand the PRC, the United States must examine closely how and why the PRC generates its economic curriculum in a particular fashion. According to Said (1979), the United States used the PRC to define itself against the PRC as an example of negative social norms. Breaking down these nations into the simplest forms created a sense of "us against them." By defining the PRC in our own terms, we were better able to understand ourselves. Such definition allowed the United States to create a negative version of the PRC. The PRC claimed to have a better understanding of the United States than vice versa because of media outlets. In late 2008, Mark Leonard reminded the global community of current economic trends with regards to media outlets:

Chinese thinkers have studied the way that Uncle Sam came to symbolize freedom and affluence, how the Statue of Liberty, the Bill of Rights, Coca-Cola, McDonald's, CNN and Hollywood became far more effective ambassadors for the American world-view than anyone in the State Department. (pp. 94-95)

Gries (2009) warned that this sort of media interface resulting from extensive media viewing and interaction does not produce a superior understanding of the United States in the PRC. He further warned that as the PRC rise as a superpower, both the United States and the PRC need to better understand the other and avoid using their own morals to evaluate the other's actions. As PRC's need for resources increases, these two nations are bound to face difficult times competing against each other for natural resources and a place of leadership on the global stage. Another perspective must be taken to focus on how both nations shape their economics views.

The next aspect under consideration for both nations addresses the circumstances concerning how the nations determine what necessary changes need to be made for each nation

to remain relevant on the global stage. Law (2007) suggested that the modern PRC realized the role the United States plays in the global community as a leader, and it also realized how to determine change within a globalized community. The power of an economic curriculum can never be overlooked. In 1988, the Soviet Union removed its official curriculum and announced that a newly authorized version was somewhere in the works. This was the precise moment when the regime conceded its own extinction (Hitchens, 1998). Hitchens further warned that when a nation decides to reshape its history through education, the decision is based upon the nation's current social, economic, and political position. Given the economic interaction between the US and the PRC, a close examination of each nation's economic infrastructure is merited.

Social Studies Curriculum

Every nation has a concept of citizenship (Khiknani, 2001) and Green (1997) contended that schools play a primary part in development in modern nation-states from Asia to Europe. Countries face the issue of being able to participate in a globalized society. Being isolated would prevent a nation from labor and communication in an ever connected economic sphere. Ohmae (1996) warned that nations also must maintain their individuality or risk losing their identity. As a result, countries must balance between globalization and localism to maintain the economic curriculum.

Socialization through the Curriculum in the People's Republic of China

From 1950 to 1976, the social sciences were used as an instrument for socialization in the PRC, directly affecting students' perceptions of authority, human rights, and justice (Lin, 1991). School curriculum encouraged students to be collective persons serving the public good (Lin, 1991). In the PRC, political study is always required. Social science was taught at all levels and

used to implement nationalistic ideology. A good citizen in the PRC was judged morally, as well as politically, by attitudes and behaviors toward the government (Lin, 1991). Social studies curriculum in the PRC focused on developing moral citizens who obeyed the laws (Ministry of Education (MOE), 2006).

Citizenship education for secondary schools in the 21 century stressed the collective lifestyle that was essential for good citizenship (MOE, 2006). Within the MOE curriculum, students were encouraged to cultivate personal interests and their own personalities (MOE, 2006). Even while developing their own personalities, students were told that the collective good took precedence as the following excerpt indicates:

We young people have to nourish collective consciousness and to learn to deal correctly with the relationship between personal interests and collective interests. When they are in conflict, we should consciously place collective interests first and personal interests second. If it is necessary that we have to sacrifice personal interests, we should have the courage to give up all, including ourselves, to protect collective interest. (Esben & Black, 2006)

Citizenship education focused on teaching these values by reasoning with students.

Quality Education (Suzhi Jiaoyu) (2003-2007)

Specially designed secondary schools in the PRC are now focusing on preparing students for their roles as global citizens. Xiwai International School in Shanghai has attracted international attention through its efforts to provide an excellent, learner-centered education with a global focus by combining educational resources from both East and West (Xiwai International School, 2007). Its expanded curriculum includes a range of activities to cultivate students' creativity and practical skills in addition to the standard academic curriculum. An international focus is strongly emphasized with international exchange of students, teachers, and leadership levels classes conducted in both English and Mandarin. With small class sizes of around 29, the

school incorporates Western teaching strategies such as collaborative learning and clustered seating alongside more traditional teaching methods (Hulbert, 2007).

No effective evaluation system has been established to ascertain whether the curriculum reform goals have been met (Beijing Report, 2006; Marton, 2006). Andrew Marton (2006) conducted a case study of the new secondary Citizenship Education curriculum in Shanghai. Focusing on nine social education high school teachers, the study found that while there was some consultation in the initial stages, the curriculum writers had little involvement with teacher training and there were no mechanisms for feedback (Marton, 2006). He found significant practical problems with the new curriculum and the cohesiveness of the new textbooks. Important information was omitted which teachers had to supplement with the old textbook, increasing the workload while lesson time had been reduced by 8% (Marton, 2006). The researcher also found the reform of the textbooks to lack conceptual depth. Despite a stronger emphasis on themes and broad concepts and more illustrations, there were no questions encouraging in-depth exploration of the subject matter, and the new textbooks remained content-oriented rather than process-oriented (Marton, 2006). Marton established that the teachers in Shanghai had been left largely on their own to implement the new curriculum with little support from colleagues or district educational specialists and little conceptual, psychological, or pedagogical preparation (2006). Marton noticed that the vast majority of social education teachers in Shanghai were disconnected from the development of the new curriculum and deeply ambivalent about the reforms which they did not see as relevant to their teaching practice. He recognized that there had been little change in classroom teaching, with most teachers persisting with traditional learning and memorization methods (Marton, 2006). The researcher found the public examinations were still testing low-level cognitive skills, emphasizing memorized details

rather than concepts, and completely contradicting the goals of the curriculum reform (Marton, 2006).

A few top schools within the PRC have actively implemented the reforms, with the majority continuing as before. The combination of increased school autonomy, lack of supervision by authorities, and the unrealistic demands of the new curriculum have led to many cases of schools engaging in deception (Pang, 2004). Zhang Fenglan, deputy principal of Beijing No. 8 Secondary School, was voicing a popular sentiment when she said that she had observed in countries such as France that the subject content was much easier than in the PRC. In mathematics, for example, French senior students are the equivalent of PRC's sophomores. She believes the PRC's basic education to be the best in the world, citing the fact that PRC students who attend college in the United States frequently outperformed American students in all subjects, except English. While it may be true, despite the PRC's students consistently outperforming students from other nations at the Math Olympics, the PRC has yet to produce a Nobel Prize winner in the Mathematics field (Primary Mathematics Report, 2006).

Social Studies Course Structure

The People's Republic of China's students begin studies with Moral Character and Life in primary school. By junior high school they take Moral Character, History and Society, and Sports and Health. In high school they take Political, Physics, and History courses. According to the *People's Education Press* (2003) textbook:

The first classes are to ensure economic efficiency and growth for the national economy, to ensure that continuous strength as a whole society. The purpose of the Party is to serve the overall interest of their culture by creating a harmonious organization; adhere to the times, the courage to reform and innovation; seeking truth and being pragmatic, to achieve bigger and strong. (p. 1)

Reasoning within the PRC was based on fixed formulae with clear, predetermined answers (Lin, 2006a). According to Lin, citizenship education was an official part of the core curriculum in the PRC but was offered in less than 20% of schools. Only 16% of students studied economics in the PRC (MOE, 2006), whereas 37.4% studied art. According to Lin (2006b), this action told social science teachers that economics was not as important as other core courses. This resulted in schools putting little effort into the guidelines. Classrooms were required to have patriotic rituals, field trips, and guest speakers. The schools were limited by funds and resources. Many of the teachers decided to focus on ancient history, leaving out modern PRC history. According to the *People's Education Press* (2003) textbook:

In the motherland's long history, a developed economy, progressive scientific technology, and a magnificent culture were the embodiment of the labor and talent of generations of Chinese people. These demonstrate the great wisdom and power of the Chinese people. We should be able to absorb power from it, and make our motherland even more wonderful and great. (p. 11)

Lin (2006) revealed that a number of professors and researchers are now involved in the development of textbooks. The desire was to create textbooks that are scholarly and sound. The People's Education Press (PEP) is the preeminent textbook company in the PRC, controlling 90% of the textbook market (MOE, 2006).

Despite the improvements, students are told that the textbook is not the only source of information; textbooks are to be considered a learning tool. The PEP textbooks also encourage students to be independent thinkers and to partake in a careful assessment of all information before drawing a conclusion. According to Lin (2006), many teachers are not happy with the new textbooks, specifically about issues which range from sequencing to the vagueness of the curriculum as well as a division of courses and optional courses.

People's Education Press

Founded in 1950, the People's Education Press (PEP) is a specialized publishing house directly under the control of the Ministry of Education (MOE) of the People's Republic of the PRC. It undertakes overall tasks of researching, compiling, publishing, and distributing teaching materials for education, and various other textbooks and educational books. The name of the press was inscribed by Mao Zedong (Peoples Education Press, (PEP), 2010).

For the past 50 years, according to the need of reform and development of national education undertakings, PEP has compiled and published nine sets of teaching materials for primary and secondary schools in the PRC, which are in common use nationwide (PEP, 2010). The PEP has a complete set of facilities, with more than 20 compiling sections of various subjects such as Mandarin, Mathematics, and foreign languages, namely, the Curriculum and Teaching Materials Research Institute. In addition, it has editorial departments, a computer center and a library with a collection of more than 400,000 books. Its subordinate enterprises include Beijing PEP Teaching Materials Center, People's Education Electronic and Audiovisual Press, PEP Printing Plant, and the Import and Export Corporation of China Educational Publications. The People's Education Press has become a publishing group which has gradually formed the operational structure with compiling and publishing of teaching materials and educational books as its central task, and with other supplementary businesses such as the publishing of paper books and electronic and audio-visual products, import and export of books, logistics service of relevant products, website construction, and internet publishing.

Curriculum

The main objectives of the economic curriculum are to create reform and openness to the world, followed by patriotism. The curriculum encourages students to safeguard peace.

Students are told not to focus on the old ways. Lin (2006) found that teachers are more likely to refer to the older textbooks and often sacrifice social education for test preparation.

One of the main objectives under the economic curriculum is (A) 1.1 to focus on the theme of competition. The students are encouraged to compete in the future. According to the PEP (2010), students are further encouraged to find a balance between competition and cooperation, and according to the PEP (2010):

Competition in modern society, only to follow certain rules in order to have a positive effect. At the same time, based on cooperation started with competition, competitors will greatly improve their competitiveness. Of course, competition does not mean both sides suffer and seek win-win and promote common development is the trend of competition in modern society. (p. 5)

Within the pages of the PEP (2010) curriculum guide, students are told to be cooperative in group activities; cooperation is essential for economic success. While working on a class project, the individual student should do everything possible to win. Which can range from being the group leader to working harder than the other students? The main aspect is that modern society is competitive. The PRC student has to cooperate with other nations, but also strive to win as a nation.

The PRC students are encouraged to be critical thinkers. According to the PEP (2010):

It should be left for students to think, time for discussion, only listening is not fruitful, and thinking to improve student choice can not determine the level of ability and creativity. Thus, the instructional design should be open, multi-dimensional. Teachers should create situations, mobilize the enthusiasm of students, guide students to ask questions, analyze and solve problems and carry out ideological education. (p. 7)

According to the PEP (2010) the critical thinking aspect can be used to help the PRC grow as a global and economic leader. The difficulty is convincing classroom teachers to switch to interdisciplinary methods of teaching and allowing students to have a voice in the classroom.

Under the PEP (2010) curriculum standard (A) 2.4, the relationship between resources and lives indicates the importance of rational use of resources. According to the PEP (2010):

The correct handling of population, resources, environment and development relations. Through main lines: the world and China's population problems and their countermeasures. The lesson of the crisis explores the coping resources, not only in a worldwide problem, but at home, the local is also more prominent. (p. 10)

Although the world may share resources, it is also more important to place the needs of the Chinese Community Party (CCP) above those of the world (2010). The PRC students are given a hypothetical lesson plan, for which a citizen has to decide between protecting the environment of the PRC or the environmental issue that impacts the world. According to the PEP (2010) the correct response is to place the needs of the nations above those of the world.

The objectives of the curriculum standards in the PRC are designed to produce loyal citizens who are economically successful. Within the PEP (2010) curriculum standard (A) 4.1, the role of the citizen in economic life. The PEP urges young PRC students to be aware of their roles within the economic system of mainland China: No matter what their chosen career is, they are serving the nation. Issues of unemployment are viewed as negative. A good citizen should always maintain employment. When a person loses a position due to a plant closure or some other measure, he or she should seek new employment as soon as possible. The young PRC student should also think about what career can best serve the nation (PEP, 2010).

To address the market, PEP (2010) (A) 4.2 discusses the contemporary market economy and technological developments to understand and appreciate truly qualified consumer and producers; operators in the market economy should play in their respective rights. Students are encouraged to understand the concepts of safeguarding consumer rights. Under certain circumstances, consumers should give up their rights (PEP, 2010). They should consider their individual rights with what is better for the PRC as a culture.

Students in the PRC are encouraged to recognize that there are no differences between workers under curriculum standard (A) 5.1. Students are told that a janitor is just as important as a television star. The PEP asserts that class differences are a thing of the past. In the modern PRC, class differences no longer exist. It is wrong to discriminate against someone based on his or her type of work.

The social study educator is seen by the PEP (2010) as essential to the process of helping young PRC students understand their rights and responsibilities as citizens of the PRC. The PEP (2010) addresses the role of the social studies educator:

Assume the task of education. The history of the state curriculum objectives, teaching plans, teaching content is specific to teach and implement. Education and training of students, a teacher's responsibility, this is the work of teachers and business. In this sense, teachers are mentors. (p. 4)

The reform is to enable teachers and students to reflect more fully on their roles, not simply replace their roles. According to the PEP, (2010) the success of educational reform depends on attitudes and beliefs of the teachers and students. The curriculum is aimed at providing teachers with the resources necessary for success.

One of the main goals for the PRC is to have students who are encouraged to observe the history of modernization around the world. According to (A) 5.2 curriculum standard in the PEP (2010):

The Westernization movement for the modernization of China provided the material conditions for the development and management experience. Westernization movement in the last 30 years has helped to achieve some results for China. They set up business despite the low level of mechanization enterprise and are still implement manual labor, but after all, they introduced Western art machinery and technology, production technology in unprecedented changes have taken place, making China appear in modern industrial civilization. (p. 3)

The PEP recognizes the contributions that Western Civilization has in their recent development.

This ranges from PRC students recognizing the successes and failures of Westernization. The

PEP (2010) discusses the curriculum:

The Westernization movement to promote the production of national capitalism in China. Before the Opium War, China's feudal society had bred the seeds of capitalism, with the invasion of Western powers, the Chinese feudal society of capitalism was destroyed. With the rise of the Western movement, some landlords, bureaucrats, and wealthy businessmen were investing in modern industrial and mining enterprises, so that national capitalism was born. Westernization is the foundation of civil enterprises. (p. 3)

The PEP draws a comparison between the type of capitalism that was implemented under feudal mainland China with that of modern Western capitalism. The PEP encourages PRC students to understand that concepts from other cultures can be used to improve the PRC's economic and social goals. According to the PEP 2010:

Westernization movement in modern China trained a group of people. Westernization brought a group of bourgeois intellectuals in the reform and open education system of feudal culture of the gap, which is organized by the Westernization movement in the most successful; most have an element of foresight. As Westernization translated a number of foreign science and technology organizations, books, to send student of different age and seniority, which trained a number of diplomatic and technical personnel. (p. 3)

The PEP describes these cultural interactions as important for young PRC students. PRC students are still encouraged to balance what they have learned about Western culture with their values and beliefs. The PEP (2010) offers this guidance for young students:

With the increasing globalization and global issues to promote the intensification of living in modern society, the 21 century, people of a higher, more requirements, develop a comprehensive development of man and citizen of modern society as the basic goal of national education. To enhance national competitiveness, to ensure the future of our country in international competition in a dominate position, the reform of basic education, stressing too much emphasis on changing the subject oriented course structure, subject too much, lack of integration, and curriculum content. (p. 11)

The PEP (2010) new curriculum standards for social studies have only been in place for nine years. The PEP mentions that PRC teachers have concerns about the new curriculum, and the

PEP has worked hard to examine the effectiveness of the program. The PRC scholars fear that an integrated curriculum cannot teach PRC students a system of scientific knowledge when PRC teachers refuse to integrate the curriculum. The PEP warns that to replace social studies may weaken the discipline of history. The PRC students will not be able to establish a correct concept of state and develop a national consciousness to shape the role of national spirit, weakening the tradition of culture and education for the younger generation. Students are also denied the ability to synthesize. The PEP (2010) believes that history can be used within multiple courses. No matter the course, history can be implemented. The PEP (2010) suggests:

Especially in the modern history students, the foreign students lay out a mixed development of large global background, such as the rise of the Enlightenment, capitalism, colonial expansion, the outbreak of the bourgeois revolution, Industrial Revolution, etc., can help students better understand and experience China had involvement in the forced open the doors when the tide of the world development, political, economic, ideological and cultural fields by the profound impact. If you do not have a global vision, it is difficult to obtain a correct understanding of the 21 century. (p. 11)

The curriculum standards in the PEP (2010) (A) 4-9 outline how students are subjected to outside negative influences, such as the internet. The PEP's position is that PRC students are inundated with false information that may be harmful to mainland China. PEP (2010) offers this advice:

Bad information in the network deeply influences our young people. In order to protect the healthy growth of young people, we must strengthen the socialist cultural construction, the development of advanced culture, and create a favorable cultural environment. (p. 15)

By PEP principles, social studies should strengthen students' understanding of socialist culture by allowing PRC students to better understand the value of socialism.

Historical Revisionism

Until 1989, most PRC citizens supported Deng Xiaoping's Open Door policy and the belief that it would help them financially. As the government rounded up and punished the organizers and protesters at Tiananmen Square (1989), the international community was shocked by the actions of the CCP. Political leaders for the CCP were quick to cut off media coverage and to create mechanisms to prevent the discussion of the Tiananmen Square incident (Lin, 2006). The MOE was asked to cover neither the events that led to the incident nor the events that followed. Those that witnessed the events were forbidden from discussing the events; this was punishable by indefinite imprisonment. The media was prohibited from showing the event or discussing the event. Lin further notes, young PRC students are unaware of the events that took place that day. These are also the same students who protested when they found out that Japan had omitted the Rape of Nanjing (1937) incident from its textbooks (Gries, 2009). They urged Japan to be honest in their historical depictions.

In the West, the Tiananmen Square incident was seen as a confrontation between a brutal, unreformed communist state and a group of students longing to be part of capitalist world of liberal democracy (Lin, 2006). However, there was a second group of workers with economic demands and who wanted price stability, social security, and an end to corruption. According to Gries (2009), there were two agendas that day: One group wanted welfare and protection from the financial market, while the other group wanted democracy and protection from the CCP. Gries further discussed how the violence silenced both sides. He also mentions that this is when the marketization of the PRC took place. The corruption, the smuggling, the unfair distribution of assets, the influence of interest groups on public policy, the overdevelopment of real estate, the problems with the social welfare system and environmental concerns, which the protesters

had risked their lives for, got even worse (Lin, 2006). Within Lin's account, the CCP has masked the most extensive and ambitious process of marketization and privatization the world has ever seen. She said this was done by referring to the market revolution as socialism with Chinese characteristics. Lin's final analysis is that the suppression at Tiananmen Square was not in defense of Maoism, but rather market fundamentalism. Gries (2009) provided an explanation:

Those who thought that the movement had speeded up the process of Chinese democratic development discovered that they had been abruptly dragged back into an era they thought was passing away—the old language, old patterns, old characters, old announcements, old faces that should have retired from the scene all took the state once again. The old patterns created a hallucinatory effect, such that one became conscious of the fact that the actual function of the repressive measures was precisely to re-establish the links among Market mechanisms that had begun to fail. (p. 37)

He also referred to the alliance between the CCP and the capitalist elite. The PRC is caught between two extremes, socialism and capitalism, and suffering from the worse elements of both. With a constant fear of another potential Tiananmen Square incident, the CCP works diligently through propaganda. There is no greater tool of propaganda than the educational system (Gries, 2009).

The CCP has greatly magnified the inhumanity visited upon them by Japan during WWII. From 1937-1938 the official number of dead was 10 million. This number would not last, from 1989-1991 the number rose to 35 million. According to Gries (2009), this presents the PRC as a victim who must stand up for itself. This negative view is not only aimed at the enemies of the CCP.

The CCP also depicted the American coalition fighting against Japan as an alien threat. The role that the CCP played in defeating Japan was greater than the role that the United States played, because “The Chinese people were the determining influence in defeating Japanese Imperialism” (*Common Knowledge of China's Socialist Construction*, 2006, p. 42). The United

States is often painted as selfish and arrogant as well as being the focal point for the PRC not receiving fair treatment from their allies who kept all the spoils of war for themselves (Gries, 2009). The PRC is allowed to be painted as being wronged by their allies and enemies, a mentality which supports the victim narrative.

CCP wants their citizens to know that Japan and the United States are evil and that the CCP is trying to return the descendants of the Yellow Emperor to resume its rightful place as the world's leader (Gries, 2009). This is accomplished by looking at United States democracy as flawed and Japan's government as corrupt and dishonest. This type of narrative has a negative effect on the citizens in the PRC. Gries warns that you can not portray your major global business partners and historical rivals as one and the same.

This revisionism of history has also created problems for the CCP; whereas, they paint Japan and the United States as being evil, they still need to coexist with these global powers. The citizenry views this behavior as problematic. Leading members of the anti-Japanese movement asked, "How can our government conspire with those that have inflicted such harm on the PRC"? The CCP was forced to put down the anti-Japanese movement in 2005. The leaders were arrested, and the supporters were told to return home or face similar consequences. This group's effort to shut down trade and end formal relations with Japan was ended by the same CCP controlled government that told its citizens to view Japan in a negative light. The CCP is now the victims of its own success. The drawback of this movement is now used to discredit the CCP as a selfish and greedy ally of the barbarians (Gries, 2009). The CCP is now seen as puppets of the United States and Japan. The CCP is working diligently to change this perspective by using the educational system and propaganda to challenge this new view.

Recently, President Barrack Obama has agreed to meet with the Dalai Lama. The PRC has requested that the United States respect the CCP and requested that the United States atone for this disrespect. An anti-American group in the PRC called for ending economic ties with the United States immediately. The CCP requested that the United States respect its sovereignty. At the same time, the PRC continues to maintain ties with North Korea, Iran, and Sudan despite disapproval from the United States. These contradictions are never discussed within the CCP. Gries (2009), referred to this as the PRC attempt to enforce more control over the United States. In the past, the relationship between the United States and the PRC has been perceived as a big brother, little brother relationship. The PRC has been in the role of the little brother. Now, the PRC wants to assume the role of the big brother. In order to this, the PRC must be seen as in a position of control over the United States.

Indoctrination

The issue of indoctrination is not an isolated issue. The United States and the PRC both partake in this activity. Snook (1989) presented a rationalization:

The willful and intentional act of teachers to get students to hold beliefs in such a way that they are unlikely to question the truth of such beliefs in the face of opposing evidence to the argument. Indoctrination is an intentional effort to get students to hold beliefs in the face of opposing evidence to the counterargument. In essence, indoctrination seeks to close off future inquiry into the truth. (p.80)

The researcher also believes that we must create truth seekers. This belief contradicts some of the main directives of the MOE. The PRC students are given clear directives concerning students' roles. According to Lickona (1977), whenever person A causes person B to accept a belief which person B is unable to validate, person B has been indoctrinated by person A. Every time the CCP is able to have its citizens accept the fact that the PRC citizens are descendants of the Yellow Emperor, indoctrination has taken place. Snook also mentioned that even when a

student in a classroom follows rules without being told why, that also counts as indoctrination. The concepts of indoctrination are not just limited to educational aspects. Despite this fact, education is often considered the best method of indoctrination.

Economic Textbooks

The PEP provides three textbooks that are required: political history, economic history of the world, and cultural history of the world. The favorite optional courses are reforms, democracy, and war and peace (MOE, 2006). The reason for this popularity rests with the MOE decision that Americans and Europeans have better practical abilities, critical thinking, and problem solving skills (2006). The MOE incorporated standards from the United States, England, Canada, Australia, Japan, and South Korea, compiling these sources to create their history standards (PEP, 2003). The desire is to create a textbook that is more balanced and neutral in examining social events than existing material.

Common Knowledge of China's Socialist Construction (CKCSC) (2006) is used in the ninth grade as an optional course to help students understand current economic and social reform. The CKCSC textbook insists that the PRC's students must adhere to its socialist ideology. According to the textbook, the PRC does not copy other countries' methods of reforms (2006). The CCP believe that the reforms are socialist based. The logic is that the PRC will use Western style capitalism to better help its economic situation. The understanding is that Western style capitalism will not challenge PRC's concept of capitalism (Lin, 2006a).

The CKCSC textbook explains the relationship between economic development and the necessity of opening the PRC to the world. The goals focus on economic development, population growth, and cultivating spiritual and confident citizens (CKCSC, 2006). These measures are used to ensure that the PRC does not lose its concept of self. The four basic

principles are still taught in a less direct manner. These focus on the socialist road to guarantee the political direction of socialist reconstruction; to emphasize the leadership of the CCP; to be adamant about the proletariat; and to insist on Marxism, Leninism, and Mao Zedong's ideology (2006). The students are told that the four principles will help guide them in understanding the correct policies and modernization. The three goals of the MOE curriculum are to develop national economic construction, maintain political control, and reunify with Taiwan (CKCSC, 2006). Another concern for the CKCSC is the issue of patriotism over internationalism. It encourages youths to study other nations so that they can help their own country. The youths should view the whole world as a family, but national interest should not be forsaken. Patriotism should always come before internationalism (CKCSC, 2006).

Content Analysis of Common Knowledge of China's Socialist Construction

The analysis of the CKCSC textbook from 2006 provides a framework for students to follow as they develop. The guidelines recommend that civics be presented by cross-disciplinary methods in subjects ranging from art to physical education. Analysis of this source was quantitative and qualitative, using Venezky's (1992) distinction between manifest curriculum and latent curriculum. The manifest curriculum is what is evident from the textbook's table of content and index. The latent method is what is conveyed in the body of the text. I conducted a quantitative analysis of themes appearing in the table of contents of the textbook. Each chapter title and subtitle was assigned a category according to its theme, for example, education. By calculating the percentage of the textbook devoted to each category, the full results of this analysis developed (See Appendix A). While conducting the manifest method, I found that economic issues-domestic accounted for 8.2% of the textbook's content, economic issues-international accounted for 14.2%, and environmental issues accounted for 5.3%. Local

community affairs accounted for the highest percentage with 29.0%. The area receiving the least coverage was leisure with 1.6%.

During the latent portion of the research, the text describes how students are taught. This includes the issue of democracy as a system where the majority of people enjoy political power and many rights. The text also denotes that democracy is not without its class system. Within the texts, “if democracy is ever used to overthrow the socialist system, it will only result in failure for those individuals” (CKCSU, p. 11). The textbook concludes that the young people are the future of the PRC. They are the main force in modernizing the PRC. Students should learn well and fulfill the needs of the country (CKCSC, 2006). Page five of the textbook asks the students to think critically because it is imperative that the PRC develops people who can critically think. By page six, the textbook instructs students not to question the government (2006). The CKCSC directs students to do any trade that is asked of them. Students should know that they are serving the people and the government’s causes at different levels. The students should be enthusiastic about any job they receive.

Throughout the textbook, the CCP is given positive coverage. Any mistakes made during their time in power are blamed on other parties (Walker, 2011). The language of the texts appears neutral. The authors of the text make it clear that with economic improvement, a greater diversity of viewpoints and higher tolerance of others should be increased (Walker, 2011). The textbook mentions that business administration and international trade also have become more popular among the secondary students. This is tied to the students will be able to make money and travel abroad (Levin & Wu, 2005). This aspect has increased interest in economic education among the students.

The authors of the textbook also realized that political slogans often are shallow. The textbook encourages students to learn from the past and from other countries. Students should always strive to create new knowledge. Students must be more objective in developing their attitudes and to explore realistic development (Walker, 2011). Determined by the economic foundation, education will have to follow the changes in the political system and be under the direct control of the political party in power. The aims and purposes of education, education policies, curriculum content, and other elements of education, all have to fit into the general expectation and control of the political system (Walker, 2011).

The Changing Nature of Economics in the People's Republic of China

The issue of leadership is another concern for the CCP. The CCP does not want their authority challenged. According to Fogel and Zarrow (1997), loyalty became of utmost concern to the PRC's leaders. An active discussion on how this loyalty was to be achieved and maintained was a contested topic for top political officials within the CCP (Law, 2007). Fogel further stated that these discussions would lead to the development of the Patriotic Education program.

Social Economics

The role of the CCP in maintaining an economic system based on capitalism in a socialist country presents a unique compromise for the government. The international communities' objective is to understand the political economy constraints on the allocations of resources (De Soto, 2000). In any country, the group in power determines the allocation of resources. A key concern is production and consumption. According to De Soto, the main objectives of social economics are to prevent corruption. Corruption occurs when an illicit act is committed out of a private interest. According to Treisman (2007) corruption occurs when a person takes a bribe or

pledges to give a bribe. In order to prevent corruption, a key source is to develop a strong societal structure to decrease the threat.

An example of a failed social structure would be the former Soviet Union. Many politicians used their positions to seize power and divert assets for their own usage. New enterprises flourished as weak political institutions faltered. Corruption affects how countries formulate their economic policies (Heineman & Heimann, 2006). Corruption is linked with economies that depend upon fuel exports, have less open trade, and have a more restrictive climate (Treisman, 2007).

When the citizens are aware of social conduct, political practices, and economic behavior, they are able to participate within their culture; they are also able to observe abuses. This form of social economics is optimal for society as a whole (Treisman, 2007). People have the right to expect honest services from their officials (Heineman & Heimann, 2006). The researcher also noted that in Russia, billions of dollars have been used to pay bribes annually.

While examining any culture, it is important to understand the relationship between the people, government, and business to understand the basic social structure of the country. Well-connected and affluent private parties can set policy and laws to suit their personal and business interests. Some oligarchies in Communist countries, for example, have been accused of holding and wielding this kind of power (De Soto, 2000).

The Historical Context of Mainland China

The role of education can never be overlooked. Educational reform often is identified as a main means of instituting reform (Bass, 2008). Within the PRC's new mindset, there is a desire that the people select the leaders. This concept of citizenship has been transplanted from Western values (Chen & Reid, 2002). This new construct taken from Western ideology needs to

be associated with a new view of citizenship that would reflect the PRC's current beliefs. This view calls for citizens to be trained in matters of public mindedness, devotion to comrades, and respect for tradition (Fulcher, 2000). The main concept in the new ideology of citizenship is that political power comes from the public, not from the ruling class. The CCP thinks it is essential that the people see the relationship between themselves and authority (Law, 1996). The best method for achieving this goal is through the educational system (Law, 1996). Schools reinforce this indoctrination because as students' progress, they are expected to give specific answers in order to be promoted to the next academic level.

Modern Economic Contexts

The CCP uses mainland China's history as a reason for its unjust treatment by its enemies and allies. This creates a sense that mainland China is returning to its rightful status as a world leader. In the early 1990s, the PRC's Gross Domestic Product (GDP) grew at 8% each year, signifying a considerable improvement in economics and the development of a middle class (Leonard, 2008). The PRC joined the World Trade Organization (WTO) in 2001, and many PRC leaders during the 1990s viewed this as a substantial step for the PRC. According to Leonard, the PRC is now able to bring its economy in line with the rest of the world. The PRC has faced harsh criticism of its products from defective toys to defective hygiene products. The PRC has worked hard to address these issues, but they often point to the fact that the PRC is an emerging capitalistic country and is still learning (Li, 2006).

Although the PRC has a larger middle class, there is still a large gap between the wealthy and poorest in the PRC. The middle and wealthy classes in the PRC are enjoying substantially more freedom from government interference in their lives than they did before reform began (Li, 2006). The PRC has generated a trade surplus with the United States (Zhao, 2008). While the

PRC demands full membership in the world economy, it balks at playing by the rules (Gries & Kaiping , 2002). In regard to the PRC's newest generation, Yuan and Shen (2008) portray the youngest generation that has reached maturity since the post-Mao era, considering them to be made up of brilliant, brash, industrious, and cosmopolitan people, more egocentric than public minded. Their goal is personal wealth, and that is best pursued in the rapidly expanding private sector. Devoting their energies to solving chief problems in the communal sphere is out of the question (Bass, 2008).

The issue of the PRC being socialist still causes debate among scholars. According to Yuan and Shen (2008), the PRC's recent economic development often has been criticized. Accusations from the global community of this economic development range from destroying the environment to people's health (Gries, 2004). The PRC's economy is the second largest in the world and the fastest growing economy in the last decade. The PRC also is developing a middle class and vying for natural resources that may conflict with the needs of the United States (Gries, 2009). These natural resources include petroleum as well as other resources. With the PRC's growing interest in the financial sector, from Wall Street to real estate, it is hard to ignore the PRC in the 21st century (Leonard, 2008). Leonard attributes this rise of the economic prowess of the PRC to its new drive for individual wealth. Gries (2009) contends that the PRC's economic growth has started to stabilize and that its governmental system will be unable to sustain the economic endeavors. He also believes that this generation of PRC citizens are not socialist, but pragmatist.

While trying to examine the perspectives of employers, Venture's (2003) research took place in three phases to provide a better understanding of what employers needed from employees. Group interviews of employers and managers in Guangzhou and Beijing formulated

questions for a questionnaire. The number of employers was not provided. The questionnaire was translated from English to Mandarin by the Chinese Enterprise Confederation to ensure accuracy. The questionnaires were distributed to 1,200 enterprises throughout the PRC. The employers completed 465 surveys (a response rate of 39%). There were three case studies undertaken with a focus on managers in state-owned businesses. In 1995, 70% of urban employment was foreign funded and accounted for only 5.2% of employment. Today, that number has flipped. Zuo (2000) further believes that organizational owners tend to be more demanding in terms of skills.

There is only one limitation in the study; it relied heavily on employers' interpretation of competency for their employees (Venter, 2003). The researcher is confident that this research can shed light on contextual skills and practices regarding economics. She feels that this research gives a starting point for further research. The researcher suggests the following: a high level of formal education to fill gaps in skills addressed by the employers. This includes management courses and adult education courses, followed by technical training provided by the employers. Education is better suited for lower level workers, and more advanced courses are required for managers. The researcher believes she is left with a difficult correlation between work and education in this piece. Venter's (2003) study provides a perspective from employers in the modern area, but lacks concrete examples from the employees and drew extravagant conclusions based on little evidence.

The construction of socialism in the PRC needs to be centered on economic development (Gong, 2001). Citizens of the PRC are encouraged to develop their own enterprises and gradually adopt the economic system found in Western countries (Gries, 2004). According to Zheng and Kahn (2008):

As it exists today, “socialism with Chinese characteristics” is an economy moving rapidly and sometimes painfully from central planning to market decision making. It is economy with a large but shrinking state-owned sector, a substantial and growing collective sector, and a rapidly burgeoning private sector. Liberal use has been made of capitalist methods to jump-start and then fuel truly remarkable growth since the reform began. (p. 73)

One problem is rampant corruption at all levels of government (Gries, 2009). The CCP has taken great strides to address corruption by dealing out penalties ranging from fines to death for those who violate the laws (Zhao, 2004). Despite these efforts, corruption is still prevalent at all levels of government. Zheng and Kahn (2008) provide an explanation for the PRC’s governmental structure:

In any economy, decisions have to be made about how national resources-land, raw materials, labor, and capital-are allocated. In an ideal market economy, these decisions are made on the basis of supply and demand; in an ideal planned economy, they are based on the plan. (p. 81)

In the PRC, the citizenry lacks the experience and expertise needed to develop a true capitalist economy, because the citizenry also lacks solid statistical data (Zhao, 2004). This lack stems from, in part, a bias in favor of decentralized decision making and, in part, because of a proclivity to throw the plan aside periodically in bursts of ideological fervor (Leonard, 2008).

The PRC’s trade is expanding rapidly, and the government actively encourages foreign investment (Schell & Shambaugh, 1999). Schell and Shambaugh call the PRC’s experience in the world economy limited, with self-reliance having been a guiding principle and foreign trade having been closely controlled by the central government and confined to the socialist world.

Leonard (2008) described the distinction between socialism and capitalism:

What exactly is socialist about “socialism with Chinese characteristics,” A cold-eyed response to the question would have to be “Not much at all.” The elements most commonly associated with socialist economy are public ownership of the principal means of production, economic activity largely determined by government decisions as contained in an economic plan, a heavy dose of egalitarianism, and a high level of government attention to the welfare of the working population. All these elements are in the process of being dismantled in China under the current program of economic reform.

And however negative the consequences; there is little likelihood that China will return to socialist solutions. (p. 89)

Nationalism in the People's Republic of China

The term *patriotism* (爱国主义, *aiguozhuyi*) is selected by the People's Republic of China (PRC) over *nationalism* (民族主义, *minzuzhuyi*) and is associated with ethnic and racial implications (Duncan, 1991). The PRC found itself at a crossroads of sorts where it struggled with being a part of the global community. People in power have developed laws and rights to empower the citizenry. They have created laws and educational programs to safeguard their power base and to hinder challenges to their authority. The CCP's desire is to create laws that empower the population's role within the globalized economy, but at the same time maintain the current system of government (Venter, 2003). The CCP addresses the people's views of empowerment using terms like patriotism to accuse those who challenge their power as unpatriotic (Gries, 2009).

While constructing the PRC historical narrative, a number of factors have to be considered. Gries (2009) indicates that the People's Republic of China's sense of history stems from its victim narrative of history. Gries further states that this view led to conflicts with the United States, a country that focuses on the future, while the PRC looks to its history to define present-day international relationships and develop future orientations. The victim narrative of the PRC focused on the Century of Humiliation, which explored the negative treatment mainland China received from Japan and Western powers. According to Ping (2005), history serves as mainland China's religious foundation and allows all Chinese citizens to become nationalists.

The CCP set out to create a new history for the PRC in the early 1990s to achieve its global objectives of becoming an economic power on the global stage (Price & Fang, 2002). In the PRC's case, the CCP realizes that the current Marxist system failed with the populace in the

early 1990s. The advent of a new system is necessary to help develop an economic system that can compete with Western nations (Bernstein & Munro, 1997). Zhao (2004) further asserted that those in power and authority are at an advantage in creating and propagating a nationalism that would promote their own interests because they can marshal the institutional apparatus to achieve their economic goals. Zhao (2004) referred to this as Nationalism representing only the imagined PRC nation at the moment.

The Changing Nature of Research on Education in the People's Republic of China

Through a review of articles published from 1940-2009 in referenced journals, 20 articles were found that pertained to the PRC foreign exchange students' values and beliefs. Of these 20 journal articles, only 4 are empirical studies. Most of these are published in Western journals. Mixed methods research studies on the PRC foreign exchange students are conspicuously absent from the PRC's mainstream research publications (Lin, 2006).

Because the educational system is decentralized, there is an immense difference in standards from region to region. According to Lin (2006), research on economics education in the PRC has four main roles: to improve social and economic development in the PRC and to change the view that education is a consumer enterprise, to provide a theoretical base and guidance to the PRC government, to improve the efficiency of schools in the PRC, and to give educational decisions a more rationale scientific base. Within the guidelines of *suzhi jiayu*, 素质 驾驭 (quality education), one of the main goals is for students to understand economic context. Despite wide support from school officials, the program is still underfunded. Many of the goals of the economic curriculum are not assessed by academic testing. This is in conflict with a society that is dependent upon test measurements for social promotion. The new goal of the program is to focus on the development of the individual and not memorization and test scores.

By following these new guidelines, the PRC is following the path of many of their Asian neighbors such as Japan, South Korea, and Singapore. The United States and Australia also have had a similar model for years (Lin & Ross, 2005). Suzhi jiaoyu refers to a more holistic method of education. This is now generally preferred by education leaders in the PRC over the old form, yingshi jiaoyu, 应试教育 (examination-oriented education). The pressures on these students to succeed are higher than ever. A considerable amount of pressure is placed on children due to the One Child Policy. This policy caused many children to become their parents' only hope for a financially secure future, stressed by vast economic reforms aimed at young citizens' hearts and minds by the CCP (Thogerson, 2000). One of the drawbacks of economic reform is the lack of funding for the educational research about these children. Rong and Shi (2001) pointed out that during the 1990s only 2.4% of the Gross Domestic Product (GDP) was spent on education. Many researchers find this number contradictory. Why is there such a low percentage for a program that was deemed as essential (Lin, 2006)? Local governments bear the cost of funding the program (Lin & Zhang, 2006).

The current mandate provides rural schools with little assistance or a chance for equal academic or economic consideration. According to King and Zhang (2007), this situation is further exacerbated because rural students have to drop out of school because of lack of finances or parents' inability to pay for a secondary education. Even with the expansion of higher education programs, there is still a shortage of senior secondary schools. Only 52.6% of PRC students were able to continue their education at the secondary level due to financial reasons (Human Resource Report, 2003). Given that many Western scholars claim that the PRC tends to embellish its statistics, it is likely to assume that this number is actually lower (Thogerson, 2000).

For the urban student, the aspects of academic pressures are still an issue. Zhang (2002) feared that unrealistic pressures on these urban students have created a generation of academically successful college students who have low self-esteem, poor social skills, and poor adaptability to new social settings. The new curriculum is a reaction to a culture that was overly emphasizing standardized testing over individual development. The guidelines include the following: the PRC needs to raise the quality of the population; to develop high quality people who are well-rounded, moral, and nationalistic; and to achieve high social status and power (Lin, & Zhang, 2006). To be a global competitor, the overall goal is not to cultivate high quality people interested in pursuing their own personal goals, but to help the nation reach its goals of economic and political success (Hulbert, 2007). The nation has outlined the skills needed by the population to improve and modernize the PRC. All of these goals are designed to help the PRC be a global competitor.

The logic of the goals and the actions do not seem to complement each other. The curriculum has goals that focus on individual development, while CCP goals encourage students to focus on the collective over the individual. In 2003-2007 quality education was described by Zhou (2004):

With fostering students' creativity and practical skills as the main focus, it aims to strengthen and further develop moral education in schools, deepen reform of the curriculum and assessment systems, make real improvements in the physical health, psychological quality and artistic accomplishment of students and foster a new generation of well rounded people developed in morals, intellect, physical health and aesthetic appreciation. (p.3)

The PRC's research methodology lacked the sophistication to measure aesthetic appreciation. New types of measurements needed to be incorporated. This was a slow process and only until recently has there been substantial improvement in assessment.

Educational Research in the People's Republic of China

For decades, education in the PRC has been characterized as being hyper-ideologized and politicized (Sautman, 1991). Fairbrother (2004), for instance, examined nine secondary school civic books in the PRC from 1950-1990. The research provided a description of the historical textbooks context, presenting the setting of objectives focused on preserving the authority to rule and following the state-defined paths to economic development. The researcher referred to the strategies the MOE exercised through Patriotic Education in order to achieve the goal of political socialization. By using a systematic, replicable method for compressing text into content categories based on rules of coding, Fairbrother's research applied a fixed vocabulary of terms (patriotism, loyalty, fairness, honest, and other key terms) on the basis of which words were extracted from the PRC textual data for statistical computation. He adopted a neo-Marxist approach within the paradigm of critical theory to develop an argument for explaining the textbooks. By using a critical and comparative perspective, Fairbrother reported that the books outlined the nation's aspirations for the 21st century through models of good citizenship, the rationale for the background of textbooks, the history of mainland China, and narratives that favor the (Han) Majority. Most important was student vigilance against the plots of hostile domestic and international forces to subvert the government and socialist systems. Lickona (1977) referred to this form of indoctrination as a classical model. By referring to other nations and hostile and subversive, the CCP is able to paint the PRC as moral and just.

Educational Research in the People's Republic of China (1970-1995)

Educational researchers in the PRC normally used quantitative measures to gather data. Researchers from the PRC have been conducting this type of research under the CCP. Many

reports lacked background information and literature reviews and used leading questions to find socially desirable answers (Lin, Brantmeier, & Bruhn, 2008). Rosen (1990) examined research conducted in the PRC during the late 1980s and found that the framework for successful research was not adequate to yield positive results. Examining a research study, Rosen observed that only two options were given to a social studies question. The first response was “helping others,” while the other option was “running and playing.” The results of this question were later written into an article describing young PRC students as dedicated to helping others. He also found there was little research conducted on students’ achievement and their social status or class. Lin (2006) argued that the reason for so little research on education in the early 1990s was that educational researchers were not trained to conduct research.

Another reason for a lack of effort to carry out observations of this education program was the PRC’s past experience with measuring loyalty. In the early 1980s, college students were required to take exams to measure their loyalty to the Communist party. The leaders of the Communist party realized that many college students were memorizing answers or just writing answers that were in accordance with Communist beliefs (Falk, 1994). Once this was realized, the Communist party changed the course into a remembrance of the PRC’s greatest leaders, who embodied the principles of the Communist party, and the college students were required to take a test on these new nationalistic principles, which were really Communist principles.

Very few PRC universities required publications for continued employment. More recently, under the CCP, Rosen hypothesized that it was very unlikely that people would reveal their true feelings on a survey. Rather than taking a hypothesis and testing it with survey data, some PRC social scientists started with an answer and looked for the information to support the conclusion (Lin, 2006). When surveyed, students often were pressured into giving specific

answers. These limitations rarely were mentioned in research reports prior to the 1990s, but the results were generalized to the whole country. According to standards in the United States, many PRC research papers were merely opinions, basically reiterating government policy (Falk, 1994).

Modern Research on Citizenship Education in the People's Republic of China (1996-Current)

Education research in the PRC has doubled within the last two decades, and many of the researchers have been exposed to research methods at top universities in the United States and Europe (Lin, 2007). According to Lin, social science researchers in Shanghai use educational research from the United States and Europe to better their curriculum and improve their economic standing in the global community. John Cleaverley (1991) wrote:

When authors quote statistics its absence may be related to a tradition of scholarship which does not value or require the exercise of precise identification in writing. Authorship can be viewed as a collectively oriented way. While a particular authority is referred to, the assumption is that a culture known to all exists. Knowledge is not individually owned, it is people-oriented and available for all to share. (p.55)

With assistance from other nations, the PRC is able to gain guidance and implement change within their educational system. In theory, according to Lin and Zhang (2006) there has been little change in the PRC regarding education.

The educational and employment needs of the PRC students are not always addressed by the government. Lin and Zhang (2006) found that only one out of three PRC college students were able to find employment after college. That means that for every one student, two have to return to their home villages and tend the farms or get jobs that they had worked so hard to avoid. The issue is that there are more students graduating from college than there are jobs. An influx of Americans and Europeans traveling to the PRC for technical and medical positions also has created a greater concern for these PRC students. Lin (2006) contended that it is these social

situations that have caused students to think critically about their country and their individual goals. Lin and Ross (2005) mentioned that, even with these concerns, the middle class is on the rise in the PRC, and their economy is projected to see continued growth. The researchers are not only trying to measure students' attitudes and beliefs about economics and other academic and social issues, they are also trying to construct the best educational method to ensure financial success for national development.

The concepts of unity and uniformity play a role in the lives of PRC citizens. Falk (1994) questioned the validity of the phrase "global villages" by maintaining that global citizens must now concern themselves with international issues and have a worldly perspective. This can be accomplished by staying current with international research. Despite the multiple connotations the phrase can manifest, Fairbrother (2004) postulated that the PRC's textbooks are used to create a sense of social responsibility, enable students to observe other countries, and give students ideas of what are good habits and behaviors. The first aspect, social responsibility, reflects the students' abilities to be responsible to their nation and community. The second aspect, observing other countries' political or social behaviors, was used to establish an alternative view of politics, demonstrating the superiority of socialism and comparing socialism to other political systems. The third area of investigation involved presenting PRC students with moral lessons about appropriate behaviors to enable a just society to flourish. These moral lessons involved familiar concepts, such as respect for your parents and listening to the government's directives, which are viewed as being in place to make life better. Education for patriotism starts with the textbooks by creating a portrait of a multi-ethnic country that lives in peace. Mainland China also is depicted as upholding traditional values, solidarity, and harmony (Fairbrother, 2004).

In order to better understand the PRC's perspective, researchers must be aware of their viewpoints. Li studied the PRC's scholars on Patriotic Education's effectiveness and observed social studies researchers reading aloud newspaper articles written by the propaganda department. Li established that all the articles presented the program in a positive light with little qualitative or quantitative data being collected. She deduced that a majority of the decisions regarding Patriotic Education were based upon opinions by the PRC social studies scholars. She acknowledged that this type of research is considered adequate in the PRC, because most documents related to the Patriotic Education are reported in this manner. The most relevant piece of information was when a scholar observed a single class watching a patriotic video and suggested that it was a very successful teaching method and advised other teachers to show the video. According to Walcott (1988):

Ordinarily an outsider to the group being studied, the ethnographer tries hard to know more about the cultural system he or she is studying than any individual who is a natural participant in it, at once advantaged by the outsider's broad and analytical perspective but, by reason of that same detachment, unlikely ever totally to comprehend the insider's point of view. The ethnographer walks a fine line. With too much distance and perspective, one is labeled aloof, remote, insensitive, superficial; with too much familiarity, empathy, and identification, one is suspected of having "gone native." (pp. 188-189)

The issue of bias research measures is still prevalent in the PRC, but improvements are being slowly made. Li (2006) described the methodology and results as troubling and suggested that these outdated methods have lost favor within the PRC; however, she was optimistic that these biased types of studies were being replaced with new methodologies and new PRC social studies researchers are more aware of qualitative measures. Law (2007) presented a snapshot of this situation and offered some additional insight for the reader. Law argued that globalization and national education often were viewed as contradictory. He contended that both can assist the other and help to develop a well-rounded child. The researcher suggested that we not forsake

our previous beliefs, but expand upon them by including technology and knowledge of other nations' successes and failures. Shanghai served as the perfect city to conduct this study because residents view it as a national city and aspire to be viewed as a world city. Law mentioned that the citizens of Shanghai pointed to New York, London, and Tokyo as examples of successful world cities, which means being an important part in the global economic system. Law found that within the social studies teachers' and principals' perspectives, 78% were aware of this complex relationship with the new multi-dimensional framework and were making great strides in conveying these principles to their students.

By observing other nations' method of research, the PRC is able to conduct studies with a new perspective. Law's (2007) study was conducted in Shanghai and focused on social studies teachers' role in meeting a new multi-dimensional framework. The data was gathered from surveys as well as interviews with teachers and principals. The participants included 771 students from Grades 7-9, 81 teachers, and 13 principals who were all given surveys in the year 2003. The study was conducted in citizenship education classes. Six questions were developed, and a 5-point scale was used with 1 being *strongly disagree* that the objectives of the multi-dimensional framework were being met, and 5 being *strongly agree* that the objectives of the multi-dimensional framework were being met. Current studies focused on globalization, but not on the impact it had on the individual and local community. The data demonstrated that 92% of the students agreed they were meeting this new framework's design goals; along with 88% of the teachers who also agreed with the students' assessment. Finally, the statistical data showed that 90% of the principals agreed these measures were achieved.

Critical Thinking Research in the People's Republic of China

The question of critical thinking within the Patriotic Education program also has been examined. Fairbrother's (2004) research described and interpreted the indoctrination of socialism through schooling in the PRC (Stage 1). The researcher accounted for the reasons that give rise to hegemony as envisioned by the PRC (Stage 2). He also provided an account of the power and legitimacy of socialism in terms of its success in territories (Stage 3). Fairbrother tried to locate the deviant attitudes of students in his study (Stage 4). The researcher provided an evaluation of the achievement by observing critical thinking behavioral characteristics. His research sought to show individual thinking among PRC college students. Fairbrother conducted a survey study using a convenience sample of 275 students. The rationale for employing the convenience sampling technique was the political sensitivity of the topic under discussion and the realistic access to data difficulties with conducting a survey study with a random sample.

Many Western scholars are imploring quantitative and qualitative methods to better understand PRC citizens. Fairbrother (2004) collected data in the fall and winter of 1999-2000. The Likert-type scale questionnaire for the study was based on the results of the pilot study of 142 students in Nanjing. The questionnaire was comprised of three sections: questions about national attitudes, questions about critical thinking dispositions, and individual opinions of students' views of themselves as critical thinkers and the influence of social institutions (e.g., schooling, university, family, media, and friends on their national attitudes) (p. 608). Questionnaire surveys as a general rule can provide answers to the questions What? Where? When? and How? In order to answer all these questions, Fairbrother conducted a pilot study through semi-structured interviews from 20 PRC university students. Based on the interview responses, he framed the Likert-type scale questionnaires to do a quantitative analysis of the survey data.

The researcher also used interview responses of students for the qualitative support of his quantitative statistical interpretations. To strengthen his theoretical claims of resistance that come out of the PRC students' recognition of political coercion, Fairbrother (2004) presented some excerpts from the interview responses of students (pp. 612-613). He stated some percentage results from the survey study, but the statistics of the results were not clear in terms of their source. Do they come from the percentage result of students' responses that were collected through interview, or those who filled out questionnaires, or both? Fairbrother also gave some examples of reactions on the part of students and defined reactions to be "examples of critical thinking dispositions of skepticism, curiosity, openness to multiple perspectives and a tendency to think critically" (p. 615). The researcher discussed the relationship of critical thinking dispositions with those of nationalism, patriotism, and other socialization factors. The study provided statistical evidence for the theoretical assumptions of the researcher in regard to the relationship of independent variables within the data with that of dependent variables (i.e., patriotism, nationalism, and critical thinking).

The use of educational software is also playing a role in understanding PRC citizens. Fairbrother (2004) was conducting a quantitative analysis of a partially interpretive qualitative critical enquiry with the help of the SPSS software package. He analyzed differences between students in PRC universities with the help of independent sample *t* tests. The researcher also used a different model of correlation statistics in order to determine relationships among socialization, critical thinking, and nationalistic attitudes (p. 610) treated at various points as independent or dependent variables. Giving an analytic explanation of the data, Fairbrother provided a descriptive explanation of two categories of variables. The dependent variables included patriotism, nationalism, a favorable impression of the PRC's people, an emotional

attachment to the nation, sense of duty toward the nation, nation first, nation better, national power, and internationalism (p. 609). Independent variables included schooling (secondary school); knowledge about mainland China; individual opinion; activities; university education; university changed attitudes; classmates and professors; family; family critical; family concern; socioeconomic status; media, news, and television; friends; skepticism; curiosity; and thinking critically (p. 611). Fairbrother was trying to investigate a range of issues in order to identify various factors and clusters of factors affecting nationalistic attitudes and patriotic attitudes of higher degree students in the PRC. To Fairbrother, the data indicated the “success of schools producing the states’ desired outcomes of political socialization” (p. 620). In terms of a hierarchical position of the results for every variable, “schooling,” with a mean value of 3.80 comes next to “curiosity,” with a mean value of 4.05 for PRC students. For university students the variable of “schooling,” with a mean value can be found somewhere in the middle. The variable “media,” with a mean value of 3.40, seems very significant among other variables in influencing students’ attitudes toward the nation. This point is worth mentioning here because the analysis of the data seems to overemphasize the significance of the variable of schooling in terms of producing the state’s desired outcomes of political socialization. There are certain other factors that show much more significant statistics as compared to the variable of schooling. The study presents a regression analysis in a distinctive way with the help of a comparative account of three regression models while discussing and analyzing the statistics of the results being displayed. Fairbrother has been correct to a large extent, in analyzing and interpreting results in support of his assumptions. There are certain ambiguities and tensions within the statistical explanations of correlations between different variables. While discussing results, he claims that

skepticism led students to think more critically about national affairs can be significant for the PRC students.

The majority of the research sources available that deal with patriotic behavior in the PRC's economic program were from the United States. According to Huilan (2007), inferences about group dynamics and societal dynamics should be viewed with caution. There also can be alternative theories that may be presented on any complex subject. Huilan interjected the conclusion that societal structures, group cohesiveness, and independent interactions are extremely complex. The differences between socio-economics groups are important. In order to understand another culture, one must investigate all aspects.

Research in Rural Areas

Another area of concern was that educational resources were not distributed equally within the PRC. According to Jun (2006), the differences between rural and urban schools have created a gap in the population. The objective of the Ministry of Education was to observe and identify financial inequities and offer suggestions to lessen the gap. This case study focused on the financial resources in rural provinces and delved into teachers' and students' approaches toward the concepts of learning and success in these rural areas.

By observing students in rural schools in 2004, Jun's research provided an in-depth look at the educational system in the PRC, and more specifically, observed students at the secondary level taking citizenship courses in rural school settings. Social studies teachers were observed. Teachers were given surveys to complete, following the conclusion of the course in citizenship. The research was based on a random sample of teachers who were willing to be observed. All teachers were expected to study local and global concerns ranging from environmental to social to political concerns. Methods included individual interviews with members (13 teachers, 60

students, and 11 parents); taped transcripts and field notes of the 13 social studies teachers, and transcripts of conferences between the teachers, students, and parents who participated in the study at the beginning, middle, and end of the semester.

The role of the teacher during this process is equally important. Jun's findings showed that certain students lacked mentorship from the social studies teachers, and these social studies teachers explained that they did not have enough time to teach the material properly (2004). The researcher concluded that a social studies teacher's ability to critically review his or her experience is a desirable trait. When the information from this study was shared with the social studies teachers, the teachers did not feel any sympathy for the students who struggled. They felt that the students should already possess certain skills that demonstrate a strong belief in teacher-centered education. Jun noted that the teachers had low expectations for the students, because over 78% of teachers attributed the students' failing grades to poor test preparation skills. Over 90% of the students also attributed their own failures to poor test preparation. This research study contrasted the present state of education between the rural and urban areas of the PRC.

The lack of attention placed on rural students is still a concern. Jun (2004) found that the students in rural PRC are unsupported and undervalued. Despite the literature of the MOE, the fact remains that rural students are not expected to be academically successful. Research on rural students pales in comparison to what has been learned about students in urban areas.

The People's Republic of China's Parents' and Students' Perceptions

To better understand the development of the PRC's students, it is imperative that the researcher examines the parental and social factors involved. The majority of parents have not supported moves to reduce students' workloads or broaden the curriculum, for fear these

measures will hinder their child's examination success (Lin, 2008). In the words of the Education Bureau Head in Huangmei County, Hubei Province:

If the school does not put on extra classes, the parents hire a tutor; if the teachers do not give homework, the parents buy extension and practice books; if tests are reduced in class, the parents buy exam papers for their child. (*China Education Journal*, 2005, p. 3)

And, in the words of this 2007 People's Daily article commenting on the lack of progress with *suzhi jiaoyu*, "Parents and teachers have made a 'silent pact' so that music classes are cut back, exemption is given from P.E classes, sleep time is shortened" (Wen, 2007, p. 13). The Deputy Principal of Beijing No. 8, Zhang Fenglan, said that parents only accepted the *suzhi jiaoyu* curriculum reforms because students' university entrance exam results had not been affected. Beijing No. 8 was able to implement this, she believed, because of the high quality of the teachers. Xiwai International School likewise remains committed to developing well-rounded individuals while ensuring "students graduate with the best possible academic qualifications" (Xiwai, 2007, p. 57). These realities, coupled with the cultural desire for highly successful "dragon children" and the One Child Policy, have fuelled the already strong ambition of mainland Chinese parents for their children to attend prestigious universities.

The academic success of children in the PRC is defined by parental perceptions (Wen, 2007). The PRC parents often select the schools and method of learning for their children. This ranges from making decision to increase study hours to decreased children's personal time. Xiwai (2007) is aware of parents wanting to do what is best for their children. With an increase in research focusing on the Patriotic Education program being implemented in the PRC, Xiwai is hopeful that parents will also pay attention to the research in regards to preparing their children for academic success.

For several weeks in March 2008, the China Education and Research Network asked students visiting its Web site, “Are you satisfied with the curriculum and the use of teaching materials in colleges and universities”? Of the 12,398 students who responded, 2% picked this option: “fairly satisfied; I can study useful things.” Twenty percent chose “all right, but not ideal”; and 77% selected “not satisfied; lots of things are separated from authenticity.” The China Education and Research Network (Cheng, 2008) were quick to point out the reasons for the unfavorable results: Unsatisfied students may have been more likely to respond to the survey, and the survey may reflect that.

Individual views of domestic and international concerns are prevalent among young PRC students. According to Hickey (2009), the PRC university student seems more confident and nationalistic than in the past. At the economic elite level, relations between the United States and mainland China are at their best in decades. At the social level, there is a strong suspicion that the United States wants to keep the PRC backward, poor, and divided (Hickey, 2009). Hickey observed, during the Olympics, that students were outraged at calls overseas to “free Tibet” and at CNN news reports alleging that the turmoil there mirrored disturbances in Beijing almost 20 years ago. Efforts to derail the Olympics by foreigners were deemed disgraceful by the student population. Rather than fuel those sentiments, PRC authorities quietly sought to control the outrage. Hickey found another area of change is the open affection that students and other young people display. Pop music often blares from crammed dorm rooms. Hickey (2009) recounted how cell phones, text messaging, and iPods also are popular. And, students seem to know how to get around government restrictions on the internet.

Dragon Children

The views of dragon children provide a unique view of a group of students who have often been portrayed as disconnected socially or individually minded. Gifford (2009) interviewed six female college-aged PRC students. A majority of the students referred to their generation as being different from previous generations. Gifford (2009) postulated that this generation of PRC students feels lost. Before the economic reforms of the 1990s, there was a strong drive by the PRC to maintain group cohesion through the media and academics. In the new millennium, the focus shifted from a group identity to an individual identity. A majority of the students referred to themselves as “women shi ziwo yidai” “我是自我一代” (We believe only in ourselves).

This generation had earned many names, from the Me Generation to the Dragon Children.

Gifford believes (2009) that the concept of right and wrong no longer matters to this generation; he also referred to this generation of PRC young adults as the lost generation. The older generations under Chairman Mao believed that despite the problems, there was still a shared morality and an ethical framework. This current generation is isolated from each other. Cohen (2006) offers this assessment:

For much of China’s population, being Chinese is culturally much easier today than it ever was in the past, for this identification no longer involves commonly accepted standards of behaviors or beliefs. Existentially, however, being Chinese is far more problematic, for now it is as much a quest as it is a condition. (p. 98)

The Chinese Communist Party’s Responds to the Dragon Children

The CCP is aware of the growing concerns surrounding dragon children. They have not taken an active role in trying to understand these students’ attitudes and beliefs. According to Lin (2008), despite the acknowledgement by the government that this new generation’s difficulties are great; there is still a very minimal amount of data on these students by scholars

inside and outside of the PRC. The researcher theorizes that the PRC's government is notorious for ignoring problems until they are too big to hide. Cohen (2008) refutes this claim by stating that the PRC's government is making greater strides by allowing for free textbooks and education in impoverished areas. He argues that the government's desire to create more universities, despite the fact that they lack the resources for these schools. In 2006, Beijing made rural reform a major goal of its new 5-year economic project. In addition to the abolition of the agricultural tax, it has plans for a free public school education for rural children and a new insurance system to help poor families pay for medical care. These measures are in place to help dragon children into the 21st century.

While interviewing PRC students who are members of the Communist Party, Gifford (2007) found that a majority of the students were not Communist. Students with good grades are asked to join the CCP. Gifford realizes that most join because membership is a status symbol. He found that the students believe that membership will help them when applying to colleges. Gifford claims that of the 70,000 members of the CCP, a majority are students who are not Communist. He also notes that there are more Christians in the PRC than communists. During an interview, three young females recount why Communism is successful in the PRC and not in Eastern Europe. The first female believes that Eastern Europeans thought capitalism would last forever, but in the PRC, we recognize that it will eventually turn to Communism. Another student interrupted the interview by saying, "Many students grow up in this environment." When asked why they joined the CCP all of the students responded, "My grades are good. I was a responsible student." "It is an honor to join the party" (Gifford, p. 41). Gifford (2007) found that most of the students were pro-government, but he also said their answers sound rehearsed, and when pressed for further explanation, they lacked the ability to further explain their positions.

According to one of the PRC female students, the most important thing a student can learn is how to think. When asked what Communism is, all three commonly retorted with “It means you should be a good and helpful person.”

The author was amused by the fact that while these students were interning at an American multinational corporation in the PRC, they were given books by the CCP. One book focuses on the latest Party directives, while the other focuses on how to be a better salesperson. Gifford has found that this generation is not like the previous generation, which was on the streets in the 1980s demanding democracy. This new generation supports the party because it provides financial security. Gifford surmises that these students were patriotic, but not ideological. They were young individuals who believe in the romantic notion of government. They are allowed to select their own jobs, boyfriends, and lifestyle. The pursuit of happiness is enshrined in their minds. Despite this, he surmises that this generation is lost. The only common thread is a desire for economic success.

To create unity among the dragon children, the new CCP has created slogans for this generation to promote “xiaokang” (小康) (moderate prosperity). According to Hammond (1997), who is an economist, we should not refer to the PRC as capitalistic. A more appropriate term would be the structure of Leninist corporatism. Hammond’s rationale is that the PRC is not a true market economy. He further asserted that the government will suppress a protest when factory workers ask for fair wages. The CCP will imprison the leaders and offer small concessions to the protestors.

This slogan is further followed by “hixie” (和谐) (harmony). The slogans are designed to create a harmonious society. Gifford (2007) offered this opinion:

But the questions touch on more than economic growth. They are about creativity and innovation and the freedom of thought that feeds them, which China at present will not

allow. It can build all the skyscrapers it likes, but if it wants to cross over from being a growing economic power to being a creative superpower, they will have to allow something more than just the construction of shiny new buildings. (p. 70)

Gifford (2007) points to the fact that young women (18-24) in the PRC have the highest suicide rate in the world. He also accuses the PRC of skewing its data about crime. He believes that in reality, this number may actually be higher. This situation is further worsened because for every 114 males, there are 100 females at ages 18-24. Despite the propaganda stating that women are treated as equals, abuse of women in the PRC still continues. Gifford (2007) reported that rape, physical, and psychological abuse of women are on the rise and often not dealt with by the police. Gifford postulates that all these violent situations are a result of a society that lacks a clear moral directive.

While interpretations of trust, reciprocity, honesty, and social engagement may differ in the PRC, globalization has created visible lines between individuals and organizations. Young PRC citizens are more concerned with issues of corruption and business ethics than previous generations (Gifford, 2007). This may be caused by international interaction, thus, allowing individuals to gauge and compare corruption across countries. Today, the workers are also capitalist in the PRC. Globalization has expanded communication and the flow of information for PRC students.

The government in the PRC has a new challenge. How do they ensure that this new generation of PRC students that are exposed to other cultures still maintain their common cultural beliefs and stay in the PRC to advance the economic goals of the CCP? One suggestion from the MOE is to create a better and more comprehensive university system to slow the movement of this young generation from the mother land (2008). Today the PRC university

system is already overtaxed with trying to educate a populous that they already lack the facility and resources to accommodate the students already participating in the University system.

Preparation for International Studies

The MOE approved the International Baccalaureate (IB) program for public schools in 2006, and the students pay about \$10,000 a year in tuition to participate in the program, including a surcharge for the Western education (Hammond, 1997). These students are among the newly affluent PRC citizens who are beginning to arrive on American higher education campuses. Applications from the PRC to leading United States' institutions have increased in the past three years. This is up more than 100% at many institutions, and the number of students enrolling also has risen (Hammond, 1997). People's Republic of China universities have limited space compared with the demand, and increasing numbers of parents want their children to obtain degrees in the United States (Hammond, 1997). In a society where unrelenting competition is a fact of life, the allure of the world's best system of higher education is growing by the year (Hammond, 1997).

A high percentage of PRC transcripts come from agents rather than schools, in part because the schools have no central office that issues academic transcripts (Hammond, 1997). Domestically, university placement is determined almost solely by students' scores on the National College Entrance Exam, or Gaokao (MOE, 2009). For students applying to American colleges, transcripts can come from any number of school officials, usually the student's homeroom teacher or someone else with whom he or she has a personal relationship (Hammond, 1997). With transcripts, essays, and letters of recommendation in doubt, the Standardized Aptitude Test tends to be the only academic measure in a PRC student's file that American admissions offices can count on. That, too, is an imperfect indicator (Hammond, 1997).

The math section of the SAT often fails to make distinctions among students as even PRC students who are relatively poor in math can score 700 out of 800. Scores on the critical reading and writing sections may be a barometer of English ability but reflect mainly the months and years that PRC applicants have devoted to preparing for the test. Because those who are bound for the English-speaking world often do not take the Gaokao, they are routinely allowed time off from school to study for United States' standardized tests (Hammond, 1997). Because the SAT is not offered to PRC nationals on the mainland, students must fly to neighboring countries in order to take it. And, although many United States' institutions proclaim the SAT is not required, the odds of getting into a selective college without it are unlikely.

Young PRC exchange students need to be aware that not all students are going to be accepted to Harvard. This does not mean that they will not be able to study in the United States. Hammond (2009) offers a final word of advice for PRC students interested in studying in the United States. He advises students that they should pay attention not only to college rankings, but also to the fact that America has a wonderful variety of institutions to consider, and that what really matters is not whether they have heard of a college or university, but whether it is a good fit for them. The coming of the IB is an important development for the PRC. The students find the activities and services are now part of the curriculum. Courses such as "Theory of Knowledge" are helping them develop a critical perspective on the world (Hammond, 1997). When those imports begin to take hold throughout the nation and blend with the PRC's homegrown ability in quantitative fields, there is no telling how many millions of superior students will arrive in the United States (Hammond, 1997).

The University System in the People's Republic of China

The Ministry of Education will expand higher education enrollments by only 5% in 2010 in an attempt to reduce the pressures on universities, which have been struggling to accommodate record numbers of students in recent years (Mooney, 2008). The official Xinhua News Agency reported that Yuan Guiren, vice minister of education, said that the PRC's universities and colleges would enroll 5.7 million students in 2007, an increase of 5% from a year earlier and down from double-digit growth in recent years. Mr. Yuan said the Ministry would focus on improving the quality and conditions of higher education and that most of the new students would probably come from the less-developed western regions of the PRC, where the ministry wants to expand higher education (Mooney, 2008). University administrators have complained that the influx of students into the system in recent years has led to a decline in teaching quality and study conditions (2008). In 1999, under public pressure to provide more educational opportunities, the PRC's universities enrolled a record 1.6 million students, up 48% percent from a year earlier (MOE, 2008). In 2005, 5 million new students were enrolled, 4.7 times more than in 1998.

University Admissions in the United States

Stagnation in international enrollment could have an impact on graduate programs. Bell (2009) explained that foreign students made up 16% of graduate enrollments at the Council of Graduate Schools responding to the fall 2008 survey and accounted for a far higher share at some institutions and in certain degree programs.

Several factors could lie behind the standstill in international enrollments in the US. The global recession could be affecting students' abilities to pay for college as well as the financial

assistance universities can provide. People's Republic of China students must demonstrate that they have the money to pay for college in order to secure an American student visa.

Data on offers of admission have been revised upward from an earlier survey; in August 2008, they fell by 1%. That was the first decline in international offers of admission since 2004. Enrollment of students from the PRC, which ranks behind India as the second largest sending country, actually increased. First-time enrollments in 2008 from the PRC rose by 16%, and total graduate enrollments from the PRC are up 12% (Bell, 2009).

The Council of Graduate School's survey also found significant differences between institutions. Universities that typically enroll the most graduate students continued to attract international students, and enrollments among the 10 institutions with the most foreign students climbed 7%. Enrollment at the 100 universities with the largest foreign-student enrollments was flat, while those outside the top 100 saw a decline of 1% (Bell, 2009).

First-time international graduate enrollment at doctoral institutions was level and fell by 5% at Master's degree-focused universities. Enrollment by field varied as well. First-time enrollment dropped by 4% in the physical and earth sciences, one of the three largest fields for international students, and remained flat for the other two, business and engineering. (Physical and earth sciences includes mathematics and computer science.) The survey, which was conducted from September 3 to October 23, 2008, also asked universities about their enrollment of American citizens and permanent residents, finding first-time attendance rose by 6% overall. Sixty-eight percent of institutions reported more first-time domestic students, while 32% experienced a decrease. According to Bell (2009), a significant factor in the growth of American student numbers was likely caused by the economic downturned, causing American students to

return to college for further education to make themselves more marketable to potential employers. A total of 257 institutions responded to the survey, for a final response rate of 51%.

The market for higher education in the PRC is moving from serving a traditional elite student to a mass student market (MOE, 2007) varying from wealthy students to students with marginal economic support. Universities in the PRC interacting with foreign universities are increasing every day with an average of about 60,000 PRC students currently studying in the United Kingdom (UK). This caused visa applications to go up by 12% per year (MOE, 2007). The UK also has the second largest population of students from the PRC (Education Cooperation with European Countries, the Ministry of Education of China website, 2008). The nation with the largest number is the United States, whose institutions are driven by financial reasons and a desire for an internationalization reputation to accept these students (De Vita, & Case, 2003).

People's Republic of China Foreign Exchange Students

Even if students select a university that suits their educational needs, they still have to adjust to a different culture. Cheng (2010) notes that there is a recognizable problem with PRC students studying abroad, and he points to the necessity for professors to help bridge the gap. The researcher is a professor at a research university in the United Kingdom. Cheng's University has the second largest number of PRC students in Europe. Cheng conducts interviews with 150 students from the PRC; 80 males and 70 females. All of the students are first or second year students. They also have spent two years at a local high school before enrolling. The researcher interviewed 12 male professors who have large numbers of PRC students in their classes.

The researcher made it clear that when referring to problems they are limited to students' approaches to education. Sometimes cultural differences can cause conflicts with the UK higher

education methodology. Liu (2002) proposed that PRC students oftentimes pass their courses and very few have difficulties with the professors in Europe. From Cheng's (2010) research, the professors referred to most of the students as being hard working, committed, and respectful. The professors also listed negative attributes: lack of curiosity, passive social attitudes, unwillingness to interact with other students, and less success with written assignments. The professors noted that there was no desire to change on the students' parts. This was further exacerbated by students who did not want to develop critical thinking skills that allow them to judge political or economic issues. One professor made it clear that it was the PRC students' responsibility to adjust to the European educational system. Cheng noted that many of the students take numerous courses and are extremely successful academically (2010). The main courses of interest to these PRC students are economics, business, accounting, and business studies.

The PRC students are aware of these issues. Most of the students said that they did need additional help with essays and critical thinking issues. Cheng (2010) pointed out that there was a great divide between what the PRC students think about education and what the professors think. Most of the students state that they did not enjoy qualitative courses. They also disliked formulating arguments for class discussions. One student was asked about the divide: "The intense competition in the job market in the PRC allows little space for students to develop their personal interests" (p. 436) was the response. When asked why students from the PRC were perceived as being antisocial, he gave the following explanation: "Being with other Chinese students makes us feel safe" (p. 437). When asked about students being in English speaking countries and not practicing English with native speakers; the student responded, "This is a problem, but they could also approach us" (p. 437).

A group of professors mentioned that some PRC students are rude. The researcher theorizes that these are the economic elite PRC students. The researcher asked an economic elite male student why he was so persistent in getting the teachers to change grades and would not accept no for an answer. The researcher notes that many of the economic elite students tend to demonstrate an air of confidence during interviews. The economically elite students were more likely to interact with English speakers and were more likely to speak up in class. Zhou, Knoke, and Sakamoto (2005) asserted that less affluent students tend to live in constant fear of failure. They are less likely to speak up for fear of being a difficult student. They also realized that their parents' entire finances and hopes for a better future rest on their shoulders. Liu (2002) emphasizes that these are PRC students who spend all their time studying and sacrifice their desire to partake in social activities.

Cheng (2010) concluded that the students need to slightly change the way they think about academics when traveling abroad. He pointed out that professors also had to try to understand that these students are coming from a different culture and may need additional assistance during this transition. Liu (2002) called this an acculturation process, the modification of a culture or individual that interacts with a different culture.

The PRC students, overall, have good grades and often report that their time at the university was positive (Cheng, 2010). Zhou, et al. (2005) explains that it is more of an issue of miscommunication. The answer lies between what the PRC students want and expect, and how that at times conflicts with the UK higher education system. Liu (2002) noted that research also specifies that professors who work with foreign exchange students have a responsibility to be sensitive to cultural differences and should be open to providing the students with reasonable

additional assistance. This means additional English courses, English tutors, and support groups that help PRC students in their new environment.

Summary

The review of the literature described the economic curriculum in the PRC. The researcher observed the economic curriculum and the connection from theory to practice. The gaps in research, based on perceived measures developed by the Ministry of Education in the PRC, included why there was limited, but improvement in research on foreign exchange business students and data on its education program. The review of literature revealed ways in which examining economic curriculum can lead to a better understanding of the PRC. Chapter 3 will outline the methodology in this study. This qualitative study will use an on-line discussion board to help better understand PRC's foreign exchange students' beliefs and attitudes in regard to economics.

CHAPTER III
METHODOLOGY

Introduction

The purpose of this study is to advance understanding of international exchange business students' perceptions from the People's Republic of China regarding economics. The purpose of this chapter is to discuss the methods and procedures that were used to conduct the study. The following provides an outline for this chapter: (a) research questions, (b) researcher's positionality, (c) pilot study, (d) research design, (e) data collection process, and (f) data analysis.

Research Questions

The following research questions guided this study:

1. What were the overall perceptions of economics held by undergraduate exchange business students from the People's Republic of China (PRC)?
 - a) Are differences among the PRC exchange business students in their attitudes and beliefs related to differences in their individual participation in their culture?
 - b) How does the PRC students' social economic background effect how they view economics?
2. How does the educational background of each of the foreign exchange business students contribute to the formation of their economics views?
3. What factors play a role in how PRC students perceive their individual roles in international economics?

4. What domestic political views are held by these PRC students?

Researcher's Positionality

I was a graduate student in Beijing, China in the fall of 2008, where I completed a course on Chinese identity. Before this course, my only background in mainland Chinese history was through history courses taught by Americans. I was able to observe PRC culture first hand and learn the language from native speakers.

For a class assignment, I was tasked with providing a brief review of the PRC's Patriotic Education program. I was also asked to conduct interviews with PRC students concerning the Patriotic Education program. After gathering resources in a Beijing library and other sources provided by the professor, I was able to conduct my interviews. I found similarities in the responses.

All eight university students were unaware of the Patriotic Education program, but they were aware of the numerous amounts of history and morality courses they had taken. On the surface, their responses provided a negative view of the program. I was similarly unable to find any concrete evidence of the effectiveness of the Patriotic Education program. I had found propaganda pieces discussing how patriotic videos raised patriotic fever in the classroom, but I uncovered no real data to support the success or failure of this program.

The Ministry of Education statistics for 2006 had no mention of the Patriotic Education program. A group of students invited me to a class on Chairmen Mao Zedong. All seniors were required to take this course. The class met in a room that could easily seat a large amount of students; however, this class only had five students present. It seemed that the Patriotic Education program was not as effective as thought. While interviewing the students separately, I found a number of consistencies. All eight of the students described Chairmen Mao Zedong as

being a “great man.” All eight students had a somewhat negative view of Japan. All students described certain events that transpired during WWII in a similar fashion. It is my perception that these university students were taught certain principles regarding the Patriotic Education program, but were still unaware of the program and did not appear to embody many of the objectives that the Patriotic Education program had set out for them, but they still expressed certain historical views that were cornerstones of the Patriotic Education program.

The Chinese Communist Party (CCP) has found itself at a crossroads of sorts; whereas it struggles with being a part of the global community in which people in power have developed laws and rights to empower its citizenry. The CCP leadership has created laws and educational programs to safeguard its power base and to hinder challenges to their authority. My objectives were not to impart the United States of America’s views on the PRC, but to better understand how their views were developed and to determine if they are having an impact on PRC business exchange students.

These experiences aroused my curiosity in PRC students’ attitudes and beliefs regarding economics. During the spring of 2009, I attended a social studies conference in Florida. At the conference, I meet two PRC social studies professors who were impressed by my interest in the PRC. They were helpful in finding additional resources and offered me social studies textbooks and other learning material to help me with my research. They both thought that the questions I want to ask are pertinent and timely.

There are six main areas covered by the Patriotic Education program. For the purposes of this study, I have decided to focus on the Economics Education program. Economics plays an important role in the development of nations and in their interactions. This subsection can provide a base for discussion and understanding. According to the MOE, understanding of

economics by the population plays an important role in the PRC's development as a global leader (2006).

I have interacted with PRC business exchange students in an effort to better understand their perceptions. The PRC students in the Chinese Culture Club (CCC) have also been helpful during this process. Their desire and openness to help me better understand their culture have yielded positive relationships and a foundation for understanding. Before the study could be conducted, the researcher wanted to check the validity and reliability of the instrument that was created by conducting a pilot study to help inform the study.

Pilot Study

The pilot study was conducted to inform the study. I contacted two educational researchers for permission to use their research questions as the foundation for the questionnaire that was developed for this study. Table 1 presents the questions for the online sessions and sources. For this study, I developed a series of online questions that were supplemented from Gregory Fairbrother's (2004) book, *The effects of political education and critical thinking on Hong Kong and Mainland Chinese university students' national attitudes* and adapted from Mark Schug's (2009) book, *The status of Entrepreneurship Education at institutions of higher learning in southeast Wisconsin*.

A pilot study was conducted in the fall of 2010. A focus group interview session was conducted with seven PRC students in order to probe, clarify, and confirm questions for the online sessions. By using the focus group rather than individual interviews with students, more data was collected over a shorter period of time. Morgan (1988) contended there are no stringent guidelines in qualitative research for determining the number of a group.

Prior to data collection, the researcher filed the requisite forms to obtain approval from the Institutional Review Board (IRB) for the Protection of Human Subjects at a university located in the Southeast (See Appendix B). In compliance with IRB requirements, participants were informed of their rights, including risks and benefits, guarantee of anonymity, and the option of terminating participation in the research at any time. The research secured written permission from each PRC student who was recruited to participate.

During the pilot study, the survey (See Appendix C) consisted of 24 questions were presented to the focus group. The questionnaire included demographic information, individual perceptions of domestic economics, economic teaching methods in high school, and international economics. The focus group (all seniors) was asked to review the items for clarity of wording, appropriateness of the content, and relevancy to the topic of economics.

There was 100% agreement among the PRC business students. All of the students reported that the questions were sound and clear. Student A and Student B tended to take the lead in the discussions. After reading the questions by themselves, we went over them one by one as a group. All members were able to read the questions out loud and offered their views on each question. The males wanted to discuss each item in detail. The females focused on answering the objectives that were laid out at the beginning of the study. Student G kept double checking with Student F in Mandarin concerning the questions. Both admitted that they had limited interaction with the PRC's Economics Education program. The males provided a brief background on their experiences with the program and Student D mirrored the experiences of the males in the focus group. They reported that there were no offensive terms and at no point were they offended by the questions. They thought the questions were comprehensive. They

understood the need for clearly defined questions. Based on their feedback, I made no changes to the pilot study.

Research Design

Online sessions can afford an understanding of respondents' motives, patterns of thoughts, and emotional reactions that are not observable with quantitative methods (Thomas & Brubaker, 2008). The survey questions for the PRC business foreign exchange students were presented on Nicenet. In total, there are 24 questions. The students will respond to four to seven questions every Monday night for a four-week period in the spring. They had 48 hours to post their responses. I selected the loose method of questions because it may reveal the various ways in which respondents interpret a general question. Because the purpose of the study is to expose the extent of variability or uniformity among participants' interpretations, this method offers the participants the opportunity to respond on their own interpretation (Clark & Creswell, 2008).

Prior to the first meeting, I attempted to recruit 10-15 students from the CCC. This group was referred to as research group A. I had also recruited a secondary group by advertising on campus to PRC international exchange business students. This group was referred to as group B. Group B would only become involved if group A loses more than five members or group A seemed unwilling or unable to participate in the study. If group A had a strong response rate at the first meeting, group B would not be used for the study.

Group A demonstrated a strong willingness to participate. Individual members expressed the importance of having their voices represented. They mentioned that they have never been asked to participate in study before and wondered why it was important to understand their views. Throughout the study, only one student failed to respond to all the survey questions. All of his comments were removed from the study.

Description of the Participants

The study consisted of 10 foreign exchange business students from the People's Republic of China. All the students were studying in the Finance Department at a research university in the southeastern region of the United States of America. In describing their background, nine of the participants described themselves as living in an urban area of the PRC. Only one student described herself as living in a rural area (student C). All the students were from Shandong Province; they attended the same university in the People's Republic of China, and they were here in the United States of America as international exchange students. The students ranged from 20-23 years of age. They were all academic juniors and seniors. The participants included five females and five males.

Out of the 10 students, only two had traveled abroad for academic reasons, both females (students B and C). Student B took courses in India, and student C attended a local high school in the southeastern region of the United States of America for one semester through an international exchange program. For eight of the students, then, this was their first experience abroad in any capacity. Seven students have friends and family members who have studied abroad. Only three had no friends or relatives who have studied abroad before: one is female and the other two are males (students E, G, and H). Table 1 illustrates the students' general background information.

Table 1.

General Background Information

Pseudonym	Gender	Age	Urban/Rural	Junior/Senior	Traveled Abroad
Student A	F	22	U	S	N
Student B	F	20	U	J	Y
Student C	F	23	R	S	Y
Student D	F	21	U	S	N
Student E	F	20	U	S	N
Student F	M	20	U	J	N
Student G	M	21	U	S	N
Student H	M	21	U	S	N
Student I	M	21	U	J	N
Student J	M	21	U	J	N

At the first meeting, I had an informational meeting with 10 PRC business students in a computer lab. I discussed the participants' rights as required by the IRB process and received signatures from them. I explained how the Nicenet system works. The students were allowed to ask questions regarding the study and were informed of their rights as research participations. Students were allowed to respond to the first six questions dealing with their general background. I only read the questions out loud. During the four week study, I did not interject or guide the discussion. I only offered procedural information. This was the only in-person meeting in regards to the online sessions. After each session had been completed, I examined the data. I also had a peer reviewer to check for internal validity. This portion will be explained further in the data analysis portion. At the end of the study, the researcher held one additional meeting to check for authenticity.

In the second week of the study, the students were given seven more questions dealing with individual perceptions' of the PRC's High School Economic Guidelines on Sunday night. They had 48 hours to respond to the questions. I checked Nicenet for responses throughout the 48 hours period.

The third week of the study, the students responded to seven more questions addressing individual perceptions of international economics. Once again, they had 48 hours to respond to the questions. I checked for completeness of responses after the 48 hours had expired.

The fourth week of the study, the students responded to four more questions addressing individual perceptions of domestic economics. The students had 48 hours to respond to the questions. This ended the students' involvement with the online sessions. The students were next asked to check for authenticity.

Member Checking

Member checking was performed to embody the authenticity as constructed by the participants (PRC exchange students). Once I had completed the analysis of the data, the students were invited to the computer lab to review statements and to check for the accuracy and comprehensiveness of my findings. This included my notes, significant themes, and a copy of the online sessions. The students also received a copy of the peer researcher's notes, themes, and a copy of the online session. The students were allowed to address any concerns raised by checking the data collection process.

The Lincoln and Guba (1985) member checking is the most accurate method for establishing credibility. They further suggested that this method gives the participants the opportunity to assess the adequacy of the data. If the students had concerns with the data collection, they had the right to remove their responses from the study. The students could also correct errors and address what they may have viewed as a wrong interpretation. They were also provided additional information. All this was to ensure that the participants had a sense that the data was accurate and reflected their views.

Results

At the end of the study, the subjects were asked to review the data and check for the accuracy and comprehensiveness of the reported findings. The students were allowed to look at my notes, themes, and a copy of the online sessions. The students also were given a copy of the peer coder's notes. They were allowed to address any concerns raised by the data collection process. They were asked about any issues they may have had during the study, and then they were asked for suggestions for improving the study for future research. The next area was removal. If any of the items did not accurately express their information, they could have it removed from the study. The last area dealt with approval. I went around the room asking students if they were satisfied overall with the accuracy of the results.

In regards to the first survey, the students did not list any concerns. The main suggestions were to include more foreign exchange business students, conduct this research in the PRC, try this type of study with American students, and evaluate other PRC students with different majors. No student wanted their responses removed, and all students were satisfied with their responses from survey 1.

In regards to survey 2, the students were asked to address the same aspects. The foreign exchange students from the PRC did not mention any concerns while looking over their answers. Under the area of suggestions, the students mentioned that they were concerned by their lack of response. I reassured them that their only responsibility was to respond honestly. They suggested that I try this study with high school freshmen in the PRC; it may yield more useful information for my research. None of the students wanted their answers removed. All students were satisfied with their responses.

In regards to survey three, a subject had one concern. She wanted to make it clear that China has a long and rich history. She did not think that my results reflected that information. Three students mentioned that a multiple choice test would be helpful for further research. They all cited that they did not have a problem with the wording, but it would save time and more students might want to participate. None of the students wanted their responses removed. I even explained that their responses on certain items would suggest that they did not understand the questions. Despite this, they were all satisfied with their responses.

In regards to survey four, the students did not voice any concerns. The same students voiced a desire to have multiple choice questions for further studies. The students did not want any responses removed. All students were satisfied with their responses.

Based on the students' responses, I did not remove any items from the study. I used the last few minutes of the meeting to discuss any procedural items that may have occurred during the study. I asked the students about the time frame of the study and if they had any difficulties using Nicenet. The students had no concerns with Nicenet. In regards to the timeline, the students' thoughts the time frame was fair.

Procedures

Data Collection Procedures

Table 2 presents a proposed overview of the research questions, the data sources, and the data analyses that was used to analyze the data. An explanation of the analysis for each of the instruments follows.

Table 2.

Data Table

Research questions	Data Source	Data Collection	Analysis
<i>(1) What are the overall perceptions of economics held by a mixed sample of undergraduate exchange business students from the People's Republic of China?</i>	Online Session Demographic Information Questions 1-6	Weeks 1	Qualitative
<i>(2) How does the educational background of each of the foreign exchange business students contribute to the formation of their economics views?</i>	Online Session Educational Information Questions 7-13	Week 2	Qualitative
<i>(3) How do PRC students perceive their individual roles in international economics?</i>	Online Session International Information Questions 14-20	Week 3	Qualitative
<i>(4) What domestic political views are held by these PRC students, who experienced the Economic Education program?</i>	Online Session Domestic Information Questions 20-24	Week 4	Qualitative

Instrumentation

Internal Validity

While collecting the data, I worked with a fellow doctoral student to examine PRC students' attitudes and beliefs regarding economics. A researcher must be concerned with the reliability of the research. I used reliability of the coding to revise or remove questions. I calculated a reliability figure with percentage agreement using Scott's *pi*, Pearson's *r* for each variable. Lincoln and Guba (1985) provide a framework for establishing trustworthiness: What can a researcher do to ensure that the findings are worth taking account of? Cook and Campbell (1979) defined internal validity as the best approximation of the truthfulness of a statement. The

objective was to randomize or control these factors. The data analysis was tested against the variance of randomized factors (Lincoln & Guba, 1985).

The data for this study should incorporate pattern-matching and address rival explanations in order to provide evidence of internal validity (Lincoln & Guba, 1985). Lincoln and Guba also suggest that the question should follow a logical thought process. Failure to follow this model can lead to confusion among the participants.

Data Analysis

The strategy was to examine common themes in the transcripts with a fellow doctoral student who has experience dealing with international students and a similar background in education. Table 3 lists Fairbrother's (2004) themes.

Table 3.

Fairbrother's Themes

Schooling (secondary school)
Knowledge about mainland China
Individual opinion
Activities
University education
University changed attitudes
Classmates and professors
Family; family critical; family concern
Socioeconomic status
Media, news, and television
Friends
Skepticism
Curiosity
Thinking critically

Analysis was defined by Strauss and Corbin (1998) as the relationship between the research and the data. They further stressed that all producers should provide standardization of themes, categories, and questions. I looked for relationships occurring among the participants and the study. After each online session was conducted, I used various colors of highlighters to

color-code themes within the online discussion board. The data was critically analyzed for the common themes that were drawn from Fairbrother's research. The peer coder also followed this procedure.

I also understood that Fairbrother's subjects may not be mentioned by the PRC students. Different themes emerged from the research. We also noticed contradictions. During the online sessions, for example, if a PRC student tried to use the online discussion board as a tool for personal reasons or give answers that are meant to detract from the session, they were removed from the study. If a PRC student did not respond to over 90% of the questions, that student's responds were not included in the data analysis. These boundaries were meant to address concerns on the researcher's codes and to ensure trustworthiness.

The criteria for the major themes rest with the most common responses. First, we must understand the nature of themes. What role do themes play? By starting with Fairbrother's themes, I was provided a base for possible themes. With secondary schooling, for example, the participants (n=10) referred to their secondary schooling in two of the four surveys. Secondly, when I realized that I had different themes, I had to create my own. This is how I generated my own themes. In regard to minor themes, these were responses that appeared in moderate frequency (n=4-6); globalization, for example, appeared in one of the surveys. According to Vaughan (1992), all case studies have a conceptual structure. I found that the sample provided responses that suggested a difference in background, global views, and generational perceptions. The possible explanation was that he had over 200 participants from the PRC and from Hong Kong. My study had a small amount of students (n=10) and a narrow focus on economics. The next step was to isolate the meaning of themes for the study.

Themes are complex, situated, problematic relationships according to Becker (1992), who also believes that themes pull attention both to ordinary experience and also to the disciplines of knowledge, such as sociology, economics, ethics, or literary criticism. Becker urges researchers to start with a topical concern, pose foreshadowing problems, concentrate on issue-related observations, interpret patterns of data, and reform the issues as assertions. According to House and Howe (1999), researchers follow their preference for instrumental study. They urge researchers to questions which issues address the concerns. What are the dominate themes? Which elements are unique? Which factors reveal merits and shortcomings? Which issues facilitate inquiry? House and Howe believe themes are chosen partly in terms of what can be learned with the study. Within this case study, I chose themes based on the purpose of the study, which was to better understand the attitudes and beliefs of international exchange business students from the PRC. The themes further served to draw attention to important functioning of the case in a situation, as well as to observe the interaction of the participants with their attitudes and beliefs. While conducting the research, it was essential for me to observe the relationship between the questions and the participants. Within the case study, for example, a personal contract is made between the researcher and the study (Lincoln & Guba, 2000). This allows qualitative researchers not only to draw causal explanation of events (Becker, 1992) but also remain reflective; the researcher is committed to pondering the impressions, contradictions, and unique responses within the data. All these aspects are considered during the data collection process. While narrowing the themes, I saw that the students were more likely to refer to aspects of wealth and education. Certain items were less prevalent; classmates, friends, and curiosity were not drawn out by the study. The peer coder and I agreed that there was a strong correlation

between education and economics. We focused on items that were closely associated with these factors.

Each online session was analyzed by the peer coder and the researcher. The sentences were first coded by concepts. After that step, the similar concepts were grouped into categories that reflect the names given the concept (Gall, Borg, & Gall, 1996). For this research investigation, each sentence was assigned a line number and read and reread for emerging categories. To establish reliability of the coding and ensure that another researcher could apply the concepts and categories, an inter-rating coding system was utilized. I and the peer coder attempted to establish an 85% or higher agreement on the coding of the online sessions.

Although the peer coder was not acquainted with PRC students in business, the researcher still created assumed names. In this manner, the peer coder remained objective as she searched for common themes and codes. The researcher and the peer coder met once a week on Thursday for four weeks during the study: (Week 1) at the beginning of the study to review guidelines and begin coding for the general background information questions 1-6; (week 2) at the middle of the study to review the themes emerging from the transcripts and continue coding for the individual perceptions' of the People's Republic of China High School Economics questions 7-13; (week 3) to discuss any difficulties that may have occurred prior to our last meeting and discuss coding for individual perceptions of international economics questions 14-19, and (week 4) coding questions related to individual perceptions of domestic economics questions 20-24 and to review the overall findings. This collaboration established reliability and also brought out perspectives that I may have missed.

Results

The level of survey agreement between the peer coder and me was computed at 91.44%. At the completion of the surveys, the peer coder and I discussed the removal of curiosity and professors/classmates. We combined activities with media to form one category referred to as activities. We combined skepticism with thinking critically. We both agreed to add nationalism and governmental roles as themes. We combined university education and university changed education. We realized that the categories were similar. The peer coder and I also combined family and friends. After the process, we had nine themes remaining.

Summary

Chapter 3 presented a methodology for the study to investigate individual perspectives of the PRC international exchange business students enrolled in a university located in the Southeastern region of the United States. I further discussed the population. The research questions, researcher's positionality, pilot study, research design, and data analysis were also presented. To assist the reader in gaining an understanding of the study, tables were presented. Chapter 4 provides the analysis of the data.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to advance understanding of international exchange business students' perceptions from the People's Republic of China (PRC) regarding economics education. The purpose of this chapter was to discuss the analysis of the data collected from subjects.

Participants were identified by pseudonyms I assigned, and only participants who responded to all survey questions and completed the consent forms (See Appendix D) were included in the study. The study started with 12 students, but only had 10 students who responded to all survey questions throughout the four week data collection period. The pseudonyms I have selected are students A-J (See Appendix E).

Research Question 1

Research question 1 sought to determine the overall perceptions of economics held by this sample of undergraduate exchange business students from the People's Republic of China. The themes identified for research question one were as follows: schooling (secondary), family concerns, socioeconomic status, and university attitudes. Data investigating research question one were collected through survey one. Table 4 describes the participants' results of the surveys.

Table 4.

Survey 1

		Students									
		A	B	C	D	E	F	G	H	I	J
Themes											
Schooling (secondary school)	Studied Abroad before Secondary Education prepared for University Education	x	x								
		x	x	x	x	x	x	x	x	x	x
Family Concerns	Family members studied abroad		x		x		x			x	
	Homesick Friends studied abroad			x							x
	Neither friends nor family studied abroad	x		x							x
						x		x	x		
Socioeconomic status	US helped with financial goals	x	x	x	x	x	x	x	x	x	x
University attitude	US education superior to PRC education	x	x	x	x	x	x	x	x	x	x
	US education viewed positively	x	x	x	x	x	x	x	x	x	x
	Had disagreements with American students				x	x					

Table 4 (continued).

Survey 2

		Students									
		A	B	C	D	E	F	G	H	I	J
Themes											
Schooling (secondary school)	Descriptions of high school economics	x	x	x	x	x	x			x	x
	Classes centered on lectures		x		x	x		x		x	x
Concerns about mainland China	Reference to social class / divisions in China			x	x	x			x		x
Activities (suggestions for economics)	Field trips and volunteer work	x	x	x	x		x				
	Learning about the real world through media		x		x	x		x	x	x	x
	Multi media used in classroom for better understanding of economics	x	x	x	x	x		x		x	x
University attitudes	Personal financial success associated with college education in US	x		x	x			x			

Table 4 (continued).

Survey 3

Survey 3		Students									
		A	B	C	D	E	F	G	H	I	J
Themes											
Concerns about mainland China	China as world's factory	x	x				x		x	x	x
	Corruption in China				x	x					
	Globalization a key factor in other Asian countries development		x	x	x	x					
Community concerns	Unsure of how to help China	x	x	x			x	x	x	x	X
	Having job in China helps China				x						
	Proud of their generation					x	x	x	x		
	Referred to China as a whole	x	x	x						x	x
	Referred to self as individual, only connected to family				x						
	Nationalism	China unique with large population and has a 5,000 year history	x				x	x	x	x	x

Table 4 (continued).

Themes

Survey 4		Students									
Themes		A	B	C	D	E	F	G	H	I	J
Government's role	China too crowded	x					x		x	x	x
	China does not need to help the population achieve financial goals	x	x		x		x	x			x
	PRC government should help			x					x	x	
Individual opinions	Believe they lack the skills to help the PRC	x	x	x		x	x	x			x
	Are business leaders and serving as examples for others				x				x	x	
	Think PRC local government is corrupt	x	x	x	x				x	x	x
	Wealth is important	x	x	x	x	x	x	x	x	x	x

Secondary Schooling

In regards to secondary schooling, 8 of the 10 participants received their secondary education in the PRC. The analysis of the data indicated that these participants lacked international experience prior to their college careers (see introductory demographic discussion above). Only two students had traveled abroad prior to their current experience in the USA. Many of the students had a positive view of education in the United States of America. While in the PRC secondary schooling system, the students were encouraged by their parents to attend college abroad. All the students stated that their secondary schooling helped to prepare them for

their university careers. Student E stated, “I studied really hard to be a good student. You can not study abroad without being a good student.” Student G wrote, “Beneficial for college in the U.S.” Student I mentioned, “You need good grades to be a college student. I wish I had studied aboard during high school. I think it would have helped me now.” While being accepted to study aboard was viewed as positive; financial concerns for the parents were still apparent.

Family Concerns

This theme included issues about family concerns regarding cost and being far from home. Family concerns were made apparent during this section. In regards to drawbacks to studying abroad, students B, D, E, and G (n=4) cited tuition as the major drawback.

Student B wrote, “Very expensive to learn in the U.S; hard for my family to afford.”

Student D made the comment, “As education in the U.S is very expensive. My family struggles to pay my tuition.”

Student G noted, “The main issue for people to overcome is the amount of tuition. It is unfair.”

Student E stated, “Still in school. Very expensive. The expensive tuition is a big issue.”

Although only 4 students voiced concerns in this matter, these concerns were considered noticeable because of the strong reaction from these students. These responses were also linked to economic concerns. Even with the financial concerns, missing family members was also an issue.

In regards to being far from home, students D, H, I, J (n=4) presented their concerns. Student D wrote, “It is sad being away from my family.” Student H noted, “Being in the U.S. is great. Sometimes, I really miss being home.” Student J wrote, “I miss my family.”

Here, too, the primary theme is dealing with family concerns. This next section provides a rationale for why PRC students are willing to pay more for an international education and leave their family behind.

Socioeconomic Status

The theme addressed the economic benefits of an education in the United States of America and how it can contribute to better careers with higher salaries. The students in the sample had a strong belief that financial wealth springs from a superior education. Student A, for example, stated, “Education highly accepted in China.” All students made similar statements. The most common terms were highly accepted (n=4), good (n=3), and wonderful (n=2). All 10 students stated that their education in the US can help them achieve their financial goals.

Student D noted, for example, “You need a good education to get a good job. Getting a degree in the U.S. can help you to have a better life.”

Student J stated, “My Education here gives me an advantage in China. [*sic*]”

Student E wrote, “Education highly accepted in China.”

The next section discusses how socioeconomic status was tied to their academic success abroad.

University Attitudes

The theme above addressed the benefits of a university education and how those benefits would be achieved. When asked about the decision to study abroad in the United States of America, student B wrote, “It is highly accepted when we go back to China.” All students made references to three main criteria for selecting studying in the US. The participants noted first, being able to interact with different cultures, secondly, take advanced classes, and thirdly, make progress in speaking English. With respect to culture, student H noted, “Learned about American culture.” Student A wrote, “We know more about other American culture than other

students in China [*sic*].” Student I stated, “We have a better understanding of other cultures.” Under the area of classes, Student G stated, “The better educated you are, the better life you can have.” Student B noted, “We have a better chance at getting a good job back in China. The education in the US is highly respected in China.” Student C wrote, “The American schools have a good reputation in China. Provides a great chance and resources for study. [*sic*]” In regards to speaking English, Student C wrote, “We study the foreign language and we are in a foreign country. We have a better understanding of the world.” Student J noted, “Being able to speak English is very important.” Student D stated, “You cannot be in business without knowing English.” The participants recounted the advantages of an education in the United States of America; that being culture, advanced courses, and learning English.

The four themes were secondary schooling, family concerns, socioeconomic status, and university attitudes. Under secondary schooling, (n=8) received their education in the PRC. Under family concerns, only four students noted this as a concern, but the students’ strong responses made it noteworthy. Under socioeconomic status, all 10 students stated that their education was essential for their economic aspirations. Under university attitudes, the students (n=10) listed the advantages of an education in the United States of America.

Research Question 2

Research question 2 sought to determine how the educational background of each of the sample students contributed to the formation of their economics views. The major themes identified were secondary education, concerns about mainland China, activities useful in all secondary economics classrooms, and university attitude. Data investigating research question two were collected through survey two.

Secondary Education

Under the theme of secondary education, the students referred to their economic education experiences. Eight of the ten students, A, B, C, D, E, F, I, and J, provided a brief description of the types of courses they took in the PRC. They mentioned studying broad topics like globalization, macroeconomics, and microeconomics. Student E mentioned, “The effects of globalization. Only lecture. No additional sources. The courses were history, economics, geography, and political science.” Student A stated, “History and development of economics, structure of economy, and economic principles.” Student B wrote, “History and development of economics, structure of economy, and economic principles.” Student C noted, “Commodity and commodity economy, socialist market economy.” Student D mentioned, “Economics is about money. Both macro and micro. Teachers only focus on lecture.” In the PRC, economics education is taught during the freshman year in high school. All participants took economics courses and reported similar experiences in learning methods.

When describing learning methods at the secondary school level, six students, B, D, E, G, I, and J mentioned that classes were lecture based with no additional activities used. According to students A, B, C, D, E, F, I, H, and J (n=9) memorization also was an important aspect for these participants. Student H explained the use of memorization as, “We have to learn many concepts. To do this, we have to spend too much time memorizing terms.” According to students A, B, C, D, E, F, G, I, H, and J (n=10), the most common learning methods were reading from the book, lecture, and memorization. Student J explained, “No school activities. We just had lecture.” Student G noted, “The classes are all in lectures.” “No group activities.” Student B stated, “Just lecture.” The students also talked about other aspects concerning their high school economics.

Under the theme of secondary education, the participants B, F, and G (n=3) mentioned that they learned economics mainly from a political point of view while studying micro and macro economics. Student F wrote, “Much of our economics focuses on what the CCP has accomplished in the last 60 years. We our told that our economic success is linked to our political success.[sic]” Student G stated, “We are told that our economic success comes from having a government that controls the business sector.” There was uniformity in learning among the three participants’ responses. This information is relevant because the participants are demonstrating a conclusion that is mandated by the MOE (2006). Another concern for the MOE, is the devotion of it’s citizenry to the PRC.

Concerns about Mainland China

Under the theme of concerns about mainland China, students B, C, D, E, F, H, and J (n=7) referred to the economics classes in the PRC. Student B mentioned that the PRC needs to focus on corruption. Student F expressed concern, “We have some real problems. Some people are really rich, but some are real poor.” In the Ministry of Education’s (MOE) view, students are to be taught that there are no social divisions in the PRC (2006). Everyone is to be viewed as working together for the common good. Despite being taught this view, these participants were aware of social divisions in the PRC. The next theme deals with the activities that could be used in the classrooms to support the objectives of the MOE.

Activities Useful in an Economics Classroom

Under the theme of activities, students discussed activities that could be useful in an economics classroom. Students A, B, C, D, F, and I (n=5) discussed aspects like field trips, volunteer work, and media as tools that could be used to make economics more interesting for students. According to student I, “Using the internet in schools would help. Lectures are not

interesting. Learning about the real world seems more important. Textbooks are not helpful.” Students B, D, E, G, H, I, and J (n=7) wrote that students need to learn about the “real world.” When asked for improvements to the learning process, eight of the students referred to the usage of multiple media. Student E suggested that current events should be included, as she wrote, “That by examining the world around them, high school students could benefit from economics. Economics presented as a theory is useless and a waste of time.” Student B referred to current events as “Hot topics. Textbooks always fail to cover the real world.” Not one student suggested traditional lecture or memorization were useful or important. The students expressed a strong desire for a student oriented educational system.

Students A, C, D, F (n=4) made reference to personal financial success being associated with a college education in the United States. This was a common theme throughout the study. Even though the focus was on secondary education, the students were still concerned with their university education. Despite the sample negative view of education, they still expressed a positive view of their own academic abilities and desire to be successful in their university education.

The main themes were secondary education, concerns about mainland China, activities useful activities in an economics classroom, and university attitudes. Under secondary education, the students (n=8) provided a description of their economics education. Under concerns about mainland China, the students (n=7) referred to social division and corruption in the government. Under activities in economics classrooms, the students (n=7) discussed field trips, internet usage, and current events. They spoke negatively of lectures, memorization, and textbooks. Despite this fact, they still felt like they were properly prepared for the rigor of studying abroad.

Research Question 3

Research question 3 sought to determine how this sample of PRC students perceived their individual roles in international economics. They provided multiple interpretations. Themes were concerns about mainland China, community concerns, and nationalism.

Concerns about Mainland China

When answering the first question dealing with the economic contributions of the PRC to the rest of the world, student I wrote “Made in China.” Nine of the students stated that the PRC makes more goods than any other nation. They used terms like *made in China* or *the world’s factory*. All students voiced that they were proud of the role that the PRC plays in the world. Despite their pride, the participants did not see themselves as taking an active role in the PRC.

Community Concerns

Under the theme of community concerns, participants were asked about the leadership role of the PRC. Many of the sample responses did not describe a need for the PRC to provide guidance to other nations. Student A wrote, “Other Asian countries are small and they cannot be on the same scale of China.” Seven of the students referred to globalization as a key factor for development. Student C stated, “Globalization gives countries a chance to develop and China has a good open market. [sic]” The participants did not provide a critical examination of what could be done to help other nations. Student E wrote, “Developed countries who need and have money to buy goods.” Student B noted, “Because of globalization, people have more chances than before in global market. China has companies charged directly by the government, which in some ways is a monopoly. Try to develop own national brands, not just being the manufactory.” The next area of discussion was regarding generational topics.

Also under the theme of community concerns, half of the students referred to their generation with pride. Student H made this statement, “Yes, we are the backbone of China.” Three other students used these words as well. Student E wrote, “We have a better understanding of what is going on in the world.” Student I mentioned, “We are more flexible and we better understand this world. We have more ways to accomplish our goals.” Student B offered, “We are the youth! We have dreams and courage to do everything! Go!” On the other side of the issue, Student D asserted, “Weak point. I am not associated with this generation. I only see what I can do for myself and my family. I am not concerned with previous generations either.” Student F claimed, “The only association that mattered is that of being Chinese. No need to create separate groups.” Gifford believed (2009) that these PRC students have shifted from a group identity to an individual identity. This study suggested that some of the participants still have a group identity. This will be investigated in the next theme.

Nationalism

Under the theme of nationalism, the students addressed the PRC’s large population, history, and uniqueness. Students A, E, F, G, H, and I (n=6) stated that China was unique and possessed a large population and a 5,000 year history that makes China different from other Asian nations. Student E noted:

Other countries do not have our population size, collective history or natural resources. Many Asian countries share in the world factory as their labor is even cheaper. However, as the countries are smaller and have different cultures. They cannot be the same scale of China. A motherland with a strong global economic market serves as a status symbol.

The participants offered more positive PRC remarks. Student F mentioned, “China is unique. Other nations need to work together to have success.” Student G stated, “I do care about the

other parts of the world. Unfortunately, China's success cannot be copied." According to the participants, nationalism is still strong.

The main themes were concern about mainland China, community concerns, and nationalism. Under concerns about mainland China, the students (n=10) referred to the PRC as the world's factory, pride in the PRC, and lacking an international role. Under community concerns, the students (n=5) referred to their generation with pride. The other half of the sample did not see a correlation between their economic success and that of the PRC. Under nationalism, the students (n=6) referred to the PRC's large population, history, and uniqueness.

Research Question 4

Research question 4 sought to determine what domestic political views were held by these PRC students who experienced their country's economics education program. The themes were government's role and individual opinions.

Government's Role

Under the theme dealing with government role, seven of the students noted that the PRC has too many people. This raised concerns about job availability, resources, and investments. When dealing with job availability, student J wrote, "A main challenge is other Chinese people looking for jobs. I need to be better than them." When it comes to concepts like globalization, the PRC's large population was presented in a positive light. When viewed from a domestic lens, the large population causes concerns. In regards to concerns about resources and investments, student B noted, "We have too many people. Even if China wanted to help everybody, it would be impossible. Not everyone can have a nice life." Student H stated, "The government should help the people. I am not sure if the government can help everybody."

Also under the theme of government roles, the participants were asked if they think that the PRC has a role in helping them achieve their financial goals. Six of the students were emphatic that the PRC should not play a role. Student G declared, “No! The country does not have the responsibility to help people find a job and provide the chances to get success in their financial goal.” Student B offered this opinion, “No. A country does not need to help people achieve their financial goals. It is up to the people to make that happen.” The participants made it clear that the country does not have an obligation to financially help the population.

The participants neither saw themselves playing an active role in helping the PRC nor expected the PRC to help them. For the most part, the participants did not see the government playing a role in helping people reach their financial goals; either because of lack of resources or a belief that the government should not play a role.

Individual Opinions

Under the theme of individual opinion, the participants made reference to how they can contribute to the PRC, domestic and international concerns. While discussing their individual aspirations, the participants (n=10) were united in their views of individual success. Student F wrote, “Not sure how I can contribute. I am not a leader. All I can do is make money and stay out of trouble.” Student A noted, “No, a country just needs a few people to achieve financial success, not every individual. Money is important.” Student B expressed, “No. China should not have a role in helping people. People need connections and a good background to find a job.” Student E responded, “I just plan to do my job.” The students were clear; they are not looking to the government to help them achieve their financial goals but that this is done individually by having the right contacts and preparation.

While discussing the issue of dealing with a domestic emergency or an international emergency, the students selected the domestic situation (n=10). Student J clarified, “The only reason for selecting the domestic situation was because it was more urgent.” The participants also stated that the world needs a strong China. Student F stated, “I would help China first. If China is weak, it can’t help others. A strong China is needed.” Student G noted, “I would donate to China first. Not because I don’t care about other parts of the world. An emergency should be addressed first.” Student J clarified, “The flood comes first. When China is out of danger, I can help with the other environmental issues.” The participants painted a picture of the PRC having to take care of itself first.

The Ministry of Education (2006) instructed citizens to select domestic concerns over international concerns via its curriculum. The participants (n=8) also voiced fears about having to bypass corrupt political institutions to help support their domestic causes. Student H wrote, “The people in China are overall good, but the government is very corrupt. We need new younger leaders to change this.” According to student B, “I would donate a small amount to the flood relief. Because China’s corruption so upsets me. I will wonder how my money is being spent.” A battle is being waged internally for the participants. The participants are trying to balance a desire to help and the awareness that they must deal with corrupt local officials simultaneously. The students also seem to be trying to find a balance between community rights, the environment, and corruption.

The main themes were government’s role and individual opinion. Under government’s role, the students (n=7) negative aspects of a large population, job availability, resources, and investments. Under individual opinions, the students (n=10) made reference to contributions to the PRC, domestic and international concerns.

Summary of Results

In summary, analysis from the surveys responses suggested that, for the most part, the participants' secondary schooling, university attitude, and knowledge about mainland China were major areas of concern. I found globalization, government's role, and socioeconomic status as minor themes. Figure 1 presents the major and minor themes.

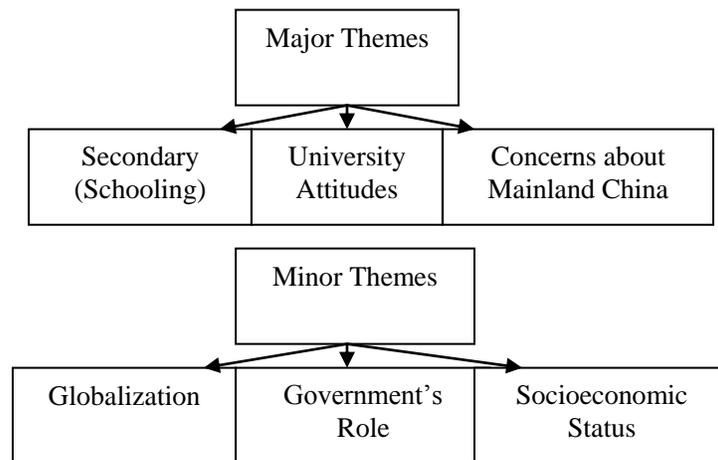


Figure 1. **Graphic Display of the Major and Minor Themes.**

Major Themes

In regards to secondary education, the students were aware of the strong role that education plays in their economic success. While examining the issues related to university attitudes, the participants expressed what they viewed as positive aspects of studying abroad. This included the better understanding of different cultures, improved English skills, and advanced courses. The drawbacks included cultural differences, cost, and missing home. While dealing with issues of mainland China, the students referred to their collective knowledge about the PRC; for example, issues of overcrowding and being the world's factory came up often. Out

of the four surveys these themes appeared three times. All these relate to the fact that economic success is linked to academic success.

Minor Themes

The minor themes were globalization, government's role, and socioeconomic status. Globalization was most noticeable in surveys three and four. Government's role appeared more frequently in surveys one and two. Socioeconomic status appeared most in survey one and four. The participants were able to give opinions on international issues, their generation, and financial matters. In order for the sample to achieve economic success; they must first achieve academic success. Clearly, there were limitations with the data collection and analysis, considering the small sample size (n=10), which will be discussed in chapter V.

Summary

This chapter presented the data collected from foreign exchange business students from the PRC regarding their personal background, views of Economics Education, and their views regarding international economics and domestic economics. Each PRC student's beliefs and attitudes were presented. In the following chapter, a thorough analysis and discussion are provided for each section.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to advance understanding of foreign exchange business students' perceptions from the People's Republic of China (PRC) regarding economics. The purpose of this chapter is to discuss the following: (1) summary of the study, (2) discussion of the research findings, and (3) implications and future research.

While examining any culture, it is important to understand the relationship between the people, government, and business in order to understand the basic social structure of the country. Well connected and affluent private parties can set policy and laws to suit their personal and business interests. Communist countries, for example, have been accused of holding and wielding this kind of power (De Soto, 2000).

Summary of the Study

Discussion of Research Question 1

The analysis of the data from this study indicated that the participants see a direct correlation between academic success and economic success. I was unable to find substantial differences in how the students participated in their culture. According to Lin (2008), despite the acknowledgement by the government that this new generation's difficulties are great; there is still a very minimal amount of data on these students by scholars inside and outside of the PRC.

As researchers, we have only fragmented knowledge of how PRC students deal with economic and social issues. The sample demonstrated a lack of actual international travel

experience. The sample provided a desire for a college career abroad based on social and economic expectations. There was no directive or encouragement from the government to travel abroad. Law (2007) suggested that the CCP is fearful that these international exchange students will not return to the PRC. The CCP has propaganda campaigns aimed at encouraging students not to travel abroad. Even though the CCP has made it clear that they lack the resources to offer a university education to their large population, they are fearful of the potential loss of intellectuals and entrepreneurs.

Discussion of Research Question 2

The analysis of the data from this study indicated that the participants had some form of economics in high school. Participants noted lessons that focused on economics topics including globalization, macroeconomics, microeconomics, and trade. While participants demonstrated a working knowledge of economics terminology, they failed to provide concrete examples of key economics principles.

Under the theme of secondary schooling, participants agreed that more student-centered activities would be beneficial for understanding economics topics. The participants were adamant about the usage of the internet, newspapers, and television news programs. Even though the participants voiced having a negative experience with learning economics, they expressed the importance of the topic during their secondary schooling. All of these items fit within the directives of the MOE (2006).

Discussion of Research Question 3

The analysis of the data from this study indicated that the foreign exchange business students were aware of the role of the PRC as the “world’s factory.” When asked about a leadership role, the students were divided. The participants discussed globalization being able to

help other developing Asian nations. Half of the participants (n=5) also commented that the PRC has certain unique traits that prevent other nations from being able to follow its economic success. Participants (n=6) cited China's 5,000 year history as an aspect that other countries could not emulate. This statement demonstrated the participants' nationalism.

Common Knowledge of China's Socialist Construction (CKCSC) (2006) textbook is used to teach PRC students to adhere to its socialist ideology. According to the CKCSC, the PRC does not copy other countries' methods of reforms (2006). The participants seemed to demonstrate this objective throughout the study. Referring back to Lickona (1977), whenever person X causes person Y to accept a belief which Y is unable to validate, then Y has been indoctrinated by X. The CCP was successful in this objective. The students were aware of the economic or social contributions of Europe and the United States.

The participants seemed less concerned with competing on a global scale and more concerned with domestic success. This was evidenced by the students' lack of responses to the third survey. The participants were also reluctant to mention economic principles that were learned from other nations. Participants listed America and Japan as examples but did not provide an explanation of their accomplishments or how they were beneficial to the PRC. Within the pages of the PEP (2010) curriculum guide, students are told to be cooperative in group activities; cooperation is essential for economic success. While working on a class project, the individual student should do everything possible to be the most successful. This can range from being the group leader to working harder than the other students. The underlying message of this concept is that modern society is competitive. The PRC student has to cooperate with other nations, but also strive to win as a nation. Despite this guideline, the students seem unconcerned about being global leaders.

The participants were also unclear in how to act as leaders on the international stage. The MOE (2006) specified that students would have a leadership role on the international stage. The participants were intransigent about their skills, improved English skills, a better understanding of other cultures, and advanced classes as reasons for finding personal economic success. The participants do not see how these skills can be applied in a global context. The participants presented themselves as being more familiar with the world and voiced the advantages they would have over other PRC students.

Discussion of Research Question 4

The analysis of the data from this study indicated that the students did not see a relationship between their economic success and the economic success of the PRC. Participants stated that they were not strong or were unsure of how to help. The MOE (2006) expressed that the economic success of the rising generation was significantly tied to the success of the PRC. The PEP (2010) curriculum standard (A) 4.1 addressed the role of the citizen in economic life. The PEP urges young PRC students to be aware of their roles within the economic system of mainland China. No matter what the citizen's career, he or she is serving the nation. Issues of unemployment are viewed as negative. A good citizen should always maintain employment. When a person loses a position due to a plant closure or some other measure, he or she should seek new employment as soon as possible. The young PRC student should also think about what career can best serve the nation (PEP, 2010).

When the participants were asked about their generation, many of them (n=7) mentioned their advantages over previous generations by stating their education in the United States of America, their usage of multimedia sources, and their flexibility. When asked about deciding how to choose between a national emergency and a global emergency, the participants selected

the national concern. The results regarding the PRC helping with individual financial goals suggested that the participants do not see the PRC playing a role in their financial success. The MOE (2006) expressed concerns that this generation lacks a nationalistic spirit. The participants seemed to have very similar views on various economics concepts, and a majority of the participants (n=8) see themselves as a group with unique advantages.

The participants saw a large population as an advantage on the global scale, but when discussing the size in the PRC, the participants noted concerns over the large population as being a possible hindrance to their financial success. The participants saw a large populous as creating more competition for careers in the PRC. The participants were aware of the competition they face when they return to the PRC. They also expressed confidence in their abilities to overcome these challenges.

According to the PEP, although the world may share resources, it is more important to place the needs of the CCP above those of the world (2010). The PRC students are given a hypothetical lesson plan in which a citizen has to decide between protecting the environment of the PRC or an environmental issue that impacts the world. According to the PEP (2010), the correct response is to place the needs of the nations above those of the world. This was evident in the students' responses. Overwhelmingly, the participants (n=9) decided to support the domestic emergency over the international emergency.

The participants (n=7) presented concerns regarding local corruption as a hurdle to overcome while providing financial support to a national emergency. They reported finding ways to bypass the corrupt local government to help those in need. This response demonstrated the participants' abilities to achieve their objectives and suggested that they are realistic about

their surroundings. This also demonstrated critical thinking skills and a strong nationalistic spirit. Despite the corruption, the students will still help their nation.

The PRC government has more than 1,200 laws, rules, and directives against corruption, but implementation is poor and unproductive (Sanderson, 2004). Sanderson further states, the odds of a corrupt official going to jail are less than three percent, making corruption more attractive. Despite this fact, the CCP suggest that corruption is small and uncommon.

Implications

The analysis of the data from the current study suggests that these participants see themselves as prepared for an active role in the 21st Century. These students were not susceptible to all methods of indoctrination. The researcher did not attempt to suggest that this sample was indicative of the entire PRC citizenry.

The sample (n=10) from the PRC does not provide positive or negative views of the PRC culture. This study is not meant to criticize the PRC or its foreign exchange students; the intention was to capture the participants' attitudes and beliefs regarding economics education. The research also examined the effectiveness of indoctrination in the PRC on international exchange students.

Limitations

Inherent in any research study are weaknesses related to the design and methods of data collection and analysis, which are identified as limitations (Cresswell, 2003). The following were limitations of this study:

1. The qualitative aspect of this study employed convenience samples using online surveys as the mode of inquiry; therefore, the results were dependent upon the truthfulness of the participants.

2. The participants' writing and comprehension abilities were another concern. This suggested that the students had limited reading and writing abilities. This might also suggest that the students may not have understood the questions; therefore, their responses may not be portrayed adequately.
3. I noticed during member checking that cultural differences may have also played a factor. The participants presented different cultural interpretations of the questions; consequently, this potential concern may have distorted the results of the study, which may limit the overall results.
4. This limited sample does not represent the general public in the People's Republic of China.

This study could have been strengthened by using a larger number of participants, more diverse sample of PRC students, and by conducting interviews in the participants' native language.

Future Research

There is a lack of quantitative and qualitative research regarding PRC students, which suggests that there are unlimited possibilities for researchers in terms of attitudes and beliefs. Possible research questions regarding PRC students might include the following: What are characteristics of PRC students, and how are those characteristics manifested? How do PRC foreign exchange students' attitudes and beliefs differ from PRC students who do not study abroad? What are the long term effects of PRC foreign exchange students studying abroad?

More research needs to be done that involves multiple PRC groups. This study lacked the depth to generalize to the larger PRC population. Further studies should reflect geographic differences. One suggestion would be to use quantitative methodology or a mixed method research approach. This could be achieved by using field notes, recording interviews, and

applying quantitative surveys to a larger population of PRC students. Creating multiple groups based on gender, location, and age would be another means. Further studies should be conducted to measure the economics content knowledge and critical thinking skills. Another avenue for future research is to address what factor socioeconomic status plays in economic attitudes and beliefs. Researchers should examine different forms of indoctrination. Investigate methods that can be used to observe indoctrination and what methods can be used to counteract the negative impacts of indoctrination.

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APPENDIX A
PERCENTAGE OF TEXTBOOK CONTENT BY TOPIC

*THE PEOPLE'S REPUBLIC OF CHINA
PERCENTAGE OF TEXTBOOK CONTENT
BY TOPIC*

<i>Topic</i>	<i>Percentage</i>
Citizenship	5.4%
Culture/Art/Media	3.0%
Economic-Domestic	8.2%
Economic-International	14.2%
Education	6.2%
Environment	5.3%
Health	5.9%
Law	4.3%
Leisure	1.6%
Local Community Affairs	29.0%
Local Government	5.2%
Local History	3.0%
Local Population	5.3%
Social Welfare	3.4%.

APPENDIX B
CONSENT FORM FOR PILOT STUDY

Office for Research
Institutional Review Board for the
Protection of Human Subjects

THE UNIVERSITY OF
ALABAMA
R E S E A R C H

July 27, 2010

Juan Walker
Department of Curriculum & Instruction
College of Education
Box 870232

Re: IRB#: 10-OR-232 "Pilot Study for the People's Republic of China's Foreign Exchange Business Students' Perceptions of Economics"

Dear Mr. Walker:

The University of Alabama Institutional Review Board has granted approval for your proposed research.

Your application has been given expedited approval according to 45 CFR part 46. Approval has been given under expedited review category 7 as outlined below:

(7) Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies

Your application will expire on July 21, 2011. If your research will continue beyond this date, complete the relevant portions of Continuing Review and Closure Form. If you wish to modify the application, complete the Modification of an Approved Protocol. Changes in this study cannot be initiated without IRB approval, except when necessary to eliminate apparent immediate hazards to participants. When the study closes, complete the appropriate portions of the Continuing Review and Closure Form.

Please use reproductions of the IRB approved stamped consent/assent forms to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the above application number.

Good luck with your research.

Sincerely,



Director & Research Compliance Officer
Office of Research Compliance
The University of Alabama

152 Rose Administration Building
Box 870117
Tuscaloosa, Alabama 35487-0117
(205) 348-8461
fax (205) 348-8882
TDD (205) 348-8882

INFORMED CONSENT LETTER

IRB# _____

University of Alabama

Individual's Consent to being in a Pilot Study:

THE PEOPLE'S REPUBLIC OF CHINA'S FOREIGN EXCHANGE BUSINESS STUDENTS' PERCEPTIONS OF ECONOMICS

You are being asked to participate in a pilot study. This study is called, "The People's Republic of China's Foreign Exchange Business Students' Perceptions of Economics." This study is being done by Juan Walker who is a doctoral student at the University of Alabama under the supervision of Dr. Sunal.

What is the purpose of this study?

This is a pilot study. The purpose is to see how the questions are perceived by foreign exchange students from the People's Republic of China.

Is the researcher making money from this study?

This study is part of the researchers' pursuit for his doctoral degree. He will not be making any money from this pilot study.

What I hope to learn from this pilot study?

I hope to learn whether there are redundant questions, questions that are not clear to participants, other questions that are needed, or questions that confuse or offend participants.

Why did I ask you to participate in this study?

You have been selected because you are a foreign exchange student from the People's Republic of China. You may have experienced the patriotic and quality education programs and can better speak to the objectives that the Ministry of Education outlined.

What will I ask you to do in the pilot study?

You will be given a survey with 30 questions. I will ask you to point out redundant questions, questions that are not clear to you, other questions that are needed, or questions that confuse or offend you. This should only take two hours, but if you have additional questions or concerns later you can contact me to share your additional questions or concerns.

Will I pay you for helping in this study?

You will not be paid for helping in this study.

Can I remove you from the study?

Yes, if I find out that you are not from the People's Republic of China, if show distress, or you ask to leave the study.

What are the benefits of being in this study?

Although benefits cannot be promised in research, it is possible that you will learn something about yourself through your participation, which you may consider beneficial.

What are the risks for being in this study?

The main risk is the loss of confidentiality in a focus group setting. There are no other risks.

How will I protect your confidentiality (privacy)?

All information will be kept nameless. Therefore, you will not be required to write your names on the surveys. No direct link can be made to you. The researcher will make notes based on your feedback. The researcher will also allow you to write on the survey. Finally, the surveys will be kept under lock and key at the researcher's home to ensure privacy. Any and all collected materials will not be kept after they are analyzed. Any information on the project will be kept secure for no longer than seven calendar years, then destroyed.

What are your rights as a participant?

This is strictly voluntary. You may choose not to be in the study at all. Once you start, you can withdraw at anytime, you will not be penalized in any way.

Who do you call if you have any problems?

You can contact Ms. Tanta Myles, Research Compliance Officer at The University of Alabama, if you have questions regarding your rights as a research participant at 205-348-8461 or toll free 1-877-820-3066 or e-mailing cmyles@fa.ua.edu.

Offering your Consent:

You fully acknowledge that you are in receipt of a copy of the informed consent form.

You understand that your responses will be kept confidential and that your identification will be kept confidential. You understand that a fictitious name will be used to report data in the final research report.

You understand that the researcher, Juan Walker, will be the only person who will have access to the identities of each of the participants and identifying information. Nobody else will have access to the identities of the participants at any time. The strictest of confidentiality will be maintained and access regarding the true identities of participants providing information is limited to this researcher only.

You understand that for any questions about the study, you can contact:

Juan Walker
Department of Secondary Curriculum, Teaching, and Learning
College of Education
The University of Alabama
Box 870232
Tuscaloosa, AL 35487
jmwalker@crimson.ua.edu

Dr. Cynthia Sunal
Professor, Social Studies Ed. & Elementary Ed.
College of Education
The University of Alabama
205B Graves, Box 870232
Tuscaloosa, AL 35487
205.348.8264
cvsunal@bama.ua.edu

I have read this consent document, and I give my consent to participate. I will receive a copy of this consent form for my records.

Signature of Participant _____ Date _____

Signature of Research Investigator _____ Date _____

APPENDIX C
ON-LINE DISCUSSION QUESTIONS

Following questions are included in the group interviews:

General Background Information

1. Where were you born? Did you grow up in a rural or urban area?
2. How old are you?
3. Have you done a study abroad before?
 - a) If so, please list any previous experiences.
 - b) Why did you decide to do previous study abroad trips? Talk about each one.
4. When did you first come to the United States? If this is not your first trip, why did you come this time to the United States.
5. Do you have any friends or family members who have studied abroad before you? Who? If so, why did they decide to study abroad? Tell me about each one.
6. Why did you decide to study abroad in the United States?
 - a) What are the benefits of studying in the United States?
 - b) Are there any drawbacks to studying abroad in the United States? If so, could you please describe them?
 - c) Please compare and contrast your study abroad experiences in the United States and elsewhere (if you have had other experiences).

Individual Perceptions' of the People's Republic of China High School Economics

Guidelines

1. When you think about economics in high school, what images come to mind?
2. Looking back in retrospect during high school, what economic topics were covered? Which was most important and why? Which was the least important

and why?

3. In your opinion, please describe three high school classroom activities related to economics? As you describe the activities, talk about, how they helped you better understand economics, if possible? If yes, how? If not, why not?

4. Did your high school economic education encourage your own goals? Please describe which ones.

5. How would you describe your concept of financial success?

6. How would you describe your concept of economic success?

7. You have been asked by your high school teacher to improve his economic classes. What would you suggest and why?

Individual Perceptions' of International Economics

1. What economic contributions has the People's Republic of China made to the world?

2. Which countries helped the People's Republic of China shape its economic views?

3. In what way does the People's Republic of China's economics differ from economics in western nations?

4. What suggestions would you give to some other Asian nations: Vietnam, Thailand, and Laos in how to participate in the global market place?

5. Do you see yourself having a duty to help the People's Republic of China continue to build a strong global economic market? If so, why? If not, why?

6. You have been asked by a People's Republic of China government official to improve economic classes at the high school level. What would you suggest and why?

7. How has your generation (ages 18-34) been prepared for the global market place? Do you think, because of this training, you have been better prepared for financial success than previous generations? If so, why? If not, why?

Individual Perceptions' of Domestic Economics

1. Please describe any challenges that might delay your financial goals? How would you overcome these challenges? If you could not overcome these challenges, please explain why not.

2. If you return to the People's Republic of China, do you intend to contribute to the financial growth of the People's Republic of China? If so, describe how? If not, why?

3. Do you see the People's Republic of China having a responsibility to help you achieve your financial goals? If so, why? If not, why?

4. If you were planning to donate money to one of the two following humanitarian aids, how would you spend your money and why?

The options: A flood relief in the People's Republic of China or a fund to protect the world's environment that will someday have an impact on The People's Republic of China's economy.

APPENDIX D
CONSENT FORM FOR STUDY

Office for Research
Institutional Review Board for the
Protection of Human Subjects

THE UNIVERSITY OF
ALABAMA
R E S E A R C H

March 11, 2011

Juan Walker
Department of Curriculum & Instruction
College of Education
The University of Alabama

Re: IRB # 11-OR-082 "Study for the People's Republic of China's
Foreign Exchange Business Student's Perceptions of Economics"

Dear Mr. Walker:

The University of Alabama Institutional Review Board has granted
approval for your proposed research

Your application has been given expedited approval according to 45 CFR
part 46. Approval has been given under expedited review category 7 as
outlined below:

*(7) Research on individual or group characteristics or behavior
(including, but not limited to, research on perception, cognition,
motivation, identity, language, communication, cultural beliefs or
practices, and social behavior) or research employing survey, interview,
oral history, focus group, program evaluation, human factors evaluation,
or quality assurance methodologies.*

Your application will expire on March 10, 2012. If your research will
continue beyond this date, complete the relevant portions of Continuing
Review and Closure Form. If you wish to modify the application,
complete the Modification of an Approved Protocol Form. When the
study closes, complete the appropriate portions of FORM: Continuing
Review and Closure.

Please use reproductions of the IRB approved informed consent form to
obtain consent from your participants.

Should you need to submit any further correspondence regarding this
proposal, please include the above application number.

Good luck with your research.

Sincerely,



152 Rose Administration Building
Box 870117
Tuscaloosa, Alabama 35487-0117
(205) 348-8461
FAX (205) 348-8882
TOLL FREE (877) 820-3066

Director & Research Compliance Officer
Office for Research Compliance
The University of Alabama

INFORMED CONSENT LETTER

IRB# _____

University of Alabama

Individual's Consent to being in a Study:

THE PEOPLE'S REPUBLIC OF
CHINA'S FOREIGN EXCHANGE
BUSINESS STUDENTS' PERCEPTIONS
OF ECONOMICS

You are being asked to participate in a study. This study is called, "The People's Republic of China's Foreign Exchange Business Students' Perceptions of Economics." This study is being done by Juan Walker who is a doctoral student at the University of Alabama under the supervision of Dr. Sunal.

What is the purpose of this study?

The purpose of the study is to investigate individual perspectives of PRC international exchange business students. If these PRC international exchange students are not thinking as a collective, what is the unifying principle? Is there still a unifying principle?

Is the researcher making money from this study?

This study is part of the researchers' pursuit for his doctoral degree. He will not be making any money from this study.

What I hope to learn from this pilot study?

The significance of this study recognizes citizenship education and its ability to foster loyalty and a citizenry ready to participate in a global economy by understanding individual perceptions of students from the People's Republic of China.

Why did I ask you to participate in this study?

You have been selected because you are a foreign exchange student from the People's Republic of China. You may have experienced the patriotic and quality education programs and can better speak to the objectives that the Ministry of Education outlined.

What will I ask you to do in the study?

At the first meeting, I will have an informational meeting with 11-15 PRC business students in a computer lab. I will discuss your rights as required by the IRB process and receive signatures. I will explain how the Nicenet system works. You will be allowed to

ask questions regarding the study and be informed of your rights as research participations. You will be allowed to ask questions. You will be allowed to respond to the first 6 questions dealing with your general background. I will only read the questions out loud. During the four week study I will not interject or guide the discussion. I will only offer procedural information. This will be the only in person meeting in regards to the online sessions. After each session has been completed I will examine the data. I will also have a peer reviewer to check for internal validity. This individual will not have access to your personal information. She will only know the students as A, B, C... At the end of the study, the researcher will hold one additional meeting to check for authenticity.

In the second week of the study you will be given 7 more questions dealing with individual perceptions' of the PRC's High School Economic Guidelines on Sunday night. You will have 48 hours to respond to the questions. I will check Nicenet for responses throughout the 48 hours period.

The third week of the study you will get 7 more questions addressing individual perceptions of international economics. Once again, you will have 48 hours to respond to the questions. I will check for completeness of responses after the 48 hours have expired.

The fourth week of the study you will respond to 4 more questions addressing individual perceptions of domestic economics. You will have 48 hours to respond to the questions. This will end your involvement with the online sessions. You will next be asked to check for authenticity.

Member checking will be done to embody the authenticity as constructed by the participants (PRC exchange students). Once I have completed the analysis of the data you will be invited to the computer lab to review statements and to check for the accuracy and comprehensiveness of my findings. This includes my notes, themes, and a copy of the online sessions. You will also receive a copy of the peer researcher's notes, themes, and a copy of the online session. You will be allowed to address any concerns raised by checking the data collection process.

Will I pay you for helping in this study?

You will not be paid for helping in this study.

Can I remove you from the study?

Yes, if I find out that you are not from the People's Republic of China, if show distress, or you ask to leave the study.

What are the benefits of being in this study?

Although benefits cannot be promised in research, it is possible that you will learn something about yourself through your participation, which you may consider beneficial.

What are the risks for being in this study?

There are no risks.

How will I protect your confidentially (privacy)?

All information will be kept nameless. Therefore, you will not be required to write your names on any documentation dealing with study. No direct link can be made to you. The researcher will make notes based on your feedback. . Finally, the online results will be kept under lock and key at the researcher's home to ensure privacy. Any and all collected materials will not be kept after they are analyzed. Any information on the project will be kept secure for no longer than seven calendar years, then destroyed. The peer coder will only know the students as A.B.C...

What are your rights as a participant?

This is strictly voluntary. You may choose not to be in the study at all. Once you start, you can withdraw at anytime, you will not be penalized in any way.

Who do you call if you have any problems?

You can contact Ms. Tanta Myles, Research Compliance Officer at The University of Alabama, if you have questions regarding your rights as a research participant at 205-348-8461 or toll free 1-877-820-3066 or e-mailing cmyles@fa.ua.edu.

Offering your Consent:

You fully acknowledge that you are in receipt of a copy of the informed consent form.

You understand that your responses will be kept confidential and that your identification will be kept confidential. You understand that a fictitious name will be used to report data in the final research report.

You understand that the researcher, Juan Walker, will be the only person who will have access to the identities of each of the participants and identifying information. Nobody else will have access to the identities of the participants at any time. The strictest of confidentiality will be maintained and access regarding the true identities of participants providing information is limited to this researcher only.

You understand that for any questions about the study, you can contact:

Juan Walker
Department of Secondary Curriculum, Teaching, and Learning
College of Education
The University of Alabama

Box 870232
Tuscaloosa, AL 35487
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Dr. Cynthia Sunal
Professor, Social Studies Ed. & Elementary Ed.
College of Education
The University of Alabama
205B Graves, Box 870232
Tuscaloosa, AL 35487
205.348.8264
cvsunal@bama.ua.edu

I have read this consent document, and I give my consent to participate. I will receive a copy of this consent form for my records.

Signature of Participant _____ Date _____

Signature of Research Investigator _____ Date _____

APPENDIX E
DIAGRAM DISPLAY FOR STUDENTS A-J

Diagram Display of Student A

Themes	Survey 1 General Background	Survey 2 Secondary Schooling	Survey 3 International	Survey 4 Domestic
Schooling (secondary school)	Spent a semester in the U.S as an exchange student.	“Start learning politics in high school.” “Memorize topics.” “History and development of economics, structure of economy, economic principles.”		
Knowledge about mainland China		“Need basics of economics knowledge.”	“Most goods are made in China.” “Too much corruption”	“Too many people in China.”
Individual opinion	“Education in U.S. is good”	“Book market, bidding and group trips.”		“No, a country just needs a few people to achieve financial success, not every individual.”
Activities		“Cover hot topics. Subprime crisis, oil-price, and stock market.”		
University attitude	“We know more about other American culture than other students in China.”	“Personal financial success.” “Increased income.”		
Family concerns	“A friend. It’s an exchange program.”			
Socioeconomic status				“No, a country just needs a few people to achieve financial success, not every individual. Money is important.”

Thinking critically

“More free for
critical thinking”
“In the U.S. I can
show my ideals
freely, but in China,
I cannot do that.”

“I have the
responsibility to
make my country
stronger, even
though I’m not that
strong.”

Nationalism

“Factory of the
world!”

Diagram Display of Student B

Themes	Survey 1 General Background	Survey 2 Secondary Schooling	Survey 3 International	Survey 4 Domestic
Schooling (secondary school)	“Studied in U.S. during high school. Exchange program.”	“Economics education really important for high school students.” “History and development of economics, structure of economy, and economic principles.” “Just lecture.”		
Knowledge about mainland China		“No clear focus.” “China needs to focus on corruption.”	“China is the factory of the world.”	“No. China should not have a role in helping people.”
Concerns about community		“We have too many people. Even if China wanted to help everybody, it would be impossible. Not everyone can have a nice life.”	“We have a 5,000 year history.” Is kind of success is hard to copy”	People need connections and a good background to find a job.”
Individual opinion	“Education in US is good”	“Schools should have students going on group trips.” “Schools should teach us to make best use of our money.” “Everybody can get what they want from a	“Because of globalization, people have more chances than before in global market.” “We are the youth! We have dreams and courage to do everything!”	“If a job takes up too much time, I don’t want it. I want to have a life.” “Very expensive to learn in the U.S.”

		transaction.”	
Activities		<p>“Show more current events.”</p> <p>“Cover the hot topics.”</p> <p>“Textbooks always fail to cover the real world.”</p>	
University attitudes	<p>“We have a better chance at getting a good job back in China. The education in the U.S. is highly respected in China.”</p>		<p>“Learning the basic principles in the universities and use in the real world.”</p>
Family concern	<p>2 cousins have studied in the U.S</p>		
Socioeconomic status	<p>“Education highly accepted in China”</p>		<p>“No. China should not have a role in helping people. People need connections and a good background to find a job.”</p>
Critical Thinking			
Nationalism			<p>“We are the factory for the world.”</p>

Diagram Display of Student C

Themes	Survey 1 General Background	Survey 2 Secondary Schooling	Survey 3 International	Survey 4 Domestic
Schooling (secondary school)	‘I spent a year in India during high school’	“Commodity and commodity economy, socialist market economy.”		
Knowledge about mainland China			“The World’s Factory.”	
Community concerns				
Individual opinion	“U.S has better infrastructure” “Drawbacks, I think the different rate of tuition is unfair.” “Sometimes we have to disagree with people.”	“Schools should teach people to save money.” “Discuss limited resources.” “Have more examples from real world.” “Discuss corruption.”	“Like the changed RMB exchange rate; when some other countries have financial issues, China may increase to make a bigger trade agreement.”	“Government should give everybody a chance in a fair competition. However, you should work hard for yourself.”
Activities		“You can achieve your dreams by the money you earn.” “Read more newspapers to increase interest in economics.”		
University education attitudes	“Provides a great chance and resources for study.” “Better education.” “The American schools have a good reputation in China”.		“We study the foreign language and we are in a foreign country. We have a better understanding of the world. We do not think China is the best country. We are more flexible and have more ways to accomplish our financial goals.”	

Family concern “Far from home.”
 “Some friends. Not
 very close.”

Socioeconomic status “Education highly
 accepted in China”

Thinking critically

“China needs to
 focus on
 corruption.”

“Developed countries who
 need and have the money
 to buy goods.”
 “China has lots of
 companies charged
 directly by the
 government, which in
 some ways is a
 monopoly.”
 “Try to develop own
 national brands, not just
 being the manufactory.”
 “Sure, my major is
 finance.”

“Too much money
 to support China.
 Not sure how I can
 help.”

Nationalism

After I finish my study, I
 will come back to my
 country. I hope I can help
 my country.”
 “MADE IN CHINA!”

“I would donate to
 the flood victims.
 Only because it is an
 emergency.”

Diagram Display of Student D

Themes	Survey 1 General Background	Survey 2 Secondary Schooling	Survey 3 International	Survey 4 Domestic
Schooling (secondary school)	“Entire education in China”	“Economics is about money.” “Both macro and micro.” “Teachers only focus on lecture.”		
Knowledge about mainland China			“Government controls business directly.”	
Community concerns			“Globalization gives lots of countries a chance to develop and China has a good open market.”	
Individual opinion	“Education in U.S. is wonderful!” “It is sad being away from my family.”	“Teaching students how to make more money.”	“Thanks to globalization, China connects the world closer and the high-speed economic growth brings the world’s economic growth.”	“I just plan to do my job.”
Activities		“Hot economic topics. This would be more interesting for students.”	“Students can choose many kinds of majors depending on their interest.”	
University attitudes	“You cannot be in business without knowing English.”			“An education in the U.S. is very expensive. My family struggles to pay my tuition. I’m sure other Chinese

Family concern	“My cousins went to Canada for college.”		people have this problem.”
Socioeconomic status	“You need a good education to get a good job. Getting a degree in the U.S can help you to have a better life.”	“More money.”	
Thinking critically			
Nationalism			<p data-bbox="919 737 1154 863">“By being Chinese every person has his/her way of contributing.”</p> <p data-bbox="919 863 1154 957">“Everything is made in China! Ha...ha. Almost everything.”</p> <p data-bbox="919 957 1154 1180">“I am not connected to my generation. I have many dreams. I believe in myself. We are all one people. No need to create divisions.”</p>

Diagram Display of Student E

Themes	Survey 1 General Background	Survey 2 Secondary Schooling	Survey 3 International	Survey 4 Domestic
Schooling (secondary school)	“All in China.” “I studied really hard to be a good student. You can not study abroad without being a good student.”	“The effects of globalization.” “Only lecture. No additional sources.” “History, economics, geography and political science.”		
Knowledge about mainland China			“More government control.”	
Community Concerns				
Individual opinion	“Learn more about the US.”	“People in the U.S have a higher living standard.”	“Massive production supply and great consumption.”	
Activities		“That by examining the world around them, high school students could benefit from economics. Economics presented as a theory is useless and a waste of time.” “Give students newspapers as their daily work.” “Current events are interesting.”	“Learn general business trade etiquettes and start with understanding different cultures.”	
University	“Conflicts with			“Still in school. Very

attitudes	students are unavoidable”		expensive. The expensive tuition is a big issue.”
Family concern	2 cousins have studied in the U.S		
Socioeconomic status	“US education highly accepted in China”	“If you have money, you don’t have to worry about financial issues.”	“I just plan to do my job.”
Thinking critically			
Nationalism			
		<p>“People ages 18-35 will be the backbone of this country in the next 10-20 years. It is imperative to be aware of economic issues in the world in order to better develop our home country.”</p> <p>“Developed countries who need and have money to buy goods.”</p>	<p>“Any financial goals you have will benefit China.”</p> <p>“Yes. The country has a responsibility to help the people find jobs and provide chances for financial success. The people’s success in their financial will in turn contribute to the whole country’s economy.”</p>
		<p>“Many Asian countries share in the “world factory” as their labor is even cheaper. However, as the countries are smaller and have different cultures. They cannot be the same scale of China.”</p> <p>“A motherland with a strong global economic market serves as a status symbol.”</p> <p>“Other countries do not have our population size, collective history or natural resources.”</p>	<p>“The flood relief is an emergency. Environmental concerns are a long term problem and we should pay attention.”</p>

Diagram Display of Student F

Themes	Survey 1 General Background	Survey 2 Secondary Schooling	Survey 3 International	Survey 4 Domestic
Schooling (secondary school)		“Globalization and economics.” “Much of our economics focuses on what the CCP has accomplished in the last 60 years. We our told that our economic success is linked to our political success.”		
Knowledge about mainland China		“We have some real problems. Some people are really rich, but some are real poor.”	“Made in China.” “Low labor fee, low technology.” “Situation is changing.”	“Too crowded.”
Community concerns				
Individual opinion	“Education in US is good.”	“Schools should do more fund raisers.” “Make sure you have more money, than you spend.” “Students should do volunteer work.” “This would help explain the difference between theory and reality.” “Talk to students about corruption.”	“The only association that matters is that of being Chinese.	“Not sure how I can contribute. I am not a leader. All I can do is make money and stay out of trouble.” “I do see the government having a role in helping people. I am not sure what that role should be.” “Poor decisions are a key reason for not being able to reach financial goals.”

Activities			“Hot topics. Interesting and useful. Current events.”
University attitudes	“Really expensive. Not just tuition! Everything.”		
Family concern	“One cousin in Australia.”		
Socioeconomic status	“Education highly accepted in China”	“Smart to earn money and use money.”	“Not sure how I can contribute. I am not a leader. All I can do is make money and stay out of trouble.”
Thinking critically			In my generation, people are trained from multiple sources like school, print, media, TV and especially the internet. People know much more than before and can have more opportunities. More knowledge means more thoughts and choices. It is easy to make bad choices as well as good choices.”
Nationalism			“I do care about the other parts of the world. Unfortunately, China’s success can not to be copied.” “I would help China first. If China is weak, it can’t help others. A strong China is needed.”

Diagram Display of Student G

Themes	Survey 1 General Background	Survey 2 Secondary Schooling	Survey 3 International	Survey 4 Domestic
Schooling (secondary school)	“All in China.” “Beneficial for college in the U.S.”	“The classes are all in lectures.” “No group activities.” “We are told that our economic success comes from having a government that controls the business sector.”		
Knowledge about mainland China		“Schools are not very good. Long and boring. It is what you have to do to have a better life.”		
Community concerns				
Individual opinion	“Education in U.S. is respected world wide.” “Sometimes it is difficult to talk to certain students on campus.”			“I don’t see how China can help everybody. People need to take care of themselves. They need a good education. If China helped everyone out nation would become lazy.” “Not sure how I can help China. I don’t think China needs to help the people. I also don’t think the people need to help China.”
Activities		“No activities in school.”		

		<p>“Students should learn how to fight against corruptions.” “Current events. Watching the news or using the internet in classes would help to connect to the real world. Textbooks are boring. ”</p>	<p>“The main issue for people to overcome is the amount of tuition. It is unfair.”</p>
University attitudes	<p>“Better resources.”</p>		
Family concern	<p>“No family members have studied abroad.”</p>		
Socioeconomic status	<p>“Education highly accepted in China.”</p>		<p>“The better educated you are, the better life you can have.”</p>
Thinking critically		<p>“My generation has many advantages over previous generations. We have media outlets, more chances to travel. We will be the back bone of China.”</p>	
Nationalism		<p>“Made in China.” “I do care about the other parts of the world. Unfortunately, China’s success can not be copied.”</p>	<p>“I would donate to China first. Not because I don’t care about other parts of the world. An emergency should be addressed first.”</p>

Diagram Display of Student H

Themes	Survey 1 General Background	Survey 2 Secondary Schooling	Survey 3 International	Survey 4 Domestic
Schooling (secondary school)	“All in China.”	“We have to learn many concepts. To do this, we have to spend too much time memorizing terms.”		
Knowledge about mainland China			“Made in China. We are the world’s factory.”	“China is overcrowded.”
Community concerns				
Individual opinion	“Education in US is good” “Being in the U.S is great. I just want to go home.”		“China is creating a monopoly.” “I am nervous about corruption in China.”	“The government should help the people. I am not sure if the government can help everybody.”
Activities	“Learned about American culture.”	“Students should be made aware of corruption and how to avoid financial scams.”		
University attitudes				
Family concern	All in China			
Socioeconomic status	“Education highly accepted in China”			
Thinking critically			“Our generation is the best. We are very lucky.” We are	“I would give to both causes. They are both important.”

Nationalism

the backbone of the country.”

“Being in the U.S. gives me an advantage. There are people in China who have connections to the government. They may have an advantage over me.”

“Even though China has different generations we are all still Chinese.

“I would like to contribute to the financial growth. The people in China are overall good, but the local government is very corrupt. We need new young leaders to change this.”

Diagram Display of Student I

Themes	Survey 1 General Background	Survey 2 Secondary School	Survey 3 International	Survey 4 Domestic
Schooling (secondary school)	“You need good grades to be a college student. I wish I had studied aboard during high school. I think it would have helped me now.”			
Knowledge about mainland China		“China is the factory of the world.”	“Made in China.”	“We have a lot of people.”
Community concerns				
Individual opinion		“The government is corrupt.”	“In China the government controls the businesses. I am not sure if that is a good thing or not. Maybe for some people.”	“I think I can help China. I would like to be a good business leader and try to help other Chinese people to be successful.”
Activities		“Using the internet in schools would help. Lectures are not interesting. Learning about the real world seems more important. Textbooks are not helpful.”		
University attitudes	“Education in US is good” “We have a			

	better understanding of other cultures.” “Not ready for the diversity.”		
Family concern	“I have one uncle who studied in the U.S.” “No friends have studied abroad.”		“I want to return home to be with my family. I don’t want to live away from my family.
Socioeconomic status	“My Education here gives me an advantage in China”		
Thinking critically	“Free to give own opinion.”	“Have students practice life after school. Have them manage their budget.” “Corruption is a problem for every nation.”	“I think China should help the people. It would benefit China in the long run.”
Nationalism			“I like the U.S. It is freer. However, I still want to go home.” “I would donate to the flood. We just saw what happened in Japan. If something that bad happened it should come first.”

Diagram Display of Student J

Themes	Survey 1 General Background	Survey 2 Secondary Schooling	Survey 3 International	Survey 4 Domestic
Schooling (secondary school)	“All in China.”	“The teacher read from the book.”		
Knowledge about mainland China			“We are the world’s factory. We have learned from other nations. We make things are own.”	“All the people.”
Community concerns				
Individual opinion	“U.S. education is good.”	“Our generation is lucky. We have many advantages.” “We need to deal with local corruption in government.”	“By just getting a job, people are contributing.”	“A main challenge is other Chinese people looking for jobs. I need to be better than them.” “I would like to help China, but I don’t think I can.” “It is impossible for the government to help everyone. Some people are just lazy.”
Activities		“No school activities. We just had lecture.” “Schools should use media outlets to help make economics more interesting.”		
University attitudes	“Being able to speak to speak English is very important.”		“Not as interested in returning to China. Trying to find a job in the	

	<p>“You cannot be in business without knowing English.”</p>	U.S.”	
Family concern	<p>“I miss my family.” 2 Friends have studied in the U.S.”</p>		
Socioeconomic status	<p>“Education highly accepted in China”</p>	<p>“In order to be a world power you have to have a strong economic back group.”</p>	
Thinking critically		<p>“Not sure if I can help China. I am more concerned with my own happiness.”</p>	
Nationalism			<p>“The flood comes first. When China is out of danger, I can help with the other environmental issues.</p>