

Developing and Assessing Students’ Global Perspective: The International News Viewpoint Exercise

**Carole Cangioni, Jing Liu, Erin Masters, Jaclyn Permann-
Graham, and Sandra Spataro**

Haile College of Business, Northern Kentucky University, USA

Abstract. Developing a global perspective is critical to management education. This paper presents an instructional exercise for students of international business, international management, or international marketing that develops global perspectives by having students critically evaluate news narratives from multiple countries. By selecting a current event and analyzing how media sources from different countries frame the story, students gain insight into the role of media bias, political and cultural influences, and global interconnectedness. This exercise builds critical information literacy by requiring students to assess diverse viewpoints, identify patterns in reporting, and recognize how factors such as sociopolitical and economic systems shape media narratives. Assessment mechanisms aligned with assurance of learning goals are included and can be implemented in face-to-face, online, or hybrid modalities using online news articles.

Keywords: news bias, critical information literacy, management education, assurance of learning.

“The real voyage of discovery consists not in seeking new landscapes, but in having new eyes.” - Marcel Proust

1. Introduction

Business today is increasingly global in nature. It is rare, if not impossible, to find a large business that is strictly domestic. The international nature of business requires the education of future business managers to include the development of a global perspective (Flett, 2020). Indeed, accrediting bodies are now mandating attention to developing a global perspective in business students. The Assurance of Learning (AOL) and the Association to Advance Collegiate Schools of Business (AACSB) standards require accredited business schools to internationalize their curriculum (*AACSB Business Accreditation Standards* | AACSB, n.d.). Current standards look for “abilities [that] are developed when one’s mind is transformed from being local to global” (Nonis et al., 2020, p. 130), specified as follows:

This shortened version of the article is for promotional purposes on publicly accessible databases.

Readers who wish to obtain the full text version of the article can order it via the url

<https://www.neilsonjournals.com/JIBE/abstractjibe20liuetal.html>

Any enquiries, please contact the Publishing Editor, Peter Neilson pneilson@neilsonjournals.com

© NeilsonJournals Publishing 2025.

“The curriculum imbues the understanding of other cultures and values, and learners are educated on the global nature of business and the importance of understanding global trends. The school fosters sensitivity toward a greater understanding and acceptance of cultural differences and global perspectives. Graduates should be prepared to pursue business careers in a diverse global context. Learners should be exposed to cultural practices different than their own.” (AACSB, n.d.)”

Describing the AOL changes in the new 2020 AACSB standards, Fagnot (2023) explains that “There is a philosophical switch from learning goals to competencies to keep up with current international trends in business education” (p.3).

Developing an international perspective in students has most often happened through study abroad programs (Whatley et al., 2021). However, the required financial resources and limited opportunities make these programs less widely accessible; the demand for developing a global perspective is greater than the percentage of students who can participate in a study abroad program. The difficulty resides not only in creating ways to cultivate a global perspective in classes that do not include international interaction but also in assessing the global perspective in a domestic class setting. Accordingly, researchers have called for more scholarly attention to methods for developing a global perspective in students (Belkin et al., 2017).

This paper introduces a creative class activity and assignment – “The International News Viewpoint Exercise” – that helps students develop a global perspective. It is appropriate for face-to-face, asynchronous online, and hybrid class formats. Further, it includes assessment mechanisms for assurance of learning. The activity is for students studying international business, international marketing, or international management. The exercise has students select a current event or news topic, identify countries directly and indirectly involved in the story, and analyze the story’s political, cultural, economic, and ethical factors from the perspectives of news articles from different countries around the world.

In the sections of this paper that follow, we first discuss the global perspective and how it applies to business students. We also briefly review critical information literacy, a key aspect of the exercise, as students research and analyze different news articles around the world. We then detail the exercise itself and how to administer it. We finish the paper with a presentation of student reflections on the exercise, illustrating its impact and utility, followed by a brief conclusion.

2. Defining Global Perspective

“A global perspective is the capacity and predisposition for a person to think with complexity, taking into account multiple perspectives, to form a unique sense of self that is value-based and authentic, and to relate to others with respect