

**Assessing Engineering and Technology Students' Global
Awareness: Interest, Knowledge and Strategic Processing**

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Abstract

Engineers

Another study was administered to American students to observe how virtual collaborative assignments impact cultural differences. American and German students worked together primarily through e-mail exchange for six weeks. One of the objectives of this study was to assess students' interest in the German culture through selected questions from the pre- and post-surveys. Results from the instrument reported that American students did not further develop their interest in the German

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more complex definitions. At the proficiency stage, the questions involve acute knowledge, making deeper connections, considering three or more topics and incorporating uncommon or in-

However, another way we can evaluate student progress is to analyze the aggregated scores of knowledge and strategic processing divided among the MDL's experience-based stages as noted in Figure 2. The MDL's theory is supported in that students are more likely to answer the acclimation stage questions correctly for knowledge and strategic processing, while they were less likely to answer the proficiency stage questions correctly for both learning-based components. Although there is a slight increase or no change between the two groups for both

from acclimation to competency in terms of students' knowledge of global awareness but remain in the acclimation stage for strategic processing. Students are not ready to commit a more personal and deeper effort toward the global awareness domain.

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