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A STUDY OF PRESERVICE TEACHERS' ATTITUDES TOWARD HUMAN
RIGHTS AND UNFAIR LABOR CONDITIONS: A COMPARISON OF THE
INFLUENCE OF TWO TEACHING METHODS

by

Benicia D'sa

A dissertation submitted in partial fulfillment
of the requirements for the degree

of

DOCTOR OF PHILOSOPHY

in

Education

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2004

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ABSTRACT

**A Study of Preservice Teachers' Attitudes Toward Human Rights and Unfair Labor
Conditions: A Comparison of the Influence of Two Teaching Methods**

by

Benicia D'sa, Doctor of Philosophy

Utah State University, 2004

Major Professor: Deborah Byrnes, Ph.D.
Interdepartmental: Education

The purpose of this study was to examine the attitudes of preservice teachers towards human rights, particularly about human rights related to labor. To assess their attitudes of human rights and unfair labor conditions, two types of presentations, (a) docudrama and discussion, and (b) lecture and discussion, were conducted. The researcher evaluated these teaching methods on their efficacy in creating an awareness of human-rights violations and labor conditions. Additionally, the participants were exposed to two types of invitations to engage in human-rights advocacy.

The study involved elementary preservice teachers and secondary preservice teachers typically at the junior undergraduate level. There were 118 participants who attended the treatment and control group and completed the surveys. The study utilized mixed methods, combining quantitative and qualitative data. Surveys addressed general human-rights attitude and advocacy along with attitudes towards labor conditions in the

United States and all over the world. Posttest interviews were conducted with six participants to gain additional insights on their attitudes towards human rights and labor conditions. Descriptive statistics were used to report the means and standard deviations of the pretest and posttest scores of participants. Inferential statistics were conducted in order to determine the effectiveness of the methods used for the treatment groups compared to the control group.

Findings suggest that participants had small gains in knowledge and general attitudes towards human rights after being exposed to the treatments. However, the treatments were not effective in creating a positive significant impact on attitudes towards human rights and labor conditions or actions towards unfair labor conditions. Interviewees acknowledged poor activism on human-rights issues in the United States and felt that educating their students about these issues when they became teachers might create a change. They emphasized the relationship of knowledge about human-rights abuses to taking action on human-rights issues.

This study suggests that if schools and colleges have a role in preparing students for compassionate citizenship in a global economy, then there is a clear need for teacher educators to help develop better informed teachers regarding human rights.

(126 pages)

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I extend my deepest thanks to Dr. Gary Kiger, who has assisted me tremendously in doing the analysis for my dissertation. Despite his busy schedule, he

DEDICATION

To my advisor, Dr. Deborah Byrnes, my committee members, Dr. Gary Kiger, Dr. Martha Whitaker, Dr. Timothy Slocum, and Dr. Leigh Monhardt, and to all my family members who have supported me in my study.

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CHAPTER I

INTRODUCTION

In this increasingly interdependent world it is necessary that we learn about human rights in order to be responsible world citizens. Hahn very aptly wrote, “As global interdependence increases, the frequency with which citizens must make decisions about human rights issues will multiply” (Hahn, 1985, p. 480).

Globalization has assumed a key role in today’s world and its influence has been felt in all walks of society. No individual is immune to the effects of poverty, injustice, or war in any other corner of the world. This reality of globalization requires that children and youth understand that all humans share a common destiny and a common humanity. In effect, they must realize that the choice is theirs, to care for one another, or the quality of life eventually will be lessened for all of us. A concern for and commitment to human rights that comes from compassion and an ethical commitment to others should be present. Unfortunately, economic and social class inequities have made it possible for many individuals to act as though there is no collective humanity. Protected from hard labor, poverty and violence, privileged groups of people may be unlikely to develop the insights and compassion needed to bring about basic human rights for all people unless they are educated about these issues.

Unfortunately, education is often part of the problem instead of part of the solution. Teacher education institutions and schools are typically known to be conservative and are resistant to change. Bowles and Gintis (1976) stated that these institutions serve to maintain the status quo in the socioeconomic pattern of society.

Thus, human-rights abuses are perpetuated by the fact that most educators do nothing to bring about change. There are, however, educators who have fiercely promoted the idea that educators should be change agents (Freire, 2001; Taba, 2001). These scholars admonish us to develop a public that is wise to the realities of the inequities that prevail in society. This education should be the social mission of schools and colleges.

If we embrace the view that schools have a role in preparing students for compassionate citizenship in a global economy, then there is a clear need for teacher educators to help develop better informed teachers regarding human rights. Not only must new teachers be informed about human rights they must care deeply enough about them to do something. This something could include modeling pro-human rights values and actions for their students and teaching about human rights directly.

To create this change teacher educators need to expose preservice teachers to civic lessons that increase understanding, engage feelings, and elicit compassion for human rights. They must do their best to assure that such sensitivities will stay with teachers as they venture into their classrooms. This will motivate them to pass these beliefs and attitudes on to their own students. For this to occur, teachers must leave the universities understanding that they have significant roles in determining how the coming generation will perceive and protect human rights.

O'Brien (2000) asserted that there is currently little human-rights education integrated into school curriculum standards or guidelines in the subjects of civic education, U.S history, English, math, science, or art. O'Brien further stated that the notion of human rights has not been part of the culture as it relates to issues inside the

U.S.; human-rights violations are thought of as something taking place in other countries not inside the U.S. He said that this cultural problem would continue until there is a change in the language used in our society, such that the words "human rights" are used in our everyday lives. Other studies also have reported that the youth of the U.S. are uninformed about national and international human-rights issues (Karam, 1993; Torney-Purta, 1982). Not surprisingly, Hahn (1985), in her examination of the social-studies curriculum in the U.S., revealed that there is almost no attention given to international human rights there.

Based on the available literature it appears that teachers may not be aware of the importance of human-rights issues. If teachers are not aware of the importance of human rights education, little if any human-rights education will take place in their classroom. Buergenthal and Torney (1976) stated that the teachers' attitude towards human rights is the most crucial determinant of the emphasis, the time, and the kind of material presented on human rights. They added that teachers' apathy towards human rights leads to not spending instruction time on it. This apathy can be further traced to teacher-education institutions that have failed to help preservice teachers understand the urgent and important need for human-rights curriculum (Osler & Starkey, 1996).

Fortunately, a review of literature on human-rights education has revealed that knowledge of human rights among in-service and preservice teachers leads to positive opinions about human rights (Eastman, Martin, Dawe, Gaulart, & Dilon, 1989).

Another study has further revealed that a change in teachers' attitude on human rights also leads to commitment and a deep sense of caring about human rights (Lister, 1984).

College teachers who want to translate their own and others concerns for human- rights issues into curricular experiences for preservice teachers can do it in different ways. Traditionally, teacher educators have often used lecture and discussion as a way to present new material. However, many educators have found that film can be a powerful educational agent, particularly when the film has strong emotional appeal and appropriate follow-up discussions occur. Film may be a tool for creating a need and a sense of urgency among preservice teachers to be more engaged in human-rights advocacy and education that surpasses what can be accomplished with traditional methods.

A study is needed to explore not only what preservice students' attitudes and actions regarding human rights are, but also how effective film and traditional lecture practices are in:(a) bringing about increasing awareness of human-rights issues, and (b) increasing students' commitments to equity producing actions.

Purpose of Study

The purpose of this study was to examine the beliefs and attitudes of preservice teachers towards human rights, particularly about human rights related to labor. Labor rights were selected as a focus because of their visibility in the Universal Declaration of Human Rights. Labor rights continue to be grossly violated by many corporations who want to maximize profits at the expense of labor welfare. Thus labor rights are relevant to us all as consumers of products made by such laborers. This study also assessed what actions preservice teachers take to support human rights issues in their lives both before

and after instruction on human rights. The researcher presupposes that changes in preservice teachers' attitude on human rights would lead to increased actions to support human rights, including the inclusion of this topic in the curriculum these preservice teachers will eventually teach. In this research, the docudrama and the lecture methods are examined for their impact on preservice teachers' attitudes and actions regarding human rights. The objective was to determine the relative effectiveness of the two teaching methods in creating attitudinal change among preservice teachers towards human rights and engagement in social action.

Research Questions

The overriding questions that prompted me to conduct this study are:

1. What attitudes do preservice teachers have toward human rights, particularly human rights related to labor, and what actions do preservice teachers take to support human-rights issues?
2. Can preservice teachers' human-rights attitudes and actions, particularly those regarding labor issues, be positively influenced by the use of film or lecture and discussion in teacher preparation methods classes?
3. Is docudrama, because of its high affective content, a more powerful change agent for attitude-change than lecture?
4. Does participation in the docudrama and discussion, or lecture and discussion group enhance the likelihood that students will take action?

CHAPTER II

LITERATURE REVIEW

The following areas of literature will be reviewed for this dissertation: (a) human- rights education, (b) documentaries and docudramas as educational tools, (c) importance of social action, and (d) the use of film to influence attitudes. Additionally, a table summarizing the research on the impact of films and docudramas is presented.

Human Rights and Human-Rights Education

Human rights are based on the principles that all human beings are born equal and have the right to life, liberty, and the pursuit of happiness (Diaz, Massiaslas, & Kanthopoulos, 1999). Human rights' understanding is vital in a democratic and pluralistic society that values equality and fairness. The human rights embodied in the Universal Declaration of Human Rights (UDHR) comprise a broad range of rights to be enjoyed by all human beings in this global society. The United Nations (U.N.) adopted the UDHR document on December 10, 1948. These rights represent goals and aspirations, freedom of speech, freedom to profess a religion—a vision of the world where human beings live free from want and fear. These rights also form the framework for human-rights education programs around the world.

Flowers (2000) defined human rights education as inclusive of all learning that promotes and cultivates knowledge, skills and values of human rights. Knowledge of the different rights, that is, right to life, freedom from torture, freedom from arbitrary arrest, and exile, is necessary so that these rights are protected and are not violated by

individuals or organizations.

Reardon (1995) has defined human-rights education as an international movement that creates an awareness about the rights as given by the UDHR, and the existing procedures for the redressing of the violations of these rights. Additionally, Reardon stated that the ultimate objective of human-rights education is the development of responsible, committed and caring citizens who are aware of global problems and are able to make commitments to be contributors to a global society that honors human rights.

Need for Human-Rights Education

In the U.S., human-rights education is still at the formation stage (Flowers, 2000). Flowers stated that although every high school requires a course on the U.S. Constitution and Bill of Rights, there are very few students (high school or older) who study human rights generally. Buergenthal and Torney (1976) stated that because students study terms like “rights” and “freedoms” only in the context of the U.S. Constitution and Bill of Rights, there is an inclination among American students to believe that the rights and freedoms guaranteed to American citizens in these documents are unique and exceptional in the world society. An inference from this statement leads us to believe that American students may not be aware that these rights and freedoms are applicable to all people and that the UDHR signed and adopted by the General Assembly of the U.N. in 1948 promotes human-rights goals to which all nations should strive. For example, Karam (1993), in a study conducted on students’ knowledge of

human rights in Iowa, reported that neither the students nor the school officials had adequate understanding of the U.S. Constitution's Bill of Rights.

O'Brien (2000) stated that "the concept of human rights is not yet part of the culture as it relates to issues inside the U.S.—human rights violations are thought of as something occurring in other countries not inside the U.S" (para 5).

Banks (2000) stated that failure to understand human rights creates a populace that is more vulnerable to having rights abused and one that "lacks the knowledge and conceptual framework to effectively advocate for them" (p. 2). Thus, an engaged, knowledgeable, and concerned citizenry who will take principled positions on issues of human rights is essential for the maintenance and development of free and just societies. Flowers (2000) argued that only individuals who understand and value human rights would work to defend them. She also contended that human-rights education may be skipped in classrooms around the nations because any subject that is not seen as contributing to higher test scores in the areas of literacy and mathematics is not given substantial attention.

Flowers (1998) stated that college students have few opportunities to study human rights in depth. While the subject may be alluded to in courses on public health, women's studies, political science, history, and the like, these courses often do not connect the material through discussion and assignments to the daily personal, political, and professional actions of the students. Murphy (2001), in her study of human-rights discussions in college-level geography textbooks, found that controversial, as well as widely recognized human rights issues, were generally not addressed even when such

discussions were clearly appropriate (e.g., the impact of transnational corporations on small communities, gender apartheid in Afghanistan). Thus, at the college level, teacher-education students may have had few, if any, opportunities for deep and sustained thought and subsequent discussions about the importance of human rights.

Studies reveal that knowledge and comprehension of international affairs and the U.N. has been lacking among school students. Even as early as 1975, Torney, Oppenheim, and Farnen found that there was little interest among 14-year-old students in the U.S. in having international political discussions with friends and parents. They state that there is a very small difference between the fourteen year old and the high-school senior student with reference to the knowledge and exposure to information about the U.N. or clarity of attitudes towards the U.N. (Torney et al.). Burgenthal and Torney (1976) stated that this tendency for the U.N. profile to be rather hazy with American students increased with age and may be attributed to their increasing doubt or skepticism concerning the roles and functions of the U.N.

Students are also not aware that fundamental human rights, such as free speech, are to be enjoyed by all irrespective of the political leaning of an individual. Weissberg (1974), who conducted a review of political socialization studies, noted that although students may approve abstract statements in favor of such rights as free speech, they may be willing to deny these rights in certain cases involving particular unpopular groups whose beliefs are not agreeable with their own.

On a positive note, a 1997 survey by Peter D. Hart Research Associates revealed that students who did not have the knowledge and understanding of human rights, when

informed about the existence of the UDHR, were eager to know more about it (as cited in Banks, 2000). This study examined the knowledge and understanding of human rights of the American public. Hart found that in his study sample, only 8% adults and 4% youth (15-18 years) had some idea of the UDHR.

This lack of knowledge of human rights has a direct relationship with opinions on human rights. This assertion has been corroborated in a study by Eastman et al. (1989) wherein they investigated the awareness and opinions of teachers and administrators in Newfoundland, Canada. The researchers reported that both inservice teachers and preservice teachers demonstrated a lack of knowledge about human rights. There was also a strong relationship between the knowledge of human rights and opinions toward human rights. The respondents who had more knowledge of human rights were more positive in their opinions of human rights.

Human Rights and Engagement

Knowledge of human rights is critical for teachers but it does not guarantee that teachers will find this knowledge important enough to actually translate it into meaningful human-rights curricula within their own classrooms. If a teacher does not understand the value of human rights, he/she will be unlikely to transmit such values to students. To develop commitment and advocacy, a deep sense of caring about human rights must be developed. Developing attitudes and values that promote and protect human rights is more difficult than knowledge transmission (Lister, 1984). A way to encourage preservice teachers not only to know what human rights are but also to

protect and embrace them, may be to engage these developing professionals more affectively in the study of human rights. Some human rights educators (e.g., Flowers 1998; Osler & Starkey 1996; Partners in Human Rights Education, 1998) assert that individuals are more likely to take action regarding human-rights issues if they feel emotionally connected.

Importance of Social Action

Curtis (1979) stated that social action generally means any attempt by an individual or group to effect change in the social or political environment. He cited the NCSS position statement (1979) that described social action as the application of knowledge, thinking, and commitment in the social sphere.

McCall (1996) stated that educators who have engaged in important studies of social problems and have incorporated social-action projects with their students have gained numerous benefits. She added that students feel empowered when: (a) they think and voice their ideas, (b) they are listened to, and (c) they offer solutions to important problems. Wade (1995) stated that the benefits to the students include greater self-esteem, self-efficacy, motivation for and interest in school, academic achievement, and social responsibility.

Berman (1990) visualized civic participation as doing something to address problems and injustices as they are encountered in our daily lives so that we can move toward creating a more just and peaceful world. He cautioned educators against presenting social problems to students without also offering social-action opportunities. He stated that if students learn about problems without being able to contribute to the

solution of them it may lead to the students feeling anger and helplessness and they will become less interested in civic participation.

There are educators who have addressed the issue of educating for political and social action. For example, Lewis (1991) suggested multiple ways in which students can get engaged in solving social problems with creative and positive action. McCall (1996) encouraged educators to offer their students an opportunity not only to discuss and understand an issue but also to improve a situation and make a difference in the world.

*The Affective Domain and Human
Rights Engagement*

It is interesting to understand as to how emotional engagement would lead to human rights engagement. Osler and Starkey (1996), in their review of the Council of Europe's work on human rights, indicate that the council gave specific attention to the importance of addressing affective dimensions in the study of human rights. There are a number of studies that support the importance of engaging emotions in the learning process. Neuroscientists can now trace how learning at the emotional as well as the cognitive level increases the storage and strength of memories (LeDoux, 1997). Le Doux states that the amygdala is an important brain region in various forms of emotional behavior. Without an amygdala a person can lose all recognition of feeling. A life without the amygdala is a life stripped of personal meanings. It is the principal site in the brain where emotional signals go; the signals activate neurons within the amygdala to signal other brain regions to strengthen memory of what is happening (Goleman, 1995). Goleman asserted that the more intense the amygdala arousal, the

stronger is the imprint of experiences that touch us, which leads to indelible memories. Brothers (1989), in a study on amygdala and empathy, contended that the amygdala and its connections to the association area of the visual cortex are a part of the key brain circuitry underlying empathy.

Researchers have looked specifically at visual stimuli and found that positive and negative visual input has similar potential for influencing memory (Hamann, Ely, Grafton, & Kilts 1999; Palomba, Angrilli, & Mini 1997). Pleasant and aversive events have higher probability to be remembered than neutral events (Hamann et al.). Hamann and his associates further stated that the amygdala appears to modulate the strength of conscious memory for events according to emotional importance, irrespective of the type of emotion, that is, pleasant or aversive. Thus, it is increasingly apparent that the brain works in such a way as to ensure that emotionally charged events are not forgotten or dismissed as easily as neutral events (Windmann & Kutas 2001). Students who are engaged affectively when learning new material are more likely to remember it. While there are many ways to affectively engage students in the subject of human rights (e.g., literature, simulations, real-life encounters), the researcher chose to explore how film and lecture might be used to affectively engage students in human rights.

Documentaries and Docudramas in Education

In the following section, two types of films will be discussed: (a) documentaries that are often used for educational purposes, and (b) docudramas that are more often viewed for their entertainment value.

Documentaries

The definition and usage of the term “documentary” has been extensively debated within the film community. Purists believe that the term should only be used to describe nonnarrative films made completely from primary sources. Others interpret the term more loosely and would include films with re-creations and staged scenes. Godmilow (Godmilow & Shapiro 1997), a documentary filmmaker, has proposed the usage of the term “films of edification,” or “edifiers,” or “dramatary,” in lieu of “documentary.” He argued that these labels avoid the truth claims of documentary and accepts the intention to persuade and to elevate; that is, to raise the audience to a more sophisticated or refined conception of what is. In this study, documentary is defined as a nonfiction, nonnarrative, or narrative film that professes to provide (or creates an illusion of providing) a factual record of an event, person, or place.

The value and authenticity of documentary movies are perceived by historians in different ways, some look at them with suspicion and some with appreciation. Flamming (1984) stated that documentary movies could have exceptional heuristic strength (p. 1,396). Students can gain a better understanding of the historical event by seeing and hearing, rather than by reading. However, he cautions that documentaries need to be supported with supplemental readings in order to inspire critical thought and independent analysis. Godmilow and Shapiro (1997) asserted that while documentary film can recreate for us times and places from the past, it can limit our ability to deal with many complex ideas at once. Film does not readily allow the viewer to stop and watch again. In contrast to written text, there are no footnotes, no specific sourcing, no

additional information, or other people's perspectives on the subject that are contradictory to the film.

Ken Burns, a documentary filmmaker, in an interview conducted by historian David Thelen (1994), stated that film could create an historical moment in a way that is powerful and educational. Film can synthesize the best of the top-down version of history with the bottom-up version of history. It can include a multiplicity of disciplines and approaches without necessarily compromising the integrity of any particular point of view (p. 1,042). However, one should note that Godmilow and Shapiro (1997) stated that documentaries do not show other people's perspectives that are contradictory to the film. Burns clarifies that though documentary films can be abused, it is generally a good medium to teach history.

Mew (1974), a film producer, opined that all documentary films educate and motivate people to some degree. However, he adds that the documentary's effectiveness—its power to influence and record—may also be its failing in the wrong hands. For example, a variety of conclusions might be reached given the factual evidence. A writer's or director's biases and preferences can often be presented as truth if one is selective in what is shared and emphasized (Toplin 1996). Mulderlink (1995), noted that documentaries are excellent tools for helping students understand that history is an exercise in interpretation.

Docudramas

Docudramas are a hybrid between documentaries and dramatic film. Docudrama has a basis in truth but is greatly influenced by the writer's and director's desire to

envelop the audience in the story and to entertain. Staiger (1997) contended that a docudrama should be differentiated from fictional dramas, which may be set in historical contexts but do not claim that the plot lines represents events that actually occurred.

Docudramas “operate as artistic perceptions of history” (Lipkin, 2002, p. 10). According to Lipkin, they are a blend of narrative and documentary story telling designed to persuade the viewer toward a certain interpretation of historical events. Docudramas are purposely created in a way so as to engage the viewer’s emotions in the drama of a historical event or period.

Staiger stated that docudramas like other methods of representing reality in film are subject to controversy regarding their presentation of historical information through story telling. She highlights the three reservations that are popularly ascribed to docudramas. The first subject she discusses is “dramatic license.” Writers use dramatic license (creation of materials not established as historical facts or even the violation of known facts) in order to create a drama that adheres to the traditions of mainstream story telling. These distortions include created dialogues among characters, meetings of people that never happened and events reduced to two or three days that actually occurred over weeks.

The second reservation, linked to the first, is that the audience may not be able to distinguish between facts and speculation. This argument does not suggest that viewers are not sufficiently critical or discriminating but that the docudrama may not adequately point out the distinctions between established facts and hypotheses, and,

even if the docudrama does mark the differences, studies of human memory suggest that viewers may be unable to discern the distinctions while viewing the program or remember the distinctions later.

The third reservation emphasizes the tendency towards simplification. Critics note that docudramas tend toward demonization in order to condense the historical material into a short drama. "Complex social problems may be personalized so that complicated problems are domesticated" (Staiger, 1997, p. 516).

Toplin (1996, p. 122), in defense of historically based films, argued that docudramas, despite their flaws, engage our emotions and are useful for stimulating discussions and raising important questions about issues and people in our past. Fraser (1988), in his study of historically based films, pointed out that the critics typically overlook what Hollywood does right. Many films have had exhaustive and painstaking research conducted in order to create the most authentic footage. He stated that nothing has introduced so many people to the past and shaped our vision of history so vividly as cinema; and that while a certain amount of distortion is introduced in order to entertain, this can be excused if the spirit of the historical event is maintained.

Research studies (Surlin, 1978) have reported that docudramas with their ensuing discussions may have an impact on change in attitudes and beliefs on viewers. Docudramas not only espouses a moral truth in its representation of the actual people, places, events, and actions at its source but also puts up an argument that is appealing to the audience (Lipkin, 2002). Lipkin drew out the significance of docudramas as engagement in persuasion. Persuasion may lead to a change in attitudes and beliefs.

Rosenthal (1999) stated that docudrama covers a variety of dramatic forms that are bound together by two things. First, they are based on or inspired by reality, by the lives of real people, or by events that happened in the recent or not too distant past. Second, docudramas take accuracy and truth more seriously than fictional films. Rosenthal, further stated that docudrama is special and unique because it has a “quintessentially social” function (p. 20). He argued that docudrama is able to support controversial contemporary ideas and beliefs in relatively safe historical formats, and retains the potential to make strong political and social statements about current affairs.

The researcher will use a docudrama as an audiovisual medium, and test the extent to which emotions are elicited from the viewers and attitudes change on the topic of human rights. As discussed above, docudramas can play an important role in engaging the emotions of the viewers, and stimulating discussions about crucial social, economic and political issues.

Film and Attitude

An extensive search of the literature on film and attitudes led to an analysis of 19 studies on the impact of docudramas and films on attitude. The analysis revealed that there are certain factors that may influence or restrict the effects of film on viewers. These factors include selective exposure, selective perception, age, gender, race, social class, education, prior knowledge, perceived authenticity and relevance, and confounding variables (see Table 1). This discussion will examine each of these factors and their impact on film.

Table 1

A Summary of the Major Findings of Docudramas and Films

Study	Participants	Data collected	Research design	Perceived accuracy and learning from the film	Viewer's response
<i>All the Presidents' Men</i> Elliott and Schenck-Hamlin (1979)	University students	Pretest administered a week before the film and posttest five weeks after the film	Structured questionnaire	Political trust and campaign interest was relatively uninfluenced by film attendance	Viewers attending the film were significantly more politically alienated than those who did not attend the film
<i>Amerika</i> Walker (1989)	College students	Pretest before the film and posttest at different times after exposure to the series. Students' exposure was self-determined.	Questionnaires	Viewers were significantly more likely than non-viewers to perceive the communist threat as more important	Attitude change as a result of exposure to film
<i>Death of a Princess</i> Pohl (1987)	College students	Pretest a week before the film, posttest immediately after the film.	Control and an experimental group, through a questionnaire	Viewers comprehension was good	Partial attitude change in viewers, control group changed in the opposite direction of the views expressed in the film, film group responded in the direction of the position expressed in the film.
<i>Holocaust in Germany</i> Tilman (1981)	Adults and young viewers	First posttest immediately after the film, second posttest 14 weeks after screening of the film	Surveys	Viewers experienced an increase in knowledge	Viewers increased discussions with their family, increase in number of those who favored prosecution of Nazis

(table continues)

Study	Participants	Data collected	Research design	Perceived accuracy and learning from the film	Viewer's response
<i>Holocaust</i> in Netherlands Verzijden and Van Lil (1981)	School students	Pretest administered before broadcasting, followed by an immediate posttest and finally a delayed posttest six months after broadcasting of the film	Survey with fixed category items	43% of the viewers felt that the series had a message that Jew-baiting must not happen again, while 50% of the viewers were affected by the film due to lack of knowledge about the content (Jew baiting). Most of the viewers and nonviewers thought that the series did not depict the reality, around one third thought that the reality was depicted by the series	Younger pupils exhibited more interest in the film than older pupils and boys demonstrated more interest than girls; 45% of the teachers discussed the series in class, 18% of the teachers revised the syllabus by giving special lesson on the subject of the World War II
<i>Holocaust</i> Hormuth and Stephan (1981)	Adults Americans and Germans	Data were collected a week after the film was shown	Telephone interviews using a survey with fixed category items	No significant difference between viewers and nonviewers with respect to attachment of blame to Jews	Americans and Germans place the responsibility for these events on the Nazis
<i>Roots</i> Balon (1978)	Adults	Data were collected a day after the final episode	Telephone interviews using a survey with both open ended and fixed category items	41% whites expressed an increase in understanding through viewing the series, 60% blacks inclined to believe in the historical accuracy of film	78% whites felt that this series would lead to an improvement in race relations
<i>Roots</i> Howard, Rothbart, and Sloan (1978)	Adults	Data were collected three to four weeks after the last episode	Telephone interviews through a survey with fixed category items	Overall, over 60% increase in knowledge	80% of respondents discussed at work; 75% respondents discussed in the family
<i>Roots</i> Hur and Robinson (1978)	Adults	Data were collected a week after the final episode	Telephone interviews through a survey with fixed category items	Black viewers said that black slavery was much worse, blacks more inclined to believe in the historical accuracy of film	Blacks talked with more people about the program than whites

(table continues)

Study	Participants	Data collected	Research design	Perceived accuracy and learning from the film	Viewer's response
<i>Roots</i> Johnson (1978)	Teenagers	Data were collected 2 days after the final episode	Surveys with fixed category items	77% blacks and 66% whites agree they learned about the other racial group, 81% black and 61% white agree to accurate portrayal	90% blacks discussed the film, blacks discussed with parents more so than whites
<i>Roots</i> Surlin (1978)	Adults	Data were collected three months after the final episode	Telephone interviews using a survey	Overall, agree it was educational, and accurate	80% discussed the film, 60% discussed in the family
<i>Roots II</i> Ball-Rokeach, Grube, and Rokeach (1981)	Adults	Pretest was done 1 to 5 weeks before airing of film and the posttest was done 5 to 9 weeks after its airing	Telephone interviews and mail surveys	Egalitarianism was not affected by watching the film	Egalitarianism was systematically related to the number of times respondents viewed the film
<i>Roots</i> in Britain Hur and Robinson (1981)	Adults	Data were collected after the broadcast of the series	Mail survey	Viewers gave the series a positive rating	Viewers who watched many episodes were more positive in their reactions towards credibility, entertainment and ethical judgment of the series
<i>Political films</i> Sadow (2001)	College students	Posttest only	Questionnaire	Working class viewers more likely to perceive less system openness after viewing. Youth feel U.S. government actions are less beneficial after viewing the film	52% viewers agreed that the U.S. political system was set to favor certain interests, and 61% viewers agreed that big business had too much power
<i>Shogun</i> Shatzer, Korzenny, and Griffis-Korzenny (1985)	High School Adolescents	Data were collected two days after the telecast	Structured questionnaire	Exposure to film led to knowledge of Japanese language, Japanese history and Japanese customs	Viewers reported a greater desire for closer social distance with the Japanese

(table continues)

Study	Participants	Data collected	Research design	Perceived accuracy and learning from the film	Viewer's response
<i>The Day After</i> Feldman and Sigelman (1985)	Adults	Pretest one week before the film and posttest ten days after the telecast	Telephone interviews using a survey	Judgments of the realism of the film influenced thoughts on defense spending and relations with Russia	Viewers with less education were worried about America's nuclear defenses, the most educated reported a great decline in evaluation of the president's performance in foreign policy
<i>The Right Stuff</i> Adams et al. (1985)	Adults	Pretest was conducted prior to viewing the film and two posttests were conducted, one immediately after viewing and one delayed posttest two weeks later	Telephone interviews and questionnaire	Most viewers responded negatively that the film had changed their political thinking	Viewers ranked Glenn higher both as a person and as a politician
Ault (1981) Variety of political films	Adults	Respondents were randomly selected through random digit dialing	Telephone surveys	89% of the respondents said that they were not inspired or motivated to any kind of action through watching movies	85% of the respondents said that they discussed with others about movies dealing with public issues
Yawn (1994) Variety of political films	College students	Pretest the day the first movie was shown and posttest the day of the final movie	Experimental and control group	Viewers reported lower scores on political trust than non-viewers	Motion pictures had a small effect on the viewers perception of internal efficacy

Selective Exposure

When the docudrama or film involves controversial issues, individuals who have preexisting attitudes towards them may either view or stay away from them. This leads to there being a significant difference between the viewer and nonviewer. This factor confounds the findings of the studies. An analysis of *Roots II* (Ball-Rokeach, Grube, & Rokeach, 1981) found that participants who scored higher on egalitarianism watched more episodes. In the study on the *Holocaust*, Tilman (1981) found that nonviewers, even though being informed about the film, chose not to view it. Thus, due to selective exposure, there was a significant difference in attitudes with viewers as compared with nonviewers. There was a higher degree of political alienation, more noticeable apolitical attitude, and greater social isolation among nonviewers than viewers. In another study on the *Holocaust*, Verzijden and VanLil (1981) found that pupils who responded that they were quite interested in films and articles about the war during the pretest watched the film series more often. However, Hur and Robinson (1981) in their study of the impact of *Roots* in Britain found that selective exposure was not present with the British audience; there was no difference in racial attitudes between self-selected viewers and non-viewers of the series. Thus, it is important to consider that in some cases, where only self-selected viewers are surveyed or interviewed, study participants may already be inclined to think about the film's subject in certain ways.

Selective Perception

Selective perception occurs when the viewers perceive and interpret events/actors according to their preconceived thoughts, thus contaminating the impact of the

film. There is evidence to suggest that viewers selectively perceive film content in order to reinforce their preexisting perspectives and personal biases (Surlin, 1978). In the study of *Roots* in Britain, Hur and Robinson (1981) found that selectivity was present in the viewers' perception of the series, less-prejudiced viewers found greater credibility and significance of the program. In the study of the impact of *The Right Stuff*, Adams and colleagues (1985) found that the film helped to provide reinforcement for persons who were already favorable towards John Glenn. Sadow (2001) found that preexisting political ideology mediated the effects of movies on political beliefs and attitudes. For example, viewers who are liberals are more likely to see significant big business influence in politics than conservatives.

Age

Studies that have considered age as a variable have generally found younger adults to be more likely to be influenced by the films they view than older adults (Ault, 1981; Sadow, 2001; Tilman, 1981). In a study of the television miniseries *Shogun*, Shatzer, Korzenny, and Griffis-Korzenny (1985) found that the students (adolescents) were influenced by the film and were impacted on the different variables studied, for example, Japanese language, Japanese customs, Japanese history, and social distance.

Gender

In the study of the *Death of a Princess*, Pohl (1987) found that males had a significant increase in change in attitude as compared with females. This has been contrary to popular belief that females are easily impressionable. Pohl (1987) attributed

this difference to the age level and the maturity level, saying that males are behind females in maturity. In a study of *Roots*, Howard, Rothbart, and Sloan (1978) found that white women were more likely than white men to perceive the series to be at least and somewhat relevant. Anger about the ill treatment of blacks by whites was more likely to be experienced by white females as compared to white males. In an analysis of *Roots II*, Ball-Rokeach et al. (1981) found that females watched more episodes as compared with males. In a study of *The Right Stuff*, Adams and colleagues (1985) found that gender had no relationship with a person's likelihood of being influenced by the film. With some exceptions, gender has either not been a significant variable or studies suggest that women appear to be more persuadable than men (Ault 1981; Howard et al.; Pohl 1987). Thus, there has been some difference in watching and emotional patterns between genders but they have not been consistent.

Race

Race has been a significant variable in some studies on film and attitude change. This is particularly evident in studies of films involving racial issues, such as the mini-series *Roots* (Surlin, 1978). In *Roots* (Hur & Robinson, 1978; Johnson, 1978; Surlin), a higher percentage of blacks watched than whites. They stated that blacks also watched more episodes than whites because the docudrama was positively oriented toward the blacks. Between blacks and whites there are differences in the perception of the characters in *Roots* and the events (Balon, 1978; Howard et al., 1978; Hur & Robinson, 1978; Johnson, 1978; Surlin, 1978).

Social Class

Sadow (2001) has suggested that a viewer's social class may become more relevant when the movie theme has an economic component. It is also important to consider that social class, as a variable, may be a proxy for education.

Education

Education may have some impact on the receptivity of a viewer to a film's message. Viewers with less education and less background knowledge have, in some studies, shown a greater receptivity to a film's message. Conversely, viewers with more knowledge background and education are more likely to retain their prefilm views (Sadow, 2001). In an analysis of *The Day After*, Feldman and Sigelman (1985) found strong differences between viewers based on education level. They found that viewers with less education wanted a tougher stance towards the Soviet Union, but the opposite was true for college graduates. Viewers with little education became supportive of higher defense spending than those with higher levels of education. Viewers with higher education reported a slight increase in the belief that then-President Reagan's policies were increasing the chances of nuclear war than those with less than a college degree. The most educated also had a substantial decline in evaluation of the presidents' performance in foreign policy.

Perceived Authenticity and Relevance

The perceived credibility of a film may affect the response of the viewer towards the film. In the study of the *Holocaust* in Germany, Tilman (1981) found that

the perceived authenticity of the film had a great influence on its power to influence viewers' attitudes. Researchers conducting studies on *Roots* (Surlin, 1978) also indicated that the credibility of the series had a large impact on people's responses to it. Howard et al. (1978) suggest that the relevance and importance of the issues to the audience can also be major predictors of the impact of a film. Soh (1995), in a study of children's (fifth and sixth graders) emotional responses to various types of programs (fiction, docudramas, reality, and news), found that emotional intensity increases with viewers' perception of the reality of the program.

Confounding Variables

Confounding variables are those unforeseen and unaccounted for events that may affect the results of a study on film impact. In the study of the influence of *All the Presidents' Men*, there was an increase in the campaign interest found among the Democrats but this may also be attributed to the delayed involvement of California's governor, Jerry Brown, in the primary campaign. The Three Mile Island nuclear power plant accident during the run of *The China Syndrome*, no doubt, added power to the movie's impact. There is also the possibility that while movies are capable of at least short-term influences, their effects may be cancelled out by other movies and world events with conflicting messages (Yawn, 1994). The decision of film studios to delay film releases because of current events is also well known. After September 11, certain movies (e.g., *Collateral Damage* and *The Quiet American*) were not released because the distributors determined that the content would not be appropriate for a nation in mourning after a violent attack. Timing may have to do a lot with an audience's

receptivity to particular messages.

Film and Action

Because this research is concerned with social action, an analysis was done of the various studies to find out whether viewers of specific films took some type of action based on the content of the film. Ault (1981), in his study of the effects of motion pictures on viewers' opinions and political behavior, found that approximately 85% of his interviewees reported talking with others about the public issues presented in films they saw. Only 11%, however, said they were sufficiently motivated by the film to take some other sort of action. Ault suggests that movies may not affect action because there is no specific appeal and connection made to action. Soh (1995) found that children who watched news or reality accounts of fire disasters were slightly more likely to contribute tokens to a Burn Center Relief fund than those viewing fictional fire disasters. Tilman (1981) and Surlin (1978) both reported increased discussion of related social, political, and historical issues by participants who had viewed, respectively, *Holocaust* and *Roots*. Tilman further reports that *Holocaust* (and the publicity surrounding it) was responsible for increased coverage of the subject by schoolteachers in Germany.

Conclusions

In summary, film can have an impact on the attitudes of the viewer but the direction of the impact will depend on what the viewer brings to the film (Elliot & Schenck-Hamlin, 1979). The likelihood of influencing college viewers' attitudes and

actions with film will be greater if the above factors are considered. College students are at an age where they are likely to be influenced by authentic and relevant films that address what they perceive to be important issues. However, films that contradict what they already believe are less likely to have much of an impact. On the other hand, if viewers are already inclined to care about the message conveyed, movies may reinforce and strengthen their beliefs. If viewing of a film is optional, students may stay away from films that they perceive as contradictory to their own beliefs.

Based on this review, docudramas, if used carefully, may be useful as a tool for increasing preservice teachers' understanding and support of human rights. Because docudramas are designed to engage the viewer emotionally, this genre may be more effective for the purpose of this study than documentaries. The drama aspects of docudramas may engage students affectively in ways that elicit feelings of empathy, caring, and compassion for the victims of human rights abuses, and of respect and admiration for the people who fight for human rights. Triggering emotional responses may help students to be more personally supportive of and more committed to the teaching of human rights.

CHAPTER III

METHOD

This chapter discusses the methods used for this study. The main sections of this chapter are: participants, study design, dependent variables, interviews, and data analysis. The participant's section describes the characteristics of the participants in the study. The study design section describes the design, the assignment of participants into groups, and the treatment and control groups. The dependent variables section describes the survey used in the study, and the action segment of the study. The interviews section describes the selection of interviewees and the interview process. The data analysis section describes the procedures used in the analysis of data.

This study was mainly a quantitative study utilizing pre- and post-survey data with two different intervening treatments and a control group. Participants were preservice teachers. The survey addressed general human-rights issues as well as labor-rights issues. There were also survey items addressing actions taken regarding human rights and labor rights specifically. In addition, a small qualitative component consisting of six participants' interviews was conducted to deepen the researcher's understanding of preservice teachers' understanding of human rights.

The study was conducted at a research university in the Northern Rocky Mountain Region. During the course of a semester, preservice teacher-education students completed an attitude survey on human rights and labor rights, took part in one of the two treatment sessions or a control group session, and then completed a post survey. All students also had the opportunity to take action regarding a human-rights

issue. Six interviews were also conducted with select students to gather a more in-depth understanding of their views and actions related to human rights.

Because human rights encompass so many different issues it was necessary to pick a specific area of human rights to focus on for this study. In keeping with the literature that stresses the importance of relevancy, the issue of labor rights was selected. Labor rights have a clear presence in the UDHR. Violations of labor rights are still commonplace in a global society where corporate profits supercede labor satisfaction. Labor rights are often in the news and the conditions of work are relevant to us all as consumers with choices to make. There was also a well-known docudrama available that depicts deplorable working conditions in the textile industry, an industry in which major human-rights violations still occur. Thus, the focus of the study was directed towards labor rights particularly.

Participants

The participants of this research are elementary- and secondary-education preservice teachers, students who are generally at the junior undergraduate level. The elementary-education group consisted of 71 preservice teachers who attended a foundation of education course and 53 preservice teachers who attended a social-studies methods course. The secondary-education group consisted of 53 preservice teachers who attended an educational and multicultural foundations course. The race/ethnicity of the participants was almost entirely European American. There were three Hispanic students and one Asian student in the study. Seventy-six percent of the participants were

in the 20-25 year age group, 6% were below 20, and 18% were above 25. Participants had varying emphasis areas in their teacher-education programs (e.g., math, language arts, science, and physical education). In all there were 177 participants (24 male and 153 female) who completed the initial survey. However, there were only 118 participants (17 male and 101 female) who attended the treatment and control group and completed the post surveys. The decrease in the number of participants may be attributed to lack of interest in being in the study, absenteeism, or lack of time.

These participants primarily live in the university community where most social and entertainment facilities are available. A few of them commute from adjacent communities. The majority of the students in these departments have a religious affiliation with The Church of Jesus Christ of Latter-day Saints, a religion whose membership is generally considered to be politically conservative.

Because the study involved students attending classes involving six professors in two departments, incentives to take part in the study varied depending upon each professor's willingness and/or ability to incorporate human-rights study into their course syllabi. Elementary-education students in the educational foundations courses were offered a choice of participating in the treatment or control group sessions or attending an educational conference. Elementary-education students in the social-studies methods courses took part in the treatment or control group sessions as part of their normal course work. The secondary-education students from one of the educational and multicultural foundations course had extra credit offered to them for participation in this study while those in the other multicultural foundations course had

participation in the treatment or control group sessions included as part of their course work. The researcher was one of the instructors of the multicultural foundations course who thought that the study would add significant content to the course work and thus had all students participate in the study. Even students who were required to take part in the treatment or control groups as part of their classes had a choice as to whether or not to be in the formal study. The researcher met with all classes involved in the study on the second week of the semester. The researcher explained about the study, answered questions, and passed out the informed consent letters and the pretest surveys to the students. A copy of the consent letter, approved by the Internal Review Board (IRB), is included in Appendix A.

Students were told that the study was voluntary, and that the results of the survey would be reported only in group form. The students were also given a choice of either writing their full name or the last six digits of their student-identification number. They were asked to answer every item in the survey and to question the researcher in case of any ambiguity in the items. The students were informed that their specific responses were personal, and should not be discussed during the survey-administration time.

Study Design

The study followed the pretest-posttest control group design that controls for most of the threats to internal validity (Campbell & Stanley, 1963). The design for this study is shown below.

Group 1	SR	O ₁	C	A	O ₂
Group 2	SR	O ₁	X ₁	A	O ₂
Group 3	SR	O ₁	X ₂	A	O ₂

Figure 1. Research design.

SR indicates that students were stratified and randomly assigned to groups. O₁ indicates the pretest survey, C indicates the video-discussion control group, X₁ indicates the docudrama-discussion treatment, and X₂ indicates the lecture-discussion treatment. A indicates the opportunity to take action (a dependent variable), and O₂ indicates the posttest survey (a dependent variable).

Stratified Random Assignment

Using a stratified random sample, based on their pretest survey scores, students were assigned to one of two treatment groups (lecture or film) or the control group. Each group also had students from each of the various professors' classes so that the impact of any individual professors' teaching during the term would not contaminate the findings of the study. There were 32 students in group 1, 52 students in group 2, and 34 students in group 3. The discrepancy in the number of students in each group was due to attrition and coordination difficulties of time and availability of students. Every effort was made to maintain the initial distribution of students to groups, which were according to their pretest scores and the instructor of their class. However, some adjustments had to be done while assigning students to groups.

Pretest scores were used in the following way. The pretest survey was

administered in class with the permission of the instructor. Completed surveys were checked and analyzed using standard SPSS computer procedures. The researcher calculated the total score of each of the students in a particular professor's class, and then, assigned them to three different groups based on their scores. For example, there were six professors teaching the classes, which led to six distinct professor groups being made and assigned to the treatment and control groups according to their scores. Thus, each of the treatments had participants having a similar make up of scores. That is each group had participants scoring low, average and high on the pretest survey. Each group also had students from each of the professors' classes. This method of assignment facilitated a heterogeneous population with respect to preexisting attitudes and knowledge on human rights and labor conditions.

Group 1: The control group. The control group included 32 students from the seven classes. Students in the control group watched the movie *Mr. Holland's Opus*. This movie was not related to human rights, but it was relevant to learning to be a better teacher. The movie portrayed the efforts of a teacher in gaining the interest and attention of the students in music. This film assignment to the control group created a comparable workload for the participants in the study. At the end of the movie and discussion, students had to write a note about what they could do to be effective teachers. The selection of a control group also helped to reduce the threat to the internal validity of the treatment due to confounding variables, which may be attributed to the effects of the treatment. Control-group activities took place 4 weeks after the initial survey, 6 weeks into the semester.

Group 2: Human rights docudrama and discussion. In group II the students watched the docudrama *Norma Rae* and participated in discussions about labor conditions in sweatshops in U.S. The film *Norma Rae* was selected because it focused on labor conditions in the textile industry in the U.S.

Norma Rae is a docudrama wherein the lead character, Norma Rae, is a southern textile worker employed in a factory with intolerable working conditions. She works along with a visiting labor-union organizer to help give the factory workers better working conditions. This docudrama was chosen because it portrays a true story of a textile worker trying to improve the deplorable working conditions in the textile industry in the U.S. in 1978. Weinstein (2001) underscores that *Norma Rae* reflects the evolution of the American labor movement with an emphasis on the themes of labor organization.

Some of the questions put forward for discussion were: (a) What was the most striking part of the movie? (b) What does the film have to do with human rights? (c) Why did the workers continue to work under bad conditions? (d) How does this relate to conditions currently faced by some workers? (e) What qualities helped Norma Rae to make a difference? and (f) What can we as an individual do to make a difference to protect the human rights of others, particularly as they relate to labor conditions?

Part of each discussion of the film and labor rights involved making a personal plan of action as to how they would effect a change due to unfair labor conditions. At first, the researcher discussed with the students what they could do as individuals to bring about better labor conditions, and subsequently the students started writing their

own personal plans of action on the paper provided by the researcher. Students wrote a six-digit student identification number or their name as an identifier on their plan. The docudrama film and discussion took approximately two and a half hours and was administered approximately four weeks after the initial survey and six weeks prior to the post survey.

Group 3: Human rights lecture and discussion. Group 3 was the lecture and discussion group. Students were exposed through a presentation given by the researcher to labor conditions in sweatshops in the U.S. and around the world. Some of the topics included in the lecture-discussion were the definition of human rights, history of human rights, human rights in the U.S., labor conditions as an important aspect of human rights, and characteristics of sweatshops. Discussion questions included: How do we define human rights? Why are labor rights important? What is a sweatshop? What are the characteristics of sweatshops? Why do sweatshops exist? Where are they located? What do workers want? How do labor unions help workers? As with group 2, the students in the lecture group also wrote an action plan on what they as individuals would be willing to do to prevent exploitation of workers. Group 3 sessions were scheduled during the same time frame as group 1 and 2 activities.

Dependent Variables

The dependent variables for this study were preservice teachers' attitude towards human rights and engagement in social action. The *Human Rights and Work Conditions Attitude Survey* (see Appendix B) was used to measure preservice teachers'

attitude towards human rights and labor conditions. For engagement in social action, students were provided with opportunities for taking action related to human-rights issues and their responses were recorded.

*The Human Rights and Work Conditions
Attitude Survey*

The Human Rights and Work Conditions Attitude Survey developed by the researcher uses a 38-item Likert-type self-report questionnaire, which measures general human-rights attitude and advocacy along with attitudes towards labor conditions in the U.S. and all over the world. There are also some items that collect self-reported data on action taken by participants towards labor conditions. The maximum score, derived from questions 6 through question 15 is 153. The lowest score on each item is 1 and the highest is 4 or 5. Some items (as indicated on later tables) are reverse coded. The various items were divided into different subscales: (a) attitudes and knowledge towards human rights and labor conditions generally (8 items), (b) attitudes towards labor rights and labor conditions (17 items), (c) personal actions regarding unfair labor conditions (7 items), and (d) ranking of the 6 global issues according to personal importance (1 item). The rankings of global issues was not used in the total score because the question was designed to ascertain whether the student's sensitivity towards human-rights issues have changed after being exposed to the treatment.

Pilot studies. In July 2003, two pilot studies were conducted among junior-level students in the Elementary Education Department of Utah State University. The purpose of the studies was to assess the validity and reliability of the measuring instrument,

Human Rights and Work Conditions Attitude Survey, and to obtain feedback from students, similar to the eventual participants in the study, on the clarity of items.

In the first pilot study, 18 preservice teachers participated in the study. All students who attended the class participated in the study. The students were administered the Human Rights and Work Conditions Attitude Survey by the researcher. The pilot study of the instrument was conducted with the student population similar in essential characteristics to the participants in the study, that is, age, education, and knowledge. During the first pilot study, the researcher observed that some students found it difficult to interpret a few items and that some items had little or no response variability. These items were either reworded or deleted. The researcher was also able to refine the procedures for administering the test, for example, explaining the voluntary nature of the survey and developing a way to track and match participants in the study from the pretest to posttest stage.

Three researchers in the Department of Elementary Education, Department of Special Education, and in the College of Humanities, Arts, and Social Sciences reviewed the instrument and suggested making some changes to the survey. Two items were deleted and seven items were changed on attitudes towards labor rights based on the analysis of responses and the feedback received from students and research experts. The reasons for the deletion and change were lack of differentiation in the responses of students, clarity of items, and redundancy of items.

The second pilot study included these changes and an inclusion of an item where the students had to rank six global issues according to their personal importance to

them. Thirty-three preservice teachers participated in the second pilot study. The student population in the second pilot study was also similar in essential characteristics to the participants in the study. The instrument measuring pre-service teachers' attitude toward human rights and labor conditions was found to be reliable. In the second pilot study, the reported alpha reliability coefficient of the 33-item scale was .85. An additional face validity check was completed by two of the original research experts.

Survey procedures. A pretest attitude survey was administered in the second week of the fall semester, 2003. Contact was made with individual professors to allow time to administer the pretest survey to the students. The researcher administered the survey to all groups. The surveys were administered inside the classroom during the class time. Students were asked to sign a consent form and instructed as to the confidential nature of their answers. For grouping and tracking purposes they were asked to write the six-digit number of their student identification or their full name as an identifier. Students received their treatment approximately four weeks after the pretest survey. The researcher administered the posttest survey approximately 12 weeks after the initial pretest survey, approximately 7 weeks after the treatment. The posttest was completed during class time on a day convenient for the professor of the class.

Engagement in Human Rights Action

To evaluate students' willingness to engage in action against human rights and labor condition abuses, two types of opportunities to take action were created. The first opportunities for engagement were presented at a human rights display. University students and organizations often set up tables with displays to provide information to

students about various events and issues; therefore, it was thought that a table displaying human-rights material would be an invitation for students to visit it. Additional opportunities for engagement were provided in an email sent to all elementary-education and secondary-education students taking the classes in which the study was being conducted.

Human rights table. An eye-catching table with material based on human rights was positioned in the foyer next to the stairway on the first floor of the education building, which is an area frequently visited by the participants. The table was adjacent to the door to the education computer lab and next to a major staircase and elevator used to access many classrooms in the building. It was set up a week after the administration of the treatment. The person at the desk was a student who was not involved in the study and who had been hired by the researcher to give information and respond to students' questions. A banner was put up above the desk with the words, "Teachers for Human Rights," and red hearts inscribed with donor's names were pasted and placed on a board above the desk but below the banner. The material placed on the desk included sign-up sheets to be a member of a sweatshop watch organization, a request for monetary donations to a human-rights education organization, a petition against unfair labor conditions, and free curriculum materials on human rights and labor conditions. For one week the table desk was set up one class period before the participants' scheduled classes (in which they had completed the survey) and one class period after all of the different scheduled classes. Students, who chose to sign-up, contribute, petition, or take free materials, gave their names. These names were compared with

those of the students in the various treatment or control groups.

Action opportunities via e-mail. Another method to assess students' willingness to engage in action against human rights and labor abuses was through the sending of e-mail to all participants. E-mail was sent to the students through a list serve asking them whether they would like to have names of companies that violated labor rights and/or some free curriculum materials on human-rights education. They were also given an e-mail address where they could get information on volunteering opportunities for promoting human-rights education and learning. The e-mail was sent a month after their participation in the treatment. The students were given two e-mail addresses to respond to different types of action. Those who wanted materials and names of companies that violated labor rights wrote to humanrights2@hotmail.com; whereas, those who wanted to volunteer for promotion of human rights education wrote to humanrightsvolunteer@hotmail.com. The researcher responded to emails and sent the appropriate requested information or materials. The researcher's name was not used on the return address because the researcher did not want the students' actions to be as a result of recognizing her name and thus immediately tying the email to the study.

Interview Data Collection

Six students were interviewed to get additional insights on their attitudes towards human rights and labor conditions. These interviews were conducted after the administration of the posttest survey. Participants whose posttest scores were quite a bit higher than their pretest scores were invited through e-mails for interviews.

E-mail request for interviews were sent to 15 students based on their scores on

the pretests and posttests. The researcher selected students who had the biggest positive difference between their pretest and posttest scores. The e-mails were sent during the second to the last week of the semester. About one third did not respond, possibly because of the close proximity of exams. Nine students responded to the e-mails sent by the researcher. Six students were selected for in-depth interviews based on their distribution across the various classes used in the study.

Students were asked to participate in a 25-minute interview. A semistructured, open-ended questionnaire was used (see Appendix C). The interview was conducted in the researcher's office at the convenience of the interviewee. The researcher took some notes as well as recorded the interview with the permission of the interviewee. This purposeful sample selection helped the researcher to have some understanding of students' thoughts on human-rights issues and their sensitivity to labor issues. These interviews were used to better describe the factors that contributed to students' sensitivity to human rights and labor conditions.

Data Analysis

An important sequel to data collection is using the appropriate and relevant statistical methods to analyze data. After receiving the completed pretest and posttest surveys, they were checked by the researcher in order to verify that the participants answered all items. The completed surveys were separated into groups according to the class instructor. The surveys were then scored by the researcher and entered into a database using SPSS software. The following section contains the data analysis

procedures pertaining to the major questions of this study. Each question is presented along with the statistical analysis that was used to analyze the data.

Research Question 1

What attitudes do preservice teachers have toward human rights, particularly human rights related to labor, and what actions do preservice teachers take to support human-rights issues?

The pretest surveys were analyzed to explore this research question. Descriptive statistics were calculated to describe preservice teachers' attitudes towards human rights and labor conditions. The means and standard deviations of the pretest scores were calculated for each item on the three subscales: (a) attitudes and knowledge of human rights, (b) attitudes on labor conditions, and (c) actions towards unfair labor conditions. These statistics were then used to describe the preservice teachers' attitudes towards human rights, labor conditions, and the actions that they had taken to support human-rights issues. The ranking of global issues on pretest surveys were also analyzed to describe preservice teachers attitude towards each of the global issues inclusive of human rights. The ranks were given after calculating the responses for each global issue on the basis of a percentage.

Research Question 2

Can preservice teachers' human-rights attitudes and actions, particularly those regarding labor issues, be positively influenced by the use of film and discussion or lecture and discussion in teacher-preparation methods classes?

The pretest and posttest surveys were analyzed for this research question. Descriptive data (mean and standard deviation) for each of the subscales (attitudes and knowledge of human rights, attitudes on labor conditions, and actions towards unfair labor conditions) were provided for each of the groups participating in this research project. Analysis of covariance (ANCOVA) was used to compare the mean of the posttest scores between the treatment and the control groups using the pretest means as a covariate. The ANCOVA analysis was conducted for each of the subscales. This analysis was used to determine whether preservice teachers human-rights attitudes and action were positively influenced by the use of docudrama or lecture and discussion. The pretest and posttest ranking of human rights issues by each of the groups were also analyzed to determine whether there had been a change after exposure to the treatment.

Research Question 3

Is docudrama, because of its high affective content, a more powerful agent for attitude-change than lecture?

The pretest and post surveys were analyzed for this research question. Analysis of covariance (ANCOVA) was used to compare the mean of the posttest scores between the treatment groups using the pretest means as the covariate. The ANCOVA analysis was conducted for each of the subscales. This analysis was used to determine whether the participants in the docudrama and discussion were greatly influenced in their attitudes and knowledge of human rights, particularly human rights related to labor, and action toward unfair labor conditions as compared with participants in the lecture and discussion group.

Research Question 4

Does participation in the docudrama and discussion, or lecture and discussion group enhance the likelihood that students will take action?

Two different invitations to human rights advocacy were provided to the participants: (a) a desk with human rights materials to act upon, and (b) an e-mail offering opportunities for activism. The number of participants who responded to these invitations was calculated and the group to which these participants belonged was recorded.

Interview Data Analysis

A qualitative analysis of interviews was conducted. All the data were coded to protect the anonymity of the participants and also to facilitate the researchers' efforts to track the data easily during and after the analyses process. The letters of the alphabet represented the interviewees, starting from A to F. The letters were randomly assigned to the participants.

A content analysis was conducted using theme as the category unit. The researcher read through the transcript of each interview again and again to find emerging themes and tried to name a category based on the theme. As soon as the researcher identified two or three members in a category, the researcher defined it. When the researcher found a new emerging theme, she looked into the existing categories to see whether it fit into any of the existing categories, and, if it did not, she created a new category. The researcher repeated the process until she found no new categories.

CHAPTER IV

FINDINGS

The purpose of this study was to examine the beliefs and attitudes of preservice teachers towards human rights, particularly human rights related to labor. Preservice teachers were administered the pretest survey, and were subsequently randomly assigned into three groups, control, docudrama, and lecture group, based on their scores. Each group had preservice teachers having high, medium, and low scores. The two groups, docudrama and discussion, and lecture and discussion were exposed to presentations on human rights and labor conditions. Later, they were administered the posttest survey, a survey that was identical to the pretest survey. Preservice teachers also had the opportunity to participate in an action segment of the study.

The dependent variables for this study were preservice teachers' beliefs and attitudes towards human rights and labor conditions and their self-reported actions. In addition, an assessment was made of whether an exposure to the treatment led them to take action on human-rights issues. The independent variable was their exposure to the two treatments, lecture and docudrama and control group.

In this chapter the findings for the four research questions are reported and an analysis of the interviews with six participants is shared. The chapter ends with a conclusion summarizing the findings.

Research Question 1

The first research question was, "What attitudes do preservice teachers have

toward human rights, particularly human rights related to labor, and what actions do preservice teachers take to support human-rights issues?" To analyze this question, the means and standard deviations of the pretest scores are provided for each item on the three subscales: (a) attitudes and knowledge of human rights, (b) attitudes on labor conditions, and (c) actions towards labor rights. Additionally, students' responses to ranking the different global issues are given.

The first subscale on attitudes and knowledge towards human rights consists of eight items (see Table 2). As shown in this table preservice teachers reported little engagement with human-rights issues or civic engagement (see items 1 and 2). However, while students did not generally self-identify as strong advocates, they were quite aware of human-rights violations all over the world (see item 7) and they generally felt strongly that teachers should educate children/adolescents about human

Table 2

Attitudes and Knowledge on Human Rights—Subscale 1 (N = 112)

Item	Pretest	
	Mean	SD
1. Rating of oneself on civic engagement (1 = Inactive, 5 = Very active)	2.54	.64
2. Rating of oneself as an advocate for human rights (1 = Inactive, 5 = Very active)	2.48	.72
3. Personal responsibility for upholding and promoting human rights for children and adults in this country (1 = Not responsible, 5 = Very responsible)	3.37	.83
4. Personal responsibility for upholding and promoting human rights for all human beings (1 = Not responsible, 5 = Very responsible)	3.19	.88
5. The importance for teachers to educate children/adolescents about human rights (1 = Not important, 5 = Very important)	4.46	.55
6. Prevalence of human rights violations in the U.S. (1 = None, 5 = A great many)	3.48	.72
7. Prevalence of human rights violations around the world (1 = None, 5 = A great many)	4.45	.64
8. Knowledge about the existence and practices of sweatshops in U.S. (1 = No knowledge, 5 = Very well informed)	1.95	.71

rights (see item 5). They believed that there were some human rights violations in the U.S. (see item 6). However, students reported having very little knowledge about the existence and practices of sweatshops in the U.S. (see item 8).

The attitudes and knowledge towards human rights subscale had a mean of 25.94, a standard deviation of 3.23, and a range of 18-35. Alpha reliability was .69 indicating that there was a reasonably strong correlation among all the items on the subscale.

The second subscale on attitudes towards labor conditions consist of 17 items (see Table 3). The participants responded to each Likert item with a response from 1-5 (1 = strongly agree and 5 = strongly disagree). Items 2, 4, 7, 9, 10, and 16 were reverse coded in order to avoid a response set from survey respondents.

Many of the participants disagreed that employers had the right to make a decision on hiring based on race or ethnicity (see item 11) and were positively inclined towards the right to safe and healthy work environment for employees at the cost of company survival (see item 4). Additionally, the participants quite strongly agreed that workers should always be compensated for injuries due to work conditions (see item 9). Participants were also strongly against child labor (see item 3). However, participants were unsure whether companies that require unreasonably long hours should be closed down (see item 7), and uncertain about the goals of trade unions (see item 6).

Participants felt that improvement of labor conditions should be a high priority for the nation's leaders (see item 16) and supported the idea that people with disabilities should be given equal opportunity for employment (see item 10). The "attitudes towards

Table 3

Attitudes Towards Labor Conditions—Subscale 2 (N = 112)

Item (1=Strongly agree, 5=Strongly disagree unless otherwise indicated)	Pretest	
	Mean	SD
1. Equal pay for equal work is not a realistic government mandate	3.60	.97
2. Everyone has the right to earn a "living wage" as opposed to a minimum wage, so that a person working full-time can live comfortably (5 = strongly agree, 1 = strongly disagree) ^a	3.78	.92
3. Child labor is acceptable in countries experiencing extreme poverty	4.23	.68
4. The right to safe and healthy work environment for employees should take precedence over company survival (5 = strongly agree, 1 = strongly disagree) ^a	4.39	.69
5. The decision not to hire someone based on sexual orientation should be an employer's right	3.83	1.03
6. Trade unions only increase costs to the consumer	3.17	.50
7. Companies that require unreasonably long hours should be closed down (5 = strongly agree, 1 = strongly disagree) ^a	2.65	.84
8. It is unreasonable for companies to be expected to provide health insurance to full-time employees	4.16	.89
9. Workers should always be compensated for injuries or illnesses due to work conditions (5 = strongly agree, 1 = strongly disagree) ^a	4.35	.89
10. Even if it is costly to the employer, people with disabilities should have an equal opportunity of employment (5 = strongly agree, 1 = strongly disagree) ^a	4.02	.91
11. The decision not to hire someone based on race or ethnicity should be an employers' right	4.42	.65
12. Sweatshops are a necessary stage in economic development for a developing country	4.07	.74
13. Sweatshops make a bad life better for poor people in most developing countries	3.68	.88
14. Corporations should not be held responsible for buying and selling products made in sweatshops	3.62	.78
15. Because consumers demand lower prices, corporations cannot be faulted for exploiting workers	4.03	.70
16. Improvement of labor conditions should be a high priority for our nation's leaders (5 = strongly agree, 1 = strongly disagree) ^a	4.10	.71
17. International labor abuses are so complicated and widespread that there is nothing we, as consumers, can do about them	3.80	.79

^a indicates that the means were calculated using the reverse code.

labor conditions” subscale had a mean of 65.89 and a standard deviation of 6.11 with a range from 48 to 81. The alpha reliability of this scale was .75 indicating that there was a strong correlation among all the items on the subscale.

The third subscale on “actions towards labor rights” consisted of 7 items (see Table 4). On this subscale, participants self-reported their actions related to human-rights issues. Findings indicate that respondents were most likely to report talking with friends or family about labor issues and altering purchasing habits to support industries with good work practices. Though these items have slightly higher means, it should be noted that students’ responses still generally fell between never and rarely. Overall, it is clear that these preservice teachers hardly ever took action regarding labor-related, human- rights issues. The actions towards fair labor conditions subscale had a mean of 9.57 and a standard deviation of 2.14 with a range from 7 to 20. The alpha reliability of this subscale was .68 indicating that there was a reasonably strong correlation among all the items on the subscale.

Table 4

Actions Towards Unfair Labor Conditions—Subscale 3 (N = 112)

	Item (1 = Never, 2 = Rarely, 3 = Occasionally, 4 = Often)	Pretest	
		Mean	SD
1.	Talked with friends or family about labor issues such as sweatshops, labor unions, or unsafe work conditions	2.21	.62
2.	Asked a retailer if products you buy are manufactured without sweatshop or unfair labor practices	1.12	.40
3.	Written letters to corporations to protest work conditions	1.02	.13
4.	Mobilized others to protest against industries that have unfair work conditions	1.05	.26
5.	Altered your purchasing habits to avoid items made in sweatshops	1.34	.64
6.	Been involved with organizations that protest unfair work conditions	1.04	.21
7.	Altered your purchasing habits to support industries with good work practices	1.78	.90

Students were also asked to rank order the six global issues (weapons of mass destruction, environmental destruction, animal rights issues, human-rights issues, economic recession and natural disasters) from one to six according to their critical importance. A rank of one indicates the most critical global issue and six is the least critical global issue (see Table 5). Forty-seven percent of students ranked human-rights issues as most important, 26% ranked human rights as 2nd, 19% ranked human rights as 3rd, 7% ranked human rights as 4th, and 1% ranked human rights as 5th. No students ranked human rights as number 6.

Human-rights issues were clearly regarded by the preservice teachers to be the most critical issue, followed by weapons of mass destruction as the second most critical issue, economic recession as the third, natural disasters as the fourth, and environmental destruction as the fifth. Animal-rights issues were considered to be the least critical issue of those presented.

Table 5

Ranking of Global Issues (N = 110)

Global issue	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6
Human rights issues	47%	26%	19%	7%	1%	
Weapons of mass destruction	26%	28%	14%	15%	8%	9%
Economic recession	11%	20%	22%	34%	10%	3%
Natural disasters	9%	14%	14%	16%	32%	15%
Environmental destruction	7%	11%	26%	17%	32%	7%
Animal rights issues		1%	5%	11%	17%	66%

Research Question 2

The second research question was, can preservice teachers' human-rights attitudes and actions, particularly those regarding labor issues, be positively influenced by the use of film or lecture and discussion in teacher-preparation methods classes? For the analyses, this question was categorized into three subquestions.

1. On the "knowledge and attitudes on human rights" subscale, did participation in a treatment group create a significant effect on their knowledge and attitudes as compared to preservice teachers in the control group?

2. On the "attitude towards labor conditions" subscale, did participation in a treatment group create a significant effect on their attitudes as compared to preservice teachers in the control group?

3. On the "action against unfair labor conditions" subscale, did participation in a treatment group create a significant effect on their actions as compared to preservice teachers in the control group?

Table 6 provides descriptive statistics for each of the subscales. Means and standard deviations for each subscale and for the two treatment groups and control group are provided. These data help in the interpretation of the ANCOVA's that follow.

To determine whether there was a statistically significant difference comparing the two treatment groups with the control group an ANCOVA was conducted on each subscale of the human-rights attitude measure. For the first subquestion on knowledge and attitudes on human rights an ANCOVA testing both treatment groups against the control group produced a marginally significant effect with knowledge and attitudes on

Table 6

Groups, Group Sample Size, Means, and Standard Deviations for Preservice Teachers' Attitude Towards Human Rights and Labor Conditions at Pretest and Posttest Scores at Each Subscale

Subscale	Group	n	Pretest		Posttest	
			Mean	SD	Mean	SD
Subscale 1	Control	30	25.93	3.26	25.03	4.53
	Treatment groups	82	25.94	3.24	26.19	3.34
	Docudrama	50	26.16	3.29	26.06	3.22
	Lecture	32	25.60	3.18	26.41	3.57
	Total	112	25.94	3.23	25.88	3.71
Subscale 2	Control	30	66.47	6.93	64.47	7.51
	Treatment groups	82	65.68	5.82	64.93	6.52
	Docudrama	50	66.28	5.29	65.66	6.42
	Lecture	32	64.75	6.55	63.78	6.59
	Total	112	65.89	6.11	64.80	6.76
Subscale 3	Control	30	9.37	1.94	9.47	2.21
	Treatment groups	82	9.65	2.21	10.39	2.94
	Docudrama	50	9.42	1.87	10.08	2.47
	Lecture	32	10.00	2.65	10.87	3.54
	Total	112	9.57	2.14	10.14	2.79

Note: Analysis uses list-wise deletion

human rights, $F(1,109) = 3.29, p = .072$. That is, the results are one-sided significant at $p = .036$. The pretest and posttest means presented in Table 7 indicate that the change is in the predicted direction, the scores of the treatment groups increased, more specifically an increase is observed within the lecture and discussion group. To better understand this finding, individual items were examined to see where specifically changes occurred (see Appendix D for specific pre- and posttest item scores).

The biggest response change for the lecture and discussion group on the posttest was on item 13. Item 13 was, "How knowledgeable are you about the existence and

Table 7

ANCOVA for Knowledge and Attitudes on Human Rights

Source	SS	df	MS	F	p	Eta ²
Between groups	29.45	1	29.45	3.29	.07	.03
Presub1 (covariate)	523.84	1	523.84	58.503	.00	.35
Error	976	109				

practices of sweatshops in this country (any workplace where workers are subject to extreme exploitation)?” On the pretest, the lecture and discussion group had a mean of 1.78 and on the posttest the mean was 3.06. The docudrama and discussion group also experienced an increase in scores (pretest mean was 2.02, posttest mean was 2.60).

The second subquestion regarding attitudes towards labor conditions was analyzed using ANCOVA. The treatment groups were compared with the control group (see Table 8). The ANCOVA testing both treatment groups against the control group did not produce a significant effect with attitudes on labor conditions, $F(1,109) = .92$, $p = .34$. While there were no overall statistically significant differences on the scale between the treatment groups and the control group, one item (see Appendix D) did show a small positive increase. On item 7, “Companies that require unreasonably long working hours should be closed down,” showed an increase on the posttest score of .43 for students in the treatment groups (pretest mean = 2.63, posttest mean = 3.06). The control group showed only a minor increase of .03. This particular issue was addressed both in the film and lecture, which may have led the participants to concur that companies with unreasonably long hours should be closed down.

Table 8

ANCOVA for Attitudes Towards Labor Conditions

Source	SS	df	MS	F	p	Eta ²
Between groups	23.70	1	23.70	.92	.34	.01
Presub2 (covariate)	2268.53	1	2268.53	88.10	.00	.45
Error	2806.50	109				

To examine the third subquestion on action towards unfair labor conditions, an ANCOVA was conducted comparing the treatment groups with the control group (see Table 9). The ANCOVA testing both treatment groups against the control group did not produce a significant effect with action, $F(1,109) = 2.15, p = .15$. There was no statistically significant difference on this subscale, preservice teachers in the treatment group did show a slight gain on item 5 (see Appendix D). Item 5 was, "Altered your purchasing habits to avoid items made in sweatshops." This item showed a very small increase on the posttest score of .25 for students in the treatment groups (pretest mean = 1.34, posttest mean = 1.59). This was the largest gain for any individual item.

On the ranking on global issues, the treatment groups showed more increase than that of the control group in the ranking of human rights issues (see Table 10). The number of participants in the treatment groups who ranked human rights as 1st on the posttest increased by 11% as compared with the control group that showed no increase.

Research Question 3

The third research question was, "Is docudrama, because of its high affective content, a more powerful agent for attitude-change than lecture?" For the analyses, this question was categorized into three subquestions.

Table 9

ANCOVA for Action Towards Unfair Labor Conditions

Source	SS	df	MS	F	p	Eta ²
Between groups	11.36	1	11.36	2.15	.15	.02
Presub3 (covariate)	266.60	1	266.60	50.42	.00	.32
Error	576.38	109				

Table 10

Ranking on Human Rights Issues (N = 110)

Group	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Control group					
Pretest	53%	20%	17%	10%	
Posttest	53%	17%	13%	10%	7%
Treatment groups					
Pretest	44%	29%	20%	6%	1%
Posttest	55%	24%	14%	6%	1%

1. On the “knowledge and attitudes on human rights” subscale, did participation in the docudrama and discussion group create a significant effect on their knowledge and attitudes as compared to preservice teachers in the lecture and discussion group?

2. On the “attitude towards labor conditions” subscale, did participation in the docudrama and discussion group create a significant effect on their attitudes as compared to preservice teachers in the lecture and discussion group?

3. On the “action against unfair labor conditions” subscale, did participation in the docudrama and discussion group create a significant effect on their actions as compared to preservice teachers in the lecture and discussion group?

To determine whether there was a statistically significant difference between the docudrama and discussion group and the lecture and discussion group, an ANCOVA was carried out for each subscale on the human rights and labor conditions attitude measure.

For the first subquestion on knowledge and attitudes on human rights an ANCOVA was conducted comparing the two treatment groups (see Table 11). The ANCOVA comparing the two treatment groups did not produce a significant effect with knowledge and attitudes on human rights, $F(1, 79) = .95, p = .33$.

The second subquestion to measure attitudes towards labor conditions was analyzed using ANCOVA comparing the two treatment groups (see Table 12). The ANCOVA testing the docudrama and discussion, and lecture and discussion did not produce a significant effect with attitudes on labor conditions, $F(1, 79) = .47, p = .49$.

Table 11

ANCOVA for Knowledge and Attitudes on Human Rights

Source	SS	df	MS	F	p	Eta ²
Between groups	8.03	1	8.03	.95	.33	.01
Presub1 (covariate)	233.24	1	233.24	27.53	.00	.26
Error	669.30	79				

Table 12

ANCOVA for Attitudes Towards Labor Conditions

Source	SS	df	MS	F	p	Eta ²
Between groups	12.12	1	12.12	.47	.49	.00
Presub2 (covariate)	1355.37	1	1355.37	53.13	.00	.40
Error	2015.32	79				

To examine the third subquestion on action towards unfair labor conditions, an ANCOVA was conducted between the docudrama and discussion, lecture and discussion (see Table 13). The ANCOVA comparing the two treatment groups did not produce a significant effect with action on unfair labor conditions, $F(1, 79) = .45$, $p = .51$.

Research Question 4

The fourth research question was, "Does participation in the docudrama and discussion, or lecture and discussion group enhance the likelihood that students will take action?" To address this question, it is necessary to examine the responses to human rights activities opportunities offered by the researcher. There were two opportunities offered by the researcher, the placement of human-rights materials that students could act upon at a table, and an e-mail offering opportunities for activism sent to all participants.

A desk was placed with human rights materials on the first floor of the education building inviting students to be participants in pro-human-rights causes. The human-rights materials included free curriculum materials, a petition against human-rights

Table 13

ANCOVA for Action Towards Unfair Labor Conditions

Source	SS	df	MS	F	p	Eta ²
Between groups	2.77	1	2.77	.45	.51	.01
Presub3 (covariate)	199.96	1	199.96	32.29	.00	.29
Error	489.22	79				

violations, a clear jar in which students could place donations to a human-rights education organization, and a form for joining an anti-sweatshop organization. Only 10 students of the 112 participants in this research project took advantage of any of these opportunities for action. Four of the participants in the research project were from the control group, four were from the docudrama and discussion group, and two were from the lecture group. So few participants from the research groups responded to this invitation, that this invitation to human-rights advocacy has been judged as an ineffective measure for evaluating whether participants in the treatment groups were more likely to take action than those in the control group.

An examination of responses to the e-mail, an invitation to participate in human-rights causes, reveals that no participating student in the research responded to the e-mail. The e-mail was also an ineffective measure for assessing willingness to take action since no study participants responded.

An Analysis of Interviews

Interviews were conducted with six preservice teachers in this study to discuss knowledge and participation in human rights issues. It was thought that interviews with participants would help the researcher to gain additional insights into their attitudes and action towards human rights and labor conditions. The preservice teachers who were selected for interviews were participants who had scored high on the posttest as compared to the pretest. They were also selected because they represented three different classroom groups. All the interviewees were female. Four preservice teachers

were from the elementary education program and two were from the secondary education program. Fifteen questions were put forward by the researcher to the interviewees (see Appendix C). These questions can be categorized into four types of interests. These topics are: (a) knowledge of human-rights violations, (b) activism, (c) human-rights issues and schooling, and (d) human-rights issues and change in behavior.

Knowledge of Human-Rights Violations

When asked about examples of human-rights violations in the U.S. and all over the world, all the interviewees were unanimous in their agreement about the existence of such problems. Some of the most frequent examples given were: long working hours with less pay, poor salaries, poor working conditions, and discrimination on the basis of gender and race. Only one interviewee spoke about prisoners of war and the Geneva Convention as part of human-rights abuses.

Most interviewees gained their knowledge from the media such as television news and newspapers. Three interviewees responded that they learned about human-rights abuses through school and college classes. Two students reported learning about human rights from participation in the study. One interviewee responded, "I had heard of sweatshops only through the docudrama and discussion, I hadn't realized of this [sic] before."

Regarding films and human-rights issues, there was vague recognition of films that exposed human-rights issues. The films that interviewees remembered were *The Power of One*, *Remember the Titans*, and *Eyes on the Prize*. An interviewee who was not a participant in the docudrama and discussion group remarked that the film *Norma*

Rae had provoked memories about labor-rights abuses.

In summary, an examination of their responses revealed that all interviewees had some knowledge of human-rights abuses occurring in the U.S. and all over the world. Most of the interviewees acquired knowledge on human-rights issues through television news and newspapers. A few of the interviewees mentioned school and college classes as contributors to their knowledge on human rights.

Activism on Human-Rights Issues

The researcher asked the interviewees a question about the activities that they were exposed to during the semester that may have changed their perspectives on human-rights issues. A few of the interviewees shared that the docudrama and discussion, or lecture and discussion had encouraged them to be thoughtful of human-rights issues. Two interviewees remarked that activities in their social-studies methods class had created an impact on their understanding of human-rights issues.

On responding to the question about activism on human-rights issues in the U.S., several of them answered that activism on human-rights issues in the U.S. is good. The question, however, was given a rating scale from good to excellent, which was unfortunate as it suggested that their responses should be somewhere between good and excellent. Despite this wording, three of the six interviewees said that activism was poor or not very good. An interviewee remarked, "Not enough people are actively involved unless it affects them, they don't care." Another interviewee said, "I wouldn't say there is a lot going on to keep you more active." Another interviewee noted, "You hear about it [human-rights problems] but it does not directly affect you. It should directly affect

you to be more willing to act.” The same idea was echoed by another interviewee, “If it doesn’t involve them personally, it doesn’t seem as important. They want someone else to take care of it.” Commenting on the lack of activism, an interviewee reasoned that the people are “not educated about it, like me, and there are other factors, they do not know how to be active.” Several interviewees felt strongly that the reasons for poor activism were that human-rights abuses do not directly affect them as individuals. Three interviewees observed that lack of opportunities for involvement also led to poor activism.

The above responses suggest that interviewees recognize lack of knowledge about human rights abuses as the reason for poor activism in the U.S.. Their responses also revealed that there were few activities, other than participation in this study that encouraged them to think about human-rights issues this semester.

Human-Rights Issues and Schooling

In response to the question about human-rights issues and schools, most of the interviewees felt that human-rights issues were relevant to the way we run schools. A few of them agreed that there was discrimination on the basis of race and gender. An interviewee observed, “Teachers are biased towards race and gender, not purposely but not educated [sic] about what statistics say about different races.” Another interviewee said that education needed to be more equal and specifically spoke about affirmative action. Emphasizing equality, another interviewee stated, “We need to make sure that there should be [sic] equality in education. You need to make sure that everyone is culturally aware. You need to make sure that everyone has an equal education and that

racism does not play a part.” Only one interviewee said that there were no human-rights issues in the administration of schools.

There was unanimous agreement on the importance of addressing human-rights issues in schools. A couple of interviewees offered interesting thoughts about the importance of human-rights education in schools. One interviewee said, “Definitely, it is very important. You should know what’s going on around you so that you can make a change and be a part of it and make people aware of what’s going on.” Another interviewee stated, “Yes, the main reason why people aren’t involved in human-rights issues in schools is because they are not educated about what human rights are.” They agreed that an awareness of what’s going on would lead to students being involved in human-rights issues in schools. Only one interviewee remarked that human-rights issues should not be directly taught as topics in class. She did, however, advocate teaching students to treat each other in a fair manner.

In response to the question on schools and the different ways that they can bring about awareness of human-rights issues, all interviewees remarked that it is vital that the school educates students about human-rights issues. An interviewee commented that movie clips, and reading books and novels that illustrate human-rights issues should be part of the curriculum. A couple of interviewees offered the thought of setting up clubs and having conventions and meetings as suitable ways of getting the students acquainted with human-rights issues. One interviewee stated, “I guess they need to educate [sic] on what human rights are?” She again added, “I don’t remember being educated up to this year [on human rights].” Another interviewee echoed this opinion,

“The role should be that they actively make us aware of what’s going on—to give us avenues to become a part and be able to change what’s going on, and give people an understanding why violations of human rights are important? Why should we help? They should make us want to participate and be more active.” An interviewee also suggested, “Schools should practice some fairness. [There should be] no tolerance of human rights violations, they should be taken care of.” Most of them agreed that knowledge of different organizations that are pro human rights would help in making students more involved in human-rights issues.

The interviewees underscored the importance of the teacher in educating children about human-rights issues. An interviewee said that she would like to write up “units where the objectives are to make students aware of human rights issues.” Another interviewee stated, “[I need to] educate my students on what human rights are—what human rights are being abused in other places.” One interviewee suggested, “The teacher should take care of issues when they come up, and if children are violating human rights have a class meeting and bring them up.” All the interviewees agreed that human-rights issues should be discussed in the classroom.

In summary, the majority of the interviewees believed that there were human rights issues in schools that need to be addressed. They believed that teachers should have an important role in imparting an awareness on human-rights issues.

Human Rights Issues and Change in Behavior

A hoped for consequence of awareness of human-rights issues is participation in

pro human-rights activism. The researcher put forward some questions to the interviewees in order to ascertain the reasons for the poor response to activism. A table had been placed with human rights materials on the first floor of the education building inviting students to be participants in pro-human rights causes.

Most all of the interviewees said that they had not seen the table set up with human rights materials. Only one interviewee said that she might have seen the table. None of them participated in the invitation to act on human-rights causes, that is, they did not come to the table with human-rights materials set up by the researcher.

Four of the six interviewees said that they had not received the e-mail inviting them to be advocates of human rights causes. An interviewee commented that she did not respond because of time and that she definitely plans to be involved after she completes her schooling. Another interviewee said that she probably had seen the e-mail but must have deleted it.

The interviewees shared that they had not taken any action on human-rights issues other than talking with others. One interviewee stated as an explanation for lack of involvement in human-rights issues, "It has never been a big issue for me. It does not affect me." Another interviewee commented, "I have not been very active probably because I haven't taken the time to research about what to do." One interviewee did comment that she had spoken with her roommates about human-rights abuses; however, she had done nothing to act on human-rights issues.

There were a few interviewees who discussed in wanting to do something about human-rights abuses. One of the interviewees asserted that she is aware of human rights

abuses and she wants to “find a way to get it stopped.” Another interviewee indicated that if she knew “what companies associate with sweatshops, she would not buy.” Notably, however, she had not taken action to find out which companies to avoid.

An overview of the above responses indicates that the interviewees had various reasons for their lack of responses to the invitations to human-rights advocacy. Many had not seen or paid attention to opportunities that had presented themselves. Others shared that a lack of time kept them from getting involved. On the positive side, several of them voiced a desire to be human-rights advocates in the future.

Conclusions

This study was designed to inform teacher educators about the attitudes of preservice teachers toward human-rights issues and to determine if certain educational strategies were effective in changing attitudes towards human rights. Attitudes toward labor rights were explored specifically. The findings of this study lead the researcher to conclude that participants believed that human-rights issues should take priority over other global issues. However, they were did not seem fully aware of the magnitude of the problem with respect to labor rights. For example, the participants were not very knowledgeable about the existence of sweatshops in the U.S.. However, after being exposed to the film or lecture treatment, they did gain some knowledge about labor conditions.

The participants are aware of the importance of schools having a crucial role in human-rights education. This understanding was confirmed in the interviews.

Regarding preservice teachers' awareness of labor issues, results suggest that they feel very strongly on issues such as child labor and safe and healthy work environments. However, they feel less strongly on issues of trade unions, equal pay for equal work, and sweatshops. On the segment on action, participants in all groups exhibited low scores with respect to activism.

There was a marginal statistically significant difference between the two treatment groups and the control group on the "knowledge and attitude on human rights" subscale. The treatments did seem to particularly contribute to students' increased knowledge about human rights. There was no statistically significant difference between participants exposed to the treatment and the control group on the "attitude towards labor conditions" subscale. An analysis of the action subscale revealed that there were also no statistically significant differences between the control group and the treatment groups in this area. Thus, it can be said that with the exception of small gains in knowledge and general attitudes toward human rights, the treatments were not effective in creating a significant impact on attitudes towards human rights and labor conditions.

On the third question on whether the docudrama is a more powerful agent than lecture, the statistical results suggest that there is no difference between the lecture and discussion group, and the docudrama and discussion group on any of the three subscales. While both treatment groups brought about some positive change in students' knowledge and attitudes' regarding general human-rights issues, neither treatment was more effective than the other. Because the treatment groups considered

together did not positively influence attitudes toward labor rights and activism as compared to the control group, it is not surprising that the results indicated no difference between the treatments on the other subscales.

Only 10 students in the study took advantage of at least one of the opportunities to take action on human-rights issues. This small numbers of cases made it impossible to determine if the treatments were or were not effective in increasing students' willingness to take action. The number was too small to make a comparison between groups. However, it can be said that students passing the booth generally seemed too busy to take notice of the materials. The interviews with the participants also testify to the above observation.

The interviews with six participants confirmed what had been found in the survey results above. Interviewees had some knowledge about human rights violations and recognized the need to have an emphasis on human-rights education in the school curriculum. They also acknowledged poor activism on human-rights issues in the U.S. and felt that they should educate their future students about these issues when they became teachers. They emphasized the relationship of knowledge about human-rights abuses to taking action on human-rights issues.

In the next chapter the researcher discusses these findings and the limitations of this study. Additionally, suggestions are given for future research.

CHAPTER V

DISCUSSION

In this chapter, the researcher discusses the findings of this study. Factors influencing the impact of the film and the lecture on the attitudes and actions of preservice teachers are analyzed and discussed. Possible reasons for nonsignificant findings are explored. The researcher suggests that several factors specific to this study may have decreased the power of the docudrama and lecture to move students towards more positive attitudes and actions considering human rights. A model is included for conceptualizing how various factors mediate the effectiveness of docudrama and lecture and limit the likelihood that viewers will take action based on their experiences. Additionally, the need for human-rights education, limitations of the study, and suggestions for future research are addressed.

The Impact of Film and Lecture on Attitudinal and Behavioral Change

This research study primarily focused on the impact of two teaching methods in creating attitude change among preservice teachers in elementary and secondary teacher education programs. The findings of this study indicate that these treatments made little difference in participants' attitudes and actions. The researcher returned to the literature base to better understand these findings. The review of literature suggests that several factors mediate the impact of film and lecture on viewers. These factors are homophily, emotional engagement, authenticity, perceived relevance, consistency with preexisting

attitudes and beliefs, persuasiveness, quality of lecture, and source credibility. In the following section, the researcher elucidates these factors as they relate to the findings of this study. A model of how these factors relate to each other and to this study may be found in Figure 2.

Homophily

Homophily (Slater, 2002), a term that means the identification of self to the lead character, may play an important role on viewers' attitudes towards the film. While the selection of *Norma Rae* was a good choice in many respects, one factor that was not taken into consideration in selecting this film was homophily. Slater asserts that identifying with characters is very crucial to the acceptance of the content material. In the film *Norma Rae*, some participants found it very difficult to identify with the main character in the film. *Norma Rae* was a strong female activist, but she also engaged in sexual behaviors that were disturbing to some participants in the study. The immoral behavior on the part of the main character (i.e., extramarital sex) made it difficult for participants to identify with her. Some participants contacted their professors and informed them about the abhorrent nature of the film. They felt they should not be asked to view such an inappropriate film. This led to some participants engaging in more discussion regarding the perceived moral inappropriateness of the film than in discussing the immorality of the poor labor conditions portrayed by the film.

Slater shared that if participants find it difficult to find any similarity between themselves and the main character, a film may not have an impact on the attitudes of the viewer. Liking of the characters is a vital determinant to empathizing with them. Lack

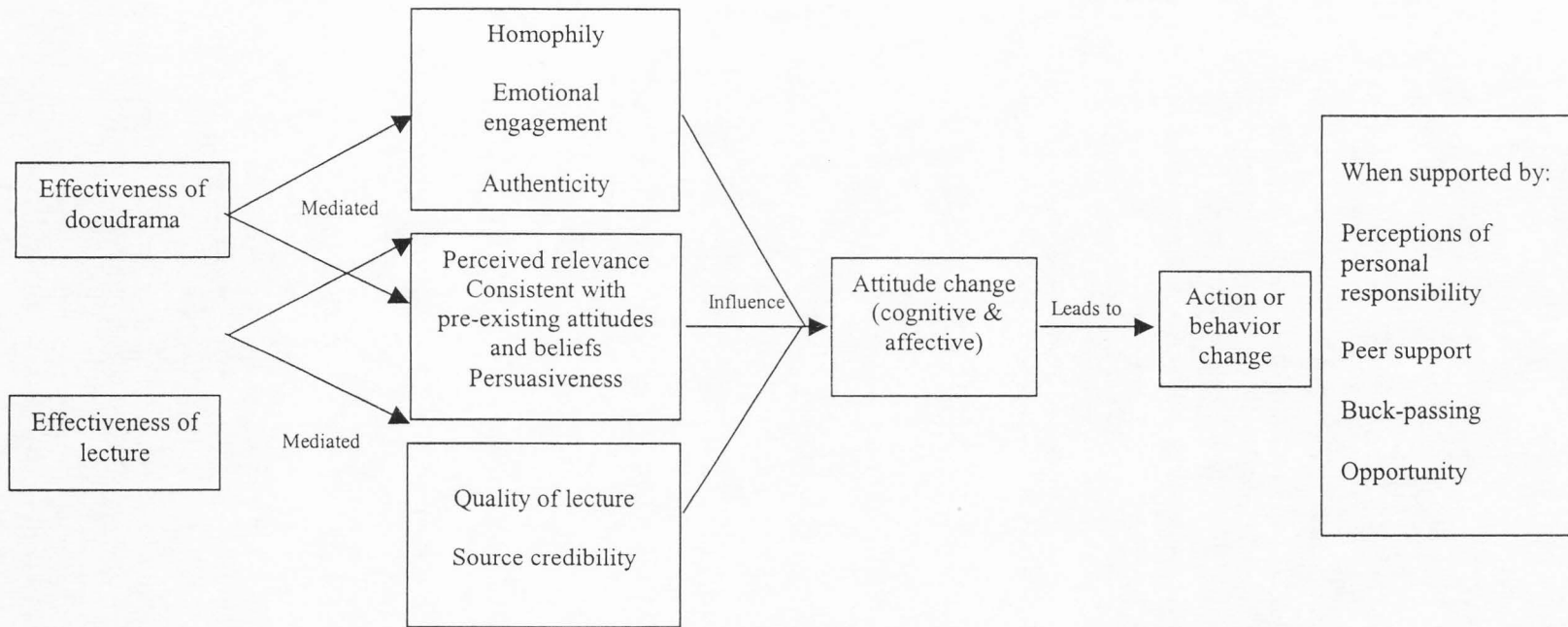


Figure 2. The impact of film and lecture on attitudinal and behavioral change.

of empathy towards the characters would make it unlikely that viewers would care about what happens to them. The researcher believes that this particular film, in retrospect, was a poor choice for this audience. For at least some viewers, their attention was drawn to the sexual behaviors of the main character rather than to the main plot of the film that involved labor abuses.

Emotional Engagement

The docudrama *Norma Rae*, was based on a true story, and was created to engage the viewers' emotions in the drama of poor labor conditions in the textile industry. As noted by Toplin (1996), the importance of docudramas lies in its engagement of our emotions, and is useful to stimulate discussions and raise important questions about issues and people in the past. This docudrama was selected for this study because of its ability to draw out the emotions of the viewer. It is considered by critics to be an excellent film. It received an Academy Award nomination for best picture, and Sally Fields, who played the part of *Norma Rae*, won the best actress in a leading role award for the film. The researcher believed that emotional engagement might have been supported in this study.

Authenticity

The authenticity of the film is a vital ingredient for creating an impact on the attitudes of the viewer. This understanding is supported by the study of Tilman (1981), who noted that the film *Holocaust* had a great influence on viewers' attitudes due to the perceived authenticity of the film by viewers. The authenticity of the film, *Norma Rae*,

was discussed with the participants. The researcher explained to the participants that the film was based on a true story.

Perceived Relevance

The perceived relevance of the film and lecture to the preservice teacher's immediate situation is important to consider. With respect to the docudrama the researcher discussed how even now the sort of labor conditions depicted in this movie exist today and may relate to the products they buy. Discussions in all treatment sessions were designed to help students see how labor conditions in the U.S. and around the world relate to them personally. Despite the effort of the researcher preservice teachers may not have perceived the relevancy of the film and lecture to their present situation. Participants were students and not part of the full-time work force. Most come from middle-class backgrounds where it is unlikely that they have been personally exposed to the type of work conditions shared in the treatments. This distance from the issues addressed may have contributed to the lack of change in attitudes in the desired direction. Howard and colleagues (1978), who studied the impact of *Roots*, noted that the relevance and the importance of the issues to the audience can be a major predictor of the impact of a film.

Preexisting Attitudes and Beliefs

When discussing attitude change using films or lecture it is important to consider existing beliefs and attitudes. From the treatment session discussions it was clear that the preservice teachers had preconceived beliefs about the existence of

sweatshops all over the world. During the discussions that took place, the researcher learned that some preservice teachers were of the opinion that if people were not employed in sweatshops, they would be unemployed. Some of the participants felt that these jobs at least helped the employees to get some form of subsistence. They also contended that if children in developing countries were not employed in industries, the children might resort to child prostitution. Additionally, some participants were troubled when issues of product costs were debated. They were of the opinion that if industries were not outsourced to countries abroad, that allow sweatshops, it would lead the consumer to pay higher costs for the products. The researcher countered some of the arguments by giving them examples on how the producer could keep costs low, for example, by using low-profile models for advertising, and by the producer taking a lower profit margin. However, some participants appeared to be very committed to their prior beliefs thus making it difficult to persuade them to think otherwise in the short treatment time allotted.

There has been some research on how preexisting knowledge and beliefs can affect the acceptance of new knowledge. Festinger's (1957) theory of cognitive dissonance states that people generally seek to relieve or avoid the discomfort associated with the awareness of inconsistency between two or more of one's beliefs or knowledge. In this research study, the discrepancy between the preexisting attitudes and the new knowledge may have created cognitive dissonance when the participants were thinking about labor conditions. According to Festinger, in order to avoid dissonance, a person avoids situations in which he/she might discover facts or ideas that run counter

to his/her current views. In this research study, participants may have chosen to discount knowledge that did not support their existing views in order to avoid the discomfort of cognitive dissonance.

The lack of change in attitudes on the survey instrument may have also been due to the pro human rights attitudes they had already expressed on the pretest. Most participants already had fairly positive attitudes before experiencing the treatment. On issues such as child labor, the right to safe and healthy work environment, and workers compensation for injuries or illnesses due to work conditions, the participants were favorably inclined in the desired direction prior to the treatment. There was not a lot of room for positive change in their attitudes towards labor conditions.

Persuasiveness

The effects of film and lecture are both influenced by the persuasiveness of the communication. Edwards (1990) stated that persuasion plays a central role with respect to social behavior. He further added that the ideal form of persuasion emphasizes the exercise of reason and skills of oration. A good persuasive message can create a change in attitudes provided it is based on a cogent argument.

Regarding persuasion through the affective domain, Edwards (1990), in his review of literature, stated that there was empirical support that emotions in the form of fear arousal, empathy, or a positive mood could also influence attitude change under certain conditions. When the ability or motivation to process issue-relevant information was low the elaboration likelihood model tells us that affective cues could be important determinants of attitude change (Edwards).

Another interesting perspective about persuasion is the situation or the context in which persuasion is attempted. Lyttle (2001) stated that when the situation forewarns the receivers (students) that an attempt at persuasion will be made, receivers construct more counter-arguments during the communication. Thus, they are less susceptible to persuasion, especially with controversial topics. This perspective is applicable to the topic of labor conditions. Sweatshops are controversial, especially when students may feel compelled to change their purchasing habits. The controversial nature of this topic may have led the students to be more alert to persuasion and led them to put forth counter arguments, thus affecting receptivity to the communication.

In this particular study, neither the lecture nor the film was persuasive in changing participants' attitudes. According to Lyttle (2001), the existence of a strong argument is a requirement of persuasion. However, he stated that arguments that are different from the receiver's (student's) position may be rejected out of hand. The lecture and the docudrama were not convincing enough for the participants to be persuaded in the direction desired by the researcher.

Quality of Lecture

The quality of the lecture is another important factor in determining its impact on the students. According to Voth (1975), a good lecturer helps students to understand how the lecture is structured (the order of the lecture), identify the points that are most relevant and important, and compare new information received with previous knowledge. The listener and lecturer are active partners in the learning process. The researcher conducted a search on sweatshops and human rights and did her best to give

a high-quality presentation to the students. The researcher prepared well for the presentation and practiced it before delivering it to the students.

While the factors affecting the quality of a lecture can be similar to that of a docudrama (Forrester-Jones, 2003), there are some differences. One difference is that the one and only actor in the lecture is the speaker. The speaker and his or her credibility thus become very important. Another difference is that the lecture primarily attends to the cognitive domain, while the docudrama attends to the affective domain, that is, a docudrama appeals more to the emotions of the viewer.

Source Credibility

Unfortunately, the researcher being an international student from what is considered a developing country may have affected receptivity to the message by the students. The researcher may not have had source credibility. Traditionally people have looked at sweatshops as occurring only in developing countries. This understanding may have led the students to think that human-rights abuses are relevant to the presenter but not to American citizens. This kind of reasoning may have negatively influenced the persuasiveness of her message. The lack of similarity of the researcher in culture and ethnicity may have led the students to find it difficult to assimilate the message. This difficulty of connecting with the speaker may have lessened the impact of the lecture on attitudes relating to human rights and labor conditions.

The Elaboration Likelihood (EL) Model (Chaiken & Maheswaran, 1994; Petty, 1995) addresses source credibility. The EL model suggests that in order for a presenter to be persuasive, receivers (students in this case) must believe that the presenter is an

appropriate knowledge source and trustworthy. Any person who is perceived as having a personal interest in the outcome of the persuasive argument is less persuasive. When the evidence in a message is perceived as important and personally relevant (e.g., influencing one's immediate life) source credibility has less of an impact. However, when relevance and importance are low, source credibility is more important.

Presuming that the message in the treatment groups was not seen as personally relevant, and this may be the case given comments from the interviewees in this study, participants may have looked to the credibility of the researcher in order to form their attitudes and beliefs. The researcher may have lacked source credibility in that improving labor conditions was seen as improving conditions in her country more than in their own.

Factors Influencing Willingness to Take Action

Referring again to Figure 2, it can be seen that several factors increase the likelihood that viewers will take action based on affective and cognitive attitudes. These factors are perceptions of personal responsibility, peer support, buck-passing, and opportunity. The following section discusses these factors as they relate to the findings of this study.

Personal Responsibility

Individuals may not take action consistent with their cognitive or affective attitudes. One reason for participants not taking action is their perception of personal responsibility. On the issue of personal responsibility, an interviewee remarked that the

reason she was not actively involved in labor rights was that they had never been a big issue for her—they did not affect her. This observation reflects what may have been one of the reasons why participants were not actively involved in labor issues. For individuals to take action they need to perceive that their actions are needed and will make a difference (Batson, 1995).

Peer Support

According to the Theory of Reasoned Action (Brown, 1999), the most crucial determinant of a person's behavior is behavior intent. The individual's intention to perform a behavior is a combination of attitude towards performing the behavior and the subjective norms. A positive subjective norm is expected if the relevant others see performing the behavior as positive and the individual is motivated to meet the expectations of relevant others. However, if the relevant others see performing the behavior as negative and the individual is motivated to meet the expectations of relevant others, then a negative subjective norm is expected. The intent to perform a behavior depends upon the product of the measures of attitude and the subjective norm. A positive product indicates behavior intent. In this research study, the relevant others are the peers and/or the significant others of the participants. The level of awareness and understanding regarding labor rights issues such as sweatshops in this university community may be so low that participants did not receive adequate support from peers or significant others. Thus, the participants may have not been motivated to act on their action plans.

There have been many social psychologists who have commented on the

importance of the support of the peer group. Milem (1998) stated that individuals' attitudes and behaviors are shaped according to the reference group in which they belong. Singer (1981) defined the term "reference group" as a group to which a person orients himself/ herself, regardless of whether or not he/she is actually a member of the group. In this research project, the reference groups of the participants were peers, and without adequate support from the peers the participants may have not been motivated to act.

Buck-Passing

Janis and Mann (1977) stated that buck-passing is a form of defensive avoidance when circumstances allow the decision maker to deny responsibility for addressing a problem. Janis and Mann asserted that individuals might deny personal responsibility by blaming the circumstances of their decision. Individuals may justify a lack of action by claiming that for a variety of reasons they had little or no choice in the matter. In this research study, one interviewee indicated that she felt that people did not take action because they assumed that there were others who were better able to take action on human-rights issues. Another interviewee suggest that if people were not educated about human-rights issues they would not know how to be active and what steps they should take to combat human-rights violations. A third interviewee talked about how busy she was and that she would be more likely to take action when life calmed down. Thus, the participants' lack of action may have been influenced by their thinking that there are other people who know more and have more time and that these people will act on human rights violations and take care of the problem.

Opportunity

Individuals are more likely to act on their attitudes and beliefs when they have easy access to opportunities to do so (Wade, 1995). An important aspect of involvement in human rights issues or any kind of social issue is recognizing opportunities to contribute to the lives of others and to the improvement of the world around us. Berman (1990) suggested that community service efforts build the self-esteem of students and allows students to experience themselves as part of the larger group of people who are helping to create a better world. Educators should work hard at giving students opportunities to have such involvement. In this research study two different opportunities were made available to students. Unfortunately, few students took advantage of these opportunities. Either the students were not motivated to attend to these opportunities or the opportunities did not have sufficient visibility to attract the participants.

A variety of various factors that may have affected the effectiveness of the docudrama and lecture have been discussed above. In the case of this particular study it is thought that lack of homophily and source credibility may have been factors that particularly influenced the outcomes of this study.

Need for Human-Rights Education

Preservice teachers' self-reported knowledge on human-rights issues increased after exposure to the treatments. Both the lecture and discussion and the docudrama and discussion groups experienced a marginally statistically significant increase in

knowledge of human-rights issues. It can be inferred that preservice teachers' knowledge on human-rights issues can be increased with continued exposure to human-rights education. Unfortunately, interviews with participants revealed that they have had little prior exposure to human-rights issues in their schooling experience. For example, an interviewee commented that the reason why people are not involved in human-rights issues in schools is because they are not educated on human rights.

Flowers (1998, 2000) commented on the lack of exposure on human rights in schools and colleges. She contended that there is a need to address this lacuna in classrooms. Flowers (1998, p. 21) further added, "education in human rights is itself a fundamental human right and also a responsibility." Public school and college students do not appear to be aware of human-right violations happening in their country, though they may be alert to human rights violations in other countries. O'Brien (2000) commented that the concept of human rights violations is often regarded as occurring outside the country and not inside the U.S.

Flowers (2000), in her argument for human-rights education, stated that only individuals who understand and value human rights will strive to protect and defend them. An examination of the responses of participants on the posttests and interviews clearly indicate that advocacy on human-rights issues will only begin when people have knowledge of what their rights are, have knowledge of human-rights violations and feel directly affected by them. This understanding about knowledge of human rights and its relationship with human-rights advocacy supports the comments made by Banks (2000). He observed that the failure to understand human rights creates individuals who

lack the knowledge to effectively advocate for them.

It may be particularly important to include information about the UDHR in our educational efforts. Discussions in the treatment sessions and interviews indicate a lack of knowledge on labor rights. It may be that the participants have primarily been exposed to the rights contained in the U.S. Bill of Rights. This document focuses mainly on civil and political rights such as the right to a fair trial, to assembly, to free speech and worship. American preservice teachers may have not given much thought to social, economic, and cultural rights that are not included in the U.S. Constitution or Bill of Rights (e.g., rights to health care, housing, or to a living wage; Human Rights Educators Network; Flowers, 1998). Shiman (1999), citing the Vienna Declaration and Program of Action, asserted that all rights, such as civil, cultural, economic, political, and social, should be considered universal, indivisible, interdependent, and interrelated. Reardon (1995) championed this cause of human rights education by adding that the ultimate aim of human-rights education is the development of responsible, committed and caring citizens who are aware of global problems and are able to make commitments to be promoters of human rights.

This study suggests that while students have generally positive attitudes toward human rights, they have not thought them through deeply. They do not see that all humans share a common destiny and a common humanity and that they as individuals have a responsibility to support the human rights of all individuals. If we hold the view that schools have a role in preparing students who have hope and commitment to make the world a better place, then there is a clear need for teacher educators to help develop

better informed teachers regarding human rights.

Limitations

It is important to acknowledge the limitations that may have affected the results of this research. First, the sample size is small, thus the results may not be representative of the preservice teachers' population in the U.S. Second, generalizability may be limited due to the culture of many of the participants in the study. Many of the students at this university belong to the Church of Jesus Christ of Latter-day Saints, a religion known for its political conservatism. The population was a convenient sample. Third, the study focused on human-rights attitudes relative to labor rights, so it cannot be generalized to other human-rights issues. Fourth, only one particular film, *Norma Rae*, was shown to the participants. Given that the film offended a number of students, the results of this study may have been different if a different film had been used. Nonsignificant results may be attributed to the effect of this particular film on participants. Finally, the culture of the researcher may have an impact on the receptivity of the participants to the treatment. The researcher is an international student and of a different culture than the mainstream American culture. Given the topic of this research, her nationality may have had some effect on the results.

Suggestions for Further Research

Based on the above discussion, the researcher would like to suggest some possibilities for future research. This research had treatments that were restricted to only

one session. Future researchers may want to design and evaluate longer treatments. A longer, more in-depth treatment with emphasis on personal responsibility and building an adequate peer support base may have a greater impact on preservice teachers' attitudes and behavior towards human-rights issues. Additionally, the researcher suggests that if film is used, the factor of homophily should be considered. The lead character in the film should have personal characteristics that conform to the culture of the audience. Sensitivity to the culture of the audience is very important for receptivity of the message of the film. Furthermore, if the lecture method is used, it is preferable to have the speaker from the same culture as the audience, thus enhancing source credibility. Finally, it would also be interesting to investigate preservice teachers' attitude towards other human-rights issues, such as homelessness, political refugees, and freedom of speech.

As teacher educators we often believe that our presentations are changing the way students think and act regarding important social issues. While films and lectures may increase students' knowledge on a subject, we may be incorrectly assuming that their attitudes and actions are changing as well. Further research can help us better understand how we can best sensitize preservice teachers to human-rights issues in ways that lead to attitude change and action.

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APPENDICES

Appendix A
Consent Form

Date Created: August 18, 2003

INFORMED CONSENT

A study of pre-service teachers' attitude towards human rights and unfair labor conditions: A comparison of the influence of two teaching methods

Introduction/Purpose:

You are being invited to participate in a research study. The student researcher will describe this study to you and answer any of your questions (Benicia D'sa, (435) 797-2220). The purpose of my proposed research is to study the beliefs and attitudes of preservice teachers towards human rights, particularly about human rights related to labor.

Procedures:

This is what will happen during the study:

1. You will be asked to participate in a pretest and post-test survey that will be conducted later in the semester.
2. As part of your class, you will take part in one of three instructional activities. These activities form part of your normal coursework, and will enhance your understanding of human rights and educational issues.
3. A few participants will receive a written request to participate in a follow-up interview to discuss, in more depth, your involvement and understanding about human rights. The interview will take approximately 30 minutes and will be scheduled at your convenience. Your participation is voluntary and you may withdraw at anytime without consequence. If you participate, you may skip any question you prefer not to answer. While the interview is audio taped, your name will not be attached to the transcripts in order to remain confidential.

Benefits:

The researcher, Benicia D'Sa, will learn more about pre-service teachers' attitude towards human rights and unfair labor conditions. She will learn what teaching strategies help best to further an understanding about human rights and labor conditions among pre-service teachers. You may benefit by participation in this research because your understanding of human rights and educational issues will be enhanced through self-reflection. In addition, you will also learn about how educational research work is conducted.

Risks:

There is minimal risk involved in participating in this research.

Voluntary nature of participation:

Participation in this research is entirely voluntary. While you will take part in the learning activities as part of your regular coursework, completion of the survey or interview is voluntary and you may withdraw at anytime without consequence. A decision not to complete surveys or interviews will not influence your grade.

Confidentiality:

Research records will be kept confidential, consistent with federal and state regulations. Only the principal investigator and the researcher will have access to the data, and it will be kept in a locked file cabinet. The data will be kept indefinitely and the audio tapes will be destroyed once the data analysis is completed

INFORMED CONSENT

A study of pre-service teachers' attitude towards human rights and unfair labor conditions: A comparison of the influence of two teaching methods

Explanation and offer to answer questions:

After reading this document the researcher will explain and answer your questions. If you have other questions or research-related problems, you may contact Professor Dr. Deborah Byrnes at 797-0396.

IRB Approval Statement:

The Institutional Review Board (IRB) for the protection of human participants at USU has reviewed and approved this research study. If you have any questions about the approval of this research you may contact the IRB Office at (435) 797-1821.

Copy of consent:

You have been given two copies of this Informed Consent. Please sign both copies, retain one for your files, and return a copy to the researcher.

Explanation and Offer to Answer Questions:

Dr. Deborah Byrnes and/or Benicia D'sa will answer any questions you may have about this research. If you need to contact them, their telephone numbers are listed below.

Investigator Statement:

"I certify that the research has been explained to the participant, by me or my research staff, and that the individual understand the nature and purpose. Any questions raised have been answered.

Signature of PI and Student Researcher:

_____	_____	_____	_____
Dr. Deborah Byrnes, PI	Date	Benicia D'sa, Student	Date
Elementary Education		Student Researcher	
(435) 797-0396		(435) 797-2220	

By signing below, I agree to participate in this research.

Student's signature

Date

Appendix B

Human Rights and Work Conditions Attitude Survey

Human Rights and Work Conditions Attitude Survey

Teachers prepare youth to be good citizens and to participate in our country's future work force. In this survey, you will find some items on human rights followed by specific items on fair work practices. The responses to this survey will assist educational researchers in understanding how pre-service teachers view different work practices and their reactions to abuses of fair work practices. Please respond frankly. Your answers are very important to us. Your responses will be kept confidential and will only be reported in group form.

Your Student ID# (last six digits) _____ or Name _____

1. Desired Teaching Level (check all that apply):

- _____ Elementary
- _____ Middle Level
- _____ High School
- _____ Special or Deaf Education.

2. Teaching Majors or Emphasis area: _____
(e.g. language arts, history, science)

3. Race/ Ethnicity:

- _____ American Indian
- _____ Asian or Pacific Islander
- _____ Black, not of Hispanic origin
- _____ Hispanic
- _____ White, not of Hispanic origin
- _____ Other (including biracial) please specify _____

4. Gender (please circle): Male Female

5. Age (please circle): Below 20 20-25 26-30 31-40 40 and above

6. How would you generally rate your civic engagement (participation in public life and issues in ways that benefit the well being of the community)?

1	2	3	4	5
Inactive	Rarely involved	Somewhat involved	Quite involved	Very involved

7. How would you rate yourself as an advocate for human rights?

1	2	3	4	5
Inactive	Rarely active	Somewhat active	Quite active	Very active

8. Do you feel responsible for upholding and promoting human rights for children and adults in this country?

1	2	3	4	5
Not responsible	Slightly responsible	Somewhat responsible	Quite responsible	Very responsible

9. Do you feel responsible for upholding and promoting human rights for all human beings?

1	2	3	4	5
Not responsible	Slightly responsible	Somewhat responsible	Quite responsible	Very responsible

10. How important is it for teachers to educate children/ adolescents about human rights?

1	2	3	4	5
Not important	Of little importance	Somewhat important	Quite Important	Extremely important

11. Overall, in the U.S., how prevalent do you believe human rights violations are?

1	2	3	4	5
None	A few	Quite a few	Many	A great many

12. Overall, around the world, how prevalent do you believe human rights violations are?

1	2	3	4	5
None	A few	Quite a few	Many	A great many

13. How knowledgeable are you about the existence and practices of sweatshops in this country (any workplace where workers are subject to extreme exploitation)?

1	2	3	4	5
No knowledge	A little knowledge	Some knowledge	Well informed	Very well informed

14. Labor rights are one aspect of human rights. Please indicate how you feel about each of the following items involving labor issues.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Equal pay for equal work is not a realistic government mandate.					
Everyone has the right to earn a "living wage" as opposed to a minimum wage, so that a person working full-time can live comfortably					
Child labor (i.e., work that interferes with school and childhood) is acceptable in countries experiencing extreme poverty					
The right to safe and healthy work environment for employees should take precedence over company survival					
The decision to not hire someone based on sexual orientation should be an employer's right					
Trade unions only increase costs to the consumer					
Companies that require unreasonable working hours should be closed down					
It is unreasonable for companies to be expected to provide health insurance to full-time employees					
Workers should always be compensated for injuries or illnesses due to work conditions					
Even if it is costly to the employer, people with disabilities should have an equal opportunity of employment					

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
The decision not to hire someone based on race or ethnicity should be an employer's right					
Sweatshops are a necessary stage in economic development for a developing country					
Sweatshops make a bad life better for poor people in most developing countries					
Corporations should not be held responsible for buying and selling products made in sweatshops					
Because consumers demand lower prices, corporations cannot be faulted for exploiting workers					
Improvement of labor conditions should be a high priority for our nation's leaders					
International labor abuses are so complicated and widespread that there is nothing we, as consumers, can do about them					

15. Please indicate below how often you have done each of the following:

	Never	Rarely	Occasionally	Often
Talked with friends or family about labor issues such as sweatshops, labor unions, or unsafe work conditions				
Asked a retailer if products you buy are manufactured without sweatshop or unfair labor practices				
Written letters to corporations to protest work conditions				
Mobilized others to protest against industries that have unfair work practices				
Altered your purchasing habits to avoid items made in sweatshops				
Been involved with organizations that protest unfair work practices				
Altered your purchasing habits to support industries with good work practices				

16. Of the following global issues which of these issues are most critical to address. Place a 1 by the most critical issue, a 2 by the second most critical issue, and so on up to 6.

Weapons of mass destruction	
Environmental destruction	
Animal rights issues	
Human rights issues	
Economic recession	
Natural disasters (floods, famines, etc.)	

Appendix C
Interview Questions Guide

Interview Questions Guide

1. What are some examples of human rights violations in the U.S.?
2. What are some examples of human rights violations all over the world?
3. How did you gain this knowledge on human rights violations?
4. Are there any films you can recall that have had a deep impact on your thoughts on human rights?
5. Were there any activities this semester that particularly changed your understanding on human rights issues?
6. How would you rate activism on human rights issues in the U.S.? Is it good, very good or excellent?
7. Why are people not so very active on human rights issues?

8. Are there human rights issues that are relevant to the way we run schools?

9. Should human rights issues be an important part of schooling?

10. What should be the role of your school or college in bringing about an awareness of human rights issues?

11. What specifically, could you do as a teacher to bring about an awareness of human rights issues in class?

12. Have you ever taken action on human rights issues? Explain

13. Have you changed your behavior on human right issues or sweatshop conditions after being exposed to this research project? Explain

14. Did you notice the table put up by students on the first floor of the education bldg, which had materials on human rights and labor issues?

15. Have you received any e-mails regarding human rights issues? If so, how did you respond?

Appendix D

Pretest and Posttest Mean and Standard Deviation Scores

Table D1

Pretest and Posttest Means and Standard Deviations Scores

Item description	Pretest		Posttest	
	Mean	SD	Mean	SD
6. How would you generally rate your civic engagement				
Control group	2.47	.57	2.47	.82
Treatment groups	2.57	.67	2.62	.68
Docudrama and discussion group	2.50	.70	2.68	.62
Lecture and discussion group	2.69	.59	2.53	.76
7. How would you rate yourself as an advocate of human rights?				
Control group	2.43	.68	2.33	.76
Treatment groups	2.50	.74	2.38	.75
Docudrama and discussion group	2.60	.81	2.52	.79
Lecture and discussion group	2.34	.60	2.16	.63
8. Do you feel responsible for upholding and promoting human rights for children and adults in this country?				
Control group	3.33	.88	3.20	1.03
Treatment groups	3.39	.81	3.18	.83
Docudrama and discussion group	3.46	.76	3.20	.88
Lecture and discussion group	3.28	.89	3.16	.77
9. Do you feel responsible for upholding and promoting human rights for all human beings?				
Control group	3.13	.94	3.00	1.14
Treatment groups	3.21	.87	3.13	.78
Docudrama and discussion group	3.22	.89	3.06	.82
Lecture and discussion group	3.19	.86	3.25	.72
10. How important is it for teachers to educate children/adolescents about human rights?				
Control group	4.47	.57	4.43	.63
Treatment groups	4.46	.55	4.29	.73
Docudrama and discussion group	4.52	.54	4.32	.74
Lecture and discussion group	4.37	.55	4.25	.72
11. Overall, in the U.S., how prevalent do you believe human rights violations are?				
Control group	3.63	.72	3.60	.90
Treatment groups	3.43	.72	3.49	.76
Docudrama and discussion group	3.40	.73	3.40	.78
Lecture and discussion group	3.47	.72	3.62	.71

(table continues)

Item description	Pretest		Posttest	
	Mean	SD	Mean	SD
12. Overall, around the world, how prevalent do you believe human rights violations are?				
Control group	4.43	.63	4.00	1.05
Treatment groups	4.45	.65	4.32	.72
Docudrama and discussion group	4.44	.67	4.28	.73
Lecture and discussion group	4.47	.62	4.37	.71
13. How knowledgeable are you about the existence and practices of sweatshops in this country?				
Control group	2.03	.81	2.00	.87
Treatment groups	1.93	.68	2.78	.75
Docudrama and discussion group	2.02	.65	2.60	.73
Lecture and discussion group	1.78	.71	3.06	.71
14a. Equal pay for equal work is not a realistic government mandate				
Control group	3.63	1.00	3.50	1.25
Treatment groups	3.58	.97	3.63	1.00
Docudrama and discussion group	3.58	1.03	3.72	.97
Lecture and discussion group	3.59	.87	3.50	1.04
14b. Everyone has the right to earn a living wage as opposed to a minimum wage, so that a person working full-time can live comfortably				
Control group	3.80	1.06	3.83	.99
Treatment groups	3.77	.86	3.95	.84
Docudrama and discussion group	3.86	.93	3.90	.91
Lecture and discussion group	3.62	.75	4.03	.74
14c. Child labor is acceptable in countries experiencing extreme poverty.				
Control group	4.23	.68	4.07	1.17
Treatment groups	4.23	.69	4.17	.75
Docudrama and discussion group	4.32	.59	4.32	.62
Lecture and discussion group	4.09	.82	3.94	.88
14d. The right to safe and healthy work environment for employees should take precedence over company survival				
Control group	4.20	.92	4.33	.96
Treatment groups	4.46	.57	4.34	.76
Docudrama and discussion group	4.48	.58	4.32	.77
Lecture and discussion group	4.43	.56	4.38	.75

(table continues)

Item description	Pretest		Posttest	
	Mean	SD	Mean	SD
14e. The decision to not hire someone based on sexual orientation should be an employers' right				
Control group	4.00	1.11	4.03	1.10
Treatment groups	3.77	1.00	3.59	1.16
Docudrama and discussion group	3.84	1.00	3.66	1.12
Lecture and discussion group	3.66	1.00	3.47	1.24
14f. Trade unions only increase costs to the consumer				
Control group	3.17	.59	2.97	.56
Treatment groups	3.17	.47	3.20	.55
Docudrama and discussion group	3.14	.45	3.20	.53
Lecture and discussion group	3.22	.49	3.19	.59
14g. Companies that require unreasonably long working hours should be closed down				
Control group	2.70	1.02	2.73	.91
Treatment groups	2.63	.78	3.06	.96
Docudrama and discussion group	2.56	.81	3.08	.99
Lecture and discussion group	2.75	.72	3.03	.93
14h. It is unreasonable for companies to be expected to provide health insurance to full-time employees				
Control group	4.10	1.06	3.87	1.17
Treatment groups	4.18	.83	4.02	.86
Docudrama and discussion group	4.22	.81	4.20	.81
Lecture and discussion group	4.12	.87	3.75	.88
14i. Workers should always be compensated for injuries or illnesses due to work conditions				
Control group	4.47	.94	4.10	1.16
Treatment groups	4.30	.87	4.44	.67
Docudrama and discussion group	4.36	.78	4.54	.61
Lecture and discussion group	4.22	1.01	4.28	.73
14j. Even if it is costly to the employer, people with disabilities should have an equal opportunity of employment				
Control group	4.23	.93	3.97	.96
Treatment groups	3.94	.89	3.84	.85
Docudrama and discussion group	4.02	.91	3.84	.82
Lecture and discussion group	3.81	.86	3.84	.92
14k. The decision not to hire someone based on race or ethnicity should be an employer's right				
Control group	4.60	.62	4.47	.86
Treatment groups	4.35	.65	4.24	.87
Docudrama and discussion group	4.50	.61	4.22	.91
Lecture and discussion group	4.12	.66	4.28	.81

(table continues)

Item description	Pretest		Posttest	
	Mean	SD	Mean	SD
14l. Sweatshops are a necessary stage in economic development for a developing country				
Control group	4.23	.64	3.90	.88
Treatment groups	4.00	.77	3.78	.89
Docudrama and discussion group	3.94	.79	3.90	.97
Lecture and discussion group	4.09	.73	3.59	.71
14m. Sweatshops make a bad life better for poor people in most developing countries				
Control group	3.70	.95	3.30	.70
Treatment groups	3.67	.86	3.43	.92
Docudrama and discussion group	3.68	.82	3.56	.93
Lecture and discussion group	3.66	.94	3.22	.87
14n. Corporations should not be held responsible for buying and selling products made in sweatshops				
Control group	3.53	.82	3.40	.81
Treatment groups	3.65	.77	3.61	.81
Docudrama and discussion group	3.72	.70	3.52	.79
Lecture and discussion group	3.53	.88	3.75	.84
14o. Because consumers demand lower prices, corporations cannot be faulted for exploiting workers				
Control group	4.03	.81	3.97	.72
Treatment groups	4.02	.67	3.84	.69
Docudrama and discussion group	4.14	.61	3.86	.70
Lecture and discussion group	3.84	.72	3.81	.69
14p. Improvement of labor conditions should be a high priority for our nation's leaders				
Control group	4.01	.87	4.07	.64
Treatment groups	4.11	.65	3.95	.72
Docudrama and discussion group	4.12	.66	3.94	.77
Lecture and discussion group	4.09	.64	3.97	.65
14q. International labor abuses are so complicated and widespread that there is nothing we, as consumers can do about them				
Control group	3.73	.87	3.97	.61
Treatment groups	3.83	.77	3.83	.54
Docudrama and discussion group	3.80	.73	3.88	.52
Lecture and discussion group	3.87	.83	3.75	.57

(table continues)

Item description	Pretest		Posttest	
	Mean	<i>SD</i>	Mean	<i>SD</i>
15a. Talked with friends or family about labor issues such as sweatshops, labor unions, or unsafe work conditions				
Control group	2.03	.61	2.07	.74
Treatment groups	2.28	.61	2.28	.67
Docudrama and discussion group	2.22	.58	2.24	.69
Lecture and discussion group	2.37	.66	2.34	.65
15b. Asked a retailer if products you buy are manufactured without sweatshop or unfair labor practices				
Control group	1.13	.34	1.17	.38
Treatment groups	1.12	.43	1.30	.60
Docudrama and discussion group	1.10	.36	1.26	.56
Lecture and discussion group	1.16	.51	1.38	.66
15c. Written letters to corporations to protest work conditions				
Control group	1.00	.00	1.07	.25
Treatment groups	1.02	.15	1.09	.28
Docudrama and discussion group	1.02	.14	1.06	.24
Lecture and discussion group	1.03	.18	1.13	.34
15d. Mobilized others to protest against industries that have unfair work practices				
Control group	1.03	.18	1.03	.18
Treatment groups	1.06	.29	1.12	.36
Docudrama and discussion group	1.02	.14	1.06	.24
Lecture and discussion group	1.12	.42	1.22	.49
15e. Altered your purchasing habits to avoid items made in sweatshops				
Control group	1.33	.61	1.37	.61
Treatment groups	1.34	.65	1.59	.75
Docudrama and discussion group	1.28	.54	1.52	.73
Lecture and discussion group	1.43	.80	1.69	.78
15f. Been involved with organizations that protest unfair work practices				
Control group	1.00	.00	1.07	.25
Treatment groups	1.06	.24	1.17	.49
Docudrama and discussion group	1.08	.27	1.12	.38
Lecture and discussion group	1.03	.17	1.25	.62
15g. Altered your purchasing habits to support industries with good work practices				
Control group	1.83	.95	1.70	.88
Treatment groups	1.76	.88	1.84	.87
Docudrama and discussion group	1.70	.84	1.82	.87
Lecture and discussion group	1.84	.95	1.87	.87

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Masters in Education, Oct 1999. University of Mumbai (Bombay). India. Thesis. *A study of the development of a historical perspective in the learning strategies in history at the lower secondary stage.* (Certified, National Eligibility Test for Lectureship).

Masters in Arts (History), July 1998. University of Mumbai (Bombay). India.

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Presentations

Presenter. "Historical Development of Higher Education." National Conference on Academic Excellence in Higher Education." Mumbai. India. Dec 30, 1999.

Presenter (with D. Byrnes). "Using Docudramas to Engage Students in Discourse on Human Rights" National Council for Social Studies. Chicago, IL. Nov 15, 2003.

Book Chapter

Byrnes, D.A. & D'sa, B. (in press). Docudramas, Human Rights and Civic Engagement. A chapter in J.J. Patrick & R.S. (Eds.), Leming, Principles and Practices of Democracy in the Education of Social Studies Teachers, Bloomington, IN: ERIC

Publication

D'sa, B. (in press) Social Studies in the Dark: Using Docudramas to Teach History. The Social Studies. Heldref Publications, Washington, DC.

Scholarships

Citizen Co-op Bank Ltd for academic excellence at the M.Ed. examination.
27th January 2000.

Mumbai Port Trust for academic excellence at the B.Com examination.
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