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Undergraduate Students' Perceptions of Study Abroad and Their Level of Achievement of Global Learning Outcomes

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UNDERGRADUATE STUDENTS' PERCEPTIONS OF STUDY ABROAD AND

THEIR LEVEL OF ACHIEVEMENT OF GLOBAL LEARNING OUTCOMES

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by

Claudia Grigorescu

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To: Dean Delia C. Garcia
        College of Education

This dissertation, written by Claudia Grigorescu, and entitled Undergraduate Students' Perceptions of Study Abroad and Their Level of Achievement of Global Learning Outcomes, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this dissertation and recommend that it be approved.

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Florida International University, 2015

DEDICATION

I lovingly dedicate this dissertation to Heidi, Rosie, Susan, Kathy and Maritza.

You all believed in me and you all taught me about unconditional love.

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FIU taught me a valuable lesson: that ubuntu is very much alive. The journey to get to this point was anything but easy. On quite a number of occasions I genuinely wanted to give up. I have been countless times in the hospital, undergone six surgeries, nearly died a few times, and have more debt than I care for at this point. In essence, it was not by my doing that I made it thus far. For one, the grace and mercy of a loving God can take anybody anywhere. He made sure I finished, by providing, comforting, and placing wonderful people in my path who not only cared, but took it upon themselves to help me along the way. I have many people to acknowledge and thank.

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ABSTRACT OF THE DISSERTATION

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Claudia Grigorescu

Florida International University, 2015

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This study expanded on current research on study abroad and global learning, using the Global Perspective Inventory (GPI), and conducted at Florida International University (FIU) in Miami, FL. The GPI assesses the holistic development of a global perspective in higher education within three domains and their respective FIU-determined equivalents: cognitive (global awareness), intrapersonal (global perspective), and interpersonal (global engagement). The main purpose of this study was to assess FIU's undergraduate students' perceptions of study abroad on their level of achievement of global awareness, global perspective, and global engagement. The secondary purpose was to determine how the students described their study abroad experience and achievement of global learning.

The research design for this study consisted of parallel mixed methods. The quantitative component was an ex post facto with hypothesis design, using a pretest/posttest nonequivalent group methodology. FIU undergraduates (N=147) who studied abroad for one semester or more completed the GPI pre- and post-tests. Descriptive statistics and paired t-tests were conducted to compare the means. The

interviews included 10 students, and were analyzed through Structural coding, Saldaña's In Vivo coding, and Value coding.

Quantitative analyses indicated positive changes in the students' global awareness and global perspective. These analyses also showed that the FIU students achieved higher post-test means on all the domains of the GPI compared to other studies. Qualitative analyses showed that the students' experiences incorporated all three global learning outcomes, most notably global awareness and perspective.

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Trust in the Lord with all your heart and lean not on your own understanding.
In all your ways submit to Him, and He will make your paths straight.
(Proverbs 3:5-6)

CHAPTER I
INTRODUCTION

This research study examined undergraduate students' perceptions of global learning after their study abroad experience. Specifically, the study analyzed the Global Perspective Inventory (GPI) data collected by the Florida International University's (FIU) Office of Study Abroad (OSA) and the interviews of undergraduate students who studied abroad for one semester or academic year (Braskamp, Braskamp, & Merrill, 2008). This first chapter of the dissertation presents the background of the study, statement of the problem, purpose of the study and research questions, theoretical framework, significance of the study, delimitations, and definitions of terms.

Background of the Study

Studying abroad is not a novel endeavor or new concept in higher education. Study abroad, for the purpose of this research, is defined as students traveling to any corner of the globe for any specific length of time, and receiving academic credit, during the course of their higher education experience. Most academic institutions across the US provide study abroad opportunities for their student population (Culbillo & Ilvento, 2012; Farrell, 2007; IIE, 2012; Mapp, McFarland, & Newell, 2007; Serrano, Tragant, & Llanes, 2012). Study abroad has been associated with personal and interpersonal growth in direct correlation to increased motivation, new interests, global perspectives, cross-cultural competence, and skills (Carlson & Widaman, 1988; Carsello & Creaser, 1976; Kitsantas, 2004; Kitsantas & Meyers, 2002; McCabe, 1994). Researchers in the 21st century

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consider current global realities and the need for students to develop and/or strengthen global citizenship as motivating reasons for study abroad programs in higher education institutions (Braskamp, 2008; Danaher, 2011; Gibson, Rimmington, & Landwehr-Brown, 2008; Hobbs & Chernotsky, 2007; Hunter, White, & Godbey, 2006; Kutner, 2010; Mullen, 2006). According to these researchers, students who study abroad "understand their relationship with the rest of the world" (Ruther, 2002, p. 1). Altinay (2010) stated,

> A university education which does not provide effective tools and forums for students to think through their responsibilities and rights as one of the several billions on planet Earth, and along the way develop their moral compass, would be a failure. (p. 1)

Study abroad programs enable global learning, by providing exposure to and experience with other cultures. Think tanks and non-profit organizations nationwide have equally contributed to the national discussion on global learning and studying abroad. Using Hovland's (2006) definition, Florida International University (FIU) defines global learning as "the process by which students are prepared to fulfill their civic responsibilities in a diverse and interconnected world" (Florida International University, 2010, p. vi). Traditional schooling in the U.S. provided adequate knowledge and skills to function within the homeland in the latter half of the 20th century, but did not provide sufficient global knowledge and skills for students to prepare them for a rapidly, highly diverse, changing world (Brunold, 2005). Thus, in the last twenty years or so, higher education institutions nationwide began global learning initiatives in order to prepare students for global challenges and provide them with opportunities to become global citizens (Grudzinski-Hall, 2007).

Global citizens refer to students who willingly "apply their knowledge of interrelated issues, trends, and systems, and multi-perspective analytical skills to local, global, international, and intercultural problem solving" (Florida International University, 2010, p. 58). Studying abroad is an academic global learning experience that allows undergraduate students to: (a) acquire global knowledge and skills, (b) engage in a culture other than their own, (c) change their attitudes towards diverse populations, and (d) add to the process of becoming global citizens (Deardorff, 2004; Hadis, 2005; Sobania & Braskamp, 2009). This opportunity for contact and engagement ultimately becomes part of the process of the students' holistic growth, broadens their worldviews, and hones their global knowledge and skills. The rationale for furthering global knowledge and skills, as well as studying abroad as essential components of higher education have become the focus of multiple agents and agencies nationwide.

The American Council on Education (ACE) (2002), in light of 9/11 and a declining sense of global preparedness in the U.S., wrote a report addressing the shortcomings in the nation's international expertise and citizens' understanding of other cultures and global affairs. Their report outlined a national policy stressing three main objectives for the 21st century: (a) increase the number of international experts, (b) improve the nation's ability to address and resolve global challenges, and (c) increase the number of global citizens that have global competence (ACE, 2002, pp. 9-10). Global competency, according to ACE (2002), means an amalgam of knowledge, skills, and attitudes an individual acquires in order to understand, interpret, and interact with varying cultures and groups of people. ACE (2002) has advocated studying abroad as one of the means to accomplish the aforementioned objectives. The American Association of

Colleges and Universities (AAC&U) (2007) in the last two decades has, likewise, stressed the need for more global competence among higher education students and the important role universities play in helping them achieve the global skills necessary to acquire global competency (REFS) = (1992, *Beyond Borders: Profiles in International Education;* 2003, *Liberal Arts Colleges and Global Learning*; 2006, *Assessing Global Learning: Matching Good Intentions with Practice.*

Similarly, at the federal level, the Senator Paul Simon Study Abroad Foundation Act of 2009 encourages study abroad not just for national security purposes, but also for global competitiveness, better leadership, and overall well roundedness. The Act quotes former President George W. Bush as stating that, "America's leadership and national security rest on our commitment to educate and prepare our youth for active engagement in the international community" (Senator Paul Simon Study Abroad Foundation Act, 2009, p. 2). [And] former President William J. Clinton [said], "Today, the defense of United States interests, the effective management of global issues, and even an understanding of our Nation's diversity require ever-greater contact with, and understanding of, people and cultures beyond our borders" (Senator Paul Simon Study Abroad Foundation Act, 2009, p. 2).

In recent years, current President Barack Obama made a call to "our Nation's greatest resource, our people, to reach out to and engage with other nations" (Senator Paul Simon Study Abroad Foundation Act, 2009, p. 6). In light of this appeal, and the importance of U.S.-China relations, the 100,000 Strong Educational Exchange Initiative was announced in 2009 and launched in 2010, seeking to increase the number of US students studying in China (U.S. Department of State, 2009). The same initiative was

launched in 2011 for the Latin American and Caribbean region, with the constant rhetoric of fostering educational exchange to enhance prosperity and international collaboration efforts in the Western Hemisphere (U.S. Department of State, 2011). It is evident that high profile U.S. agencies and politicians believe that studying abroad contributes important and beneficial aspects to students' overall growth.

The Office of Research in the U.S. Department of Education (Adelman, 1994) conducted studies on the skills multinational corporations sought from graduating students. Their findings clearly indicated that preferences for success in these businesses, and in general for global competitiveness, included international preparedness, knowing other languages, and engagement with other cultures. The Rand Corporation (Bikson & Law, 1994) corroborated these conclusions, suggesting that all businesses in the country must actively require global skills from graduating students, not just for the common good, but because it will equally assist students in a myriad of social scenarios and challenges. To this end, Lewin (2009) stated "if we are now all competing against each other on a global playing field, it is also the case that global cooperation is essential if political, economic, social, and environmental problems are to be addressed" (p. xiv).

In light of these and other benefits, study abroad increased exponentially in the mid-90s (annual growth of 10.55%), and 8.91% between 1997 and 2002. It, however, slightly decreased post 9/11 (8.48% between 2002 and 2007) (IIE, 2012; NAFSA, 2010; NCES, 2008). Today, regardless of a renewed increase in the number of students, those participating in study abroad constitute only about 1% of the students in higher education in the U.S. (NAFSA, 2010; NCES 2008). Notwithstanding the overall small number of students participating in study abroad, there has been increased funding over the past

couple of decades to finance study abroad programs, coming from both the public and private sectors (ACE, 2002; Green, Luu, & Burris, 2008; McKeown, 2003, 2009; Siaya & Hayward, 2003). This is in spite of economic downturns, budget cuts, and/or fear from the 9/11 attacks.

In summary, constituents from the business industry, to the government, to academia argue that studying abroad provides students with needed global competencies to succeed in an increasingly complex and interconnected world. The question that begs recognition at this point: Does research bear out the argument that students perceive that by studying abroad they have increased their global competencies? Using a variety of methods and approaches, researchers have begun examining more closely study abroad and its correlation with cross-cultural skills, intercultural attitudes and competence, global citizenship, global learning, and world mindedness (Braskamp, Braskamp, & Merrill, 2009; Chickering & Braskamp, 2009; Cushner & Mahon, 2002; Danaher, 2011; Dolby, 2004; Douglas & Jones-Rikkes, 2001; Engberg, 2013; Hadis, 2005; Kitsantas, 2004; Lewin, 2009; Mapp, McFarland, & Newell, 2007; Pascarella & Terenzini, 2005; Salisbury, 2011; Sutton & Rubin, 2010; Vande Berg, 2007; Zhai & Sheer, 2002).

There remains inconclusiveness as to how students perceive that study abroad affects their global competencies and/or global learning. The reasons vary: (a) insufficient data, (b) single study methods as opposed to multiple methods, (c) theoretical incongruences, (d) instruments that have low validity and reliability estimates, and (e) caveats in methodology (e.g., lack of control groups, sample size). This particular study expanded on current research by using a mixed method approach and using an instrument

with high validity and reliability estimates for assessing global learning outcomes at FIU in Miami, Florida.

Based on the literature, FIU selected a holistic approach to global learning that defines three outcomes to enhance the learning experience of undergraduate students. These outcomes are global awareness, global perspective, and global engagement (Florida International University, 2010). FIU defines global awareness as knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems; it defines global perspective as the ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems (ref). FIU denotes global engagement as the willingness to engage in local, global, international, and intercultural problem solving (REF). Because studying abroad involves students going to other countries to further their studies, and interacting with a different culture from their own, the university has included these global learning outcomes as part of the assessment of students' study abroad experiences.

Problem Statement

The great interest in institutions of higher education in students' attainment of global competencies has resulted in the development of learning outcomes to measure varying dimensions of global learning (Grudzinski-Hall, 2007). In most of these institutions these outcomes are directly assessed from courses students take as undergraduates. Missing from many of these assessments are study abroad programs, which for decades have been considered to have a direct impact on students' global competencies. Grudzinski-Hall (2007) quotes Steinberg (2002), who pointed out the elusive nature of assessment for study abroad:

One of the central ambiguities of assessment in study abroad programs is that success cannot always be measured with grades and credits and that students who may derive the greatest benefit from study abroad programs are not necessarily those whose grades are the highest, since their learning has taken place in less academically structured settings. The study abroad field needs to develop instruments to measure students' overall growth holistically (as cited in Grudzinski-Hall, p. 215).

Assessment is only one area of concern. Whereas in the past, study abroad was considered an activity for the privileged population, today there are efforts to make it available to all, and study abroad is highly encouraged at the national level in the U.S. (Lewin, 2009). This of course has spurred the search for funding opportunities and an increase in marketing, since colleges and universities can promote their institutions because of their ability to send students to a much greater number of places in the world (ACE, 2002; Lincoln Commission, 2005; NAFSA, 2003). This being the case, much competition arises, particularly with regards to private and public funding. In times when limited funding exists, economic recession abounds, and budget cuts seem to be across the board, academic institutions must be able to convince all their constituents that study abroad is worth their time and resources.

No study at FIU has been done involving the Office of Study Abroad (OSA) and the students' perceived influence of study abroad on their global learning outcomes. As expressed above, to compete and understand the complexities of the U.S., students must develop and hone their creativity, critical thinking, flexibility, and an acute sense of international preparedness. It is important to note, as Hans de Wit (2011) stated, "that

mobility is merely an instrument for promoting internationalization and not a goal in [it of] itself. Mobility needs to be finely embedded in the internationalization of education. These skills readily form part of studying abroad" (p.2). It is to this latter subject that the current study further investigated the topic of global learning outcomes and study abroad in FIU's holistic vision of global learning.

Purpose and Research Questions

The main purpose of this study was to assess FIU (Miami, Florida) undergraduate students' perceptions of the effects of one semester or academic year of study abroad on their level of achievement of the university's designated global learning outcomes: global awareness, global perspective, and global engagement. The secondary purpose was to determine how students describe the influence of their study abroad experiences on their level of achievement of these outcomes. The guiding research hypothesis was that undergraduate students at FIU perceive a positive influence of study abroad for a semester or longer on their level of achievement of the university's designated three global learning outcomes. The research questions include the following:

1. Do undergraduate students at a large, public higher education institution in South Florida perceive that study abroad (one semester or academic year) positively influenced their level of achievement of global learning outcomes?

   a. Do undergraduate students at a large, public higher education institution in South Florida perceive that study abroad (one semester or academic year) positively influenced their levels of achievement of global awareness?

b. Do undergraduate students at a large, public higher education institution in South Florida perceive that study abroad (one semester or academic year) positively influenced their levels of achievement of global perspective?

c. Do undergraduate students at a large, public higher education institution in South Florida perceive that study abroad (one semester or academic year) positively influenced their levels of achievement of global engagement?

2. How do undergraduate students describe the influence of their one semester or year study abroad experiences on their level of achievement of global learning outcomes?

Conceptual Framework

This study adopted the development model of intercultural maturity (King & Baxter Magolda, 2005) and the Model of Lifetime Development (Kegan, 1994) as the theoretical framework. King's and Baxter Magolda's model encompasses an amalgam of theoretical domains derived from multicultural education, human development, literature on college students, and Kegan's model itself (King & Baxter Magolda, 2005, p.573).

The framework addresses three domains pertinent to the intercultural maturity of college students (also known as global/intercultural competence). The domains include: cognitive, intrapersonal, and interpersonal (King & Baxter Magolda, 2005, p. 574). The description of these domains is as follows: (a) the cognitive domain addresses "how [students'] construct [their] views and create meaning-making systems, based on [their] understandings of knowledge and how it is gained"; (b) the intrapersonal domain focuses on "how [they] understand [their] own beliefs, values, and sense of self, and [use] these to guide choices and behaviors"; and (c) the interpersonal domain centers on how [they

view themselves] in relationship to and with other people (their views, values, behaviors, etc.) and [make] choices in social situations" (p. 574).

The literature review in chapter two further expounds on this model and its domains within the context of intercultural maturity (including the definition of 'intercultural maturity'), as expressed by the authors. It suffices to state here that King and Baxter Magolda (2005) expanded on Kegan's (1994) model, by establishing a "3x3 matrix, linking the three domains of development (cognitive, intrapersonal, and interpersonal) with three levels of development (initial, intermediate, and mature)" (p. 575).

Significance of the Study

The implications of this study have relevance for research, assessment, and continuous improvement. This study adds to the body of research on perceptions of students regarding their study abroad experiences and their achievement of global learning outcomes. Given the high number of Hispanics served by FIU, the researcher studied a minority group that is not readily found in other research on the subject matter at hand. In the past, not many Hispanics went to stud abroad for various reasons, ranging from financial obstacles to cultural values that made Hispanic parents a bit apprehensive about letting their daughters and sons travel abroad. Given the large number of students that were Hispanic in the study, this demonstrates a different trend. Future research can investigate what factors have led and/or enabled more Hispanics to study abroad, the choices they made, and how they perceived their learning abroad in comparison to other ethnic and racial groups.

At the university level, FIU can now use this study as evidence that one can effectively assess students' perceived level of achievement of global learning outcomes to document another curricular component of FIU's Global Learning Initiatives. The results of this study provide an opportunity for FIU to further delve into the structure of study abroad experiences. OSA could determine how they might expand and improve study abroad experiences in order for students to increase their achievement of the global learning outcomes. Similar to the aforementioned implications for the study abroad team, FIU as a whole can determine ways in which to market study abroad as part of their global learning efforts. Lastly, the study provides insight for future undergraduate curriculum design that incorporates these global learning outcomes.

Setting for the Study

Florida International University (FIU) is the largest Hispanic serving, public research university in the U.S., home to over 50,000 students from all walks of life, 83% of the enrolled come from minority groups, and situated in the eclectic, picturesque city of Miami (Florida International University, 2013). As with other universities, FIU was prompted to heed the call of global realities and incorporate global learning into the educational experiences of its students.

Of great importance was the *Global Learning for Global Citizenship* initiative, which constituted a university wide, large-scale curricular and co-curricular reform, by which to lead students towards becoming active and engaged global citizens. According to the FIU's Quality Enhancement Plan (QEP) Report (2010), "global citizens must have knowledge of interrelated issues, trends, and systems, the ability to analyze them from diverse points of view, and a willingness to engage in local, global, international, and

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intercultural problem solving" (p. 1). As such, in 2010, FIU phased in a two-course

global learning requirement for all undergraduate students. The QEP Report (Florida

International University, 2010) best describes the function of the initiative:

> Global Learning for Global Citizenship is the Quality Enhancement Plan (QEP)
>
> for Florida International University…It is a university-wide initiative that has
>
> been embraced by FIU's faculty, students, and administration as integral to
>
> achieving the founding purposes of the institution: education of students, service
>
> to the community, and greater international understanding. (pp. ix and x)

One of the overarching components of *Global Learning for Global Citizenship*

was the development of its student learning outcomes (SLOs) for global learning (also

known as the global learning outcomes), which would guide the long-term efforts. The

three outcomes that surfaced, after a rigorous iterative process of discussion with

stakeholders throughout the university community, were: (a) Global awareness, which

was defined as the "knowledge of the interrelatedness of local, global, international, and

intercultural issues, trends, and systems"; (b) Global perspective, defined as the "ability

to develop a multi-perspective analysis of local, global, international, and intercultural

problems"; and (c) Global engagement, the "willingness to engage in local, global,

international, and intercultural problem solving" (p. 23). As with any effective

assessment, these outcomes aligned well with the FIU's newly revised mission statement:

> Florida International University is an urban, multi-campus, public research
>
> university serving its students and the diverse population of South Florida. We are
>
> committed to high-quality teaching, state-of-the-art research and creative activity,

and collaborative engagement with our local and global communities. (Florida International University, 2010)

The Office of Global Learning Initiatives (OGLI) further developed the assessment plan that would determine achievement of the student learning outcomes, using both direct and indirect measures (Florida International University, 2010). One of the indirect measures chosen the Global Perspective Inventory (GPI) created by Braskamp, Braskamp, and Merrill (2008), which would allow for the assessment of students' perception of their level of 'achievement of the three outcomes for curricular and co-curricular activities. The OSA programs at FIU fit perfectly into initiatives set forth by the QEP, given the very nature of students traveling abroad to widen their horizons. Its functions promote all the outcomes instituted by *Global Learning for Global Citizenship*. This particular study investigated the three global learning outcomes within the context of studying abroad.

Delimitations

There are several delimitations in the design of this study. First of all, this study used the Global Perspective Inventory (GPI) as an indirect measure of students' perception of their achievement of the global learning outcomes. Second, the scope of this study was limited to one institution. Finally, the researcher did not have any control over the students included in this study. They constituted the one semester or academic year study abroad participants from 2012-14. Additionally, the data were collected by the OSA and only the respondents of the surveys were used as the data set for this study.

Definitions

Unless otherwise indicated, most of the definitions provided below are the standing definitions used and adopted by FIU, and come directly from either the Office of Academic Planning and Accountability or the Office of Global Learning Initiatives. In alphabetical order, they are as follows:

Assessment. FIU has defined assessment as the systematic "process of collecting and analyzing information of different facets of an institution or program in order to understand and improve those areas" (Florida International University, 2012). (http://apa.fiu.edu/resources_assessment_gloss.html#A)

Indirect Measures. "Data collection instruments (e.g., surveys, interview questions) that measure perceptions of courses, degree programs, or services and in which people are asked to reflect on their experiences (i.e., self-reported data and instruments)" (http://apa.fiu.edu/resources_assessment_gloss.html#A). The indirect measures for this study include: the Global Perspective Inventory (GPI) and the individual interviews.

Global Awareness. The FIU's QEP Report (2010) has defined it as the **"**knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems" (p. 23).

Global Citizenship. The "willingness of individuals to apply their knowledge of interrelated issues, trends, and systems and multi-perspective analytical skills to local, global, international, and intercultural problem solving" (Florida International University, 2010, p. 58).

Global Education. Tye (1990) defined it as "learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems—cultural, ecological, economic, political, and technological. Global education also involves learning to understand and appreciate our neighbors who have different cultural backgrounds from ours; to see the world through the eyes and minds of others; and to realize that other peoples of the world need and want much the same things" (p. 5).

Global Engagement. FIU's QEP Report (2010) defines it as "the willingness to engage in local, global, international, and intercultural problem solving" (p. 23).

Global Learning. FIU's QEP Report (2010) uses Hovland's (2006) definition, which is "the process by which students are prepared to fulfill their civic responsibilities in a diverse and interconnected world" (p.vi).

Global Perspective. FIU's QEP Report (2010) defines it as the "ability to conduct a multi-perspective analysis of local, global, international, and intercultural problems" (p. 23).

Student Learning Outcomes (SLO). Using the terminology of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC, 2012), the accrediting agency of FIU, SLOs constitute "changes in students' knowledge, skills, behaviors, or values." The Office of Academic Planning and Accountability adds that the "main purpose of SLOs is to directly measure foundational competencies that enhance the quality of education for students and ensure completion of courses/program. These outcomes must include: Critical Thinking Skills, Content/Discipline Knowledge, Written and Oral Communications, Technology (For undergraduate SLOs)."
(http://apa.fiu.edu/Student_Learning_Outcomes.html)

Study Abroad. Study abroad in higher education today implies the travelling of students to virtually any corner of the globe for any specific length of time, with academic credit given, during the course of their education experience. Students can do short term or Alternative Break study abroad programs, such as spring or winter breaks, or by semester or year. Study abroad programs may or may not place students into hosting families' homes and/or students can be under the tutelage of a faculty member. They can also do exchange programs where students can continue degrees or complete certificates in universities elsewhere in the world that send their own students with the same purpose to the reciprocating institution (hence the "'exchange" component). For the purposes of this study, a study abroad experience will be defined to include FIU students who participated in one semester or one academic year that requires international travel with any of the programs offered by the OSA.

Overview of Succeeding Chapters

The following dissertation includes a total of six sections, including this introductory chapter. Chapter 2 presents pertinent literature review consisting of: An overview of global education or learning, including the three outcomes mentioned above. An expansion on the Development Model of Intercultural Maturity (King & Baxter Magolda, 2005), as it pertains to both quantitative and qualitative research questions of this study; a description of the Global Perspectives Inventory and the research conducted with and on the instrument; and, finally, a brief overview of the studying abroad phenomenon and research in the U.S. Chapter 3 describes in detail the method portion of this study, including the research questions, study design, population and sampling, instruments, data collection and analysis procedures for both quantitative and qualitative

components. Chapter 4 includes the findings and data analysis of both research

components. Lastly, a discussion of all the results ensues in Chapter 5, where the

researcher equally addresses the relevance of the results on study abroad and the global

learning outcomes and implications for future research and educational practices.

CHAPTER II
LITERATURE REVIEW

The literature review in this chapter covers various research topics directly correlated to this study. The chapter begins with the conceptualization of global citizenship, learning/education and perspectives, followed by the Global Perspectives Inventory (GPI) and theoretical framework, research using the GPI, the study abroad phenomenon with its related research, and finishing with the conceptualization and relevance of psycho/social factors within the study abroad experience that may relate to the three global learning outcomes.

Global Citizenship, Learning/Education, and Perspectives

A continuous, symbolic, and at times legitimate effacing of geographical borders is taking place – particularly in light of ceaseless technological advances, businesses exchanging services worldwide, and international academic interchanges. The very boundaries meant to delimit humans and the processes of globalization have affected every sector of the U.S., and have readily disintegrated in favor of cyber interconnectivity and in general the insatiability of human interaction and progress.

In light of the inevitable globalizing processes, it comes to no surprise that academics have turned their focus on research involving global learning and/or education, and human socialization/interaction, both considered relevant for developing global citizenship amongst their students. The ongoing belief is that said students would fit in an ever changing, international arena, where collaboration is the order of the day (Braskamp, 2010; Daneyshar, 2011; Gaudelli, 2003; Hobbs & Chernotsky, 2007; Suárez-Orozco &

Sattin, 2007; Sylvester, 2005; Hunter, White, & Godbey, 2006). The following sections will address the concepts of global learning/education, citizenship, and perspectives.

The notion of internationalizing the curriculum in higher education within the educational system is not uncommon in the U.S. Often this move is directly in response to catalytic events nationally and internationally. The national tendency has been to primarily react politically and economically to global events, while gradually shifting and drafting educational policies to also address perceived needs and shortcomings (Kenworthy, 1951; Sylvester, 2005). Examples of worldwide activities leading to major changes in the education sector include immigration waves into the U.S., the Soviet Union launching Sputnik, economic competition from Asian and European countries, wars, and terrorist acts.

It is noteworthy to mention that internationalization, as used in the above context, arises from de Wit's (2002) definition, who refers to it as the "process that integrates an international dimension or perspective into the major functions of the institution" (p.118). Prior to that, Knight (2003) defined comprehensive internationalization as the "process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education" (p. 2). However, as times have brought paradigmatic shifts in academic thinking, far more common (and appropriate for this study) terminology has surfaced to replace internationalization, with concepts such as globalization, global learning, and education for global citizenship (Hobbs & Chernotsky, 2007; Suárez-Orozco & Sattin, 2007; Sylvester, 2003, 2005).

The rationale behind these terms stems from the unique aspect surrounding global education, which entails a close inspection of curricula with regards to specific

characteristics expected of students by the time they graduate (in this case from higher education). Whereas internationalization began as an important process for students to develop a better understanding of the world surrounding them (Sylvester, 2005), global education introduced the common goal of developing global citizens. This meant that students had to move beyond understanding, and into areas that could be readily assessed in the classroom, and included developing skills in awareness, perspective, and engagement (Doscher, 2012). Thus, students become purposeful, active, and discerning individuals capable of functioning in any worldly context. FIU took heed of this holistic approach to education, and eagerly embraced it as part of its Quality Enhancement Plan for the university, *Global Learning for Global Citizenship*.

Since 2010, FIU implemented comprehensive curricular and co-curricular changes designed to foster the knowledge, skills, and attitudes of global citizenship through interdisciplinary exploration of real-world problems. Through this reform, all FIU undergraduate students will "acquire knowledge of interrelated world conditions, the ability to analyze issues from multiple perspectives, and the willingness to engage in local, global, international, and intercultural problem solving" (Florida International University, p. vi). The impact report is due to the regional accrediting agency (Southern Association of Colleges and Schools Commission on Colleges) by March 2016.

Another significant theory on the rationale behind global education, departs from the main purposes or intentions for internationalizing higher education institutions in the earlier 20th century, which in essence included securing or maintaining peace, reaching mutual understanding, and establishing national security and foreign policies (de Wit, 2011; Faure et al., 1972; Good, 1960). Unfortunately, oftentimes these motives either

surfaced or were led by ethnocentric views, and more specifically from the nation-state perspective (Daneyshar, 2011; de Wit, 2011; Kandel, 1937; Suárez-Orozco & Sattin, 2007; Tye, 2003, 2009). The main goals of international education (end result of internationalization of education), entailed primarily partnerships and inter-cultural exchanges (academic, businesses, governmental, non-governmental) with other nation-states, that were believed to promote national interest (Kandel, 1937). Kenworthy (1951) attests to this in the following statement:

> Everywhere nationalism is a potent force, and there is still fear lest too much emphasis on education for a world society result in minimizing education for national citizenship…The one phrase which various nations seem to be willing to use is 'education for international understanding' as attested to by the adoption of this phraseology by UNESCO after long and heated debates. These words imply a less ambitious approach and one which most governments are willing to approve. (p. 200)

Ironically, a closer examination of current affairs seems to evidence that some things have not changed much. As author Daneshyar (2011) states, "We find it difficult to understand societies where life is thoroughly different from the American experience. Ethnocentric by nature, we tend to universalize our values" (p.54).

To an unsuspecting eye, it would appear that global education and international education were pretty similar. However, it is evident, as expressed above, that the latter lacked certain elements of great importance, such as knowing the interrelatedness of local, national, and international issues (awareness), placing oneself in the shoes of others

who are different or viewing the world from the eyes of another (perspective), or the willingness to problem solve (engagement).

Global education for global citizenship was birthed from the caveat of ethnocentric, nation-state governed views, in favor of adopting the above aspects in education, which undoubtedly would yield a more holistic, multi-perspective, and interrelated vision of the world and every individual's role within it (Banks, 2008; Falk, 1994; Gaudelli, 2003, 2009; Myers, 2006). The new concept of global citizenship made the difference in this respect, because for one, the individual and the nation-state no longer concerns themselves with their own well-being, but that of the whole world.

Global Citizenship

National citizenship as conceptually presented from ancient Rome and Greece and gradually from revolutions worldwide, suggests membership and allegiance to a nation or state, which entails certain rights, privileges, and responsibilities in association with the state in which the individual has citizenship (Doscher, 2012). The individual shares, alongside others who belong to the same state, these activities and membership rights. In contrast, and as the term implies, the concept of global citizenship necessarily separates citizenship from the state, and denotes a more holistic, boundary-free understanding of citizenship. Hobbs and Chernotsky (2007) attest to this as they state that global citizenship "contributed to the erosion of the Westphalian nation-state system where citizenship has been tied to place and demarcated primarily by territorial boundaries" (p. 3).

Only in recent decades has the term global citizenship been coined, though its characteristics as they pertain to the educational sector, can be traced and credited as far

back as philosopher John Amos Comenius (1592-1670) (Piaget, 1993). A pioneer for his time, and perhaps in light of his own migration from one place to another, Comenius believed in the effacing of state boundaries and adoption of universal education. Piaget (1993) quotes him as proclaiming in his own forward of *The Great Didactic*:

> [T]he *whole art of teaching all things to all men* [italics by researcher], and indeed of teaching them with certainty, so that the result cannot fail to follow… Lastly, we wish to prove all this a priori, that is to say, from the unalterable nature of the matter itself … that we may lay the foundations of the universal art of founding universal schools. (p. 2)

Thus, to speak of education for global citizenship entails going beyond understanding other cultures or countries, and by far exceeds the notion that world peace must be upheld as a priority. As expressed earlier, this tends to prompt the inimical process of simply passing down values, beliefs, and attitudes perpetuated and/or dictated by national interests. Global citizenship education implies teaching and learning skills, values, cultures, and worldviews that align with current globalization processes, which readily involve politics, economy, technology, and culture (Heater, 2002). Regarding this matter, Gaudelli (2009) states:

> Globalization proffers many changes, including alterations of what it means to be a citizen in various contexts. A short list of those changes includes: codification of international human rights law, creation of supra-national governing bodies (e.g., the European Union Parliament), global trade policy, and proliferation of transnational nongovernmental organizations (NGOs). Citizenship, once solely and firmly the domain of national citizens, is being reconstituted around a

constellation of other affiliations, including race/ethnicity, gender, place, ability, and class to name a few. Non-governmental organizations, transnational advocacy groups, rapid transportation, and technological innovations have all sped the migration of ideas, practices, and beliefs. (p. 69)

Hence, global citizenship education requires students to not merely be open-minded about the world and what it has to offer, but to also understand how global processes and humans interrelate, how to interact within its ever-evolving frameworks, the consequences and responsibilities of their ideas and actions in the greater context of the world, and in which manner they can engage for the betterment of local, national, and international societies.

The characteristics of global citizenship education expressed above stem from Green's (2012) conceptualization of global citizenship. Green (2012) delineates salient features of global citizenship, which are inherently tied to global education or learning. These include the following:

1. Global citizenship as a choice and a way of thinking. A rather important notion that individuals must voluntarily choose to become global citizens, and according to the author, this may happen due to certain life experiences that they undergo as part of their learning and personal growth. (p. 1-2)

2. Global citizenship as self-awareness and awareness of others. This depicts the notion that in order to teach students about global awareness, they must begin by recognizing and understanding their own awareness (of their identity and surroundings). After all, to make sense of the world as an entity or a whole, the

student must understand their own position within the world (the piece within the whole). (p. 2)

3. Global citizenship as they practice cultural empathy. The main explanation here is that students can view the world from multiple perspectives and "move deftly among cultures—sometimes navigating their own multiple cultural identities, sometimes moving out to experience unfamiliar cultures." (p. 2)

4. Global citizenship as the cultivation of principled decision-making. In developing their awareness, the author explains, students must recognize, understand, and make decision based on the notion that processes, systems and individuals and inextricably interconnected and interrelated. There are no correct answers, and having that knowledge in it of itself can allow for decisions to be made involving more than their own interests. (p. 2)

5. Global citizenship as participation in the social and political life of one's community. Lastly, participation can be equated to engagement. If students want to have a better grasp of others and how things work globally, they must engage or participate in activities that will not only expose, but also alter and challenge the way they think and the way they act towards others and in varying circumstances. (p. 2)

The literature thus far presents global citizenship as a viable and major purpose of global learning/education. Global education and global learning can be used interchangeably, although in FIU the latter spearheads the university's curriculum and rhetoric in general. The main rationale is that global learning denotes a long-term process that students must undergo in becoming global citizens, and not simply a finite end goal

within a four-year time frame (average undergraduate period of study) (Doscher, 2012).

All the features expressed by Green (2012) of global citizenship education aptly

encompass all the elements defined as the student learning outcomes (SLOs) at FIU,

which include global awareness, global perspective, and global engagement.

Global Learning/Education

An early model created by Richardson (1979), fittingly exemplifies (albeit in

different terms) a framework of global learning (Figure 1). The author posed four

questions in relationship to this model and global education:

1. What are the main global issues?

2. What is the background to these issues?

3. Are there actions being taken on the global issues and their causes at the local,

regional, national and global levels? If yes, what are they?

4. How do values affect the perception of issues, analysis of underlying causes

and engagement in action for change? (p. 5)

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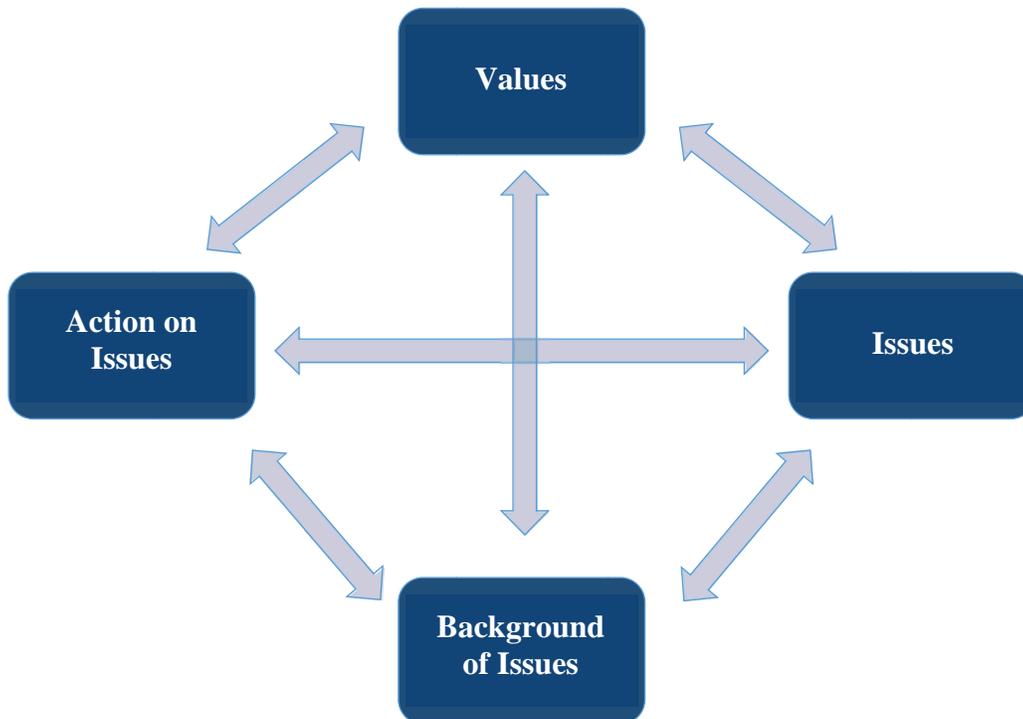
Figure 1. Global Education Model (Richardson, 1979).

This framework highlights the interrelatedness and interplay between knowledge of global issues, and the actions or engagement and values of an individual. The model suggests that global learning can be envisioned as not just a process where everything is interconnected and ongoing, but also that each can affect or have an impact on another aspect. If you look at the global learning SLOs of FIU, the three elements of awareness, perspective, and engagement fall within the confines of the model.

An example of how this works is a course taught in the College of Education at FIU, Developing a Global Perspective. In this course, students conduct a mini version of the Model United Nations using teleconferencing with several other universities around the world. A country is chosen by the universities, small groups within the course tackle various issues of the country (e.g. economic issues, territorial boundaries, security,

human trafficking) and defend certain positions in debate mode with the other members of universities.

Prior to embarking on the project, the professor requires her students to read extensive literature on critical global learning and globalization issues, developing in this manner a framework with which to address the tasks in the latter part of the course. Although the project takes place within the comfort of the respective universities, the research and activities involved understanding regional–global connections, analyzing cause and effect, and developing and defending a different worldview (since the students had to defend the issues of another country from their perspective). In essence the course initiates a learning process that engages the students in global issues in a creative manner, using technology and collaboration as resources to develop critical thinking skills and a different perspective, all the while acting on information being researched and negotiating values in an amicable environment.

Kniep (1989) adds the humanistic component both to the discussion of global learning and to Richardson's (1979) model. In his view, there are certain aspects or elements students must be privy to as part of their global learning. He was particularly concerned with students learning interconnectedness and systems. Kniep (1989) proposed that global learning include education on human values, global systems, global issues and problems, and global history. Human values refer to those that transcend group identity, such as equality and justice, and diverse cultural values that define group identity and offer variation in worldviews.

Studying global systems involves learning of and about interconnectedness of economic, politics, ecology, and technology. The global issues and problems encompass

those that transcend boundaries and plague today's world, such as human rights violations, environmental concerns, and peace and security. Lastly, Kniep (1989) believes in the importance of understanding and learning global history as it relates to the above aspects – in essence, the history behind human values, the global systems, and global issues and problems.

Global learning throughout the curriculum at FIU has been in place for less than a decade, but the university has taken into consideration all of the above characteristics and properties essential for developing global citizens. It was packaged, for effectiveness and simplicity purposes, into three domains or outcomes known as global awareness, perspective, and engagement. As global learning became infused into the undergraduate core curriculum, the rationale was and is to move students from global awareness to active global engagement, and ultimately to global citizenship (Florida International University, 2010). All of the outcomes prove important in the process, and are inextricably interrelated. Nevertheless, the global perspective outcome merits special attention, as it precludes active engagement, a major end goal of global learning in FIU.

The ability of a student to conduct a multi-perspective analysis of local, global, international, and intercultural problems requires extensive critical thinking skills and goes beyond acknowledgement that there are indeed multiple perspectives (awareness) in the world beyond their own. Developing a global perspective provides students with the skills necessary to be flexible, creative, and sensitive when dealing with a very diverse world (engagement). As early as the 1970s, global educator Robert Hanvey (1976) understood this concept.

Global Perspective

Global education has become an imperative approach for growing in our worldly views and for ensuring healthy, amicable, and respectful human interaction. Author Robert Hanvey (1976) tackles the topic of global education and questions the following in his article: How do we develop a diverse and flexible global perspective, especially in education? He suggested the adoption of five dimensions that he believed served as a pedagogical framework: Perspective consciousness, state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. The initiative for *Global Learning for Global Citizenship* at FIU used Hanvey's work as one of its theoretical frameworks.

The following reflection delineates Hanvey's (1976) views on global education using his five dimensions, as well as associating his line of thought using a current, world event. The author clearly believes that students should be given tools and options to sharpen their critical thinking skills and in this manner help them to increase their knowledge base. The main purpose for this pedagogical approach is that, by developing positive 'global' attitudes and "malleable, diverse" perspectives, students can eventually become the masters of their own growth and more importantly, socially responsible and respectful citizens (locally, nationally, and internationally) (p. 85). This characterizes the heart and soul of global education, and the author shared this understanding through his dimensions.

Perspective Consciousness

The first step in developing "perspective consciousness" is an understanding that one has a perspective that is unique. Briefly defined, Hanvey's (1976) first dimension

known as perspective consciousness refers to an awareness of and appreciation for other differing world views that are not always universally shared nor necessarily right for all. In other words, we need to acknowledge the existence of varying perspectives that give rise to both subconscious judgments and assumptions about the world, as well as conscious opinions in regards to it. These latter ones represent an expression of our perspectives and they develop (for the most part) by means of cultural transmission and/or reproduction throughout our lives.

State-of-the-planet Awareness

In his state-of-the-planet awareness dimension, Hanvey (1976) explains the need for being updated in current, world affairs; to understand that there is a world out there and that whatever happens in it affects everybody and everything. Also, by having this comprehension, students cannot only learn to identify problems, but also discern bias in the media and other sources of information, so they can perhaps circumvent a false or skewed understanding of the world. Having this knowledge can similarly help in the creation of solutions or at least in developing a sufficiently pro-active awareness of our surroundings.

Cross-cultural Awareness

Hanvey's (1976) cross-cultural awareness, in his view, is the most difficult dimension to adopt or develop, namely because it requires the highest cognitive degrees for understanding and accepting global differences (particularly as they pertain to values). What the author includes in this dimension are the unique and diverse ideas and practices that humans hold. These go beyond the tangibles (i.e., food), and rather speak of the intangibles of cultures (i.e., concept of physical space). The notion of walking in the

shoes of another person characterizes nicely what he tries to convey with this awareness –
or getting into someone's mind in order to make sense of the way they view the world.
This is no easy feat for anyone.

Knowledge of Global Dynamics

Closely related to the state of the planet awareness, the knowledge of global
dynamics refers to the way everything and everybody is interconnected in some form or
another, and that these connections produce varying consequences throughout time and
space, and amongst humans. This line of thought stems from the holistic vision that is
being promoted more and more in education. Students need to not only become aware of
the amalgam of global processes (past, present, and future), but also come to terms with
the notion of chaos and unpredictability. Simplicity has no room in this equation.

Awareness of Human Choices

In his last dimension, Hanvey (1976) sheds light on the uniqueness of humanity
and its ability to make choices. If given the right tools and opportunities, students can
develop their own conceptions, as well as ideas on how to make certain choices, at the
individual and collective levels. Again, this relates closely to the interconnectivity of the
world and how our choices can and do affect the processes and consequences.

The work of Hanvey (1976) was paramount in developing the concept of a global
perspective. Examining it through a pedagogical lens allows both the learner and the
instructor to extract the factors and processes involved in becoming critical global
thinkers and actors. An individual capable of establishing distinct, multiple viewpoints
regarding the dynamic systems in place worldwide, is an individual who can proceed to
the next outcome, known as global engagement. Having a global perspective in other

words, means they are resourceful, flexible, and oftentimes creative in how they approach and *engage* a world that is extraordinarily diverse and chaotic in nature. In the next section, an instrument developed to measure the domains of global perspective is presented followed by how this tool has assisted in determining the effectiveness of various strategies designed to develop these traits.

The Global Perspective Inventory and Theoretical Framework

Braskamp, Braskamp, and Merrill (2009) created the Global Perspective Inventory (GPI) to assess the holistic development of a global perspective in higher education, and primarily for undergraduate students, though they state that the instrument can reliably be used for a multiplicity of audiences and purposes. Using the work of Kegan (1994) and King and Baxter Magolda (2005), the authors developed their instrument from their theoretical constructs on intercultural communication and intercultural maturity respectively. The three major domains encompassed in the GPI include the cognitive, the intrapersonal, and the interpersonal. Each domain was further divided into two scales, one scale based on intercultural maturity theory and the other on intercultural communication theory.

King and Baxter Magolda (2005) provide an adequate description of the three domains, originally established by Kegan (1994) and now included in the GPI:

> The cognitive domain, as the term suggests, centers on the knowledge base a person develops, how they obtain knowledge, and ultimately how they interpret and create meaning for the knowledge they have gained. The intrapersonal domain, addresses how a person understands their own belief system, values, and sense of self, and uses these to guide choices and behaviors. Lastly the

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interpersonal domain pays attention on how a person views themselves in relationship to and with others (views, values, behaviors, etc.) and makes choices in social situations. (p. 574)

The origin of these domains, as suggested by Kegan (1994), stem from the notion that individuals attempt to make sense or meaning from the world from multiple perspectives. Humans do this by using cognitive, social, and affective filters. As they grow and mature, knowledge with these domains is modified, or simply added or deleted. According to Kegan (1994) this takes place as part of intercultural communication.

The developers of the GPI thought both Kegan (1994) and King and Baxter Magolda (2005) examined human development to their satisfaction and thus added the domains and scales to be representative of both theoretical models. The additional scales for each domain are described as follows (Doscher, 2012):

Cognitive Domain

Knowing scale. Degree to which one views cultural context as important in judging what one knows and is important to know.

Knowledge scale. Degree of understanding of other cultures and their influence on global society, as well as level of proficiency in more than one language.

Intrapersonal Domain

Identity scale. Degree of acceptance of the gender, racial, and ethnic components of one's identity.

Affect scale. Degree of acceptance of differing perspectives and emotional tolerance for complex situations.

Interpersonal Domain

      Social responsibility scale. Degree of sense of interdependence and concern for others' well-being.

      Social interactions scale. Degree of engagement with others who are different and sensitivity to difference. (pp. 57-8)

      The subsequent items that fall within these scales and domains, total 40 (for the version currently used at FIU). The items are measured using a five-point Likert Scale ranging from *strongly disagree* to *strongly agree*. The developers expressed in their explanation of how the GPI evolved, that they did not consider the instrument to be criterion-based, but rather an instrument that assesses the holistic development for global citizenship. Issues of reliability and validity are detailed in Chapter 3. One of the critiques of the instrument refers to the lack of measurement of student's background (beliefs, values, attitudes) prior to and their predispositions for studying abroad (Salisbury, 2011), which precipitated the inclusion of literature on qualitative factors following the study abroad phenomenon discussion.

<center>**Research on Global Perspective**</center>

      The development of the Global Perspective Inventory (GPI) allowed for quantitative evidence for measuring global learning. The instrument has been used by a variety of studies to determine effective learning experiences for developing global citizenship. As part of the development, the authors describe general characteristics found from numerous administrations of the GPI (Braskamp & Engberg, 2011).

      Of 5,352 students from 46 different public and private institutions surveyed in 2009-10, differences were noted related to gender, ethnicity, age, and class standing.

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Women scored higher on interpersonal responsibility (3.74 vs. 3.52), cognitive knowing (3.32 vs. 3.19), interpersonal interaction (3.55 vs. 3.46), and intrapersonal affect (3.73 vs. 3.64). Women scored slightly lower than men on cognitive knowledge (3.50 vs. 3.63); but were similar on intrapersonal identify (4.08 vs. 4.10). Results when comparing ethnicity varied. Black and Hispanic students scored higher in intrapersonal and interpersonal domains compared to white students. The authors reported higher scale scores for intrapersonal identity, intrapersonal affect, and interpersonal responsibility for students 25 years and older compared to younger students. In general, as students progressed in college their average scale scores increased each year with the exception of interpersonal responsibility, which did not differ between the junior and senior class standing.

Students who indicated they felt a more positive perception of their campus community ("change and supported," "been encouraged to develop their strengths and talents," and feel "part of a close and supportive community of colleagues and friends") demonstrated higher effect size in cognitive knowledge, intrapersonal identity, and interpersonal responsibility (Braskamp & Engberg, 2011, p. 37). For students enrolled in a diversity course (racial/ethnic content), the cognitive knowing and knowledge scales experienced the largest effect size, followed by interpersonal interaction/ responsibility, and to a lesser effect on intrapersonal identity/affect. Those students given the opportunity for intensive dialogue among students with different backgrounds and beliefs demonstrated an effect size similar to students enrolled in diversity courses. Finally, service learning was the most effective curricular strategy to impact the interpersonal

responsibility scale when compared to diversity courses and intergroup dialogue. Service learning was least effective related to cognitive scales.

Specific co-curricular activities identified included events with different cultural groups, community service activities, and leadership programs. As might be expected, the interpersonal responsibility domain scored the highest effect size with students participating in community service activities. Students indicating they attended "events sponsored by groups reflecting a cultural background different from their own" attained a score with the highest effect size for cognitive knowing and knowledge (Braskamp & Engberg, 2011, p. 37). Students involved in leadership groups achieved scores with a higher effect size for the intrapersonal identity scale.

The Study Abroad Phenomenon

According to the latest Open Door report, the number of American students participating in study abroad is 283,332, showing an increase of 3% from the previous year (IIE, 2013). The same report states that of this number, 9% represents undergraduate students, and adds that 59% of the entire population who studied abroad in the U.S. did short term (a few weeks), 38% did mid-term study abroad (a quarter of a semester), and 3% did a long term study abroad (a semester or longer). Since 9/11, although there was an immediate drop in participation, the number of students going abroad to study has doubled (IIE, 2013).

Study abroad, according to Koehn and Rosenau (2002), helps students to foster transnational competences by acquiring the following four competences:

Analytical competence: defined as the ability to link counterpart-country conditions to one's own circumstances and vice versa

Emotional competence: or the motivation and ability to open oneself up

continuously to divergent cultural influences and experiences

Creative/imaginative competence: or the ability to envision viable mutually

acceptable alternatives

Behavioral competence: described as communicative proficiency in and use of

counterparts' language and functional adroitness (project/tasks) to develop and

maintain positive interpersonal relationships. (p. 110)

Harari (1992) agrees that studying abroad is important and states that, "exchanges

serve to broader objectives of internationalizing the teaching learning-process, content

and environment, and when properly orchestrated on the home campus or abroad, they

become an integral component of the internationalization of the institution" (p. 69).

The Lincoln Commission in the U.S. Congress echoes the relevancy of studying abroad,

for students of many levels. The Paul Simon Study Abroad bill notes "how critical it is to

America's competitiveness and national security to provide more students with

international students, and lays out the ambitious goal of sending one million students

abroad each year" (Obst, Bhandari, & Witherell, 2007, p. 5). Rarely will a researcher

come across studies and literature that will deny the significance studying abroad can

have on the minds of young people and adults alike.

There are, however, certain intriguing statistics regarding study abroad that merit

examination, and can be pertinent to the study on global perspective. The first is the

number of women versus men that account for the study abroad statistics. The IIE (2013)

report states that over 65% of the population that goes to study abroad are women. There

is also an ethnic discrepancy, where over 85% of the population studying abroad are

Caucasian followed by about 8% Asian/Pacific, approximately 5% Hispanic-Americans, and about 3.5% African-American. These caveats in the gender and ethnic statistics for students studying abroad suggest that although there is an increase in the numbers who do so, there are a large number of students who do not benefit from such experiences.

Lastly, the report also shows discrepancies with regards to location of study (Europe being the area of the world where most students go), academic class level (freshmen and sophomores go more, than juniors and seniors), fields of study (Social Sciences and Business rank the highest) (IIE, 2013). These numbers provide a rather bleak scenario of study abroad programs Altbach (2004) adds to this conundrum, stating that the "American-study abroad experience has become shorter on average—often a summer or even less—and many critics point to a decline in academic rigor in such programs" (pp. 6-7).

In light of this, studying whether there is an influence or not on the global learning outcomes (awareness, perspective, and engagement) of undergraduate students may be relevant in understanding the effectiveness of study abroad programs. It also seems appropriate that if one wants students to develop global outcomes or competencies, one needs to understand students' experience from their own perspectives and in their own words, hence the relevance of discussing qualitative factors related to global learning/education.

Research on the Study Abroad Experience

Study abroad has been associated with personal and interpersonal growth in direct correlation to increased motivation, new interests, a global perspective, cross-cultural competence and skills (Carlson & Widman, 1988; Carsello & Creaser, 1976; Kitsantas,

2004; Kitsantas & Meyers, 2002; McCabe, 1994). Researchers in the 21st century

consider current global realities and the need for students to develop and/or strengthen

global citizenship as motivating reasons for study abroad programs in higher education

institutions (Braskamp, 2008; Danaher, 2011; Gibson, Rimmington, & Landwehr-Brown,

2008; Hobbs & Chernotsky, 2007; Hunter, White, & Godbey, 2006; Kutner, 2010;

Mullen, 2006). According to these researchers, students who study abroad "understand

their relationship with the rest of the world" (Ruther, 2002, p. 1).

More specific research on the use of the Global Perspective Inventory (GPI) as a

pre- and post-test of study abroad experiences indicates significant changes in several of

the six scales measured. Students took the same self-report survey before or during the

first days of their education abroad program and then during the last week abroad or

shortly after they returned to the United States. Braskamp, Braskamp, and Merrill (2009)

studied 245 students across five institutions enrolled in one of ten different educational

programs of a semester duration. The study demonstrated significant differences between

the means of pre-test/post-test changes in five of the six scales. Cognitive knowing was

the only scale that did not show significant changes using a minimum criterion of 0.10

indicating practical and educational significance.

In another study, Chickering and Braskamp (2009) utilized the GPI to assess 470

students from 30 different programs during the 2008-09 academic year. Results differed

from the previous study in that of the six scales only interpersonal responsibility did not

achieve the 0.10 mean difference between the beginning and the end of the study abroad

experience. Finally, Engberg (2013) reported GPI pre-test/post-test differences for 659

students where a similar result occurred in that only the interpersonal social responsibility mean difference was less than 0.10.

The current study measured the study abroad program at FIU using the GPI. Since FIU's program has never been evaluated using this instrument, results are analyzed and compared to these existing studies in Chapters 4 and 5.

Doyle's (2009) research focused on the language immersion study abroad program in Vienna, Austria offered at Central College, a private, four-year liberal arts institution. Over 50 percent of Central students participate in at least one study abroad program during their academic career. This research utilized a qualitative analysis of in-depth interviews in addition to the GPI to measure the development of global perspective.

Interviews with six participants were conducted at pre-departure, mid-point immersion, and re-entry stages of the study abroad experience. One researcher conducted all the interviews, transcribed the recordings, and analyzed them to reveal emergent and repetitive themes highlighting student perceptions of growth along the three domains (cognitive, intrapersonal, interpersonal) explored through the GPI. For example, Christina responded to "My moral and ethical values closely reflect my family traditions" (GPI, statement 41). She described how studying abroad helped her reflect on the importance of family. Christine's observations reveal how the separation from family allows the student an opportunity to reflect on their important role in managing personal stress and challenges. "… You're just on your own a lot even though there are people here that you know, you are still on your own about dealing with your own struggles and what not. I mean we all came here with different things. My thing is that I am very close with my family …" (pg. 148).

The conclusions derived from the interviews indicate that for the cognitive domain students felt a great degree of accomplishment with language acquisition. For the intrapersonal domain, students articulated the study abroad experience "offers them the opportunity to assess their life situation personally, empowering them with self-confidence and the understanding that they have matured in meaningful ways." Finally, for the interpersonal domain the students gained in valuable understanding of skills such as careful listening, patience, mutual respect, and empathy.

Doyle's research utilized individual interviews. The current study also employed individual interviews to allow the researcher to gather rich descriptive data focused on expanding Braskamp's three domains. The individual semi-structured interviews provided the necessary richness and breadth of data needed for saturation to be reached (Strauss & Corbin, 1990). Unlike structured interviews, characteristic of a strict set of questions, semi-structured interviews use both a set of standard questions to be asked during the interviews as well as emergent open-ended, theme-based questions. These emergent questions delve into factors of the participants' responses as appropriate (Bernard, 2013) and allow participants to speak at length providing richer and unexpected data.

Lastly, from an empirical viewpoint, the majority of the studies on global competence have associated study abroad with most but not all of the scales used to measure global learning. Additionally, there are gaps in methodology (Rubin, 2008; Schneider, Carnoy, Kilpatrick, Schmidt, & Shavelson, 2007). Some of the arguments or caveats pointed out include omission of longitudinal effects, heterogeneity in the population or other sampling issues (Sutton & Rubin, 2004, 2010), and the knowledge

base students have before going abroad, or motives that helped them decide not just why they are going, but even where (Braskamp, Braskamp, & Merrill, 2009). From a methodology point of view, this particular study explored study abroad and global learning outcomes using both quantitative and qualitative research, on a heterogeneous population, using a valid and reliable instrument (the Global Perspective Inventory), thus expanding on research methods.

<div align="center">**Psycho/social Factors in Global Learning**</div>

The literature review of the qualitative question examining how studying abroad influences a students' global awareness, perspective, and/or engagement is explored from a psycho-sociological viewpoint, and poses relevance on the subject matter of global learning outcomes. One of the aims of the *Global Learning for Global Citizenship* initiative at FIU is the development of global awareness, global perspective, and global engagement in undergraduate students. Braskamp, Braskamp, & Merrill (2009) used the term global perspective as equivalent to FIU's development of global awareness, perspective, and engagement. Within the framework of the GPI, three basic questions were used as guidelines to determine whether or not an individual had global perspective or not as defined by Braskamp, Braskamp, and Merrill (2008). These included: How do I know? Who am I? and How do I relate to others? The items in the instrument answered these questions and were classified conceptually as cognitive, intrapersonal, and interpersonal domains respectively. This being the case, it makes sense to examine the role a student's personal background plays as it pertains to studying abroad.

Although character development may take a lifetime, students come to higher education with certain mindsets, values, and beliefs regarding the world, themselves, and

their surroundings. Gupta and Govindarajan (2002) have summarized the concept of "mindset." They surmise that as human beings, we are constantly challenged by new, complex, and ambiguous knowledge, which must be registered within an existing framework. According to them new knowledge must then undergo a process of filtration, we are selective of what we absorb and biased in how we interpret it. This, they explain, lies at the core of what mindset is all about – the cognitive filters that we use to accept new information and how we interpret it. They then explain that our mindsets are "a product of our histories and evolve through an iterative process" (p.116). Finally, according to Gupta and Govindarajan (2002):

> Our current mindset guides the collection and interpretation of new information. To the extent that this new information is consistent with the current mindset, it reinforces that mindset. From time to time, however, new information appears that is truly novel and inconsistent with the existing mindset. When this happens, we either reject the information or change or our mindset. The likelihood that our mindsets will undergo a change depends largely on how explicitly self-conscious we are of our current mindsets: the more hidden and subconscious our cognitive filters, the greater the likelihood of rigidity. (pp. 116-7)

Put in a different light, mindset can very well be explained in terms of attitude (being open or not to new knowledge) and/or inclination (a predisposition about new knowledge). For instance, if a student was raised in a highly religious home and for eighteen years only knew a particular religion as being their ultimate truth and way of conduct, when they step away from home into an environment where multiple religions must mingle and coexist, they must then make a choice as to how they will accept this

new environment. Gupta and Govindarajan (2002) suggest viewing a mindset of an individual in terms of knowledge structures, and more specifically within the context of differentiation and integration. Differentiation, they state, "refers to the narrowness vs. breadth of knowledge that the individual …brings to the particular context" (p.117). In the example of the student coming from any particular religious background, they may or may not know about other religious groups other than knowing that they do not coincide with their own.

The authors continue to define integration as the knowledge structure referring "to the extent to which a person…can integrate disparate knowledge elements" (p. 117). This latter knowledge structure is critical, as it states in essence the degree of willingness to integrate new knowledge. Using this viewpoint, Gupta and Govindarajan (2002) believe that to develop a global mindset, an individual must have high differentiation (e.g., extensive knowledge and understanding of other religions), and high integration (e.g., willingness to learn more about other religious groups that differ from their own). In conclusion, the authors define global mindset as one that "combines openness to and awareness of diversity across cultures and markets with a propensity and ability to synthesize across this diversity" (p. 117).

The definition of global mindset strongly resonates with the definitions of FIU's global learning outcomes, except that the authors bring to the table an important consideration regarding the knowledge base and propensity or predisposition for acquiring new knowledge that students already have in place prior to their global learning experience as undergraduates. This latter understanding can readily dictate whether a student will study abroad or not, their willingness to accept new knowledge stemming

from their study abroad experience, and even the extent of global learning development from said experience.

The second research question of this study purports to examine how studying abroad influences students' global awareness, perspective, and/or engagement. Using the model of global learning from the Global Perspective Inventory, a broader look at global awareness, perspective, and engagement can be obtained from qualitative data and linking it back to the domains of cognitive, interpersonal, and intrapersonal.

Summary

This chapter examined the topics that were relevant to this study and established connections between the literature for the quantitative and qualitative questions. It set the scene for global learning for global citizenship, reviewed the instrument that purports to measure global perspective of the students, presented research on the effect of curriculum and co-curriculum on global perspective, examined the status of study abroad programs in the U.S., research outcomes of study abroad, and the challenges higher education institutions face regarding these. Additionally, this chapter explored the relevancy of the influence of psychosocial factors on students' global awareness, perspective, and engagement. The next chapter describes the methods employed for this study.

CHAPTER III
METHODS

The main purpose of this study was to assess FIU (Miami, Florida) undergraduate students' perceptions on their level of achievement of the designated global learning outcomes (awareness, perspective, engagement), after they studied one semester or academic year of study abroad. The secondary purpose was to determine how students describe the influence of their study abroad experiences on their level of achievement of these outcomes. The guiding research hypothesis was that undergraduate students at FIU perceive a positive influence of study abroad for a semester or longer on their level of achievement of the university's designated three global learning outcomes. The research questions included the following:

1. Do undergraduate students at a large, public higher education institution in South Florida perceive that study abroad (one semester or academic year) positively influenced their level of achievement of global learning outcomes?

   a. Do undergraduate students at a large, public higher education institution in South Florida perceive that study abroad (one semester or academic year) positively influenced their levels of achievement of global awareness?

   b. Do undergraduate students at a large, public higher education institution in South Florida perceive that study abroad (one semester or academic year) positively influenced their levels of achievement of global perspective?

   c. Do undergraduate students at a large, public higher education institution in South Florida perceive that study abroad (one semester or academic year) positively influenced their levels of achievement of global engagement?

2. How do undergraduate students describe the influence of their one semester or year study abroad experiences on their level of achievement of global learning outcomes?

Hypothesis

The hypothesis for this study was that undergraduate students perceive a positive influence of study abroad for a semester or longer on their global awareness, perspective, and engagement.

Research Design

This study used a parallel mixed methods design whereby quantitative and qualitative data collection and analysis are conducted simultaneously, or with some time lapse, and interpreted together (Newman, Newman, & Newman, 2011; Tashakkori & Teddlie, 2010). The two components address related parts of the research questions, which in this case entails the perception of students of their study abroad experiences as related to their level of achievement of global learning outcomes. The quantitative data collection and analysis were used to answer the first research question, and the qualitative data collection and analysis were used to address the second question. The study abroad program that the students participate in represents the treatment or independent variable. The quantitative component provided an explanatory or confirmatory viewpoint of the data obtained, while the qualitative component demonstrated an exploratory viewpoint, thus yielding complementary analyses.

Component I: Quantitative	Component II: Qualitative
Purpose Answer Research Question 1 regarding perception that study abroad positively influenced level of achievement of global learning outcomes .	**Purpose** Answer Research Question 2 regarding description of the influence of study abroad experiences on level of achievement of global learning outcomes.
Instruments Global Perspective Inventory	**Data Collection Method** 1-hour interviews
Variables *DV*: Cognitive, Intrapersonal, Interpersonal Domains *IV*: Study Abroad Experience	**Variables** Theme based codes derived from interview transcripts
Data Analysis Descriptive Statistics, Pre-Post Test, Univariat Analysis (descriptive analysis)	**Data Analysis** *1st Cycle Coding:* Structural,Saladaña's In Vivo coding, and Values Coding *2nd Cycle Coding:* Saldaña's In Vivo Coding

Figure 2. Parallel mixed method design model.

Component I: Quantitative Component

The present study used data obtained from the Office of Study Abroad (OSA) at

Florida International University. The OSA presents students with various opportunities

and programs to study in a foreign country. These include:

- FIU study abroad programs where students take FIU courses taught/guided by FIU faculty and can be offered during a short term, semester, or summer option,

- International student exchange (ISE) where students can study for a semester or academic year at a foreign partner university, and

- Study abroad programs outside of FIU where students can study at another university with the approval of FIU for a semester, summer, short term, or academic year.

This study focused on the students who have studied abroad for one semester or a full academic year in an ISE program, FIU-approved program, or regular FIU study abroad program.

The Global Learning initiative at FIU, and the growing emphasis on assessing and documenting student learning in higher education (Ingraham, 2003; Vande Berg, 2007), prompted the OSA to collect data using the Global Perspective Inventory (GPI) instrument located in Appendix A (Braskamp, Braskamp, & Merrill, 2009). The GPI was selected since FIU uses that instrument to collect data for the *Global Learning for Global Citizenship* initiative. Implementation of the GPI pre- and post-tests by the OSA began in the fall of 2012, with data collection continuing presently. This pre/post-test model replicates the protocol used by FIU's *Global Learning for Global Citizenship* initiative. The pre-test was administered to the participants prior to commencement of their study abroad semester or academic year. Upon their return, at the end of the 2012 fall semester, the same group of students took the same GPI test (post-test). By the end of summer 2014 the OSA collected two full academic years' worth of data. In essence, there were data for undergraduate students having studied abroad for one semester or one academic year from fall of 2012 to summer of 2014.

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Given the source of the data, the quantitative part of the mixed method design stands as an ex post facto with hypothesis design. As Silva (2010) and Cohen, Manion, and Morrison (2000) explain, ex post facto designs can have advantages and disadvantages. The main advantage is that the researcher can observe a relationship from a natural occurring treatment or an independent variable that has not been manipulated, without exposing the participants to unnecessary or perhaps complicated treatments (Silva, 2010). On the other hand, it can also have shortcomings, which can weaken internal validity, and these include the aforementioned lack of control of the independent variable and the nonrandom selection of participants or subjects (Silva, 2010; Cohen, Manion, and Morrison, 2000).

Notwithstanding, it is important to note that the ex post facto design suits this particular study, since, 1) the study abroad experience consists of a treatment uncontrolled by the researcher, and 2) no random sampling took place; the GPI was administered to all the students studying abroad beginning fall 2012 through summer 2014. The first point regarding the treatment or independent variable, and in this case the study abroad experience, may provide correlations from a natural occurring circumstance, which assimilates to real life scenarios. The second fact mentioned above, demonstrates that unlike most experimental designs, the entire population who studied abroad was surveyed, which means that there is a greater probability that findings are generalizable to the whole study abroad population at FIU.

Population and Sampling

The participants ($N = 147$) who completed the GPI were FIU undergraduates who studied abroad for at least one semester or for a full academic year. This study excludes

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students who did short term study abroad, such as the Spring Break programs. FIU began surveying students with the GPI in 2012, thus the data gathered were limited to two years. All the students who studied abroad for the specified times were given the GPI pre- and post-tests. According to these parameters, the entire population of students who completed both the pre and post-test GPI were included in the analysis. Another limitation to the design of the study is that there was no control group. To address this limitation, the results are reported solely in the context of FIU and recommendations are created within this scope.

Instrument

The Global Perspective Inventory provided data to respond to research question one. The GPI used to collect data on the participants' global learning in FIU corresponds to the end result of an extensive, large-scale study conducted by Braskamp, Braskamp, Merrill, and Engberg (2012). Their ultimate goal was to construct a valid and reliable quantitative inventory that could be administered to any college student of any age, race, nationality, culture and background (Braskamp, Braskamp, Merrill, & Engberg, 2012, p. 3).

The GPI aims to answer three questions: (a) How do I know? (b) Who I am? and (c) How do I relate to others? (p. 1). These questions fall respectively within three categories or domains characterizing human development, specified by the researchers as cognitive, intrapersonal, and interpersonal (p. 2).

Within the GPI, each domain splits into two additional scales. The cognitive domain focuses on the participants' knowing and knowledge, while the intrapersonal domain concentrates on their identity and affect, and the interpersonal on their social

responsibility and social interaction (Braskamp, Braskamp, Merrill, & Engberg, 2012, pp.

5-6). Table 1 below summarizes the FIU global learning outcomes and the scales of the

GPI.

Table 1

Description of FIU Outcomes, GPI Domains and Subscales (Braskamp, GPI Version 8A)

Outcomes	GPI Domain/Subscale	Measures	Number of Items
Global Awareness	Cognitive-Knowing	Complexity of the respondent's view of the importance of cultural context	8 items
	Cognitive-Knowledge	Multiple perspectives and their impact on the global society (knowledge) in judging what is important to know and value	5 items
Global Perspective	Intrapersonal-Identity	Awareness of unique identity and degree of acceptance of the ethnic, racial, and gender dimension of his/her identity	7 items
	Intrapersonal-Affect	Level of respect for and acceptance of cultural perspectives different from his/her own and degree of emotional confidence when living in complex situations	11 items
Global Engagement	Interpersonal-Social Interaction	Interdependence and social concern for others	5 items
	Interpersonal-Social Responsibility	Engagement with others who are different from oneself and degree of cultural sensitivity in living in pluralistic settings	4 items

Validity and reliability of GPI. Any instrument used for quantitative research must be subject to a rigorous validity and reliability analysis that identifies a systematic, replicable process by which constructs or events are quantified in relationship to a particular domain or phenomenon. The instrument used for the quantitative component is called the "Global Perspective Inventory" (GPI) (Braskamp, Braskamp, Merrill, & Engberg, 2012). As with any instrument, the GPI must be valid and reliable in order for the researchers to legitimize results and generalize them to the population. A valid and reliable instrument measures what it is intended to measure as opposed to other variables (validity), and the results are accurate and consistently the same or similar over time (reliability) (Carmine & Zeller, 1980).

The developers of the GPI intended the instrument to measure the global perspective of higher education students, using two theoretical frameworks to do so. Braskamp, Braskamp, Merrill, and Engberg (2012) developed the constructs for their instrument based on the works of Kegan (1994) and King and Baxter Magolda (2005) in the fields of intercultural communication and intercultural maturity respectively. Since the creation of the GPI, the authors have continued to refine the instrument. As of August 2013, there have been nine versions of the GPI (Braskamp, Braskamp, & Engberg, 2013). At the time of this study, Version 8 was the version being used and represents the version under scrutiny for validity and reliability in this study. According to the authors, Versions 1-8 of the GPI was administered to over 80,000 students from over 100 institutions nationwide.

The GPI was originally launched in the spring of 2008, and asks the students to "select their level of agreement with each of 40 statements based on a 5-point Likert-type

scale from *strongly agree* to *strongly disagree*" (Braskamp, Braskamp, Merrill, &

Engberg, 2012, p. 358).

The manual composed by Braskamp, Braskamp, Merrill, and Engberg (2012) for

the GPI version used in FIU, discusses the psychometric characteristics of the instrument,

including validity and reliability. According to the authors, they employed various

methods with regards to validity. In an effort to be comprehensive, they addressed face,

concurrent, and construct validity. Face validity refers to the degree to which an item in a

measuring instrument appears to measure what it is supposed to measure. Concurrent

validity refers to the measure of agreement between scores of two different scales or

instruments established at about the same time and population. Lastly, construct validity

refers to the extent a measure of a phenomenon has a pattern of correlation with other

measures as an expected response (Koh & Owen, 2000).

Face validity was determined by soliciting feedback from college students and

experts in study abroad programs concerning the extent to which items were perceived as

fair and reasonable (Braskamp, Braskamp, Merrill, & Engberg, 2012). In light of the

feedback obtained, they revised the constructs and scales, including reducing the items in

the inventory from 69 used in the pilot to 40 in version 5 and onwards. They continue to

obtain feedback in their endeavor of ensuring validity. To facilitate the process they

continue to ask these questions: "For what uses can the GPI evidence and data be

legitimately and appropriately used? What are the consequences of using the results for

what types of discussions and decisions?" (Braskamp, Braskamp, & Engberg, 2013).

The developers also obtained results to address concurrent validity of the GPI

with another survey, the Intercultural Development Inventory (IDI). The researcher

Anderson (2011) concluded that these two surveys did not measure similar characteristics (Braskamp, Braskamp, & Engberg, 2013).

Using a sample of 185 students, a separate study to examine construct validity was also conducted. The study correlated the GPI with the 16 scales of the Inventory on Learning Climate and Student Well-Being (Chickering & Braskamp, 2009). The GPI is comparable to the other inventory in that they have items that fall within the four intrapersonal and interpersonal psychological vectors that form part of undergraduate students' developmental growth. The results demonstrated that 12 of the GPI items accounted for 47% of the variability of students' wellbeing, while five of the items accounted for 20% of the variance. According to the GPI developers, these findings remain consistent with results expected from the instrument's theoretical construct (Braskamp, Braskamp, Merrill, & Engberg, 2012). The authors also conducted a factor analysis which demonstrated construct validity based on an alpha level above .6 for all the domain subscales.

The authors also measured the inter-correlations between the six subscales. According to them, inter-correlations between the two scales in each domain yielded what they believed were reasonable relationships between them: .178, .455, and .419 (Braskamp, Braskamp, Merrill, & Engberg, 2012, p.11).

The GPI was also studied to determine reliability. The authors reported on test-retest reliability and internal consistency. The pre- and post-test results stemmed from a number of colleges who administered the GPI to 284 students who went to study abroad (three weeks programs and one semester). Braskamp, Braskamp, Merrill, and Engberg (2012) used this data to establish correlations between the pre- and post-test

administrations. Their results demonstrated consistency in the way the students

responded to the items of the GPI and the change between the pre- and post-tests. Table 2

shows the range of test/retest reliabilities varying by scale and by length of study abroad

(one semester versus three weeks). Students with low scores on the pre-test tended to

have low scores on the post test, whereas students with higher scores changed by a

similar amount in the post test. Thus revealing consistency.

Table 2

Test-Retest Reliabilities of GPI Scales (Braskamp, Braskamp, & Merrill, 2012, p.10)

Scale	Semester (N = 235)	Three Weeks (N = 49)
Cognitive - Knowing	.67	.75
Cognitive - Knowledge	.59	.49
Intrapersonal - Identity	.66	.71
Intrapersonal - Affect	.59	.76
Interpersonal - Social Responsibility	.73	.81
Interpersonal - Social Interaction	.58	.72

The developers conducted statistical analyses using the coefficient alphas to determine

internal consistency of the GPI's six scales. The data stemmed from 5,350

undergraduates in 46 different institutions nationwide who completed the GPI. They

stated the following regarding the results:

Based on a number of analyses, the coefficient alpha scores for the six scales

range[d] from 0.65 to 0.76, with the consistency across the cognitive/knowledge

and interpersonal/social responsibility constructs being the highest (0.76, and

0.74) and interpersonal/affect being the lowest. (Braskamp, Braskamp, Merrill, &

Engberg, 2012, p.10)

Overall, the developers were confident that the GPI was a valid instrument to

measure multiple areas of holistic development in higher education students. In their

view the GPI can be aptly used to assess the global perspective in the following programs

and audiences: (a) program or institutional interventions, (b) study abroad, (c)

international student orientation, (d) service learning, (e) freshman-to-senior gains, (f)

faculty perspectives, and (g) accreditation and quality improvement processes relating to

study abroad (Braskamp, Braskamp, & Engberg, 2013, p. 19).

Data Collection

The data included GPI results obtained from the Office of Study Abroad of

students who participated in study abroad programs from 2012-14. The participants

enrolled in study abroad took the GPI prior to their departure, went to their respective

study abroad site, and upon their return took the GPI again.

Data Analysis

The quantitative data collected from the GPI pre- and post-tests were stored and

organized within Excel worksheets, and subsequently retrieved for statistical analysis

using SPSS. A descriptive statistical analysis conducted to analyze the demographic

variables included a measurement of means and a frequency distribution for the following

variables: sex, age, ethnicity/race, major, and academic standing at the time they went

abroad. Furthermore, the means of the six scales were calculated to obtain an all-

inclusive measurement of the differences between the data from the pre- and post-tests for the 40 GPI items.

The study abroad experience, in this case, represents the fixed independent variable and treatment, whereas the dependent variables are the students' scores in the three GPI domains: cognitive, intrapersonal, and interpersonal domains.

Given the pre- and post-test data collection method at the quantitative component, a paired t-test statistical analysis, using an alpha (significance level) value set at .05 was conducted using the SPSS software. This specific method of analysis allowed for an analysis of differences within the same group of participants (Hinkle, Wiersma, & Jurs, 2003). Pre- and post-test designs are widely used for comparing groups and/or measuring change resulting from specific treatments. The latter represents the case scenario in this study, since the goal was to compare whether or not there was a change in the global awareness, perspective, and engagement of the participants once they have studied abroad (treatment/independent variable) for a certain amount of time (one semester or one academic year).

The use of the GPI instrument, as expressed in the literature review, does present certain limitations, which include the inability of the instrument to account for pre-demographic and attitudinal differences that may influence the decision of the student to participate in a study abroad program, choose a particular location, and predispose them to benefit from the experience (Salisbury, 2011). Having this kind of data is relevant as it may affect the scores concerning perceptions about the student's global awareness, perspective, and engagement.

Component II: Qualitative Component

The qualitative component for this particular study stems from the need to analyze students' description of their study abroad experience, why they went, and what they got from their experience. The GPI instrument addresses cognitive, intrapersonal, and interpersonal domains. The domains entail highly subjective phenomena that may require further exploration aside from the objective measures executed by the GPI instrument. As Salisbury (2011) notes, when Braskamp, Braskamp, and Merrill's (2009) conducted their large scale study on students who studied abroad using the GPI instrument, they did not take into account "pre-departure demographic or attitudinal differences that might 1) influence the decision to select to study abroad, or 2) predispose an individual to benefit from the experience" (p. 9).

The second question allows for a holistic analysis of the study abroad experience for students at FIU. By using the interviews, data on student perspectives not addressed through the GPI were captured and utilized to complement and broaden the depth of analysis for the research questions.

The following sections will describe the qualitative methods that were employed, the coding process and analysis method, and trustworthiness and integrity strategies used in the qualitative component of this study. As customary, the chapter will end with a summary and overview of succeeding chapters.

Interview Protocol

The GPI offered the participants an objective medium, where they could complete their answers without feeling inhibited by the presence of the researcher. However, the purpose of this study dictated that the researcher delve further into the views of the

participants, by addressing reasons for participating in study abroad and the benefits from the experience. The interviews were held in a private conference room on the Florida International University Modesto A. Maidique campus. The setting created a comfortable medium where each student freely shared his/her experiences. This means of data collection proved appropriate for the participants to share views and describe experiences that revealed useful information. It equally allowed the researcher to examine not only what the participants thought, but also how they thought and why they thought that way, which in essence contributes to the three areas the GPI attempts to uncover.

Data Collection

In light of the rationale, the researcher conducted 10 one-hour one-on-one interviews with study abroad undergraduate students. This number of interview sessions allowed the researcher to gather rich descriptive data focused on expanding on the three domains. The ten separate interviews provided the necessary richness and breadth of data needed for saturation to be reached (Strauss & Corbin, 1990). Given the limited options (e.g., the participants must be undergraduate students who studied abroad), purposive sampling or non-probability sampling was carried out. The researcher had access to the participants through the OSA, and exercised the proper ethics and standards as conveyed by the Institutional Review Board (IRB). An invitation was sent to all students who participated in a short, semester, or yearlong study abroad experience (see Appendix B). The students were offered a $20 incentive for attending the interview session. The researcher served as the interviewer and took notes as well as audio recorded the session. Each student completed an informed consent form prior to the initiation of the interview (see Appendix C).

The researcher utilized a semi-structured interview procedure (see Appendix D for interview protocol). Unlike structured interviews, characteristic of a strict set of questions, semi-structured interviews use both a set of standard questions to be asked during the interviews as well as emergent open-ended, theme-based questions. These emergent questions delve into factors of the participants' responses as appropriate (Bernard, 2013) and allow participants to speak at length providing richer and unexpected data. Since the researcher wished to explore motives and personal backgrounds, which are very subjective matters, this particular type of interview was deemed highly appropriate.

Researcher Subjectivity

Arguably one of the most essential objectives in qualitative research lies in the researcher's ability to build trustworthiness and credibility (Yin, 2011). To achieve this objective certain practices must be upheld. Qualitative researchers believe that transparency, methodical processes, adherence to evidence, and addressing researcher bias(es) characterize effective qualitative methods (Anderson-Lewitt, 2006; Charmaz, 2006; Creswell, 2013; Eisenhart, 2006; Merriam, 2009; Willing, 2009; Yin, 2011).

Transparency entails the readily available and public documentation and description from start to finish of the research at hand, which allows for readers and reviewers to both follow and scrutinize the method employed (Yin, 2011). Methodical processes suggest that an efficient and organized process must take place, while being inclusive of potential unexpected or unanticipated circumstances as the study progressing (Eisenhart, 2006; Yin, 2011). To this effect, Yin (2011) states "being methodic also means bringing a sense of completeness to a research effort, as well as cross-checking a

study's procedures and data" (p. 20). Adherence to evidence comprises the legitimate use of real or factual evidence to support analysis and conclusions (Willig, 2009; Yin, 2011). For instance, as is the case in this study, using people's actual words for coding purposes and analysis represents the reality of the population being studied (in this case students who have studied abroad talking about global perspectives, motives, and personal backgrounds) (Willig, 2009).

Lastly, identification of the researcher's bias(es) embodies the notion of transparency, by demonstrating to the readers and reviewers the inseparability of the researcher from the data being analyzed, particularly in the interpretation phase. The first bias, as the researcher of this study, stems from her personal experience and background. The researcher was (and still is), what individuals and researchers referred to as, a "Third Culture Kid" or "TCK" (Pollock & Van Reken, 2009). A TCK represents an individual that is born in one culture, raised by parents from a different culture or cultures, and primarily lives in a third or fourth culture. The phrase "citizen of the world" resonates strongly in the upbringing of the researcher, allowing her to acknowledge and appreciate differences in cultures, and the ability to engage in just about any social medium worldwide. She also attended an international high school, where the curriculum was highly infused with global issues and learning, and students and faculty came from every corner of the world. However, although the researcher happens to appreciate other cultures and has had mostly pleasant intercultural experiences, this does not necessarily translate to the same for others. Hence the desire to understand a little more of the specifics of how others' global perspectives have changed as a result of having studied

abroad, what led them to study abroad, and what perspectives they may already have had prior to studying abroad.

On a similar track, the second bias brought to this research surfaces from the fact that the researcher completed a study abroad program in her undergraduate years. In hindsight, she knows and understands her reasons (motives) for doing it and how her personal background influenced her experience abroad. This made her ponder about her own global perspectives, and what the GPI results would have shown, given what she experienced. The questions that seemed to linger, are whether or not her global perspectives would have drastically changed, and if they did change, by how much. Part of her believes that her global perspectives did not change much. However, she believes that her own upbringing influenced her decision, attitude, interactions, and overall experience. Consequently, and ironically, reading Salisbury's (2011) study of the effect of study abroad on the intercultural competence of undergraduate students nationwide added some academic light unto these thoughts. He criticized the GPI instrument as dismissing student's motives and their personal backgrounds, which he believed could influence their decision to study abroad and predispose them to benefit from the experience (Salisbury, 2011). Thus, addressing these areas in this study made sense to the author.

In summary, the qualitative researcher should prioritize and value the importance of developing trustworthiness and credibility throughout a study. It seems more often than not that the qualitative researcher must readily and efficiently engage the reader through an elaborate maze of processes and rhetoric in order to shed some light on rather complicated, everyday life events.

Coding and Data Analysis

Once the data were collected and transcribed, the researcher initiated the coding

process. Coding refers to the process whereby "word or short phrase that symbolically

assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion

of language-based or visual data" (Saldaña, 2009, p. 3). This is not to be confused with

categorizing or analyzing, though coding can be considered a crucial vehicle for

establishing categories and eventual analysis (Basit, 2003, p. 145). Charmaz (2006) puts

it best, when she states that coding "generates the bones of your analysis…[and]

integration will assemble those bones into a working skeleton" (p. 45).

The first cycle of coding for this study entailed a process known as Structural

Coding, which Saldaña (2009) described as:

> [A] content-based or conceptual phrase representing a topic of inquiry to a
>
> segment of data that relates to a specific research question used to frame the
>
> interview (MacQueen, McLellan-Lemal, Bartholow, & Milstein, 2008, p. 124).
>
> The similarly coded segments are then collected together for more detailed coding
>
> and analysis. (p. 67)

Since the qualitative inquiry was very specific in terms of its content, the researcher

deemed it relevant to both code and categorize the data stemming from the semi-

structured interviews. In other words, the initial coding process already contained

preliminary "major" categories based on the questions asked.

Within the first cycle of coding, the researcher implemented two other types of

coding, known as In Vivo and Values Coding. The first refers to coding using actual

words from the language used by the participants themselves. The rationale for

performing this coding had to do with the fact that the influence from study abroad on global awareness, perspective, and engagement is subjective and using the actual words they use, should yield a deeper understanding of their worldviews and values. This prevented the researcher from making too many assumptions and inferences on the language. On a similar vein, Values Coding indicates "the application of codes onto qualitative data that reflect a participant's values, attitudes, and beliefs, representing his or her perspectives or worldview" (Saldaña, 2009, p. 89). The concepts of values, attitudes, and beliefs were defined and described in Chapter 2, in reference to global learning outcomes. These values are inextricably tied to global learning, and as such, logic dictates that this mode of coding was applicable in this case.

A second cycle of coding ensued to determine if the initial coding was sound and appropriate. Lastly, the NVivo program was used to facilitate an additional coding of the data to locate any missed codes relevant to the study. NVivo represents one of the qualitative data analysis software used to organize and analyze non-numerical or unstructured data, which includes everything from interviews and focus groups, to social media and just about any textual data. According to the QSR company that developed it, NVivo can also perform both quantitative and qualitative analysis of the transcribed interviews. The current study used this feature to reinforce results from the SPSS statistical analysis. From the qualitative perspective, the capabilities to classify, examine relationships, and combine analysis with linking, shaping, searching, and modeling, yielded expanded findings regarding the motives and personal backgrounds of the students.

Integrity Assessment: Credibility and Trustworthiness

Qualitative research has grown exponentially over the last few decades and scholars in the field offer great insight into the rising quality of this type of research in academia, resulting thence in best practices (Bochner, 2000; Creswell, 2007; Denzin & Lincoln, 2005; Guba & Lincoln, 2005; Richardson, 2000; Stenbacka, 2001). As with quantitative research it is important to demonstrate credibility and trustworthiness within qualitative studies. Nevertheless, including a qualitative component entails the demonstrative and paramount exposition of integrity measures in an attempt to validate the data collection, analyses and overall research processes. The author of this study employed several measures to increase the integrity and trustworthiness of the study as established by Tracy (2010).

One of the methods of establishing credibility is the application of methodological triangulation. Triangulation refers to a method used in qualitative research to establish validity by analyzing a research question through different methods (Marshall & Rossman, 2010; Merriam, 2009; Patton, 2002; Stake, 2010). Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the topic in question, and in this case that would be the global learning outcomes of undergraduate students (Guion, Diehl, & McDonald, 2011). This particular study used both quantitative and qualitative methods, and analyzed data stemming from the GPI instrument and from interviews. Credibility was further enhanced through the thick, rich description developed based on the data in the results chapter, which includes direct quotes from the participants to support the thematic coding.

Another one of Tracy's criteria for establishing quality in qualitative research used in this study is sincerity through the use of transparency. The methods used to collect and analyze the data are clearly described. Additionally, sincerity was increased through the detailed description of the researcher's biases, in which the author has described her origins and perspectives.

Choosing a worthy topic also increases the quality of the research. One of the major initiatives and goals of FIU is to prepare its students to be global citizens. Efforts to reach this goal have included the establishment of a university-wide global learning initiative and the increased emphasis on study abroad. No other study has investigated the global learning skills or learning of study abroad students at FIU. Thus, it is relevant and timely to study this phenomenon.

Summary and Overview of Succeeding Chapters

This chapter outlined the research design of parallel mixed methods (quantitative and qualitative) with an ex post facto with hypothesis design component. The ensuing chapters present the findings and analyses of the data.

CHAPTER IV
RESULTS

This chapter provides the results from the data analysis for the quantitative and qualitative components of this study. The results section for the quantitative research component includes the descriptive statistics of the undergraduate population (i.e., demographic and academic characteristics), as well as the statistical analysis as they pertain to the research questions. The second set of results describes the analysis of the interviews, and include the major themes and sub-themes in order to address the qualitative research question.

Quantitative Results

Descriptive Statistics: Students' Characteristics

In this section, the descriptive statistics include the following demographic and academic characteristics of the 147 undergraduate students who completed the GPI pre- and post-tests: age, sex, ethnicity/race, previous study abroad experience, and academic standing and major. The mean age for the students was 21, with 18 years being the youngest and 32 the oldest. Of all the students, 33.3% were women ($n = 49$) and 66.7% were men ($n = 98$). Table 3 showcases the breakdown of the students by ethnicity/race, with Hispanic/Latino being the highest percentage (64.6%, $n = 95$) and Asian/Pacific the lowest (2.0%, $n = 3$). Lastly, the majority of the students who took the tests had never gone to study abroad before (90.5%, $n = 133$).

Table 3

Number of Students by Ethnicity/Race

Ethnicity/Race	Frequency	Percent
Multiple Ethnicities	16	10.9
AA/Black	9	6.1
Asian/Pacific	3	2.0
European/White	19	12.9
Hispanic/Latino	95	64.6
Other	5	3.4
Total	147	100.0

Academically, 63.9% of the students were juniors ($n = 94$), while 17.7% ($n = 26$) were sophomores, 12.9% were seniors ($n = 19$), and 2.7% were First Time in College, with no college credits or in dual enrollment (FTICs) ($n = 8$). The students majored within all the colleges or schools of the university. However, the highest representations were from Social Sciences/Humanities (36.1%, $n = 53$), Business (29.9%, $n = 44$), Journalism/Communications (12.2%, $n = 18$), and Hospitality/Tourism (11.6%, $n = 17$).

The Influence of Study Abroad on Global Learning Outcomes

Prior to data collection, a power analysis was conducted to determine the sample size for the study; "[s]tatistical power describes the probability that a study will detect an effect when there is a genuine effect to be detected" (Ellis, p. xiv). In the case of this study, determining the statistical power enabled the researcher to appropriately reject or accept the null hypothesis that there is no influence perceived by the students on the three global learning outcomes. The online GPower 3.1 software was used to do the

power analysis and calculate the sample size. It was determined that to detect a small-medium effect size between the two dependent sample (GPI pre- and post-tests) means (d = .3) at α = .05 and .95 power, the required sample size was 147. No other studies that have used the GPI as their instrument have reported power analyses because they either had very large sample sizes for their research to begin with, or they simply did not include it in their methods sections.

In addition to the power, the researcher also calculated effect sizes for each of the domains. It has been determined that "[w]ithin the social science disciplines there is a growing recognition of the need to report effect sizes along with the results of tests of statistical significance" (Ellis, 2010, p. xiv). Effect size calculations are described below.

The researcher also examined the assumption of normally distributed difference scores and conducted pre-analysis descriptive statistics of frequencies (e.g., the skew and kurtosis levels). For all three domains of the GPI, the skew levels were -.55 (cognitive), .261 (intrapersonal), and .556 (interpersonal), while kurtosis levels were .845, 1.57, and 1.55 respectively. These satisfied the assumption as they fall below the maximum allowed values for t-tests (e.g., skew $<|2.0|$; kurtosis $< |9.0|$) (Posten, 1984). See Table 4 below. Similarly, the correlation scores for the cognitive, intrapersonal, and interpersonal domains also demonstrated the appropriateness of using a paired samples t-test analysis, with r = .61, .54, and .62 respectively (See Table 5).

Table 4

Statistics for Normal Distribution Assumption for T-Tests

		Difference Cognitive	Difference Intrapersonal	Difference Interpersonal
N	Valid	147	147	147
	Missing	0	0	0
Skewness		-.055	.261	.556
Std. Error of Skewness		.200	.200	.200
Kurtosis		.845	1.569	1.549
Std. Error of Kurtosis		.397	.397	.397

Table 5

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE Cognitive & POST Cognitive	147	.609	.001
Pair 2	PRE Intrapersonal & POST Intrapersonal	147	.539	.001
Pair 3	PRE Interpersonal & POST Interpersonal	147	.618	.001

A paired samples t-test was conducted to determine if undergraduate students perceived their study abroad experiences as having had a positive influence on the three global learning outcomes at FIU, which include global awareness, global perspective, and global engagement. In order to provide the results for the research questions, it is important to remember that global awareness, global perspective, and global engagement equate to the Global Perspective Inventory's cognitive, intrapersonal, and interpersonal domains respectively, as clarified in Chapter 1.

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The results for the cognitive domain of the GPI indicate that the undergraduate students who did the pre-test (M = 3.78, SD = .37) (See Table 6) perceived a positive influence in their global awareness outcome (cognitive domain in the GPI), as shown in their post-test (M = 3.86, SD = .40) (See Table 6). Students also showed an increase between the pre-test (M = 3.67, SD = .44) (See Table 6) and the post-test (M = 3.76, SD = .48) (See Table 6) in the cognitive knowing subscale. The changes in both subscales were statistically significant, and the analysis indicates that there was statistical significance between the pre- and post-tests within the cognitive domain, $t(146) = -2.878$, $p < .05$, d=.2103 (See Table 7). According to Cohen (1992), an effect size of .2 meets the threshold for a small effect; thus, the results reflect true significance.

Within the intrapersonal domain, the results indicate that the undergraduate students who completed the pre-test (M = 4.20, SD = .37) (See Table 6) responded very similarly on their post-test related to questions on their global perspective(intrapersonal domain in the GPI), as pre-test and post test scores were about the same. Students scored similarly in both intrapersonal subscales, identity and affect. Within the intrapersonal domain the results did demonstrate statistical significance between the pre- and post-tests, $t(146) = -1.681$, $p < .05$, d=.1066 (See Table 7). However, due to the small effect size (d<.2), the significance of the results needs to be interpreted with caution.

Within the interpersonal domain, the undergraduate students who took the pre-test (M = 3.94, SD = .38) (See Table 6) responded very similarly on their post-test related to questions on their global engagement outcome (interpersonal domain in the GPI), as shown in their post-test (M = 3.99, SD = .45) (See Table 6). The results for the interpersonal domain did not show statistical significance between the pre- and the post-

test, $t(146) = -1.352$, p > .05, d=.1227(See Table 7). Although the aggregate results for the interpersonal domain subscales show no statistical significance, it is important to note that the interpersonal social interaction subscale did demonstrate statistical significance, $t(146) = -2.674$, p < .05. However, because of the results of the interpersonal social responsibility subscale, $t(146) = .032$, p > .05, there was no statistical significance for the interpersonal domain as a whole.

Table 6

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE Cognitive	3.7809	147	.37197	.03068
	POST Cognitive	3.8625	147	.40355	.03328
Pair 2	PRE Intrapersonal	4.1968	147	.37027	.03054
	POST Intrapersonal	4.2381	147	.39931	.03293
Pair 3	PRE Interpersonal	3.9365	147	.37628	.03103
	POST Interpersonal	3.9875	147	.45155	.03724

Table 7

Paired Samples Test

			Std. Error	95% Confidence Interval of the Difference				Sig. (1-
Paired Differences	Mean	Std. Deviation	Mean	Lower	Upper	T	df	tailed)
Pair 1 Cognitive	.08163	.34388	.02836	.02558	.13769	2.878	146	.003
Pair 2 Intrapersonal	.04130	.37039	.03055	-.01907	.10168	1.352	146	.047
Pair 3 Interpersonal	.05102	.36798	.03035	-.00896	.11100	1.681	146	.089

This concludes the quantitative component section of this study. All three of the quantitative research questions were answered in accordance with the paired t-test analysis that was conducted on the data collected. Additional results were included to demonstrate robustness of the analysis used for this component, such as the power analysis, normal distribution, and correlation data. The next segment will address the second component of this study, which qualitatively explored how students perceived their experiences abroad (for one semester or academic year) with regards to the three global learning outcomes.

Qualitative Findings

The qualitative part of this study discloses the findings from the analysis of the students' interview transcripts. This component answers the second research question on how students described their study abroad experiences and the influence thereof on their level of global learning achievement. The interviews allowed the students to discuss their study abroad experiences in more depth and express their feelings and perceptions more

fully, thus providing a more comprehensive outlook on the cognitive, intrapersonal, and interpersonal subscales of the GPI.

The researcher solely conducted the interviews, recorded them, took notes while interviewing, and analyzed the recordings once transcribed. Each interview was conducted separately. At the onset of the interview, the student was given a small introduction of the present study, explanation of the interview protocol/process, the consent form to sign, briefly shown the main interview questions, and asked if he/she had any questions for the researcher or about the study. Upon concluding the interviews, the student was given the option to add any other information regarding his/her experience. Every student consented to the interview protocol/process and at completion was asked to sign a receipt for his/her monetary incentive to participate.

The main questions of the semi-structured interviews were developed to elicit responses from the students regarding the three domains of the GPI. The interview questions included the following: (a) What lessons did you learn from having studied abroad? (b) What changed in you as a person as a result of your study abroad experiences? How were you challenged by the experience? (Academically, culturally, personally, and interpersonally). When time permitted these additional questions were asked: (a) What similarities and differences did you notice between your culture and the culture you were in? (b) How engaged were you with the people from the country you lived in? Describe everyday interaction with them. All the interviews took place in the same location at Florida International University and lasted approximately one hour each.

The interviewees totaled ten and consisted of eight women and two men. All of the students completed one semester of study abroad, except for one student who

completed an entire academic year of study abroad. According to the GPI demographic information, and from the interviews themselves, six students described themselves as Hispanics, one as an African/African American/Black, one as being Black but with multiple ethnicities, and two as European/White. At the time of departure they were between 19 and 20 years of age. Similarly, in terms of academic standing at the time of their study abroad there were four sophomores, five juniors, and one senior. Lastly, and also during their study abroad, the students were majoring in five social sciences (Psychology, International Relations, International Relations/Chinese, Anthropology), Journalism and Mass Communications (three), Biology/Pre-Med (one), and Nurse/Health Science (one).

Table 8 illustrates the seven main themes and their respective subthemes. The preliminary coding process included choosing four interviews randomly and using the six subscales from the GPI as the main themes to jumpstart coding of the selected transcripts. Thus, six of the main themes were cognitive knowing, cognitive knowledge, intrapersonal affect, intrapersonal identity, interpersonal social interaction, and interpersonal social responsibility. While coding, a seventh theme emerged, and it was termed "rationale for study abroad related to the student's background." Subsequently, subthemes arose for all the themes. In a few instances, re-coding occurred or codes were double checked using an additional two interviews from the ten.

Once the subthemes were established and confirmed, the second and third coding processes began. That is, the latest NVivo 10 software was used to execute Saldaña's In Vivo coding on all ten of the interviews using the themes and subthemes from the preliminary coding. This allowed for direct quotes to be categorized or classified

correctly and organized for future retrieval. Though many of the features of the software were not used for this study, it did serve the main purpose of word-for word-coding and determining word frequencies. The researcher also took advantage of the word search as well as the report, word trees, and model features of the program, as will be evident further in this section. NVivo facilitated execution of the second coding process.

Table 8

Main Themes and Subthemes

THEME	SUBTHEME
Cognitive Knowing	Negotiated or settled differences with host/other cultures
Cognitive Knowledge	Noticed tangible cultural elements
	Noticed intangible cultural nuances / behaviors
Intrapersonal Affect	Attitudes, beliefs, and values towards, regarding, or attributed to others
	Culture shock
	Comfort zone
Intrapersonal Identity	Attitudes, beliefs, and values towards, regarding, or attributed to self
	Learned some new skill(s)
Interpersonal Social Interaction	Intentionally interacted with various cultures
Interpersonal Social Responsibility	Volunteering/helping others
Rationale for Study Abroad related to the Student's Background	Had prior desire to go and/or studied about country/culture
	Thought it would be a great experience
	Wanted self-sufficiency or independence
	Had previous traveling experiences

Value coding characterized the third coding process, as delineated in the third chapter of this study. This particular coding was deemed important within the intrapersonal domain of the GPI, which includes the affect and identity subscales. These subscales reveal the importance of how students express levels of respect and understanding of the host culture and other cultures in general, as well as the sense of self within and/or from a global perspective viewpoint. Value coding was thus used to code the transcripts on attitudes towards, regarding, or attributed to others and self, beliefs about, regarding, or attributed to others and self, and lastly, values about, regarding or attributed to others and self (Saldaña, 2010). Table 8 displays these three subthemes within the intrapersonal affect and identity themes.

The findings align with the conceptual frameworks of the Development Model of Intercultural Maturity (King & Baxter Magolda, 2005) and the Model of Lifetime Development (Kegan, 1994), which were used for the development of the GPI and addressed in Chapters 1 and 2 of this study. The results are presented thematically and by subthemes. Each theme and subtheme are briefly described and followed by examples stemming directly from the interviews. Wherever possible, an item from the GPI is included to demonstrate connectivity to the instrument. The names of the students are pseudonyms given by the researcher to protect their identities.

Cognitive Domain

The cognitive domain or domain of the GPI centers on how an individual constructs knowledge and "creates a meaning-making system based on how one understands knowledge and how it is gained" (King & Magolda, 2005). The two GPI cognitive subscales, and herein subthemes, include cognitive knowing and cognitive

knowledge. Knowing refers to the complexity of the individual's view of the importance

of cultural context in judging what is important to know and value (Braskamp, Braskamp,

& Engberg, 2013). Knowledge explores the degree of understanding and awareness of

various cultures and their impact on our global society. This latter subscale takes into

consideration language proficiency, since it is through language that individuals build on

knowledge.

Theme: Cognitive knowing.

Subtheme: Negotiated or settled differences with host or other cultures. As the

students were settling into their new environment abroad, a number of students

mentioned that they had never had to live with so many people before under the same

roof. They were sharing common areas and bathrooms, which meant they had to figure

out what worked, for whom, when and so forth. When coding, the researcher took into

consideration the GPI items that stated, "In different settings what is right and wrong is

simple to determine" and "I rely on authorities to determine what is true in the world."

The resulting code or subtheme was that the students "negotiated or settled differences

with the host or other cultures." When forced to interact with others who came from

different backgrounds to come up with a solution that everybody could agree on, the

students realized it was a challenge, and all of them overcame the process. In other

words, it was not so simple to determine "right and wrong" when placed in a different

setting. Below are examples of four students' experiences that fit within this subtheme:

According to Sandra:

> The only thing that wasn't so perfect was the cleaning situation, but I mean, once
>
> you address it, everyone does their part. You have to figure things out with your

housemates, and who is going to do what and who is going to buy what. My only

complaint was the Kiwi (a New Zealand native) RA, he was not helpful at all. He,

you know, we had to do many things for ourselves in the sense that, like… it is

his job to come downstairs and gather us and talk to us about things that are going

in the house, like the light bill, the things that we buy for cleaning, and things of

that nature, you know? And he was kind of… not professional. He would text us

the day before the light bill is due. Like really frantic, like, "get money now."

Like, "hello, we are leaving, we can't go to the thing, you are gonna have to

wait," like… you know? I wish that it would've been… I don't know, we got into

too many arguments just because… I feel that it was his job to tell us what things

to buy, or we could give him money and he could go out to buy them but he never

seemed to contribute to any of that, you know? It would just be me and my other

three roommates and the two Mexicans were really, really courteous, so they

would always be coming in and buying things for the house, you know? We were

very independent with each other [sic] but the RAs contributed with many

things… but that would be my only complaint. I wish I had done some research

on our host.

As Veronica stated:

I had to live with a friend instead of my family, so I guess that was kind of hard,

to live with someone and share everything. Because we had only one bathroom

and we shared the common areas of the apartment. So that was a challenge. But

we figured it out and set rules and boundaries. Also, because we met with people

from other places, I feel like I also changed. So being there like I had to…I don't

know, I had to be more social and open to new things. Like instead of having a set

of mind about what I wanted to do I had to be like, okay, so whatever you also

want to do, let's plan, let's see what everyone else wants to do.

Natalia noted:

I had never lived with so many people in one setting and there's a lot of

differences and opinions and learning to compile all that and put it into one

coherent group is definitely a challenge.

Joan said:

Whatever someone told me, I would just take it and just do it, whatever. But now

I just kind of like – not second guess it, but like try and see like do I really need to

do it, or is there a better way of coming about this? Or let's try and talk about this,

instead of me just always accepting what they would tell me, saying yes, or doing

it and stuff like that.

Theme: Cognitive knowledge

Subtheme: Noticed tangible cultural elements. All the students were able to

speak about tangible elements of the culture they were in. These elements can be

considered the visible elements of any culture, such as clothing, food, physical

surroundings, and so forth. One of the GPI items states, "I know how to analyze the basic

characteristics of a culture," and thus contributed to the development of the subtheme

"Noticed tangible cultural elements." The following statements from five participants

address this particular subtheme:

Sandra stated:

Everything is so modern, everywhere they have…fast food that they have here. It's like,

people have cars, everywhere you know.

According to Joan:

> They had like these pastries things. I forgot what they're called. But they had
>
> pastries. They had homemade donut places. They had like a variety of Asian
>
> restaurants: Malaysian, Vietnamese, those were good. [Laughter]. That was good.
>
> Oh, they had a market – oh, my gosh. I tried the alligator sandwich. I tried a
>
> kangaroo sandwich, too. It was so scary. It felt like murder when I was biting into
>
> it.

Gabriel stated:

> And then at the end, I started craving meat and sauce and hamburgers and I
>
> wanted to go home for all those things. They have McDonalds and their
>
> McDonalds is quite good so I definitely ate there plenty of times, but when you go
>
> to American style restaurants in Japan, just like Mexican style restaurants here,
>
> Japanese style restaurants, we put our own spins in their cuisines, they put their
>
> own spin on our cuisine. So… you go to an American style restaurant, right? And
>
> they try to do… there is this one place called "called "Bikkuri Donkey" which
>
> literally means "surprise donkey." No one, no one gets it, and you go in and they
>
> have like, they try to do the TGIF thing, which is like having memorabilia on the
>
> walls but it was the wrong kind of memorabilia. It would be like a pencil. Or like
>
> something that would be a little too obscure. It wouldn´t be a license plate, it
>
> would be like, maybe an old tennis shoe or like a computer mouse, something like

that. Really random things that would not be considered memorabilia but they thought it would be American enough. And then the food [giggles] for hamburgers, they had something called "erfa steak." They had "hamburger steaky." This is what they think we eat. It´s hamburger meat set on the plate, in gravy with cheese X, two strips of cheese in form of an X; on top of the hamburger meat. That´s it. That is what they think that we eat. So they do, they have their own version of our stuff, and their McDonalds has some Japanese things and they also have the normal McDonalds hamburgers. But not in abundance and at a high cost.

Hector stated:

The French food, you know, I didn't try snails, and I regret that. I tried a lot of French sweets. We lived next to a bakery that had the Best Baguette in 2001 or something like that. They had huge signs, 2001 Best Baguette [laughs] and they were so proud of it. So we ate a lot of bread, you know, all the croissants, all the [laughs] all the quiche and stuff like that.

Veronica noted:

Okay, for example, the sushi, like that was the thing that freaked us out the most. It's like… fast food there. Like they have fast food sushi, which is like it's inside out so you have the seaweed and then the rice inside. So they roll it and they don't cut it, so they give you a tube of sushi and you grab it on the go and they have these little plastic things with soy sauce. So you're walking on the street with a tube of sushi, you put soy sauce and you eat it walking. I was like, how is this normal? And it was $2 a roll of sushi.

Theme: Cognitive knowledge.

Subtheme: Noticed intangible cultural behaviors. Some students didn't just notice the basic characteristics of the culture they were in. They noticed, and appreciated in some instances, the nuances or intangibles within the host culture or other cultures. A number of them compared between Miami/Florida and the culture(s) they were in. Examples of cultural nuances include concepts of ethnicity or the culture's population makeup, privacy, space, spirituality, noise levels, state of being, stereotypes, language, and in general the way a culture exhibits behaviors that are unique to them. All the students who went to either Australia or New Zealand, for instance, stated how "laid back" the people are over there. Several students stated that after their study abroad experience, they are less likely to worry. These kinds of reflections on the host culture and/or their own culture, stemmed from either interaction with or observation of the culture(s), not necessarily from having been formally taught.

Nevertheless, a number of students gave some very complex observations that merited mention. Thus, the subtheme, "Noticed intangible cultural behaviors" surfaced. The first two students provide an example of differentiating between their own culture and their host culture. The third student gave a long account of how Japanese have a tremendous reverence for mountains and how they consider them holy. Below are the statements:

According to Sandra:

> Miami is way more diverse than it was in New Zealand. I, myself and my two
> other roommates, were the only Hispanic people I saw over there, and there were
> hardly any African Americans there…mostly European and the Pacific Islanders.

So, it's not very diverse. Here, you have people from all over the world, so over there…not really. I've learned from two different groups of people…I didn't go to a developing country or anything like that, so it's like, I feel when I say this to people they think it's funny, but I learned a lot from the internationals, more than I did the Kiwi people, just because many of these people that I was with they come from really good homes, you know, their parents are still together, their parents make good money, their parents are fortunate enough to send these kids off, you know? And I came from a single-parent household, I'm Hispanic, and most of my friends are in the same situation, you know? So, I am very fortunate among my group of friends that I was able to leave and that I was able to get a scholarship to go, you know? And not to depend on my mom, and these students that I was with, I realized that, wow, their parents are really giving them something that's…I don't know, it's not really, I don't know, the people that live around here have a completely different mentality than the people that I met.

Shakira stated:

Over here, you're pretty much…I guess you're more self-conscious because you know everybody, you know everything you have…you know, that they have certain… people have certain expectations of you. You have certain expectations from people. But when you're in a different place, you're a little liberated from that. They don't know what to expect. They kind of expect the crazy out of you. So you don't…it doesn't matter what you give them, you can do what you want. And you don't have anything to lose. Like, they're not going to change their view of you just because it's…you know, you decided to do something crazy. So that's

different. That's like a social constraint, just…it's not that in China, it's different. It's that just being away from where you're used to, that's what makes it different. With regards to the social constraints of society [in China and Miami]. Well, it just has to do with expectations. In a family, a daughter has certain obligations, like you're supposed to help your mother, you're supposed to…And I'm the older one, so I have…I feel like I have a lot of constraints on me because I'm the oldest, because I'm a girl, because I'm supposed to be responsible and…

Gabriel noted:

Japanese culture is really big about, this thing, collectivist culture, right? You don´t want to step on anyone's toes, so they are really big on keeping the way you actually feel on the inside because you don´t want to say something that would potentially offend your neighbor or someone you are with. So when you feel you are definitely right you don´t say: "yeah that restaurant is over there. I´m telling you it´s over there." You say: "I think it might be over there." And that is what you´d say like "kochini tomai mas". Like you´d say "I think, maybe, possibly." And over all, you don´t show public signs of anger and sadness. That´s not a thing you do.

The same student stated the following:

Japan is really big on building up. So it´s like three or four story homes crammed next to each other but they are very small… around. Japan is two-thirds mountain range and because mountains are holy they do not, they don´t touch them. So they have to build around them. So…Japan…I don´t know how they do this, but they are so… and they are also really big on cultural preservation, so they don´t

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destroy their shrines and temples which are…there are hundreds of thousands everywhere, especially because that was their imperial capital. So, I don´t know how they do this, they managed to cram all these people in this small space without it feeling crammed at all. It just doesn´t. I mean, you see homes and buildings and apartments around you all the time but that´s all and it doesn´t feel crammed. And…it did just not feel crammed. Maybe Tokyo feels more, it feels a little more claustrophobic, but Kyoto especially where I was, it did not. Oh, and the Japanese consider the mountains holy because of the native religion in Japan. It´s Shinto. And Shinto doesn´t have any dogmas associated except for like five precepts. One of them is reverence of nature. And so in the Shinto faith, mountains are holy. And Shinto is more of a cultural religion because most people are not active practitioners of Shinto, it´s an animistic shamanistic kind of religion, so modern day Japanese don´t practice it but you see it in the culture and in the thinking. Another example of that, is the polite thing you do before you eat is say "itadakimasu." Itadaku is the verb for "to receive" or "to take" so I´ll be taking this, I will be receiving this now, but the reason they say that is because it is a way of thanking for whatever you are about to eat, you are taking its life form, its energy. So you are thanking it for its sacrifice by giving it its life form to you. And that is just a polite thing to say before you eat, but it shows that Shinto believe in reverence for nature in general.

Intrapersonal Domain

The intrapersonal domain centers on how we understand our own attitudes, "beliefs, values, and sense of self, and use[s] these to guide choices and behaviors" (King

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& Magolda, 2005). The GPI instrument includes two subscales (or themes for this section of the study), and these are intrapersonal affect and intrapersonal identity. Intrapersonal affect refers to the level of respect and acceptance of cultural perspectives different from our own and the degree of emotional confidence when living in complex situations (Braskamp, Braskamp, & Engberg, 2013). Intrapersonal identity refers to the level of awareness of unique identity and degree of acceptance of one's ethnic, racial, and gender dimensions of one's identity.

Within this domain the researcher began value coding, because this domain deals primarily with attitudes, beliefs, and values a person holds, either about themselves or regarding others. Saldaña (2009) provides the following definitions:

> Value is the importance we attribute to oneself, another person, thing, or idea. An attitude is the way we think and feel about oneself, another person, thing, or idea. A belief is part of a system that includes our values and attitudes, plus our personal knowledge, experiences, opinions, prejudices, morals, and other interpretive perceptions of the social world. (pp. 89-90)

Based on these definitions, the researcher explored the transcripts for instances in the students' interviews where attitude, values, and beliefs appeared. In the intrapersonal affect theme, these were presented as they were demonstrated towards, regarding, or attributed to others. Whereas, in the intrapersonal identity, these were presented as they were directed towards, regarding, or attributed to the students themselves.

Theme: Intrapersonal affect.

Subtheme: Attitudes, beliefs, and values towards, regarding or attributed to others. A number of students expressed their feelings, thoughts, and/or opinions about

people, and regarding certain situations or circumstances while studying abroad. The experience of studying abroad in a new environment seemed to prompted students to compare their own beliefs and values with those they encountered. A few were able to evaluate their own beliefs and values as they began to interact more with the culture(s) abroad, leading them to either change something in their own lives or accepting their own beliefs and values. Some students expressed strong attitudes towards the lifestyle of certain cultures or the lax academic structure. The researcher placed next to each student's quotation a reference as to what example they fall under, whether attitude, belief, value, or multiple. Please note that the italicized words within the quotations were made by the researcher in order to highlight or emphasize that these words demonstrated feelings, thoughts, comments and/or opinions conveyed by the students.

Carla stated:

> So this girl I ended up being close to ended up opening up a lot and…for whatever reason she felt comfortable with me. *I like* when people open up to me, *I like* when people feel comfortable with me, and *I like* when people can be genuine and honest, when they can be vulnerable, *it shows me that they trust me and it gives me something to cherish about a person* and…since then we were close as ever. [Attitude and Value]

According to Sandra:

> Here, in Miami, *I feel like* you go into the store and people are…looking at you a certain way, and it's just like...I have, I know too many people that fall into that…I don't know, I'd rather…work my tail off [giggles] to buy something that can give me an experience rather than buying a brand new pair of shoes, you

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know? I'd rather spend money going abroad doing something different, like

that…yeah…something overseas, something that I can take a life-long experience

from it rather than buying shoes or a purse or a necklace and like I know a lot of

my friends that's what they'd rather spend their money on, and they are not taking

nothing from it, they are not learning something valuable, and that's me

criticizing them a little bit and that is awful, but it's…People [locals and other

study abroad students] that I met over there, they don't care about those things

and I feel like here those things matter, you know? The people that I met over

there knew so much more; they weren't as grateful, I don't think…they threw

money around like it was…like buying $800 dollar tents, you know? Like, who

does that? [Attitude]

The same student also state the following:

The people that live around here have a completely different mentality than the

people that I met and *I can't exactly blame the people* here because now I

understand how important it is the way that you bring up your children. [Attitude,

Belief, and Value]

Heidi stated:

Because I'm from Minnesota, so it just didn't attract me that much, Latin

America. *I feel like* there's always something like a problem there. Generally, like

most of the countries in South America have something going on. It's not safe.

And in Europe *I feel like* it's more safe. I had been a couple of times and nothing

has ever happened. *You don't feel* tension in the streets. *You feel* safe. And so I

decided to go there because of that. Because *I could feel* secure. [Belief and

Value]

The same student stated the following:

I think that you could live with a lot less. There are things that you don't really

need. I don't know, *I feel like*, here, we live in a society which is very

materialistic. You feel like you need a lot of brand name things. And over there

people are just happy with very simple, you know, a pair of shoes. They don't

have to be like "the pair" of shoes, which *I feel like* how it is, here. [Attitude and

Value]

Gabriel noted:

It´s just the way *they are really great at using their space wisely…*[Value and

Attitude]

The same student stated the following:

Couldn´t find one so we slept on the floor of the train station which was like

really scary for us not because it´s dangerous, because we thought we would get

picked up for vagrancy. *Japan is a little discriminatory towards foreigners. And

rightfully so in some ways*. [Belief]

Subtheme: Cultural shock. Since the students went abroad to a different culture,

they were bound to encounter certain situations that were unfamiliar to them. The

researcher discovered that several students themselves used the terms "culture shock"

when they spoke about their study abroad experiences. The dictionary defines culture

shock as "a sense of confusion and uncertainty sometimes with feelings of anxiety that

may affect people exposed to an alien culture or environment without adequate

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preparation" (Merriam-Webster). Thus arose the subtheme "Cultural shock". The students below describe some of these types of experiences:

According to Veronica:

> Well, also the culture shock. Like you have to get used to how they do things there. Just like when I moved – I lived in Venezuela, I'm from Venezuela, so when I moved here everything was really different. Like here I know Miami, I know – this is where I've lived for almost eight years, so I kind of know what to expect. But there I just got there and it was my first time being in Australia in general. [The student gives an example of a course that was dropped but she was not notified. What follows is how she felt about the situation]. And I'm like so what do I do, like I freaked out. And she's like relax, everything's – and I'm like, no, because you need to tell me which class I have to take. I have to call Miami, get them approved. I was freaking out, I was like they're not going to count it, like I need to graduate, and they're like calm down, everything is okay. And I was like no, this is not okay. They're so laidback, they don't care. Their professors are like you should send – bring the essay on March 4th, if you don't have it, it's okay, just bring it next week. And it's like no, this – that day I was the only person that turned it in. Everyone was like oh, my computer wasn't working so yeah, next week, yeah, next week, it's okay. And I'm like how do they – I don't know how they work, they're just so laid back, they don't care, they're like it's okay, no worries, no worries. And it's like I do worry.

According to Mariana:

> But the culture differences was shocking 'cause it was something like we weren´t used to, so like the sarcasm, the humor, the chivalry, you know, everything was a little different. I just didn't relate to it at all 'cause Miami is not like that.

Shakira stated:

> But there were a lot of culture shocks too. Their showers, everybody is pretty much, you know, nude. So I was not accustomed to that, especially since they don't have any divisions or…So I came back from the swimming pool and I was just like oh my god, where am I, what am I doing? And I was trying to change and everyone was curious as to how the foreigner looks.

Carla noted:

> One of the biggest shocks and I got over it, was the diversity. In South Florida we have diversity to a degree. I consider Miami to be an extension of the Caribbean, and a lot of people from the Caribbean, and we don't vary that much in skin color, at least I just know, like, I don't know…whatever, we are all from the Caribbean. But over there, their diversity comes from Southern Sudan, it comes from Asia, a lot of Chinese, a lot of Vietnamese, a lot of Korean and a lot of Middle Eastern, a lot of Muslim people, a lot of people with hijabs, and I loved it… but then it left me being the only Afro girl per every square meter! Like every hundred meters I was completely the only one that looked like myself and that was a big shock. That was like… OK! Clearly, I am not from here! I am going to stick out a lot, a lot… and it took me a minute.

Subtheme: Comfort zone. A few students made references about feeling out of their "comfort zone." Using the words of the students, the researcher understood that this meant it was a situation or condition that they ordinarily do not feel comfortable with as individuals. "Comfort zone" thus became a subtheme and was related to the GPI item that states, "I often get out of my comfort zone to better understand myself." The two couple of the students mentioned being out of their comfort zone:

According to Natalia:

> So I feel a lot more confident in my capabilities to manage spatially wherever I am. To interact with different people because English culture and my culture is completely different. And be able to interact and understand each other and, you know, come to terms, like you know, build friendships that… I mean, I still talk to my friends from England. So it's… I think it just let me outside of my comfort zone, and I like it. So it's not scary anymore.

Joan stated:

> I'm a bit introverted. Actually, I am really introverted, especially before I left. It was like a struggle in the meeting for the study abroad to see if you would go or not. Like, I was just like very conservative and I was just like, "Oh, if I go it would be a very good experience, but if I don't, it's okay. So, when I got there I was completely out of my comfort zone, because like I didn't really want to put myself out there and meet new people. Even though I wanted to, but like I don't like talking to new people sometimes because that means you have to open up. So, that was a challenge at first. So, people would like talk to me, like, "Oh, where are you from?" [Laughter] When I came back though, people said that I've

changed. They just tell me like, "You've changed." And I'm like, "Okay, so."

They're just like, "Oh, you're more talkative, for one."

Theme: Intrapersonal identity.

Subtheme: Attitudes, beliefs and values towards, regarding, or attributed to self.

As with the theme intrapersonal affect, the subtheme for the intrapersonal identity concerning attitudes, beliefs, and values was applied, though this time they were geared towards the students or with regards to themselves. The statements below also connect in some form to the GPI items, "I know who I am as a person" and "I am developing a meaningful philosophy of life." Examples are given below, and next to the quote the researcher also added if it was coded as an attitude, belief, value, and/or multiple:

Carla noted:

> When it came to the Creativity and Innovation course, it took me back a bit
> because a lot of the students are studying music performance or jewelry or design
> and stuff and I used to be an Art study and used to study Musical Theatre and it
> wasn't really a hard class because it was an art class, and it's just…I think I am
> still holding on to like that theater dream not necessarily in the sense that I want to
> go on Broadway but more the fact that I want to contribute in the art realm in
> some way and I still identify myself as an artist but in that class, the things that
> was being asked of me I did them… but, they weren't as good as I thought I was
> capable of, and they weren't as good as other people in the room, and it really
> made me question, "do I really have this… idea, do I have the right to identify
> myself as an artist if what I'm doing is still such s***" but when I don't really
> know the techniques, when I don't really know everything in order for me to

really call myself that and be serious so when it came to that class, that class was

a challenge in that way. [Attitude, belief, and value]

The same student stated this as well:

But then it left me being the only Afro girl per every square meter! Like every

hundred meters I was completely the only one that looked like myself and that

was a big shock. That was like… OK! Clearly, I am not from here! I am going to

stick out a lot, a lot… and it took me a minute. I had to really get my little journal,

start writing and just say "you are who you are; if you don't own it, and you don't

respect yourself nobody else will, you are not gonna hide in a corner, and it is

what it is, and own it," so I really had to make a conscious effort to project myself

the way I wanted to be perceived and stand by it. Period! [Value]

According to Mariana:

Well… I mean… I learned how to take care of myself with all those experiences

like I noticed my strength, my weaknesses. I didn´t think I was capable like doing

that every day to go to school in the cold like being sick on top of that and then

having to go home and cook and like clean. And like my apartment was on the

fifth floor and no elevators and walking up the stairs, it was a constant challenge.

Everyday struggles like real struggles and so I realized that, you know that… and

I kept in the back of my mind, like I am here, I´m alone like I have to do this.

That was definitely one of the biggest challenges. [Belief]

Joan noted:

Main lessons. I guess to be open to new experiences and not lose yourself in the

process. I guess because it's a new setting and you want to make friends and stuff,

you just kind of like want to like dive in. However, from my experience, because you want friends you kind of just like put some things aside or whatever, and you kind of like lose some of the boundaries you set up because it's a new environment and stuff like that. That's not always like a beneficial case, you know? There is a time where I was with a couple of friends that I met from over there, at least for here, because like the age differences and stuff for drinking, and at least for going out. I don't usually go out. But like they wanted to go out a lot. So, I was like, okay, I'll go with you. But then like in the process I would just like do all the things I wouldn't have done, here, over there, just to like stay with the people I was with. So, I guess like a better way to like tell other people like it's okay to have friends, but set boundaries and stuff. "If you wouldn't do it, here, why would you do it over there?" kind of thing. [Value]

Subtheme: Learned some new skill(s). Nearly all the students felt they had learned something new for their own personal growth. Therefore, the subtheme "Learned some new skill(s)" became part of the theme on intrapersonal identity. From becoming self-sufficient or independent, to taking chances, to being more objective and learning the language, most of the students came back with a new skill or perspective about themselves. The most suited GPI item for this section is "I am confident that I can take care of myself in a completely new situation," namely because the majority of the students stated that they felt more comfortable with going abroad as a result of their experiences. Some examples of things they learned include the following:

Hector said:

> So we helped cook, they taught us with this great shrimp salad with like – I don't
> know. It wasn't easy. It was like thing – and he [laughs] – first he told me like, oh,
> peel the shrimp or whatever, and I've never peeled a shrimp before so it's like I
> don't know what I'm doing [laughs]. For like 30 minutes I was trying to peel the
> shrimp and he was like you've never peeled a shrimp before, and I was like no.
> [Laughs].

According to Shakira:

> I just learned how to take chances. I was by myself a lot and I was embarrassed,
> but I just had to get myself out there, even if I was embarrassed, people would
> laugh with me… or laugh at me, and then I'd be friends. Like, I'd say something
> completely incorrect in Chinese, but I just took a risk in saying it. And for me,
> that's also a problem I had because I also studied Japanese and for me, it was very
> difficult because I felt embarrassed about everything. Like there's a certain degree
> of respect that you have to speak to teachers or to fellow students, and I feel like I
> would always get them mixed up and I was ashamed to speak.

Mariana noted:

> I learned how to travel, that was really nice. I learned new ways of transportation.
> How to take the metro and then take a train from different cities to other cities,
> how to like book…set up my time like efficiently, how to set up my time because
> I had to…you know, because if I was travelling I had to book like a hostel and
> make sure that is was in the same time as the flight and then everything was
> very…not my grades were going to be like on time, like if I had a test, to make

sure that I did that before I did that so setting up my time efficiently it came across a lot.

Gabriel stated:

> I try to be more objective now, I would say. I would say that in general, I would try to take a more objective stance on my understanding of global events. Like the conflict in the Middle East. I realize that my understanding of that was completely one sided because it had been completely shaped by the media and my family here. And although I completely accepted that as normal, it´s not normal at all. It´s not normal to be that way. And it´s not normal understanding.

The same student stated the following:

> Initially…I was not fluent enough to do anything. At all. Read bathroom signs, nothing. Quickly within that first week I learned to become fluent or I would have no independence. I learned at least to become fluent enough to use the buses. The buses and the mass transportation system is set up in a very methodical way; it´s very easy to use even if you are foreigner and speak no Japanese. So it didn´t take that much fluency to get to the level of where I could use the buses.

Veronica noted:

> For me the most important thing was being independent, because I feel like here everything is so easy, because I already know everything. And just being there and having to figure out things by myself – like most of the day I didn't even speak to my family because there was a 14-hour difference, like the time. So like

sometimes I had to make decisions and I didn't have the chance to talk to anyone
here about it.

Interpersonal Domain

The interpersonal domain represents the last one examined in the transcripts
pertaining to the GPI instrument and the conceptual framework of this study. This
domain looks at how people view themselves in relationship to and with other people and
the choices they make in social situations as a result (King & Magolda, 2005). The
interpersonal domain of the GPI enables examination of the degree to which students
engaged with others who are not similar to them and their level of sensitivity towards
them. This is referred to as the interpersonal social interaction subscale (theme for this
section of the study), and the degree of interdependence and social concern for others,
known as the interpersonal social responsibility subscale (Braskamp, Braskamp, &
Engberg, 2013). The researcher asked follow-up questions, depending on what they were
saying, that would in some form elicit answers for interpersonal interactions. Questions
included, "Who were you hanging out with over there?", "How involved were you with
social events at the university or in the country?" or "Did you volunteer in any way or
form over there?"

Theme: Interpersonal social interaction.

Subtheme: Intentionally interacted with various cultures. Nearly all the students
actively engaged with people from different cultures. However, only a few actively
sought out people from them. Examples include the following students:
According to Gabriel:

You know it´s weird. Studying anthropology you always hear about ethno-

relativism and then you hear about the opposite and these are just concepts in your

head and you don´t really realize this, "who you are," until you are actually put

out there in a different culture. And I gained such an insight not just Japanese

culture but also foreign cultures because I spent so much time with all these other

people from all these countries that I have never met in my entire life. I have

never met a single person from Germany or Scotland or Ireland, any of these

people. And I spent a whole year living with them, being their friends. So I

learned not just Japanese cultures, but their cultures as well. And I really learned

about myself. And that didn´t sink until I got back here. And it really sunk in in a

big way. It had a deep impact on how I live my life ever since.

Carla noted:

Before orientation at the university I cheated. I sought to meet new people and

eventually met this other small group of people, from Paris…two from Paris, one

from Holland and the other from England and we managed to really click, and

with that we were set, like, we had enough friends. We all got along really well.

Joan said:

I did. The hostel I stayed at was like a women's room. So, after I checked in and

all that, I set my bags in and then like I asked the front desk "Are you guys doing

tours and stuff?" They were like, "Yeah, we're about to set up for one." I was

like, "Okay, cool." So, on the tour like I met a couple of girls who were staying in

like sightseeing and stuff, as well. And I ended up like hanging out with them for

like two of the days I was there. I also found a Catholic church. I'm Catholic. So,

I went there. That was like the start. And then from there I talked to like, well, there were a couple of sisters and just people in the chorus, or in the choir, I talked to them. And then from there like they helped me talk to their family members and stuff. It was really cool. I got free meals out of it and stuff. [Laughter] And then I got to meet their families. I had somewhere to go for Easter and like Good Friday, and stuff. So, that was nice.

Theme: Interpersonal social responsibility.

Subtheme: Volunteering/Helping others. The researcher found out that a few students were in some form or another interested in volunteering or into helping others. One student felt that going overseas might help her with her future plans to get into the Peace Corps. Two others felt inclined to help out either while they were abroad or after coming back. Joan, one of the students stated that the university wouldn't allow them to get involved in any political or social issues while they were there (which she complied with). Her exact words were: "Well, I tried not to get too much into it, because they told us not to…they told us not to get involved, like, if there was like signs and stuff." The researcher asked her if she meant protests or demonstrations, and the student responded affirmatively. Joan also commented that she volunteered within the church she attended while studying abroad.

The subtheme for interpersonal social responsibility became, "Volunteering/helping others", and connected with the GPI items, "I think of my life in terms of giving back to society" and "Volunteering is not an important priority in my life." The statements from the students include the following:

Sandra stated:

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I like the whole overseas thing. I like things that deal with foreign countries, and I want to have a career where I can be sent around the world. So right now I want to go into the Peace Corps, so… that's what I am aiming towards. Those are my, like, those are life plans but I know that once I get to the Peace Corp, that it will open doors and it will…I mean, I want to complete several things just like in myself and I wanna be able to help people. And I know that being there I can also network or decide if I wanna go back to school, or I don't know, continue a job with them, you know? So, that's what I am looking towards.

According to Gabriel:

I really wanted to do some kind of volunteering, especially for Fukushima, that whole incident. Never got to it. Japanese newspapers are notoriously hard to read, so I couldn't really follow the politics and other social issues. I only know 400 Kanji, maybe 500 Kanji. And it sounds like a lot but it is not a lot. It´s not a lot at all. So I didn´t really read newspapers. I wanted to help with that Fukushima thing but never came to be.

Shakira noted:

I have this feeling that I want to help people, but I feel like sometimes, especially when people try to help people, they only make things worse. No good deed goes unpunished. So I'd say, like for example, you think it's a good idea to, let's say build a mall. And you have a lot of good stores inside for everybody to use. Then the mall creates a problem, like it can create a little bit of pollution, everything has a consequence, even if you think it's a good thing, it's a contribution to society. So I'm just like stuck right now between those two things. I do want to

help, but I'm not sure how to, so I'm starting slow. Now that I've been more adjusted with life and I have a job, I think you'd want to hear about my job experience. I feel like I'm going to start contributing, but little by little. So I'm thinking about, I'm going to go to the hospital, help with children that are sick, you know, play with them, be with them. I know that's going to be tough because everything is not permanent in life, so… But that's… I'm sorry, I want to do that. And also a lot of things in China… like there's a lot of veterans and… war veterans and people with missing limbs and a lot of beggars and they actually disappeared all that night and I just wonder where they go. But there was a man with no arms that would paint, do calligraphy with his mouth. He would put a stencil in his mouth and, I don't know, I just… I wish I could do more. And I don't know… I was wondering how I can help more people.

Theme: Rationale for studying abroad related to student's background. One of the questions the researcher asked the students was, "Why go study abroad?" or "What took you all the way to [country]?" The researcher had not originally included the rationale for going to study abroad questions, but during the first interview the student spoke about why she went to study abroad and why she chose the specific country. She stated that before coming to FIU she had wanted to study abroad and it was once of the first things she inquired about when she transferred to FIU. She proceeded to explain that the choices she wanted were not available through the study abroad, and that they gave her two choices: Europe or New Zealand. She didn't want to do Europe because she wanted something that was different from what everyone else was choosing. The fact that this student had a premeditated plan to study abroad and a pre-conception about the

location, seemed relevant to the study. As such, the researcher decided to ask all the students what motivated them to study abroad and pick the country they chose. The student responses were quite varied. The GPI instrument does not contain items that fit into this theme or subthemes.

   Subtheme: Thought it would be a great and/or different experience. The first subtheme that emerged was, "Thought it would be a great and/or different experience." A couple of students simply heard from friends or other university peers about studying abroad and how great the experience was, and others just wanted to try something different. Below are their statements:

Heidi said:

   But, I don't know, it's always something I wanted to do. I felt like with Spanish I would feel at home. I've heard so many great things about Spain. I've heard it's like one of the more affordable countries. I had a friend that did it last spring, and he loved it. Like fall in love. So, I was like, he loved it, I'm going to love it. I'm here for four years, if I don't do it, I'm going to regret it.

Veronica noted:

   I mean I really…I always wanted to go to Australia. I had heard such great things about it. So, I was like oh my god, that's like the coolest thing that you can do, like that's…after you go to Australia you've lived.

Carla said:

   The reason that led me to go to Australia was that I was just really itching to get away from the US. I have a biracial background: my mom is Dominican and my dad is Jamaican and I am the first generation to be born here, so I am still really

close…even though my parents have become very American now, I am still very close to the culture. Like, cultural identity is very important to me. So, I don't know, being here for 20 years, even though I visited both countries, it wasn't enough. I wanted to go to a completely different country just out of myself…and immerse myself in it. For personal reasons, just this desire to grow somewhere else, for the curiosity, to just feel like there was something pulling me over there, even though I did not know what it was.

Subtheme: Wanted self-sufficiency or independence. Another subtheme that was coded under the theme was "Wanted self-sufficiency or independence." The subtheme materialized from terms used by the students themselves. A few of them mentioned that they had felt "sheltered," having lived at home with their parents and having had everything done for them. A couple of students describe it as follows:

Mariana stated:

> I think it's like I was always like at home and I was like in the same kind of bubble, I just wanted to get out and see something new. I'm the oldest in my family and my younger sister that goes to UF, she lives, I mean she lives by herself and my younger brother lives in Norway for soccer. My parents were like basically, you know, do your thing, you need to independesize [*sic*] yourself, coz I was always so reliable on my parents, so then, I don't know, I wanted something new and I wanted to meet new people, I wanted to travel so…I've never gone to Europe.

According to Natalia:

Because I had always wanted to live outside of my comfort zone. I felt sheltered in my home and even though my mom is very independent and has given me a lot of freedom throughout. I wanted to challenge myself to be self-sufficient and manage, you know, living somewhere else but still have like… kind of like a safety net because when you study abroad, even though you're abroad, there's still that safety. I kind of grew up a little bit.

Subtheme: Had prior desire to go and/or studied about country/culture. A very interesting subtheme developed regarding the rationale for studying abroad. It turns out that many of the students had wanted to do study abroad before entering college or FIU. Some even knew where they wanted to go in the first place, because they had already researched the country and its culture. Consequently, the subtheme, "Had prior desire to go and/or studied about country/culture," and the examples below correspond to it: Gabriel noted:

It´s weird…I know this is going to sound strange. I´ve always had a connection with that culture, it started out as interest and the more I learned about it the more I liked it and then began to love it and them felt connected to it, and that is as far back as I can remember. I imagine it developed, my first concept with the Japanese culture probably was a combination of my mother and Anime, animation in Japanese animation. For a lot of people that is how they get their first start and my mother has always encouraged me to be quote on quote spiritual. So Eastern philosophy has been a big thing for her, so those kind of elements, those cultural elements were around me a little bit growing up. My mother always encouraged them, so that is what helped me pique my interest.

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Sandra stated:

> I was applying for colleges I always wanted to study abroad and…I never really
> knew where I wanted to go but I wanted to go somewhere and I…when I got to
> FIU, because I am a transfer student…There were a variety of places that I
> wanted to go to while I was there…I think it was like Hungary, it was…I don't
> know, or South Africa, but since FIU didn't really have that here, they…they have
> many places just like, I would've liked to go to different places, you know? I
> would've chosen another country. I mean, I got here so undecided [sic]…Iceland,
> perfect! No one usually goes there; I heard Icelandic people are really nice, it's
> different, culturally, for sure. And it is not like it does not fit the cookie cutter
> European, like France, Spain, Italy, but I mean…I was too late to get my
> paperwork in, so FIU gave me several different options because I was really…I
> had my heart set on leaving my sophomore year, the second semester, so there is
> Germany, Spain and New Zealand, New Zealand; being the first program that
> they had. Nobody has ever gone and I was their first student, and I looked up
> online all these facts about New Zealand and a lot of blogs. I read them, about
> people that went and, you know, how they had a great time, and I heard so many
> good things, like, the locals being really friendly, and everyone having a great
> time, so…and the scenery is absolutely beautiful, so I was like, "OK, I am gonna
> to do this."

Joan said:

> I travelled with my family…on family vacations. I always wanted to go to
> Australia, but family never wanted to go because it's too far away. And actually

my friend, before I got to college, she was already a freshman at UT, University

of Tampa, and she got to go for a whole year, her freshman year. She was like,

"Oh, my gosh, it's amazing. You should totally do it." So, when I came in

freshman year I kept asking my parents, "When can I go? When can I go?" I

knew FIU had a program in Australia. So it was perfect. It was like perfect,

perfect. Because I'm a bio major, they have like a great biological like scene and

scenario and stuff like that. So, I figured what better place than Australia. Because

like most of it is desert, but then like everyone lives on the outskirts, mostly. So,

on that area there's different like grasslands, and like basically different scenery

and different animals and, you know, just a vast of like creatures. So, I was like,

oh, this would be awesome to get like the different perspective from the US, you

know?

According to Hector:

Well, I always kind of wanted to study abroad, so I was taking French for fun,

because I wanted to learn French and I was like, you know, I should really learn

French. So I was originally planning to do a national exchange program because I

thought it would be cheaper, and to go to Canada. But – because it's not national,

it's international, but I don't know, it's in the national exchange program. So then

I looked at the program in France and I was like well, I'm going to pay the same

tuition that I pay at FIU. I just had to pay for like my housing and board, which I

could somehow manage, so I preferred to do that. And I was like I'll go to Paris.

So that's how I chose to go there.

As noted by Shakira:

> In high school, I wanted to learn Japanese, but since I couldn't, I started with Chinese. I thought it was the next closest thing. I watched a lot of Japanese cartoons and from there I just went into all out China. So I'm like I've got to do something. And so I took an online class, it was Florida Virtual School. So high schools here in Florida have that and I was lucky and I got a good teacher and I got interested. So then when I came to FIU, I just started taking Chinese. I'm like I've got to do this, let's continue. And I just fell in love with the language and culture, the pictures. It was an online tourism kind of thing, the class, so I already knew that I wanted to see Xi'an and Beijing and a whole bunch of cities, I've got to go. I found out that they had a study abroad program in China, I'm like oh my god, I wanted to go. First I heard about their art program. I'm like, I'm not in art but that sounds awesome, they sound so good. Although the tours, the hotels, everything… you know, let me study. And the first time I went, it was actually for a summer, in Jiujiang University. So…and then after that, I'm like I've got to do a semester. And I saw the opportunity. It was actually not recommended for me to go, because they thought I might not be able to graduate on time, or if I'd have enough credits or if financial aid would cover me. And everything turned out well, sure I graduated a little late, but… I also had the opportunity to stay there longer because I wasn't only on FIU scholarship or grants, I was also on the Chinese government scholarship and that could have covered me for a whole year.

Natalia said:

> It had always been like a dream of mine, ever since high school. It was funny
> because even before freshman year started, once I had gotten accepted, I came to
> the study abroad place and asked how I can study abroad.

Carla stated:

> My senior year of high school I had a friend who went to Australia and invited me
> to go with her but it meant that we would have to miss prom, our senior year
> prom, and even though I was really interested in it, I figured, if I really wanted to
> go to Australia that bad I would be able to do it somewhere down the road, so I
> didn't go and went to my senior year instead. But the idea about Australia first
> came from my friend who had been there and completely loved it and when I
> considered Europe…I figured Europe was something more popular…I know I
> have a lot more friends who want to go with me once we graduate so I just kind of
> dismiss that, 'cause I knew it could happen. But when I thought of like a place
> that not a lot of people go to, a place that's really difficult to get to, a place that's
> completely like out of the way, if I don't go now, when would I ever have a
> reason to go.

Subtheme: Had previous traveling experiences. About half of the students
mentioned that they liked to travel a lot and had done so prior to going to study abroad.
The researcher thus included the last subtheme, "Had previous traveling experiences" as
part of the students' backgrounds. Below are some examples:

According to Joan:

I like to travel a lot, actually. It's so fun. America is not the only place, and like

you get so used to one thing that you [get] tunnel vision. There's so many things

going on in the world, and there's so many different monuments and figurines and

stuff like that that this world has. Why not go and see it? We're only here once,

you know.

Veronica noted:

I mean the thing is that I've actually traveled a lot. Like I did…before my last

year of high school I did a summer in Paris to learn French, so that was the first

time that I actually went to a different…my first culture shock, let's say, without

my family was there. And also in Venezuela, in the year…I think it was 2003, or

2004, I don't know…there was thing with Chavez that he…he stopped the…they

didn't sell food or…or gas, like nothing, it was like three months it was like

complete…the country was on hold. So we moved to Israel. My family, we

moved to Israel for those three months.

Natalia said:

I've been to a whole bunch of places. I've been to Colombia, Dominican

Republic, to Mexico in this hemisphere.

Summary

The qualitative analysis was substantial and extensive, yielding an amalgam of

fascinating results, which will be discussed in the next chapter. Chapter 5 follows with

interpretation of the data, and implications for research and practice.

CHAPTER V
DISCUSSION

The main purpose of this study was to assess students' perceptions of global learning outcomes, namely awareness, perspective, and engagement, after their study abroad experience. The secondary aim was to understand how undergraduate students perceived their study abroad experiences and their achievement of the global learning outcomes stated above. A mixed method approach was used to obtain results for the research questions postulated in Chapter 1. In this chapter, the findings presented in Chapter 4 are briefly summarized as they relate to each of the research questions. The results are then analyzed and interpreted in relation to previous research, and through the conceptual framework developed in the literature review. The researcher presents the quantitative analysis and discussion, qualitative analysis and discussion, summary, limitations, recommendations for future research, recommendations for higher education practices, and concluding remarks.

Quantitative Analysis and Discussion

The first question in this study was the following: Do undergraduate students at a large, public higher education institution in South Florida perceive that study abroad (one semester or academic year) positively influenced their level of achievement of global learning outcomes?" Since global learning at FIU consists of achievement in three outcomes, awareness, perspective, and engagement, the main question was divided to address these three respectively. The Global Perspective Inventory was used to indirectly measure these perceptions. A paired samples t-test was then conducted to analyze the data collected. An analysis and discussion of the results for the three questions ensue.

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The first sub-question asked: Do undergraduate students at a large, public higher education institution in South Florida perceive that study abroad (one semester or academic year) positively influenced their levels of achievement of global awareness? As explained earlier in the study, FIU equates students' global awareness to the GPI's cognitive domain, which includes two subscales, knowing and knowledge. The results for the cognitive domain of the GPI for undergraduate study abroad students was found to have statistical significance between the pre- and post-tests, $t(146) = -2.878$, p $<$ .05, d =.2103 (See Table 7). These results indicate that there was a positive change in the undergraduate students' perceptions of their study abroad experiences and their achievement of the global awareness outcome; thus the researcher rejects the null hypothesis.

Phrased similarly, the second sub-question addresses perception of study abroad on global perspective. The results equate to the intrapersonal domain in the GPI, and as with the cognitive scale, the results demonstrated a statistically positive significance between the pre- and post-tests, $t(146) = -1.681$, p $>$ .05, d=.1066. As such, the researcher rejects the null hypothesis that studying abroad has no influence on the global perspective outcome.

Lastly, the results for the sub-question on global engagement stemmed from the interpersonal domain in the GPI. The analysis of the data yielded a lack of statistical significance between the pre- and the post-test, $t(146) = -1.352$, p $>$ .05, d=.1227. Thus, the researcher failed to reject the null hypothesis for the research question on the global engagement outcome, in that the GPI pre- and post-tests did not show a positive influence of study abroad on global engagement as a whole.

To better understand the outcome of this research question, the researcher conducted further assessment of the data. Specifically, the researcher compared the GPI scores of study abroad students from Florida International University score to national samples included in publications about the instrument. The results found in this study do not correlate with those found in other nationally conducted studies with university students on global perspective and study abroad, specifically, those by Braskamp, Braskamp, and Merrill (2009), creators of the GPI, and Chickering and Braskamp (2009).

In the spring of 2008, Braskamp, Braskamp, and Merrill (2009), collected data from 245 student participants in "ten different semester-long education abroad programs from five different institutions (i.e., colleges, universities, third party providers) representing a wide range of institutional goals and missions" (p. 104). According to the study, students showed greater differences in the knowledge subscale (mean differences of .33 from the groups they tested), and less on the knowing scale (.03). Congruently, they showed changes in both the intrapersonal subscales of affect and identity and the interpersonal subscales of social interaction and social responsibility. For the intrapersonal affect the results indicated mean differences of .19 for the same groups; intrapersonal identity had mean differences of .12. Finally, the mean differences of interpersonal interaction (.13) and interpersonal responsibility (.10) were statistically significant.

The gains shown by the subjects of the Braskamp, Braskamp, and Merrill (2009) study, although significant, were noticeably lower than FIU students' post-test gain: cognitive knowing post-test (3.58 compared to 3.76); cognitive knowledge (3.67 vs.

4.05); intrapersonal affect (3.84 vs. 4.15); intrapersonal identify (4.01 vs. 4.39); interpersonal interaction (3.62 vs. 4.11); and interpersonal responsibility (3.77 vs. 3.86).

In the Braskamp, Braskamp, and Merrill, Braskamp, and Merrill (2009) study, the authors make a case for what constitutes a significant difference: "Given the large sample size, the power of the statistical test is high to detect rather small differences. Thus we established a minimum of .10 difference to indicate sufficient practical and educational significance in this study" (p. 107). Through application of this "rule of thumb" one can argue that the FIU population scored significantly higher than Braskamp's on the post-test of the GPI.

In a similar follow-up study, Chickering and Braskamp (2009) administered the GPI to "approximately five hundred students who studied in more than thirty different programs during the 2008–09 academic year" (p. 29). Their findings were consistent with the earlier study, in that the mean difference between pre- and post-tests for knowing was not as great (.10) as the mean difference for knowledge (.31) (p.29).

One reason that might explain the difference between the findings of this study and the above, has to do with the starting point of the students in FIU as compared to the Braskamp, et.al. (2009) data. Chickering and Braskamp (2009) did not include the actual means of the students, only the difference in the means. A second rationale that may account for the inconsistency in the studies, is the population itself. FIU students are very diverse and originate from a variety of countries (Florida International University, 2010). The schools used by Chickering and Braskamp (2009) were predominately from mid-western states where interaction with individuals from different countries at their institutions may be less common.

Qualitative Analysis and Discussion

The qualitative component in this study provided a rich, in-depth element, as it allowed the researcher to explore areas that correlated to the GPI instrument and were not necessarily answered by the quantitative analysis, thus offering a holistic viewpoint of study abroad and global learning within the context of this university. The following discussion analyzes the findings, which address the various thematic subscales of the GPI, as well as an additional main theme not found in the instrument. It also discusses the findings in light of previous literature and the only qualitative study conducted by Doyle (2009), who used the GPI domains. The primary research question, "How do undergraduate students describe the influence of their one semester or year study abroad experiences on their level of achievement of global learning outcomes?" is answered in this section.

Global Awareness (Cognitive Domain)

The cognitive domain, as discussed by King and Magolda (2005) and refined by Braskamp, Braskamp, and Merrill (2008), explores how students construct their views about the world based on their understandings of knowledge (i.e., sifting through what they consider is important and true and from whom they obtain it). FIU's global awareness outcome, students gaining knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems, is equivalent to the cognitive domain. The ten students interviewed for this study brought to the table a number of reflections that fall within this domain.

Although Braskamp, Braskamp, and Merrill (2009) and Chickering and Braskamp (2009) did not find any significant change in the knowing subscale in their studies using

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the GPI, the study conducted here did. This subscale refers to how students sift through knowledge (i.e., what they consider important to know, why, and for what). In reviewing the transcripts, the researcher found that the students who were interviewed for the study, reported that given their circumstances abroad, they had to figure out what was right and wrong, and what suited them and others with whom they were interacting.

An example of this consisted in a couple of students re-envisioning themselves as Black for the pure and simple reason that there were few Blacks that they encountered in Australia, and/or that they had to deal with stereotypes they might not have encountered here in Miami. This was the case for the two Africans/African Americans/Blacks who were interviewed and who freely spoke about such instances. They both noticed that the population's diversity in Australia consisted primarily of people from the country and many of their neighboring Asian countries. These two students went from a place where there were more people like them, to one that had few, which according to them made them think about their Blackness in the context of being a minority in a foreign country. One of the students decided that she was not going to get into certain discussions with people while studying in Australia, but she was certainly surprised that the students she was with in a course about songwriting believed that, "all blacks in the U.S. must know and sing gospel music."

An area that seemed to have had an influence on a few of the students regarding cognitive knowing was figuring out how to deal with living and/or decision-making situations. The code, "negotiation or settling differences," best suited the notion that students realized the importance of coming to a global agreement amongst peers for solving living situations. A couple of students believed this was a challenge simply

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because they had never needed to settle differences before their study abroad. They knew only the system of what is right and wrong at home, while living with family. Yet in their respective countries, they had to figure out how to share common areas and who had to do what to maintain equilibrium amongst the co-inhabitants. Though they found it challenging, they all settled in eventually.

One student did complain about the residential assistant (RA) in New Zealand not doing what he was supposed to do, as per her view of what his role was, and ultimately confronting and compromising over differences. In another instance, a student was not sure what to make of another student's unwillingness to leave her room for long periods of times throughout the year. He and the others in the house believed this was strange behavior and that something must be wrong. He thought it was odd that she would behave that way because according to him she was "the sweetest, happiest, vivacious girl [he] ever met. She [was] such a lovely girl. She seemed always happy, but she was always in her room." Ultimately, he said everybody in the house decided to just check on her periodically and as long as she stated she was fine, they would let her be.

The last example in the knowing section refers to students dealing with a different way of doing academics. Several students found both pros and cons regarding the academic systems abroad. One student in Australia felt the weight of studying, since student assessment is done in essay format, as opposed to multiple choice here. She felt that on the one hand she did learn in a deeper and more meaningful way, but that on the other hand it took a tremendous effort to switch gears in order to meet the writing standards required. Another student was frustrated because of the attitude that the Australians demonstrated towards academic assignments. According to her, they are

"way too laid-back", including the professors. Whereas she was used to a more rigid academic structure here as far as turning in assignments was concerned, there the students and professors appeared nonchalant about when to turn in papers. Therefore, one could understand this student's cognitive knowing to be that she learned there were differences between her culture and the one she was visiting, and it made her uncomfortable. Yet another student felt compelled to work harder in Spain, because she perceived that her peers were far more "serious and smart about their studies" and in general. She felt there was a certain unwritten rule about high expectations and as such she needed to keep up to meet the academic demands. Lastly, one student, after attending a few classes, realized that many do not attend it and that really the way to *really* learn the language and culture was to simply cut class and go on adventure with people from the host culture.

A few of the examples above overlap into the next subscale, which is knowledge. In a nutshell, this looks at what the students get out of other cultures, differences and similarities between their culture and those of their host's or other cultures, and in general how "aware" they are of this knowledge. When speaking to the students and upon closer examination of the transcripts, the researcher found that the students had quite a lot to say about basic characteristics of the culture(s) with which they were in or interacting, differences between their own culture and others, and nuances in behaviors. As such, the researcher used two codes to classify/categorize these areas they were discussing. These included noticing tangible aspects of a culture (e.g., elements that fall within fun, food, fiesta categories) and intangible ones (e.g., language, behaviors, unwritten social rules). The studies mentioned earlier did find change in the knowledge subscale using the GPI. Though the quantitative component did not reveal a significant change in the pre-and

post-tests, the qualitative component did reveal such a change. Going to a culture that is different than theirs, even if there may have been more similar things with their own, seems to have given the students an opportunity to compare and contrast. They also noticed cultural subtleties and ways of interacting amongst various cultures.

The main aspect students noticed when they spent time abroad were the basic characteristics of the culture (the tangibles). All of them without exception had something to say about food, and they all had an opinion about the food. Some were positive; others were not quite so positive. One student for instance stated that she had tried a kangaroo sandwich in Australia, and she vehemently stated that it "tasted like murder." Another discovered a form of fast food sushi that highly amused her as it entailed walking around with a tube of sushi in hand. The student who went to Japan gave very descriptive information about the fast food concepts of hamburger joints and restaurants. Another student who went to Spain made reference to constant late night parties and events to which she was invited to go. Lastly, one student referred to New Zealand as not being too different from the U.S., in that it was "modern and people drove cars everywhere."

When it came to nuances in the cultures (the intangibles), some students were slightly more perceptive in their understanding of how cultures they were in functioned. Interestingly enough, the two students who went to countries/cultures that were strikingly different from theirs, were the ones who noticed very minute details about the cultures they visited. This was evident to a greater degree by the student who did the only full academic year amongst the interviewees. He gathered a wealth of information through observation and interaction; everything from the complex writing styles to the conceptualization of the mountains as being holy, to dos and don'ts while traveling

around the country, to the "great and wise understanding of space in the construction of the buildings and cities."

Both students who went to Asia also had a lot to say about language and language learning. Both decided to step out of their comfort zones and learn not just in the classroom, but also on the outside, by doing extra-curricular activities that they either loved or were ordinarily not too comfortable to do. Their end result to their strategy investment on the language was the ability to interact better with their surroundings. The girl in China even did a radio talk show very close to her arrival time, which she said was "very intimidating", but was glad she did it, because it opened her to wanting to do a lot more activities with people from her host culture. In having found other ways to learn the language, both students discovered that language opened doors to better interact with the people around them and their surroundings.

A few students also spoke about differences between their culture and the culture(s) they were interacting with abroad. Some found differences in expectations of here as opposed to those over there (whichever country they were in). For example, one explained that being the oldest girl in a Hispanic family here had very different expectations then being the oldest girl in a Chinese family. Another one described how easy it is to "lose" who you are because of interacting with people who are not like you at all. She was someone who did not do certain things because of her own upbringing, whereas in the culture she was interacting with they did. Though this seemed at first to unsettle her, she said she found a way to not "lose" herself and still enjoy the differences she found herself in.

Global Perspective (Intrapersonal Domain)

The intrapersonal domain seeks to understand how students grasp beliefs and values about themselves and others, and how these ultimately guide their choices and behaviors (King & Magolda, 2005). The intrapersonal domain is equivalent to FIU's global perspective, the student's ability to develop a multi-perspective analysis of local, global, international, and intercultural problems. In other words, a global perspective entails how students integrate their various attitudes, beliefs, and values regarding self and others to analyze the world (local, global, international) and problems therein. The intrapersonal domain of the GPI views intrapersonal affect and identity as its relevant subscales.

To study these two areas, the researcher used value coding to seek out specific information on attitudes, beliefs, and values that the students expressed in their interviews. In searching for attitudes, the researcher looked for keywords that denoted how students "thought" or "felt" about certain situations or people. Beliefs were examined as the student expressing a "viewpoint" or "opinion" about themselves or others. And values were coded when the students spoke about "appreciating" or not something about themselves or others, and when possible levels of these. There were other areas explored as well in each of the subscales such as culture shock, comfort zone, learning some new skill(s). The analysis of the findings ensues.

According to the previous GPI studies, the results demonstrated a significant change in the intrapersonal affect and identity amongst the students who completed the pre-and post-tests (Braskamp, Braskamp, and Merrill, 2009; Chickering and Braskamp, 2009). However, the study done here did not see a significant change in the domain using

the GPI. Separately, however, the affect subscale did. Qualitatively speaking, the students made many comments for both themes, though the researcher found that the students seemed to have more to say about themselves (identity) before, during, and after their study abroad experiences.

Intrapersonal affect demonstrates how students feel about certain things and experiences, and their level of respect for others and understanding of other cultures. Generally, the students had positive things to say about their experiences abroad. None of them said that they regretted it in any way or form. As a matter of fact some were really excited to get an opportunity to come and talk about their experiences. One even told the researcher that her family and friends were so tired of hearing about her exciting adventures abroad, that she was thrilled to be able to share more with a "fresh pair of ears."

It was thought-provoking to note that as far as dispositions (attitudes) towards the host culture, there were a couple of opposing feelings towards the same behavior in the same country. These comments were made by students who were not together at the time of their studies abroad (i.e., did not know each other or of one another while abroad). The one behavior that the students commented about was the "laid back" nature of the Australians. Whereas one student found this behavior to be very pleasant and accommodating, the other was frustrated by it, stating that she did not understand why they "did not care" about academics.

Another attitude expressed by two students about two different countries was in reference to money and how it was spent. One student in New Zealand demonstrated genuine astonishment at how students spend money there, particularly, the international

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students. She gave an example of how someone bought a tent for $800 and how she could not understand why this person would spend so much on something like a tent. She was equally dumbfounded about people in Miami and how they spend money in stores, as opposed to using for more valuable experiences. Another student, who went to Spain, made a similar remark, explaining that in the U.S. people were more materialistic than the Spaniards. She said she felt that the Spaniards had better things on which to invest.

Statements regarding beliefs about others were intriguing and not as simple to detect. However, various students did give instances where their beliefs about others surfaced. For instance, one student spoke about why she chose Spain over Latin American countries for her study abroad, and this had to do with her understanding of safety issues in Latin America as a whole. She spoke from her own personal experiences and understanding of the region, given her background. Another student commented that in Japan the law enforcers were a "little discriminatory towards foreigners." And according to him, "a little rightly so." We did not have enough time to dig further into this statement, but he did believe to some extent that being discriminatory towards foreigners was done justifiably.

The last part of the trio value coding was values. The accounts by the students expressed their appreciation or disapproval of certain situations and people. One student spoke about how much he appreciated the way the Japanese conceptualized space, stating that it was "great" and "wise." Another stated that she now understood "how important it is the way you raise kids." And yet another really liked (valued) when people were "genuine" and "honest", were "comfortable" with her, and "opened-up" to her. The same student made reference to another situation where she did not receive this form of

interaction (the people ignored her, as opposed to opening up to her and letting her into their milieu) and as a result she felt isolated and unwelcomed, leading her to leave shortly after arriving.

The remaining subthemes in affect, culture shock and comfort zone came about because of some the comments the students spoke about regarding the culture they were in. The researcher did not attempt to provide a scholarly definition of either one of the concepts, as they were key words spoken directly by the students themselves. From their speech though the researcher interpreted that they were referring to feeling awkward due to new experiences with the culture(s) they interacted with or were in (culture shock), and that in some instances they adjusted to being in or out of their comfort zone.

Some students never felt any culture shock, and according to them they did not experience it. Such is the case of the student who went to New Zealand. A few others mentioned having had "cultural shocks" for different reasons. One student, for example, realized she was a minority. The students who went to China had issues with public nudity. And yet another, who went to Spain, stated she had cultural shock because not being used to "sarcasm" and "chivalry."

The students also mentioned the terms "comfort zone" in their interviews and the researcher attempted to seek examples from them to better understand where it fit in the coding structure. This section culminates the thematic portion on affect. Oftentimes they referred to "stepping out of their comfort zone" or "being out of their comfort zone." Two students stated that they considered themselves "introverts", but that going so far away and in order to make the most of their experiences during their study abroad, made them have to "step out of their comfort zone." Thus, one took it upon herself to seek others out

for conversation and do activities with, as well as speak up more about her wishes and needs. And the other decided to do more extracurricular activities with others, such as swimming, roller blading, and being on a radio show using the language of the country (Chinese).

The next intrapersonal theme dealt with students' identity. This area is how the students perceived themselves and the degree of acceptance of their "ethnic, racial, and gender dimensions of one's identity" (Braskamp, Braskamp, and Merrill, 2009). The national studies showed changes in this subscale using the GPI, whereas the study done here did not show a major shift between the pre- and post-tests. That is not to say, however, that the students who were interviewed did not amply discuss the ways in which they viewed themselves as unique individuals, and how they changed during their study abroad period and upon return. For some, the experiences clearly made a difference in them as individuals. The sections that follow discuss the three value codes and a second code on "learning some new skill(s)."

Very few students expressed their views about themselves in terms of disposition or attitude. It seemed clear that most of them had self-confidence and/or did not have too many reservations. One student felt that perhaps her craft was not as good as she had originally thought, and she also felt that she was too naïve when she was there. And two others felt the same about their linguistic skills upon arrival and after their study abroad. And another did not feel she was good at swimming (yet decided to participate in a swimming competition anyways). A very strong and positive statement actually came from this student, who said that after her radio experience, she felt "empowered being

able to do that in a different language." In hindsight, when thinking of themselves, they spoke about being good or not too good about some skill.

Regarding beliefs about themselves, an example came from a student who noticed that she indeed had what it took to be independent. Since she had never been on her own, and as such, she believed she did not have the capabilities to live on her own, without her mom's assistance. She explained that her mom had always taught her to be independent, but that she never actually had the practice and thus assumed that she could not. Having studied abroad and experiencing self-sufficiency showed her otherwise.

In terms of valuing themselves, two students really gave powerful statements about how they actively sought to not waiver on important aspects of their identity, or who they were/are. The first one perceived the importance of not "losing herself" while studying abroad, especially if she knew who she was before and liked certain aspects of herself. The other student wrote down affirmations about her race and accepting who she is. She summarized it best when she stated this about herself in her journal: "You are who you are; if you don't own it, and you don't respect yourself nobody else will, you are not gonna hide in a corner, and it is what it is, and own it."

When the students were asked what lessons they learned from their study abroad experience, many felt that they had gained some sort of skill or skills as a result. Thus came about the subtheme "learned a new skill(s)." Three statements come to mind and they both summarize what they learned: "I learned to take risks" and "I learned how to be independent/self-sufficient." these were statements made by women in the interviews. Most of them learned to talk more, do more activities that involved more people, maneuver in public spaces by themselves, do their laundry, buy groceries and cook, and

even structure their time to accomplish everything they needed to. Additionally, one student felt she had learned to be more "easy going." The two men had very contrasting lessons from their study abroad. One did not think he learned anything out of the ordinary, other than how to peel shrimp. The other one, however, went into an extensive, deep, philosophical self-reflection about what he learned. His main lesson: To be more objective when it comes to other cultures and stop viewing the world from the ethnocentric tunnel he was taught here.

Global Engagement (Interpersonal Domain)

Lastly, the interpersonal domain centers on how students view themselves in relationship to and with other people, as well as the social choices they make as a result. (King and Magolda, 2005). This is equivalent to FIU's global engagement, the willingness to engage in local, global, international, and intercultural problem solving. In other words, how students shift from themselves (intrapersonal) to the external world (interpersonal) and in doing so how willing they are to act on social issues. Accordingly, the interpersonal domain of the GPI includes two subscales, social interaction and social responsibility.

The previous GPI studies, demonstrated a shift or change in the interpersonal social interaction and responsibility amongst the students who completed the pre-and post-tests (Braskamp, Braskamp, and Merrill, 2009; Chickering and Braskamp, 2009; Engberg, 2013). This study did not see a significant change in the overall domain using the GPI. Notwithstanding, the social interaction did change between pre and post-tests. Qualitatively, the students expressed how they interacted with others while studying

abroad. A couple of students also made comments that hinted towards social responsibility.

All of the students were exposed to others who were either from the host country or students from other backgrounds and cultures. Most of the universities provided orientations to the students upon their arrival, and in some cases they placed them in living situations where they had to interact with a diverse group of people. From this standpoint, the students did have ample opportunities to engage with others. Still, a number of them preferred to stay within their comfort zone by hanging out with people from the U.S., friends who met them there, or people from their own program.

There were a few students who did intentionally and willingly seek out ways to meet and rendezvous with people whom they considered would either help them maneuver and adjust to their new environment, or with whom they could practice their language. Such was the case with the students who went to countries that had very striking differences to theirs.

One student chose to go to China and the other to Japan. Both students had wanted to go there from their younger years and purposely studied Chinese and Japanese prior to going. Both languages are exceptionally difficult, given the thousands of characters, variations in meaning based on intonations, cultural nuances associated with them, and the enunciating demands. In language acquisition, Brown (2014) refers to one of the language learning principles as strategic investment, which in essence states that a learner should invest time in figuring out the ways in which they learn best and apply them to their language education. The students who went to Japan and China did that. They decided that the best way to learn was to immerse themselves as much as possible

in the culture and interact with the people. One engaged with Chinese people in activities she would not ordinarily do and the other went out traveling with friends who were Japanese to remote places in Japan. Their efforts paid off.

With regards to social responsibility, the researcher did not encounter instances in which the students voluntarily helped or participated in problem solving in their respective countries. That is not to say that they did not consider it or that they were not actively problem solving with people from different backgrounds. One student indicated that he would have liked to have helped out when the earthquake took place, but found it difficult because of the language barrier. Another said that as a result of her experience she wanted to find ways to help out more, like volunteering for various causes. And last but not least, numerous students had to reconcile differences in mannerisms, lifestyles, and living situations.

Rationale for study abroad

A separate theme from the six subscales that emerged from the interviews had to do with reasons why they went to study abroad that related to their personal backgrounds. According to authors Hanvey (1976), Green (2012), Gupta and Govindarajan (2002), Koehn and Rosenau (2002), Kniep (1989), and Richardson (1979), understanding and teaching about human values, attitudes, beliefs and other humanistic choices, is an essential component to developing global learning skills and interconnecting with diverse people. This study became privy to that since all the students in some way or another always brought forth who they were, why they made the choices they made, and how they changed as a result of being abroad and dealing with a world that was different from theirs.

Early in the interviews the students were asked to talk about themselves and where they were from or what their backgrounds were, which included their families, ethnicities/race, personality traits, academic studies and so forth. They were also asked if they could expand on the reasons they chose to study abroad and the place they went. As they began to talk about their experiences they often reverted to the beginning comments about who they were and what their preferences and biases were. A few had considered themselves introverted and having been placed in situations that made them socially uncomfortable they decided it was worth getting out of their comfort zone and become more social and forthcoming. Others spoke about how they saw themselves in Miami, but then had to figure out a way to not compromise who they were when overseas. Many believed it was just a cool idea to do something different for a change and they were not disappointed, though they shared their ups and downs and their challenges along the way. Other students had an idea of what they expected from the experience and realized that it met and, in some cases, even exceeded their expectations. They not only soaked in as much as they could, they were relieved that they improved in the areas in which they wanted to improve, and that they did things they would not have ever thought they could or would do.

Comparison with Previous Qualitative Study

The interviews with the students stemmed from attempting to study the three GPI domains from a qualitative stance, which then yielded the results presented in the previous chapter and discussed herein. There has only been one previous qualitative study that examined the three GPI domains and subscales. Doyle (2009) studied the three domains using interviews. The research, however, focused "primarily on the language

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immersion study abroad program in Vienna, Austria offered at Central College, a private, four-year liberal arts institution." (p. 144) More than half of the students there participate in some form of study abroad program to hone their language skills. He interviewed six students.

Doyle (2009) indicated that for the cognitive domain students felt a great degree of accomplishment with language acquisition (p. 149). For the intrapersonal domain, students articulated the study abroad experience "offer[ed] them the opportunity to assess their life situation personally, empowering them with self-confidence and the understanding that they have matured in meaningful ways" (p. 150). Lastly, for the interpersonal domain the students gained in valuable understanding of skills such as careful listening, patience, mutual respect, and empathy. (p.151)

In some ways the findings of this study were similar. The main difference is that the researcher did not concentrate on language acquisition as Doyle (2009) did for the most part. Cognitively, the students all learned about the culture(s) where they studied, whether it was language acquisition or how to eat fast-food sushi while walking on the streets of Australia. From the intrapersonal viewpoint, all the students felt they had learned something new to add to their persona, whether it was to be self-sufficient or to deal with culture shock and/or comfort zones. And interpersonally, the students seemed to have learned the most about co-inhabiting and settling differences with people who were from other cultures.

The greatest contrast, however, between this study and Doyle's (2009) was reflected in the methods, namely in the interviewing process. Doyle (2009) used a very in-depth interview process that involved having pre-departure interviews, mid-point, and

re-entry interviews. Replicating this process for the population of students in this study may have yielded more in-depth information about each student's context for studying abroad.

Students' perceptions on their global learning outcomes

The interview analysis demonstrated that these students reflected in some form or another on the questions, "How am I?", "How do I know?" and "How do I relate?" They all came back with an understanding that in some ways their study abroad experience altered their way of thinking and acting. The complexity of these changes may not be fully captured in an hour conversation with each student. Nevertheless, it was clear that the students grappled with and were challenged by some of the situations they found themselves in while studying abroad. From figuring out how to move around a new environment, to reconciling the new self with the old self, to settling differences and creating harmony amongst people of diverse backgrounds, these students did not come back empty-handed.

The following discussion of the qualitative analysis of the findings takes into consideration the literature review and research from Richardson (1979), Hanvey (1976), Koehn and Rosenau (2002), Gupta and Govindarajan (2002), Green (2012), and Doyle (2009). The results and analysis are discussed in light of these authors.

The students who participated in the interviews demonstrated that they learned a lot about the cultures they were in. In the context of the global awareness outcome, the students demonstrated that, in some form, they constructed their views about the culture(s) they were interacting with based on their own understanding of the culture(s). Hanvey (1976) described this in a different way. He considered that the first step people

take in developing "perspective consciousness" (awareness) is an understanding that one has a perspective that is unique. In other words, he believed that this entails an awareness of and appreciation for other differing worldviews, that are not always universally shared nor necessarily right for all.

The mere fact that the students went away to study in a foreign country already exposed them to differences. The question remains as to whether they became aware of these differences and whether they accepted and/or had an appreciation for them. In conversing with the students, they did go into ample details about new experiences and differences between their culture and those of others. They also described challenging situations that required them to negotiate and settle differences to reach solutions. In having being exposed to their study abroad experience, the students demonstrated via examples, that they were indeed aware of differences and accepted them to some degree. They did so through observation and by interacting with other people who differed from their culture.

The next outcome addressed here is global perspective. By having included the value coding, the researcher was able to view how students incorporated attitudes, beliefs and values in their study abroad experience, whether in reference to others and towards themselves, and how these affected some their actions and decision-making. To understand a student's ability to develop a multi-perspective analysis of local, global, international, and intercultural problems about themselves and others (global perspective), it is absolutely necessary to examine what their attitudes, beliefs, and values are. A college student does not enter any social milieu as a tabula rasa entity. They come

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with a mindset about their lives and about the world. The students who went to study abroad are no exception.

To this end, Gupta and Govindarajan (2002) adequately summarized the concept of "mindset." They surmised that as human beings, we are constantly challenged by new, complex, and ambiguous knowledge, which must be registered within an existing framework. According to them new knowledge must then undergo a process of filtration, and that we are selective of what we absorb and biased in how we interpret it. This, they explain, lies at the core of what mindset is all about – the cognitive filters that we use to accept new information and how we interpret it. They then explain that our mindsets are "a product of our histories and evolve through an iterative process" (p.116). In other words, students integrate their various attitudes, beliefs, and values regarding self and others to analyze the world (local, global, international) and problems therein.

The qualitative component corroborated the concept of mindset and how evident it was in the students, as well as how it affected their choices and actions while abroad. A student criticized others about money issues based on what she believed was a more valuable way to spend it. Another re-evaluated her understanding of what she could or could not do, in spite of what she believed she was good at or not. Yet another decided that being more objective about the world, as opposed to having an ethnocentric viewpoint, was a good lesson to take from having studied abroad. And finally, there was the student who filtered through her actions in order not to "lose" part of herself. There is no denying that these students not only came back seeing changes in themselves, but also willing to be more open minded about other viewpoints that differ from theirs.

The outcome, engagement, represents the last of the global learning outcomes at FIU. This particular domain, understood as the interpersonal domain, raises the question about whether students willingly engage with others who are different from them, and the extent to which they intentionally seek ways to problem solve locally, globally, inter-culturally, and internationally. The goal for global learning in FIU is to assist students to move from awareness to engagement, for the students to gradually become global citizens.

Green (2002) postulates that to better understand and connect with others in the world, they must in some form interact and participate in activities that will not only expose, but also alter and challenge the way they think and the way they act towards others and in varying circumstances. A message that clearly resonates everywhere is the notion that students should intentionally or willingly engage with others who are different from themselves, and ultimately seek interconnected efforts to problem solving at various social scales. All the students included in the qualitative component interacted with cultures that differed from theirs. However, only a handful of the students spoke about intentionally seeking out friendships and connections with students or people who were different. And only two articulated that they either wanted to become involved in some form of volunteer activity during their study abroad experience or as a result of. One student already knew she wanted to join the Peace Corps, which is an organization for assisting people in need.

Rationale for studying abroad as it relates to students' backgrounds

Additional elements that surfaced from the interviews with the students, that may be relevant, were the student backgrounds and reasons for studying abroad. This

particular aspect of studying abroad and global learning taps into the students' previous experiences. As mentioned earlier, students do not go to study abroad without having a background or attitudes, beliefs, and values from which to view and analyze the cultures they were settling into and eventually interacting with. Richardson (1979) understood the need to understand how values affected perception of issues, analysis of underlying causes, and engagement in action for change (p. 5). In other words, it affects all three domains. Green (2002) also suggested that, intentionality must be present when becoming a global citizen. Students must choose or voluntarily want to become global citizens. Again, the term "intentionality" is key to what and why students learn, about themselves or others. Which thus begged the questions, "What is your background?" and "Why study abroad?"

The students came from different backgrounds. Some were Hispanic, one was Black Hispanic, one considered herself African American because of her Nigerian parents and family, and some came from Venezuela. When the students spoke about specific scenarios, all of them, without exception reverted back in some form to who they were or where they came from. For example, in speaking about mountains being holy and wanting to go hiking, the student who had gone to Japan, stated at the beginning of the interview that he specifically wanted to go to Japan because in part his mother raised him with strong Eastern spiritual beliefs. One student who was from Venezuela spoke about having safety issue concerns when picking where she was going to study, because Latin American countries are not quite safe. The student who spoke extensively about being Black Hispanic, found herself equally addressing her identity in the midst of realizing she was the only Black for blocks in Australia. And when asked, why she chose to go to

Australia, her response was that she wanted a place that was really different from anything she knew. In the end she felt she had not succeeded in seeing the stark difference she sought after, because of the highly modernized urban settings (e.g., fast food restaurants, transportation, city infrastructure).

The researcher began to see the connections as they were talking about themselves and their experiences abroad. She then realized it was necessary to code the reasons why they went in the first place. These students wanted to study abroad. None of them stumbled upon the idea.

Summary

The quantitative and qualitative components each portrayed a different picture of how the students perceived their study abroad experience and their achievement of the three global learning outcomes at FIU. In terms of the quantitative component, the changes within the cognitive and intrapersonal domains were statistically significant, and the changes for the interpersonal domain did not demonstrate statistical significance. However, the changes within the interpersonal social interaction sub-scales were significant.

The qualitative component brought forth an abundance of information that expanded the researcher's vision about the wholeness of the three domains, and the importance of going beyond the numbers. This gave insight as to other human dimensions that may be needed to complement the results from the GPI, such as understanding what the students bring to their experiences from their background and previous decisions. Overall, there is no denying that the students came back with varying degrees and types of global learning.

Global awareness may be understood as the ability of the student to view interdependence and diversity within their local, global and international context. Through the GPI instrument, the scores indicated that the students acquired a bit of knowledge regarding other cultures, and that they were willing to expand their horizon or knowledge base, and did so, for instance, by going to study abroad in the first place and through settling differences with people from various backgrounds. Qualitatively speaking, a number of students expanded on what they learned about their host countries, and other cultures they were exposed to and/or interacted with.

The results from the GPI showed there was a statistical significance in the students' global perspective outcome, which postulates that students have multiple perspectives in viewing the world around them and for problem solving. In order for a student to develop multiple perspectives, he or she must have their own perspective to begin with, which includes a set of personal beliefs, attitudes, and values about themselves and the world. When they went to study abroad the students went with certain mindsets (perspective), only to realize that there are other perspectives stemming from observation and interaction with the host country, as well as of and other cultures.

Last, the GPI did not demonstrate significance with regards to the global engagement outcome. Qualitatively, the results were similar. This is not to say that they did not interact with other while abroad, but that they perhaps did not do so through their own initiative. However, there were a few students who did express the desire to volunteer either during their study abroad and upon their return.

Limitations

A number of limitations surfaced in this study regarding both the quantitative and qualitative components. The first limitation is the lack of a control group. This group would have showed the results on the dependent variables (awareness, perspective, and engagement) of a group that had not undergone the treatment (study abroad), and thus allowed for comparison of the results. As a result, the researcher cannot make claims related to causality; in the case of this study, the results cannot be interpreted to claim that changes in the GPI were caused by the study abroad experience.

The second limitation for the quantitative section refers to the generalizability of the study beyond FIU. This study was conducted solely with students from this university, and as such, the results cannot be generalized to the state, nation, or global population.

The next set of limitations stem from the qualitative portion of the study. At the outset, although the researcher was hoping to get an equitable sample of men and women, especially considering that the majority of the students who took the GPI were actually men, the interviewees consisted of eight women and two men. Valiant effort was put forth to obtain more men for the interviews. Still, only four came forth to participate, and two were unable to make it in end. Due to the fact that the interview sample was not representative in terms of gender, the results may have varied if more men participated.

The last two limitations will be combined here, as they both relate to the concept of time. As with the previous argument, the researcher believes that the qualitative results may have yielded further insights had there been, (a) more students who had done one

academic year as opposed to one semester (there was only one), and (b) more time to delve further into all six of the subscales.

Recommendations for Future Research

The data generated by the current study contain various implications for future research. Future studies on global learning competencies at FIU or elsewhere may address several of the weaknesses in the current study as well as many other studies related to study abroad students. First, including a control group whereby a similar group of students take the pre and post-tests without the study abroad experience may help control for maturation effects, test/re-test effects, and for other extraneous variables that may influence the results of the post-test. Most importantly, the inclusion of a control group would increase the internal and external validity of the study. Second, distributing the GPI pre and post-test to the entire study abroad population, including shorter terms such as Alternative Break programs, will help researchers understand differences in GPI scores for a wider range of duration for the study abroad experiences. This wider range would answer questions on whether length of exposure is a significant factor in influencing global learning gains.

Future studies may also benefit from using the latest version of the GPI since Braskamp has made various modifications to address some of the weaknesses of the previous versions of the instrument. The 2013 version of the GPI (study abroad version) eliminates some of the questions such as "people from other cultures tell me that I am successful at navigating their cultures" and adds a study abroad-specific section of ten questions, such as "how often did you speak in the host country's language in the non-language courses"? These changes make the survey more robust and informative, adding

more context to the respondents' answers; they may also impact the instrument's validity and reliability.

To this effect, future researchers who wish to develop and/or validate indirect assessment instruments for measuring global learning may want to consider including questions related to the student's personal background. Factors such as family background, prior travel experiences, academic courses, hobbies, use of technology to communicate internationally, and other activities that may influence global perceptions are important in gaining a deeper understanding of the student as a whole. Including these student background questions may account for differences that may otherwise confound the results of the analysis. Additionally, a qualitative component to the instrument may provide researchers with a richer and more descriptive overview of some of the individual differences between students that cannot be accounted for with simple Likert scales.

Lastly, although this study had two years-worth of data, future researchers should consider longitudinal studies in which students complete the GPI again, a few years after their study abroad experiences. It is common for people to realize the lessons they have learned years after their experience, when they have graduated and are in the workforce, where they perhaps have to interact with people from various backgrounds, ethnicities, and cultures. As students mature they may sift through all their lessons in college and gradually come to terms with the valuable skills they gained. Longitudinal research may yield interesting results in the areas focused on in this study.

Recommendations for Practice

The lessons learned from the current study lend themselves to various recommendations for practice. The first practical recommendation is for study abroad leaders to create learning environments whereby global learning outcomes, measures, activities, and programmatic improvements are integrated into the study abroad program from beginning to end. Study abroad staff members could work together with faculty starting in the planning stages to design experiences that will students them to the global learning outcomes. Appropriate assessments would be chosen or developed, assessment activities completed, assessment data analyzed, and appropriate adjustments made to continually improve the study abroad experience.

In addition to more deliberately connecting the study abroad experience to global learning outcomes, recommendations for course level strategies include linking activities and assignments to the global learning outcomes. For instance, assignments where students can work and collaborate with students from other universities nationwide and internationally may help increase their level of achievement in the interaction related learning outcomes where students scored low in the current study. For co-curricular activities, staff leading these efforts could offer opportunities for students to engage in service learning such as participating in local, regional, national, and international community service efforts. This effort can be enhanced by a collaboration between the OSA, the Office of Engagement, and the Center for Leadership and Service. Furthermore, tapping in to organizations such as the International Volunteer System may help increase students' global learning outcomes related to responsibility, the area in which students scored the lowest in the current study.

Conclusion

Study abroad has for a long time been hailed as essential for the personal and interpersonal development of students. More and more research, including this one, is demonstrating that the marriage between study abroad and global learning is indeed a fruitful one, especially if universities and colleges heed advice on enhancing the study abroad efforts for positively influencing the achievement of students' global. Indirect assessment constitutes one way to assist higher education institutions in decision making for study abroad endeavors and student success in global learning. The GPI continues to improve as an indirect measure of assessment of a global perspective. A qualitative assessment component (e.g., open ended-questionnaires, interviews, focus groups) can provide equal insight into areas not tested through the GPI.

This study sought to measure the perceptions of students' study abroad experiences on their achievement of global learning outcomes at FIU. The results demonstrated that students perceived a positive influence of study abroad on their global awareness and global perspective, but not on their global engagement. However, because the study included a qualitative component, the findings suggested that the students perceived gains in all three global learning outcomes. It also demonstrated that students go abroad with certain mindsets in place, which may or may not alter their perceptions of how their experiences affect their global learning. Although the results for this study are not generalizable to students across the nation, the research method and selection of assessment instruments may be useful for other institutions.

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APPENDICES

From: Hilary Landorf <landorfh@fiu.edu>
To: Claudia <cgrigore@mailup.net>
Date: Thu, 2 Apr 2015 10:20 PM (1 week 3 days ago)

Hi Claudia,

I wrote to you a few weeks ago that I had gotten a verbal agreement from Braskamp for you to use the GPI in your dissertation. I think the date was March 12.

Best,
Hilary

Hilary Landorf, Ph.D.
Associate Professor, College of Education
Director, Office of Global Learning Initiatives
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Global Perspective Inventory (GPI)
Introduction

This survey is part of FIU's *Global Learning for Global Citizenship* Quality Enhancement Plan (QEP).

You have been invited to respond to the Global Perspective Inventory (GPI). This is a survey of your views and experiences. You should be able to complete the survey in 10-15 minutes.

Participation is voluntary. There are no foreseeable risks involved in responding to this survey beyond those experienced in everyday life. By completing the GPI, you are agreeing to participate in research. You are free to stop responding at any time. Confidentiality will be maintained to the degree permitted by the technology used and to the extent allowed by law. No absolute guarantees can be made regarding the confidentiality of electronic data. You will not be identified in anything written about this study.

If you have any questions about this survey, please contact us at goglobal@fiu.edu. If you have any questions about your rights as a participant, you may contact the Florida International University Institutional Review Board, Dr. Patricia Price, SIPA 328, 305-348-2618.

Instructions

There is no time limit, but try to respond to each statement as quickly as possible. There are no right or wrong answers, only responses that are right for you. You must complete every item for your responses to count. Thank you for responding to this survey.

My panther ID is: _____.

Please respond to the following statements.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
When I notice cultural differences, my culture tends to have the better approach. CKG	SA	A	N	D	SD
2. I have a definite purpose in my life. CKE	SA	A	N	D	SD
3. I can explain my personal values to people who are different from me. CKE	SA	A	N	D	SD
4. Most of my friends are from my own ethnic background.	SA	A	N	D	SD
5. I think of my life in terms of giving back to society. ISR	SA	A	N	D	SD
6. Some people have a culture and others do not.	SA	A	N	D	SD
7. In different settings what is right and wrong is simple to determine.	SA	A	N	D	SD
8. I am informed of current issues that impact international relations.	SA	A	N	D	SD
9. I know who I am as a person.	SA	A	N	D	SD
I feel threatened around people from backgrounds very different from my own.	SA	A	N	D	SD
11. I often get out of my comfort zone to better understand myself.	SA	A	N	D	SD
12. I am willing to defend my own views when they differ from others.	SA	A	N	D	SD
I understand the reasons and causes of conflict among nations of different cultures.	SA	A	N	D	SD
14. I am confident that I can take care of myself in a completely new situation.	SA	A	N	D	SD
15. People from other cultures tell me that I am successful at navigating their cultures.	SA	A	N	D	SD
16. I work for the rights of others.	SA	A	N	D	SD
17. I see myself as a global citizen.	SA	A	N	D	SD
18. I take into account different perspectives before drawing conclusions about the world around me.	SA	A	N	D	SD
19. I understand how various cultures of this world interact socially.	SA	A	N	D	SD
20. I get offended often by people who do not understand my point-of-view.	SA	A	N	D	SD
I am able to take on various roles as appropriate in different cultural and ethnic settings.	SA	A	N	D	SD
22. I put my beliefs into action by standing up for my principles.	SA	A	N	D	SD
23. I consider different cultural perspectives when evaluating global problems.	SA	A	N	D	SD

24. I rely primarily on authorities to determine what is true in the world.	SA	A	N	D	SD
25. I know how to analyze the basic characteristics of a culture.	SA	A	N	D	SD
26. I am sensitive to those who are discriminated against.	SA	A	N	D	SD
I do not feel threatened emotionally when presented with multiple perspectives.	SA	A	N	D	SD
28. I prefer to work with people who have different cultural values from me.	SA	A	N	D	SD
29. I am accepting of people with different religious and spiritual traditions.	SA	A	N	D	SD
30. Cultural differences make me question what is really true.	SA	A	N	D	SD
31. I put the needs of others above my own personal wants.	SA	A	N	D	SD
32. I can discuss cultural differences from an informed perspective.	SA	A	N	D	SD
33. I am developing a meaningful philosophy of life.	SA	A	N	D	SD
34. I intentionally involve people from many cultural backgrounds in my life.	SA	A	N	D	SD
I rarely question what I have been taught about the world around me.	SA	A	N	D	SD
I constantly need affirmative confirmation about myself from others.	SA	A	N	D	SD
I enjoy when my friends from other cultures teach me about our cultural differences.	SA	A	N	D	SD
I consciously behave in terms of making a difference.	SA	A	N	D	SD
I am open to people who strive to live lives very different from my own life style.	SA	A	N	D	SD
Volunteering is not an important priority in my life.	SA	A	N	D	SD
I have a strong sense of affiliation with my college/university.	SA	A	N	D	SD
I share personal feelings and problems with students and colleagues.	SA	A	N	D	SD
I have felt insulted or threatened based on my cultural/ethnic background at my college/university.	SA	A	N	D	SD
I feel that my college/university community honors diversity and internationalism.	SA	A	N	D	SD
I understand the mission of my college/university.	SA	A	N	D	SD
I am both challenged and supported at my college/university.	SA	A	N	D	SD
I have been encouraged to develop my strengths and talents at my college/university.	SA	A	N	D	SD
I feel I am a part of a close and supportive community of colleagues and friends.	SA	A	N	D	SD

49. What is your age in years? (e.g., 21) __ __

50. What is your gender?
a. Female   b. Male   c. Other

51. Are you an international student or foreign national?
a. Yes   b. No

52. Which ethnic identity best describes you?
 a. Multiple Ethnicities
b. African-American/Black
c. Asian/Pacific Islander
d. Hispanic/Latino
e. Native American
f. European/White
g. I prefer not to respond
h. Other_____

53. What is your status at the university?
 a. First-Time-in-College freshman with no college or AP credits
b. First-Time-in-College freshman with dual enrollment credits
c. First-Time-in-College freshman with AP and/or IB credits
d. Sophomore
e. Junior
f. Senior
g. Graduate student

54. Are you a transfer student in your first semester at FIU?
    a. Yes b. No

55. What is your major field of study?
    a. Architecture   f. Journalism/Mass Communications
    b. Business   g. Math/Science
    c. Education   h. Nursing/Health Sciences
    d. Engineering/Computing   i. Social Sciences/Humanities/Arts
    e. Hospitality/Tourism Management j. Social Work

**Thank you for participating in this survey. For more information on Global
Learning for Global Citizenship at FIU, visit our website: goglobal.fiu.edu.**

Study: *"Undergraduate Students' Perceptions on their Study Abroad Experience and their Achievement of the Global Learning Outcomes"*

Dear student,

If you could use an extra $20 (per student) and a stimulating conversation about your experiences studying abroad, we thought you might like to hear of an opportunity to participate in a research study called "Undergraduate Students' Perceptions of Study Abroad and their Achievement of Global Learning Outcomes". The study is being conducted by Claudia Grigorescu, a doctoral student at Florida International University (FIU) (Miami, FL).

You will have a chance to talk to share your study abroad experiences during an individual interview with Claudia Grigorescu. If you studied between the fall 2012 and summer of 2014, and would like to do the one on one interview, please contact us. It should not take more than an hour of your time. We have attached a flyer and consent form to participate that has more information if you are interested.

If you have questions or want to join, just contact Dr. Landorf at landorfh@fiu.edu / (305) 348-2410 or Claudia Grigorescu at cgrigore@fiu.edu / (305) 458-0960.

Thank you in advance,

Claudia Grigorescu

FIU | FLORIDA INTERNATIONAL UNIVERSITY

ADULT CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Undergraduate Students' Perceptions of Study Abroad and their Achievement of Global Learning Outcomes

PURPOSE OF THE STUDY
You are being asked to be in a research study. The purpose of this study is to assess FIU undergraduate students' perceptions of one semester or academic year of study abroad on their level of achievement of global awareness, global perspective, and global engagement. The secondary purpose is to understand how undergraduate students describe the influence of their study abroad experience on their level of achievement of the global learning outcomes.

NUMBER OF STUDY PARTICIPANTS
If you decide to be in this study, you will be one of about ten people in this research study.

DURATION OF THE STUDY
Your participation will require about an hour of your time.

PROCEDURES
If you agree to be in the study, we will ask you to do the following things:
1. To join an individual interview.
2. To participate for about one hour.
3. To discuss questions related to this research.
4. To be audio-recorded during the interview.
5. To allow the investigators to take notes during the interview.
6. To allow the investigators to review the Global Perspective Inventory (GPI) surveys you took before and after your study abroad experience from the Office of Study Abroad.

RISKS AND/OR DISCOMFORTS
The following risks may be associated with your participation in this study: *No risks are associated with this study.*

BENEFITS
The following benefits may be associated with your participation in this study: There are no direct benefits to you as a participant. However, the study itself may offer some

benefits for future study abroad programs, as well as insights for global education at the university level.

ALTERNATIVES
There are no known alternatives available to you other than not taking part in this study. However, any significant new findings developed during the course of the research which may relate to your willingness to continue participation will be provided to you.

CONFIDENTIALITY
The records of this study will be kept private and will be protected to the fullest extent provided by law. In any sort of report we might publish, we will not include any information that will make it possible to identify a subject. Research records will be stored securely and only the researcher team will have access to the records. However, your records may be reviewed for audit purposes by authorized University or other agents who will be bound by the same provisions of confidentiality.

COMPENSATION & COSTS
You will receive $20 for participating. You will not be responsible for any costs to participate in this study.

RIGHT TO DECLINE OR WITHDRAW
Your participation in this study is voluntary. You are free to participate in the study or withdraw your consent at any time during the study. Your withdrawal or lack of participation will not affect any benefits to which you are otherwise entitled. The investigator reserves the right to remove you without your consent at such time that they feel it is in the best interest.

RESEARCHER CONTACT INFORMATION
If you have any questions about the purpose, procedures, or any other issues relating to this research study you may contact Dr. Hilary Landorf, the Principal Investigator of the study, from Florida International University, 11200 SW 8th Street, GL 460 at (305) 348-2410 (Office) [Email: landorfh@fiu.edu] and she will answer your questions.

IRB CONTACT INFORMATION
If you would like to talk with someone about your rights of being a subject in this research study or about ethical issues with this research study, you may contact the FIU Office of Research Integrity by phone at 305-348-2494 or by email at ori@fiu.edu.

PARTICIPANT AGREEMENT
I have read the information in this consent form and agree to participate in this study. I have had a chance to ask any questions I have about this study, and they have been answered for me. I understand that I will be given copy of this form for my records.

_____
Signature of Participant   Date

_____
Printed Name of Participant

_____
Signature of Person Obtaining Consent   Date

Appendix D

Study Abroad and Global Learning Outcomes

Qualitative Research: *Individual Interviews*

Individual interviews will be used to answer the second research question:

How do undergraduate students describe the influence of their one semester or year study abroad experiences on their level of achievement of global learning outcomes?

Global Perspective Domains and Sub-Scales (Will guide interview)

Cognitive domain
Knowing scale. Degree to which one views cultural context as important in judging what one knows and is important to know.
Knowledge scale. Degree of understanding of other cultures and their influence on global society, as well as level of proficiency in more than one language.
Intrapersonal domain
Identity scale. Degree of acceptance of the gender, racial, and ethnic components of one's identity.
Affect scale. Degree of acceptance of differing perspectives and emotional tolerance for complex situations.
Interpersonal domain
Social responsibility scale. Degree of sense of interdependence and concern for others' well-being.
Social interactions scale. Degree of engagement with others who are different and sensitivity to difference.

MAIN INTERVIEW QUESTIONS

1. What lessons did you learn from having studied abroad?
2. What changed in you as a person as a result of your study abroad experiences?
3. How were you challenged by the experience?
   a. Academically?
   b. Culturally?
   c. Personally?
   d. Interpersonally?

Additional Questions Time Permitting

1. What similarities and differences did you notice between your culture and the culture you were in?
2. How engaged were you with the people from the country you lived in?
   a. Describe everyday interaction with them.

VITA

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1995	B.A. Language/Psychology University of Miami Coral Gables, FL
1998	M.A. Latin American Studies, SFS Georgetown University Washington, D.C.
1998-2000	Program Manager ASPIRA National Office Washington, D.C.
2002	M.S. Modern Language Education Florida International University Miami, FL
2000-2002	Graduate Research Assistant College of Education Florida International University Miami, FL
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PUBLICATIONS AND PRESENTATIONS

Dwyer, E. & Grigorescu, C. (April, 2002). *Connecting beginning ESOLers to CALP-accessible* materials. Paper presented at TESOL Annual International Convention, Salt Lake City, UT.

Grigorescu, C. & Dwyer, E. (April 2002). *The mismatch of the language of textbooks and language of ESOL students in content classrooms*. Paper presented at College of Education Research Conference, Florida International University, Miami, FL; Published in ERIC database.

Dwyer, E. & Grigorescu, C. (November, 2003). *K-5 Academic Vocabulary Acquisition: Native vs. Non-native English Speakers*. Paper presented at ACTFL Annual Convention, Philadelphia, PA.

Dwyer, E. & Grigorescu, C. (March, 2005). *K-12 Academic Vocabulary Acquisition.* Paper presented at ACTFL Annual Convention, San Antonio, TX.

Dwyer, E., Grigorescu, C. & Peña, J. (March, 2006). Academic Word Lists in K-12 Classes. Peer reviewed session at the Annual TESOL Convention and Exhibit, Tampa, FL.

Grigorescu, C. & Pineda, F. (September, 2007). *Under the A,B,C Umbrella: Orphanages, rights, and education in Mexico.* Paper published at proceedings of World Council of Comparative Education Societies XIII World Congress, Sarajevo, Bosnia and Herzegovina.

Grigorescu, C. (March, 2008). *The Bilingual Equation.* Paper presented at CIES Annual Conference, New York, NY.

Grigorescu, C. & Pineda, F. (March, 2008). *Under the A,B,C Umbrella: Orphanages, rights, and education in Mexico*. Paper presented at College of Education Research Conference, Florida International University, Miami, FL.

Grigorescu, C. (March, 2009). *Revisiting Tertulias: Visiting Cyberspace.* Paper presented at the CIES Annual Conference, Charleston, SC.

Grigorescu, C. (June, 2010). *Tertulias Revisited: Cyber Dialogue of Resistance*. Paper presented at WCCES Conference, Istanbul, Turkey.

Perez, K., & Grigorescu, C. (December, 2012). *Effective Surveys*. Presented and panel moderators at SACS Annual Conference, Orlando, FL.