AN EXPLORATION OF HIGH SCHOOL SOCIAL STUDIES STUDENTS’ GLOBAL PERSPECTIVES

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A Thesis

Submitted to the Graduate College of Bowling Green State University in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

August 2014

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ABSTRACT

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The purpose of this study was to examine high school students’ global perspectives. Global perspectives include students’ knowledge, skills, and dispositions when interacting with people of other cultures. It aimed to identify what students know, how they behave, and what they can do in order to inform curriculum change. The participants included two veteran teachers and seventy ninth and tenth grade students. Each class taught by the two teacher participants were surveyed with a fifteen item survey. After, an interview was conducted with both teachers and six students to gain more insight into students’ and teachers’ global perspectives.

With the analysis of two data structures, it is apparent that the participants mainly hold positive global perspectives. However, there are still students who have lower scores on the survey indicating negative global perspectives. This paper analyzes the responses of students who fell within the positive, neutral, and negative perspectives ranges.

In conclusion, this study provides social studies teachers with a data driven analysis of high school students’ global perspectives. This will help teachers and curriculum administrators create curriculum that will enhance students’ knowledge, skills, and dispositions when it comes to interactions with different cultures.
ACKNOWLEDGEMENTS

I wish to acknowledge the following people who have assisted in the creation of this study. First, I cannot express enough gratitude to my advisor Dr. Nancy Patterson for her continued support and assistance in this process. Her connections, knowledge, and dedication to my educational endeavors have helped this study more than she will ever know. Next, thank you to my committee member, Dr. Tracy Huziak-Clark for her continued assistance and dedication to the completion of this study. The balance that Dr. Patterson and Dr. Huziak-Clark created helped for this study to be successful and impactful.

Gratitude and thanks is expressed to my family and friends. For without them I would not have had the mental faculties I had to complete this study. Furthermore, my immense gratitude should be expressed to my fellow Curriculum and Teaching colleagues. The support and empathy that we all exhibited for each other allowed for us to prevail in this process.
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CHAPTER ONE: INTRODUCTION

The globalization of our world affects all members of the society politically, economically, and socially on a daily basis. Whether it is the installation of another McDonald’s fast food joint in a non-American country or the hiring of an immigrant worker at an auto-plant in Detroit, our world continues to become more interconnected through commerce, trade, and culture. In order to participate effectively in this interconnected global world, students must be educated to have positive global perspectives. The National Council for the Social Studies (NCSS) (NCSS, 1994) supports the infusion of study of global education in their statement of purpose that reads: “the primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (p. 1). Global perspectives education is a piece of social studies that is included within national and state standards for students to develop the ability to become effective players in the global world. NCSS advocates for the implementation of global perspectives, but the pressing question is “do students actually acquire positive global perspectives in social studies classes?” The increase in students’ stereotypes and prejudices towards those grouped in the categories “the others” shows that there is a definite need for global education across all social studies disciplines (Gaudelli, 2003).

Statement of Purpose

The Ohio State Legislature and the Ohio Department of Education recently passed a bill that did not include world history as a required course for high school, effectively marginalizing it in the curriculum (Maguth, 2011). With this change in Ohio’s social studies assessment system, it is clear that there is a push for a focus on social studies to primarily reference nationalistic values. However, in order to effectively participate in the 21st century, students
must develop positive global perspectives to interact in an interconnected world. In a recent study (Braskamp, Braskamp, and Engberg, 2013), researchers have explored student global perspectives and found that students have negative perspectives regarding social studies curriculum and do not see the relevance in its implementation (Braskamp, et al., 2013). Students do not prefer history and would likely prefer world history even less based on studies (Braskamp, et al., 2013). Because of the change in school curriculum and data regarding negative global perspectives, I focused my study on the research question “What are the global perspectives of high school world history students’ and world history teachers at Northshore High School?” Sub-research questions include:

- What is the nature of students’ and teachers’ global civic knowledge?
- What is the nature of students’ and teachers’ global civic skills?
- What is the nature of students’ and teachers’ global civic dispositions?
- What is the relationship among these?

I chose to study students’ global perspectives with the elimination of world history curriculum in mind, because the understanding of global education is imperative for success in adult life (Gaudelli, 2003). The results of my study will be beneficial to world history advocates, world history students, and world history teachers who want to ensure and support the importance of global perspectives education in social studies classrooms.

**Definition of Terms**

Global Education: The study of global practices in a social studies class.

Global Perspectives: Knowledge, skills, and dispositions that people hold of people in other cultures.

Global Perspectives Inventory (GPI): The primary tool used for data collection in my study that
examined students’ dispositions, knowledge, and skills of people of other cultures.

Interconnectedness: The infusing of practices between countries working together for the common good of society.

The Others: Groups of people who are marginalized culturally, ethnically, racially, or demographically.

**Summary of Chapters**

My first chapter provided an introduction to the project, purpose of my study, key vocabulary, and statement of the research question. Chapter Two is devoted to the review of literature that focused on three different areas. I first established the rationale and history of global perspectives education. Then the literature review progressed toward the elements of a global education. Finally, it was crucial to connect the rationale for global perspectives and teaching methods with what we know from the research about students’ actual global perspectives. Chapter Three describes the research methods I used to guide and collect my research, organized by framework, procedures, data collection, and data analysis. Chapter Four analyzes the findings from the quantitative and qualitative data. Lastly, Chapter Five answers the main research question and supporting sub questions.
CHAPTER TWO: REVIEW OF LITERATURE

Introduction

Braskamp et al. (2013) has shown that many students do not have positive global perspectives to interact in the increasingly global world. Thus with world history courses at risk in Ohio, students could lose additional curriculum wherein they can learn to build positive global perspectives. I have organized this review to address the research question: “What are high school world history students and teachers’ global perspectives” in three supporting sections: the history and rationale of global perspectives in education; the proposed elements of global education; and current status of student civic knowledge, skills, and dispositions. Specifically, the review focuses on the development and importance of social studies education in creating globally competent students to participate in the globalized world of the 21st century (NCSS, 1994). Subsections of this review focus on the effectiveness of teaching global perspectives in social studies classrooms.

History and Rationale of Global Perspectives in Education

Social studies as a discipline in primary and secondary education encompasses the subjects of history, geography, political science, and sociology (NCSS, 1994). Within those disciplines, the National Council for the Social Studies (1994) asserts that the primary goal of social studies is to promote civic competence education. It is the teacher’s job as a promoter of civic education to advocate for the integration of global perspectives into standard civic education programs throughout the social studies discipline (NCSS, 1994).

The 1960s to the present. This integration of global citizenship has not always been the focus of social studies education. Prior to the 1960s, the only people that were involved in the evaluation of global perspectives were psychologists, economists, and geography specialists.
These professionals, focused on the concept of marginalization “the others”, or groups that are not predominately studied (Gaudelli, 2010). Up until world history curriculum was conceptualized as a discipline, the social studies curriculum in the United States focused mainly on regional development. According to Gaudelli (2010), in the 1960s after a number of events illustrated the lack of a world community during this past century, such as horrific genocides, devastating world wars, use and proliferation of weapons of mass destruction, and burgeoning human population growth…global education emerged against this wider backdrop as a means of preparing young people to live in an increasingly problematic and interconnected world (p. 5).

In the height of the Cold War, educators and politicians concluded it was increasingly more important for students to learn about the rest of the planets inhabitants and thus world history curriculum was focused on throughout the late 1900s. The purpose of reinforcing students’ global citizenship education has been emphasized in all social studies subjects throughout the 1990s and 2000s (Anderson, 1990; Gaudelli, 2010; NCSS, 1992; Tye and Tye, 1990).

Additionally, events during the late 1900s cultivated a greater sense of wanting to know about the cultural, political, and characteristics of various countries around the world. In particular, the sending of Sputnik, a Soviet satellite, into space, the landing on the moon, and other space exploration programs sparked a curiosity in Americans of what else was out there (Anderson, 1990; Tye and Tye, 1990). Astronauts and government officials that were able to view the world from space helped identify and conceptualize that the world was a whole and was not only separate continents that co-existed on a watery mass. In relation to space exploration, world history education helped reinforce that there was an international interconnectedness, and that what happens in one country has an effect in another (Gaudelli, 2010).
Current status of the teaching of global perspectives. Today, critics of social studies curriculum that emphasizes the teaching of global perspectives have argued the same points as critics in the 1960s, primarily, contending its lack of a national identity. This nationalistic curriculum has been instilled to cultivate respect and love for one’s country (Gaudelli, 2003; Marino, 2011). Thus, with the implementation of a national history curriculum from the American education system’s conception, students have been trained to think that America is the best country in the world (Gaudelli, 2003). With that disposition, teachers have developed to focus primarily on national civic preparation rather than global perspectives. Lopez and Kirby (2007) found that 41% of teachers placed the greatest emphasis on the Constitution of the United States of America in their civic education curriculum. Adversely, only 11% of teachers focused on racism and injustices in the American system. If global perspectives education follows the purpose statement of NCSS, civic courses that study global perspectives will emphasize the interconnectedness of the world including traditions, ethnicities, culture, and races. The marginalization of topics unaligned directly with American government or history could significantly limit students’ global perspectives (Lamy, 1990; Yamaguchi & Maguth, 2010).

Global perspectives can be taught in any social studies discipline to ensure that a sense of global citizenship is acquired prior to high school graduation (NCSS, 1994). However it is a fairly new and controversial concept that has provoked criticism and support over the past 50 years. The teaching of global citizenship defended by the National Council for the Social Studies’ (2002) statement that the purpose of social studies is “to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (p. 3). It is agreed upon by educators that in a growing interconnected world, it is vital that students develop accurate global
perspectives in their social studies classes in order to participate in a continuously globalized economic and political world (McJimsey, Ross, and Young 2007). Researchers (Amadeo, Torney-Purta, Lehmann, Husfeldt, and Nikolova, 2002) found that a majority of fourteen year old students hold positive global perspectives in knowledge, skills and dispositions categories. In the next section I will collate Merryfield et al. (2008) and Hanvey’s (2004) five goals of including global perspectives in global civic courses to help guide students to develop positive global perspectives.

The Proposed Elements of Global Education

Global education curriculum is not a course that can be developed solely on a local, national, or global level. All members of a school are players in their local communities, state constituencies, national citizens, and global members. Young people find it difficult to see their lives on a level that supersedes local or national limits (Lamy, 1990; Yamaguchi & Maguth, 2010). Placing an emphasis on global education in schools is imperative for students to thrive in a global world and this can be done in an effective social studies classroom but is not limited to the classroom. Primarily, the five goals that Merryfield et al. (2008) has adapted come from Hanvey’s (2004) five goals of global perspectives education. The five elements of global education that build world mindedness in students are (1) knowledge of global interconnectedness, (2) inquiry into global issues, (3) skills in perspective consciousness, (4) open-mindedness, recognition of bias, stereotyping and exotica, and (5) intercultural experiences and intercultural competence (Merryfield et al., 2008). The incorporation of these elements into a social studies classroom would support the purpose of social studies of NCSS while addressing global perspectives that students have developed throughout their education. The following
section of this review is separated into subsections reviewing the five elements of global education and how they can be incorporated into teacher pedagogy.

**Knowledge of global interconnectedness.** The term global interconnectedness as defined by Merryfield et al. (2008), as the “interconnectedness of people, issues, events, and changes across time and space” (p. 3). In order to achieve this goal of interconnectedness, teachers of the social studies discipline must place a content emphasis on relationships across world regions and identify why those relationships occur. With the goal of interconnectedness in mind, students must participate in inquiry and problem solving activities to achieve this goal (Merryfield et al., 2008). Problem solving and inquiry methods develop an awareness of self, country, and the world but also know how to implement their knowledge into the everyday workings of their lives (Hanvey, 2004; Lamy, 1990; Yamaguchi & Maguth, 2010). In a study conducted by Merryfield et al. (2008), it was found that the Japanese high school students that were expected to participate in the United Nations Association speech contest in Tokyo were able to appreciate how Japanese actions affect other nations as well as cross cultural connections regarding conflict. To learn global perspectives, it takes more than just route learning skills, students must actually participate in problem solving and inquiry based learning (Merryfield et al., 2008).

**Inquiry into global issues.** Global issues cannot be taught primarily using route-learning methods. Much like the rest of the social studies, students must participate in powerful and authentic teaching (Newmann & Wehlage, 1993). Therefore, when teaching global perspectives, Merryfield et al. (2008) suggests that teachers integrate global issues into their teaching and connect them to the mandated standards. Researchers have found that linking global issues to mandated curriculum, students are able to become effective global citizens and
develop satisfactory global perspectives (Merryfield et al., 2008). Global perspectives education is certainly not limited to America’s issues but is encouraged to be an inquiry curriculum based on experiences that students will experience when examining global issues (Merryfield et al., 2008). When students participate in global education with inquiry methods, they gain an understanding of how to problem solve, monitor public events and issues, and how to interact with other citizens to promote the common welfare (Merryfield et al., 2008; Patrick, 2001).

Skills in perspective consciousness. Perspective consciousness is the skill that students will obtain in a global perspectives education that allows them to create an appreciation of how a person’s cultural beliefs, values and norms shape perception. Specifically perspective consciousness allows for an understanding of how perceptions can be quite different across communities, states, and nations (Hanvey, 1976; Merryfield et al., 2008). Merryfield et al. (2008) suggest that teachers use role-play and simulations to create skills in perspective consciousness, thus allowing students to experience an unfamiliar situation. Students will not only gain the main skill of perspective consciousness when they are able to understand perceptions but also how to effectively put that knowledge into effect. Students will gain the skills to effectively take action to improve civic and political life, think critically and constructively about how to improve civic and political life, and how to analyze and explain information effectively about different cultures (Patrick, 2001).

Habits of the mind: open-mindedness, recognition of bias, stereotypes, and exotica. When students enter school they have a set of preconceived notions that have been developed based on their comfortable environment. Merryfield et al. (2008) note that with these preconceived notions, come powerful images of other cultures that generally represent cultural myths and a distorted reality. Students associate themselves with their in-group and think their
behavior is normal while everyone else that is different is considered an “other.” Stereotypes and the idea of the “other” can be reduced with the integration of knowledge and cooperative learning in global perspectives education (Johnson & Johnson, 1992). Allowing students to have real life experiences including legitimate information research and cooperative learning will promote a global perspective education in the classroom. When teachers incorporate stereotype debunking into the curriculum, students will develop skills to affirm the equity of humanity and dignity of each person, respect of each person, and develop perspective consciousness (Patrick, 2001).

**Cross-cultural experiences and intercultural competence.** In order for students to successfully develop global perspectives, cultural study must focus on internal culture competence. Intercultural competence is the norms of behavior, beliefs and values, patterns of thinking, and communication styles (Merryfield et al., 2008). Students can achieve intercultural competence by participating in cross-cultural knowledge and skills activities that emphasize communication (Merryfield et al., 2008; Patrick, 2001). Merryfield et al. (2008) reported that a teacher from Russia and a teacher from the United States began to communication and share information emphasized in each country about World War II. Communication is a vital piece of developing positive global perspectives. Additionally, communication can identify negative global perspectives and show researchers and teachers what students do not know.

**Current Status of Students’ Knowledge, Skills and Dispositions**

With the appropriate curriculum additions, students’ attitudes regarding history and global perspectives can change immensely (Merryfield et al., 2008). However currently students have an adverse opinion of social studies and global perspectives. In order to successfully obtain positive global perspectives, students must develop an understanding of the social studies. First I
will examine students’ dispositions of social studies and then discuss what students know and what their global perspectives are.

**Student dispositions of the social studies discipline.** Social studies is the study of social sciences and humanities with the primarily goal of promoting civic competence (NCSS, 1994). Regardless of the purpose of social studies, students are not positive of their experiences in social studies classes. The course is deemed unimportant by students and uninteresting. Researchers (Schug, Todd, & Berry, 1984) found that students found social studies as the fourth most interesting topic at 17% and that it was rated as third important at 13%. Both statistics are relatively low and prompted Schug, et al. (1984) to find why students felt it was not important and not their favorite topics. Teachers identified that they do not do a very good job of communicating why social studies content is important. It is suggested by Newmann and Wehlage (1993) that if teachers provided an inquiry based experience for students in the classroom, they may be able to conceptualize the importance of social studies and thus change the rankings of Schug, et al. (1984) findings.

Students do not understand the importance of social studies and how it is incorporated into everyday life. It is ironic that in the Schug, et al. (1984) study, students were surveyed on the reasons for social studies importance and found that 48% of students determined it was important for career preparation and 38% of students determined it was important for life skills. It is clear that students find social studies relatively important but with the implementation of effective pedagogy, students can conceptualize its importance further (Schug, et al., 1984). However, it is important for students to not only determine social studies as important but also develop positive global perspectives in a social studies classroom. Students are on the right track
in their responses that social studies curriculum is important for life skill and career preparation but must agree that global perspective education important as well.

**Global perspectives knowledge, skills, and dispositions.** Social studies education and global perspectives education are connected by the NCSS (1994) purpose statement that states, “social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (p. 1). The primary statement of emphasis in the statement is interdependent world. In an interdependent world students must develop the skills to participate as an effective citizen in the global society and create positive global perspectives (Patrick, 2001). Students do not have the positive global perspectives that are required for students to participate in an interdependent world effectively.

The goal of higher education has always been to develop the wholeness of the person intellectually, culturally, socially, physically, morally, and spiritually. Researchers Braskamp, et al. (2013) were interested in exactly how students develop this wholeness or global perspectives within the first year of college. In order to figure out students global perspectives Braskamp, et al. (2013) implemented the Global Perspectives Inventory (GPI) that examined students’ knowledge, skills, and dispositions in regards to global perspectives (2013). Braskamp, et al. (2013) found that a majority of college students had more positive perceptions of the knowledge, skills, and dispositions about themselves or similar people rather than other cultures. They conducted their research on 46 different universities of 5,352 college students to determine how students’ global perspectives changed based on age and experiences.

Braskamp, et al. (2013) found that students scored roughly a three to four rating in the three different categories: cognitive development (knowledge), interpersonal development
(skills), and intrapersonal development (dispositions). The most ideal rating to show that students have positive dispositions would be higher than a 3.0, thus with students scoring generally between a one and a two, it shows that students do not have positive global perspectives. Their results and framework are critical to my study but not all students will graduate from high school and go on to higher education institutions, instead opting for immediate employment. Thus, students must not only develop positive global perspectives within their first year of college but in the first few years of high school as well. Braskamp, et al. (2013) state,

…all human beings experience, grow, change, and develop during their life along intellectual, social, interpersonal, emotional, physical, and spiritual dimensions. Persons do not develop their cognitive skills and learn to think with more complexity separate from further developing their emotional maturity, their sense of self and identity, and their ability to relate to others. (p. 3)

Students are able to develop positive global perspectives over time which explains the need for the GPI during college years.

The GPI is not limited to college student data collection and can be implemented into secondary studies. Braskamp et al. (2013) initial framework was intended for college students but can be adapted to meet the needs of high school students because there are little to no studies conducted on high school world history students’ and world history teachers’ global perspectives. Similarly to Braskamp et al.’s (2013) data, Amadeo et al. (2002) found that fourteen year old students who were tested also scored with positive global perspectives. Researchers (Amadeo, et al., 2002) found similar results in their study saying “Not surprisingly, these students, who were two to five years older than the 14-year-olds, had higher scores on the
test of civic content and skills than did the younger sample of students” (p. 163). Thus researchers found similar longitudinal results for two demographically different groups of students.

There are many factors that can determine why students have developed negative global perspectives including stereotypes, lack of perspective consciousness, dislike for social studies, anti-American ideals, and general unknowing of content (Gaudelli, 2003; Merryfield et al., 2008; Schug et al., 1984). In this report I will examine students’ global perspectives using an adapted version of the Global Perspectives Inventory (GPI) to determine where students are lacking positive global perspectives and why they have specific dispositions.

Conclusion

The research shows that world history and other global based social studies classes were constructed with the purpose of expanding students’ global perspectives. Global perspectives are the dispositions, knowledge, and skills that students hold of different cultures. According to Braskamp et al. (2013) most students hold positive global perspectives and benefit from more knowledge and experience that the teaching of different perspectives in world history has to offer. Thus, in Chapter Three I will explain the study that I constructed to identify high school world history students’ global perspectives.
CHAPTER THREE: METHODS AND PROCEDURES

Introduction

It is important to determine students’ dispositions regarding “the other” and their knowledge of global issues that encompass the definition of global perspectives (Patrick, 2001). As previously noted, students lack sufficient knowledge, skills, and dispositions to effectively participate in the global world in the 21st century (Gaudelli, 2010). In this section, I explained the type of study I proposed and the approach I took to identify students’ global perspectives. Then I presented a synopsis of the setting, participants, data collection, and analysis. The research question that guided my study was “What are the global perspectives of high school world history students’ and world history teachers at Northshore High School?” Sub-research questions included:

- What is the nature of students’ and teachers’ global civic knowledge?
- What is the nature of students’ and teachers’ global civic skills?
- What is the nature of students’ and teachers’ global civic dispositions?
- What is the relation among these?

The Study

This study is a mixed methods examination of high school students’ global perspectives, in particular their civic knowledge, skills, and dispositions. According to Teddlie and Tashakkori (2009), a mixed methodology allows researchers to gain information on what is occurring and also why, using both quantitative and qualitative data collection methods. Quantitative research focuses on numerical data and is often constructed in survey-based research (Jick, 1979). Qualitative research asks the question of “why” based off of quantitative research and can be conducted in participant observations (Jick, 1979). For this study, a mixed
methodology approach was most appropriate, because I was able to collect a large sample of data through the survey and then the interviews helped clarify and enrich the survey findings. Through the mixed methodology, I was able to examine both what students’ and teachers’ global perspectives were at the time of the study and why. The quantitative and qualitative natures of my study are further examined below.

**Context and Participants**

The sample group, comprised of high school world history students from Northshore High School, was chosen with convenience sampling in mind (Merriam, 1998). As outlined by Merriam (1998), “Convenience sampling is … based on time, money, location, availability of sites or respondents, and so on” (p. 63). The sample was comprised of two teachers that hold a professional relationship with the College of Education at Bowling Green State University and the 114 students in their world history classes. All students were given the choice of whether or not to participate and complete a consent form (Appendix A). Ultimately, 70 students completed the survey. Of the 70 students that completed the survey, 55 of were in the 9th grade, and 15 were in the 10th grade, 32 students were males, and 38 students were females. Fifteen were re-taking the course and were older than the standard ninth grade students. The two teachers, Ms. McGonagall and Ms. Feeney (pseudonyms) both taught three class periods of world history and were the only world history teachers at Northshore High School.

My role in the study was one of a researcher participant. According to Gans (1982), the researcher participant is one “who participates in a social situation but is personally only partially involved, so that he can function as a researcher” (p. 54). As a researcher participant, I observed student behavior while participating in the quantitative and qualitative portions of the survey but primarily was responsible for data collection in this class and did not interact otherwise.
Instrumentation

As a part of the mixed methodology approach, I collected data from two sources: survey (quantitative) and interview (qualitative). The first source was a survey that I adapted from Braskamp et al.’s (2013) Global Perspectives Inventory (GPI), and the second was follow up interviews. Both instruments will be further explained below according to their quantitative and qualitative nature.

Quantitative instrumentation. The survey for the first part of my study was adapted from Braskamp et al.’s (2013) Global Perspectives Inventory (GPI), which is a survey with established validity and reliability that collects data on students’ global perspectives. The purpose of the GPI is not only used to find out what students global perspectives are but also if they change after college and study abroad experiences. Braskamp et al. (2013) found that the reliability of their study was below a .80 showing that results were not consistent across pre-test and post-test statistics. In this case, it is favorable that the reliability score is below a .80 because it shows change from one test to the next. It is important to remember that Braskamp et al. (2013) wanted to recognize change between students’ global perspectives depending upon their experiences. Braskamp et al. (2013) also found the surveys to be valid because they answer the questions that guided the study. The researchers found that the test has face, construct, and concurrent validity. (Braskamp et al., 2013)

For the sake of my study, I chose to adapt Braskamp et al.’s (2013) survey meet my instrumentation needs but formatted the study based on Patrick’s (2001) definition of global perspectives which specifically assesses students’ civic knowledge, skills, and dispositions. I chose and then categorized questions from the GPI that aligned with these three elements. It is important to note that Braskamp et al.’s (2013) survey questions were not categorized in this
way. Their categories were similar to mine: Cognitive Knowledge, Interpersonal Dimension, and Co-Curriculum (Braskamp, 2013c). Of the 35 questions in Braskamp’s survey, I used 11 in close to their original GPI form and then created four entirely new questions. Six of these were categorized as “knowledge,” three were categorized as “skill,” and six were categorized as “dispositions” for a total of 15.

The GPI was originally created to assess college students’ global perspectives with a minimum 35-question survey (Braskamp, 2013a) assessing college students’ global perspectives. I adapted my survey (Appendix B) for students and teachers at Northshore High School to a 15-question survey that asked participants questions assessing their knowledge, skills, and dispositions in equal parts. The reason for condensing a 35-question survey into a 15-question survey is that originally, the GPI developed by Braskamp et al. (2013) was formatted for college students, not ninth grade social studies students. There are three versions of the GPI according to Braskamp (2013a). I chose to adapt my survey based on the General Student Form. The readability level and questions were specifically formatted to meet the contextual level of ninth grade students, either through re-phrasing/condensing or through simplification of vocabulary. See Appendix C for a census of the origins of my final survey questions.

**Qualitative instrumentation.** Following the implementation of the adapted GPI, I utilized qualitative methods to further analyze the survey findings. The source was follow up interviews with students and teachers (Appendix D) after they completed the survey. I utilized Erickson’s (1985) qualitative methods of coding to develop assertions from interview data. This portion of the study is qualitative because it answers the “why” questions from first portion of data collection that were numerical. The purpose of the interviews was to gain more information about why students have negative or positive results on the global perspectives inventory.
displaying their positive or negative knowledge, skills, and dispositions to answer all three sub-questions. Because of the wide range of responses I received on the survey (quantitative data) it was necessary for me to examine why students responded the way they did and why their results aligned with each of the three categories. Follow up interviews with 10% of students from the sample group allowed me to gain additional information of the nature of students’ civic knowledge, skills, and dispositions. Lastly, I interviewed the sample group’s two instructors to identify grey areas accessed from the survey and to back up the survey results. The interview questions changed after I reviewed the survey data to make sure they answered any questions I had about students and teachers’ survey responses. More discussion of how the interview questions were generated follows in the data collection section below. The interview questions for both teachers and students were the same. Two interview questions are aligned to the dispositions, knowledge, and skills portion of the survey respectively. Cohesively all these aspects make up global perspectives and with follow up interviews, I was able to determine if there is an association of negative or positive responses between the different elements of students and teachers’ global perspectives.

**Data Collection**

Over the course of a three-week study, I conducted three visits with the world history students of Northshore High School. Upon my first visit students were introduced to the study with a recruitment script and then asked to sign a student assent form (see Appendix A). Students were asked once they completed the student assent form to have their parents or guardians sign the parental consent (see Appendix E) form allowing them to participate in both the survey and interview portions of the study.
Once I had obtained consent, my sample of 70 students was established, and I administered the survey. I brought in 30 iPads for students to use to answer their survey questions, which they entered in a Socrative (socrative.com) quiz generator for simple data collection. All students that took the global perspectives inventory completed it at a rate of 100%. The data collected from the first part of my study influenced the implementation of the interview portion of my study.

Once I had collected and completed a preliminary analysis of the survey data, I revised the proposed interview questions (Appendix D) to clarify certain findings from the survey. Follow up interviews took place with a sample of six students regarding students’ general responses to the survey. Each interview question was adapted from a question from the survey but the questions now examine a higher level of thinking by asking students “why?” By asking students why they responded a certain way, I gained more information to guide my data analysis to what high school students and social studies teachers’ global perspectives. I wanted to know why they scored high on the survey in some areas but not others and why some students had positive perspectives while others did not. Allowing students to expand on why they answered a certain way clarified the survey findings.

Students were chosen purposefully according to their survey average score, with two in the middle of the scale, one on the low end, and one on the high end to participate in the interview portion of the study. As outlined by Merriam (1998), “purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (p. 61). I was interested in why students displayed negative and positive results on the survey. Therefore I selected ten students for interviews based on their previous responses based on students who scored on the
low, middle, and high end of the survey. Students who fell into the low group received a score from 0 to 1, medium group from 1 to 2, and high group from 2-3. Braskamp et al. (2013) seemed to have developed a similar categorization system with a five point scale, students who score 0 to 1.5 have low perspectives, those who score 3.0 have medium perspectives and those who score 3.0 to 5.0 have high perspectives. As a new study, the ranges are not solidified but for the purposes of my study, the comparison worked for a three point scale. Ten student participants were chosen and six students ultimately were interviewed for further review. Due to absences a sample of 10% was not possible. Students and teachers’ responses were recorded on my cell phone in a conference room. In order to delete the previous interviews and provide more space for additional interviews, I immediately transcribed the interviews. Both the survey and interview portions of the study were conducted on two days respectively, one day for the survey and one day for the interview. Table 1 shows student interviewee demographics and survey scores.

Table 1

<table>
<thead>
<tr>
<th>Name</th>
<th>Class Period</th>
<th>Teacher</th>
<th>Age</th>
<th>Race</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taylor</td>
<td>2nd</td>
<td>McGonagall</td>
<td>14</td>
<td>Black</td>
<td>Female</td>
<td>High</td>
</tr>
<tr>
<td>Marcus</td>
<td>2nd</td>
<td>McGonagall</td>
<td>15</td>
<td>Black</td>
<td>Male</td>
<td>Medium</td>
</tr>
<tr>
<td>Tom</td>
<td>3rd</td>
<td>McGonagall</td>
<td>15</td>
<td>White</td>
<td>Male</td>
<td>Low</td>
</tr>
<tr>
<td>Jenna</td>
<td>5th</td>
<td>Feeney</td>
<td>14</td>
<td>Black</td>
<td>Female</td>
<td>Low</td>
</tr>
<tr>
<td>Jose</td>
<td>6th</td>
<td>McGonagall</td>
<td>15</td>
<td>Hispanic</td>
<td>Male</td>
<td>Medium</td>
</tr>
<tr>
<td>Lucy</td>
<td>7th</td>
<td>Feeney</td>
<td>15</td>
<td>White</td>
<td>Female</td>
<td>High</td>
</tr>
</tbody>
</table>

Data Analysis

The data analysis portion of my study is reported below in the order in which it was collected, for the quantitative survey data and then the qualitative interview data.
**Quantitative data analysis.** The first step in my analysis was to organize the survey data. Participants’ data was encrypted within a spreadsheet created by Socrative. The spreadsheet indicated how participants responded in a Likert scale format. Within the adapted GPI, students responded to statements that allowed for a 5 point response ranging from 1 = strongly disagree to 5 = strongly agree. This format is similar to Braskamp et al.’s (2013) quantitative data analysis.

I downloaded the report matrix of student responses from Socrative and created a matrix of individual responses to each question. Each name was listed with their responses to the questions. I calculated how many people answered strongly agree, agree, neutral, disagree, and strongly disagree for each question.

The calculation allowed me to see where students fall along the continuum. In order to examine as a whole what perspectives the participants held, I created a cut score based on Braskamp et al.’s (2013) data analysis methods to clearly identify numerically in which perspective category students fell. I organized the data based on whether students agreed, were neutral, or disagreed. Because there was little difference between strongly agree and agree and strongly disagree and disagree, I grouped the two categories together to create agree and disagree. This compression allowed me to ensure the data was accurately and cohesively illustrated in Chapter Four. Braskamp et al. (2013) gave a number value to each Likert scale property: 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree, and 5 for strongly agree. An average score within the range of 3.44 and 3.7 was considered favorable for positive perspectives according to Braskamp (2013b). I modified this scale and awarded a 1.0 for disagree, 2.0 for neutral, and 3.0 for agree to link to the new assertions. With 15 questions and a possible 3.0 on each, the total possible score on the survey was 45, which I then divided by 15...
for an individual score from one to three. A cut score above a 2.0 is considered favorable to demonstrate positive perspectives while a score between the ranges of 1.0 and 2.0 demonstrated neutral perspectives and 0.0 to 1.0 demonstrated negative perspectives.

**Qualitative data analysis.** To prepare the interview data for analysis, I collated percentages of responses for each survey question and transcribed interviews utilizing Erickson’s methodology (1986). I analyzed responses that students gave according to the question. Student names were blocked during this segment to protect students of their privacy rights.

As a framework to develop my analysis, I used Erickson’s (1985) work to guide my research analysis of the interview transcripts. I utilized two of his nine elements that are described in the paper to code my data and create assertions that are supported by direct interview quotes. When conducting my research I utilized Erickson’s (1985) idea of support with evidentiary warrants finding disconfirming and confirming evidence. Erickson (1985) writes, “To test the evidentiary warrant for an assertion the research conducts a systematic search of the entire data corpus, looking for disconfirming and confirming evidence, keeping in mind the need to reframe the assertions as the analysis proceeds” (p. 146). Examining confirming and disconfirming evidence will allow for my assertions to have the most support.

After I made my initial assertions, I began to use evidentiary support to uphold my three assertions. To do this I used quotes from interviews to support the initial assertion that was formulated from survey data. Erickson (1985) outlined that the use of direct quotes from interviews are a good way to support the assertions that are outlined to show disconfirming and confirming evidence. He wrote “Direct quotes from those observed are another means of conveying to the reader the point of view of those who were studied” (Erickson, 1985 p. 150). I continued to utilize two of Erickson’s elements of qualitative research, empirical assertions and
quotes from interviews chapter four to describe both teacher and student global perspectives.

Once I had completed this phase of the analysis, I then categorized each student and teacher as either having positive or negative global perspectives for each element of the global perspectives: dispositions, knowledge, and skills. This method allowed me to answer the sub questions of what is the nature of students’ civic knowledge, dispositions, and skills.

Conclusion

I set up this study as a mixed method study to examine not only what participants’ global perspectives were but also why they held certain global perspectives. The framework of my study was adapted from Braskamp et al. (2013) and Teddlie and Tashakkori (2009). I used two sources of data in my study which consisted of student and teacher survey and student and teacher interview. Participants completed the survey over an electronic Socrative survey. This data was exported to an Excel sheet for further review. Then I interviewed a sample of six students and two teachers. The findings from the study are found in the following chapter.
CHAPTER FOUR: RESULTS

In this section, the findings were organized by the three components of global perspectives: dispositions, knowledge, and skills. Within each of these three sections, I further categorized the data findings by the quantitative data listed first under the component heading and then presented qualitative findings for each section by interview question. Data tables are included in each component section to verify the quantitative data collected about students’ global perspectives. Teacher data was conclusive and did not show any disconfirming evidence, therefore it will be included where necessary in this chapter. A small majority of the 70 students responded positively with 43%, 23% negatively, and 34% neutral. The overall average adapted GPI score was 2.13. Each segment of global perspectives is displayed below with a table representing scores for each group.

Table 2

Global Perspectives Inventory Scores

<table>
<thead>
<tr>
<th>Element of Global Perspectives</th>
<th>Average Score</th>
<th>Percentage of students who scored in the negative range.</th>
<th>Percentage of students who scored in the neutral range.</th>
<th>Percentage of students who scored in the positive range.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>2.26</td>
<td>20.8%</td>
<td>32%</td>
<td>47%</td>
</tr>
<tr>
<td>Skills</td>
<td>2.04</td>
<td>27%</td>
<td>40.6%</td>
<td>32%</td>
</tr>
<tr>
<td>Dispositions</td>
<td>2.10</td>
<td>25.5%</td>
<td>30.5%</td>
<td>43.6%</td>
</tr>
<tr>
<td>Totals</td>
<td>2.13</td>
<td>43%</td>
<td>34.4%</td>
<td>40.8%</td>
</tr>
</tbody>
</table>

Dispositions

This section of Chapter Four will answer the sub question of “what is the nature of high school students and teachers’ civic dispositions?” The aggregated survey data is first displayed in the Table 3. Displayed in the table are three associations, students who disagreed, agreed, and
responded neutral. Those who agreed are considered to have positive dispositions while those who responded with disagree are associated with negative perspectives. The quantitative data is displayed in Table 3. It is important to note that reverse statements from the survey were flipped to align with the assumption that those who respond with agree have positive global perspectives.

From the data collected from the adapted and displayed in Table 3, I noticed that in most cases, students displayed positive global perspectives. A score above 2.0 demonstrates that students displayed positive global perspectives. The second and third questions within the table received scores below 2.0, which fell in the range of neutral global perspectives.

An unintended data source that I used to guide my interpretation of the data was field notes. While students took the survey, they mentioned that they did not know whether they aligned with agree or disagree and opted for neutral. A cut score averaging 1.0 to 2.0 indicated many neutral responses. According to the quantitative data, participants as a group hold positive dispositions within global perspectives by scoring above a 2.0 for 4 of the 6 responses.

The assertion that students hold positive dispositions based on the quantitative data is further supported by qualitative data in the form of direct and indirect quotations from six student interviews. Each interview question will be supported with its’ own theme.
<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Total Respondents</th>
<th>Adapted GPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think most people around the world get what they deserve.</td>
<td>11/15%</td>
<td>29/42%</td>
<td>29/42%</td>
<td>69</td>
<td>2.3</td>
</tr>
<tr>
<td>It is ok if some people in the world have more opportunities than others.</td>
<td>24/38%</td>
<td>22/35%</td>
<td>17/27%</td>
<td>63</td>
<td>1.8</td>
</tr>
<tr>
<td>I think that people around the world get the rewards and punishments that they deserve.</td>
<td>30/43%</td>
<td>23/33%</td>
<td>17/24%</td>
<td>70</td>
<td>1.8</td>
</tr>
<tr>
<td>In hard times, it is sometimes necessary to use force against others to get what you need.</td>
<td>15/21%</td>
<td>21/30%</td>
<td>34/49%</td>
<td>70</td>
<td>2.3</td>
</tr>
<tr>
<td>I think that many people around the world are poor because they do not work hard enough.</td>
<td>18/26%</td>
<td>12/17%</td>
<td>39/57%</td>
<td>69</td>
<td>2.3</td>
</tr>
<tr>
<td>The world is generally a fair place.</td>
<td>7/10%</td>
<td>18/26%</td>
<td>43/63%</td>
<td>68</td>
<td>2.5</td>
</tr>
<tr>
<td>Average scores for each category.</td>
<td>1.5</td>
<td>1.83</td>
<td>2.6</td>
<td>68</td>
<td>2.1</td>
</tr>
</tbody>
</table>
Is the world a fair place? The first interview question that I chose to analyze for the qualitative portion of my findings was “Is the world a fair place?” According to the quantitative data, students received a cut score of 2.5 displaying that they held positive global perspectives regarding this question. In this case, it is favorable for students to respond disagreeing that the world is a fair place. I chose to ask students this question to provide more information to my study as to whether they have developed strong global perspectives and can identify why the world is fair on a worldwide level or if they continue to think of their own lives as the core of worldwide issues. The responses to this interview question allowed for confirming evidence that supported the results in Table 3 and disconfirming evidence that refuted the results.

Confirming evidence. Five of the six students that were interviewed supported the assertion that students hold positive dispositions within global perspectives. Likewise the interviewed teachers supported this assertion. Students that were labeled as holding positive global perspectives were done so based on their survey scores and their initial response to the questions. If students responded immediately saying “No, the world is not a fair place” they were considered to have positive dispositions. However the reasoning for their responses varied. Some responses held quotes that indicated they were answering from their own point of view while others were responding on a global level.

First, participants who responded positively with a global lens to the question “is the world a fair place?” were Jenna, McGonagall, and Feeney. Jenna, a ninth grade student, seemed nervous while answering the question and provided an incomplete answer at the end of her response. In the discussion Jenna said “No it is not a fair place, I mean, everywhere still has classes even though we say we don’t. There are like, uh, yeah that is all I have.” Jenna started to talk about class issues that are present throughout the world and domestically here in the United
States but ended her discussion before she fully answered the question. The word “everywhere” refers to the world as not having fair class distinctions. McGonagall and Feeney both displayed positive dispositions and responded as such on the survey. McGonagall said “First of all everyone’s definition of fair is not the same. So um what one group of people, leader, whatever sees as fair may not be fair from another side.” McGonagall presented her response through a global lens and allowed me to identify that she has developed positive dispositions throughout her life according to the survey and interview results.

Likewise, Feeney aligned with the positive dispositions thru a global lens that Jenna and McGonagall were located. Feeney said “No it is not. Because there is supply and demand. People differ on how goods and services should be distributed, how people should earn them.” She took an analytical, economist route when answering the question that allowed for her to reach a wide array of people rather than just her own life.

The remaining four students that identified with the positive dispositions category but did not use global issues or themes to justify their responses were: Marcus, Lucy, Jose, and Taylor. Instead of responding outside of their frame of reference within the United States, the four students commonly mentioned issues in our own country and in their daily lives to explain why the world is not fair. For example, when asked the question, Taylor responded by saying “It’s not fair if you did your job and school and stuff and you still end up not getting a job. And then it is fair if you did your work and got a good job after college.” As high school students it is evident that the question of what they are going to do after high school is weighing heavily on their minds. Like Taylor, Lucy also referenced life after high school as not being completely fair. Lucy said “If you work hard enough you can get somewhere in the world and get a job and a family and money.” All four students did identify as having positive dispositions however
their reasoning is inconclusive with the entire global perspectives definition as identified by Patrick (2001). However there is a copious difference between students that completely display negative dispositions and those who display positive dispositions.

**Disconfirming evidence.** Those who displayed negative dispositions have little tolerance or the inability to identify that lives are different because of circumstance, governing bodies, and locale. Of the six students interviewed, Tom was the only student that upheld the population that responded negatively to the question “is the world fair?” within the survey. Unlike both categories of students that identified as having positive dispositions, Tom responded by saying that he thinks the world is fair. He specifically said “Um, because um if um if someone does what they want to do when they grow up, they do or if they are successful or doing good, but if they don’t care then they do bad I guess.” Tom sounded unclear when he gave his answer but still showed that regardless of having a global view or a domestic centric view, he thought that the world is completely fair and those who work hard benefit and those who do not work hard, are not wealthy. Tom’s view is not one that allows him to be tagged with positive dispositions. Whereas students that still had a domestic centric view but were tagged with positive dispositions, could differentiate between social class, institutions, and governments that create inequalities. Tom represents the few students that displayed negative dispositions.

**Are poor people poor because they do not work hard enough?** The second question that is necessary to analyze the results of for the qualitative portion of my findings is “Are poor people poor because they do not work hard enough?” The quantitative data represented previously in this section shows that on average students received a cut score of 2.3, indicating most students display positive dispositions towards this question. Similar to the previous question that was analyzed in the qualitative data section; the data analysis has been flipped to
show that those who in fact disagreed with the statement are shown as agreeing to the statement to avoid confusion between positive and negative definitions. In this section, the quantitative data that was presented in Table 3 will be supported with confirming and disconfirming evidence that displays positive and negative dispositions towards the question “Are all poor people poor because they do not work hard enough?”

**Confirming evidence.** Five of the six students interviewed, Jenna, Jose, Lucy, Marcus, and Taylor fit the assertion that high school students hold positive dispositions. The five students are a representative of the 39 students that thought poor people are not poor solely because they do not work hard enough. Similarly to the previous question, students answered the question thru either a global lens or an egocentric domestic lens.

First, there was one student who distinctly displayed full positive global perspectives when answering the interview question “Are all poor people poor because they do not work hard enough?” By full positive global perspective I mean that students do not only respond initially showing positive dispositions but also they respond to the interview question thru a global lens. Marcus was the only student that responded positively to the question thru a global lens. When asked the interview question, Marcus said “Because in other countries they have dictatorships and basically own everything and even when they work hard enough, they don’t have anything.” Marcus was able to identify a reason on a global scale to back up his initial response saying the world is not fair.

Four other students displayed positive global perspectives in the survey and in the interview transcriptions but unlike Marcus, did not provide evidence on a global scale to support their initial positive responses. Lucy, Taylor, Jose, and Jenna all utilized familiar responses to identify why they thought poor people were not poor solely because they did not work hard
enough. For example, Jose said “A lot of poor people work really hard to get their money but sometimes because certain government issues, they are trying their best to get on welfare and health insurance but because they don’t have certain necessities they are poor.” Jose identified an issue that is present throughout the world but did not specify that it could apply to almost every country throughout our global society. The words welfare and health insurance are not immune to other societies but are particularly relevant to current issues and relief programs that are available to Americans. Unlike those who find themselves in the disconfirming evidence section, Jose and the three other students understand that there are other reasons besides work ethic that play into poverty. They may not have articulated it well enough to distinguish between poverty in the United States and poverty across the globe but the fact that they can articulate there are multiple reasons for poverty shows that their global thinking and reasoning that is required of positive global perspectives, specifically dispositions, is developing.

**Disconfirming evidence.** One student identified as having negative perspectives when interviewed following the survey. Tom was the student that held global perspectives and represents the low population of 18 students who thought work ethic was the sole factor in determining poverty. When asked “are all poor people poor because they do not work hard enough?” Tom responded saying “Yes, because you could always find a job somewhere even if it is just a low paying job. There is always work.” Tom not only fails to associate domestic poverty with other factors besides work ethic but also global poverty as well. Tom had very direct response to the question with little room for human error. Unlike other students and teachers who said “work ethic could play a factor in poverty but is not the only source”, Tom attributed his response to all lower income citizens of our global society. Again, Tom was not a representation of all students in the study but a very small sample of 18 students who displayed
negative dispositions global perspectives regarding this question.

Knowledge

This section of Chapter Four will answer the sub question of “What is the nature of students’ and teachers’ global civic knowledge?” The quantitative findings to answer this question can be found in Table 4. The table is organized by the responses that students gave to each statement that is listed in the far left column of the table. Students could either agree, disagree, or remain neutral in their responses to each statement. It is favorable for students to respond with agree to each of the statements, showing they have the civic knowledge that is required of the positive global perspectives definition.

Table 4

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Total Respondents</th>
<th>Adapted GPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to create a plan to help fix a global environment or social problem.</td>
<td>22/32%</td>
<td>31/46%</td>
<td>15/22%</td>
<td>68</td>
<td>1.9</td>
</tr>
<tr>
<td>I know several ways in which I can make a difference on some of the world’s worst problems.</td>
<td>10/14%</td>
<td>20/29%</td>
<td>40/57%</td>
<td>70</td>
<td>2.42</td>
</tr>
<tr>
<td>I change my behavior without realizing it when I talk with others.</td>
<td>7/10%</td>
<td>20/29%</td>
<td>43/61%</td>
<td>70</td>
<td>2.5</td>
</tr>
<tr>
<td>I often change how I talk because of other people’s backgrounds.</td>
<td>26/37%</td>
<td>14/20%</td>
<td>30/43%</td>
<td>70</td>
<td>2.05</td>
</tr>
</tbody>
</table>
I am able to talk in different ways with people from different cultures.  

| I am able to talk in different ways with people from different cultures. | 15/22% | 28/41% | 26/37% | 69 | 2.15 |
|--------------------------------------------------------------------------------|

I know of current issues that impact people around the world.  

| I know of current issues that impact people around the world. | 7/10% | 19/27% | 44/63% | 70 | 2.52 |
|--------------------------------------------------------------------------------|

Average Scores for each category  

| Average Scores for each category | 1.25 | 1.89 | 2.84 | 69.5 | 2.26 |
|--------------------------------------------------------------------------------|

According to the data in Table 4, students mainly hold positive global perspectives in the knowledge portion of the survey. Students displayed high scores when asked if they know the latest current events and when responding to behavior statements. Anything above a score of 2 indicates that students have positive global perspectives.

The assertion that students hold positive global perspectives within five of the six knowledge statements is supported by the quantitative data located in Table 4. The next section is comprised of qualitative data that was utilized to have six students elaborate more on their quantitative responses. The next section will be organized by interview question and then confirming and disconfirming data.

**Do you know how to talk and behave around people who are different from you?**

The first interview question that I chose to include in the qualitative portion of my knowledge findings is: Do you know how to talk and behave around people who are different from you? This interview question was comprised of two survey statements: “I change my behavior without realizing it when I talk with others” and “I often change how I talk because of other people’s backgrounds”. Based on student rationales of trying to act with limited offensive behavior and
language, it was that the favorable response for students on the survey was to agree with the two statements. The first statement regarding behavior earned a cut score of 2.5, while the statement that talks about verbal communication received a score of 2.05. I chose to include this question in the qualitative section of my interview questions because it specifically asks how students behave and talk to people who are different from them and it is hard to express behavior and communication knowledge without talking about it in an interview setting. The responses to the interview question allowed for only confirming evidence that student’s hold positive civic knowledge within global perspectives. Though all the interviewed students held positive civic knowledge of how to behave and communicate with people who are different from themselves, each student had different reasoning that varied from different behaviors and communication patterns based on ethnicity, religion, socio-economic status, and people within power positions.

**Confirming evidence.** All seven students who were asked the question “Do you know how to talk and behave around people who are different from you?” responded with a yes statement followed by additional reasoning for their responses. This question allowed for some students to defend why they change their behavior and communication patterns and why they do not. The evidence showed that not only knew how to talk and behave around people who are different from them but they also continued to hold positive global perspectives within the dispositions and skills categories within the knowledge segment.

First, six of the seven interviewed students said that they would change their behavior and communication methods around people who are different from they are. Students defending their responses mainly by saying that they did not want to be perceived as rude if they behaved around people who were different as they did with their friends or other close peers. For example, Jose said “I try my best to change my actions around different people because you
don’t want people to think you are a rude person around them because you could be racist or discriminating against a certain race or type of people.” Jose was not the only student who responded this way to the prompt. Tom also said that he would try to be “as respectful as possible and be nice and polite to people who were different from him.” This evidence supports the assertion and classification that was made to categorize the quantitative statements as positive if students respond by saying they would change their behavior.

Jenna was the only student who did not say she would completely change her behavior, but knew how to change her behavior and communication patterns if need be. Jenna said that “if people did different religions or talked about religion I would change my behavior because religion makes me feel weird.” Similarly to the students listed above, Jenna said that she would change her behavior to retain a comfortable tolerant atmosphere. However, she said that she would not change her behavior of communication patterns due to differences in nationalities. She said that in regards to nationalities, she does not treat anyone different. Jenna was reluctant to answer that question any further. In the future I would like to examine why Jenna differentiates why she should change her behavior and communication habits for people of different religions but not different nationalities. Jenna did respond agreeing to the statement within the survey that behavior and how she talks would change in the presence of people who were different.

**Do you know the latest current events that are happening in the news right now?**

The second interview question that I chose to assess students’ civic knowledge was “Do you know the latest current events that are happening in the news right now?” The quantitative data showed that students generally hold positive global perspectives with this question with a score of 2.52. Six of the seven students interviewed showed that they have positive global knowledge
however, students displayed different types of knowledge. The confirming evidence section will show that students do know the latest news stories but often grapple between knowing only global news stories or local news stories. Disconfirming evidence will be explained following the confirming evidence section.

**Confirming evidence.** Five of the six students interviewed said that they regularly watch the news in school and out of school. Feeney said “I show CNN student news every day and not only do the students learn a lot about current events but so do I.” Feeney regularly shows the news and thus students in her class have developed knowledge of current events. Likewise, other students watch the news at home with parents and guardians. For example, when asked if she knows the current events that are highlighted in the news, Taylor responded by saying “my grandma makes me watch it when I walk in from school.” Other students responded to the prompt by actually naming various current events that are happening in the world. Jose and Marcus rattled off numerous events including the shooting in fort hood, 370 flight missing, and standoffs in Russia and Cremona. Students such as Jose, Marcus, Jenna, and Lucy displayed that they not only had knowledge of current events in their own communities but also global issues as well.

Adversely, even though Taylor demonstrated positive knowledge within the global perspectives by stating that she knows current events and watches the news, her frame of reference was domesticated. When Taylor was asked “Do you know the latest current events that are happening in the news right now?” she almost jumped out of her chair and answered the question literally by saying “I know one! They are still looking for that man that shot that dog.” At the time this was an event that was headlined on the local news and was not a global issue. Regardless, Taylor watches the news and the exposure that she has to current events and
potential knowledge that can be acquiesced from the news will contribute to the development of positive global perspectives.

**Disconfirming evidence.** One student identified as having negative global perspectives in the knowledge category after the instrumentation of the survey and follow up interviews. Tom represents the seven students that responded to the survey saying that they do not know the current events that are in the news right now. When asked in his interview if he knew the current news headlines, Tom said no. After a few seconds of silence, waiting for him to divulge more into his thought process, I asked him why he does not know. He said “I don’t watch the news. I just don’t care.” Tom’s response emphasizes the assertion that teenaged students are egocentric (Gaudelli, 2010). Tom was not in Feeney’s classroom and thus was not required to watch the news in class. It is apparent that there is a difference between students that hold knowledge of current events based on who is in Feeney’s class and who is not. However, other students have chosen to seek current event information elsewhere and those individuals hold positive global perspectives while Tom, unwilling to learn about global and domestic issues, hold negative global perspectives.

**Skills**

The last section of Chapter Four will answer the sub question “What are high school students’ civic skills?” Skill sets are the final piece of my global perspectives study developed from Patrick’s (2001) definition of global perspectives. The quantitative data is represented in Table 5. The quantitative data guided the implementation of the qualitative survey.
Table 5

*Student Participant Responses- Skills Statements*

<table>
<thead>
<tr>
<th>Question Number</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Total Respondents</th>
<th>Adapted GPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel comfortable defending a stance about a global problem.</td>
<td>14/21%</td>
<td>33/49%</td>
<td>21/31%</td>
<td>68</td>
<td>2.1</td>
</tr>
<tr>
<td>I am able to write an opinion letter to a local media source telling my concerns over global issues and inequalities.</td>
<td>14/20%</td>
<td>24/34%</td>
<td>32/46%</td>
<td>70</td>
<td>2.25</td>
</tr>
<tr>
<td>I am able to get other people to care about global problems that concern me.</td>
<td>28/41%</td>
<td>27/39%</td>
<td>13/19%</td>
<td>68</td>
<td>1.77</td>
</tr>
<tr>
<td>Average Score for Each Category</td>
<td>.81</td>
<td>1.23</td>
<td>.97</td>
<td>69</td>
<td>2.04</td>
</tr>
</tbody>
</table>
Table 5 suggests that students hold positive global perspectives within the skills portion of the survey. Students scored an average of a 2.04 within this section. To be labeled as having positive global perspectives as whole, students needed to score at least a 2 to retain the label.

In this section, students were barely classified quantitatively as having positive global perspectives because they scored so low in all average score categories and for the average score for this portion of the study. The assertion that students hold positive global perspectives is supported with interview data in the next section.

**If you had to defend a stance on a current issue would you be able to?** The first question I chose to incorporate into my skills findings was “If you had to defend a stance on a current issue would you be able to?” I chose to extract this question from the survey and include it in the interview portion of my study because it assesses if students have the skills to develop an argument to defend an issue. Students barely received the label of positive global perspectives on this question within the survey, receiving a score of 2.1. Four of the six students interviewed said that they would be able to defend an argument on a particular issue while two of the students said they would not be able to. The confirming evidence section is comprised of students who think they can defend a stance on a current issue and perhaps what they would need to make that argument. The disconfirming evidence section illustrates the stories of students who either do not think they can develop a stance on an argument or who would not defend a current issue.

**Confirming evidence.** Four of the six students interviewed, Lucy, Jose, Marcus, and Taylor said that they would be able to defend a personal stance on a current news issue. There were two groups of students that took different approaches when answering this question. First, Jose and Lucy took the approach of change agent. They recognized that voicing an opinion on a current issue that they are passionate for could change public opinion. Jose stated, “O definitely I
would. I feel that if you are going to take a stand on something you should really say what the world needs to hear.” Jose and Lucy students took a change agent attitude when answering the questions while others like Jenna and Marcus responded saying they would defend their opinions but would not jump into a discussion right away, instead opting to find more information and then make arguments. For example, Taylor said “Yeah I could, I would just need to know all the facts and stuff before I did.” These two reasons still show that students are willing to make arguments but want to make sure they have the purpose and information to make sound defensive arguments on a current event issue.

**Disconfirming evidence.** Two of the six students showed negative global perspectives and little skills sets to be able to defend a stance on a current issue. Within the group, one student said that she simply would not be able to, while another student said that he would not defend his stance on a current issue. Jenna said that she did not have the skills to develop a stance. When I asked her the interview question she said “No I have no idea how to do that.” Jenna is one that could benefit from more skills development to improve her ability to have positive global perspectives.

Tom was the student who said that he would not defend a stance on a current issue. He said “if they did something bad and deserved punishment then I just wouldn’t care and keep to myself.” Tom showed that he simply does not want to defend an issue and thus may or may not have the skill sets to be able to. This assertion that Tom has limited skills may need to be revisited, as he demonstrates negative dispositions within an associated segment of the global perspectives.

**Are you able to express concerns for global issues and other inequalities in a letter?**
The second question I chose to incorporate into the skills interview portion of my study is “are
you able to express concerns for global issues and inequalities in a letter. I chose to ask students this additional question because writing skills are important to utilize to be a knowledgeable person with positive dispositions, who can effectively utilize the skills to be a change agent in the global society. Students scored an overall of a 2.25 within this section, demonstrating that they have the ability to write an opinion letter about a global issue or inequality.

According to the quantitative data, it is clear that students are able to do this and I expected most students be agents in my confirming evidence section. However, two students fell within the disconfirming evidence section displaying the inability to write a written argument or the lack of passion to write one.

**Confirming evidence.** Four of the six students interviewed said that they could write a letter to a news station about a global issue or inequality. McGonagall and Feeney both said in their interviews that they require students to write in their class to not only show that social studies arguments can be written but also to show how they can affect change. Taylor, Marcus, Lucy, and Jose said that they could do this if need be. For example, Jose said “I would definitely write a letter and after that if they wanted to interview I would definitely do that too.” Jose would utilize his letter past a classroom assignment to be able to effect change. Marcus in particular said “yeah I could write a letter. I would like facts and stuff. Other stuff I could look up.” All students started to think about how they could defend their opinions so it was clear that they have done it before and would be able to complete the skill if needed.

**Disconfirming evidence.** Two of the six students interviewed demonstrated negative global perspectives and initiative to utilize skill within the interview. These two students included Jenna and Tom. Both students had different reasons for not being able to write a letter. Jenna said that her issue with writing a letter was a confidence issue. She specifically stated that
“I would need less stage fright and more confidence. Writing to the government needs confidence. Probably a higher age seeing as I am fourteen years old and probably wouldn’t get anywhere.” Jenna was not sure if she would be taken seriously if she wrote a letter so she opted to say that she would not be able to complete the task.

Adversely, Tom said that he would not write a letter at all to a news station about a global issue or inequality. He said “Honestly I don’t think I would really do that. I mean, I’m not really interested in and honestly don’t care what other people do, I am just worried about me I guess.” Again, Tom not only limited his skill set because he said he would not compete whatever task he was prompted with but also demonstrated negative dispositions because of his focus on himself. Tom represented those disagreed with the statement on the survey.

**Conclusion**

The findings were displayed in Chapter Four based on quantitative and qualitative data. First quantitative data was shown in Tables 4, 5, and 6 utilizing scores to show if students had positive, negative, or neutral global perspectives for each question and section. The qualitative data was separated into the three themes: dispositions, knowledge, and skills and then supported with interview question data. It was found that most of the students who were interviewed had positive global perspectives within each segment and were able to confirm the survey data.
CHAPTER FIVE: DISCUSSION AND CONCLUSIONS

This research study aimed to identify high schools students’ global perspectives within the categories of their civic knowledge, skills, and dispositions. This chapter discusses the results of the study in conjunction with the three sub questions. Then the conclusion of the study is presented. Finally, recommendations for future researchers in high school students’ global perspectives are included.

Overall, the findings show that while many students have relatively strong global perspectives, almost as many are undecided on the topic, and some display negative global perspectives. My research disaffirmed Gaudelli’s (2010) theory that students will mostly retain negative global perspectives. Students displayed strengths in the knowledge and dispositions elements. Two of the highest scores were received in the knowledge category displaying that most students know how to behave around people who are different from them with a score of 2.5 and that students are aware of current events with a score of 2.52. Likewise, students scored well in the dispositions category demonstrating the belief that the world is not fair with a score of 2.5. However, students did show weaknesses within the skills element receiving mostly lower scores, with the lowest score ranking at 1.77 showing students do not think they have the skills to convince others to take action. As Amadeo et al. (2002) and Braskamp et al. (2013) display in their longitudinal studies, students have the ability to improve their global perspectives over time. The improvements that Merryfield at el. (2008) describes for improved curriculum will help students develop their minds to inhibit positive global perspectives.

What is the nature of students’ and teachers’ global civic knowledge?

The findings demonstrate that students’ and teachers’ hold positive global civic knowledge. According to the quantitative data, students’ aggregate survey score was 2.26.
points above the positive global perspectives cut score of 2.0. The numerical statistic represents
the overall score on the knowledge portion of the survey students took at Northshore High
School.

I found that the qualitative data collected also supported the quantitative data, ensuring
that the results were aligned across both data sources. The data from my study supports the data
showing that students do in fact have good civic knowledge. Not only do students gain civic
knowledge in their social studies classes, they also gain outside information to improve their
global civic knowledge with outside resources such as the news, internet, age, and experiences.
Thus, most students scored high demonstrating good civic knowledge but there is room for
improvement with age and experiences (Amaredo, et al., 2002; Braskamp et al., 2013).

**What is the nature of students’ and teachers’ global civic skills?**

The results corroborated that students and teachers hold positive global civic skills. This
assertion is validated by the quantitative and qualitative data. According to the quantitative data,
overall, the seventy students that were sampled received an average survey score of 2.04. The cut
score measuring positive global perspectives remains constant across all three categories at 2.0.
Students were .04 points above the cut score. Even though students did demonstrate good civic
skills as a whole, it was apparent that some students had better skill sets than others. This data
was supported by qualitative data.

The qualitative data showed that most students do have the ability to defend arguments in
verbal and written formats while a small minority of students struggle to write arguments and
conceptualize them for debate formats. Students scored with the lowest average score in this
category with a score of 1.77 demonstrating that they have weaknesses convincing others to
support their ideals in an argument or debate format. Students demonstrated weaknesses in
convincing arguments now but that skill can change with elevated education and age (Braskamp et al., 2013). Overall the data showed that students do have good civic skill sets.

**What is the nature of students’ and teachers’ global civic dispositions?**

The results demonstrated that students and teachers hold positive global civic dispositions. According to the quantitative data, students received an overall average score of 2.1 within the dispositions section of the survey. The results from the survey allow me to validate numerically that students do have positive global dispositions while the qualitative data solidified the assertion.

According to the qualitative data, five in six students demonstrated positive dispositions when they participated in the interview process. They were able to say that the world is not fair and that there are other dimensions to poverty aside from laziness. Students who answered positively held the majority of the interviewed sample and supported the assertions made by the qualitative data.

**What is the relationship among these?**

The relationship held among the three categories that encompass global perspectives that were then demented to create the three main sub questions. Each sub question was answered favorably showing that students do in fact have positive global perspectives at Northshore High School. The overall average score of the survey was 2.13, .13 point above the cut score to show that students hold positive global perspectives. This quantitative data and the qualitative data represented in Chapter Four solidify that the former assertions held by researchers saying that students do not hold positive global perspectives is not a representative of the sample group from Northshore High School.

The data that I collected aligned with Braskamp et al.’s (2013) data as well as Amadeo et
al.’s (2002) studies showing that students do in fact have positive global perspectives. However, just because students have positive global perspectives does not mean that they do not have strengths and weaknesses within the elements. Students shown strengths in the knowledge and disposition elements which are both correlated to less advanced levels of Bloom’s Taxonomy. Students showed weaknesses when they were asked skills questions because they simply have not developed the appropriate skills to convince and petition individuals to support a cause. Currently, the students surveyed and interviewed demonstrate positive global perspectives with strengths in knowledge and dispositions and weaknesses in the skills elements. The perspectives that students currently hold can change, as cited above. Students are subjected to their own experience and education to vary along the global perspectives continuum throughout life.

Limitations

Due to the nature and limitations of this study, it is important to utilize extensive quantitative and qualitative instruments to collect information upon students’ global perspectives to be sure the most accurate data is supporting the label students receive. To retain accuracy, a suggestion I would make to future researchers and those who adapt the Global Perspectives Inventory created by Braskamp et al. (2013) to eliminate the option of neutral on the Likert scale survey. Respondents who bubbled neutral did not give a definite response as to how they thought, knew or what skills they had. Often the neutral option was a way for students to avoid taking a stance showing either negative or positive perspectives. In this case, the neutral option is unnecessary.

The GPI created by Braskamp et al. (2013) is a new product and thus is not geared to all school levels yet. Future researchers may opt to create GPIs that are appropriate for high school students so Braskamp et al.’s survey can be directly utilized. I constructed my study to meet the
needs of high school students, thus the validity and reliability of the study were compromised. To retain as much validity and reliability as possible, I utilized a similar survey structure and modeled my scoring methods from Braskamp et al. (2013). Thus with a different structure and scoring system the validity and reliability of the survey were compromised.

Braskamp et al. (2013) and Amadeo et al. (2002) created longitudinal studies looking at the change in students’ global perspectives over time. My study was not longitudinal which limits the comparative nature of my study and the other two. Likewise, my study only looked at a one urban school while other studies looked at students from different demographics. Thus, the results of my study maybe skewed because of the sample group.

**Conclusion**

The concept of positive and negative global perspectives is an issue across the discipline of the social studies. It is important for students to develop the knowledge, skills, and dispositions to be able to be effective citizens in the 21st century. Because knowledge, skills, and dispositions are items that are developed from many different experiences and mindsets, it is difficult to ensure that students definitely have positive or negative perspectives. I have found that students’ global perspectives vary from category to category. For example, students may demonstrate stronger knowledge but lack civic skills. However, the development of positive global perspectives is not a definitive label that one receives at a certain point in their lives but rather a label that can evolve over time based on the experiences that individuals have been exposed. Thus, global perspectives can evolve over time positively and negatively.

Now that I have completed my study on what high school students’ and teachers’ global perspectives are including their civic dispositions, knowledge, and skills I feel better prepared to be a justice oriented social studies teacher. I plan to give students exposure to knowledge
acquisition and skill development opportunities similarly to McGonagall and Feeney. Likewise, I plan to implement lessons to allow students to have a wide array of knowledge and disposition development activities that do not only look at history, government, geography, or economics of one nation but of many others through differing perspectives.
REFERENCES


Dear Student:

You have been invited to participate in my Master’s thesis study to understand your views of the world beyond the United States. My study will help your future social studies teachers understand why you think and learn the way you do, benefiting your future education. There are two parts of this study in which you are invited to participate: a survey and possibly an interview.

Survey
During the study, I will ask you and the other students in your world studies class to complete an electronic survey on iPads provided by BGSU. This multiple-choice survey will take 15-20 minutes to complete, and you will complete it in your classroom with the rest of your classmates. The last question in the survey will ask whether or not you would be willing to answer some follow-up interview questions.

Student Interview
I will randomly choose a number of students from among the volunteers in your class to have a 15-20-minute interview with me. If you volunteer and are chosen for the interview, I will take you from your regular World Studies classroom to a different classroom for the interview. Your teacher will let you know when I am coming and will make sure that you have the opportunity to make up anything you miss in class during the time of the interview. I will be taping the interviews on my iPad so it will be easier for me to remember everything you said.

Confidentiality
I will make sure I use a fake name so that what your survey responses and interview recording are kept a secret. Your responses to survey and interview questions will be held in private locked files. What you say will not affect your grades or your relationship with Bowling Green State University. Your participation in this study is completely voluntary, and you may withdraw from the study at any time. I do not think that the risks of your participating in this project are any greater than you encounter in your daily life.

If you have any questions about this study, please feel free to contact me—Katie Kern-Blystone at (419)-787-6722 or by email at kkernb@bgsu.edu or Dr. Nancy Patterson (thesis advisor) by email at npattan@bgsu.edu. If concerns regarding participant rights arise during this study contact the Human Research Subjects Board by email at hrub@bgsu.edu. Thank you for your time.

Sincerely,

Katie Kern-Blystone

STUDENT ASSENT FORM

My signature acknowledges I understand the terms of the study and agree to participate in the survey portion.

Student Signature ___________________________  Student Printed Name: ___________________________  Date: ___________________________

My signature acknowledges I understand the terms of the study and agree to participate in the student interview portion.

Student Signature ___________________________  Student Printed Name: ___________________________  Date: ___________________________
APPENDIX B: SURVEY

Student Survey Questions: to be put in a Socratic quiz

1. I think that most people around the world get what they are entitled to have.
   
   Strongly disagree 1 2 3 4 5  Strongly agree

2. It is OK if some people in the world have more opportunities than others.
   
   Strongly disagree 1 2 3 4 5  Strongly agree

3. I think that people around the world get the rewards and punishments that they deserve.
   
   Strongly disagree 1 2 3 4 5  Strongly agree

4. In times of scarcity, it is sometimes necessary to use force against others to get what you need.
   
   Strongly disagree 1 2 3 4 5  Strongly agree

5. I think that many people around the world are poor because they do not work hard enough.
   
   Strongly disagree 1 2 3 4 5  Strongly agree

6. The world is generally a fair place.
   
   Strongly disagree 1 2 3 4 5  Strongly agree

7. I know how to develop a place to help mitigate a global environment or social problem.
   
   Strongly disagree 1 2 3 4 5  Strongly agree

8. I know several ways in which I can make a difference on some of the world’s worst problems.
   
   Strongly disagree 1 2 3 4 5  Strongly agree

9. I am able to get other people to care about global problems that concern me.
   
   Strongly disagree 1 2 3 4 5  Strongly agree

10. I unconsciously adapt my behavior and mannerisms when I am interacting with others.
    
    Strongly disagree 1 2 3 4 5  Strongly agree

11. I often adapt my communication study to other people’s cultural background.
    
    Strongly disagree 1 2 3 4 5  Strongly agree

12. I am able to communicate in different ways with people from different cultures.
    
    Strongly disagree 1 2 3 4 5  Strongly agree

13. I am informed of current issues that impact international relationships.
    
    Strongly disagree 1 2 3 4 5  Strongly agree

    
    Strongly disagree 1 2 3 4 5  Strongly agree

15. I am able to write an opinion letter to a local media source expressing my concerns over global inequalities and issues.
    
    Strongly disagree 1 2 3 4 5  Strongly agree
## APPENDIX C: CENSUS OF GPI QUESTION REVISIONS

### Census of GPI Question Revisions

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Original GPI Question</th>
<th>Revised Question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I understand the reasons and causes of conflict among nations of different cultures.</td>
<td>I know of current issues that impact people around the world.</td>
</tr>
<tr>
<td></td>
<td>I understand how various cultures of this world interact socially.</td>
<td>I know how to create a plan to help fix a global environment or social problem.</td>
</tr>
<tr>
<td></td>
<td>I am informed of current issues that impact international relations.</td>
<td>I know several ways in which I can make a difference on some of the world's worst problems.</td>
</tr>
<tr>
<td></td>
<td>I understand how various cultures of this world interact socially.</td>
<td>I change my behavior without realizing it when I talk with others.</td>
</tr>
<tr>
<td></td>
<td>I am sensitive to those who are discriminated against.</td>
<td>I often change how I talk because of other people's backgrounds.</td>
</tr>
</tbody>
</table>

|              | I am able to talk in different ways with people from different cultures.            |
| Dispositions | I think most people around the world get what they should have.                     |
|              | I think that people around the world get the rewards and punishments that they deserve. |
|              | I think that many people around the world are poor.                                |
because they do not work hard enough.

It is OK if some people in the world have more opportunities than others.

The world is generally a fair place.

Skills

<table>
<thead>
<tr>
<th>I am willing to defend my own views when they differ from others</th>
<th>I am able to get other people to care about global problems that concern me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I rarely question what I have been taught about the world around me</td>
<td>I am able to write an opinion letter to a local media source telling my concerns over global inequalities and issues.</td>
</tr>
<tr>
<td></td>
<td>I feel comfortable defending a stance about a global problem.</td>
</tr>
</tbody>
</table>
APPENDIX D: INTERVIEW QUESTIONS

Interview Questions

1. Is the world a fair place?
2. Are all poor people poor because they do not work hard enough?
3. Do you know how to talk and behave around people who are different from you?
4. Do you know the latest current events that are happening in the news right now?
5. If you had to defend a stance on a current issue would you be able to?
6. Are you able to express concerns for global issues and other inequalities in a letter?
APPENDIX E: PARENTAL CONSENT LETTER

Dear Parent,

My name is Katie Kern-Blystone and I am a Master’s thesis candidate at Bowling Green State University. Your child has been invited to participate in my Master’s thesis study about high school students’ views of the world beyond the United States. During the study, I will ask your child to complete a survey and possibly participate in a student interview.

**Survey**
Your child would complete a 15-20 minute classroom survey on and iPad provided by BGSU. All questions will be multiple choice. The last question on the survey will ask your child whether he or she would be willing to participate in an interview. If you choose not to allow your child to participate, he or she will remain in the classroom and will be given an iPad to use to explore social studies applications. Not all students who volunteer to be interviewed will be chosen, as I will randomly choose 10% from among the volunteers.

**Student Interviews**
Students who are randomly selected for student interviews will be contacted by the teacher and scheduled for their interview during class time. Student interviews will also take 15-20 minutes and will be conducted in a different classroom. I will audio tape each interview.

**Confidentiality**
I will keep your child’s participation in this study confidential. For example, the student’s name will not be used in anything I write about this project, instead we will use a different name. What your child says will not affect his or her grades or your relationship with Bowling Green State University. Participation in this study is completely voluntary, and you and your child may withdraw from the study at any time. The risks of your child’s participation in this project are not any greater than you encounter in your daily life.

If you have any questions about this study, please feel free to contact Katie Kern-Blystone at (419) 877-6722 or by email at kkernb@bgsu.edu or Dr. Nancy Patterson (thesis advisor) by email at ncpatterson@bgsu.edu. If any issues arise during this study regarding your child’s rights, contact the Human Research Subjects Board by email at hrub@bgsu.edu. Thank you for your time. I hope this will lead to a better education for your child.

Sincerely,

Katie Kern-Blystone

**PARENT CONSENT FORM**

My signature acknowledges I will allow my child to participate in the survey portion of Katie Kern-Blystone’s study.

<table>
<thead>
<tr>
<th>Parent Signature</th>
<th>Date</th>
<th>Student Name</th>
</tr>
</thead>
</table>

My signature acknowledges I will allow my child to participate in the interview portion of Katie Kern-Blystone’s study.

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
<th>Student Name</th>
</tr>
</thead>
</table>