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The Community College Student's Social Construction of Global Learning in the Florida College System

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THE COMMUNITY COLLEGE STUDENT'S SOCIAL CONSTRUCTION OF GLOBAL
LEARNING IN THE FLORIDA COLLEGE SYSTEM

by

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ABSTRACT

The purpose of this qualitative research study was to examine the Florida community college student's understanding of and engagement in global learning through the lens of constructionist theory. Using a grounded theory methodology, seven students in three Florida community colleges were interviewed to hear in their own words how personal and academic experiences have shaped their interest in other countries, cultures, and current international events. The goal of this study was to explore students' perspectives using the principles of social constructionism and constructivism to create a new model of understanding of global learning.

The final results of the study found that students primarily think of culture when asked about global learning, and they do not have a solid understanding of the concept in an academic sense. This understanding has been formed throughout their lives as their interest began well before their current community college experience. Remarkably, all seven students had some experience with global learning long before enrollment in their current institution, and all seven students had an unremarkable college experience thus far as it pertained to global learning. In the end, there were five major influences found to be involved in the formation of students' understanding and engagement level in global learning, which included the family, peers, academic experiences, work experiences, and the external environment. The study concludes by emphasizing the importance of the community college's role in helping to prepare college graduates for the 21st century workplace.

ACKNOWLEDGMENTS

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ABBREVIATIONS

AACC   American Association of Community Colleges

AACU   Association of American Colleges and Universities

AAUP   American Association for University Professors

ACE   American Council on Education

CFC   Central Florida College

EFC   East Florida College

EHEA   European Higher Education Area

FCIE   Florida Consortium for International Education

FCS   Florida College System

IAU   International Association of Universities

IIE   Institute of International Education

IRB   Institutional Review Board

NCES   National Center for Education Statistics

WFC   West Florida College

A popular joke, author unknown:

What's the word for someone who speaks three languages? Trilingual.

For someone who speaks two? Bilingual.

For someone who speaks one? American.

(Stearns, 2009, p. 8)

CHAPTER 1
INTRODUCTION: SETTING THE STAGE FOR GLOBAL LEARNING

Background

Higher education exists in a more innovative, multicultural, and interdependent world than just a few decades ago. Although American institutions of higher education are engaged in international education activities—study abroad, receiving international students and scholars, faculty exchanges, internationalizing the curriculum, and international research—the 21st century's demand for a globalized workforce has increased the importance of global learning for students and serves as the primary source for fostering global competence in generations to come (Altbach, Reisberg, & Rumbley, 2009; Association of American Colleges and Universities [AACU], 2007; Hawkins & Cummings, 2000).

The term *globalization* has been defined in many different ways in the scholarly literature, rendering the term even more challenging to define. Robertson (1992) defines globalization as "a concept [that] refers both to the compression of the world and the intensification of consciousness of the world as a whole" (p. 8). The term globalization has also been used to describe the environment in which the changes in higher education are taking place. Knight (2004) defines globalization as "the flow of technology, economy, knowledge, people, values [and] ideas . . . across borders . . . [it] affects each country in a different way due to a nation's individual history, traditions, culture and priorities" (p. 4). Altbach et al. (2009) observed that globalization is "the reality shaped by an increasingly integrated world economy, new information and communications technology (ICT), the emergence of an international knowledge network, the role of the English language, and other forces beyond the control of

academic institutions" (p. ii). Advances in science and technology, shifts in political and

economic power, and changes in immigration patterns mean that people need to interact across

cultures. These changes have pressured leaders in post-secondary education to rethink the

competencies that our graduates must have within the context of a liberal education. In this new

environment, institutions of higher education shoulder the responsibility of preparing students to

become citizens with the knowledge, cultural skills, and attitudes needed to live and work

effectively in a complex and quickly-changing world (Altbach et al., 2009; AACU, 2007; Siaya

& Hayward, 2003).

Unfortunately, community colleges have had a particular challenge navigating this new

set of expectations (Green, 2007). Due to the impact of globalization, community colleges have

had to learn to adapt to changing political and economic landscapes where increased

accountability and decreased funding collide with the worldwide forces of change (Levin, 2010;

Topper & Powers, 2013). Community colleges have experienced major demographic changes in

their student populations, resulting in curricular and policy changes required to meet students'

needs (Levin, 2010). Colleges now have the obligation to produce graduates who can

successfully interact across cultures and national boundaries, resulting in the question of how to

engage more students, during a relatively short learning window, in global learning (Green,

2007; Raby & Valeau, 2007).

Statement of the Problem

The United States is in need of a college-educated and diverse workforce with graduates

who can work with people from different cultures (Carnevale, 1999; Martin & Nakayama, 2015;

Milhauser & Rahschulte, 2010; Washington, Okoro, & Thomas, 2012) and who have "ethics, global knowledge, intercultural literacy, and strong communication and collaborative skills" (AACU, 2007, p. 16). In 2012, the United States (US) Department of Education published its first articulated strategy regarding international education that includes the goals of "strengthening US education and advancing the nation's international priorities" (p. 3). The strategy emphasizes that all American students should achieve global competencies as part of their education, which involves infusing the curriculum with global learning concepts and the acquisition of a foreign language (US Department of Education, 2012). One approach to achieving this goal is through the internationalization efforts of higher education (Green, 2007; Knight, 2004). According to Knight (2003), *internationalization* refers to "the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education" (p. 2).

However, six major challenges currently stymie the efforts of institutions of higher education in achieving this goal, particularly in the community college sector. First, colleges and universities may not have a sufficient number of college graduates to meet future workforce demands. As reported by Hughes (2012) in "The College Completion Agenda 2012 Progress Report," the graduation rate in 2012 for students who enrolled for the first time in a degree-granting institution was only 54.1% by the end of six years. The National Center for Educational Statistics (NCES, 2012) reported that the graduation rate for community college students was only 20% after two years of study and the three-year graduation rate was 29.9% in 2010. It is important to note that these data are limited in that they only tracked full-time students; many students are part-time who take four to six years to graduate. Over the last decade, leaders in

higher education have been focusing intently on the need to improve graduation rates; the United

States lags behind other countries, placing 14th out of 36 countries, making us a less appealing

destination for international students in a very competitive environment (Altbach et al., 2009;

Organisation for Economic and Co-operation and Development, 2012). This is especially true

for the community college sector. Enrolling almost half of all college students in the United

States, many community colleges do not graduate or transfer the majority of their students to a

four-year institution (Boggs & Irwin, 2007; Green 2007; NCES, 2012).

Second, in addition to the skills and knowledge that a college-educated workforce offers,

today's globally diverse marketplace requires employees who can communicate effectively with

foreign clients, customers, and coworkers. The research on global competency of the workforce

highlights American higher education's inability to supply that demand as recent college

graduates fail to demonstrate an acceptable level of intercultural competence (Carnevale, 1999;

Martin & Nakayama, 2015; Milhauser & Rahschulte, 2010; Washington et al., 2012). A survey

of employers conducted by Schejbal and Irvine (2009) found that all respondents wanted their

employees to understand the value of cultural diversity and to behave appropriately in a cross-

cultural setting. In a more recent survey of employers conducted by Hart Research Associates

(2015), the majority of employers believe that the best career preparation involved broad

learning, intercultural skills, and the ability to solve problems with people who have diverse

views.

Third, many students do not value the importance of global learning. According to a

survey in 2001 published by the American Council on Education (ACE) that focused on student

perspectives of global learning in US colleges and universities, one-third of the participants from

the community college sector believed that global learning took time away from other important course content and was not necessary. As shown in Figure 1, 28% of all survey participants from "highly active" institutions engaged in the process of internationalization and 32% of participants from "less active" institutions believed that global learning was not a necessary component of higher education (Green, 2005). Therefore, to achieve a diverse and culturally competent workforce for the 21st century, community colleges must take a more active role in their efforts to internationalize the campus and the curriculum.
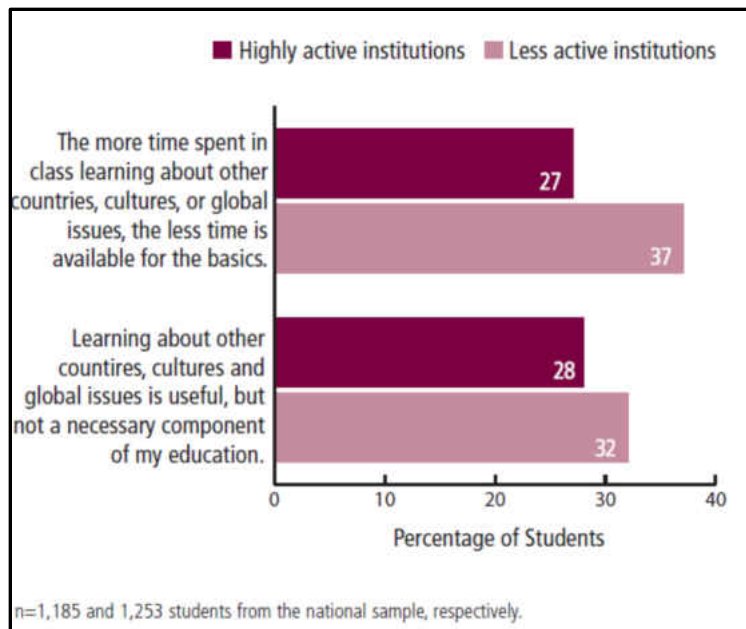
Figure 1. Percentages of students in agreement about the value of international learning, by highly active and less active institutions. Adapted from "Internationalization of U.S. Higher Education: The Student Perspective," by M. Green, 2005, Washington, DC: American Council on Education, p. 5. Copyright 2005 by American Council on Education.

Fourth, efforts to internationalize community college campuses have lagged behind four-year institutions in the United States. Although institutions of higher education are experiencing

a greater degree of diversity on campus, this has not resulted in a higher degree of intercultural competence for students (Siaya & Hayward, 2003). In a report written by Green and Siaya (2005), 61% of community colleges scored low on efforts to internationalize the campus and curriculum. The American Council on Education (2012) conducted a longitudinal survey and published a report on US colleges and universities regarding their efforts to internationalize the campus in 2001, 2006, and 2011. In ACE's 2011 survey, respondents indicated that efforts to internationalize the campus were up overall but the results varied from 93% of doctoral institutions to 50% of community colleges. In addition, community colleges scored low on every metric: 20% of institutions with a foreign language requirement, 25% conduct a formal assessment of their internationalization efforts, 24% provide scholarship funding for education abroad, and 15% fund staff travel for international student recruitment.

Fifth, postsecondary institutions must focus on the demands made by state legislatures. For example, in a report to the Florida Legislature in 2011 by the Higher Education Council, the primary mission of institutions of higher education was to provide a postsecondary education "in the context of state access and economic development goals" (Higher Education Coordinating Council, 2011, p. 4). The report focused on meeting workforce education goals to compete in a global economy, but there is no reference to international education or global learning as one of the means to achieve this goal.

Finally, the literature on the community college student's experience in global learning is quite lacking. If one of the goals of American higher education is to produce more competent citizens to successfully enter the global workforce upon graduation, then this can only be achieved through the engagement of more community college students in global learning

initiatives. To accomplish this goal, it is important to have some understanding of what global learning means to students, what sparked their interest in this area, and why they have so little interest in the world around them.

Purpose of the Study

The purpose of this qualitative research study was to examine global learning from the perspective of community college students in the Florida College System (FCS) and to develop a model describing the process by which the understanding of global learning may be a socially constructed phenomenon. This study involved the exploration of students' understanding of, and engagement in, global learning opportunities before and during college by examining their personal background experiences, family and peer interactions, academic and workplace experiences, and their academic and career goals.

Significance of the Study

This study is significant to the field of international education due to its focus on community college students' perspective of global learning. To date, there has not been much published literature on this topic, and there has not been any previous research done on Florida community college students' perspective of global learning using constructionist theory as the theoretical framework. This work is significant for a number of reasons. First, this research explored the social processes by which Florida community college students' come to understand, and become involved in, global learning by examining how students' previous life experiences and interactions with others may contribute to his or her interest and participation, or lack

thereof, in global learning. The second reason for the significance of this work is that it will answer the question if the majority of students come to the institution with a preconceived notion or previous experiences of global learning or if this exposure primarily takes place during the college years. According to Leask (2010), "international perspectives are complex and multi-faceted" (p. 7), and it takes a lifetime to develop the ability to effectively communicate across cultures.

By better understanding the community college student's interest in global learning, administrators and faculty will be more appropriately positioned to set a strategic course of action for internationalization efforts, such as study abroad, internationalizing the curriculum and co-curriculum, and faculty development programs. Campus internationalization efforts are extremely important for those students who first experience global learning at the community college level. The American Council on Education (2012) reported that, in 2006, only 21% of community colleges had campus-wide internationalization plans. While this percentage represents an increase of 16%, this percentage is still well below what will be required to meet future workforce demands of producing graduates who can effectively interact across cultures (Figure 2).

Percentage of Institutions with Campus-wide Internationalization Plans
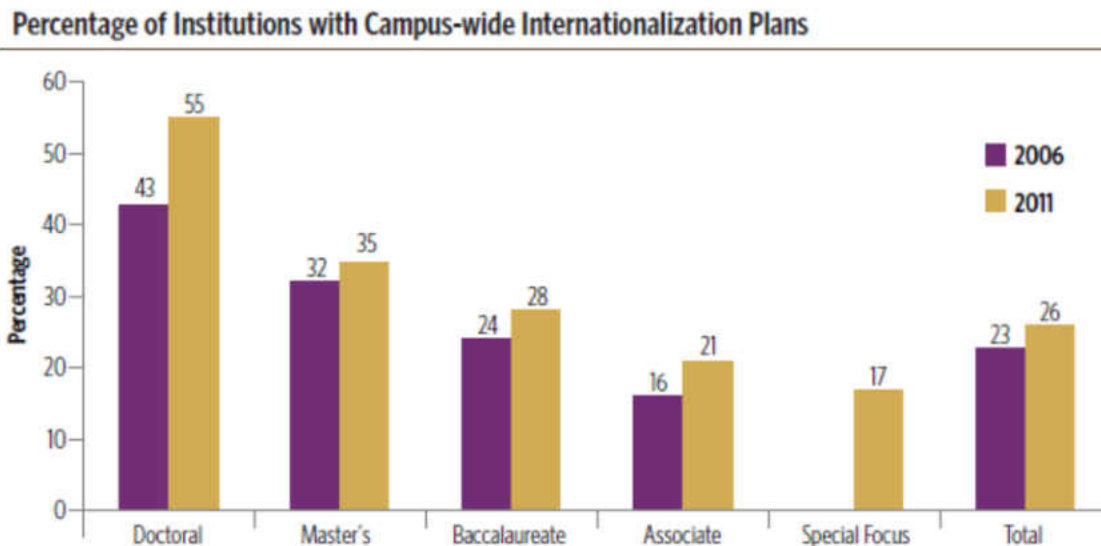
Figure 2. Percentage of institutions with campus-wide internationalization plans. Adapted from "Mapping Internationalization on US campuses: 2012 edition," by American Council on Education, 2012, Washington, DC: American Council on Education. Copyright 2015 from American Council on Education.

Finally, community college administrators, staff, and faculty may apply the results of the study to improve global learning initiatives both in the curriculum and outside of the classroom. This could also lead to making better use of both financial and human resources for international education in a fiscally challenging environment.

<div align="center">Theoretical Framework</div>

This study was conducted through the lens of constructionist theory to examine global learning from the perspective of community college students in the Florida College System (FCS). The theoretical framework used was a combination of *social constructionism* and *constructivistic* views, both part of the constructionist family of theories.

Social Constructionism

Social constructionism is a theory that explains how human beings obtain knowledge and make sense of the world. Reality is viewed both subjectively and objectively; meaning is shared among individuals and thus 'socially constructed' (Andrews, 2012; Ültanir, 2012). According to social constructionism, new knowledge is predicated on the foundation of background experiences, prior knowledge, and social interactions with others. Social constructionists view the attainment of knowledge as a process whereby information is socially and culturally constructed through individual and group interactions with others. More specifically, knowledge and meaning are created and shared through negotiated understandings among people, either consciously or unconsciously, in social groupings based on ethnicity, nationality, ideology, gender, culture, or religion (Berger & Luckmann, 1966; Crotty, 1998; Klotz & Lynch, 2007; Young & Collin, 2004). Over time, beliefs may be challenged and will evolve through interactive relationships across an individual's multiple identities. Even an individual's sense of self is a socially constructed phenomenon based on social interactions and communication with others (Berger & Luckmann, 1966; Mercadal, 2014).

An interactive process, social constructionism occurs between an individual and his environment, shaping the way a person experiences and understands the world. According to Elder-Vass (2012), social constructionism is an on-going process that involves culture, language, discourse, and knowledge. The development of culture as a social construct involves the process of accepting a variety of "norms, beliefs, attitudes and values of one cultural group rather than another" (Campbell, 2000, p. 31). Individuals may identify with one or more cultural groups, and those groups may change over time. The process of social constructionism occurs through

interaction with family, peers, the community, educational institutions, religious groups, and the media shapes an individual's cultural identity or identities. Individuals with multiple cultural identities have an advantage in that they are already exposed to cultural differences, often from a young age, and they develop the ability to switch between these identities based on the situation (Campbell, 2000). Ultimately, an individual will define himself or herself in reference to the identities to which one aligns (Klotz & Lynch, 2007). The language that we use on a daily basis is the vehicle through which knowledge is transmitted from one individual to another throughout the socialization process. The action of discourse allows us to make sense of everyday life and construct a shared sense of reality. Over time, this sense of reality can be reshaped by new social interactions (Berger & Luckmann, 1966).

Constructivism

According to Young and Collin (2004), constructivism examines the actual cognitive processes that an individual uses to make sense of his world experiences. The theory of constructivism emerged from "developmental and cognitive psychology, and its central figures include Bruner (1990), Kelly (1955), Piaget (1969), von Glaserfeld (1993), and Vygotsky (1978)" (p. 375). Constructivism is concerned more with the individual than the group and asks how we know what we know and how we develop meaning (Andrews, 2012; Berger & Luckmann, 1966; Charmaz, 2008; Young & Collin, 2003). According to Ültanir (2012), constructivism is a process whereby the learner is actively involved in making sense of the world.

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Howe and Berv (2000) wrote about two streams of constructivist theory: (a) empiricism, in which all knowledge is grounded in experience and completely detached from the cognitive processes of the mind, and (b) rationalism, which purports that knowledge is a combination of experience and how the mind perceives those experiences. Today, the constructivist theory is still viewed through the lens of both streams where knowledge may be interpreted to be completely external to human interpretation or knowledge is a social construct of group meaning through interaction (Howe & Berv, 2000).

Originally based on the works of Dewey and Piaget, constructionists view learning as an active process in which learners construct new understandings by linking them to their existing knowledge that is based on past experiences (Naylor & Keogh, 1999; Ültanir, 2012). From Dewey's (1938) perspective, an individual's knowledge and sense of reality is a result of his direct personal experiences and social interactions with others. These experiences are interpreted by the individual and are not fixed, requiring active participation as part of the social process. Piaget (1953) focused on how the individual constructs knowledge and concluded that humans are not given information which is immediately understood and put to use, but rather we receive the information and process it based on our previous experiences and knowledge to form new knowledge. This process involves adaptation, which is comprised of assimilation (bringing new information into one's existing view of the world) and accommodation (changing that view based on this new information). Therefore, the development of understanding of new knowledge requires the individual to actively engage in the process of meaning-making (Ültanir, 2012).

Vygotsky (1978) wrote about the internationalization process of human development, which was "socially rooted and historically developed" (p. 57). From the Vygotskian

perspective, learning is a social and cultural process that begins with social interactions (interpersonal) and ends in the formation of individual mental processes (intrapersonal). Therefore, individuals seek to understand the world in which they live through varied and subjective interactions with other people before adopting their own personal view of reality (Eun, 2008).

A Visual Illustration of the Theoretical Framework

The goal of this research study was to determine how students come to understand global learning through the lens of constructionist theory. After a review of the literature, I determined that the best approach to the theoretical framework was to combine principles of social constructionism and constructivism to create a new model of the understanding of global learning from the community college student's perspective.

My first attempt at a visual illustration of the principles to be used in the creation of the new model incorporated the following concepts: (a) background knowledge (Dewey, 1938; Piaget, 1953); (b) social interactions involving language and discourse (Berger & Luckmann, 1966; Elder-Vass, 2012; Dewey, 1938); (c) active learning (Dewey, 1938; Juvova, Chudy, Neumeister, Plishchke, & Kvintova, 2015; Piaget, 1953); (d) teaching (Dewey, 1938; Juvova et al., 2015; Piaget, 1953); (e) self-direction (Dewey, 1938); (f) cognition (Juvova et al., 2015); (g) reality adoption or internationalization (Vygotsky, 1978); (h) assimilation (Piaget, 1953); (i) accommodation (Piaget, 1953); and (j) culture (Campbell, 2000; Elder-Vass, 2012). The student is at the center of the illustration with arrows pointing inward as the student receives external inputs, as well as bidirectional arrows that involve the negotiation of meaning between the

student and the external world resulting in a layer of new knowledge on what is already known. A student's culture and background experiences permeate all information that the student receives.
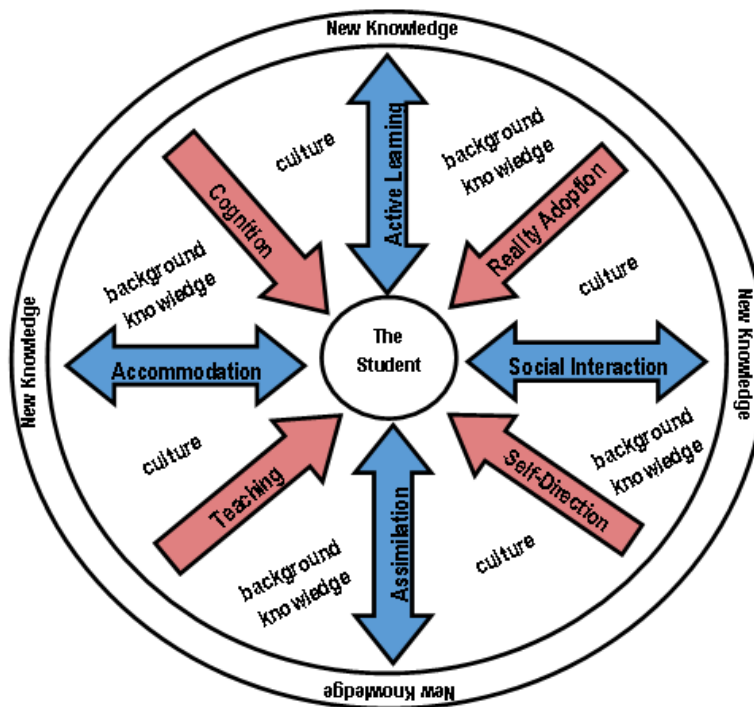
Figure 3. First visual illustration of the principles of constructionist theory that may be applied to global learning. Copyright 2015 by J. Robertson.

As part of this grounded theory methodology, the first model evolved as new information emerged from the literature review and after feedback received after the dissertation proposal defense. During the literature review, I identified a major flaw in my original interpretation of the theoretical framework; I failed to make a distinction between social constructionism and

constructivism because initially I did not understand that these were two distinct theories. As a result of my faulty understanding of the distinction between social constructionism and constructivism, I used principles from both theories to create the model without intending to do so. I responded to the unintended problem of blending together principles from two theories by re-examining the literature and making the following changes to the model: (a) all references to 'constructivism' were changed to 'constructionist theory' to encompass both social constructionism and constructivist principles; (b) a distinction was made between background experiences and prior knowledge; (c) the principle of 'teaching' was eliminated since it may be considered part of the active learning process; (d) 'self-direction' and 'cognition' were eliminated as they were not measured as part of this research study; (e) 'assimilation' and 'accommodation' were collapsed into 'adaptation' from Piaget's model although both are used to define this principle; (f) 'language' was added to the model; and (g) 'reality adoption' was put in the outer circle as part of the process of the acquisition of new knowledge.

A revised visual representation of the model emerged as the research progressed. In the end, the principles used to develop a new model for understanding the community college student's social construction of global learning included: (a) background experiences, (b) prior (c) knowledge, (d) language, (e) culture, (f) active learning, (g) social interactions, (h) adaptation, and (i) reality adoption (Figure 4).

Principles of Constructionist Theory That May Be Applied to Global Learning v.2
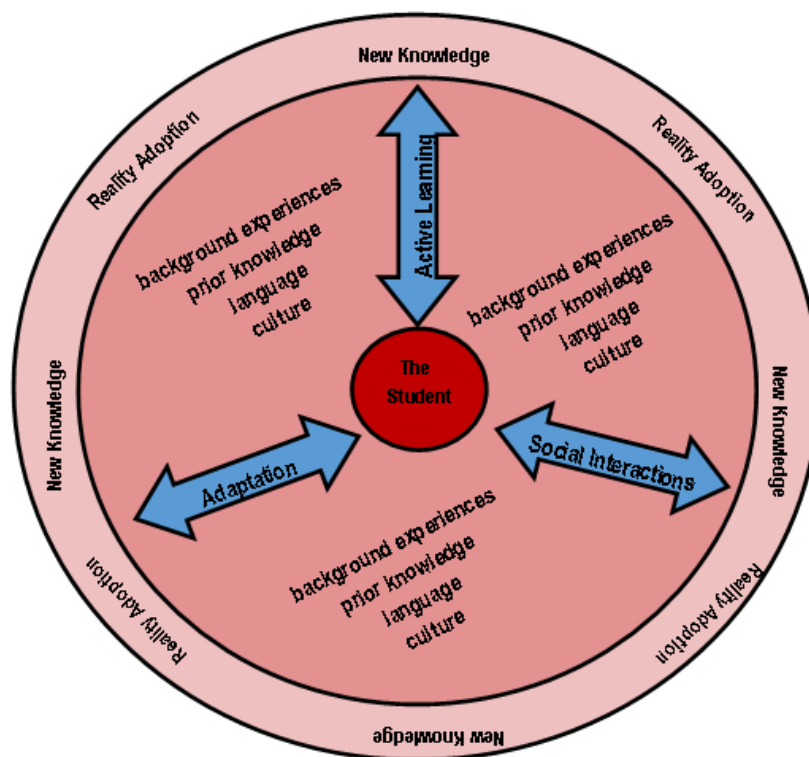
Figure 4. Second visual illustration of the principles of constructionist theory that may be applied to global learning. Copyright 2015 by J. Robertson.

During the most recent review of the literature, I discovered that there was some overlap in the

principles between social constructionism and constructivism, resulting in a third category of

'both' to describe the principles based on my interpretation of the literature (Table 1).

Table 1

Breakdown of the Theoretical Framework Principles

Theoretical Frameworks	Theoretical Framework Principles							
	Language	Culture	Social Interactions	Background Experiences	Prior Knowledge	Adaptation	Reality Adoption	Active Learning
Social Constructionism	X	X	X	X	X			
Constructivism			X	X	X	X	X	X

<u>Research Questions</u>

This qualitative research study focused on the community college students' understanding of, and participation in, global learning. The study was guided by three research questions positioned within a constructionist framework:

1. How do community college students in the Florida College System (FCS) come to understand the concept of global learning?

2. How do community college students in the FCS narrate their journey of interest and participation in global learning?

3. How do the narratives of community college students in the FCS articulate at what point they became interested in global learning?

To answer the research questions, one must have an understanding of what *global learning* means. The academic definition is the integration of global concepts for cross-cultural understanding across all disciplines and the creation of international curricular and co-curricular

activities for students (Green & Olsen, 2003). However, we can also extract a definition by examining the term 'global' to mean anything worldwide and 'learning' to refer to the acquisition of knowledge. Therefore, this second definition provides a broader understanding of the term (instead of one solely focused within academia) that allows the student data to be interpreted and aligned more readily with the research questions under study.

Using a combination of social constructionism and constructivism as the theoretical framework, as well as a grounded theory approach, this study explored how the background experiences, culture, family and peer interactions, and academic experiences contributed to the college student's understanding of and interest in global learning. Table 2 illustrates how the principles of the theoretical framework are linked to each research question.

Table 2

Research Questions Linked to the Principles of Social Constructionism and Constructivism

Research Questions	Theoretical Framework Principles							
	Language	Culture	Social Interactions	Background Experiences	Prior Knowledge	Adaptation	Reality Adoption	Active Learning
RQ1	X	X	X	X				X
RQ2	X		X			X		X
RQ3				X			X	

<center>Definition of Terms</center>

Community College: According to *Community College Review* (2015), a community college is a post-secondary institution that provides coursework leading to an associate's degree with transfer programs in place to four-year institutions. They are usually nonresidential colleges with open admission policies. Recently, several states including Florida have begun to allow community colleges to offer four-year bachelor degree programs that focus on workforce needs (Bilsky, Neuhard, & Locke, 2012).

Constructivism: According to Young and Collin (2004), constructivism examines the actual cognitive processes that an individual uses to make sense of his world experiences. Constructivism is a process whereby the learner is actively involved in making sense of the world (Ültanir, 2012). This should not be confused with 'social constructionism.'

Employability: "A set of achievements—skills, understandings and personal attributes— that make graduates more likely to gain employment and be successful in their chosen occupations, which benefit themselves, the workforce, the community and the economy" (Yorke, 2004, p. 8).

Global Citizen: An individual who can effectively interact across cultures, make connections between the global and the local, and has a level of self-awareness and understanding of the interdependence of fellow human beings (Schattle, 2007).

Global Competency: "A learner who is able to understand the interconnectedness of peoples and systems, to have a general knowledge of history and world events, to accept and cope with the existence of different cultural values and attitudes, and indeed, to celebrate the richness and benefits of this diversity" (Stanley Foundation, 1997, p. 4).

<center>19</center>

Global Learning: Integration of global concepts for cross-cultural understanding across all disciplines and the creation of international curricular and co-curricular activities for students (Green & Olsen, 2003). We can also expand the definition by examining the term 'global' to mean anything worldwide and 'learning' to refer to the acquisition of knowledge. Therefore, for the purposes of this research study, this provides a broader understanding of the term instead of one solely focused within academia.

Globalization: "The flow of technology, economy, knowledge, people, values [and] ideas . . . across borders . . . affect[ing] each country in a different way due to a nation's individual history, traditions, culture and priorities" (Knight, 2004, p. 4).

Grounded Theory: A process grounded in data that are systematically gathered and analyzed over multiple stages with the goal of developing a new theory or model from the interrelationship of the categories that emerge. Knowledge is seen as actively constructed yet grounded in existing knowledge (Creswell, 2009; Glaser & Strauss, 1967; Goulding, 2002).

Intercultural Awareness: The capacity of "acquiring . . . [a] subjective cultural context (world view), including one's own, and developing greater ability to interact sensitively and competently across cultural contexts as both an immediate and long-term effect of exchange" (Bennett, 2009, p. S2).

International Education: Refers to the internationalization (see below) of higher education, and was a term that emerged in the scholarship literature used to distinguish it from comparative education, global education, and multicultural education (Knight, 2004).

Internationalization: Higher education's intentional appreciation for differences. It is "the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education" (Knight, 2003, p. 2).

Internationalization at Home: The act of internationalizing the college student's curricular or co-curricular experience on campus for all those students "who would never leave their home country" (Wächter, 2003, p. 5).

Non-Traditional Student: Students who are 24 years old or older are usually considered non-traditional along with students who are not attending college full-time or who do not enroll immediately after completing high school; students who have family responsibilities and financial constraints, usually meaning having children, being a single parent, and/or being financially independent from parents; or students who did not receive a high school diploma (NCES, 2015a).

Social Constructionism: Social constructionism is a theory that explains how human beings obtain knowledge and make sense of the world. Reality is viewed both subjectively and objectively, where meaning is shared among individuals and thus 'socially constructed' (Andrews, 2012; Ültanir, 2012). This should not be confused with constructivism.

Traditional Student: "One who earns a high school diploma, enrolls full time immediately after finishing high school, depends on parents for financial support, and either does not work during the school year or works part time" (NCES 2002, p. 1).

Limitations

I identified several limitations as having an impact on this research study. First, the lack of generalizability in qualitative research has been determined to be a weakness from a positivistic perspective (Marshall & Rossman, 1995; Shenton, 2004), although grounded theorists support the idea of transferability under the right conditions (Glaser, 2005; Shenton, 2004). Since this study was not a random sample of all community colleges in the nation and only seven students from Florida, the results may not be transferable to all community colleges. The community college sector in Florida tends to be very diverse, so the background experiences of these seven students may not adequately reflect students in rural America.

Additionally, I only interviewed seven students from three Florida community colleges who may not truly be representative of the population. To be considerate of participants' time, I conducted interviews that were only 30 to 40 minutes in duration, and, due to my own time constraints, students were only interviewed once. I would have liked to go back and interview the students again based on the data received during the coding process to obtain a deeper and clearer understanding of some of the issues that arose. Finally, the seven students interviewed were self-selected, meaning that the only students who participated in the study already had an interest in global learning. For a more comprehensive understanding, I recommend that a future study include students who have no interest in global learning to explore their perspectives and background experiences. To address this lack of generalizability, this study should be replicated in other states to verify the results.

Positionality

According to Bourke (2014), the identity and biases of the researcher have the potential to impact the research itself as our individual identities emerge from perceptions of the world around us. Therefore, researchers working in human subject research must reflect on who they are and the position they hold in relation to the participants. As Director of the Study Abroad and Global Experiences office at Valencia College and Executive Director of the Florida Consortium for International Education (FCIE), my position of authority may cause participants to hesitate to provide fully honest and complete answers to the questions.

I have been involved in some aspect of global learning my entire life. I lived in Spain during my junior year of college, earned a Bachelor of Arts degree in Spanish, and subsequently spent close to 10 years living throughout Latin America. I began my career as a Spanish and English-as-a-Second-Language teacher and later started my own language school in Puerto Rico that I operated for seven years before I was hired in 2000 by Valencia College in Florida. For my first 10 years at the college, I focused on language training and recruiting international students to the Intensive English Program. Since 2010, I have been focused on sending domestic students abroad, developing global learning workshops for faculty, and leading efforts to internationalize the curriculum. My time spent abroad, my intercultural and foreign language skills, and my research on global learning have all greatly influenced my perspectives on this topic. As a result of these experiences, I believe that I do have some preconceived notions concerning the research questions that may be a source of bias. The potential for researcher bias is one of the reasons why I chose a grounded theory methodology. My goal was to put all

expectations aside concerning how students would answer the interview questions and allow the themes to emerge on their own and open myself up to possibilities that had yet to be discovered.

Although I have spent over a decade living and working in Latin America, being a White, 47-year-old female from New Hampshire may also bring with it some bias. The Florida colleges under study have a diverse student demographic that is vastly different from my undergraduate experience in 1990s New Hampshire, which was with primarily White students. With more than 25 years separating my college experiences from those of the participants, I may struggle to see the world through the eyes of much younger students from different backgrounds and cultures. I initially became interested in global learning as a topic of research through my interactions with both students and faculty who did not appear interested in international education. Other than the financial aspect of traveling overseas, I am baffled as to why anyone would not have the desire to travel abroad or stay informed about what goes on outside of the United States. This view is a source of bias in the study but, as a person who easily adjusts to foreign environments and people, I felt certain that I could remain objective throughout the research process.

<u>Organization of the Study</u>

In Chapter 1, I provide readers with some background information on the state of global learning in the United States and the community college sector in particular. The problem statement is presented along with the significance and purpose of this study. I outline the theoretical framework that guided this research study from the perspective of the community college. Finally, the chapter concludes with definition of terms, an outline of the study

limitations, comments on my positionality, and an explanation of the overall organization of the study.

Chapter 2 includes a summary of the literature concerning higher education, the community college sector, global learning, and the theoretical framework. In this chapter, I present a brief history of higher education and global learning from ancient times through the 21st century. I also discuss the impact of globalization on higher education, the challenges of global learning today, the meaning of comprehensive internationalization, the importance of global competency, how to assess global learning, and issues related specifically to the internationalization of the community college. I end the chapter by summarizing global learning within the context of constructivist theory.

Chapter 3 presents the methodology of my research study, including research design, rationale, and the research questions. I include details on the selection process of the sites and participants and the implementation of the pilot study. I summarize the data collection and data analysis processes, address the issues of credibility, triangulation, and ethical considerations. I bring the chapter to a close by explaining the originality score, how authorization to conduct the study was granted, and copyright permissions granted.

Chapter 4 highlights the seven students in this study in their own voices. I begin the chapter with a demographic overview of all seven students, followed by a short description of each institution and then a detailed student profile and summary of each interview. The purpose of this chapter is to provider readers with a deeper understanding of each student's personal journey related to global learning.

Chapter 5 includes the process that I followed to analyze the data using a grounded theory methodology. I briefly revisit the purpose of the study, research design, and research questions before presenting a breakdown of the data sources and coding process. I then summarize the results of the data analysis for each research question. The chapter concludes with a data summary for readers with all the relevant themes and categories identified in the study, and then I conclude with a mathematical approach to analyzing the data to test the model.

Chapter 6 returns to the grounded theory methodological process that I followed. I include all the steps throughout the study so that this research can one day be replicated. I also discuss the hypothesized model of the social construction of global learning for the community college student and then explain how that model evolved over the course of the study. I then present a new model of global learning, describing the process by which community college students are exposed to and come to understand this concept.

Chapter 7 presents a summary of the major conclusions that can be drawn from this study along with which aspects about the model that are new and not already covered in the scholarly literature.

Chapter 8 wraps up the study by revisiting the background and limitations. I conclude the chapter by presenting the study's implications and recommendations for future research and my personal reflection of my own journey that took place throughout the writing of this dissertation.

CHAPTER 2
GROUNDING GLOBAL LEARNING IN THE LITERATURE

Introduction

Since the founding of the first institutions of higher education in the United States in the 17th century, colleges and universities have evolved to mirror the needs of American society (Brubacher & Rudy, 1997). For several hundred years, attendance at US colleges and universities was primarily reserved for the elite; focus was on a liberal education within the context of democracy and the national boundaries of an emerging nation (AACU, 2007; Brubacher & Rudy, 1997). The goal of US colleges and universities in the 18th century was on the expansion of higher education, and, by the 19th century, institutional leaders turned their interest toward international education. The real push to encourage American students to learn about the world, speak foreign languages, and travel abroad to learn other cultures came after the first and second world wars. For those working in the government and higher education, the pathway to peace became clear—to establish greater connections between the United States and the rest of the world (Cole, 2009; Hoffa, 2007; Rudolf, 1962; Stearns, 2009).

For many Americans, the terrorist attacks on September 11, 2001 brought to light America's failure as a nation to look beyond its borders to gain knowledge of different countries and cultures (Schejbal & Irvine, 2009; Stearns, 2009). In fact, global learning has been brought to the forefront of the national conversation on higher education only during the last few decades (AACU, 2007), and it was not until 2012 when the US Department of Education unveiled an official strategy for international education for American students (US Department of Education, 2012). In today's interdependent world, the United States needs college graduates with the

knowledge, skills, and attitudes to live and work in a global society, yet many students do not possess these abilities (AACU, 2007). Because nearly half of all college students begin at the community college (NCES, 2012), these institutions are well positioned to make a lasting contribution to the goal of producing globally competent graduates (Green, 2007). However, many community college administrators still do not make global learning a priority on campus (Raby & Valeau, 2007). For the purposes of this study, I define global learning as the acquisition of worldwide knowledge rather than using the more limited academic definition.

This chapter will provide the reader with an examination of the historical and international roots of higher education and global learning in the United States, the impact of globalization on the community college, the meaning of global citizenship in the 21st century, and the ways in which study abroad and internationalization of the curriculum contribute to these national goals. The chapter will conclude with an overview of the social construction of global learning within the context of the community college. It is important to note that the majority of this literature review is based on research conducted in four-year institutions due to the lack of literature in the community college context. A formal computer search of the University of Central Florida's library database on the descriptors for global learning, internationalization, and international education yielded over 144,000 sources, but only 1,240 specifically applied to the community college context. Of those sources, the search was narrowed down to only 790 written in the last 15 years (University of Central Florida, 2015), and many of the articles cite studies conducted in a university setting. Although this study will be conducted within the context of the community college, global learning is a topic that is pertinent for all institution types.

Brief History of Higher Education and Global Learning

The notion of higher learning is rooted in ancient times with the establishment of teaching and learning centers in ancient India, Greece, Rome, the Middle East, and Asia. In Western Europe, the Greeks and Romans developed advanced civilizations that attracted scholars from around the world who created centers of learning that were the admiration of the world. After the fall of the Roman Empire in the 5th century, the Catholic Church assumed responsibility for preserving knowledge and educating young men for its clergy at cathedral schools (Hoffa, 2007). By the 8th century, the churches of the Dark Ages in Europe had developed a curriculum that dictated what the educated person should know; this curriculum consisted of the *trivium* (grammar, rhetoric, and logic) and the *quadrivium* (advanced courses of arithmetic, geometry, astronomy, and music; Bugliarello, 2003). Three hundred years later, formal universities were established in Italy, England, and France that followed this curriculum, which was standardized by the 13th century (Bugliarello, 2003; "Top 10 Oldest Universities," 2015). As these formal universities grew, so did the concept of what the educated person should know and thus "The Grand Tour" was born; in the 15th century, young men of wealthy families would travel to other countries and universities as part of their formal education (Hoffa, 2007; Appendix A).

In the 17th century, the English Pilgrims fled persecution from their homeland and landed in the New World in 1620, hoping for a new start. Sixteen years later, the first institution of higher learning, Harvard College, was founded by these early settlers, many of whom were educated at Oxford and Cambridge in England. With a considerable amount of English, Scottish, and German influence, Harvard College was patterned after European medieval

universities with the similar mission to prepare elite gentlemen for careers in the church and other professions, such as medicine and law (Altbach, Berdahl, & Gumport, 2005; Brubacher & Rudy, 1997; Cole, 2009). The 18th century, otherwise known as the Colonial period in the New World, corresponded with the European Enlightenment. During this period, Yale (1701), Princeton (1746), and the College of Philadelphia (1751) were founded. Yale received its first international student from Venezuela in 1774, Francisco Miranda, who spent a full year at the university (Hoffa, 2007). During this same period, Americans claimed independence from England in 1776 and focused inward in terms of higher education. However, affluent students and faculty continued to travel to European universities, and Germany in particular, captivated by their different ideas about teaching, learning, and research (Brubacher & Rudy, 1997; Hoffa, 2007). By the 19th century, the Scientific and Industrial Revolutions were well underway in the United States and wealthy young adults, still primarily men, continued to travel to Europe on "The Grand Tour" as part of their education. Additionally, several US universities established overseas exchange programs and collaborative international research projects (de Wit & Merkx, 2012; Hoffa, 2007; Appendix B).

The 20th century became a turning point in the field of international education. The effects of globalization began to emerge with growing global interdependence and consciousness and the expanding global economy (Rumbley, Altbach, & Reisberg, 2012). According to Albrow, Eade, Washbourne, and Durrschmidt (1994), *globalization* consists of a social transformation involving worldwide changes and advances to the economy, technology, political landscape, and cultural interaction. Knight (2004) defines *globalization* as "The flow of technology, economy, knowledge, people, values [and] ideas . . . across borders . . . affect[ing]

each country in a different way due to a nation's individual history, traditions, culture and priorities" (p. 4). Whichever definition one chooses to use, globalization refers to the "compression of the world…as a whole" (p. 8) as described by Robertson (1992).

Due to the engagement of the United States in the new global landscape, international education was greatly enhanced (De Wit & Merkx, 2012). It was during this time that there was growing interest in various aspects of international education in the four-year institutions, although the term had not yet been coined (Hoffa, 2007). American students had already been participating in study abroad programs across the globe for decades by the turn of the century (Hoffa, 2007; Stearns, 2009). Not only was the United States sending students overseas, but institutions were also receiving international students. By 1904, there were already an estimated 2,700 foreign students at institutions across the United States. Other points of interest for this period include the formation of the Association for the International Interchange of Students in 1909 between the US, England, and Canada; the US sent the first Rhodes scholars to Oxford University in England; and Colombia University established an exchange program with the University of Berlin (1906 to 1914). Soon after these initial seeds of international education were planted, the onset of World War I (1914-1917) brought most international programs and exchanges to a halt (Hoffa, 2007).

By the end of World War I, the American research universities had fully embraced Germany's concept of research and study for graduate education along with the specialization of the academic disciplines (Brubacher & Rudy, 1997; Hoffa, 2007). As a result of the war, the field of international education grew in the United States, and the Institute of International Education (IIE) was established in 1919 by a group of esteemed individuals who believed that

peace could only be achieved through a greater understanding between nations. The Institute of International Education, the first formal organization to develop international exchange programs, served as a link between the US government and institutions of higher education. Colleges and universities across the country established formalized for-credit study abroad programs so students could immerse themselves in a foreign language and culture (Hoffa, 2007; IIE, 2015a). Consequently, two distinct perspectives emerged concerning international education that dated back to World War I. Political and cultural isolationists believed that America should not get involved in the issues of other nations; they did not support high levels of immigration to the United States, making it clear that immigrants' presence was not welcome. Conversely, internationalists believed Americans must engage with foreigners and welcomed opportunities to foster peace among nations (Hoffa, 2007).

After the war, many Americans realized the need to better understand other countries and cultures, as the US could no longer only reflect inward (Goodwin & Nacht, 1991). Over the next 20 years, international educational programs rebounded across the country. After World War I, US colleges and universities fostered a renewed enthusiasm for area studies and foreign languages, and the University of Delaware established the first 'junior year abroad' concept with France in 1923 (de Wit & Merkx, 2012). Beginning in the 1920s, American college students had to study European history or Western civilization as part of their general education requirement. However, with Americans' growing hostility toward our foreign policies, some scholars felt that other parts of the world such as Asia, Africa, and the Middle East deserved increased focus from a curricular perspective in higher education (Stearns, 2009). During this period, there was also a

growth in student and scholar mobility and international bilaterial agreements until the onset of World War II (1939-1945; de Wit & Merkx, 2012).

The 30 years following World War II were extremely volatile as the United States became immersed in The Cold War with Russia (Altbach et al., 2005; Brubacher & Rudy, 1997; Hoffa, 2007). Still, a positive outcome of the Cold War was the creation of several key organizations and initiatives committed to promoting world peace and stability such as the United Nations in 1945 (United Nations, 2015). In 1946, the US government, in partnership with the Council for International Exchange of Scholars, established the Fulbright Scholar program to promote student, faculty, and scholar exchanges between the United States and other countries (Council for International Exchange of Scholars, 2009). Founded in 1948, NAFSA: Association for International Educators was established to promote professional development opportunities for international education practitioners in colleges and universities across the country to better assist and advise foreign students coming to the United States after the war (NAFSA: Association for International Educators, 2015). A growing number of institutions of higher education became involved in international initiatives such as exchange programs, international research projects, and study abroad. In addition, the number of associations and organizations dedicated to international education continued to grow (Hoffa, 2007).

In 1946, President Truman appointed a federal commission to examine the functions of higher education in the United States. The commission published a report titled *Higher Education for American Democracy* a year later that covered the goals, equal opportunity initiatives, organization, staffing, and financing of institutions of higher learning. The report strongly influenced post-secondary education as it promoted the end of discrimination and equal

opportunity for all American citizens (Hutcheson, 2007; 2011; Truman Commission on Higher Education, 1947). While not addressing global learning specifically, the report brought the purpose of higher education to the forefront of a national debate and paved the way for state and federal financial support, in addition to "an educated citizenry that would serve as a symbol for democracy and equality across the world" (Hutcheson, 2011, p. 49). The Commission suggested that the federal government take a more active role in higher education and remove the financial barrier to access for many Americans (Gilbert & Heller, 2013). According to the Commission's report, the hope of achieving these lofty goals would fall to the community college system. It was also the recommendation of this report to change "junior college" to "community college" in reference to the two-year institutions (Gilbert & Heller, 2013).

By the 1950s, World War II still remained a recent memory for many Americans, and hostilities grew between the US and the Soviet Union, resulting in the Cold War and the Red Scare (Cole, 2009). The Soviet launch of the first satellite, Sputnik, into space in 1957 caused another major stir in government and higher education (Altbach et al., 2005; Stearns, 2009). Fearing that the United States was falling behind in science, technology, research, and foreign languages, the National Defense Education Act (1958) provided millions of dollars in grant funds for higher education (Hutcheson, 2011; Stearns, 2009).

The 1960s continued to be a time of turbulence when many Americans had deep concerns over equal opportunity for Blacks and women. With the nation clearly divided on this issue, the Civil Rights Movement emerged. According to Robertson (1992), this period experienced a heightening of global consciousness and interest in world citizenship due to the inequalities and injustices that many individuals had suffered. Due to the widening gap between those who could

afford the cost of attending college and the economically disadvantaged, Congress passed the

Higher Education Act in 1965 that provided $70 million dollars in scholarships to first-year, full-

time, economically disadvantaged students and financial aid for students to study abroad (Hoffa,

2007; Hutcheson, 2011). Following that legislation, Congress approved the International

Education Act in 1966, but it did not go very far due to a lack of funding (Hoffa, 2007). During

this same period, the United States became the first nation to achieve massification, or rapid

increase in student enrollment, of its higher education system with 40% of the college-aged

students attending post-secondary institutions by 1960 (Altbach et al., 2009; Scott, 1995).

Community colleges grew rapidly during this period, further expanding access to higher

education for thousands of young adults (Spellings, 2006). In terms of global learning, study

abroad programs were in full swing across the country; appeals by academics to administrators to

infuse global learning into the curriculum grew, resulting in the launch of many new area studies

programs (Hoffa, 2007; Stearns, 2009). In addition, a federal initiative funded by the US

Department of State's Bureau of Educational and Cultural Affairs provided scholarships so that

more college students could study throughout Latin America (Hoffa, 2007).

The 1970s saw even more tumultuous events: the military draft, the question over

whether or not American should be involved in Vietnam's internal affairs, the Middle East oil

crisis, and President Nixon's Watergate scandal (Altbach et al., 2005; Hutcheson, 2011). These

events caused strong reactions on campuses across the country, leading to several campus riots in

the midst of fears of a nuclear war with the Soviet Union. This period of volatility coincided

with a surge in enrollment at institutions of higher education in the US; community colleges

experienced an especially sharp spike in enrollment as students wanted to secure jobs or improve

their career skills. Institutions of higher learning began to produce new scholarship, expand their international education efforts, and the US emerged as the world leader in post-secondary education (Hutcheson, 2011). The 1970s was later known as "the golden age" of American higher education when salaries increased and there was a mutual respect for academic freedom between administration and faculty (Cummings & Finkelstein, 2012).

The Age of Computers marks the decade of the 1980s, with the invention of the home computer from IBM, the operating system MS-DOS from Microsoft, and the Macintosh computer from Apple (Cole, 2009; "History of Computers," n.d.). As high school graduation rates stabilized, the rate of college attendance leveled off (Cohen, Brawer, & Kisker, 2014). Higher education was entering a period of the "culture wars over college and university curricula" (Hutcheson, 2011, p. 55). Scholars went to battle over the benefits of a liberal education versus more practical workforce training (Hutcheson, 2011); scholars and intellectuals made the argument that "students would be more thoughtful and tolerant if they understood that great ideas came from different sorts of people" (Hutcheson, 2011, p. 112). Students demanded relevance of the curriculum and the trend started to move away from the arts and humanities toward more vocational and professional majors as universities began to accept the idea that higher education contributed to the country's economic development (Altbach et al., 2005).

It was in the second half of the 1980s that the terms *globalization* and *internationalization* emerged in academia and other circles (Robertson, 1992). The main focus of federal support for internationalization efforts at that time was in the areas of science, engineering, and area studies funded by the National Science Foundation, the National Institute of Mental Health, and the US State Department (Cummings & Finklestein, 2012). In the

community college sector, institutions began to develop increased awareness of the importance of global learning, even though the focus was primarily on serving their local community's workforce needs. A clear link between the community college mission and global learning was not yet apparent to many administrators and faculty; however, an increase in the adoption and documentation of international education initiatives had begun (Raby & Valeau, 2007).

The culture wars over the curriculum in higher education marked the closing decade of the 20th century when a group of historians started promoting the idea of national world history standards that expanded course requirements beyond Western Civilization to be more globally relevant. Conservative Republicans interpreted this expansion of historical perspective as an attack on Western ideals and the legislation never passed (Stearns, 2009). This period also saw a great deal of public criticism of higher education with growing demands for accountability and calls for restraint on academic freedom (Altbach et al., 2005). By the end of the 20th century, colleges and universities across the country were the target of serious questions concerning the quality and value of higher education due to low persistence and graduation rates, particularly for minority students and students from lower socioeconomic classes (Figure 5; Altbach et al., 2005; Brubacher & Rudy, 1997; Cole, 2009).
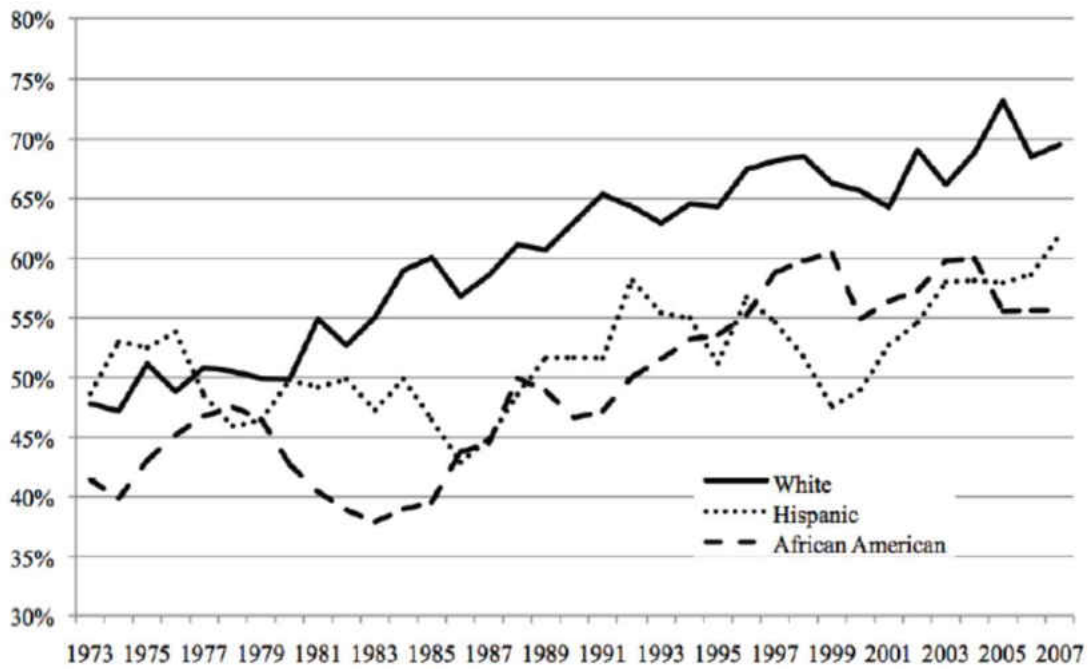
Figure 5. Enrollment rate of high school graduates in college, 1973–2007. Adapted from "Fast Facts: Back to School Statistics," by National Center for Education Statistics, 2010, Washington, DC: United States Department of Education. Copyright 2010 from United States Department of Education.

At the end of the 20th century, 46 European countries signed on to the Bologna Process in 1999 that established a system of transferable degrees, credits, transfer processes, curricular alignment, and quality assurance within the European Higher Education Area (EHEA; 2014). While at first glance one may not see the relevance of this initiative to international education in the US, the EHEA impacted global competition for international student recruitment within institutions of higher education (Brookes & Huisman, 2009). What came out of the Bologna Process was the concept of standardized student learning outcomes and competencies, curriculum reform, and new paths for student participation in higher education, all subjects that were under discussion in the United States at the time (Adelman, 2008).

In the United States, the Lumina Foundation for Education funded the Institute for Higher Education Policy to conduct a comparative study on the Bologna Process with the goal of improving access and completion in American higher education. The goal was to create more meaning and transparency in the qualifications for awarding degrees, so the organization launched the Tuning USA initiative. Modeled after the European Tuning process, the initiative included research institutions, private institutions, and community colleges. Tuning USA was meaningful in that it made the awarding of degrees a more learning outcome-oriented process, which aligned with the new calls for accountability in US higher education (Adelman, 2010a). At the same time, many institutions across the country were taking on internationalization as a new strategic imperative (Rumbley et al., 2012). However, de Wit (2002) wrote that much of the curriculum was still focused on the national political environment rather than on international dimensions of global learning, and American faculty ranked last for international travel or research in a study of 14 countries (Altbach & Lewis, 1996).

The beginning of the new millennium was marked by the terrorist attacks of September 11, 2001, which inevitably changed the relationship between the government and higher education in terms of autonomy. The trauma of 9/11 was closely followed by the Great Recession (2007-2009) and growing public concern over the rising costs of tuition (Altbach et al., 2005; Zumeta, Breneman, Callan, & Finney, 2012). With continued discontent over the quality and value of higher education, the Spellings Commission published a status report in 2006 on the state of higher education to the US Department of Education. While they found much to celebrate, the group also identified many areas of concern. The report found that business leaders deemed college graduates to be insufficiently prepared in communication and

mathematics, and, alarmingly, not competitive for the global marketplace. The Commission reiterated the importance of remaining a world economic power, along with emphasizing the need for improving higher education as the US was falling behind as a world leader in that domain (Hutcheson, 2011; Spellings, 2006). Finally, the report emphasized the need to produce "a globally literate citizenry . . . [which] is critical to the nation's continued success in the global economy" (Spellings, 2006, p. 27).

The Spellings Commission was not the only group concerned with higher education. The Association of American Colleges and Universities also began taking a closer look at higher education in the US with its decade-long examination of the state of higher education in the new global century. In its 2007 publication, the organization found that less than 10% of US college graduates had the knowledge and skills to successfully compete in the global marketplace (AACU, 2007). The report stated "all educational institutions and all fields of study . . . share in a common obligation to prepare their graduates as fully as possible for the real-world demands of work, citizenship, and life in a complex and fast-changing society" (AACU, 2007, p. 7). The Association of American Colleges and Universities (2007) report also stated that the scholarly literature had been nearly silent on educational outcomes for college graduates and that it was critical to align educational outcomes to the realities of the global economy. Therefore, AACU outlined a new set of essential learning outcomes for higher education that included: (a) knowledge of the physical and natural world, (b) knowledge of human cultures, (c) intercultural knowledge, (d) local and global civic knowledge and participation, and (e) ethical reasoning and action. Furthermore, the report emphasized the ongoing need to expand access to students, make college more affordable, strengthen academic preparation, and increase graduation rates. The

AACU report promoted a liberal education as being a valuable tool for achieving economic prosperity (AACU, 2007).

Federal initiatives after September 11, 2001 (9/11) brought increased attention to the need for more Americans to learn critical languages, resulting in a number of scholarships for students to study in countries such as Russia, China, Indonesia, Morocco, Oman, Jordan, Korea, and Turkey. Initiatives included the Critical Language Scholarship Program, National Security Language Initiative for Youth, Boren Awards for International Study, and the Benjamin A. Gilman International Scholarship (IIE, 2015b; National Security Education Program, 2015; National Survey of Student Engagement, 2015; Stearns, 2009; US Department of State, 2015a, 2015b).

Toward the end of 1990s and the early 2000s, internationalization finally became a strategic imperative at many American institutions of higher education. However, due to the impact of globalization and increased competition in higher education, the reasons behind internationalization began to shift from the political to the economic, as international student recruitment became big business (Altbach, 2013; Brookes & Huisman, 2009; de Wit & Merkx, 2012; Appendix C).

The Impact of Globalization on the Community College

The community college was conceived in the late 19th century as an extension of secondary schooling, characterized by open access, low cost, and an alternative to the more selective and expensive universities and private institutions. Originally known as junior colleges, the idea was that the four-year universities would be able to shift the first two years of

general education to these institutions. Several prominent universities in Georgia, Michigan, and

Minnesota wanted to delegate the teaching of general education to the junior colleges, politicians

and the public wanted to expand higher education to more American citizens, and employers

wanted a trained workforce to meet the demands of a rapidly expanding industrial society

(Cohen et al., 2014; Topper & Powers, 2013). However, there was not a sufficient number of

community colleges or students graduating from high schools in the early part of the 20th

century for the concept to fully take hold (Table 3; Cohen et al., 2014).

Table 3

Number of Community Colleges in the United States, 1901-2015

Year	Total
1901	1
1910	25
1920	74
1930	180
1940	238
1950	330
1960	412
1970	909
1980	1058
1990	1108
2000	1155
2004	1158
2015	1123

Adapted from:
(a) *National Profile of Community Colleges: Trends and Statistics* (4th ed.), by K. A. Phillippe and L G. Sullivan,
2005, Washington, DC: American Association of Community Colleges.
(b) "2015 Fact Sheet," by American Association of Community Colleges, 2015a. Retrieved from
http://www.aacc.nche.edu/AboutCC/Pages/fastfactsfactsheet.aspx

As a by-product of the post-World War II Baby Boom, the number of community

colleges and associated college enrollments soared in the 1960s and 1970s (Cohen et al., 2014).

Serving primarily non-traditional students, including poor immigrants, community colleges offered low tuition and minimal entrance requirements as a way to expand access to higher education and democratize the American college and university system, appealing to the goals of meritocracy, equal opportunity, and social mobility (Dowd, 2007). These institutions were never designed to have an international focus, thus the name change from "junior college" to "community college." Their mission focused on preparing students to transfer to the four-year institutions, and those students not intending to transfer received workforce or technical education (Treat & Hagedorn, 2013). Historically, community colleges have served an important role in providing access to any student who wants to further his education. The growth in community college enrollment over the last several decades has been attributed to increased attendance of part-time non-traditional students, minorities, women, and changing financial aid regulations (Cohen et al., 2014).

Workforce education was a major component of the initial plan for the community college sector (Cohen et al., 2014). As early as the beginning part of the 20th century, the United States faced increased global economic competition as a result of the forces of globalization. Precipitating a revolutionary shift in the world economy and international labor markets, these effects created a demand for a highly trained workforce. Community colleges responded by placing an even greater emphasis on workplace training, as politicians and industry leaders realized that there was a drastic need for increased college attendance to prepare students for the contemporary workforce (AACC, 2015c; Levin, 2005).

Beginning in the mid-1980s, community colleges exhibited several important changes. First, business and industries put stronger demands on the colleges to produce a trained and

efficient workforce to meet the changing needs of the 20th century labor market. Technology

was quickly evolving, placing demands for employees to have increased skills (Levin, 2005,

2010). The second big change involved the massive demographic shift that was transforming the

United States. Institutions of higher education, including the community colleges, became more

diverse in terms of the student body composition, creating the need for services and

programming to meet those emerging needs (Levin, 2010). Researchers found that African-

Americans, Hispanics, first-generation college students, and students from low socioeconomic

backgrounds saw the community college as their only way to earn a college degree (Manns,

2014).

A shift in higher education occurred in the late 20th century, from access to institutions of

higher learning, to student learning, educational outcomes, and accountability (AACU, 2015a).

Education and political leaders across the country demanded that graduates possess a greater

awareness of global circumstances and the cultural competencies needed to be successful in the

global economy (Levin, 2010; Treat & Hagedorn, 2013). At the same time that globalization

was transforming higher education, *neoliberalism*, or the commitment to compete to increase

efficiency and productivity, infiltrated the academy resulting in the need for institutions of higher

learning to be more efficient, productive, and competitive (Levin, 2005). Community colleges

were lagging when it came to internationalization efforts in the 1990s, although a few institutions

took steps to enhance their existing programming (Green, 2007). In terms of federal initiatives

to promote global learning, the government invested in the National Security Education Program

to send students abroad, and the US Department of Education launched the National Capital

Language Resource Centers to promote foreign language learning and professional development

for faculty (National Capital Language Resource Center, 2015; Stearns, 2009). Still, total federal government spending on international education efforts was less than 1% of all discretionary higher education expenditures (Stearns, 2009).

Prior to September 11, 2001, community colleges linked their institutional focus to the geographic location, which meant serving the local employment needs of its region, including career, vocation, technical, and developmental training. Their mission included expanding access, assuring affordability, and providing convenience to American citizens seeking a college education. After 9/11, the world drastically changed as the United States confronted a war on terrorism on its own land, changing the landscape of American foreign policy and higher education's approach to international education forever. This traumatic episode played out on the world stage, underscoring the United States' shortfall in Americans' training in foreign languages, values, cultures, and geography (Malkan & Pisani, 2011; Treat & Hagedorn, 2013). In actuality, long before 9/11 politicians and other leaders in the United States expressed concern over the ability of college graduates to participate in the global marketplace (Adelman, 2010b).

In the late 20th century, approximately half of all college students started at a community college (Figure 6). From 1990 to 2000, community college student enrollment outpaced that of the four-year institutions but that changed in the new millennium. In 2012, total community college enrollment constituted 40% of all college enrollments (NCES, 2012). In recent years, however, total college enrollment has declined nationwide; for example, between 2011 and 2012, college enrollment decreased by more than 3% and showed a similar decline in 2013 (Juszkiewicz, 2014).
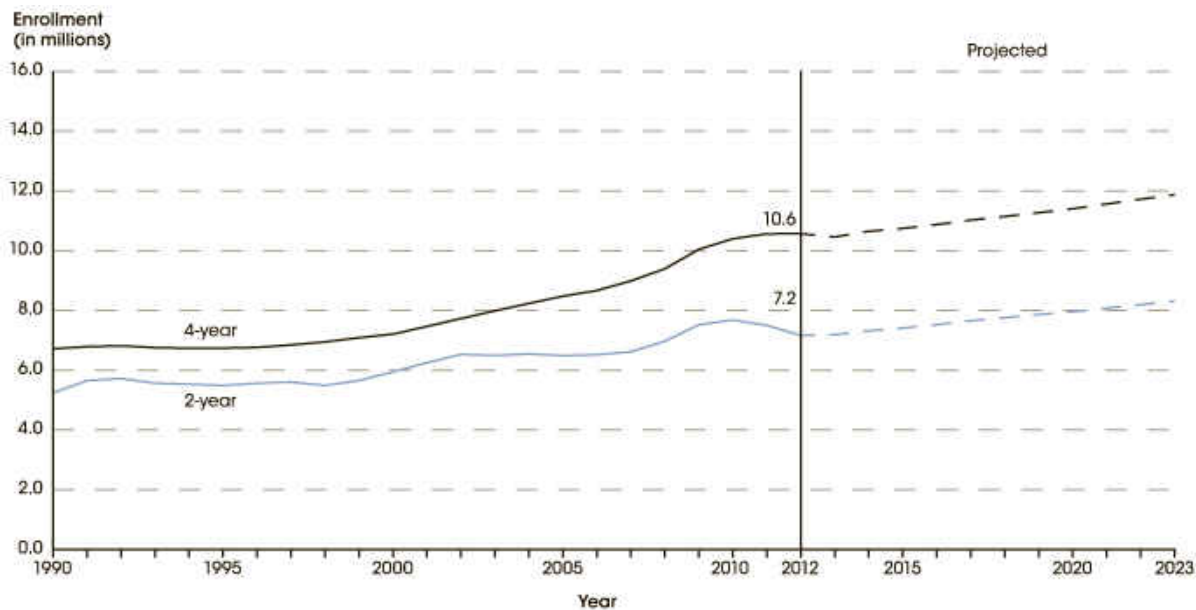
Figure 6. Actual and projected community college enrollments 1990–2023. Adapted from "The Condition of Education: Undergraduate Enrollment" by National Center for Education Statistics, 2015b. Retrieved from http://nces.ed.gov/programs/coe/indicator_cha.asp. Copyright 2015 by National Center for Education Statistics.

Today, the community college continues to evolve and community college students are now viewed as both consumers and commodities; community college students are consumers in that their needs shape the curriculum and services offered. These students are commodities since their revenue helps offset the decreased government support that has been the norm over the last decade (Levin, 2005). With almost half of all postsecondary enrollment (46%) in the US in 2013 (American Association of Community Colleges, 2015b), community colleges still have a very important role to play in helping future generations gain the skills needed to effectively live and work in a global marketplace. Working in partnership with business and industry, these institutions offer associate's degrees and the first two years of classes toward a bachelor's degree. Community colleges also provide workforce development, continuing education, career

preparation, certificate programs, remedial education, and English language classes for non-native speakers (Manns, 2014; Topper & Powers, 2013).

By 2010, community colleges in 18 states received approval to offer bachelor's degrees, typically in high-need, workforce-oriented fields such as healthcare to address additional access concerns. However, with a total headcount of 12.4 million students in 2015 (AACC, 2015) the community college system continues to face a myriad of problems such as funding, public perception, questions and concerns over mission and values, increasing demands for accountability, pressure to improve graduation and transfer rates, growing student diversity, currency in the curricula, leadership turnover, rising costs of technology, and continued emphasis on workforce training in the face of a constantly changing political, economic, and social environment (Cohen et al., 2014; Phillippe & Sullivan, 2005).

While the future of community colleges is difficult to predict, the addition of bachelor's degree programs and enrollment growth, along with greater state-level involvement, are anticipated. Funding will continue to be of great concern, and community colleges will need to develop innovative ways to generate revenue to remain competitive in the higher education arena. Part of that competitive edge will involve the infusion of global learning into the campus and curriculum (Cohen et al., 2014).

<u>Challenges with Global Learning in the 21st Century</u>

The 21st century ushered in a number of new challenges and opportunities for colleges and universities across the United States. Higher education currently operates in a globalized and interdependent world with changing social, political, and economic realities. The need to

understand people across cultures and appreciate other perspectives is more apparent today than ever before (Manns, 2014). "Globalization is now the most important contextual factor shaping the internationalization of higher education" (International Association of Universities [IAU], 2012, p. 1). According to Altbach (2013), most American post-secondary institutions did not engage in campus internationalization efforts in any thoughtful manner until the end of the 20th century; now, global engagement is a strategic imperative for many campuses. However, engaging in the work of internationalization has its challenges for both faculty and administrators. Even today, there is still tension between the need to have students gain global competencies and an American society that is still very much focused inward with an inclination toward isolation and superiority as a world superpower (Altbach, 2013; Stearns, 2009).

There are several challenges plaguing higher education in the 21st century when it comes to global learning; two of the biggest challenges include the absence of an articulated internationalization strategy at many institutions (Altbach, 2013), and the impossibility of providing students with all the global competencies they need within such a short time frame (Stearns, 2009). Another problem for higher education in the 21st century: there are major disparities between US college students and their international peers in terms of knowledge of the world (Stearns, 2009). Funding is also a major concern as institutions face a lack of sufficient funding and staffing to ensure sustainability of their international initiatives (Altbach, 2013). Finally, there is no single federal agency charged with leading international education projects nationally (Stearns, 2009).

Faculty and the curriculum are two other categories of challenges that lie ahead for post-secondary institutions. There are many demands for expanding curricula to include the study of

global forces, how those forces emerged, and how they impact the different nations (Stearns, 2009). However, there are faculty, who lack knowledge of, or experience in, global learning and a decrease in the percentage of required courses that feature a global or international focus, declining from 41% in 2001 to 37% in 2006 (Stearns, 2009). Overall, there is limited faculty engagement in internationalization efforts (Altbach, 2013). On the students' side, there has been decreasing levels of foreign language study among American students, with only 8% of all higher education enrollments in foreign language courses (Adelman, 2010b; Stearns, 2009); the prevalence of English at the international level has diminished the interest in, and need for, the study of foreign languages (IAU, 2012).

Study abroad is another important issue in higher education; in the 2012-2013 academic year, only 1.5% of all college students engaged in overseas programs (Open Doors, 2014a). A number of challenges have been identified specifically for community college students, but two of the most prominent are work and family responsibilities and lack of funding. Students have difficulty affording study abroad programs and institutions do not have sufficient funds to develop programs or staff an office (IIE, 2008). When students do study abroad, there is also a risk of compromised academic quality at international branch campuses (IAU, 2012), as accreditation agencies may receive payment in return for accreditation, with little regard to academic rigor or truthfulness (Altbach, 2013).

International student recruitment has its own set of issues: increased scrutiny of international students and their visa applications to study in the US following the 9/11 terrorist attacks (Stearns, 2009) and a spike in fake student visa documentation due to new visa restrictions (Altbach, 2013). There have also been reports of questionable and unethical

practices related to international student recruitment (Altbach, 2013; IAU, 2012). The revenue generated from international students also puts colleges and universities in competition with one another, and they may not be focused on learning as much as making money (Altbach, 2013).

Global education seeks to improve relations between the United States and the world community; it does not dictate a single point of view or the move toward one world culture where English is the primary language (Stearns, 2009). On the contrary, global learning seeks to improve the quality of teaching and learning, better prepare students for the global workforce, increase access to higher education, and encourage international collaboration and research partnerships (IAU, 2012).

<div align="center">Comprehensive Internationalization</div>

The end of the 20th century saw most American colleges and universities begin to take global engagement and internationalization of their campuses more seriously beyond simply their study abroad efforts (Stearns, 2009). In a longitudinal study conducted by ACE (2012), researchers found that efforts to formally internationalize their campuses through the development of a campus-wide internationalization plan had increased from 23% in 2006 to 26% in 2011. By the end of the study, 55% of all doctoral-level institutions had strategic plans in place yet only 21% of the community colleges adopted this practice.

The American Council on Education (2015) also developed a model of comprehensive internationalization for postsecondary institutions that includes five components: (a) an articulated institutional commitment; (b) administrative leadership, structure, and staffing; (c) curriculum, co-curriculum, and learning outcomes; (d) faculty policies and practices; (e) student

mobility; and (f) collaboration and partnerships (Figure 7). Some examples of strategies for

campus internationalization include: student exchange programs, study abroad,

internationalization of the curriculum, international research projects, area studies, cross-cultural

training, and international student recruitment (Knight, 2004).

Figure 7. CIGE model for comprehensive internationalization. Adapted from "CIGE Model for Comprehensive Internationalization," 2015. Retrieved from http://www.acenet.edu/news-room/Pages/CIGE-Model-for-Comprehensive-Internationalization.aspx. Copyright 2015 by American Council on Education.

One of the oldest and most common approaches to the infusion of global learning into the

curriculum is study abroad. Also known as education abroad, study abroad is defined as "an

institutional and academic endeavor, taking place in another country and leading to credit toward

a student's home institution degree" (Hoffa, 2007, p. 69). Over the last several decades, study

abroad on college campuses has grown, albeit very slowly. The Institute of International

Education (2014a) reported that the total number of American students studying abroad has more than doubled over the last 15 years, but the total percentage of college student participation is only 1.5 % (IIE, 2014a). These experiences can have an extraordinary impact on students academically, culturally, and personally, playing an important role in preparing students to be competent global citizens (Brux & Fry, 2010; Zhang, 2011). Although these programs had a late start in community colleges, there has been steady growth in that sector over the years; however, enrollment remains very low (Zhang, 2011). According to ACE (2012), 90% of the doctoral-level institutions provide student scholarship funding for study abroad yet only 24% of the community colleges are engaged in this practice, despite the fact that the research points to the issue of funding as one of the primary barriers for student participation (Hackney, Boggs, & Borozan, 2012; Salisbury, Umbach, Paulsen, & Pascarella, 2009). Research shows that study abroad is an effective approach to increasing student retention and graduation rates (Metzger, 2006; Raby, Rhodes, & Biscarra, 2014).

International student recruitment is another form of student mobility that institutions employ as another way to internationalize in response to the effects of globalization (Garcia & Villarreal, 2014). According to the "Open Doors 2014" report, "the overall number of international students in the US has grown 72% in the last 15 years . . . [and] international students contribute three times more to the US economy then they did 15 years ago . . . to $27 billion (IIE, 2014a). The increase in international students to the US is due to "national and institutional strategies but also the decisions of individual students worldwide" (Altbach et al., 2009, pg. vi). Unfortunately, the challenge that many institutions face is making these opportunities equally available to all students and not just the wealthiest. There is a push/pull

factor whereby some foreign students are pushed out of their home countries because they do not have access to higher education, while others are pulled out by the lure of attending a prestigious American institution (Altbach et al., 2009). The draw for US institutions is the financial revenue received from these students as well as the opportunity to diversify their campuses (Garcia & Villarreal, 2014).

Another approach to global learning is "internationalization at home." Originating in Europe in the 1980s and 1990s, the "internationalization at home" model focuses on internationalization beyond student mobility, where intercultural communication and global studies play a major role in the curriculum (Bond, 2003; Wächter, 2003). Forces of globalization have prompted institutions to infuse international content into the curriculum and this is now becoming an international trend (Carson, 2009). However, the infusion of global learning into the curriculum may not be such an easy task. Internationalizing the curriculum does not mean simply adding a textbook with a global perspective (Lutz, 2010). In a recent study by Bentall, Bourn, McGough, Hodgson, and Spours (2013), the authors found four major factors that influenced the progression of this initiative within institutions: (a) the establishment of existing institutional priorities and overseas partnerships; (b) the personal experience and enthusiasm of faculty; (c) the subject level and student demographics; and (d) consideration of exam and syllabus requirements. In general, internationalization at home is an important approach to the overall internationalization strategy of the institution and must not be overlooked (Knight, 2004).

Missing from the published literature, in any depth, are student perceptions of the internationalization of higher education. Green and Siaya (2005) conducted a study, in partnership with ACE, to examine this very topic within the context of colleges and universities

that have highly active to less active internationalization efforts. Although the final report only

examined the results for students in the 'highly active' institutions, the findings on student

perceptions of global learning were as follows: 71% of all students and 63% of community

college students felt that all undergraduates should experience study abroad during college; 59%

of all students and 52% of community college students believed that all undergraduates should

study a foreign language; 73% of all students and 64% of community college students wanted a

requirement that all undergraduates take internationally-focused classes; 88% of all students and

85% of community college students felt that the presence of international students on campus

enriches the learning experience for American students; and 66% of all students and 61% of

community college students expressed that it is the responsibility of all faculty to help build

awareness of global issues and cultures. In terms of global learning experiences, the report

concluded the following: 96% of all students and 86% of community college students studied a

foreign language before college; 11% of all students and 11% of community college students

were native speakers of a language other than English; 8% of all students and 4% of community

college students participated in a study abroad program prior to college; and 14% of all students

and 3% of community college students participated in a study abroad program during college.

In 2004, Leask (2010) conducted a qualitative research study in Australia involving

domestic and international student perspectives on a business curriculum with the goal of

developing international perspectives. What emerged from the study was the idea that

international perspectives are important on a personal level but also on a business level, and three

dominant themes surfaced in terms of what students thought were important: (a) understanding

the interconnectedness of our world, (b) openness and respect for other cultures, and (c) working

effectively across cultures. What the author concluded from the study was that "it is the extent and depth of the level of engagement with other cultural perspectives . . . which defines the student experience of internationalisation" (pp. 14-15).

<div align="center">Educating for Global Competency for the 21st Century Workplace</div>

Today's interconnected world is completely different from than the one in which many of us grew up. Competition is fierce in the global marketplace where businesses are increasingly multinational. Science and technology have completely altered the world in which we live in terms of how we do business and communicate across the globe. The natural environment is of major concern with depleting resources, global climate concerns, and national security issues in every country. Finally, globalization has changed human demographics by accelerating international migration patterns (Stewart, 2007). Those entering today's workforce need skills that transcend national boundaries and homogeneous cultural norms to successfully compete in the global marketplace. In short, graduates must be equipped to live and work across cultures (Altbach et al., 2009; AACU, 2007; Cornwell & Stoddard, 1999; Siaya & Hayward, 2003).

While many institutions of higher learning espouse the importance of creating *global citizens*, this term is rarely defined in their documents (Killick, 2013). Schattle (2007) describes a global citizen as a person with experience living in different countries who can interact with a variety of people and cultures. He is an individual with a level of self-awareness and an awareness of others, who has the ability to demonstrate cultural empathy and intercultural competence. In addition, a global citizen can make connections between the local and the global. Killick (2013) discusses the importance of an individual's ability to understand oneself within

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the greater context of this multicultural and interconnected world, which the author calls "self-in-the-world" perspective. A global citizen can then demonstrate "act-in-the-world capabilities" through the process of learning and engaging with the world at large. The global citizen is one who seeks out these opportunities regardless of any formal design by the university (Killick, 2013).

Another term commonly found in the literature is *global perspective*. A global perspective is not something one has or does not have, but rather it is a trait that exists on a continuum measured in terms of degrees. A global perspective can be expressed by the individual or as a collective group in which an individual lives (Hanvey, 2004). As Hanvey (2004) describes:

> The educational goal broadly seen may be to socialize *collectivities* of people so that the important elements of a global perspective may be a variable trait possessed in some form and degree by a population, with the precise character of that perspective determined by the specialized capacities, predispositions, and attitudes of the group's members . . . Every individual does not have to be brought to the same level of intellectual and moral development in order for a population to be moving in the direction of a more global perspective. (p. 2)

Hanvey (2004) describes the following five dimensions of a global perspective: (a) *perspective consciousness* or the realization that there are multiple realities in the world; (b) *state-of-the-planet awareness* or understanding global conditions; (c) *cross-cultural awareness*; (d) *knowledge of global dynamics* or the interdependence of people, events, and resources; and (e) *awareness of human choices* that have created problems across our global system. Thus, based

on the definitions above, an individual would be considered a global citizen based on the degree to which he has a global perspective.

Institutions of higher education should be preparing students to effectively work in the global economy where cultural adaptability is a much-sought after skill in today's workplace (Campbell, 2000; Stearns, 2009). If one of the missions of higher education is to prepare students to enter the global workforce, then educators must keep in mind that it is their responsibility to develop college students and prepare them to obtain employment after college. Students should understand that the demonstration of knowledge and skills in the workplace is crucial (Cai, 2013). Conversely, students who attend institutions with highly active internationalization efforts understand the importance of these skills as 87% of students on a 2002 national survey believed that international learning is important to successfully compete in a global job market (Green, 2005).

Employers now recognize the need to recruit employees with the knowledge and skills to communicate and manage across cultures (Ledwith & Seymour, 2001). According to the "Scans Report for America 2000," there are eight competencies associated with the skills and personal qualities an individual must have for solid job performance. Among these competencies include "interpersonal skills-working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds" (US Department of Labor, 1991, p. iii). However, many employers repeatedly report that graduates do not have the skills needed for today's global workplace (Cai, 2013; Spellings, 2006).

One of the key measurements of the assessment of higher education is graduate employability (Cai, 2013). Yorke (2004) defines employability as "a set of achievements—

skills, understandings and personal attributes—that make graduates more likely to gain employment and be successful in their chosen occupations, which benefit themselves, the workforce, the community and the economy" (p. 8). The Business-Higher Education Forum (2011) produced a document from a business leadership summit and concluded that education in the United States, at all levels, is not preparing students for today's workforce due to a misalignment of educational outcomes. All college students must be provided with the educational opportunities to achieve the global competencies required for the 21st century. As Bell-Rose and Desai (2005) note:

> Today's students will be working in a global marketplace and living in a global society. In order to succeed and to become leaders in this new world, they must acquire a far different set of knowledge, skills, and perspectives than previous generations. They must be prepared to trade with, work alongside, and communicate with persons from radically different backgrounds than their own. (p. 2)

According to a study by Romano and Dellow (2009), businesses increasingly use problem-solving teams, increasing the need for students to work effectively with others across cultures. Therefore, in this new era of globalization, internationalizing the community college experience continues to gain importance (Opp & Gosetti, 2014).

The question on everyone's mind is this: can higher education, and the community college in particular, meet the challenge? To do so, there is still much work ahead in terms of updating the curricula, adjusting educational systems for autonomy and accountability, preparing graduates for the global marketplace, raising human consciousness on global issues, strengthening international partnerships, and helping other countries develop their higher

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education systems (Hugonnier, 2007). In addition, staff, administrators, and faculty also need access to professional development opportunities in global learning to better serve our students (King & Howard-Hamilton, 2003).

<div align="center">Assessing Global Learning</div>

The professional and financial futures of today's college students depend on their ability to develop a global perspective by incorporating the knowledge, skills, and attitudes of a global citizen into the way that they think, their self-identity, and their relationship with others (Chickering & Braskamp, 2009). According to Bok (2006), "Only a small minority of students appear to take any coursework that would prepare them as citizens to understand America's role in the world and the global problems that confront it" (p. 231). As institutions grapple with the challenge of how to prepare students to be effective global citizens in the 21st century, they also need to determine ways to assess that outcome.

While the assessment of student learning outcomes in higher education is not a new concept, the application of assessment strategies to global learning was a relatively new approach at the turn of the new millennia (Olsen, Green, & Hill, 2006). Assessment can be defined as "the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (Palomba & Banta, 1999, p. 5). Assessment is a circular process whereby learning goals are established at the institutional, program, and/or course level, learning opportunities are provided, evidence is collected on the results of the learning activities, and the data is analyzed and used to repeat or improve the process (Olsen et al., 2006).

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There has been a great deal of work done over the years in terms of articulating global learning outcomes and competencies. In a conference sponsored by the Stanley Foundation in 1996, participants identified four developmental stages of global learning: (a) recognition of global systems and their connectedness, including personal awareness and openness to other cultures, values, and attitudes at home and abroad; (b) intercultural skills and direct experiences; (c) general knowledge of history and world events—politics, economics, geography; and (d) detailed area studies specialization such as expertise in another language, culture, country (Stanley Foundation, 1997). Formal assessment of internationalization efforts has been mixed within higher education. The American Council on Education (2012) report found that there was an increase in formal assessment of global learning outcomes from 30% in 2006 to 37% in 2011, but the institutions most engaged in this work came from doctoral-level (59%) and master's level (57%) institutions. Only 25% of community colleges were engaged in formal assessment of global learning.

Methods of assessment can include final exams, pre and post-tests, term papers, reflection papers, journaling, oral presentations, community-based research projects, student self-assessments, focus group discussions, e-portfolios, interviews, surveys, and inventories such as the Cross-Cultural Adaptability Inventory, the Intercultural Development Inventory, and the Beliefs, Events, and Values Inventory (Musil, 2006; Olsen et al., 2006). Another useful tool is the Global Perspectives Inventory that takes a holistic view of global learning by addressing three questions: How do I know? Who am I? How do I relate to others? (Braskamp, Braskamp, Merrill, & Engberg, 2012; Global Perspectives Institute, 2015).

The National Survey of Student Engagement is another effective assessment method widely used by institutions across the country. The survey includes a number of questions that are directly related to global learning (National Survey of Student Engagement, 2015). However, Morais, and Ogden (2011) felt that there were no instruments that properly measured global citizenship, so they conducted a literature review for the purpose of developing a conceptual model that divided this broad concept into three categories: (a) social responsibility, (b) global competence, and (c) global civic engagement (Figure 8). The authors then conducted a study at Penn State University to report on the development and validation of a new Global Citizenship Scale.
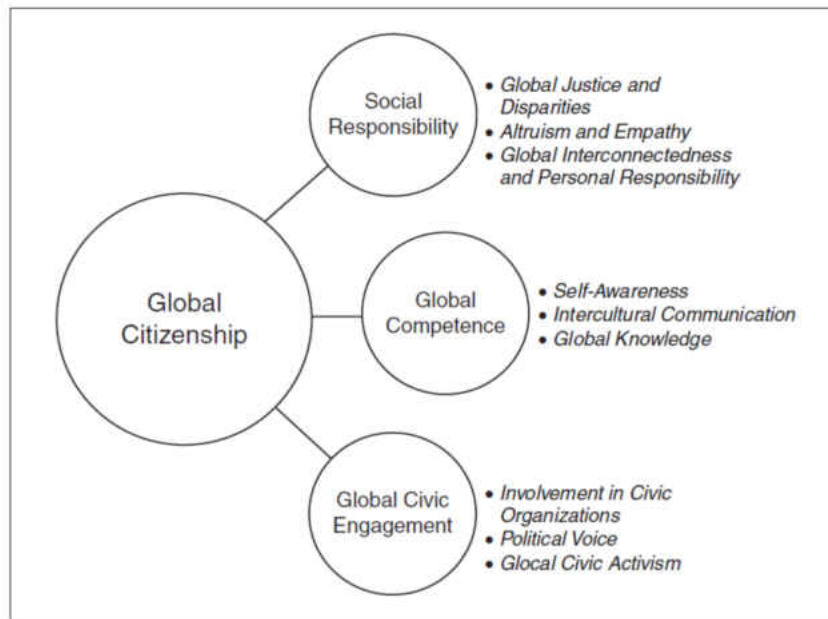
Figure 8. Global citizenship conceptual model. Adapted from "Initial development and validation of the global citizenship scale," by D. Morais and A. Ogden, 2011, Journal of Studies in International Education, 15(2), pp. 445-466. Copyright 2011 by SAGE Publications.

Other methods of assessing global learning include the use of rubrics. The Association of American Colleges and Universities developed a series of VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics, four of which specifically address international education: (a) civic engagement (local and global), (b) ethical reasoning, (c) intercultural knowledge and competence, and (d) global learning (AACU, 2015b). These global learning rubrics provide definitions, themes within each topics, and details for what students should be able to know or do at four performance levels (Appendix D).

While there are many different methods of assessment, understanding that the process does not end there remains vital. The next step is to review and analyze the outcomes of the assessment to document evidence of student learning. It is recommended that educators use a

mix of both direct and indirect methods, along with quantitative and qualitative approaches, and be sure to evaluate both the curricular and co-curricular components of global learning including study abroad (Olsen et al., 2006). In terms of assessment results related to global learning in the literature, Astin (1993) found that study abroad, discussing racial or ethnic issues, attending cultural awareness workshops, enrolling in courses associated with global learning, and socializing across cultures have been found to have a positive impact on college students' cultural awareness.

<div align="center">The Community College in a Global Context</div>

Despite the many calls for institutions of higher education to internationalize the campus and curriculum, a debate still remains over the value of internationalization within the community college sector due to its local focus, as the public wants to ensure that student access is not impeded by international student recruitment (Raby & Valeau, 2007). In a study of internationalization efforts in community colleges across the United States, Green and Siaya (2005) reported that the degree to which colleges have been engaged in the process of internationalization has varied greatly. The authors found that the majority of community colleges (61%) scored low on their overall efforts to internationalize the campus. Not all community colleges have made internationalization a part of their core mission and lag behind their four-year counterparts. The end result of this lack of international focus means that many students will be at a disadvantage, lacking the skills required for the global marketplace (Green, 2007; Harder, 2010; Raby & Valeau, 2007). Yet these institutions are poised to make a major impact on the nation's workforce with nearly half of all college students starting in the

community college, and as the demand for graduates who can work comfortably in a multicultural environment continues to grow (Green, 2007; O'Connor, Farnsworth, & Utley, 2013).

Raby and Valeau (2007) identified four phases of the historical process of internationalization of community colleges. The recognition phase took place from 1967 to 1984 when an awareness of international education was just beginning to blossom, accompanied by the opening of study abroad offices and the development of consortiums. In the 1980s, the expansion and publication phase resulted in an increase in internationalization efforts, as policymakers and associations began to report on the state of international education throughout the United States. However, since the original design of the community college never initially included a global learning component specifically, international education was infused into programs in the form of a liberal education rather than the idea of having global competencies (Treat & Hagedorn, 2013). The augmentation phase took place from 1990 to 2000, when more institutions embraced internationalization as a strategic imperative and there was a growth in the number of associations and organizations committed to international education. The last phase has been the institutionalization of internationalization efforts that started in 2000 and is likely still taking place today. In this phase, there is a definitive focus on all aspects of international education in the community college sector, although not all institutions have equally embraced it (Raby & Valeau, 2007).

For those community colleges that are prioritizing their internationalization efforts, they are doing so both inside and outside of the classroom. Leaders of these institutions understand that they have a responsibility to provide students with the opportunity to develop global

competencies, so they are pursuing internationalizing initiatives and offering students

international opportunities such as study abroad programs, international internships, international

service learning programs, recruitment of international students, development of overseas

partnerships with educational institutions, internationalization of the curriculum, and they are

approaching internationalization with new governance policies (Levin, 2010; Manns, 2014).

Unfortunately, community colleges nationwide reported that they spend only 2% of their total

expenditures on international services with the majority of funds (31%) going to grants and

contracts (AACC, 2015a).

Due to the open access policy of the community college, these non-traditional students

have difficulty affording and making time for study abroad and other global learning

opportunities. In 2015, the average age of a community college student was 28 years old, with

61% of students studying part-time, 36% attending as the first generation in their family to attend

college, and 17% combining school with single parenthood (AACC, 2015a). Overall,

community college students earn less due to their lack of degree attainment; even with an

associate's degree, the average salaries are much lower than those compared to graduates who

hold a bachelor's degree (Figure 9).

Earnings and unemployment rates by educational attainment

Unemployment rate in 2014 (%)   **Median weekly earnings in 2014 ($)**

	Unemployment rate		Median weekly earnings
Doctoral degree	2.1		1,591
Professional degree	1.9		1,639
Master's degree	2.8		1,326
Bachelor's degree	3.5		1,101
Associate's degree	4.5		792
Some college, no degree	6.0		741
High school diploma	6.0		668
Less than a high school diploma	9.0		488

All workers: 5%   All workers: $839

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

Figure 9. Earnings and unemployment rates by educational attainment. Adapted from "Earnings and Unemployment Rates by Educational Attainment," by Bureau of Labor Statistics, 2014. Retrieved from Retrieved from http://www.bls.gov/emp/ep_chart_001.htm. Copyright 2014 by United States Department of Labor.

Students cite non-engagement in global learning activities due to work and family commitments, limited financial resources, curriculum requirements, lack of faculty support, family concerns, negative attitudes toward international travel, and inadequate marketing practices (Brux & Fry, 2010; Robertson, 2015; Zhang, 2011). Additionally, one of the main arguments against community colleges' promotion of study abroad programs is their local commitment to workforce education and preparing students to transfer to a four-year institution (Raby & Valeau, 2007; Zhang, 2011). In a study of minority students' interest in study abroad, researchers found that interest was relatively high among students but the reasons cited for not

studying abroad included financial constraints, lack of awareness, and lack of encouragement by family or peers among other concerns (Brux & Fry, 2010).

So how can community colleges become more engaged in global learning if funding is an issue for everyone—students, parents, and the state legislators? In a news release by Michigan State University, a lead researcher suggested, "a target goal of internationalizing 20% of community college programming by 2024 is preferred to maintain the international competitiveness of the United States workforce" (Michigan State University, 2015). To achieve this goal, additional funding sources will have to be identified. There are several sources of federal funding available to advance global learning initiatives in higher education; sources of this funding include the US Department of Education, US Department of State's Bureau of Educational and Cultural Affairs, US Department of Commerce, US Department of Defense, and the US Agency for International Development. Some of the projects funded by these federal departments include developing study abroad programs, internationalizing the curriculum through the addition of new courses and programs, programming co-curricular activities, infusing global learning into existing courses, creating faculty development workshops, enhancing international student recruitment, offering student exchange programs, offering faculty and administrator exchange programs, bringing international research scholars to campus, developing English language programs, and expanding foreign languages on campus (Cissell & Levin, 2002).

Social Construction of Global Learning

According to Klotz and Lynch (2007) the political, social, and economic turmoil of the second half of the 20th century demanded answers to the cultural reasons for conflict. At the time, researchers and practitioners in higher education embraced social constructionist theory to explain how people understand the world in which they live. One example of social constructionism applied to higher education can be seen in Hanson's (2014) article on rethinking the goals of higher education. Hanson stated that identities "are created as we think, talk, and tell stories about who we are, where we have been, and what we have done" (p. 8). The article explains that college students develop identities before they start college but also as they progress through college.

It was through the lens of constructionist theory that this research study took place. The purpose of this study was to examine to what extent, if any, global learning is a socially constructed phenomenon for the Florida community college student. Taking a social constructionist approach to grounded theory, I attempted to address the question: why is this happening? The goal was to develop a model that explains global learning within a constructionist context, addressing the research questions as the study evolved rather than a priori based on grounded theory methodology (Charmaz, 2008). According to Charmaz (2008), "a social constructionist approach to grounded theory encourages researchers to make measured assessments of their methods and of themselves as researchers" (p. 408).

Glaser and Strauss developed grounded theory methodology and introduced it in 1967. This methodology involves the systematic collection and analysis of data to identify emergent themes (Goulding, 2002). According to Glaser (2005), grounded theory works best when the

researcher remains open to emergent themes through the process of discovery rather than having preconceived theories at the onset of the study. The purpose of grounded theory is to enable the prediction and an explanation of certain behaviors based on participants' responses. A theory gradually evolves during the research process as data is collected through interviews and observations. Interpretation of the data must include the perspectives and voices of the participants under observation to gain a deeper level of understanding than what could be captured in a survey, for example. Grounded theory involves the process of category saturation until no further evidence can be identified (Glaser & Strauss, 1967; Goulding, 2002).

According to Goulding (2002), the topic of verification became a source of conflict for Glaser and Strauss. One important aspect of the methodology is that the emergent theory must remain true to the data. Glaser believed that the theory could only apply to the subject under study, whereby Strauss insisted on extensive coding to conceptualize the theory beyond the subject under study. Strauss and Corbin (1990) continued the research along the former path resulting in a split into two different camps of grounded theory. Goulding (1999) clarified that "Glaser stresses the interpretive, contextual and emergent nature of theory development, while . . . the late Strauss appeared to have emphasized highly complex and systematic coding techniques" (p. 867).

One approach to the conceptualization of applying constructionist theory to global learning appears in Figure 10. This figure was developed during the proposal stage of this study, prior to any data collection from participants. Figure 10 depicts a possible social construct of how a student's demographics, background, and personal interactions may determine to what extent he falls on a continuum of negative to positive perceptions of global learning. This

construct assumes that community college students have a perception of global learning that falls on a continuum from negative (not interested or engaged in global learning) to positive (extremely interested and engaged in global learning). From a constructivist perspective, students' perceptions are formed through personal experiences and interactions with family, peers, and college faculty or staff over time. The theory of how those interactions take place depended on the following: (a) socio-economic class of the family; (b) education level of parents; (c) family or peer encouragement; (d) personal or family international travel; (e) personal interactions across cultures (i.e., friends, dating, neighbors, etc.); (f) college faculty and staff encouragement; (g) educational goals of the student; and (h) career aspirations.

Figure 10. Hypothesized model of the community college student's social construction of global learning. Copyright 2015 by J. Robertson.

However, this model evolved as the study was conducted. See chapter six for the new model based on student interviews and the data analysis process in search of emergent themes and categories (Figure 14).

Summary

The state of higher education in the United States has been in a constant state of change since its inception during the 1600s. The mission of colleges and universities has certainly evolved over the centuries, yet one thing remains constant—the national debate continues over what students should learn and how to best prepare them. Today, in the second decade of the 21st century, that same dilemma remains, yet there are few who can disagree with the fact that globalization has changed the face of higher education. We now exist in a more interconnected world with many challenges and opportunities for American colleges and universities; educators and practitioners must embrace the mission to adequately prepare our students with the knowledge, skills, and attitudes needed to be successful in the global economy.

Unfortunately, the community college has been at a disadvantage in achieving this goal for the most part. Now more than ever, these institutions must rise to the occasion to provide students with the preparation that business leaders require. As seen in the research study by Green and Siaya (2005), the majority of community colleges scored low on their efforts to internationalize the campus and curriculum. Student demographics and funding can be seen as two potential reasons for falling behind, along with a lack of research from the students' perspective on global learning. By examining how students view global learning through the lens of constructionist theory, the results of this study may ultimately assist community college

administrators and faculty to better prepare students to live and work in today's multicultural and

interdependent world.

CHAPTER 3
DESIGN AND METHODOLOGY: UNDERSTANDING GLOBAL LEARNING IN THE
COMMUNITY COLLEGE

Introduction

The goal of this qualitative research study was to examine global learning from the community college students' perspective in the Florida College System (FCS). Qualitative research is a "naturalistic paradigm that rests on the assumption that there are multiple realities, [and] that inquiry will diverge rather than converge as more is known" (Guba, 1981, p. 77). The naturalistic paradigm takes the position that generalizations are not possible, only working hypotheses that may be used to identify what is taking place in the study. In other words, the theory emerges from the research rather than relying on an a priori approach (Guba, 1981).

This study was part of a larger research project being conducted by the Florida Consortium of International Education (FCIE) on community college students and international education. The FCIE study involved 10 colleges in the Florida College System (FCS) to examine community college students' understanding of and interest in global learning using an electronic survey. The electronic survey was used as a recruitment tool to identify students to participate in personal interviews for this research study. Four college sites were selected and a total of nine students were interviewed, two from the pilot institution and seven from the three colleges under study.

Included in this chapter is a description of the research design and rationale, and details concerning site selection, participate recruitment, participant selection, and the data collection and analysis process. Information is also provided concerning originality, authority to conduct the study, and copyright permissions.

Research Design

This study utilized a grounded theory methodology whereby data were systematically collected on participants' experiences and knowledge with the purpose of developing a new model to examine the results of the research questions under study (Charmaz, 2008; Creswell, 2009; Glaser & Strauss, 1967; Goulding, 2002). According to Goulding (2002), grounded theory is a methodology whereby the researcher collects data through interactions with participants and is used when the researcher knows little about the environment or participants. The purpose of grounded theory is to enable transferability of the results to other settings and facilitate an explanation of certain behaviors based on the participants' responses. Interpretation of the data must include the perspectives and voices of the participants under observation to gain a deeper understanding of their experiences than could be captured in a survey, for example (Glaser & Strauss, 1967; Goulding, 2002).

Interviews conducted with participants constitute the main source of data in qualitative research, providing a detailed explanation of the phenomenon under investigation (Creswell, 2009; Glesne & Peshkin, 1992). The personal interview approach creates a non-threatening environment, helps participants feel at ease with the process, and allows them to open up to the interviewer (Creswell, 2009; Leech, 2002). Qualitative data usually emphasize participants' lived experiences as a way to derive meaning from the events they have experienced and to make connections to the social world around them (Miles, Huberman, & Saldaña, 2014). The benefit of interviewing participants in person consists of enabling the researcher to obtain a significant amount of deep information; the drawback to personal interviews includes participants'

unwillingness to share their personal experiences fully or truthfully and possible discomfort with the process (Marshall & Rossman, 1995).

The steps in the research process in this study followed a qualitative protocol using a grounded theory methodology (Table 4). The first stage of the study involved the identification of a research problem related to global learning within the context of the community college that had not yet been identified in the literature. Next, I had to identify a theoretical framework to provide a rationale for the research problem and guide the logic of applying the results of the study to the research questions. As part of the front-end preparation, I identified a rationale to conduct the study and described how the locations and participants were selected. Once that work was completed, I created the instruments used for data selection and described how the data would be analyzed. Once all those issues were addressed, the proposal was finalized and approved by my dissertation committee. The process of going through the dissertation proposal defense and the feedback provided by the committee drove the selection of a grounded theory methodological approach. The proposal meeting included the dissertation chair, four committee members, and a note-taker. Committee members offered a significant amount of feedback on Chapters 1, 2, and 3; the committee's feedback was addressed in a revision of the original text in these chapters. Upon committee approval, I completed the Institutional Review Board paperwork for each community college in the study as well as for the University of Central Florida.

Table 4

Qualitative Research Design Steps with a Grounded Theory Methodology

Tasks Associated with Grounded Theory Methodology
Step 1. Identify a research problem that has not been addressed in the literature.
Step 2. Select a theoretical framework.
Step 3. Formulate the research questions.
Step 4. Describe the rationale for the study.
Step 5. Determine how the sites and participants will be identified.
Step 6. Determine which types of instruments will be used for data collection and create the instruments.
Step 7. Select the methods for data analysis.
Step 8. Write up the dissertation proposal and get dissertation committee approval.
Step 9. Complete the Institutional Review Board paperwork as required.
Step 10. Conduct the pilot study and analyze the data.
Step 11. Make changes to the data collection instruments or methodology if needed.
Step 12. Conduct the research study and analyze the data.
Step 13. Develop a new model that addresses the research questions and is in line with the theoretical framework (per grounded theory methodology).
Step 14. Write up the conclusions and present to the dissertation committee.

Adapted from *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.), by M. Miles, A. M. Huberman, and J. Saldaña, 2014, Thousand Oaks, CA: Sage. Copyright 2014 by Sage.

The next stage in the research process involved the implementation of the pilot study. The purpose of this step involved the testing of my interview protocol and interviewing skills. After the pilot, I made changes to the interview protocol and revised my interviewing techniques to obtain a deeper understanding of global learning from the students' perspective. At that point, I began conducting the student interviews at the three community colleges. The interview protocol used in this study consisted of open-ended questions that were organized around the following topics: participants' perceptions of global learning, background and family influences, peer influences, educational experiences, and academic and career goals. I structured the

questions in way that explored the impact of those experiences on the students' understanding and participation in global learning initiatives both before and during college. Finally, I analyzed the data, created a new model for understanding global learning from the students' perspective, and drew conclusions to address the research questions under study.

<div align="center">Research Questions</div>

In a qualitative study, the research questions generally emerge from some real-world observation, an intellectual curiosity, or a problem from the researcher's area of interest. This approach is useful when the researcher seeks to uncover or explore new information—about an individual, a group, or different groups—in a particular field of study. The researcher works from an assumption or set of assumptions to be explored within a theoretical framework from the literature and develops one or more research questions that are viewed through the lens of the theoretical framework with a rationale to justify the need for the study (Agee, 2009; Marshall & Rossman, 1995).

As previously mentioned in Chapter 1, the purpose of this study was to reveal the community college student's perspectives on global learning and develop a model describing the process by which interest in global learning may be a socially constructed phenomenon. There were three primary research questions that guided this study within a social constructionist framework:

1. How do community college students in the Florida College System (FCS) come to understand the concept of global learning?

2. How do community college students in the FCS narrate their journey of interest and participation in global learning?

3. How do the narratives of community college students in the FCS articulate at what point they became interested in global learning?

I selected exploratory research questions because of the limited research on global learning in the community college context. Since a grounded theoretical methodology was used within a qualitative research approach, answers to the research questions revealed themselves as the study was conducted rather than a priori (Charmaz, 2008; Guba, 1981).

Rationale

I selected a qualitative approach to the research design because it accommodates constructionist perspectives whereby individuals create meaning from social, cultural, and historic interactions with others (Glesne & Peshkin, 1992). In addition, the qualitative approach most effectively provides opportunities to answer this study's research questions, consisting of an in-depth field study of students' past and present personal and academic experiences from social, cultural, and historic perspectives. Using a grounded theory methodology, this study resulted in a new model that explains the timing, influences, and process by which community college students come to engage in global learning.

The overall intent of this study was to reach a deeper understanding of students' experiences with global learning; the path to this understanding consisted of bringing to life students' voices through personal interviews. This study is significant because there is no currently published research on the topic of global learning from a constructionist perspective.

Site Selection

Participants were recruited from four colleges in the Florida College System (FCS). Founded in 1933 in Palm Beach, Florida, the Florida College System began with the first public two-year institution. From the 1930s to the 1950s, many junior colleges were established and, in 1955, the Florida legislature created the Community College Council, later renamed the Florida College System in 2001. Today, the FCS includes 28 colleges, with a total annual headcount of almost 900,000 students. Of this total, 37% of students are full-time, 26 years is the average age, 60% are female, and 55% qualify as minorities (Florida Department of Education, 2013).

According to Bilsky et al. (2012), Florida has always struggled to provide sufficient postsecondary education to meet workforce demands, and in 2010 applications far exceeded spaces at all of Florida's public universities. Although the state has a strong track record in graduating students with associate degrees, the state ranks 46 in bachelor's degree production. To address this need, the state legislature allowed community colleges to drop "community" from their names and offer four-year degrees. This change came with the expansion of Bachelor's of Science degrees and the addition of the Bachelor of Applied Science degree. The state implemented "a rigorous review and approval process [that] helps to address any concerns about the quality of the new baccalaureate degree programs" (Bilsky et al., 2012, p. 43), and there are strict guidelines in place to meet specific workforce needs (Walker, 2001).

In terms of international education involvement, 18 of the 28 FCS institutions are members of the Florida Consortium of International Education (FCIE, 2015a). In 1977, leaders of several state community colleges and universities created FCIE to facilitate collaboration on global learning initiatives. Today, the organization consists of both public and private colleges

and universities throughout the state with the goals of sharing best practices, collaborating on projects, and providing professional development opportunities to members to achieve the goals of comprehensive internationalization (FCIE, 2015b).

This study was conducted solely in the state of Florida due to logistical constraints and costs involved in traveling to other parts of the country. In addition, my plan was to conduct a larger study in the state involving ten community colleges where students had the opportunity to volunteer to participate in the interviews needed to conduct this study. The colleges that agreed to be part of the larger study were selected for this research study based on the IRB approval date, the number of students who volunteered to participate in the interview, and the college's geographic location in Florida. A total of four colleges were selected—one for the pilot study and three for the research study. In order to maintain anonymity, college names have been replaced with pseudonyms (Table 5).

Table 5

Research Study Colleges' FTE Funded 30 Enrollment Range 2014–2015

Institution	FTE 30
Pilot College	<30,000
East Florida College	>10,000
West Florida College	>20,000
Central Florida College	<15,000

Adapted from "Florida college system FTE enrollment: Funded-30, lower and upper division" by Florida Department of Education, 2014-2015. Retrieved from http://www.fldoehub.org/CCTCMIS/c/Documents/FTE/1415CO3F29C.pdf

Pilot College was founded in the 1960s as a junior college but underwent several name changes over the decades. In 2011, the institution dropped "Community" from its name and started offering four-year degrees. Currently, the college has five campuses with an enrollment

of over 60,000 students in the 2014-15 academic year. The institution offers an Associate in Arts degree, 34 Associate in Science degrees, three Bachelor of Science degrees, and 81 certificate programs. In the 2014-2015 academic year, the student body was 32.5% Hispanic, 32.5% White, 17.9% African American, 4.5% Asian, and 12.6% Other (Table 6); the average student age was 21 years old. The college has two offices that coordinate international activities, one office for inbound international students and another office to coordinate outbound study abroad students. In the 2014-2015 academic year, Pilot College sent 120 students on study abroad programs and has a comprehensive strategic plan for international education.

East Florida College (EFC) adopted a new name when the institution began offering four-year bachelor's degrees. With an enrollment of over 25,000 in the 2012-13 academic year, EFC offers three Bachelor of Applied Science degrees, an Associate in Arts degree, 28 Associate in Science degrees, and a wide range of certificate programs. In the 2012-2013 academic year, the student body was 65.23% White, 10.39% Black, 9.34% Hispanic, 2.64% Asian, and 12.4% Other (Table 6); the average age of credit-earning students was 25 years old. The college does not currently have a centralized office for international education but does have two full-time faculty members coordinating efforts for study abroad. In the 2014-2015 academic year, EFC sent 10 students on study abroad programs but did not have a comprehensive strategic plan for international education.

West Florida College (WFC) was founded in the late 1960s and has five primary campuses, three satellite locations, and an enrollment of close to 45,000. The college offers an Associate in Arts degree, 39 Associate in Science degrees, and 88 certificate programs. In 2013-2014, the student body was 52.1% White, 26% Hispanic, 15.7% Black, 3.8% Asian, and 2.4%

Other (Table 6); the median age of students was 23.3 years old. Data were not available for any other ethnicity or race categories. The college has a centralized office of international education with a full-time director, five full-time staff, and three part-time staff. In the 2014-2015 academic year, WFC sent 74 students on study abroad programs and is in the process of developing a comprehensive strategic plan for international education.

Central Florida College (CFC) was also founded in the late 1960s and has four primary campuses with enrollment just under 30,000 in the 2014-2015 academic year. The college offers an Associate in Arts degree, Associate in Science degrees in seven different career pathways, one Bachelor of Applied Science degree, five Bachelor of Science degrees, and certificates in 16 different career fields. In 2014-2015, the student body was 48.8% White, 32.3% Hispanic, 17.4% Black, 4.1% Asian, and 4.2% Other (Table 6); the median age of students was 23.3 years old. Data were not available for any other ethnicity or race categories. The college has a centralized office of international education with a full-time director but no support staff. In the 2014-2015 academic year, CFC sent 32 students on study abroad programs and is launching a new comprehensive strategic plan for international education.

Table 6

Research Study College Student Racial/Ethnic Percentages*

Institution	White	Hispanic	Black	Asian	Other
Pilot College	32.5	32.5	17.9	4.5	12.6
East Florida College	65.23	9.34	10.39	2.64	12.4
West Florida College	52.1	26.0	15.7	3.8	2.4
Central Florida College	48.8	32.3	17.4	4.1	4.2

*Note that some lines may not add up to 100% due to duplication in the total enrollment counts.

Participant Recruitment and Selection

In this study, I recruited participants who had already agreed to participate in a larger research study of approximately 200 community college students at 10 different institutions across the state of Florida. The recruitment process began with enlisting the assistance of personnel who worked in the international education office at each college to recruit a math professor and a humanities professor who would agree to forward the FCIE electronic survey (Appendix E) to all of their students and encourage them to complete it. These two disciplines were selected for two reasons; first, both are part of the general education core course requirements in the state of Florida (Florida Department of Education, 2015), and second, the study of the humanities has a close relationship to global learning while math does not. Therefore, I felt that this would result in a good representative mix of program majors among the participants.

Once my contacts in the international education office at each institution identified the professors, I sent them an email explaining the research study and their role in the process. The email contained an attachment with the student email template that included a link to the survey. The professors forwarded the email to all of their students in the current semester, along with the consent form for each specific institution (Appendices F, G, H). The last question of the survey allowed students to volunteer for the personal interview by entering their personal contact information. Once I received the students' contact information, I sent an invitation email to each one to arrange a meeting location, day, and time (Appendix I). Skype interviews were also offered as an option if students had transportation issues. A total of seven students participated

in the interview process. Neither faculty nor students were offered any type of incentive for

participating in this study, and there were no disqualifying criteria for student participation.

Pilot Study

After finalizing the participant and data collection process, I conducted a pilot study. A

total of three students at Pilot College signed up to participate in the personal interviews via the

FCIE electronic survey. I sent each student an email invitation containing details pertaining to

the day, time, and location of the personal interview. Ultimately, two of the three students who

initially agreed to participate in the study actually did so. Since the purpose of the pilot study

was to test and inform the personal interview protocol, I reviewed participants' responses and

revised the interview protocol as needed in preparation to implement the interview protocol at

the other Florida colleges. The pilot study was also an opportunity for me to test my

interviewing technique, which I modified from the first student to the second student to obtain a

deeper understanding of their perspectives on global learning.

Data Collection

Once I identified the final group of participants, the data collection process involved an

in-person interview with each participant at his or her home campus. The purpose of the

personal interviews involved developing a sense of students' overall understanding and attitudes

toward global learning along with their personal experiences, family background, global learning

interests, academic experiences, and general demographic information. The personal interviews

were audio recorded and began with personal introductions, a description of the research and

topic under study, and a review of the informed consent form (Appendix H). The personal

interview protocol included 44 questions divided into the following categories: (a) introduction,

(b) global learning, (c) background & family influences, (d) peer influences, (e) educational

experiences, (f) academic/career goals, and (g) one exit question (Appendix J). The questions

were all mapped to the research questions and the principles of social constructionism (Table 7).

Table 7

Research Questions and Theoretical Framework Linked to Data Collection Instruments

Research Question	Theoretical Framework Principles	Interview Protocol Questions
1. How do community college students in the FCS come to understand the concept of global learning?	Culture Background Experiences Language Social Interactions Active Learning	2-4, 31-34, 41
2. How do community college students in the FCS narrate their journey of engagement in global learning?	Adaptation Social Interactions Active Learning Language	5-9, 10-18, 20, 21-25, 35-36, 42, 44
3. How do the narratives of community college students in the FCS articulate at what point they become interested in global learning?	Reality Adoption	19

The interview questions were open ended to facilitate deeper insights into the origin of

students' views of global learning and their understanding of what exactly the term means.

During the interview, I added questions as the conversations unfolded and jotted down field

notes to describe each student in more detail. Upon completion of the interviews, I had the audio

recordings professionally transcribed. I uploaded the transcripts into the qualitative software

system described in the next section, and typed all memos and field notes for future reference.

As previously mentioned, I obtained data that informed this study from the dissertation

proposal defense. The dissertation committee consisted of my major chair and four committee

members, one of who was external to the University of Central Florida. The professional

composition of the committee included professors in education and English as a second

language, a senior university administrator, and an individual who worked in faculty

development for a community college. I had 30 minutes to present the contents of Chapters 1, 2,

and 3 of this dissertation, and then the committee gave me feedback for over an hour that

included information to be added and edited. In addition, each committee member had notes on

their own printed version of the draft that were shared with me and incorporated into the final

version. Questions emerged during the defense that pushed me to further examine the theoretical

framework I had selected to guide this study. It was during this stage that I realized that I had

confused two different constructionist theories—that of social constructionism and

constructivism, both of which have now been clarified in Chapter 1. A note taker typed notes

during the dissertation defense and audio recorded the session, and the notes were later

transcribed for future reference.

The personal interviews, conducted at the students' respective campuses, provided the

participant data needed to conduct this research study. The qualitative software program

(described in the next section) allowed me to identify emergent themes and categories related to

the research questions. After careful analysis and multiple reviews of the transcripts, I came to

some final conclusions and developed a new model of the community college student's social construction of global learning.

Data Analysis

Three research questions guided the organization of the data, which were analyzed using NVivo 10 for Windows (NVivo). NVivo is a qualitative research software package designed to facilitate deep levels of analysis on large volumes of data. Users can classify and sort data in a way that reveals complex relationships between concepts through the linking of themes and categories established by the researcher (NVivo, Version 10). This approach aligns with the grounded theory methodological process outlined by Strauss and Corbin (1990) and involves multiple steps (Table 8).

The first step in the data analysis process involved a member check of the personal interviews by each participant. I sent each transcript to the participants to verify that the information accurately reflected the statements made. Six of the seven participants responded to my request, and one of the six students had a correction request in the transcript due to the transcriptionist's misunderstanding of what was said. Once all the transcripts were confirmed, they were imported into NVivo along with my field notes and memos. At the same time, I sent the transcripts to my major professor to conduct her own investigation of the data as part of the external audit.

Table 8

Steps in the Data Analysis Process

Steps in the Data Analysis Process
Step 1. Transcripts from the personal interview were sent to the participants prior to coding to check for any misinformation and changes were made based on their recommendations.
Step 2. Transcripts, researcher's field notes, and memos were imported into NVivo 10 for Windows software.
Step 3. Transcripts were sent to the major professor to conduct a separate analysis of the data and identify her own themes and categories as part of the data analysis process.
Step 4. Data from the transcripts were coded to themes or categories, or nodes as they are called in NVivo, which were structured around the research questions.
Step 5. Classification attributes were added to all the student nodes in NVivo to examine any demographic trends that might exist.
Step 6. Once all the transcripts were coded, queries were used to analyze the data using the cross-tabulation function in the software.
Step 7. Reports by theme, category, and subcategory were generated in the software to analyze the data.
Step 8. A colleague was invited to review the results of the analysis for feedback as part of the external audit.
Step 9. The final results were compared between the researcher, the major professor, and the colleague to verify the final results.

Coding in NVivo involves the creation of nodes. These nodes represent themes or categories that the researcher uses to link data from the transcripts to the emergent themes and/or categories identified throughout the coding process. I began by creating three primary major theme folders in NVivo: (a) global learning understanding, (b) global learning influences, and (c) global learning timeframe, which matched the research questions. I also created a folder for institutions and one for students to store all the relevant information.

The next step consisted of creating secondary theme nodes and category nodes under each primary theme node based on the personal interviews (Table 9). This was just an initial

attempt to put some structure to the coding process before it actually took place. Additionally, I

created nodes for the colleges in the "institutions" folder and for each student in the "students"

folder.

Table 9

Initial NVivo Nodes

Main Folder	Nodes
Global Learning Understanding	Actions-Service to Humanity Awareness of Self and Others Curiosity about the World Study Abroad Speaks Other Languages Study of Other Cultures Knowledge of the World Learning How Other Education Systems Work Everyone Learns the Same Way
Global Learning Influences	Dating Across Cultures Family Influences International Travel Peer Influences Academic Influences Self-Identity Speaks Other Languages Career Goals Academic Goals Inherent Interest Most Influential Person
Initial Interest in Global Learning	Elementary age Middle school age High school age Between high school and college During college

I reviewed each transcript in detail at least three times using NVivo, and linked any word,

phrase, sentence, or paragraph to a primary or secondary theme or category by highlighting the

text and dragging it to the corresponding node. I also created new themes or categories as

needed throughout the coding process. For example, if the student said, "I want to be a doctor,"

the text was highlighted and coded to the Global Learning Influences folder that contained the

Career Goals node. In addition, I added classification attributes (Appendix K) to each student in

order to have the ability to examine any trends that might exist by theme and demographic data

point.

Upon completion of the coding process, I used queries in the software program to analyze

the data using the cross-tabulation function. This allowed me to quickly see a count of how

many times a node was coded to by each student (Figure 11). Note that student names were

removed for confidentiality purposes. Another way to examine the data for connections and

trends was by source counts for each node. In the software, the researcher can click on the

source number and a window will appear with all the coded transcript sections organized by

student (Figure 12).

1 : Between High School...	0	0	0	0	0	0	0
2 : During College	0	0	0	1	0	0	0
3 : Elementary Age or a...	0	1	1	0	1	1	2
4 : High School Age	1	0	0	0	0	0	0
5 : Left College and Ent...	1	0	0	0	0	0	0
6 : Middle School Age	0	0	0	0	0	0	0
7 : Unknown	0	0	0	0	0	0	0

Figure 11. Screenshot of NVivo query. Copyright 2015 by J. Robertson.

Name	Sources
Influential People in Their Lives	0
Family Influences	0
Peer Influences	0
Peer Interest in International Travel	1
No Friends from Other Cultures	4
Dating Across Cultures	6
Friends from Other Cultures	6
Diversity Growing Up	7

Figure 12. Screenshot of NVivo source counts for nodes. Copyright 2015 by J. Robertson.

It was during this phase that I realized some coding was missed or miscoded, so I went back to recode the phrases. I completed the data analysis by reviewing the sources and queries to determine the answers to each research question. The final step in the data analysis process involved inviting a colleague to review the results of my analysis and comparing our findings with those of the major professor as part of the external audit. See Chapter 5 for the final data analysis results.

Establishing Credibility

According to Guba (1981), there are four criteria that should be implemented into any qualitative research study for the sake of enhancing the trustworthiness of the methodology and interpretation of the findings (the text in parentheses are generally used for quantitative research): (a) credibility (internal validity), (b) transferability (generalizability), (c) dependability (reliability), and (d) confirmability (objectivity). As previously mentioned, I sent each interview transcript to the participants for their review and feedback to increase the accuracy of the information. One student requested a minor edit to the transcript due to a

misunderstanding on the audio recording. This process is referred to as "member checking" and

is used in qualitative research to improve the quality, or credibility, of the results (Miles et al.,

2014).

Positivists have concerns with the generalizability, or transferability, for grounded

theorists, of the results in qualitative research due to the small sample size (Glaser, 2005;

Shenton, 2004). To address this concern, I selected participants from three different college sites

based on their geographic location across the state (east, west, and central) for this research

study. Responses from the pilot study were not factored into the results since the purpose of this

step was to test the personal interview protocol only.

According to Shenton (2004), dependability can be addressed by providing thick

descriptions of what is observed or heard in the interviews to ensure that future researchers can

replicate the study. In this case, I took extensive notes on each of the participants to narrate their

journey pertaining to having an interest, or lack thereof, in global learning. Furthermore, I sent

the transcripts to the participants for their review to confirm for accuracy. Six of the seven

students responded affirmatively, and one student never responded.

To further add to the credibility of the study, I shared the results with my major professor

and a colleague outside of international education for feedback, which constituted the external

audit. According to Shenton (2004), opportunities should be provided for "peer scrutiny of the

research project" (p. 67) to challenge assumptions made by the researcher, ask questions, and

make observations. External audits promote increased accuracy of the results and contribute to

the credibility of the study (Creswell, 2009). This technique is also linked to confirmability by

detailing the steps of the research taken place (Shenton, 2004), which was provided in Table 4.

Triangulation

The data obtained during the personal interviews were triangulated by examining the results from multiple participant perspectives. Miles et al. (2014) wrote that triangulation requires at least three independent measures that agree to be effective. According to Guion (2002), there are five types of triangulation methods that can be used to improve credibility of your research findings: (a) data triangulation, (b) investigator triangulation, (c) theory triangulation, (d) methodological triangulation, and (e) environmental triangulation. This study used three of these five methods: (a) data, (b) investigator, and (c) theory triangulation.

The data from all the participants were cross-referenced with the research questions to identify consistent patterns in the responses to complete the data triangulation process. If the majority of the participants had similar answers, then the data were accepted as true in support of the research question. The major professor performed the investigator triangulation when she was given the student transcripts to review and come up with her own themes and categories to support the research questions. Finally, a colleague outside of international education was asked to review the NVivo coding file and interpret the data to determine if the same conclusions were drawn. The conclusions of this external audit (Appendix O) can be found in Chapter 5.

Ethical Considerations

All participating colleges received pseudonyms instead of using their real names, descriptions included non-specific identifying information, and I masked college names and signatures in the appendices of this report for confidentiality purposes. Additionally, I replaced student names with substitute names to maintain anonymity. Any personally-identifying

information, such as specific names of individuals and workplace locations, were deleted from the transcripts and replaced by 'XXX.'

At the start of each personal interview with participants, I reviewed the informed consent form (Appendix H), and each student signed the form from the respective institution if a signature was required as this policy was not consistent across all institutions. During the audio-recorded interviews, no student identification numbers or last names were used to maintain anonymity. The student identifying data obtained during this research study will be stored on my personal laptop (password protected) for up to three years and then will be permanently deleted. All hard copy documents have been destroyed. No other individuals have access to this information, and no student identifying data were used in the writing of this dissertation or shared with anyone who was invited to interpret the data results.

Originality Score

My major professor submitted this document to iThenticate, the plagiarism software system used by the University of Central Florida. After deducting the percentage for my previous submissions of this document and all hits under 1%, the originality score was below the maximum score of 10% required by the major professor. She shared the results of the report with the dissertation committee and addressed any of their concerns.

Authorization to Conduct the Study

As previously mentioned, this research project began under the auspices of the Florida Consortium for International Education (FCIE), which is housed at Valencia College in Orlando,

Florida. I submitted the Institutional Review Board (IRB) paperwork for approval at the 12

Florida colleges that took part in this larger study. The IRB process involved reviewing the

procedures for each college and submitting all the required documents in accordance with the

rules and guidelines governing each institution. The study fell into the "exempt" or "expedited"

categories for IRB oversight because there were no foreseeable ethical considerations or risks for

the participants.

The selection of the four colleges for this study was based on the following: (a) the

timeframe for receiving IRB approval (Appendix L) from the institution, (b) the number of

student volunteers for personal interviews, and (c) the geographic location of the colleges. The

IRB process for these colleges took place prior to approval of the dissertation proposal by the

committee but before the completion of the personal interviews. Once the dissertation proposal

was approved by the committee, I submitted the Institutional Review Board (IRB) paperwork

(Appendix M) at the University of Central Florida for approval.

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(Appendix N).

Summary

This chapter summarizes the overall methodology used in the design, implementation,

and analysis of this research study. I selected a qualitative approach using a grounded theory

methodology to facilitate the interaction with the students on a personal level and to hear first-

hand accounts of their interest and participation in global learning. The study was conducted as part of a larger research study in the state of Florida. Prior to commencing the study in the three community colleges, I conducted a pilot study to test the interview protocol. Participant recruitment involved the completion of an online electronic survey, and audio-recorded personal interviews were used for data collection purposes. The data were imported into NVivo 10 for Windows, reviewed, and summarized into emergent themes and categories based on the responses received to allow for the identification of the social, cultural, and historical forces that students experience, both prior to and during college, in the formation of their understanding of global learning.

The overall intent of this study was to provide college faculty and administration with a greater degree of knowledge concerning the interests of community college students within the context of global learning. Upon completion of the data analysis, a new model of community college students' understanding of, and interest in, global learning within the theoretical framework of social constructionism was created, which is explained in Chapter 6. It is my hope that the final results of this study will contribute to the overall literature on global learning within the context of the community college.

CHAPTER 4
VOICES OF THE RESEARCH STUDY PARTICIPANTS

Introduction

This chapter provides an overview of the college settings and detailed student profiles of the participants who were interviewed for this research study. This study began as part of a larger study in the state of Florida under the auspices of the Florida Consortium for International Education (FCIE) involving 10 community colleges and over 200 students. Students in all of the colleges received an invitation from their professor to complete an electronic survey (Appendix E) in which they had the opportunity to volunteer to participate in a personal interview for this research study. The survey was distributed to colleges throughout the months of September through December 2015, and in the end, seven students were interviewed from three different community colleges located in eastern, central, and western Florida.

The seven participants in this research study all described unique personal journeys related to global learning, both prior to and during college; however, there are definitely some similarities pertaining to their understanding of, and engagement in, global learning. Participants' personal background experiences, thoughts, and feelings towards global learning have been presented here in Chapter 4 to provide readers with a sense of who the participants are, where they came from, and where they hope to be one day.

College Settings

Interviews took place at each student's respective home campus for their convenience.

The colleges were located in east, central, and west Florida; this geographic diversity contributed to a good demographic mix of students. Without factoring in Pilot College, since those students were not part of the final data set, East Florida College had the largest percentage of Whites and the least minority students, Central Florida College had the most minority students with almost one-third of their student body Hispanic, and West Florida College fell in the middle in terms of student demographics (Table 10).

Table 10

Research Study College Student Racial/Ethnic Percentages

Institution	White	Hispanic	Black	Asian	Other
Pilot College	32.5	32.5	17.9	4.5	12.6
East Florida College	65.23	9.34	10.39	2.64	12.4
West Florida College	52.1	26.0	15.7	3.8	2.4
Central Florida College	48.8	32.3	17.4	4.1	4.2

*Note that some lines may not add up to 100% due to duplication in the total enrollment counts.

Demographic Overview

The final group of research participants consisted of four female and three male students. Two of the participants were from Florida originally, four were from other states, and one was born in Iraq. Six of the participants were White and one Black in terms of race, but there was one Hispanic and one Middle Eastern in the ethnic breakdown. There was a mix of ages, with 19 being the youngest and 53 the oldest. Student names were been replaced with study names to maintain anonymity (Table 11). Based on the transcripts, none of the students can be categorized as "traditional" defined as "one who earns a high school diploma, enrolls full time

immediately after finishing high school, depends on parents for financial support, and either does not work during the school year or works part time" (National Center for Education Statistics, 2002, p. 1). Overall, the demographic mix of participants was good; they were able to provide a wide range of perspectives on the topic of global learning.

Table 11

Research Study Participant Demographic Breakdown

Student	Study Name	Institution	Gender	Age	Race	Ethnicity	Major
1	Sandra	CFC	F	22	W	H	Criminal Psychology
2	Janet	EFC	F	19	W	NH	Nursing Assistant
3	Andrew	EFC	M	35	W	NH	Mechanical Engineering
4	Leslie	EFC	F	53	W	NH	Nursing
5	Adil	WFC	M	30	W	ME	Mechanical Engineering
6	Mark	WFC	M	20	W	NH	Law
7	Tamara	WFC	F	28	B	NH	Radiation Therapy

*M = male, F = female, W=White, B=Black, H=Hispanic, NH=Not Hispanic, ME=Middle Eastern

In terms of parental educational achievement, Adil's parents were the only ones pursing advanced degrees. I found no evidence of a four-year college degree among any of the parents of the other six participants (as indicated in the interview transcripts), although several had some college. In all cases, at least one parent had some college, and the mothers had a higher level of education than the fathers in all cases except Mark, who did not know his mother's level of education because she passed away when he was young. Two of the participants (Andrew and Adil) expressed interest in obtaining master's degrees, three participants wanted to earn bachelor's degrees (Leslie, Sandra, and Tamara), one wanted to go to law school (Mark), and one was content at this point earning an associate's degree (Janet). Regarding international

travel, Adil and Andrew had lived overseas, Janet, Leslie, and Tamara had traveled outside of the United States, and Sandra and Mark had never been overseas.

Central Florida College

Upon arriving at Central Florida College (CFC), I could see that the college had a long history from the mix of both old and new architectural structures. I walked through a labyrinth of buildings that were non-sequentially marked, which made finding the meeting room quite challenging. There were two interviews scheduled for the day, but only one student showed up. Central Florida College has the largest Hispanic population of the three colleges that participated in this study, so it was no surprise that my one interviewee was Hispanic. The date was Friday, November 13, 2015, just a few hours before bombs exploded throughout the city of Paris. I mention this because the topic comes up in participant interviews that took place after the terrorist attacks and the topic of safety seems to be a recurring theme related to global learning.

Sandra

Sandra is a White female of Venezuelan and Cuban descent. She arrived early and looked striking with long, dark, wild hair, deep brown eyes, and dressed all in black. She had a smile on her face but seemed a bit nervous. Sandra spoke of her family as a close-knit Hispanic family where the parents are very involved in the lives of their children. Following a non-traditional path to college, Sandra left high school and earned her GED. She did not go into details as to why she left school, but she did mention that she had a high degree of social anxiety to the extent that it delayed her going to college directly after high school.

Born in south Florida, Sandra came to central Florida five years ago. Both her parents immigrated to the United States—her mother from Cuba and her father from Venezuela. Family played a strong role in Sandra's life in terms of her interest in global learning on the one hand and safety concerns and anxiety on the other. Both parents came from humble backgrounds and neither had a college degree, but they both strongly encouraged her to go to college. Still, Sandra's parents did not necessarily encourage her to go out and explore the world. Her father cautioned her about traveling to Venezuela due to safety concerns; Sandra explained, "My father's always telling me, 'You don't want to go there. You don't want to go there'" (Sandra, lines 72-73, p. 3). While both parents are fully bilingual, Sandra is not a fluent Spanish speaker and her father chastised her American accent when she attempted to speak, saying, "You have an American accent. It's obvious you're American" (Sandra, lines 40-41, p. 2).

Now 22 years old, Sandra enrolled in an Associate of Arts degree and is currently studying part-time. Her ultimate career goal is to pursue a bachelor's degree and go on to become a criminal psychologist. Although her college classes are quite diverse in terms of race and ethnicity, Sandra lacks any close friends who are Hispanic. She explained that there are no Hispanics in her neighborhood, she had never dated, and did not socialize much, admitting, "I keep to myself mostly" (Sandra, line 120, p. 4). Sandra could not name anyone within her circle who had traveled or studied abroad. Sandra did say that several of her professors integrated global content into their courses, which made her "more curious about what they're teaching and what places they're describing" (Sandra, lines 210-211, p. 7) and some of her professors did integrate current world events into the discussions periodically.

When asked about her understanding of the term 'global learning,' Sandra said "Just learning more than what your immediate area is. What your immediate area grants you. Learning about other cultures, I mean within other cultures. Something that isn't local" (Sandra, lines 154-156, p. 5). Sandra definitely saw a connection between the need to learn about the world and other cultures and her career goal. What's more, she was very interested in studying people and found them "fascinating" (Sandra, line 160, p. 5). Sandra noted that global learning was a priority for her due to her career goal of studying how people think. Interestingly, Sandra was able to identify the point in her life when she became fascinated with learning about other places and cultures—it was when her mother took her to museums when she was in elementary school. She remembered going to exhibits on ancient Egypt and realizing that "the world is much bigger than I had thought it was so I wanted to learn all about it" (Sandra, lines 170-171, p. 6).

Sandra expressed an understanding of the connection between what goes on in the world and her own personal life, but it seemed more from the aspect of safety since she spoke about "fear and feeding off that" (Sandra, lines 183-184, p. 6). One interesting point that she made was that "here in America we're so good about not worrying about what goes on overseas or across our borders since we're so involved with ourselves" (Sandra, lines 184-186, p. 6). Sandra wanted to visit Cuba with her mother or Spain because she had relatives there, but when pressed further about her desire to travel abroad, she said, "I don't know if I would take it [given the opportunity to study abroad] given my anxiety . . . it really dominates your life" (Sandra, lines 234-235, p. 8). As far as language learning was concerned, she was currently working on her Spanish and expressed an interest in learning other languages. She believed that it is important

for all college students to learn a foreign language due to the fact that "the US society is so multicultural" (Sandra, line 244, p. 8).

<div align="center">East Florida College</div>

East Florida College was the smallest of the three colleges associated with this study. The campus was clearly marked with signage and very easy to navigate. With the student body being 65% White, I was not surprised that all three participants for this study were also White and none were Hispanic. There were three interviews scheduled for the day, and all three students showed up. The ages of the participants were 19, 35, and 53, so there was a large age span. The interviews took place on Monday, November 16, 2015, several days after the bombings in Paris; the violence and loss of life associated with this international act of terrorism may have impacted some of the interview responses since this event was mentioned during the sessions. I scheduled the interviews to take place late in the afternoon, with interviews at 4:00 p.m., 5:00 p.m., and 6:00 p.m. so these participants likely had to work during the daytime based on the availability that they gave me.

<div align="center">Janet</div>

Janet looked like your typical college student at first sight. She was only 19 years old and thinly built, with light brown hair strewn all over the place and braces on her teeth that made her look younger than her age. Janet arrived with a big smile on her face and displaying a lot of energy; she seemed very enthusiastic to participate in the interview. What was particularly interesting is that she was working almost full-time to help put her younger sister through school

at the University of North Florida, so she did not have enough money to attend the university herself, which is why she elected to attend the community college.

Coming from a traditional American family from Massachusetts, Janet lived with her parents and was the middle child of three girls. Janet noted that neither of her parents had a college education, both worked in retail, and they strongly encouraged their children to go to college, saying, "My mom and everyone's very adamant about school—you have got to go to school" (Janet, lines 56-57, p. 2). Her immediate family never traveled internationally due to financial constraints, but there was a strong influence from her grandmother who traveled extensively and took Janet on various cruises to other countries. Janet explained:

> Every month you don't know where she is. She's at a different place and you never know where she is and she's always staying there for weeks on end, seeing different places, and she'll post on Facebook: I'm in Italy today eating, and I'm eating chicken at home. And she loves it and she comes back with huge scrapbooks and goes through it all with us.
> (Janet, lines 60-64, p. 2)

On one trip with her grandmother, Janet spent four days in England and some time in Ireland, and currently they are planning their next trip to Belize. Based on Janet's enthusiasm when speaking of her grandmother, I got the sense that she was instrumental in influencing Janet to go out and see the world. Janet seemed to have had an inherent interest in the world at a young age when she wanted to travel to Africa at the age of nine. She recalled:

> For my ninth birthday . . . I wanted to go to Africa because I wanted to meet African people and I wanted to see the lions and I wanted to see their huts for their houses and

stuff, and I did research and they don't even live in huts. But I did and I did all this

research to learn about it because I wanted to go to Africa. (Janet, lines 192-196, p. 6)

Already exhibiting an interest in the wider world, Janet participated in the "Southwest

Step Team," an organized student club in middle school. The club was instrumental in exposing

Janet to different races and ethnicities, as she was the only White student on the team. Janet said

that was when she got her "first real culture shock" (Janet, line 83, p. 3). Janet described how

she dated a boy from a different culture during this time of her life and that this experience was

very different from what she experienced at home. The boy's family was "a lot different than

[her] family . . . a whole lot closer" (Janet, lines 106-107, p. 4), which she seemed to enjoy.

Currently, Janet does not have many college friends due to her hectic schedule that consists of

studies and work, but the few friends she does have lack international experiences. That said,

Janet's boyfriend will be traveling with her to Belize in the near future.

In terms of her college career, Janet admitted that she "never wanted to go to school"

(Janet, line 154, p. 5) but was doing so because her parents strongly insisted upon it. While still

in high school, Janet thought seriously about become a certified nurse assistant after graduation

and had no plans to pursue a bachelor's degree. When asked about global learning, Janet said

that she has a strong interest in the topic and sees a connection between learning about other

cultures and her future career goal of becoming a nurse. While attending EFC, Janet noticed that

the majority of her professors did not integrate global learning into their courses although she

had a couple of professors who were born outside of the US and talked about their countries. In

Janet's humanities course, they would talk about current events, and she brought up the Paris

attack as an example saying, "We just recently today we talked about the Paris incident and what America's doing and all that" (Janet, lines 275-276, p. 8).

To Janet, global learning means "learning abroad like going to a different country and going to their school and learning about their culture and what they do on a daily basis" (Janet, lines 180-181, p. 6), so there was no mention of taking courses at her college to learn about the world. Her desire to learn about other cultures came from a fear of talking to someone and disrespecting them due to cultural differences. When asked if she saw a connection between what happened in the world and what happened to her personally, Janet responded with an emphatic "yes!" (Janet, line 201, p. 6). She described herself as someone who took things to heart, so she felt it when bad things happen in the world. Janet definitely had an interest in the world around her and learning other languages, yet she recognized that most people in her life did not have the same feelings:

> I think everyone's kind of in their shell and they just go home, go to school, go to work type thing, and I think if you don't expand yourself you just kind of think of America as the only part of the world when there's a whole other section. We're just a teeny part of the world; it's not the whole thing. So learning about other people and learning about why they do things is very important to understand why you do things as well and what you may be doing wrong. (Janet, lines 283-288, p. 9)

Andrew

My first impression of Andrew was that he looked like he was in the military. He is medium built, 35-years old, with very close-cut hair, a reddish complexion, goatee, and lots of

tattoos. As it turned out, Andrew joined the Marine Corps when he was 20 years old and stayed in for seven years, traveling to seven different countries. Andrew's path to college was a non-traditional one; he started college after high school, dropped out to join the military, and was now returning to resume his studies. He is married with no children other than supporting his adult stepson.

Andrew's family seemed like any other traditional White American family, possibly with more financial resources than the other six participants interviewed in this study as he spoke of his grandmother who "comes from old money" (Andrew, line 416, p. 13). Growing up, Andrew felt that he had a privileged childhood and his parents were very involved in his schooling as they both served as Parent-Teacher Association (PTA) presidents. Andrew was an only child and at some point his parents got divorced and his mother remarried. His mother and stepfather lived near him, and his biological father lived in Georgia. He was very close to his biological father and spoke to him on a daily basis. He explained that nobody in his immediate family traveled outside of the country, had an international background, or spoke another language; although both grandfathers were in the military and served overseas in World War II.

When asked who was the most influential person in his life, Andrew said, "As far as the military goes, I'd probably have to say both my grandfathers cause they were both in World War II" (Andrew, lines 56-57, p. 2), but went on to say:

> As far as I guess being an everyday person, probably my dad and my mom. And then wanting to go back to school would be my mom because my mom went back to school when she was older to get her college degree. (Andrew, lines 59-61, p. 2)

Later in life, Andrew's mother went back to school to get a college degree, and his father was now a retired firefighter. Both parents strongly encouraged him to go to college, and they even established a college fund for him when he was younger. Andrew said, "No matter what, I was going to school" (Andrew, line 181, p. 6). In terms of his peer group, Andrew revealed that he has very few close friends, and the few he does have are White but his larger circle of acquaintances is very diverse. When speaking of his career goals, Andrew noted that he was working full time and studying full time to obtain a bachelor's degree. He ultimately wants to be a mechanical engineer and perhaps a manager one day. Andrew works for an international company, so he definitely saw a connection between global learning and his work environment since the company hires people from all over the world. Given the opportunity, he would live and work overseas again if his company sent him.

Perhaps due to his military experiences overseas, Andrew's definition of global learning focused on foreign language learning, saying:

I'm not exactly sure. I mean I know like if I had to choose . . . Like if I wanted to learn a foreign language, would I rather learn it here or over in that country? I'd rather go to that country. I think it would be easier to learn it. You not only learn the language, you also learn the customs. You would learn how they act and types of foods and how they eat, and it would be better to be in that country to learn versus being here. (Andrew, lines 211-215, p. 7)

I asked Andrew if he saw connections between what happens in the world and what happens to him personally. Having been stationed in Iraq and Afghanistan as part of his military service, Andrew clearly saw this connection and mentioned the Paris attacks of November 15, 2015,

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saying, "if those happened here, I might not be at school tonight or school might be shut down or I might not have a job. I think that affects everybody" (Andrew, lines 265-267, p. 9).

Andrew relayed a strong interest in learning about the world and other cultures, remembering that he always wanted to travel to Ireland when he was young. He also enjoyed learning foreign languages, particularly German which he studied in high school. Andrew chose to study German because his last name is of German origin and he "wanted to be different than all [his] friends" (Andrew, lines 235-236, p. 8) who were taking Spanish at the time. In addition, while in the military, Andrew dated two women from other cultural backgrounds and went on to describe the associated cultural challenges that he experienced in these relationships.

During college, Andrew took humanities courses to learn more about different periods of world history, which he enjoyed, along with a course on world religions. The majority of his professors did not integrate global learning into the curriculum, which Andrew agreed should be a component of every college student's experience. Traveling abroad was particularly important as he explained:

> You get to experience things that you wouldn't get to experience any other time or anywhere. You know going overseas is [pause], and seeing how other people live, you know it's like when I went to Iraq and Afghanistan I took a lot of things for granted as an American—you know, having electricity. Having the simplest . . . being able to go to the bathroom and with a door and closing it. I forgot to mention I was in Thailand also. Thailand is the same way. I mean, yes they have electricity and they have water, but their bathrooms aren't up to standards like ours are you know but as Americans we take those things for granted. (Andrew, lines 372-379, p. 12)

Prior to joining the military, Andrew thought that all industrialized nations were just like

America, admitting that "I've always thought everybody was like us I guess" (Andrew, lines 385-

386, p. 12).

Leslie

Leslie arrived on time and with a big smile on her face. I was surprised when she walked

through the door as I was expecting someone much younger. Dressed in a uniform that clearly

showed she worked in the healthcare field, Leslie announced that she was on her way to yoga

class after our meeting. Leslie is slightly built with short, greying hair; she also seemed

extremely personable. Originally from West Virginia, Leslie's first attempt at college was not

that of a traditional student. "Actually, I took a year off from high school and then went back to

get my nursing degree" (Leslie, lines 70-71, p. 2). Leslie was in a technical program in high

school that prepared her as a nursing assistant and she was encouraged by her coworkers to get

an associate's degree. She eventually earned an Associate of Science degree and then returned to

college to pursue a Bachelor of Nursing degree once all of her children were grown.

Growing up in a large Catholic family, Leslie was one of 14 children. Her father was

trained as an electrician but worked as a janitor and her mother had no formal education. When

she was 16 years old, Leslie's mother died; despite the terrible loss of her mother, Leslie

maintained a positive outlook, explaining:

> It was a lot of fun actually; we didn't have a lot of money but we had a lot of things to do.
>
> There was always something going on at the house. I learned early how to negotiate
>
> people I think pretty well. (Leslie, lines 15-17, p. 1)

While her father did not encourage her to attend college or pursue a particular career, Leslie remembered, "My mother encouraged me to work. She encouraged me to become a nurse. She had wanted to be a nurse. When she was young she encouraged me in that field" (Leslie, lines 152-153, p. 4). Leslie ended up having five kids of her own, and two were currently living in Ecuador and Korea. All of her children went to college and earned bachelor's degrees in a variety of fields. She also shared the following comment:

> [She] brought [her] kids up to do whatever it is they wanted to do. [She] really encouraged them that they could do whatever they wanted to do, but they needed to do something to take care of themselves because [she] wasn't going to be able to take care of them forever. (Leslie, lines 49-52, p. 2)

> Leslie grew up in an environment that was predominately White with very little diversity in her peer group. She remembered a family from the Middle East moving into her neighborhood when she was younger:

> A Lebanese family moved in next door and we thought that was really crazy; these people from Lebanon were living next door to us. We really didn't have a lot of interaction with them, but they were very nice. But it was kind of a mystery kind of thing. (Leslie, lines 120-122, p. 4)

Leslie mentioned two things that started to open her eyes to the world. The first was having a college boyfriend who was from the Middle East (while she was attending college the first time). She recalled, "I actually I met a man who had lived in Jerusalem, a Palestinian student. And so I had a relationship with this guy. So that was a very interesting introduction into a different culture" (Leslie, lines 124-126, p. 4). Leslie said that he educated her about different cultures,

and she also had a peer group who "met and talked about things that were going on in the world, so that helped to change [her] view about people from different cultures about how they are" (Leslie, lines 129-131, p. 4). The second thing that started to open Leslie's eyes to the world was working in the field of nursing which exposed her to different people and customs.

In terms of foreign languages, Leslie was never really interested in learning another language, and she found that there were ways to communicate with others even if there was no shared language. This skill she learned in the hospital, working with patients from all over the world. She did express a keen interest in learning about different cultures and said, "I think that humanity is very connected regardless of our cultures. And sometimes our cultures help to connect us. Although they keep us apart, they also can connect us" (Leslie, lines 108-110, p. 3). When asked if learning a foreign language should be mandatory for all college students, Leslie expressed the feeling that it was difficult, but people should have at least a basic understanding of another language.

When asked how she would define global learning, Leslie related it to learning about other cultures, how people view themselves, and how you view others. She expressed a strong interest in learning about the world and wanted to understand "how people think and why they feel the way they do" (Leslie, lines 213-214, p. 6). She acknowledged that she did not always have this interest, and it was from being exposed to other cultures working in healthcare and seeing things happening on the news that got her interested in what was going on in the world. Leslie also spoke about her small town back in West Virginia, and that it is not like it was back then, saying, "we live in a different world" (Leslie, 235-236, p. 7). She discussed the

connections she saw between what goes on in the world and the laws that affect us, bringing up the Paris attacks:

> What happens in the world affects laws that affect me, may affect my view of other people of what's going on in the world. Just talk about France. I mean this thing in France happened. Everyone around you is talking about what happened in France. You also think emotionally yourself, how do I feel about what's happening in France? What if it happened in America, how would I feel about that? If it happened in my own town? They're going to increase security now, are they going to increase security here? All of that is going to affect you. If it's based on just a religion, are we being too religiously bright? Are we being too liberal? You know all of those kind of things affect you and what you're going to do. Am I going out to eat at a restaurant tonight? I might get shot. (Leslie, lines 238-246, p. 7)

Leslie expressed a definite interest in seeing the world now that her children were grown, and she enjoyed taking courses with a global focus. Due to her full-time work commitments, attending campus events was difficult, but she did talk about several professors from other countries who added a global dimension to their courses. She would like to see the institution do more to promote study abroad and celebrating different cultures.

<u>West Florida College</u>

West Florida College (WFC) was the largest of the three colleges associated with this study and had a campus layout very similar to East Florida College. The campus was easy to navigate with buildings that were clearly marked from the outside. I had scheduled three

interviews for the day, and all three students showed up. The date was Friday, November 20, 2015. Fridays were a quiet day on campus, so I did not see any students milling about that afternoon. While there was some diversity on campus, there was great diversity across my three research study participants who were White, Middle Eastern, and Black.

Adil

In terms of having a global perspective, Adil epitomized that world view. Adil is 30 years old with a medium build, balding, and with a full beard and glasses. His complexion was somewhat in the middle between white and brown, so he could easily be mistaken for Hispanic although he was from the Middle East. Born in Iraq, Adil's path to WFC was a long one that involved starting his university studies in his country, leaving school in 2006 to move to Jordan and then Egypt as a refugee, followed by travels to Bulgaria and the United Kingdom, and finally ending up in the United States in 2009. A refugee relocation program helped him and his younger brother get established in Florida, and he started studying at WFC in 2010.

Adil's parents arrived in the US in 2014, and they are currently both graduate students. His father is a mechanical engineer, his mother is a biologist, and his three siblings all graduated from college. Apparently, the family made a decision in 2006 that they needed to relocate due to the war as Adil explained:

Originally I am from Iraq, Bagdad. I lived there till the age of 22 or 21. I was in university there but because of the situation, you know, I had to move to many different places and different countries before coming here since I left in 2006. I arrived here in 2009. (Adil, lines 6-8, p. 1)

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Adil and his family packed up and left their homes, heading to Jordan with the intention of returning in a month; but that never happened due to the struggles that Iraq was experiencing at the time. Adil eventually left Egypt with his younger brother and tried to settle in several countries in Europe but was denied since he was on a refugee status. Eventually, the US accepted them and they ended up in Florida seven months later. Now, Adil's biggest concern was choosing a college major; he was still debating between international studies, computer engineering, or mechanical engineering.

In terms of academics, Adil expressed a definite interest in coursework related to global topics and culture, but he said was unaware are any international clubs or activities outside of the classroom. What was disappointing about attending WFC, to Adil, was the lack of a social life outside of school; this lack of social activities outside of the classroom was a sharp contrast with his experiences at the institutions he attended in Iraq and Egypt as he stated:

> There's always this nonstop social life between the students doing stuff, doing activities.
> Now everybody's as you said, it's not like your time. I mean social regard in terms of
> social life and social mixing up the people together, it's not happening the way I
> experienced that before coming to community college. (Adil, lines 181-185, p. 5)

The majority of Adil's professors did not discuss study abroad or global learning in their classes (excluding anthropology). What was interesting is that he differentiated learning "through studying" versus "hands on like when [he] was away . . . or abroad . . . or moving from place to place" (Adil, lines 106-107, p. 3). Even though Adil's professors knew he was from Iraq after first-day introductions, they did not take advantage of this to ask him about his experiences. However, on one occasion, Adil's classmates seemed eager to hear his personal

story: "I remember religion class. We had to write a research paper and make a presentation for 15 minutes, and then instead of 15 minutes, I was standing there for like 45 minutes because people were interested" (Adil, lines 121-123, p. 4). Adil also expressed an interest in learning other languages and felt that it would "kind of open yourself [*sic*] more doors" (Adil, line 141, p. 5).

Adil defined global learning as an "exchange program and sharing learning systems between countries academic wise, especially between universities" (Adil, lines 12-13, p. 1), since that was what he had experienced when he attended the university in Egypt. He knew of several programs that the university had in collaboration with overseas partners in the United Kingdom, Germany, and Russia. When asked if he saw connections between what happened in the world and him personally, his response was "a lot" (Adil, line 24, p. 1) due to all the conflict going on in Iraq for many years. He still had deep connections to his country of origin, although he was now an American citizen. Adil grew up under a dictatorship that restricted what one saw on the television; he expressed amazement at finally having the opportunity to leave the country to see how others lived and the cultural differences. Now he has lived in nine different countries, so he has experienced a great deal of cultural differences, as he explained, "my heart is in it to know what is happening and why they're living this way" (Adil, lines 45-46, p. 2).

Mark

When Mark came through the door, I thought that he looked like the typical college student. He was very young looking, with a thin build and curly light brown or reddish hair and freckles. Later, I found out that he was 20 years old and not a teenager like I initially thought.

Mark spent the first 19 years of his life in rural Maryland as I was able to detect a slight accent. He started college after high school at a community college up in Maryland but developed health issues so he had to drop out after two years. Mark had relatives in Florida and, tired of the snow, he packed up and came to Florida and started taking classes at WFC. This was his first semester at the institution, so he did not have a long history of academic experiences to share.

Mark's family had a military background so he attempted to join the military but could not due to his health issues. Mark's brother was already in the Marine Corps, and he spoke very proudly of him, saying, "I have one brother, he's in the Marine Corps, and he's a corporal right now" (Mark, line 29, p. 1). Mark explained that he was very close to both his brother and father, but his mother died when he was in the second grade; therefore, he did not know anything about her educational history or work experience, although Mark did mention that she was American. His father was a British citizen who was born in Egypt who "traveled the world twice" (Mark, line 10, p. 1) before settling down in the US and later attended a university in Switzerland. Mark's father spoke seven languages and worked in hotel management and later real estate, but he was unclear on what exactly his father did for work currently. Mark's paternal grandmother was also British and spoke nine languages. Although his father has traveled extensively overseas, Mark has not yet been out of the country and he was anxiously looking forward to it:

> We talk about it all the time. I'm very interested in going overseas and I talk to my dad about it, but currently, right now, college is my primary goal so I'm trying to get through that as best as I can. And if the opportunity presents itself, I'm going to try and go overseas. (Mark, lines 57-60, p. 2)

As close as he seemed to be to his family, Mark noted that the most influential person in his life was his computer-networking teacher from high school stating, "He gave us life lessons that we used throughout our whole life" (Mark, line 82, p. 3). Mark's dad sparked an interest in other countries and cultures, and Mark mentioned that there were some Russian foreign exchange students in his high school from time to time. He also became friends with a refugee from Iraq at one point. Mark said that he had a lot of international friends who inspired him to travel and he even dated a girl once who was from Nigeria but that relationship did not work out because "her father wasn't too keen on White folk" (Mark, line 123, p. 4). He had been interested in the world for as long as he could remember from the stories that his father shared with him. In terms of academic and career goals, Mark plans to get his bachelor's degree and then go to law school because he wants to return to Maryland to be a prosecutor.

When asked about his academic experiences, Mark said that in high school he had friends from diverse backgrounds saying, "So I had friends all across the board. I don't really see race" (Mark, lines 262-263, p. 8). He went to school knowing that college was the next step, since his father and grandfather had set up a college fund for him. In terms of WFC, his professors did not integrate global learning into their courses or encourage study abroad. They did discuss current events though, and he felt that current events were vital information for college students to learn:

> It's not only important, it's a necessity. With our world today, we're connected through any kind of media. Through phones, through computers, through all sorts of technology. We can be across the world in a flash. So with all this technology to be able to connect, it's imperative that you be able to connect with other people. (Mark, lines 195-198, p. 7)

Mark defined global learning as "being aware of other cultures . . . [and] how that culture works with itself and how it interacts with other cultures" (Mark, lines 224-225, p. 7). He came up with this definition based on the reading he did outside of school. Mark liked to keep up with what is going on in the world because "culture . . . [is] an ever-changing thing" (Mark, line 232, p. 7). Mark definitely saw the connection between his career goal and the need to learn about the world and other cultures. He expressed a strong desire to study abroad and would also love to learn more languages.

<center>Tamara</center>

Tamara is a petite, jovial African-American woman who was very well dressed, with a fashionable hat to match her outfit. She is 28 years old and looked much younger than her years. Although she said that she was originally from Texas, I did not detect any accent, and she talked with her hands in constant motion. Tamara did not want to explain how she ended up in Florida, but she mentioned that her mother passed away two years ago and this was very upsetting to her. She attended college right after high school but later dropped out due to her mother's passing. Tamara's father offered her the opportunity to live with him and go to school, but her car broke down and he lived far so she decided not to take up his offer at the time.

Tamara's mother had taken some college classes but did not have a college degree, working regularly in retail for 15 years in Texas. She did not have much to say about her father other than he was a good person, owned his own business, and was "all over the place" (Tamara, line 73, p. 2). Tamara has six brothers and a stepsister, but the stepsister was mentally

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challenged and died at the age of 21. All of her brothers had been in and out of college, but none had graduated. Tamara spoke about her career goals:

> My first like ultimate dream job is to work in TV and movie production cause I'm a really creative person and I just know I would be amazing at it, but obviously I don't live right now near any studios or anything like that, like back in California I could have done it. (Tamara, lines 78-80, p. 3)

More recently Tamara changed to study in a radiation therapy program at WFC.

Although she has a lot of interest in overseas travel, Tamara has had limited experience. She traveled to the Bahamas on vacation and went to Mexico with a magnet international high school that had students from all different nationalities and ethnicities, but she wanted "to travel so bad and…live in another country one day" (Tamara, line 114, pg. 4). She attended the international education magnet program because she attended a presentation about the school in middle school and thought that it sounded interesting. Tamara very much wanted to learn another language, especially German; but since she lived in Texas, her mom wanted Tamara to take Spanish, which was upsetting:

> I feel like at the same time parents have to realize that you should nourish your child's thoughts and dreams. I feel like if your child wants to do that, it's still an amazing thing learning a different language, and if that's what your child wants to do, you should encourage that because a lot of children don't know, at least American children don't know a different language and I feel like she should just let me do it. (Tamara, lines 150-154, p. 5)

Growing up, Tamara did not have a lot of African American friends and most of her peers were Hispanic or White. This was one reason why Tamara's mother wanted her to attend the magnet school, so she could be exposed to different types of people. She took some time to get used to the school, but eventually she grew to like it. Tamara got good grades and "met people from all over the world and loved it" (Tamara, lines 191-192, p. 5). Her father was supportive of her international education as well, saying, "So I always had supportive parents for the most part" (Tamara, lines 195-196, p. 5). Now in college, Tamara still continues to socialize with people from different backgrounds and dates across cultures.

Regarding her academic experiences at WFC, Tamara has had some professors discuss global content in their classes but they are not the majority. When asked if she saw a connection between global learning and her future career, Tamara spoke of her music production interest to explain the connection to global learning and the many different people one would work with in that field. Her definition of global learning was "learning about the way different cultures learn" (Tamara, line 273, p. 5), and she came to that conclusion just by thinking about the two words put together—global learning. I asked her if she saw a connection between what happens in the world and to her personally, and she said yes, but "obviously it's more when it hits home" (Tamara, line 283, p. 8). She has sympathy for the people she sees on television who are suffering, and she mentioned the Paris attacks, saying, "I think it makes people come together when you see what happens to other people" (Tamara, lines 286-287, p. 8).

Tamara explained that she has been interested in learning about the world since she was in the third grade. She had a teacher who had the students cut out magazine pictures of things to pack in a suitcase, and the teacher set up the whole classroom like they were going to Australia.

That was an incredible learning experience that she still remembers to this day. Tamara became fascinated with Australia and then learning about other places in the world, saying, "I really want to go to Australia. I know I said Asia and Europe, but those are my second choices. But Australia is like the main one and I've been so obsessed with it" (Tamara, lines 295-297, p. 8). Tamara's advice to her college professors was to bring up different cultures in the classroom because students were so diverse and "it makes people more comfortable" (Tamara, line 356 p. 10).

Summary

This chapter provided some deeper insight into who the participants were in this study and what their life experiences have been up until this point in time. Each participant had a unique story to tell but one common experience linked them all together: previous exposure or awareness of global learning prior to attending their current institutions. This experience was different for each participant and involved either an international family heritage, family or friends who had traveled overseas or were from another country, previous international travel, an international or global academic experience, or exposure to other cultures through their work environment. The following chapter will go deeper into the analysis of the transcripts to identify common themes to answer the research questions posed.

CHAPTER 5
A DEEPER SCRUTINY OF THE VOICES: RESEARCH FINDINGS

Introduction

This chapter includes a review of the purpose of the research study, a short summary of the research design from chapter three, and a description of the data sources. Additionally, I provide details on the coding process used with the qualitative software program, NVivo 10 for Windows, a description of the primary themes, secondary themes, and categories that were generated during the coding process, and final answers to each research question from the data in the student transcripts. A new model of the community college student's social construction of global learning was developed based on the findings of this process and is explained in Chapter 6.

Purpose of the Study

The purpose of this qualitative research study was to examine global learning from the perspective of community college students in the Florida College System (FCS) and develop a model describing the process by which the understanding of global learning may be a socially-constructed phenomenon. This study involved the exploration of students' understanding of, and participation in, global learning prior to and during college by examining their personal background experiences, family and peer interactions, academic and workplace experiences, and students' academic and career goals.

Research Design

I conducted this study using a grounded theory methodology as developed by Glaser and Strauss (1967) within a constructionist framework. Seven students enrolled in three Florida community colleges participated in personal interviews to explore their understanding and previous experiences pertaining to global learning. Interviews were audio recorded and transcribed, and the data were imported into NVivo 10 for Windows (NVivo) for coding and analysis. Queries and source codes were used to draw final conclusions as to how the data reflected the answers to the research questions.

Research Questions

There were three research questions that guided this research study:

1. How do community college students in the Florida College System (FCS) come to understand the concept of global learning?

2. How do community college students in the FCS narrate their journey of interest and participation in global learning?

3. How do the narratives of community college students in the FCS articulate at what point they became interested in global learning?

To answer the research questions, one must have an understanding of what global learning means. The academic definition of global learning is the integration of global concepts for cross-cultural understanding across all disciplines and the creation of international curricular and co-curricular activities for students (Green & Olsen, 2003). Unfortunately, I found this definition very limiting when attempting to code data from the student transcripts to the research questions

since the majority of the students' global learning experiences took place outside of academia. I decided to use a broader definition by assigning the term 'global' to mean anything worldwide and 'learning' to refer to the acquisition of knowledge. Therefore, for the purposes of this research study, this broader definition of global learning provided me with the ability to interpret students' responses to the interview questions within the context of global learning.

Data Sources

The data sources for this qualitative study included the audio-recorded and transcribed interviews with seven students from three community colleges in Florida, the audio-recorded and transcribed dissertation proposal defense with the dissertation committee, journal notes, memos, and observations. Once the transcripts were imported into NVivo, I coded the content to themes and categories which were then available as queries and reports from the program as additional data sources.

NVivo Coding and Thematic Generation

The initial coding process involved creating three primary themes, one for each research question: (a) global learning understanding, (b) global learning influences, and (c) initial exposure to global learning. These major themes were subsequently subdivided into secondary themes and categories, which were created as 'nodes' in the NVivo software program. Since this was my first experience with NVivo, I used the transcripts from the two pilot interviews to do some practice coding to see the types of themes and categories that would emerge. I then enlisted the help of a colleague with experience using NVivo who demonstrated the different

ways that the data could be coded to the nodes, how to run the queries, and how to generate

reports. It was then that I realized that my initial major themes (Table 9) needed to be broken

down into secondary themes and categories to provide a deeper understanding of the phenomena

under study due to students' unanticipated responses in the transcripts. This resulted in a

significant expansion of the number of items that would be coded (Table 12).

Table 12

Final NVivo Nodes

Primary Themes	Secondary Themes and Categories
Global Learning Understanding	Define Global Learning 　　Actions-Service to Humanity 　　Awareness of Self and Others 　　Curiosity about the World 　　Everyone Learning the Same Way 　　Exchange Programs 　　International Travel 　　Knowledge of the World 　　Learning How Other Education Systems Work 　　Other Definitions 　　Personal Connection to the World 　　Shared Learning System 　　Study Abroad 　　Study of Foreign Languages 　　Study of Other Cultures
Global Learning Influences	Academic Influences 　　Academic Goals 　　Co-curricular Activities 　　College Diversity 　　Courses with Global Content 　　Elementary School Experiences 　　Foreign Language Study 　　High School Experiences 　　Institution Promotion of Global Learning 　　Middle School Experiences 　　Previous College Experience 　　Professor Encouragement 　　Professors Have International Background 　　Self-Study 　　Study Abroad or International Travel

Primary Themes	Secondary Themes and Categories
	External Environment
	Concern for Terrorism and Safety
	Concern for Humanity
	Family Influences
	Career and Education – Children
	Career and Education – Father
	Career and Education – Mother
	Career and Education – Siblings
	Family Composition
	Influence – Children
	Influence – Grandparent
	Influence – Siblings
	Interest in Other Cultures, Languages, Travel
	International Travel with Family – NO
	International Travel with Family – YES
	Origin
	Parental Discouragement
	Parental Encouragement for Education
	Parental Encouragement for Global Learning
	Parental Encouragement for Service to Others
	Parental International Heritage
	Socioeconomic Status
	Speaks Other Languages
	Story Telling
	Influential People in Their Lives
	Boyfriend-Girlfriend
	Famous Person
	Father
	Grandparents
	Mother
	Sister-Brother
	Teacher
	Internal Influences
	Inherent Interest in Other Cultures, Languages, Travel
	Self-Identity
	Peer Influences
	Dating Across Cultures
	Diversity Growing Up
	Friends from Other Cultures
	No Friends from Other Cultures
	Peer Interest in International Travel
	Workplace Experiences
	Career Goals
	Connection Between Career and Global Learning
	International Travel with Work
	Multicultural Interactions
Initial Exposure to Global Learning	Timeframe
	Between High School and College
	During Current College Experience
	During First College Experience

Primary Themes	Secondary Themes and Categories
	Elementary Age or as a Young Child
	High School Age
	Left College and Entered Workforce
	Middle School Age
	Unknown

The data analysis process was a circular rather than linear process, and two things had to be occurring simultaneously—identify emergent themes and categories that answered the research questions and take into consideration the principles of social constructionism and constructivism that I had identified earlier as having a connection to global learning, which included existing knowledge, culture, language, social interactions, active learning, adaptation, and reality adoption. The following sections describe the conclusions that were drawn from the data obtained on various queries in NVivo to answer each research question.

Research Question 1

How do community college students in the Florida College System (FCS) come to understand the concept of global learning?

Before addressing the answer to this research question, I would like to note that, upon further consideration, I believe that the wording of the question needs to be adjusted to just 'understand' rather than 'come to understand.' The reason for this change is that the phrase 'come to understand' implies a journey, which is addressed in research question two. In this case, I only wanted students to provide their understanding of what global learning means to them.

There is only one word that comes to mind when attempting to summarize how students understand the concept of global learning and that is 'incomplete.' While all the students shared some type of previous exposure to global learning prior to coming to the community college, none of them had a comprehensive understanding of the term in an academic sense. Thus, for the purposes of answering the research questions, I used the broader definition of the term that simply refers to the acquisition of worldwide knowledge. However, even in the broader context, the students' understanding was still incomplete.

There were several different questions on the interview protocol (Appendix J) used to develop a sense of the students' understanding of global learning that fell into the following four categories: (a) global learning means cultural understanding, (b) sees a personal connection to the world, (c) no major community college contribution, and (d) sees a connection to career goals. Table 7 shows the interview protocol questions mapped to the research questions. The initial breakdown of categories for this question resulted in nine nodes (Table 9) based on the literature and interviews with the seven research study participants.

<div align="center">Global Learning Means Cultural Understanding</div>

Based on the results of the data analysis, six of the seven participants defined global learning as learning about other cultures (Table 13). In addition to culture as being the primary emergent theme for this research question, only one student mentioned foreign languages and only one student mentioned study abroad.

Adil, who was born in Iraq, had a completely different understanding of global learning from the other participants and attributed it to "exchange programs and sharing learning

systems" (Adil, line 12, p. 1) based on his experience of attending a university in Egypt that had a partnership with a university in the United Kingdom. The Egyptian university attempted to duplicate what the learning experience would be for students in the United Kingdom and thus his conclusion of universities having similar learning systems.

Table 13

Research Study Participants' Understanding of Global Learning

Student	Understanding of Global Learning
Sandra	"Learning about other cultures"
Janet	"Learning abroad and learning about their culture"
Andrew	"Learning a foreign language and customs"
Leslie	"Learning about other cultures"
Adil	"Exchange programs and sharing learning systems"
Mark	"Learning about other cultures"
Tamara	"Learning about other cultures"

What is interesting to note is that Adil had a very interesting perspective on global learning and one that I had not expected. Because he grew up in a foreign culture, had family members who traveled and studied abroad, and lived in several different countries before settling down in the US, Adil had international experiences but lacked the academic structure to put it all together. When asked how his college professors have contributed to his understanding of global learning, he replied as follows:

> To experience it through studying. I've had it hands-on like when I was away or I was abroad or I was studying or moving from place to place. It's very different. It's more enriching in a way. The research is already done. There are people who spent, for instance, two years in a place just to learn the norms of a community or culture or a

whole country. So for me, it's good whenever they say something about abroad. I can

instantly relate and then enhance what I have with what they say. (Adil, lines 106-111,

pp. 3-4)

<center>Sees a Personal Connection to the World</center>

All seven students answered affirmatively that they did see a connection between what

happens in the world and what happens to them personally, but each one had different reasons

for making this connection. That said, five of the seven participants mentioned safety and

terrorism when discussing a personal connection to the world. Six of the seven interviews took

place after the November 2015 terrorist attacks on Paris, France, and, although Sandra had her

interview the morning before the attacks, she also referenced terrorism, saying, "The most

obvious thing I feel connected to…is the things going on in the Middle East. It's just harvesting

everybody's fear and feeding off that" (Sandra, lines 182-183, p. 6). Leslie gave a more direct

reference to the attacks when she said:

> Just talk about France. I mean this thing in France happened. Everyone around you is
>
> talking about what happened in France. You also think emotionally yourself, how do I
>
> feel about what's happening in France? What if it happened in America, how would I
>
> feel about that? If it happened in my own town? (Leslie, lines 239-242, p. 7)

<center>No Major Community College Contribution</center>

While several of the students had one or two examples that came to mind when it came to

their community college professors' contribution to their understanding of global learning, all

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seven were in agreement that the majority of their college experiences had no major impact in any way. Humanities usually came to mind because the course content is already internationalized, but very few examples were discussed beyond that. Andrew responded, "The closest one I probably have would be my humanities class" (Andrew, line 344, p. 11). Janet said, "The only one that did was Ms. (name deleted) and she talked real quick about it" (Janet, line 244, p. 8). Leslie shared an interesting story about a math professor from Africa and another math professor from Poland who actually did integrate global learning into the curriculum saying, "They go about it in a more global fashion" (Leslie, line 331, p. 7). It seems that there are some faculty who are passionate about this topic and understand the importance of it so they are sure to integrate global learning into the curriculum, but, overall, the concept is definitely not institutionalized in any of the three colleges. The degree to which a faculty member internationalizes the curriculum may depend upon the international experiences he has and the degree to which he believes global learning is an important concept to integrate into the curriculum.

None of the seven students were participating in co-curricular activities outside of the classroom, mostly due to the competing demands of work and school.

Sees a Connection to Career Goals

All seven students were able to articulate the connection between their career goals and global learning, and they all agreed that the primary reason for this connection was to be able to effectively communicate across cultures. For example, Andrew works at a company that hires people from all over the world to teach classes that prepare employees for relocation. Janet was

studying nursing and mentioned both culture and foreign languages: I'd like to be able to still talk to them and explain what's going on. That way they know exactly we're [*sic*] not just giving a needle to you, this is why we're giving a needle to you" (Janet, lines 167-169, p. 5). Leslie had already been a nurse for many years and did not feel that learning a foreign language was critical to do her job but communicating across cultures definitely was as she explained:

> Right and you have a general way of speaking--what's the term I'm looking for--you don't always just speak with words. Body movements, how you're saying things and whatever. Interpreters are accessible. I think different cultures are . . . it's awesome to learn about different cultures. I think that humanity is very connected regardless of our cultures. And sometimes our cultures help to connect us. Although they keep us apart, they also can connect us. Because most cultures have a religion that's similar although they're very varied. Most cultures have . . . food is a way to connect with them. They have some type of thing around food. And family is also another area that I find . . . that even though they have different ways of looking at family, it's a very important issue about humanity as a whole, how we interact with our family. So while each of those areas can diversify us a lot, they also bring us together. (Leslie, lines 105-115, p. 3)

Research Question 2

How do community college students in the FCS narrate their journey of interest and participation in global learning?

This was the most complex of the three research questions, and the approach that I took was to identify the influences that impact students' experiences over the course of their life that

may have had an impact on their interest and participation in global learning. Within the context of these influences, I also addressed what their interest and participation in global learning had been up until this point. There were a total of 24 questions in the interview protocol that were linked to this research question (Table 7).

My original attempt at creating categories for this research question resulted in 11 different nodes (Table 9). After coding all of the transcripts, the final result was a breakdown of seven different categories and 53 subcategories (Table 12). Based on the participants' responses, there were five emergent themes that were identified as primary influences on participants' interest and participation of global learning: (a) family influences, (b) peer influences, (c) academic influences, (d) workplace influences, and (e) external environment influences. Within each of the five influences, I identified a variety of subcategories that describe the reasons as to why or how these influences impacted the participants' views of global learning.

Family Influences

There was a wealth of examples in the data to support the conclusion that one's family can be an active proponent or opponent in terms of influence for or against global learning (Table 14). I found evidence to support family influence as a factor for all seven participants, most prominently within the following categories: (a) most influential person a family member, (b) storytelling by family members, (c) parental encouragement for global learning, and (d) parental encouragement for education. All seven participants discussed how strongly their parents encouraged them to pursue an education. While this is not directly linked to global

learning, the fact that all seven participants' had parents who saw the importance of post-secondary education was an interesting finding.

Table 14

Research Study Participants' Family Influences of Global Learning

Student	Family Influences
Sandra	Father's warnings of the dangers of travel, mother's strong attachment; int'l heritage
Janet	Grandmother's stories of international travel and international travel with her
Andrew	Irish family heritage; grandfathers' stories of the military
Leslie	Father's lack of encouragement; two children live overseas
Adil	International heritage; international family background and travel
Mark	International family heritage; father and grandmothers stories of int'l experiences
Tamara	Mother's encouragement to attend international high school

Most Influential Person a Family Member

When asked who was the most influential person in their lives, six of the seven participants mentioned family members that included parents (3), grandparents (2), and siblings (2). Note that two participants mentioned two family members that spanned different generations as equally influential; for example, Adil said, "I would say my father, my brother, people I met along the way" (Adil, line 289, p. 8). Only Mark mentioned a high school teacher, saying, "And he didn't teach class like it would be normally . . . he gave us life lessons that we used throughout our whole life" (Mark, line 82, p. 3).

Storytelling by Family Members

Five of the seven participants provided examples of family members who told stories of their international experiences, which was an interesting concept that I did not identify until well

into the coding process. Then I had to go back and recode data that was missed in the first round of coding. It was through these stories of international experiences that influenced students either for or against global learning. Sandra had an example of both, recalling, "There's my dad's stories about bad things happen in Venezuela but bad things happen here. It really doesn't make a difference" (Sandra, lines 89-91, p. 3). A more positive story came from Sandra's mother about growing up under Castro in Cuba; "I speak to my mother about it, what went on, and she has very vivid memories of everything that happened" (Sandra, lines 67-69, p. 3). When asked about when his interest in global learning began, Mark shared that he had "just grown up with his stories [his] whole life" (Mark, lines 101-102, p. 4) when referring to his father's international background. Another example came from Andrew when discussing his grandfather's experience in World War II, saying, "My dad's dad didn't speak to anybody about the war until after I graduated boot camp. Then he told me everything" (Andrew, lines 249-250, p. 8).

Based on the students' attitudes towards global learning, how we view the world and actively engage it in depends greatly upon the 'stories' we hear over the course of our lives. Mark provides an excellent illustration of storytelling from a positive perspective; he grew up hearing stories about his father's and grandfather's international experiences, admitting, "I'm very interested in going overseas" (Mark, line 57, p. 2). However, Sandra heard stories from her father that instilled fear in her of international travel and her mother had not traveled abroad since arriving in this country at a young age. When asked if she wanted to go abroad, Sandra's answers were contradictory, observing how important it was and that she wanted to travel but hesitating at the same time, noting that "if I was given the opportunity, I don't know if I would

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take it" (Sandra, lines 234-235, p. 8). Earlier in the conversation, Sandra said, "Well, she's [her mother] very attached to me so [she] would be upset [if Sandra traveled internationally]" (Sandra, line 79, p. 3); however, she also said, "Cuba, on the other hand, I would love to go with my mother" (Sandra, line 75, p. 3).

<div align="center">Parental Encouragement for Global Learning</div>

Parental encouragement of global learning emerged in the stories of four of the seven participants. Leslie was not part of this category as her mother died when she was only 16 years old and her father did not encourage her much when it came to specific work goals. He was a single parent of 14 kids and likely was trying just to survive each day. Janet was not included in this category because her parents did not have much money, but her grandmother definitely encouraged her to go out and explore the world. They even traveled together internationally. Adil, the foreign student, stated, "assuming that the country allows you to leave freely from Iraq, at the time the regime or the system, I would be able to leave. Maybe mother would, you know, refuse that" (Adil, lines 296-298, p. 8). When asked if his father encouraged him to go out and see the world, Mark responded, "We talk about it all the time. I'm very interested in going overseas and I talk to my dad about it" (Mark, lines 57-58, p. 2). Tamara talked about her mother who had passed away fairly recently. When discussing the opportunity to attend an international high school, she said:

> Yes, so when I came to this school I was like, oh that would be so cool to learn a different language and travel, and I took it back to my mother and I told her, and she agreed with it right away. She said, 'That's awesome!' (Tamara, lines 167-169, p. 5).

Clearly, Tamara's mother was a strong proponent for her daughter to be exposed to other cultures.

Parental Encouragement for Education

As previously mentioned, there was evidence that all seven participants received parents' encouragement to pursue a college education, which was a very interesting point with students coming from such diverse backgrounds. For example, Andrew talked about his first college experience (before joining the military) and mentioned that his parents had a college fund for him: "No matter what, I was going to school" (Andrew, line 181, p. 6). Andrew's parents were highly involved in his education, and both his mother and father served as PTA presidents at his elementary school. Janet had a similar story: "My mom and everyone's very adamant about school—you have got to go to school" (Janet, lines 56-57, p. 2). Tamara also mentioned her mother's pleas, saying, "…and she's like, no, please finish school before you move around and then you can do your job anywhere" (Tamara, lines 13-14, p. 1).

Peer Influences

Peers were found to be another major influence when it came to global learning. Based on a review of the data, three major categories emerged under the theme of peer influences that could be attributed to global learning: (a) has friends or acquaintances from other cultures, (b) dated across cultures, and (c) experienced diversity growing up. The following examples support this conclusion.

Has Multicultural Friends or Acquaintances

Six of the seven participants said that they had or have friends or acquaintances from different cultural backgrounds; for example, Adil, who was from Iraq, stated, "I have a lot of friends…mostly Hispanic. I've known good friends, African Americans [and] two or three, you know, White" (Adil, lines 311-312, p. 9). Being a Muslim, Adil does not drink alcohol and therefore does not socialize much outside of his Middle Eastern friends, as non-Muslims referred to him as "boring." Mark had many acquaintances with diverse backgrounds noting, "I know a lot of people who are international, and all of them made me want to travel" (Mark, lines 93-94, p. 3). While Leslie, the oldest of the group, did not experience any diversity growing up, she did say, "I don't have a lot of really close friends, but [I] have acquaintances from lots of different places. A lot of Jamaica, Philippines" (Leslie, lines 176-177, p. 5). Sandra was the only interviewee to say that she did not have friends from other cultures, but she did say that all her friends were "White Protestant" (Sandra, line 107, p. 4) and non-Hispanic yet she was Hispanic. So technically, she did have friends across cultures but self-identifies more with those who are not Hispanic.

Dated Across Cultures

Interestingly, six of the seven participants in this study had dated across cultures, and the only student who did not report dating across cultures had never dated anyone in her life. For several of the students, dating across cultures seemed to be a normal part of growing up; for example, Janet dated across cultures in middle school:

It was interesting meeting the family. It was very different, I guess. It was entertaining. It was interesting. I loved it. It was a lot different than my family, and I think it was a

whole lot better cause it just seems like they were a whole lot closer. (Janet, lines 104-

107, p. 4)

Mark, who has never been out of the US, dated a girl from Nigeria in high school and did not

have any cultural issues with that other than her father who did not approve of interracial dating.

The most transformational dating experience was for Leslie, who dated a young man from

Palestine in college. This was her first real interaction across cultures, saying, "So that helped to

change my view about people from different cultures about how they are" (Leslie, lines 130-131,

p. 4).

Experienced Diversity Growing Up

Five of the seven participants stated that they experienced some type of diversity growing

up, either in their external environment or in school. For example, Mark said that there were

African American, Hispanic, Asian, and Filipino students in his high school, "pretty much

everything" (Mark, line 261, pg. 8), although his neighborhood was primarily White. Sandra

grew up in South Miami and Tamara grew up in San Antonio, Texas, two very diverse

environments. Andrew grew up in Florida, and he said that his environment growing up was

racially and ethnically diverse. Janet participated in an international club in middle school,

saying, "I got my first real culture shock I guess" (Janet, line 83, p. 3).

Academic Influences

Academic influences were the third major category found to have an impact on a

student's perspective of global learning. The study of foreign languages and the importance of

global learning were common links between all of the participants. However, I did find evidence

of teacher or professor encouragement for global learning in the stories of all seven participants, although this encouragement was on a very sporadic basis. Additionally, all seven participants supported the notion of infusing global learning into a college student's academic experience.

Study of a Foreign Language

Five of the seven participants studied Spanish, one studied German, and Adil, who was born in Iraq, studied English since elementary school. None of the students who took Spanish claimed any level of proficiency, as Janet explained, "I did two years of Spanish in high school and didn't get much from it" (Janet, line 173, p. 6).

Teacher or Professor Encouragement for Global Learning

I found evidence for teacher or professor encouragement for global learning, both at the secondary and post-secondary school level for all seven participants, although there was not overwhelming excitement across the board; for example, Adil stated that he only received encouragement for global learning in "Anthropology" (Adil, line 101, p. 3). Mark said, "American History dabbles in it a little bit" (Mark, line 180, p. 6). However, students who did have a memorable academic experience related to teacher or professor encouragement for global learning were able to vividly recall it and seemed very excited to share it. For example, Tamara's shared a strong memory of an academic experience about Australia, saying, "It was cool. I remembered that from third grade" (Tamara, lines 113-114, p. 1).

Global Learning in the Curriculum

All seven participants articulated the importance of infusing global learning into the college student's experience. Janet provided an excellent reason for learning about other languages, countries, and cultures:

> I think everyone's kind of in their shell and they just go home, go to school, go to work type thing and I think if you don't expand yourself you just kind of think of America as the only part of the world when there's a whole other section. We're just a teeny part of the world; it's not the whole thing. So learning about other people and learning about why they do things is very important to understand why you do things as well and what you may be doing wrong. (Janet, lines 283-288, p. 9)

Workplace Influences

The workplace was one of the primary themes that I did not foresee prior to conducting the interviews, as I did not consider a student who entered the workplace first and returned to college much later in life. There were two categories within this theme: (a) international travel and (b) cross-cultural interactions with others. Although this theme only applied to two of the seven participants, I thought that it was an important influence to include as a major theme since many community college students are adults who attend college later in life.

International Travel

International travel as part of one's job is going to expose individuals to other countries and cultures in a way that one might never anticipate. In this case, the military is one such employer. Andrew entered the military after high school, lived in seven different countries,

learned to speak German and Bulgarian, and dated women from Japan and Hawaii. He had a somewhat cultural immersive experience through dating without actually looking for one as he had to "get customized to their customs and culture" (Andrew, line 137, p. 5). Although Andrew had an interest in global learning prior to entering the military, it was this international experience in the military that changed his views about other countries and cultures: "I thought every country would be like America except for third-world countries" (Andrew, line 382, p. 12) and "I took a lot of things for granted as an American" (Andrew, lines 374-375, pg. 12).

Cross-Cultural Interactions with Others

There are some professions that naturally immerse workers in other cultures, and healthcare is one of them. Leslie worked as a nursing assistant after high school and then got her associate's degree. She is now returning to college to get a bachelor's degree and has had a long career already in the profession. Being a nurse exposes one to many different cultures on a regular basis, as Leslie observed:

> Having contact with those people from other cultures and actually talking to them, to see what they think…I understand a little more about them, about their religions, about their cultures. Yeah, I understand them more. I didn't . . . just because I know more and you're exposed to more. I'm older is one thing. (Leslie, lines 218-220, p. 6)

The External Environment

The external environment was the other primary theme that I did not foresee prior to conducting the study. This category, arising in five of the seven participant interviews, consists of concerns over terrorism and safety and was first noted by Adil who commented on the war in

Iraq. After further reflecting on all the transcripts, I felt that the comments about the attacks in Paris (November 2015) also had a connection to this theme.

Concerns for Terrorism and Safety

When asked if he saw a connection between what happens in the world and what happens to him personally, Adil responded as follows:

> Especially where I'm coming from. There's probably no one in the world who has not heard about what's happening in Iraq and how it's affecting all the people around the world—all my personal life and all the people and all the community here especially the Iraqi community. (Adil, lines 24-27, p. 1)

Adil grew up in the middle of the War on Terror and had to leave his home in Iraq, ultimately becoming a refugee and moving to the US where he eventually became a citizen. Clearly, these events had an impact on his views about the world and the importance of understanding other cultures, particularly because he moved to several countries before settling in the US.

Apart from experiencing war directly like Adil, four of the six participants commented on the Paris attacks and noted how this event affected them personally (Sandra was interviewed prior to the attack). Many Americans are deeply affected when it comes to war or acts of terrorism, even if they do not experience them first-hand. For example, Andrew observed:

> Because just to speak of the recent events in Paris. If those happened here, I might not be at school tonight or school might be shut down, or I might not have a job. I think that affects everybody. (Andrew, lines 265=267, p. 9)

Leslie said of the attacks:

They're going to increase security now. Are they going to increase security here? All of

that is going to affect you. If it's based on just a religion, are we being too religiously

right? Are we being too liberal? You know all of those kind of things affect you and

what you're going to do. Am I going out to eat at a restaurant tonight? I might get shot.

(Leslie, lines 243-246, p. 7)

Feels for Humanity

I found evidence in four of the seven participants' comments a feeling of sadness or

concern for humanity in general when discussing the war or terrorism. Personal feelings were

not a specific question that was asked but came up organically through our conversations. Janet

expressed the strongest feelings when she said, "I take many things personally when I shouldn't

even if I'm not even there" (Janet, lines 203-204, p. 6). Adil, who is from Iraq, shared, "Now

having moved to eight or nine countries, my heart is in it to know what is happening and why

they're living this way" (Adil, lines 45-46, p. 2). When discussing the attacks on Paris, Tamara

said, "At least the people I am surrounded by tend to have sympathy and they come together

more and wish they could help" (Tamara, lines 284-286, p. 8).

<p style="text-align:center"><u>Research Question 3</u></p>

How do the narratives of community college students in the FCS articulate at what point

they became interested in global learning?

There were only two emergent themes that came out of this research question in terms of

when individual participants first became interested in global learning: (a) as a young child or in

elementary school and (b) after high school but before the current college that they are attending

now. For six of the seven participants, exposure to global concepts occurred prior to their first

college experiences, and five of the seven participants mentioned that their interest in the world

started as early as elementary school, if not sooner (Table 15).

Table 15

Research Study Participants' Initial Point of Interest in Global Learning

Student	Starting Point for Global Learning Interest
Sandra	As a young child
Janet	Elementary school
Andrew	After high school before current college
Leslie	First college attended
Adil	As a young child
Mark	As a young child
Tamara	Elementary school

As a Young Child or in Elementary School

Several of the participants actually had a very clear memory of when their interest in

global learning began, as Janet recalled:

I wanted to go to Africa for my ninth birthday . . . because I wanted to meet African

people, and I wanted to see the lions, and I wanted to see their huts for their houses and

stuff, and I did research and they don't even live in huts. But I did and I did all this

research to learn about it because I wanted to go to Africa. (Janet, lines 192-196, p. 6)

For Janet, this epiphany occurred outside of any formal academic experience, while, for Tamara,

a third-grade lesson was transformational for her. Tamara remembered that she and her

classmates spent several days cutting out pictures from magazines of all the things that they

would need to take with them on a trip and put in their pretend suitcases. Then, the teacher said,

"Okay, do you have your suitcases ready?" (Tamara, line 311, p. 8), and she pulled back a curtain and the entire classroom was transformed to look like different parts of Australia saying, "We're in Australia!" (Tamara, line 313, p. 8).

After High School but Before the Current College Experience

Leslie, the oldest of the group and coming from a very rural background, grew up in a very homogenous environment. She did not experience cultural diversity until she attended college the first time back in the 1980s, when she met a Palestinian man who had lived in Jerusalem. Eventually, the two started a relationship and for her "that was a very interesting introduction into a different culture" (Leslie, lines 125-126, p. 4).

External Audit

According to Shenton (2004), opportunities should be provided for "peer scrutiny of [a] research project" (p. 67) to challenge assumptions made by the researcher, to ask questions, and make observations. To add credibility to this research study, the results were shared with my major professor who agreed with the final breakdown of the primary and secondary themes, categories, and results from the student transcripts. In addition, the NVivo file was sent to a colleague outside of international education for feedback as part of the external audit. My colleague had previous experience working with NVivo and developed a methodology to analyze and compare the results. This methodology included an assessment of the adequacy of the data and confirmation of the results through the selection of Participant 5 (Adil) for auditing purposes. The reviewer confirmed the appropriateness of the information coded to the nodes and

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the interpretations that were drawn at the primary theme, secondary theme, and category levels. The findings in the external audit (Appendix O) confirmed that the interviews produced sufficient data and the information that was coded answered their respective research questions.

Data Summary

The findings of this research study have resulted in the development of a number of primary themes, secondary themes, and categories within the themes that answer the research questions. Now that the reader has an understanding of how the data support the identification of these themes and categories, the following table provides an overview in summary format for ease of interpretation. Included in the table is a count of the number of students who provided supporting evidence for each topic (Table 16).

Table 16

Research Data Summary Linked to Research Questions: Themes and Categories

Research Question	Themes	Categories	Number of Students
RQ 1: Understanding Global Learning	—	Global Learning Equals Cultural Understanding	6
		Sees a Personal Connection to the World	7
		No Major Community College Contribution	7
		Sees a Connection to Career Goals	7
RQ 2: Journey of Interest and Participation in Global Learning			
	Family Influences		
		Most Influential Person a Family Member	6
		Storytelling by Family Members	5
		Parental Encouragement for Global Learning	4
		Parental Encouragement for Education	7
	Peer Influences		
		Has Multicultural Friends or Acquaintances	6
		Dated Across Cultures	6
		Experienced Diversity Growing Up	5
	Academic Influences		
		Study of a Foreign Language	7
		Teacher or Professor Encouragement	7
		Global Learning in the Curriculum	7
	Workplace Influences		
		International Travel	1
		Cross-Cultural Interactions with Others	2

Research Question	Themes	Categories	Number of Students
	External Environment Influences		
		Concerns for Terrorism and Safety	5
		Concern for Humanity	4
RQ 3: Timing of Initial Interest in Global Learning		As a Young Child or in Elementary School	5
	—	After High School but Before the Current College Experience	2

<u>Data Summary in Mathematical Terms</u>

Once all the data were collected, analyzed, and coded, and the themes and categories were solidified, I wanted to analyze the data in a different manner to test the new model of global learning (Figure 14). First, I created a table that listed the students down the left and the influences across the top. Then I added a (+) if there was a positive comment or support for that influencer, (+/-) if there were both positive and negative comments, (-) if there were only negative comments, and (o) if there were no comments or neutral comments (Table 17).

Table 17

Summary of Research Study Participants' Influences of Global Learning

Student	Gender	Age	Family	Peers	Academics	Workplace	External
Sandra	F	22	+ / -	o	+ / -	o	+
Janet	F	19	+	+	+ / -	o	+
Andrew	M	35	+	+	+ / -	+	+
Leslie	F	53	+ / -	+	+ / -	+	+
Adil	M	30	+	+	+ / -	o	+
Mark	M	20	+	+	+ / -	o	+
Tamara	F	28	+	+	+ / -	o	+

Next, I converted the symbols to numbers where (+) received two points, (+/-) received one point, and (o) received no points. Then, a final score was tallied for each participant (Table 18).

There are two interesting observations that I made regarding the final scores for the seven participants. The first is that Sandra, who scored the lowest and had never travelled internationally, seemed to have the least interest in going out and exploring the world, saying that she received negative parental feedback about traveling abroad and when she spoke Spanish, and she did not have a very diverse peer group. Conversely, Andrew and Leslie had the highest scores of the group; they were the oldest and entered the workforce prior to enrolling in their

current community college studies. Additionally, they both had extensive interactions across cultures when they were in the workplace. Table 18 offers an alternative approach to evaluating the results of this research study. The scores depict an accurate picture of the degree to which participants in this study have positive, negative, or neutral attitudes towards global learning.

Table 18

Point Values of Research Study Participants' Influences of Global Learning

Student	Family	Peers	Academics	Workplace	External	Final Score
Andrew	2	2	1	2	2	9
Leslie	1	2	1	2	2	8
Janet	2	2	1	0	2	7
Adil	2	2	1	0	2	7
Mark	2	2	1	0	2	7
Tamara	2	2	1	0	2	7
Sandra	1	0	1	0	2	4

(+) = 2, (+/-) = 1, (o) = 0

Summary

This chapter provided an in-depth description of how the data were analyzed and the themes and categories that emerged both prior to and during the coding process. Based on the summaries to the research questions above, each student clearly has experienced a unique journey pertaining to the acquisition of global learning throughout his or her life. Although they all have very different backgrounds and are at different stages in this journey, these participants definitely have some shared experiences and perspectives. The next chapter will provide readers with a new model of understanding how community college students socially construct global learning based on the results of this research study.

CHAPTER 6
CREATING A NEW MODEL OF GLOBAL LEARNING FOR THE COMMUNITY
COLLEGE

Introduction

The previous chapter provided a summary of the data analysis and research findings from

the student interviews. This chapter ties that information together within the context of the

theoretical framework; a brief summary also will be provided regarding the methodological

approach (already explained in detail in Chapter 3). The primary focus of this chapter is to

explain in greater detail the internal thought process that I had moving from the hypothetical

model of a community college student's social construction of global learning that I developed at

the start of this study to a new model based on the data generated from the participant interviews.

I will introduce a breakdown of the three components of the social construction of global

learning in this study that include initial interest in global learning, influences of global learning,

and understanding of global learning. I will then provide evidence from the transcripts that

demonstrate the link to each of the principles of social constructionism and constructivism.

Grounded Theory Methodological Approach

Grounded theory is predicated on the belief that reality is not static, but continually

changing due to circumstances within the environment, and individuals have control over their

destiny based on how they respond to those circumstances. Grounded theory seeks to uncover

conditions of change and individuals' responses to that change through data collection processes

involving interviews and observations, among other procedures. Through the process of data

collection, incidents are noted and compared for similarities and differences leading to patterns

or regularities which are coded and labeled to form interpretations on the data (Corbin & Strauss, 1990).

     This qualitative research study was conducted using grounded theory as the methodological approach through the lens of constructionist theory. The approach involved personal interviews with seven students in the Florida College System (FCS) to explore the process by which they came to understand and engage in global learning. For the purposes of this study, global learning is defined as the acquisition of worldwide knowledge. The principles of both social constructionism and constructivism were used as the theoretical framework to interpret the results of the study. Social constructionism is a theory where reality is viewed as both subjective and objective, and individuals create meaning through social interactions (Andrews, 2012; Berger & Luckmann, 1966; Ültanir, 2012). Constructivism is concerned with the actual cognitive processes that occur when an individual tries to makes sense of his world (Andrews, 2012; Berger & Luckmann, 1966; Charmaz, 2008; Ültanir, 2012; Young & Collin, 2003). The final objective was to develop a new model to explain the community college student's social construction of global learning.

<div align="center">The Hypothesized Model</div>

     Grounded theory requires the researcher to begin the investigative process with no preconceived notions as to the outcome of his study because data collection and data analysis take place simultaneously (Corbin & Strauss, 1990). However, the dissertation writing process requires the researcher to select a theoretical framework during the design phase of the study and

hypothesize how the results will fit into that framework. This necessitates some forethought and anticipation of results on behalf of the researcher long before the data collection period begins.

In the proposal stage of writing this dissertation, I created a hypothesized model of global learning to identify which influences in a community college student's life may have an impact on his understanding of, and participation in, global learning. I theorized that the following variables would have an influence (positive or negative) on participants' perceptions of global learning: (a) socio-economic class of the family; (b) education level of parents; (c) family or peer encouragement; (d) personal or family international travel; (e) personal interactions across cultures (i.e., friends, dating, neighbors); (f) college faculty and staff encouragement; (g) educational goals of the student; and (h) career aspirations (Figure 13).

A Hypothesized Model of the Community College Student's Social Construction of Global Learning

NEGATIVE PERCEPTIONS

Low Interest & Participation in Global Learning

Socio-Economic Class
Education Level of Parents
Family or Peer Encouragement
Personal or Family International Travel
Personal Interactions Across Cultures
College Faculty & Staff Encouragement
Educational Goals of Student
Career Goals of Student

POSITIVE PERCEPTIONS

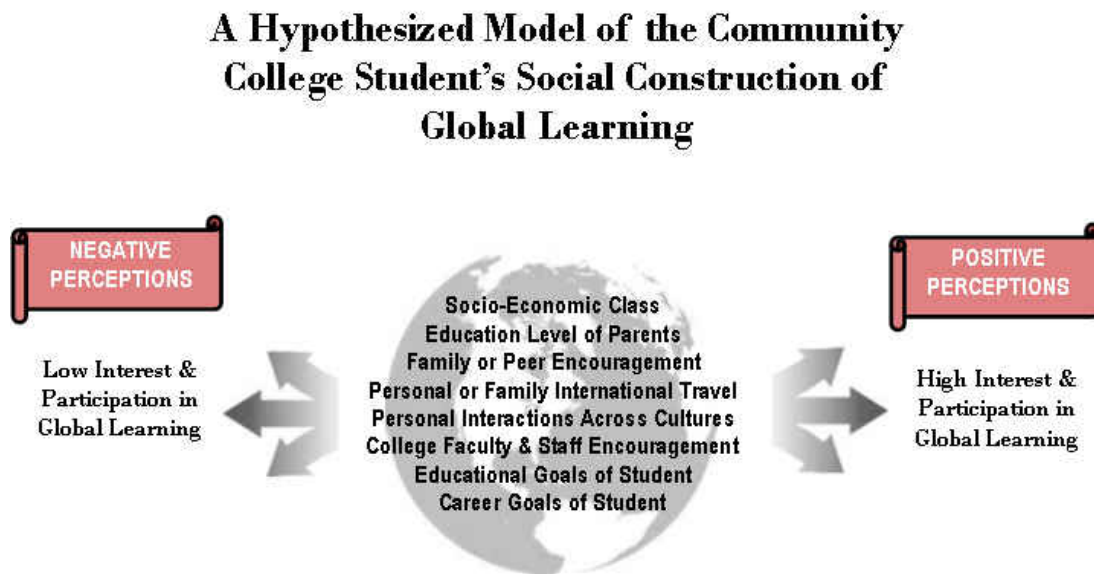High Interest & Participation in Global Learning

Figure 13. Hypothesized model of the community college student's social construction of global learning. Copyright 2015 by J. Robertson.

For example, I hypothesized that if a community college student came from a higher socio-economic class, had college-educated parents, received positive encouragement for global learning from family and peers, had already traveled internationally, had already experienced positive personal interactions across cultures, received positive encouragement from college faculty or staff, and/or had clear educational and career goals, he would have more positive perceptions of global learning and would therefore have a clearer understanding of, and engagement in, global learning opportunities. After the collection and analysis of the data, I realized that this model was not inclusive of the influences that came out of the research findings or linked to the theoretical framework chosen for the study. The next section describes how the hypothesized model evolved throughout the research process.

<div align="center">The Development Process of a New Model</div>

At the same time I was conducting participant interviews, I continued to explore the literature and realized that further changes were needed to the first version of the model. One of the biggest gaps in the first model was the fact that I did not integrate and link the principles of constructionist theory to the influences of global learning. The second major realization was that several of the influences that I had initially thought were factors had nothing to do with students' social construction of global learning.

The development of the new model for the community college student's social construction of global learning took place during the data analysis and editing stages of this research study. Once I had clarified the difference between social constructionism and constructivism and narrowed down the principles that I felt were linked to a student's

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understanding of and engagement in global learning, I had to integrate those eight principles into the model. The eight principles included: (a) background experiences, (b) prior knowledge, (c) culture, (d) language, (e) social interactions, (f) active learning, (g) adaptation, and (h) reality adoption. First, I decided to break down the model into three distinct components: initial interest, influences, and understanding. Next, I embedded the principles of existing knowledge, culture, and language into the student's thoughts as part of the visual representation as all of these are internal processes. I then developed an illustration that depicted a moving and circular process for social interactions, active learning, and adaptation. I could see from the interviews with participants that there was no one major pathway to having positive views towards global learning, and a negative event from the external environment could change those views in an instant. Therefore, it was important to conceptualize a student's interest in global learning as a circular and integrative process.

The next step in the development of the new model was to identify the influences that a student would experience throughout his life that may have an impact on the formation of either positive or negative perceptions of global learning. I had determined that the family, peers, and academics were three major themes during the interview process with students, but what I did not readily identify were the influences of the workplace and the external environment. It was much later in the data coding and recoding process that I felt as though these were two very important themes related to the social construction of global learning for students. In the end, there were five major themes that were identified as influences on the community college student's social construction of global learning: (a) family, (b) peers, (c) academic environment, (d) workplace environment, and (f) external environment.

Within each of the five influences, I identified a number of different categories as having some relation to the student's understanding of global learning based on the examination of the transcripts and identified commonalities. The primary influences of a student's interest in global learning within the family were: (a) the identification of a family member or members as the most influential person in the student's life, (b) evidence of family members sharing stories about their past international experiences, (c) parental encouragement for global learning, and (d) parental encouragement to obtain a college degree. The primary influences among peers included: (a) having multicultural friends or acquaintances, (b) dating someone from another culture, and (c) experiencing diversity at some point growing up either as a young child or in secondary school. The primary academic influences included: (a) the study of a foreign language, (b) teacher or professor encouragement, and (c) global learning in the curriculum. The primary workplace influences included: (a) international travel, and (b) cross-cultural interactions with others. Finally, the primary influences in the external environment included: (a) concerns for terrorism and safety, and (b) concern for humanity.

During this last phase in the data analysis process, I realized that several of the items that I originally hypothesized as having an influence on a student's perception of global learning actually had no major impact on the model. Those influences included: (a) socio-economic class of the family, (b) education level of parents, (c) personal or family international travel, (d) college faculty and staff encouragement, (e) educational goals of the student, and (f) career aspirations (Figure 13). For example, I hypothesized that the more a student had already experienced international travel, the greater the degree of interest in global learning. In this case, Andrew and Adil had extensive international travel; Janet, Leslie, and Tamara had one to three

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international experiences; and Sandra and Mark had no previous international travel experiences. However, six of the seven students expressed a strong desire to travel abroad to explore other countries and cultures. Another example involved the education level of the parents. I had hypothesized that the higher the education level of the parents, the greater the chances were that the student would be interested in learning about the world and traveling overseas. What I found was that none of the participants' parents had a four-year degree with the exception of Adil, the foreign student. Parental educational level had no impact on the model either. Despite the fact that the majority of parents had no college degrees, all participants reported that their parents all strongly encouraged them children to get a college education.

A New Model of Understanding

In the end, a new model was developed to examine the community college student's social construction of global learning that included three major components: (a) the initial interest in global learning, (b) the influences that impacted a student's understanding of global learning, and (c) the student's final understanding of global learning (Figure 14).

**The Global Learning Circle of Influence:
The Socio-Interactional Factors That Shape the Community College
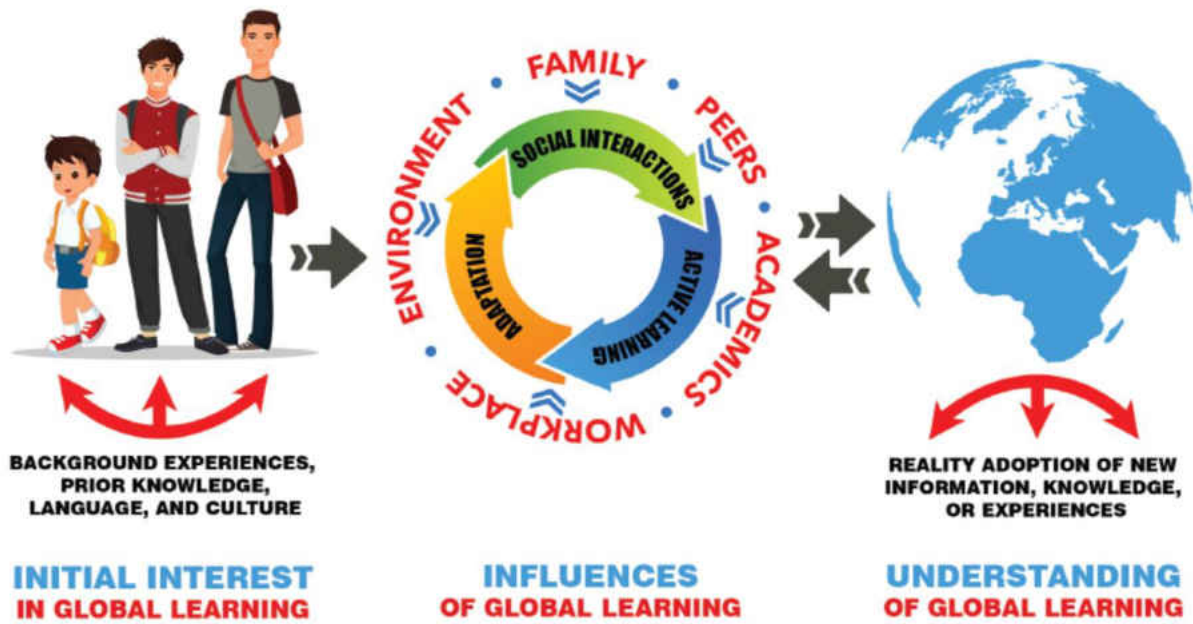Student's Understanding of Global Learning**

Figure 14. The global learning circle of influence. Copyright 2015 by J. Robertson.

Initial Interest in Global Learning and the 'Global Connection'

The data revealed that a community college student's initial interest in global learning

occurs well before he begins his community college studies, as indicated by all seven

participants in the study. The common thread that wove participants' stories together was that

shared experience of some type of 'global connection' earlier in their lives. This 'global

connection' was different for each participant and involved one or more of the following: (a)

international family heritage (Sandra and Adil); (b) family members who had traveled overseas

and relayed stories of their travels (Sandra, Janet, Andrew, Adil, and Mark); (c) previous

international travel (Janet, Andrew, Adil, Leslie, Tamara); (d) a transformational global learning

academic experience (Janet, Tamara); (e) dated across cultures (Janet, Andrew, Leslie, Adil, Mark, Tamara); or (f) exposure to other cultures through their work environment (Andrew, Leslie).

Influences of Global Learning

As the participants developed and matured, they continued to be exposed to global concepts either in a positive or negative way throughout their lives. Based on these research findings, there were five major influences that impacted their views and levels of engagement in global learning, which included the family, peers, the academic environment, the workplace environment, and the external environment. Throughout their journeys, the participants used social interactions, active learning, and adaptation to inform their views of global learning either positively or negatively; meanwhile, their existing knowledge, culture, and language all contributed to their overall understanding of, and engagement in, global learning.

Understanding of Global Learning

The final stage of the model is the point at which students currently exist and they articulate their understanding of, and interest in, global learning. This is the stage of 'reality adoption' of the new information and knowledge. At this point, there is also an arrow in the model pointing back to the second stage of the model. Students will continue to be exposed to new ideas about global learning and the influences will continue to help inform students along the way. This process is a cycle that will take place throughout the individual's life resulting in many different views and interests over time.

Principles of Constructionist Theory Applied to Global Learning

The following section provides evidence from the participant transcripts that support the use of the theoretical framework as a reference to analyze the results of this study. Based on information obtained in the literature review, I have combined together several of the principles due to the challenge of examining them as distinct and separate processes since there are several instances where the principles can be associated with one another.

Background Experiences and Prior Knowledge

In the social constructionist view, new knowledge is predicated on the foundation of background experiences, prior knowledge, and social interactions with others. Knowledge is a process whereby information is socially and culturally constructed through individual and group interactions with others (Berger & Luckmann, 1966; Crotty, 1998; Klotz & Lynch, 2007; Young & Collin, 2004). An example from the transcripts that conveys background experiences and prior knowledge—two important principles in this model—is from Leslie who grew up in a very rural environment with no diversity saying, "A Lebanese family moved in next door and we thought that was really crazy; these people from Lebanon were living next door to us . . . it was kind of a mystery kind of thing" (Leslie, lines 120-122, p. 4). As Leslie got older, her first official introduction to a new culture occurred in college when she dated a Palestinian student. "So that was a very interesting introduction into a different culture" (Leslie, lines 125-126, p. 4). When asked how her perspectives changed over time, Leslie said, "I understand a little more about them, about their religions, about their cultures. Yeah, I understand them more. I didn't . . . just because I know more and you're exposed to more. I'm older is one thing" (Leslie, lines

218-220, p. 6). Clearly, Leslie's experiences and knowledge went from "that's crazy" in reference to the Lebanese family that moved in next door when she was a child to a deeper appreciation of and interest in different cultures over time.

<div align="center">Language and Social Interactions</div>

According to Berger and Luckmann (1966), the language that we use on a daily basis is the vehicle through which knowledge is transmitted from one individual to another throughout the socialization process. It is through the action of discourse that we make sense of everyday life and construct a shared sense of reality. Over time, this sense of reality can be reshaped by new social interactions (Berger & Luckmann, 1966). Elder-Vass (2012) wrote that social constructionism is an interactive process between the individual and his environment, which is an on-going process that involves culture, language, discourse, and knowledge.

The category from the data analysis that most readily connected to both language and social interactions was storytelling, which fell under the family influence theme. There were multiple instances of students hearing stories about international experiences from other family members that sparked a curiosity about the world, as Janet described about her grandmother returning from her international trips: "And she loves it and she comes back with huge scrapbooks and goes through it all with us" (Janet, lines 63-64, p. 2).

<div align="center">Culture</div>

The development of culture as a social construct involves the process of accepting a variety of "norms, beliefs, attitudes and values of one cultural group rather than another"

<div align="center">163</div>

(Campbell, 2000, p. 31). Individuals may identify with one or more cultural groups, and those groups may change over time. Through the process of social constructionism that includes family, peers, the community, educational institutions, religious groups, and the media, an individual's cultural identity or identities is formed. Individuals with multiple cultural identities have an advantage in that they are already exposed to cultural differences, often from a young age, and they adopt the ability to switch between these identities based on the context of the situation (Campbell, 2000).

One of the most interesting examples of culture being a part of the process of social construction involves Sandra, the Hispanic student who identified more with non-Hispanics than Hispanics. When asked if she had friends with cultural backgrounds different from her own, Sandra said, "Not really. Just traditional . . . White Protestant" (Sandra, lines 105, 107, p. 4). Strongly influenced by her parents who were both from Hispanic countries, Sandra expressed a lot of hesitancy about traveling abroad. Sandra's views on global learning, however, were not shaped by her parents and her peers in the sense that they had little influence on her desire to engage in global learning.

<center>Active Learning, Adaptation, and Reality Adoption</center>

Constructionists view learning as an active process in which learners construct new understandings by linking them to their existing knowledge based on past experiences (Naylor & Keogh, 1999). Elder-Vass (2012) wrote that the way in which we think about the world affects the way the world is; Vygotsky (1978) addressed the internalization process of human development where individuals seek to understand the world in which they live through varied

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and subjective interactions with other people before adopting their own personal view of reality.

Piaget (1953) focused on how the individual constructs knowledge and concluded that humans

are not given information which is immediately understood and put to use, but rather he receives

the information and processes it based on his previous experiences and knowledge to form new

knowledge. This process of constructing new knowledge involves adaptation, which is

comprised of assimilation, or bringing new information into one's existing view of the world,

and accommodation, which means changing that view based on this new information. Therefore,

the development of new knowledge requires the individual to actively engage in the process of

meaning-making (Ültanir, 2012).

An example that best illustrates these three principles in combination is Andrew's

experiences in the military and living overseas. Prior to living abroad, Andrew thought "every

country would be like America except for third-world countries" (Andrew, line 382, p. 12).

When asked how those experiences affected him, Andrew said, "I'm not the same" (Andrew, line

415, p. 13) and went on to make the following comment:

> You get to experience things that you wouldn't get to experience any other time or
>
> anywhere. You know going overseas is . . . , and seeing how other people live, you know
>
> it's like when I went to Iraq and Afghanistan I took a lot of things for granted as an
>
> American. (Andrew, lines 372-375, p. 12)

Therefore, Andrew had some real life active learning experiences; Andrew took in the new

information associated with these experiences and processed it and concluded that things are

very different outside of the United States and we take much for granted on a daily basis.

Summary

This chapter provided a detailed description of my personal journey that took place in the development of a new model to describe how students socially construct the meaning of global learning. This is a circular and integrative process that involves the background experiences, culture, and language that the student brings with him, and five major influences that can impact a student's views on global learning either in a positive or negative manner. Those influences include the family, peers, the academic environment, the workplace environment, and the external environment. Due to the various experiences that students have had throughout their lives, a number of categories were identified within each of these five themes to further clarify how students socially construct the meaning and importance of global learning in their lives. The next chapter will provide a summary of the major conclusions of this study followed by chapter eight with implications for practice and recommendations for community college administrators and faculty.

CHAPTER 7
GLOBAL LEARNING IN THE COMMUNITY COLLEGE: THE GRAVITATIONAL PULL
BETWEEN EXPERIENCE AND KNOWLEDGE

Introduction

Based on the research findings presented in Chapter 5 and the presentation of a new

model for the understanding of the community college student's social construction of global

learning in Chapter 6, a much clearer picture has emerged about how some students experience

global learning in terms of the timing of their initial interest, the influences in their lives, and

their final understanding of what the concept means. This chapter provides readers with a

summary of the major conclusions of this research study organized by the three research

questions and concludes with a new way to interpret global learning experiences for the

community college student.

Major Conclusions for Research Question #1

How do community college students in the Florida College System (FCS) come to

understand the concept of global learning?

All seven participants in this study had some type of 'global connection' prior to

attending their current institution, as well as a high degree of interest and participation in global

learning for six of the seven participants. However, participants' understanding of global

learning was primarily anchored in the understanding of different cultures. While learning about

different cultures is part of global learning, it is definitely not the complete picture. For these

seven students it is like having all the pieces to a puzzle laid out before you without knowing

what the final picture looks like. On the one hand, this is very good news—the community

college is not students' only or last opportunity to be exposed to some type of global learning. Nonetheless, from the conclusions drawn in this study, colleges may not be preparing students effectively for the global workplace.

Outside of the classroom, the co-curricular agenda is just as bleak. Students are not provided with activities to engage in global learning outside of the classroom, and if there are activities, they are not well promoted. Several of the participants in this study did not even know it was International Education Week when they were interviewed. Additionally, there seems to be a lack of promotion of events overall, and in particular few evening events for students who have to work during the day and attend classes after work.

<u>Major Conclusions for Research Question #2</u>

How do community college students in the FCS narrate their journey of interest and participation in global learning?

Upon the investigation of this research question, evidence supports the claim that students socially construct their meaning of global learning through social interactions, active learning, and adaptation. The social construction of global learning is an on-going process that involves five major influences: (a) family, (b) peers, (c) academic environment, (d) workplace environment, and (e) external environment. How these influences interact with the students' previous experiences, prior knowledge, and culture inevitably either lead the student to seek out global learning opportunities or withdraw from them. If those influences are positive, the student will have an interest and seek out global learning opportunities. If those influences are negative, the reverse holds true.

What is interesting about this new model is that there is a great deal of literature already published on the impact of family, peers, and the academic experience on college students (Astin, 1993). Some of these categories under the five influences appear in the literature on higher education in general, such as parental encouragement, teacher or professor encouragement, having multicultural peers or acquaintances, and cross-cultural interactions with others. However, there are some categories that stood out as being particular to this research.

The first category that I found interesting was storytelling under the family influences theme. Five of the seven participants in this study described how they became interested in the world based on the stories told by family members; these stories intrigued participants enough to want to learn more about the world and other cultures.

Second, the fact that six of the seven participants dated across cultures stood out to me. Perhaps the increase of individuals dating across cultures is a sign of our changing times and points to the positive movement towards being accepting of people who are different. There was a time when dating across cultures was highly frowned upon, but it seems to be much more accepted nowadays indicating a greater degree of acceptance of cultural diversity among many individuals.

Third, all seven participants had studied a foreign language, experienced encouragement from a teacher or professor at some point in their lives, and experienced global learning in the curriculum; yet there were only two truly transformational academic experiences that were identified—Janet's international club and Tamara's third grade experience learning about Australia. Even in the face of such an obvious lack of academic influences, participants still expressed a high degree of interest in global learning.

Fourth, the fact that the workplace emerged as a category was an interesting finding. Although the workplace element applied to only two of the seven participants (Andrew and Leslie), I felt it may likely apply to other non-traditional community college students so I included it in the model. Both workplace experiences included a significant amount of interactions across cultures that motivated these students to continue to engage in global learning.

Finally, the external environment emerged as a major influence, initially because of the stories from Adil (the student from Iraq); I later realized that participants' comments about the Paris attacks also supported this research finding as several of them expressed similar concerns—either concerns over terrorism and safety or concerns for humanity as a whole. Of course, this makes perfect sense, as the media is part of this external environment influence. Today, more than ever before, we are connected through technology and have a higher degree of awareness of what is going on in the world outside of our own communities.

<u>Major Conclusions for Research Question #3</u>

How do the narratives of community college students in the FCS articulate at what point they became interested in global learning?

As previously mentioned, all seven participants in this study experienced interest in global learning well before matriculating at their current institution. Five of the seven participants had global learning experiences in secondary school or before, and two of the participants had experiences after high school but before college. Although I fully expected some participants to have early experiences with global learning, I was surprised to find that all

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seven of the participants had such early experiences. Perhaps the fact that all the participants experienced global learning so early in life is result of bias within this study in that they self-selected to participate in this study—those with a high degree and long history of interest in global learning volunteered to participate in the study, and those with little to no interest did not volunteer. Ultimately, the results of this study indicate that there is a segment of the community college student population that has a great deal of previous experience in global learning.

The Gravitational Pull between Experience and Knowledge

Many community college students are non-traditional in terms of their previous life experiences, age, personal obligations outside of school, and work commitments; this phenomenon has been documented in the scholarly literature (Astin, 1993). What may be new information, based on these research findings, is that many community college students come to their institutions with different degrees of previous exposure to global learning, and some of these students already have a very high degree of interest in other countries, culture, and languages. What I cannot confirm is if these seven study participants are the exception rather than the rule when it comes to previous exposure to global learning.

As was heard in the their own voices, some participants grew up in families with an international heritage, while others experienced global learning in elementary, middle, or high school. One of the participants had her first experience cross-cultural experiences when she attended college the first time. I have coined this previous exposure as the 'global connection,' which means that the student already had some prior experience with some aspect of global learning that contributed to their high degree of interest prior to attending the community college

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in which they are currently enrolled. Some community college students have a global

connection as soon as they are brought into the world, while others do not have one until their

first attempt at college. What is important about these global connections is that they help

inform students' ideas about the importance of understanding and engaging across cultures.

While the participants in this study all had various experiences in global learning, none of

them had truly grasped the concept from an academic perspective. They all knew global learning

was important and that it had something to do with culture and language learning, but they had

no idea of all the various components of comprehensive internationalization in higher education.

Participants recognized that it is important for their future careers to be able to communicate

with people from diverse backgrounds, but they had no idea of the depth and breadth of

information available to them in an academic setting.

One of the most important conclusions of this research study is the idea that students

come to the community college with a lot more global learning experiences, both positive and

negative, than we may realize. What community colleges can do is provide the 'gravitational

pull from experience to knowledge' to help ground students in the knowledge and make sense of

all their previous experiences. Cartoonist Hugh MacLeod created the following image to

illustrate the difference between knowledge and experience (Figure 15). The point of the image

is to convey the idea that knowledge alone is not useful without making connections to an

individual's experiences (Cooper, 2014).
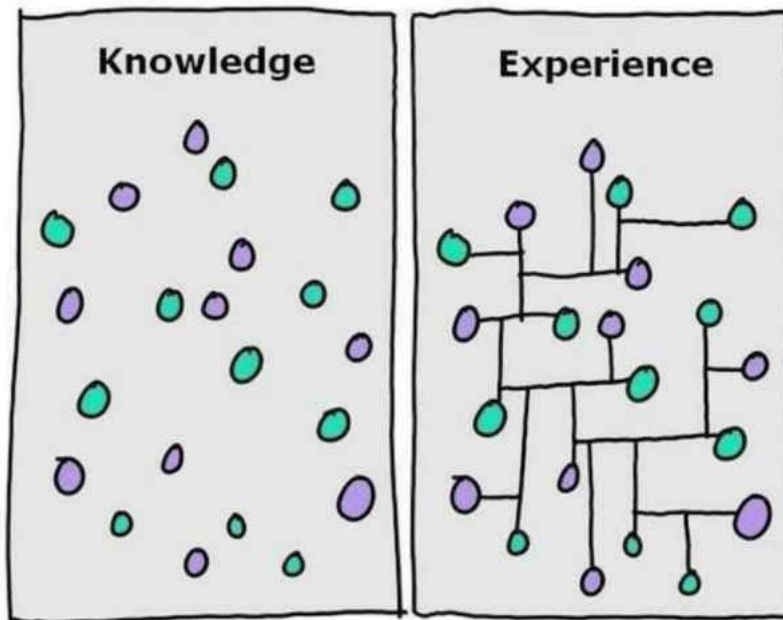
Figure 15. The difference between knowledge and experience. Copyright 2014 by Gapingvoid, Ltd. Retrieved from http://lifehacker.com/the-difference-between-knowledge-and-experience-1516486966.

In the case of global learning, the opposite also holds true. A student might have a series of global learning experiences such as international travel, a friend from another country, and an older brother in the military in the Middle East, for example; however, the student still has not studied any particular culture in depth, does not know world geography, and does not stay current with world events. This is where the community college can come in—to provide students with the knowledge that they need to make their global learning experiences much more meaningful. Therefore, the image above would be modified as follows (Figure 16):
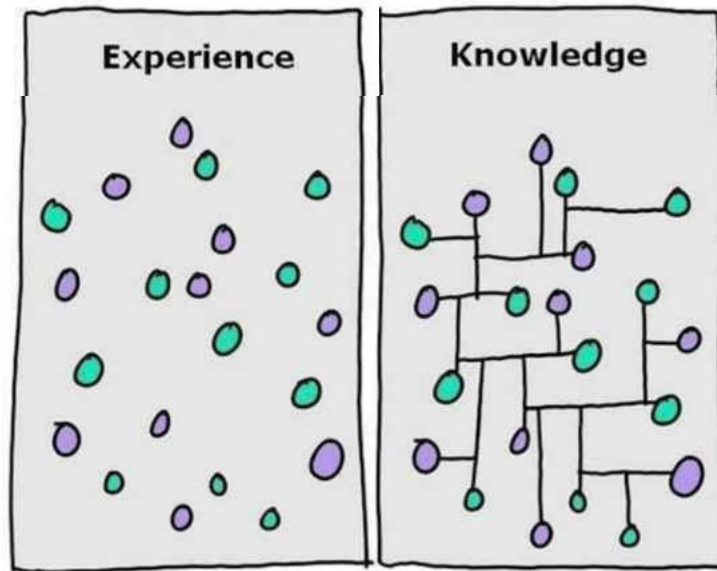
Figure 16. The modified difference between knowledge and experience. Copyright 2014 by Gapingvoid, Ltd. Retrieved from http://lifehacker.com/the-difference-between-knowledge-and-experience-1516486966.

Both knowledge and experience are equally needed, but differ in the order in which they occur in the students' lives. In this modified model, the lines connecting the dots in the knowledge box represent the learning experiences at the community college.

The second major finding of this research study is that students socially construct their understanding of global learning, resulting in the degree to which they are engaged in global learning activities. Using the principles of social constructionism as well as constructivism, the social construction of global learning takes place over months, years, and decades, and there are five major influences: (a) family, (b) peers, (c) academic environment, (d) work environment, and (e) external environment. If there are a sufficient number of positive influences, a student will exhibit a higher degree of interest and engagement in global learning. On the other hand, if there are a sufficient number of negative influences, the student may not have an interest in

engaging in the world around him. One important point needs to be made about the role of the academic environment—it should not be underestimated. Not only can the community college provide the gravitational pull from experience to knowledge, but it can also serve as the force that pushes students from negative or neutral feelings about global learning to more positive and desirable feelings of global learning. However, to engage students in this role requires very specific and intentional actions on behalf of both administrators and faculty across the institution.

Summary

The purpose of this chapter was to point out the major conclusions drawn from the research findings of this study within the context of the theoretical framework. Additionally, I presented a new way of thinking about the role of the community college as it pertains to students' understanding and engagement in global learning. For students who are already actively engaged in global learning, the community college can serve an important role in providing students with the knowledge, skills, and attitudes of a competent global citizen. However, for those students who have little to no interest in global learning, the community college could be the driving force that engages these students. The final chapter of this dissertation will bring all of this information together in a summary format on the implications for practice, recommendations, and future research suggestions.

CHAPTER 8
IMPLICATIONS AND RECOMMENDATIONS FOR FUTURE GLOBAL LEARNING
RESEARCH IN THE COMMUNITY COLLEGE

Introduction

In this chapter, I conclude with a discussion of the implications for practice and

recommendations for both community college administrators and faculty, and I provide some

concrete examples of how to engage students in global learning in a much more intentional

manner. Although findings from this research study may not be generalized beyond the research

participants, I hope that that the conclusions drawn will spark new discussion about the

importance of global learning within the community college sector. The voices of these seven

participants may provide international education professionals with a deeper insight into where

our students come from, what they have already experienced, and where they are headed in the

future.

Background of the Study

The world in which we live today is far different than the one we knew 50 years ago.

People from across the world are more connected than ever before, and globalization has

changed the ways that we communicate, do business, and engage in educational activities. For

that reason, the need to understand and communicate effectively across cultures in the 21st

century workplace is a necessity for all students (Altbach et al., 2009; AACU, 2007; Hawkins &

Cummings, 2000; Knight, 2004). Unfortunately, community colleges have fallen behind in the

work of internationalizing their campuses and curricula to achieve this goal. Nevertheless,

colleges have the obligation to prepare graduates to have some knowledge about the world and successfully interact across cultures (Green, 2007; Raby & Valeau, 2007).

Purpose of the Study

The purpose of this qualitative research study was to explore global learning from the perspective of community college students in the Florida College System (FCS) and develop a model describing the process by which the understanding of global learning may be a socially-constructed phenomenon by examining their personal background experiences, family and peer interactions, academic and workplace experiences, and students' academic and career goals. The objective was to hear, in their own words, students' thoughts and feelings on global learning—to understand how they define the term, the process through which they came to have an interest or disinterest in global learning, and at what point in their lives they became interested in the world around them.

Limitations

There were a number of limitations associated with this study. First, the fact that only seven students were interviewed is a limiting factor in that the views of these students may not accurately represent the views of all community college students in the state of Florida. Second, Florida is a highly diverse state, so the views of these students may not be transferable to students in more rural and homogeneous environments. Finally, the self-selection process for student interviews may have introduced bias to the study since only students with a high degree of interest in global learning volunteered to participate in the interview.

Implications for Practice

While the seven students who participated in this study had very different backgrounds, life experiences, and previous exposure to global learning, they all agreed on one point—the importance of global learning for all college students. Based on the literature review in Chapter 2, community colleges face a myriad of challenges when attempting to internationalize the campus and curriculum.   The implications of this study suggest that community colleges may be farther behind than many administrators and faculty care to admit. In this study, the seven students who were interviewed had no clear understanding of global learning from an academic perspective, and what they did know came from a series of disconnected life experiences that students may or may not be able to one day piece together. For many students, the years spent at the community college may be the only formal academic opportunity they will receive to obtain the skills needed to live and work effectively in a global society (Boggs & Irwin, 2007; Green 2007; Raby, 2012). What global learning in higher education can do for students is help them gain a deeper understanding of the world and the people in it, while at the same time, better prepare them for the global workplace.

Unfortunately, students can graduate from college without becoming proficient in a foreign language, having the ability to locate Germany on a world map, or knowing how to properly greet someone from China in a business context. Without these skills, college students can, after graduation, obtain employment, settle down, and start a family. But imagine a world where our college graduates could all speak another language, effectively communicate across cultures, and identify more than ten countries on a world map. How much more marketable would a college graduate be with these skills? How many more doors would be opened? We

already know that employers recognize the need to recruit employees with the knowledge and skills to communicate and manage across cultures (Ledwith & Seymour, 2001). The seven participants in this research study all articulated the importance of global learning for the workplace, yet the results of this study indicate that community colleges need to do more in terms of understanding who our students are, what experiences they bring with them, and what they need to compete successfully in today's marketplace.

In the case of the three institutions associated with this study, campus internationalization efforts are diffused throughout the institution and activities are scheduled sporadically rather than strategically. For those students who are already very interested in global learning, they will actively seek out those opportunities on campus or outside of the institution. On the other hand, for those students who are not focused on global learning, they can very well graduate from college missing out on opportunities to better prepare them for the global marketplace. In the next section, I will provide specific recommendations for community college administrators and faculty to provide a more engaging and thoughtful approach to global learning.

<u>Recommendations</u>

Global learning is one of many competing priorities, particularly for the community college where funding is always an issue. However, unless institutions are willing to invest in global learning as a strategic imperative, I fear that the status quo will endure and students will miss out on global learning opportunities. The following is a list of recommendations to help community college administrators and faculty to ensure that all college graduates are fully prepared to engage in the global marketplace.

Advice to Administrators

First and foremost, global learning at the community college needs to begin with a strategic plan, and all stakeholders across the institution should be involved in the development of this plan. Without buy in from administrators, staff, and faculty, it is difficult to institutionalize the idea that global learning is a priority.

Second, colleges need to invest money in global learning initiatives. Achieving the goal of preparing our graduates for the 21st century workforce will never be realized unless there is funding to support the many global learning opportunities that need to take place. One approach is to take funds from international student recruitment to reinvest in other global learning activities such as the internationalization of the curriculum or scholarships for study abroad.

Third, institutions need to present 'the big picture' of global learning to students—the goals, what global learning means, and how global learning already connects to students' lives. The introduction to global learning should be done during orientation or within the coursework of the first semester in college. Many institutions have a freshman course dedicated to student success, and this is the perfect place to begin these discussions and provide students with all the information they need to start planning for the future.

Fourth, administrators should ensure that faculty are engaged in global learning activities and see the importance of this work. If the faculty do not have an interest in global learning, then they will surely not promote it to students. One approach to engaging more faculty in global learning is to provide a connection to international research to the tenure process.

Finally, administrators need to engage the entire college community and the local community in this work. Everyone should understand why global learning is important and how

students will benefit upon graduation. Colleges should survey their local employers to determine which global competencies are missing among graduates and create learning opportunities for students to fill in those gaps.

Advice to Faculty

First, faculty need to engage in global learning activities themselves through conference attendance, international travel and research, or faculty development opportunities. It is very challenging to install a curiosity about the world in students when the faculty member himself has never traveled abroad.

Second, internationalization of the curriculum is paramount, especially for the community college student who cannot afford to travel abroad. Formal academic teaching of global learning can help fill in the gaps for students and expose them to different aspects of learning that they may not knew even existed. Students could benefit from structured academic learning of the knowledge, skills, and attitudes of a competent global citizen and the global concepts needed to help them make sense of the world in which they live, particularly as they pertain to the global workplace.

Third, faculty need to engage students in conversation to find out what their previous experiences have been and what their interests are for the future. This will allow them to capitalize on the diverse student backgrounds that already exist in the classroom.

Fourth, every faculty member should be talking about study abroad to ensure students know of the options that exist. Although there are many barriers for community college students

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studying abroad, they should at least be informed of the various options available to them; if not through their own institution than through other colleges.

Finally, faculty should work in partnership with Student Affairs to provide global learning co-curricular activities that support and enhance the classroom experience. Learning outside the classroom is just as important as learning inside the classroom.

<u>Future Research</u>

As previously mentioned, there are a number of limitations to this research study. Therefore, additional studies be conducted specifically at the state level, since community college all have such unique missions and student body demographics. Second, it may be useful to conduct a study using a mixed-method approach to include both qualitative and quantitative techniques to obtain a more complete picture of the status of global learning in the community college sector. Third, this study should be replicated in other sectors of higher education to benchmark and compare results. It would be interesting to see how university students respond to the same interview protocol as identified in this study. Fourth, a parallel study should be conducted of administrators and faculty at the community colleges to get their perspectives on global learning and the challenges of integrating it into the curriculum. Finally, students who are not interested in global learning at all should be a target of future studies to explore to what extent any of the five influences identified in this study may be missing from their lives. This would provide community colleges the opportunity to close those gaps.

Researcher's Reflection

This study was my first experience conducting qualitative research, and I learned a great deal along the way. I definitely gained a more comprehensive understanding of what qualitative research entails and how effective it can be when attempting to tackle challenging research questions that have never been addressed previously in the literature. The use of the qualitative software program was extremely useful, and helped streamline the data analysis process in ways that I would never have anticipated. NVivo is a definite must for anyone working with interviews as part of the data collection process. Using a grounded theory methodology allowed me to suspend my preconceived notions and anticipated results to the study, resulting in the discovery of the many ways in which community college students experience the world in which we live.

While I had fully anticipated some of the results of the study based on my previous research, the topics that came up during this research study that I did not anticipate include: influence of grandparents, siblings, and children; academic influences as far back as elementary school; the workplace being a primary influence for the older students; the external environment for the foreign student born in Iraq; the fact that none of the students had a more complete understanding of global learning, even the foreign-born student; socio-economic status had virtually no impact whatsoever on the model of global learning; and storytelling emerged as the link to language, one of the principles of social constructionism.

One of the biggest surprises for me was the great diversity among the seven college students from the three different institutions. Not only were their ages a surprise, but also their previous experiences with global learning and their 'global connections.' This experience really

brought to light how different the typical community college student can be and the challenges they had to endure to get to where they are today. All of their stories made me realize how fortunate I was to be brought up in an upper middle-class family that provided me with global learning opportunities at a young age that some of these students still had not yet experienced.

I hope that the findings in this study will result in some crucial conversations that need to take place not only in the state of Florida but at the national level as well. Clearly, the results of this study pointed to large gaps in our system of higher education as they pertain to global learning. While the goal of the community college is workforce preparation, administrators and faculty need to remember that part of that preparation includes soft skills such as effective communication and teamwork across cultures.

Much like writing this dissertation, global learning is a journey, not a destination. We truly live in a more interconnected world as was demonstrated by the countries around the globe that expressed support for Paris, France after the terrorist attacks that took place on November 13, 2015. Almost 100 years ago, the Institute of International Education was established by individuals who believed that peace could only be achieved through a greater understanding between nations and that still holds true today. After two world wars and our current War on Terror, world peace still seems to elude us. While it is the color of our skin and political and religious views that divide us, it is our humanness that will always connect us, and global learning that will ultimately unite us.

APPENDIX A
600 BC - 17TH CENTURY TIMELINE

600 BC - 17TH CENTURY TIMELINE

TIME PERIOD	EVENTS	CITATION
600 BC-AD250	India, Greece, Rome, the Middle East & Asia evolved as centers of teaching and learning	(Hoffa, 2007)
5th Century	Fall of the Roman Empire; the Catholic Church assumed responsibility for preserving knowledge	(Hoffa, 2007)
5th-15th Centuries	THE MIDDLE AGES	
8th Century	Development of the cathedral schools in Western Europe	(Hoffa, 2007)
8th Century	Creation of the trivium and quadrivium curriculum for the educated person	(Bugliarello, 2003)
11th Century	University of Bologna was founded in 1088	(Top 10 oldest universities in the world: Ancient colleges, 2015)
11th Century	University of Paris and University of Oxford were founded in 1096	(Top 10 oldest universities in the world: Ancient colleges, 2015)
13th Century	Standardization of the trivium and quadrivium curriculum	(Bugliarello, 2003)
14th-17th Centuries	THE RENAISSANCE & THE AGE OF DISCOVERY	
15th-17th Centuries	Education for "gentlemen" became popular along with "The Grand Tour" as a form of education for the elite in Europe	(Hoffa, 2007)

APPENDIX B
18TH CENTURY - 19TH CENTURY TIMELINE

18TH CENTURY - 19TH CENTURY TIMELINE

TIME PERIOD	EVENTS	CITATION
1600s – 1700s	THE SCIENTIFIC REVOLUTION	
1620	The Pilgrims landed in the New World from England	(Cole, 2009)
1636	Harvard College was founded as the first institution of higher education in the US	(Cole, 2009)
1693	William and Mary was founded as the second institution of higher education in the US	(Cole, 2009)
1680-1720	THE EUROPEAN ENLIGHTENMENT	
1700s	Wealthy American students were traveling and studying in Western Europe throughout the 1700s	(Hoffa, 2007)
1701	Yale was founded as the second institution of higher education in the US	(Cole, 2009)
1760-1840	THE INDUSTRIAL REVOLUTION	
1774	Venezuelan, Francisco Miranda, spent a year studying at Yale as the first international student in the US	(Hoffa, 2007)
1776	Americans gained independence from England and the focus was inward in terms of higher education	(Hoffa, 2007)
1800s	American scholars were traveling to Germany for advanced studies	(Rudolf, 1962)
1827	The Yale Report was published in support of the classical curriculum	(Brubacher & Rudy, 1997)

TIME PERIOD	EVENTS	CITATION
1850s	The horizontal expansion of higher education occurred through the introduction of the elective system in the mid-nineteenth century	(Brubacher & Rudy, 1997)
1861-1865	The American Civil War took place between the North and South; students were still attending colleges but some were destroyed	(Brubacher & Rudy, 1997)
1876	Based on the German model of higher education, Johns Hopkins University was founded as the first graduate institution of advanced instruction in the US	(Altbach, Berdahl, & Gumport, 2005)
1880s	The field of anthropology was born	(Robertson, 1992)
1890s	Several US universities set up programs with foreign institutions for educational and cultural exchanges; the American Academy in Rome began in 1895	(Hoffa, 2007)

APPENDIX C
20TH CENTURY – 21ST CENTURY TIMELINE

20TH CENTURY – 21ST CENTURY TIMELINE

TIME PERIOD	EVENTS	CITATION
1900s	Universities and colleges across the country were setting up study abroad programs throughout the 20th century but put on hold during the wars	(Hoffa, 2007)
1906-1914	Columbia University and the University of Berlin established the first official faculty exchange program	(Hoffa, 2007)
1904	An estimated 2700 international students were attending US universities to study in the early part of the 20th century	(Hoffa, 2007)
1909	The Association for the International Interchange of Students was formed between the US, England, and Canada	(Hoffa, 2007)
1914-1917	World War I took place	
1919	Institute of International Education was established to promote international education and world peace	(Institute of International Education, 2015b)
1939-1945	World War II took place	
1944	The GI Bill created a surge in enrollment in higher education	(Hutcheson, 2007)
1945	The United Nations was established	(United Nations, 2015)
1946	The Fulbright Program was approved by IIE	(Council for International Exchange of Scholars, 2009)
1947	Truman's Commission on Higher Education issued a report on the changes that were needed in higher education	(Hutcheson, 2007)
1947-1991	THE COLD WAR	

TIME PERIOD	EVENTS	CITATION
1948	The NAFSA organization was founded as a professional development program for international educators	(NAFSA: Association of International Educators, 2015)
1957	Russians launched Sputnik which caused a lot of anxiety in the US	(Altbach, Berdahl, & Gumport, 2005)
1958	The US passed the National Defense Act which provided an infusion of money into foreign languages and other international initiatives	(Altbach, Berdahl, & Gumport, 2005)
1960s	Birth of the community colleges	(Hutcheson, 2007)
1960s-1970s	The Civil Rights Movement took place in the US, and students demanded more relevancy in the curriculum; area study programs were started	(Altbach, Berdahl, & Gumport, 2005)
1965	The Higher Education Act was passed and included federal financial aid for study abroad	(Hoffa, 2007)
1966	Congress passed the International Education Act but it was a funded initiative	(Hoffa, 2007)
1975	There was a second surge in enrollment in higher education in the 1970s due to the Baby Boomers, especially in the community colleges	(Hutcheson, 2007)
1980s	The effects of globalization are starting to be felt with global interdependence and consciousness, and the growth of the global economy; community college awareness was increasing due to more published literature on the topic of international education	(Brookes & Huisman, 2009; Raby & Valeau, 2007)
1981	IBM introduced the home computer and Microsoft introduced the MS-DOS operating system; the beginning of the technological revolution	(History of Computers, n.d.)
1990s-2000s	Internationalization becomes a strategic imperative for institutions of higher education across all parts of the world; more community colleges embraced the idea of internationalization and it becomes more of an institutionalized initiative	(Raby & Valeau, 2007; Rumbley, Altbach, & Reisberg, 2012)

TIME PERIOD	EVENTS	CITATION
1999	The Bologna Process Declaration was signed	(Brookes & Huisman, 2009)
2001	September 11th World Trade Center and the US Pentagon attacks changed the relationship between government and higher education; stricter visa processing regulations were put into place for international students and scholars	(Altbach, Berdahl, & Gumport, 2005)
2006	The Spellings Commission was published outlining the challenges that higher education was facing and recommendations for improvement	(Spellings, 2006)
2007	Association of American Colleges and Universities (AACU) report was published outlining what postsecondary institutions needed to do to meet the needs of the 21st century, which included preparing students to be effective global citizens	(AACU, 2007)

APPENDIX D
AACU GLOBAL LEARNING-RELATED RUBRICS

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

CIVIC ENGAGEMENT VALUE RUBRIC

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Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and *team leadership* of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly *participated* in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has *experimented* with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim.*	Demonstrates ability and commitment to work actively *within* community contexts and structures *to achieve a civic aim.*	Demonstrates experience identifying intentional ways to *participate in* civic contexts and structures.	Experiments with civic contexts and structures, *tries out a few to see what fits.*

ETHICAL REASONING VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Framing Language

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. Although the goal of a liberal education should be to help students turn what they've learned in the classroom into action, pragmatically it would be difficult, if not impossible, to judge whether or not students would act ethically when faced with real ethical situations. What can be evaluated using a rubric is whether students have the intellectual tools to make ethical choices.

The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Core Beliefs: Those fundamental principles that consciously or unconsciously influence one's ethical conduct and ethical thinking. Even when unacknowledged, core beliefs shape one's responses. Core beliefs can reflect one's environment, religion, culture or training. A person may or may not choose to act on their core beliefs.
- Ethical Perspectives/concepts: The different theoretical means through which ethical issues are analyzed, such as ethical theories (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g., rights, justice, duty).
- Complex, multi-layered (gray) context: The sub-parts or situational conditions of a scenario that bring two or more ethical dilemmas (issues) into the mix/problem/context/for student's identification.
- Cross-relationships among the issues: Obvious or subtle connections between/among the sub-parts or situational conditions of the issues present in a scenario (e.g., relationship of production of corn as part of climate change issue).

ETHICAL REASONING VALUE Rubric

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Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	Student can name the major theory she/he uses, and is only able to present the gist of the named theory.	Student only names the major theory she/he uses.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.	Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

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INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org

A|A|C&U Association of American Colleges and Universities

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Knowledge *Cultural self-awareness*	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge *Knowledge of cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Framing Language

Effective and transformative global learning offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Global learning should enhance students' sense of identity, community, ethics, and perspective-taking. Global learning is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Global learning cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess global learning on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

We encourage users of the Global Learning Rubric to also consult three other closely related VALUE Rubrics: Civic Engagement, Intercultural Knowledge and Competence, and Ethical Reasoning.

Glossary
The definitions that follow were developed to clarify terms and concepts used in this rubric only:

Global Self-Awareness: in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and the natural and physical world.

Perspective Taking: the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

Cultural Diversity: the ability to recognize the origins and influences of one's own cultural heritage along with its limitations in providing all that one needs to know in the world. This includes the curiosity to learn respectfully about the cultural diversity of other people and on an individual level to traverse cultural boundaries to bridge differences and collaboratively reach common goals. On a systems level, the important skill of comparatively analyzing how cultures can be marked and assigned a place within power structures that determine hierarchies, inequalities, and opportunities and which can vary over time and place. This can include, but is not limited to, understanding race, ethnicity, gender, nationhood, religion, and class.

Personal and Social Responsibility: the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

Global Systems: the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and natural world, and 4) can be altered.

Knowledge Application: in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

GLOBAL LEARNING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Global Self-Awareness	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact of one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems.	Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.
Applying Knowledge to Contemporary Global Contexts	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

APPENDIX E
FCIE RESEARCH STUDY ELECTRONIC SURVEY

Community College Students and Global Learning Fall 2015 FINAL

Q1 Thank you for your voluntary participation in this research study conducted by the Study Abroad and Global Experiences (SAGE) office at Valencia College in Orlando, Florida in partnership with the Florida Consortium for International Education (FCIE).   The results of this study will be used in a graduate research project at the University of Central Florida. No personal identifying information from this survey will be distributed or published. We are requesting your name and contact information ONLY if you choose to participate in a personal interview or student focus group. The interview and focus groups may be either in person or online via the Internet during the fall term.

Q2 Which college do you currently attend?

- ❍
- ❍
- ❍
- ❍
- ❍
- ❍
- ❍
- ❍
- ❍
- ❍
- ❍
- ❍
- ❍
- ❍
- ❍
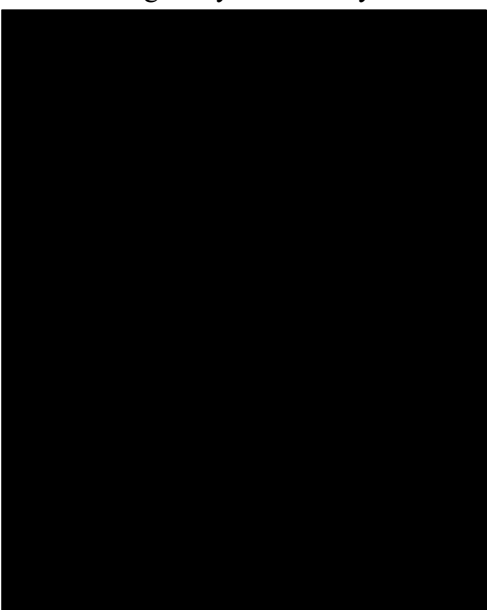
Q3 In your own words, what does global learning mean to you?

Q4 To what extent do you feel that you....?

	Not at All (1)	Very Little (2)	Somewhat (3)	Very Much (4)
are knowledgeable about world events (1)	○	○	○	○
are knowledgeable about another culture other than your own (2)	○	○	○	○
are accepting of others despite their differences (3)	○	○	○	○
are comfortable interacting across cultures (4)	○	○	○	○
participate in global / cultural events or activities as part of your college experience (5)	○	○	○	○
have the ability to set a goal and make it happen (6)	○	○	○	○

Q5 GLOBAL LEARNING DEFINITION: The knowledge, skills, and attitudes that students acquire through a variety of experiences (i.e., courses, activities, events, travel, etc.) that enable them to understand world cultures and events, analyze global systems, appreciate cultural differences, and apply this knowledge and appreciation to their lives as citizens and workers. To what extent do you have an interest in GLOBAL LEARNING?

○ Not at All (1)
○ Very Little (2)
○ Somewhat (3)
○ Very Much (4)

Answer If GLOBAL LEARNING DEFINITION: The knowledge, skills, and attitudes that students acquire through a... Somewhat Is Selected Or GLOBAL LEARNING DEFINITION: The knowledge, skills, and attitudes that students acquire through a... Very Much Is Selected

Q6 If you marked Somewhat or Very Much to the question above, what sparked your interested in global learning? (check all that apply)

❑ I grew up in a bicultural/multicultural environment (7)
❑ family member encouragement / interest in the world (1)
❑ international travel with family (2)
❑ friends with an international heritage (4)
❑ friends are interested in global learning initiatives (5)
❑ books with an international focus (6)
❑ foreign language classes (8)
❑ high school courses with a global focus (9)
❑ college courses with a global focus (3)
❑ college clubs and/or activities with a global focus (10)
❑ I have a career goal with a global focus (11)
❑ Other: (12) _____

Q7 If you marked Somewhat or Very Much to the question above, at approximately what stage in your life did you become interested in global learning?

- ○ as a young child / elementary school (1)
- ○ middle school (2)
- ○ high school (3)
- ○ before college (4)
- ○ since attending college (5)
- ○ after college (I am returning to college for a second time) (6)
- ○ other: (7) _____

Q8 If you marked Not at All or Very Little to the question above, why do you think you are not more interested in global learning?

Q9 To what extent do you prefer each of the following...

	Not at All (1)	Very Little (2)	Somewhat (3)	Very Much (4)
courses with global content (1)	○	○	○	○
courses with cultural content (2)	○	○	○	○
foreign language courses (3)	○	○	○	○

Q10

Q11 See the map above and rate your interest level on the following areas of the world:

	Not Interested (1)	Somewhat Interested (2)	Interested (3)	Very Interested (4)
North America / United States (1)	○	○	○	○
Eastern Europe / Russia (2)	○	○	○	○
Western Europe (3)	○	○	○	○
Middle East (4)	○	○	○	○
Asia (5)	○	○	○	○
Africa (6)	○	○	○	○
Latin America (22)	○	○	○	○
Caribbean (21)	○	○	○	○
Australia / New Zealand (23)	○	○	○	○

Q12 Rate your interest level on the following global learning topics:

	Not Interested (1)	Somewhat Interested (2)	Interested (3)	Very Interested (4)
World history (7)	❍	❍	❍	❍
World art, music, or literature (8)	❍	❍	❍	❍
World economics (10)	❍	❍	❍	❍
World ecosystems (11)	❍	❍	❍	❍
World religions (12)	❍	❍	❍	❍
Culture / Intercultural / Cross-cultural communication (14)	❍	❍	❍	❍
International business (16)	❍	❍	❍	❍
International politics / International relations (9)	❍	❍	❍	❍
Immigration law (15)	❍	❍	❍	❍
International sports (18)	❍	❍	❍	❍
International current events (21)	❍	❍	❍	❍
Other: (23)	❍	❍	❍	❍

Q13 Rate the following based on the probability of you participating in any of them:

	Not Likely (1)	Somewhat Likely (2)	Likely (3)	Very Likely (4)
Short-term (1-2 weeks) study abroad program (1)	○	○	○	○
Summer (3-10 weeks) study abroad program (2)	○	○	○	○
Semester study abroad program (3)	○	○	○	○
International internship (13)	○	○	○	○
International service learning (14)	○	○	○	○
Cocurricular workshop on a topic with a global theme (4)	○	○	○	○
International Education Week activities (5)	○	○	○	○
International guest lecture (6)	○	○	○	○
Student club with a global theme (7)	○	○	○	○
Events or activities sponsored by groups reflecting your own cultural heritage (9)	○	○	○	○
Events or activities sponsored by groups reflecting a different cultural heritage other than your own (10)	○	○	○	○
Religious or spiritual events or activities (11)	○	○	○	○
Community service activities with a global theme (12)	○	○	○	○

Q14 What other global learning activities are you interested in that do not appear on the list above?

Q15 Have you ever participated in a study abroad program?
○ Yes (1)
○ No (2)

Q16 When did you participate in a study abroad program? Check all that apply.
❑ prior to college (1)
❑ during college (2)
❑ after collect (3)

Q17 What are the reasons that you have NOT participated in a study abroad program (check all that apply)?

❑ Financial reasons (1)
❑ Academic reasons (2)
❑ Family responsibilities (3)
❑ Work responsibilities (4)
❑ Do not like to travel (5)
❑ Lack of interest (6)
❑ Other: (7) _____

Q18 Have you traveled outside of the US or do you have plans to travel outside of the US at some point in the future?

❍ Yes (1)
❍ No (2)

Q19 If you answered YES above, where did you go or where do you intend to go and why?

Q20 If you answered NO above, why not?

Q21 What is your educational goal?

Q22 What is your career goal?

Q23 Does your career goal require you to interact across cultures or have the knowledge, skills, and attitudes of a global citizen?

❍ Yes (1)
❍ No (2)

Q24 Please explain your answer to the previous question. Why or why not?

Q25 Considering all of your courses collectively, to what extent do your college professors integrate global learning into their courses?

❍ Not at All (1)
❍ Very Little (2)
❍ Somewhat (3)
❍ Very Much (4)

Q26 To what extent do your college professors encourage you to participate in global learning activities such as study abroad or on-campus activities?

○ Not at All (1)

○ Very Little (2)

○ Somewhat (3)

○ Very Much (4)

Q27 To what extent do your professors encourage interaction between international and domestic students inside or outside of the classroom?

○ Not at All (1)

○ Very Little (2)

○ Somewhat (3)

○ Very Much (4)

Q28 To what extent do your professors encourage you to appreciate and accept differences across cultures?

○ Not at All (1)

○ Very Little (2)

○ Somewhat (3)

○ Very Much (4)

Q29 Were either of your parents born in a country other than the United States?

○ Yes (1)

○ No (2)

○ I don't know (3)

Q30 Were any of your grandparents born in a country other than the United States?

○ Yes (1)

○ No (2)

○ I don't know (3)

Q31 Was your spouse born in a country other than the United States?

○ Yes (4)

○ No (5)

○ Does Not Apply (6)

Q32 To what extent do/did your parents encourage you to get involved in international activities, initiatives, or global learning courses?

- ○ Not at All (1)
- ○ Very Little (5)
- ○ Somewhat (2)
- ○ Very Much (3)

Q33 To what extent do/did family members other than your parents encourage you to get involved in international activities, initiatives, or global learning courses?

- ○ Not at All (1)
- ○ Very Little (2)
- ○ Somewhat (3)
- ○ Very Much (4)

Q34 Are you a "First Generation in College" student? Meaning that neither your parents or grandparents attended college.

- ○ Yes (1)
- ○ No (2)
- ○ I don't know (3)

Q35 Select the highest level of education for the following people:

	Not a high school graduate (1)	High school diploma or GED (2)	Some college, did not complete degree (3)	Associate degree (4)	Bachelor's degree (5)	Master's degree / 1st Professional (6)	Doctorate degree (7)	Unknown/Does Not Apply (8)
mother (1)	○	○	○	○	○	○	○	○
father (2)	○	○	○	○	○	○	○	○
sibling #1 (3)	○	○	○	○	○	○	○	○
sibling #2 (4)	○	○	○	○	○	○	○	○
sibling #3 (5)	○	○	○	○	○	○	○	○

Q36 Think about the most influential person in your life. What is your relationship to that person and what would he or she say if you were to tell him/her that you wanted to live and work overseas for a year and WHY?

Q37 To what extent do your peers encourage you to get involved in international activities or global learning?
○ Not at All (1)
○ Very Little (2)
○ Somewhat (3)
○ Very Much (4)

Q38 How many close friends do you have that are from another country/culture?
○ 0 (1)
○ 1-3 (2)
○ 4-6 (3)
○ 7+ (4)

Q39 Have you ever dated, lived with, or married someone from another country/culture?
- ○ Yes, but it was for a very short time (under 1 month) (1)
- ○ Yes, it was over a month and under a year (3)
- ○ Yes, it was longer than a year (4)
- ○ No, never (5)

Q40 Were you born in the United States?
- ○ Yes (1)
- ○ No (2)

Answer If Were you born in the United States? No Is Selected
Q41 If you answered NO above, how long have you lived in the United States?
- ○ 2 months or less (5)
- ○ 3-6 months (1)
- ○ 7-12 months (2)
- ○ 2-3 years (3)
- ○ 4 years or more (4)

Answer If Were you born in the United States? No Is Selected
Q42 Are you on an F or J visa?
- ○ Yes (1)
- ○ No (2)

Q43 Are you a native speaker of another language?
- ○ Yes (1)
- ○ No (2)
- ○ Click to write Choice 3 (3)

Q44 How many languages in total are you proficient in (can comfortably participate in a conversation)?

Q45 When did you start college? Provide the term and year (Fall, 2015)

Q46 Degree program or intended major:

Q47 Number of college credits earned to date:

Q48 Gender
- ○ Male (1)
- ○ Female (2)
- ○ Other (3)

Q49 Age
- ○ 16-19 (1)
- ○ 20-29 (2)
- ○ 30-39 (3)
- ○ 40-49+ (4)

Q50 Race/Ethnicity - check all that apply
- ❑ Hispanic or Latino (1)
- ❑ Not Hispanic or Latino (2)
- ❑ American Indian or Alaskan Native (3)
- ❑ Asian (4)
- ❑ Black or African American (5)
- ❑ Native Hawaiian or Other Pacific Islander (6)
- ❑ White (7)
- ❑ Other (list if mixed) (8) _____

Q51 Employment status
- ○ Unemployed (1)
- ○ Part-time (2)
- ○ Full-time (3)

Answer If Employment status unemployed Is Not Selected
Q52 How many hours per week do you work?
- ○ 1-10 (1)
- ○ 11-20 (2)
- ○ 21-30 (3)
- ○ 31-40 (4)
- ○ 41+ (5)

Q53 Marital status
- ○ single (1)
- ○ married (2)
- ○ divorced (3)
- ○ widowed (4)

Q54 Number of children
- ○ 0 (1)
- ○ 1 (2)
- ○ 2 (3)
- ○ 3 (4)
- ○ 4+ (5)

Q55 Pell grant recipient?
- ○ Yes (1)
- ○ No (2)

Q56 I am looking for individuals to participate in focus groups and/or personal interviews to take part in further research. I need people who are NOT interested in global learning as well as those who are. If you can participate, please provide me with the following: your complete name email address phone number the days and times you are available to meet

Q57 Thank you for your time! You have reached the end of this survey.

APPENDIX F
EMAIL INTRODUCTION TO PROFESSORS

Invitation to Participate in Global Learning Research Project
Email to Professors

Dear Humanities / College Algebra Professor,

I am currently working on my dissertation this fall while on sabbatical from Valencia College, and my research area will be to investigate the Florida community college student's social construction of global learning – where the interest or disinterest originates, when, how, why, etc., along with where their interests are (i.e., study abroad, specific coursework, internships, different areas of the world, co-curricular activities, etc.).

I am sending you this email as a request to assist me in this study, which will allow me to complete research for the *Florida Consortium for International Education* and write a journal article, and at the same time, assist me in the completion of my dissertation and provide a contribution to the field of international education.

I only ask that you please send an email (template provided) with the *Informed Consent Form* as an attachment to all your math/humanities classes and encourage students to complete the survey; or perhaps give some class time for them to complete the survey if possible. In the survey, students will be given the opportunity to volunteer for personal interviews with me at a later date.

Attached you will find a copy of the approved IRB for your informational purposes only. Thank you in advance for your assistance.

Please let me know if you have any questions.

Sincerely,

Jennifer J. Robertson
Director, Study Abroad & Global Experiences
Executive Director, FCIE
Valencia College
Orlando, FL
Ph. 407-582-3404
Fax 407-582-3003

APPENDIX G
EMAIL INVITATION TO STUDENTS TO PARTICIPATE IN THE RESEARCH STUDY

Invitation to Participate in Global Learning Research Project
Email to Students

Dear Student,

Your professor has agreed to send this invitation on my behalf to request your participation in a research study on global learning in the Florida College System. Participation in the study is completely voluntary and you have the option to withdraw at any time. You must be at least 18 years old in order to participate.

This study will examine to what extent community college students have an interest in global learning and which topics are most important. You will be asked to complete an online survey that will take 7 to 8 minutes. At the end of the survey, you have the opportunity to volunteer to participate in a personal interview that will take no more than 30 minutes and will be accommodated to your schedule.

Attached you will find a copy of the *Participant Informed Consent Form* with more details. Please note that the results of the study will be anonymous and your professor will not have access to the survey data. The final report will be shared with the Florida Consortium for International Education. In addition, I will be writing a journal article and some of the data will be used in the completion of my dissertation at the University of Central Florida.

Thank you in advance for your assistance and very important contribution to the field of international education in the state of Florida!

Please click here to participate:
http://valenciacollege.qualtrics.com/SE/?SID=SV_5p6I4jCfBahEK9v

Sincerely,

Jennifer J. Robertson
Director, Study Abroad & Global Experiences
Executive Director, FCIE
Valencia College
Orlando, FL
Ph. 407-582-3404
Fax 407-582-3003

APPENDIX H
INFORMED CONSENT FORMS

Participant Informed Consent Form

Title: The Community College Students' Social Construction of Global Learning in the Florida State College System

Dear Student,

Informed consent means that research participants need to have sufficient information about the project in which they are being asked to become involved so that they have a general understanding of the research before they volunteer to participate. You must be 18 years of age or older to participate in this research study.

You are being invited to take part in a research study which will include approximately 250 students in the Florida State College System. You have been asked to take part in this research study because you are enrolled in a Florida state college. The person doing this research is Jennifer Robertson, director of Study Abroad and Global Experiences at Valencia College and executive director of the Florida Consortium for International Education. We ask that you read this form and ask any questions you may have before agreeing to be in the study.

The final results of this study will be shared with the Florida Consortium for International Education and also included in a future journal article, conference presentation, and dissertation at the University of Central Florida.

What you should know about a research study:
- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you.
- Feel free to ask all the questions you want before you decide.

Study Purpose
The purpose of this qualitative research study will be to examine the community college student's interest and participation in global learning.

Procedures (what you will be asked to do in the study): Participants will be asked to complete an online survey about global learning (7-8 minutes) and then they have the opportunity to volunteer to participate in a focus group and/or personal interview, which will be audio and/or video recorded. We will be looking for participants who are not interested in global learning opportunities as well as those who are.

Location: Online and/or at the respective college campuses.

Duration of the Study: The research will take place between September through November, 2015. The online survey will take 7 to 8 minutes, the focus group (if you volunteer) will take up to one hour. If you are asked to participate in a personal interview, it will take up to 30 minutes.

Audio or video taping: The focus groups and interviews will be audio and/or video recorded.

Risks/Benefits: There are no reasonably foreseeable risks or discomforts involved in taking part in this study. We cannot promise any benefits to you or others from your taking part in this research. Although the results of this study may better inform college campuses on student needs and interests when it comes to global learning.

Compensation or payment: There is no compensation, payment, or extra credit for taking part in this study.

Confidentiality: The records of this study will be kept private. All information will be handled in a strictly confidential manner, subject to the disclosure requirements of Florida Sunshine Laws, so that no one will be able to identify you when the results are recorded and reported. We will limit your personal data collected in this study to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of the respective colleges. In any report that is published or presented, we will not include any information that will make it possible to identify a participant. All information is subject to the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designed to protect the privacy of educational records.

IRB contact about your rights in the study or to report a complaint: 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 decision whether or not to participate will not affect your current or future relations with your institution or any of its representatives. If you decide to participate in this study, you are free to withdraw from the study at any time without any consequences or affecting those relationships.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints about this study, contact to Jennifer Robertson, director of Study Abroad and Global Experiences, Valencia College, 407-582-3404, jrobertson@valenciacollege.edu.

STATEMENT OF CONSENT

I have received a copy of this form to keep for my records.

I have read the information in this consent form and agree to participate in this study. I was given a chance to ask questions about this study and they have been answered.

_____   _____

Signature of Participant   Date

_____

Printed Name of Participant

Human Research Protection (HRP) Institutional Review Board (IRB)

Participant Informed Consent Form

Date: *September 10, 2015*

Principal Investigator: *Jennifer Robertson, jrobertson@valenciacollege.edu*
****

Dear Student,

Informed consent means that research participants need to have sufficient information about the project in which they are being asked to become involved so that they have a general understanding of the research before they volunteer to participate. You must be 18 years of age or older to participate in this research study.

Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being invited to take part in a research study which will include approximately 250 students in the Florida State College System. You have been asked to take part in this research study because you are enrolled in a Florida state college.

The person doing this research is Jennifer Robertson, a doctoral student at UCF and the director of Study Abroad and Global Experiences at Valencia College. Because the researcher is a graduate student, she is being guided by Dr. Rosa Cintron, a UCF faculty advisor, in the College of Education and Human Performance.

What you should know about a research study:
- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you.
- Feel free to ask all the questions you want before you decide.

Purpose of the research study: The purpose of this qualitative research study will be to examine the community college student's interest and participation in global learning.

What you will be asked to do in the study: Participants will be asked to complete an online survey about global learning (7-8 minutes) and then they have the opportunity to volunteer to participate in a focus group and/or personal interview, which will be audio and/or video recorded. We will be looking for participants who are not interested in global learning opportunities as well as those who are.

Location: Online and/or at the respective college campuses.

Time required: The focus groups will take up to one hour. If you are asked to participate in a personal interview, those will take up to 30 minutes.

Audio or video taping: The focus groups and interviews will be audio and/or video recorded.

Risks: There are no reasonably foreseeable risks or discomforts involved in taking part in this study.

Benefits: We cannot promise any benefits to you or others from your taking part in this research. Although the results of this study may better inform college campuses on student needs and interests when it comes to global learning.

Compensation or payment: There is no compensation, payment, or extra credit for taking part in this study.

Confidentiality: All information will be handled in a strictly confidential manner, subject to the disclosure requirements of Florida Sunshine Laws, so that no one will be able to identify you when the results are recorded and reported. We will limit your personal data collected in this study to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of the respective colleges. No personal identifying information will be shared in the final published report. All information is subject to the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designed to protect the privacy of educational records.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, or think the research has hurt you, talk to Jennifer Robertson, director of Study Abroad and Global Experiences, 407-582-3404, jrobertson@valenciacollege.edu or Dr. Rosa Cintron, Faculty Supervisor, 407-823-1248 or rosa.cintrondelgado@ucf.edu.

IRB contact about your rights in the study or to report a complaint: Research at ▮▮▮▮▮▮▮▮▮▮▮▮ College involving human participants is carried out under the oversight of the Institutional Review Board (IRB). This research has been reviewed and approved by the IRB. Your participation in this study is totally voluntary and you may withdraw at any time without negative consequences. To withdraw at any time during the study, simply contact the Principal Investigator of this study.

Please feel free to contact Jennifer Robertson at Robertson.j@knights.mail.ucf if you have any questions about the study. For other questions, contact the Chair of Valencia's Institutional Review Board at irb@valenciacollege.edu.

I am at least 18 years of age and completing the survey, focus group, or interview constitutes my informed consent.

STATEMENT OF CONSENT

I have received a copy of this form to keep for my records.

I have read the information in this consent form and agree to participate in this study. I was given a chance to ask questions about this study and they have been answered.

_____   _____
Signature of Participant   Date

_____
Printed Name of Participant

PARTICIPANT INFORMED CONSENT FORM

Dear Student,

Informed consent means that research participants need to have sufficient information about the project in which they are being asked to become involved so that they have a general understanding of the research before they volunteer to participate. You must be 18 years of age or older to participate in this research study.

You are being invited to take part in a research study which will include approximately 250 students in the Florida State College System. You have been asked to take part in this research study because you are enrolled in a Florida state college. The person doing this research is Jennifer Robertson, director of Study Abroad and Global Experiences at Valencia College and executive director of the Florida Consortium for International Education.

The final results of this study will be shared with the Florida Consortium for International Education and also included in a future journal article, conference presentation, and dissertation at the University of Central Florida.

What you should know about a research study:
- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you.
- Feel free to ask all the questions you want before you decide.

Purpose of the research study: You are invited to be a participant in a research study. You were selected as a possible participant because you are currently enrolled at a community college. We ask that you read this document carefully and ask any questions you may have before agreeing to be in the study. The purpose of this qualitative research study will be to examine the community college student's interest and participation in global learning.

Procedures (what you will be asked to do in the study): Participants will be asked to complete an online survey about global learning (7-8 minutes) and then they have the opportunity to volunteer to participate in a focus group and/or personal interview, which will be audio and/or video recorded. We will be looking for participants who are not interested in global learning opportunities as well as those who are.

Location: Online and/or at your respective college campus.

Duration of the Study: The research will take place between September through December, 2015. The online survey will take 7 to 8 minutes, the focus group (if you volunteer) will take up to one hour. If you are asked to participate in a personal interview, it will take up to 60 minutes.

Audio or video taping: The focus groups and interviews will be audio and/or video recorded.

Risks/Benefits: There are no reasonably foreseeable risks or discomforts involved in taking part in this study. We cannot promise any benefits to you or others from your taking part in this research. Although the results of this study may better inform college campuses on student needs and interests when it comes to global learning.

Compensation or payment: There is no compensation, payment, or extra credit for taking part in this study.

Confidentiality: The records of this study will be kept private. All information will be handled in a strictly confidential manner, subject to the disclosure requirements of Florida Sunshine Laws, so that no one will be able to identify you when the results are recorded and reported. We will limit your personal data collected in this study to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of the respective colleges. In any report that is published or presented, we will not include any information that will make it possible to identify a participant. All information is subject to the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designed to protect the privacy of educational records.

IRB contact about your rights in the study or to report a complaint: 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 decision whether or not to participate will not affect your current or future relations with your institution or any of its representatives. If you decide to participate in this study, you are free to withdraw from the study at any time without any consequences or affecting those relationships.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints about this study, contact to Jennifer Robertson, director of Study Abroad and Global Experiences, Valencia College, 407-582-3404, jrobertson@valenciacollege.edu.

STATEMENT OF CONSENT

I have received a copy of this form to keep for my records.

I have read the information in this consent form and agree to participate in this study. I was given a chance to ask questions about this study and they have been answered. I authorize the researcher to audio/video record group and individual meetings with me.

_____   _____
Signature of Participant   Date

_____
Printed Name of Participant

Human Research Protection (HRP) Institutional Review Board (IRB)

Participant Informed Consent Form

Date: August 25, 2015

Principal Investigator: Jennifer Robertson, Robertson.j@knights.ucf.edu

UCF Faculty Advisor: Dr. Rosa Cintron, rosa.cintrondelgado@ucf.edu

****

Dear Student,

Informed consent means that research participants need to have sufficient information about the project in which they are being asked to become involved so that they have a general understanding of the research before they volunteer to participate. You must be 18 years of age or older to participate in this research study.

Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being invited to take part in a research study which will include approximately 250 students in the Florida State College System. You have been asked to take part in this research study because you are enrolled in a Florida state college.

The person doing this research is Jennifer Robertson, a doctoral student at UCF and the director of Study Abroad and Global Experiences at Valencia College. Because the researcher is a graduate student, she is being guided by Dr. Rosa Cintron, a UCF faculty advisor, in the College of Education and Human Performance.

What you should know about a research study:
- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You should take part in this study only because you want to.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Whatever you decide it will not be held against you.
- Feel free to ask all the questions you want before you decide.

Purpose of the research study: The purpose of this qualitative research study will be to examine the community college student's interest and participation in global learning.

What you will be asked to do in the study: Participants will be asked to complete an online survey about global learning (7-8 minutes) and then they have the opportunity to volunteer to participate in a

focus group and/or personal interview, which will be audio and/or video recorded. We will be looking for participants who are not interested in global learning opportunities as well as those who are.

Location: Online and/or at the respective college campuses.

Time required: The focus groups will take up to one hour. If you are asked to participate in a personal interview, those will take up to 30 minutes.

Audio or video taping: The focus groups and interviews will be audio and/or video recorded.

Risks: There are no reasonably foreseeable risks or discomforts involved in taking part in this study.

Benefits: We cannot promise any benefits to you or others from your taking part in this research. Although the results of this study may better inform college campuses on student needs and interests when it comes to global learning.

Compensation or payment: There is no compensation, payment, or extra credit for taking part in this study.

Confidentiality: All information will be handled in a strictly confidential manner, subject to the disclosure requirements of Florida Sunshine Laws, so that no one will be able to identify you when the results are recorded and reported. We will limit your personal data collected in this study to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of the respective colleges. No personal identifying information will be shared in the final published report. All information is subject to the Family Educational Rights and Privacy Act (FERPA) of 1974, which is designed to protect the privacy of educational records.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, or think the research has hurt you, talk to Jennifer Robertson, director of Study Abroad and Global Experiences, 407-582-3404, jrobertson@valenciacollege.edu or Dr. Rosa Cintron, Faculty Supervisor, 407-823-1248 or rosa.cintrondelgado@ucf.edu.

IRB contact about your rights in the study or to report a complaint: Research at ▮▮▮▮▮▮▮▮ involving human participants is carried out under the oversight of the Institutional Review Board (IRB). This research has been reviewed and approved by the IRB. Your participation in this study is totally voluntary and you may withdraw at any time without negative consequences. To withdraw at any time during the study, simply contact the Principal Investigator of this study.

Please feel free to contact Jennifer Robertson at Robertson.j@knights.mail.ucf if you have any questions about the study. For other questions, contact the Chair of Valencia's Institutional Review Board at irb@valenciacollege.edu.

I am at least 18 years of age and completing the survey, focus group, or interview constitutes my informed consent.

APPENDIX I
EMAIL INVITATION TO STUDENTS TO PARTICIPATE IN THE PERSONAL
INTERVIEW

Email to Students for Personal Interview

Dear

My name is Jennifer Robertson, Director of Study Abroad and Global Experiences at Valencia College. I am the person leading the research on community college students and global learning and noticed that you volunteered to participate in a 30-minute personal interview.

I wanted to reach out to you to coordinate the best day, time, and location for us to meet at some point before the end of October if that works for you. If you could send me three different options with the campus location, dates, and time frame that would be perfect. Please note that I will book us a conference room since the meeting will be audio recorded. If you prefer, we could also do a Skype meeting if you have an Internet connection and webcam.

If you have any questions about the study in advance, feel free to email me at jrobertson@valenciacollege.edu or call me at the cell phone number below. Thank you in advance for your time, and I look forward to meeting you!

Sincerely,

Jennifer Robertson
Director, Study Abroad & Global Experiences
Valencia College
cell. 407-967-5888

APPENDIX J
PERSONAL INTERVIEW QUESTIONS

Community College Students & Global Learning
Personal Interview Questions

INTRODUCTION:
You self-selected for participation in this personal interview. *Review consent form.*
The purpose of this session is to delve deeper into the reasons for your interest or lack
of interest in global learning. If you do not feel comfortable answering any question, you
can just tell me to skip it. Do you have any questions before we get started?

1. Tell me a bit about yourself. Where are you from originally? How long have you lived in
   Orlando / the United States?

GLOBAL LEARNING:
2. How would you define global learning?
3. How do you think that you came to this understanding of global learning?
4. What connections do you see between what happens in the world and you personally?
5. To what degree are you interested in studying topics about the world, other people, other
   nations, or other cultures? Not at all, Very Little, Somewhat, or Very Much? Why?
6. Do you tend to take courses with a global focus? Why or why not?
7. More or less, how many courses have you taken with a global focus in total?
8. Do you participate in any campus activities with a global focus? Why or why not?
9. Have you ever studied abroad? Would you like to some day? Why or why not?

BACKGROUND & FAMILY INFLUENCES:
10. What's your family like? Siblings?
11. What's your relationship with your parents and siblings?
12. Are you the first in your family to attend college?
13. Did your parents attend college?
    o What did they study?
    o What do they do for work?
14. Did you ever travel overseas with your family?
15. Do you or anyone in your family speak a language other than English?
16. Does anyone in your immediate family ever have an interest in other countries, foreign
    languages, or different cultures?
17. Who has been the most influential person in your life?
    o How would he/she feel if you told them that you were going to live overseas for a
      year?
18. Was there someone in your life who sparked a curiosity in you about other countries or
    cultures or who may have squashed that interest?
19. At what point in your life do you believe that you first became interested in global
    learning?
20. How have your family or peers contributed to your understanding of global learning?

PEER INFLUENCES:
21. Do you have friends with cultural backgrounds that are different from your own?
22. If you consider your closest friends, how many of them have a different cultural
    background?

23. Do you have friends who have traveled overseas or studied abroad?
24. Have you ever dated someone from a different culture?
   o Did that experience increase your interest in that culture? Why or why not?
25. Do you hang out with college friends from different cultural backgrounds? Why or why not?

EDUCATIONAL EXPERIENCES:
26. How long have you been in college?
27. Why did you decide to attend a community college?
28. What is your major?
29. Do you study full-time or part-time?
30. How has your college experience been so far?
31. How have your college professors contributed to your understanding of global learning?
32. Do your professors encourage you to study abroad or learn about the world in general?
33. Do your professors integrate international content or readings into their courses that are not internationally focused to begin with?
34. Do you ever talk about current world events in any of your courses?
35. Do you agree that learning about the world and studying foreign languages is an important component of a student's college experience? Why or why not?
36. To what extent do you feel that your institution is engaged in promoting global learning opportunities to students? Please explain.

ACADEMIC / CAREER GOALS:
37. What motivated you to go to college to earn a degree?
38. Do you plan on continuing your studies after here?
39. What is the highest degree that you would like to achieve?
40. What are your career goals?
41. Do you feel that global learning is a priority for you in terms of your academic and career goals? Why or why not?
42. How do you feel about studying a foreign language?
   o Do you think that it is a necessary skill for today's workforce? Why or why not?
43. To what extent do you set goals and work toward them?
   o Can you give me an example?
   o Do you feel like you give up easy or you keep striving to achieve your goals?

EXIT QUESTION:
44. If you could give one piece of advice to the faculty and administration of your institution pertaining to global learning initiatives, what would that be?

Thank you for your participation today. It is greatly appreciated! Please let me know if you would like a copy of the final report emailed to you upon completion.

APPENDIX K
CLASSIFICATION ATTRIBUTES

Classification Attributes		
Gender	Country of birth	Study abroad desire
Age	Other languages	Mother's educational level
Race	Career goal	Father's educational level
Ethnicity	Academic goal	International travel
Dated across cultures	Multicultural peers	Origin

APPENDIX L
IRB APPROVAL LETTERS FOR THE COLLEGES IN THIS STUDY

Version 07/15/11

Human Research Protection (HRP) Institutional Review Board (IRB)

IRB Determination Form

Title of Research Protocol: The Community College Students' Social Construction of Global Learning in the Florida State College System

Principal Investigator (PI): Jennifer Robertson

Date Received by IRB Chair: 8/25/2015

IRB Number: 16-0007E

Based on the IRB Protocol Initial Submission Form (or, as appropriate, the IRB Continuing Review/Termination Form or the IRB Addendum/Modification Form) submitted by the Principal Investigator and for the project identified above, the following determination has been made by the ▮▮▮▮▮▮

☒ The research is exempt from IRB review. Exemption category: _____3_____

☐ The research is eligible for expedited review and has been approved

☐ The research is eligible for expedited review but requires modifications and re-submission before approval can be given.

☐ The research is subject to full review and will be discussed at the next IRB meeting, currently scheduled for _____.
　　　　　(date)

☐ The research has been subjected to full review and has been approved.

☐ The research has been subjected to full review and has been disapproved.

Period of Approval: _____9-9-2015_____ to _____9-7-2016_____
(cannot be retroactive)

Exemption from ▮▮▮▮▮▮ eview does not exempt the PI or Co-PI from compliance with all applicable institutional, Federal, State, and local rules, regulations, policies, and procedures.

Although the IRB has determined that this application is exempt from IRB review, the Principal Investigator is encouraged to read, understand, and apply the attached Investigator Responsibilities document, which is required of Principal Investigators whose research protocols are approved under the ▮▮▮▮▮▮ ill or expedited review process.

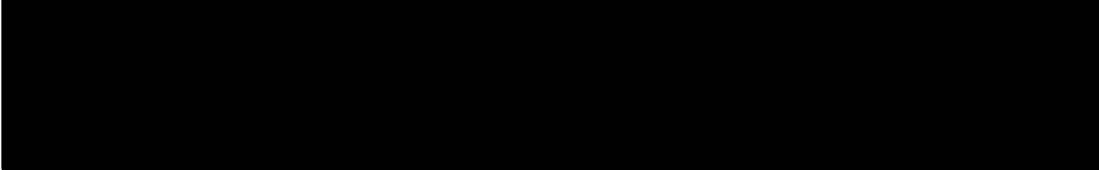If you have any remaining questions about ▮▮▮▮▮▮ process, contact the IRB Chair at irb@▮▮▮▮▮▮

_____　　　_____9-7-2015_____
Signature of IRB Chair or Designated Representative　　　Date

C:　　IRB File, IRB Members, PI Supervisor/Administrator

1

EAST FLORIDA COLLEGE

Notice of Expedited Review Approval

From: [REDACTED]
To: Jennifer Robertson
Date: September 18, 2015
IRB Number: 15-003
Study Title: The Community College Student's Social Construction of Global Learning in the FCS

Dear Jennifer:

Your research proposal was reviewed and **approved** by the IRB Chairperson per federal regulations, 45 CFR 46.110(b)(1) [Expedited Review] and 46.111. Your proposed study has been determined to involve no more than minimal risk for human subjects and you have documented an appropriate consent process and have ensured the [REDACTED] IRB that collected data will be held confidential.

As the principal investigator, it is your responsibility to ensure the study is conducted as approved by the IRB. Any procedural changes or amendments must be reported to the IRB, and no changes may be made without IRB approval except to eliminate apparent immediate hazards.

It is the condition of this approval that you report unanticipated adverse events experienced by the participants that increase subjects' level of risk in participation. Whether or not these events are directly related to the research, please report them promptly to the IRB.

This submission is approved for one year from the above date. When the research is complete, or if data collection may continue past this date, a request for Continuing Review must be made. The termination of research and continuing review forms are located on the [REDACTED] IRB forms webpage [REDACTED]

Congratulations on your progress toward your Doctorate and good luck in competing your research.

Sincerely,

Title of Research Project	The Community College Student's Social Construction of Global Learning in the FCS
Name of Principal Investigator	Jennifer Robertson
Phone number	407-967-5888
Email address	jrobertson@valenciacollege.edu
Please describe the proposed study, including the research question, hypotheses, and methodology.	The purpose of this qualitative research study will be to examine the community college student's interest and participation in global learning through the lens of social constructivism. Using a grounded theory approach, this study will seek to determine the process by which a community college student initially becomes interested in global learning, or the reasons for any lack of interest, in order to develop a model for future research. The impact of personal background experiences, family motivators, and peer influences prior to starting college will be explored, along with exposure to community college faculty, staff, and experiences after entering college. In addition, the study will seek to determine if there is a relationship between interest in global learning and a student's future academic and career goals. Finally, the study will identify the topics and activities that are of most interest to community college students. Participants will be randomly selected from a minimum of five Florida state colleges that differ in size and location, and they will represent diverse ethnic and racial backgrounds. Personal interviews and focus groups will be conducted to determine to what extent global learning is a socially constructed phenomenon within the community college sector.
	As executive director of the Florida Consortium for International Education, my goal is to do a research study that will help inform community college administrators on students' perceptions and interest in global learning. This is a follow up study to an article that I had published in 2013 in the Community College Journal of Research and Practice titled, Student Interest and Participation in International Education in the Community College. The data from this study will be used to compile a report for FCIE and in a future journal article. In addition, the data will also be used as part of a dissertation research study at the University of Central Florida.
	The research questions are as follows:
	1. To what extent do community college students socially construct global learning through the negotiation of meaning with others?
	a) If global learning is socially constructed, to what extent does personal background, family, peers, or community college faculty and staff play a role in that process?
	b) If global learning is not socially constructed, what is the process by which students acquire an interest in this area of study?
	c) At what point do students acquire interest in global learning – prior to or during college?
	2. To what extent is there a relationship between a community college

	student's interest in global learning and his or her future academic and career goals? 3. Which global learning topics and activities are of most interest to community college students?
Describe the target audience of participants, including the anticipated number of participants.	Students in Humanities and Math courses. No exclusions.
Describe the location of participants and how you will acquire access.	I will work with the International Education office to identify a Math professor and a Humanities professor who will allow me to survey their students in early September. The survey asks for volunteers to participate in focus groups and/or personal interviews that will take place at ███████ in November.
Describe if participants are subject to any risk or harm from the study.	There are no foreseeable risks.
Projected start date for study.	10/1/15
Projected end date for study.	12/15/15
Targeted audience of participants.	I plan on at least 50 students who will take the online survey and 5 to 10 students to do the focus group and personal interview. Focus groups and interviews will be audio and/or video recorded and will last up to one hour each. Participants will be recruited voluntarily.
Provide details on how you will protect the rights of participants, particularly how you will ensure that subjects may elect NOT to participate without consequence.	No student names or identifiers will be included in the final report. Names will be obtained in the online survey in order to recruit participants for the focus groups and interviews. Students will be sent the consent form with details on the voluntary nature of the study.
Provide details on how you will verify informed consent and that participants are at least 18 years old (or provide attachments of consent forms).	Informed consent will be sent with the electronic survey URL. Participants who sign up for focus groups and/or interviews will receive a printed copy of the form to sign in those sessions.
Provide details on who will have access to research data and how you will protect the data.	Only the PI will have access to the data. The student data will be stored on my personal Surface which is password protected. Only I have access to the computer and the data will be destroyed at the end of the 1516 academic year.
Provide details on the questions or instruments used in your study (or provide attachments).	See attachments.
Provide information on any other organizations, agencies, or departments involved in the study.	Results will be shared with members of the Florida Consortium of International Education housed at Valencia College
Principal Investigator's signature.	

IRB Review			
Exempt from Review			
Approved without Conditions	X		
Approved with Conditions			
IRB Chair Signature	████████████		
Date	1/29/15		

October 1, 2015

Jennifer Robertson, MBA
Valencia College
District Office DO-335
1768 Park Center Dr
Orlando, FL 32835

RE: ▮▮▮ IRB #2015_002
    TITLE: The Community College Students' Social Construction of Global Learning in the
            Florida State College System

Dear Ms. Robertson:

On October 1, 2015, the ▮▮▮ Institutional Review Board (IRB) determined that your research
meets ▮▮▮▮▮▮ requirements and federal criteria for expedited status
which includes activities that (1) present no more than minimal risk to human subjects [21 CFR
56.110], and (2) involve only procedures listed in one or more of the categories listed below:

(5)   Research involving materials (data, documents, records, or specimens) that have been
collected, or will be collected solely for nonresearch purposes (such as medical
treatment or diagnosis).

(7)   Research on individual or group characteristics or behavior (including, but not limited
to, research on perception, cognition, motivation, identity, language, communication,
cultural beliefs or practices, and social behavior) or research employing survey,
interview, oral history, focus group, program evaluation, human factors evaluation, or
quality assurance methodologies. [45 CFR 46.110(a)]

As the Principal Investigator for this project, under the supervision of ████████████ ████████████████████████████ it is your responsibility to ensure that this research is conducted as detailed in your ████████████ IRB application and supporting documents and consistent with the ethical principles outlined in the Belmont Report and with ████ policies and procedures. In accordance with your request, ████████ may solicit the assistance of a humanities instructor and a mathematics instructor to forward your survey to their students. Please note that modifications to the research design must be reported to the ████ IRB prior to implementing any changes.

The ████ IRB will maintain your research proposal and expedited status approval for a period of one year from the date of this letter. If you wish to continue this research beyond one year, you must submit a request for continuing review at least 60 days prior to the expiration date. If you complete the research prior to the end of the one-year period, you must submit a request to close the study. Please note that it is your responsibility to notify the IRB of the status of this study no later than one year from the date of this letter, or upon completion of the research, whichever is sooner.

If you have any questions concerning this information, please contact me at ████████████ or by email at ████████████

Best wishes in your research endeavors.

Sincerely,

APPENDIX M
UCF IRB APPROVAL LETTER

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
          FWA00000351, IRB00001138

To: **Jennifer J. Robertson**

Date: **November 09, 2015**

Dear Researcher:

On 11/09/2015, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	The Community College Student's Social Construction of Global Learning in the Florida College System
Investigator:	Jennifer J. Robertson, EdD
IRB Number:	SBE-15-11727
Funding Agency:	
Grant Title:	
Research ID:	N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

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APPENDIX N
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APPENDIX O
EXTERNAL AUDIT REPORT

Project Title: CC Students and Global Learning

Researcher: Jennifer Robertson, Doctoral Candidate, UCF

Reviewer: Nichole Jackson, Assistant Director of Learning Assessment, Valencia College

Date: December 16, 2015

The following evaluation is comprised of two sections (I) assessment of adequacy of data and results including item analysis of tables 11, table 12, and table 13 based on independent review of the raw data in NVivo, and (II) a summary of findings including steps in the process and confirmation of results.

I.   **Assessment of Adequacy of data and results**

This research is based on narrative interviews of 7 subjects. The adequacy—fitted to the research questions and sufficient amount—of data drawn from those interviews is supported by independent review of the transcripts and intermittent coding performed by an external reviewer. The reviewer noted the researcher's use of Student 5 as a unique case in the reporting of results, and chose that file for the audit.

Research Question #1, Student 5—How do community college students in the Florida College System (FCS) come to understand the concept of global learning?

To confirm the appropriateness of the interview coded to the node of GL Understanding, the reviewer ran an NVivo "query" returning anything from the interview transcript of Student 5 that was coded to nodes representing categories associated with the theme GL Understanding. There were 3 statements from the interview content coded by the researcher at "Learning how other education systems work," "Exchange Programs," and "Shared learning systems." These statements each aligned with the way the student understood global learning, defined by the researcher to include broad statements about the acquisition of knowledge about anything worldwide; therefore, they were appropriately coded as evidence for research question #1.

To check the amount of data from which interpretations were drawn, the reviewer independently coded the entire transcript of Student 5 at any response that provided evidence for research question #1. The reviewer ran an NVivo "query" to cross-match Student 5 with GL Understanding and all subcategories initially created by the researcher with the new ones developed through the reviewer's coding. Only one node created by the reviewer resulted in content also coded by the researcher. The reviewer coded 3 sections of the transcript with the category "Shared partnerships" which matched to content independently coded by the researcher at "Learning how other education systems work," "Exchange Programs," and "Shared learning systems." The results reported by the researcher related to the three distinct codes are summarized as all related to Student 5's unique understanding of global learning. The researcher discovered and reported that the content coded for Student 5 was distinct from all

other in the data set. The reviewer's coding simply aligned the three distinct sections of Student 5's transcript to one code. The difference between researcher and reviewer relates to the process of developing sub-categories. Without knowledge of the entire data set, the reviewer was comfortable assigning all items to the single category code "Shared partnerships;" whereas the researcher included two invivo codes "Exchange programs" and "Shared learning systems" allowing for more possible matches across sources. The researcher's coding incorporated themes and invivo codes for content aligned with research question #1 which were similarly coded while resulting in more subcategories than the external reviewer; therefore, the interviews represent a sufficient amount of data to draw conclusions about the distinctions between students in the data set.

The reviewer coded additional content at subcategories labeled "Family studied in other countries," "College level different, "Interest in my experiences," "Learning from offenses," "Others' experiences," and "To know first surprised." The additional code for "Family studied in other countries," while not matched to codes designated by the researcher, aligns with data that the researcher reports in the final analysis. The researcher's specific statement about research question #1 references Student 5's family studying abroad; the researcher did not uniquely code this comment, but the analysis specifically references it as, "something that I had not thought of in advance." The researcher's thorough knowledge of the data available is evident here in the use of content from the interview transcript in the final analysis, even when not distinctly coded.

Some of the remaining reviewer's codes could be categorized as *College experiences* to include "College level different," and "Interest in my experiences" since portions of the interviews discussed a shift in understanding global learning with the recognition that other students in the college-level classes were eager and interested in the information about Student 5's background. Another set of reviewer codes could be categorized as *Surprising learning* under which the reviewer's codes for "Learning from others," "Others' experiences," and "To know first surprised" would all represent moments when learning occurs due to uncomfortable or unexpected remarks, even though not in a traditional academic environment. These indications of further categories available represent possible saturation of responses to research question #1 and may not have been coded under the theme for research question #1 since the student does not specifically acknowledge these as moments where understanding became clear. The existence of additional evidence and themes available in the interview transcript that were not needed showcases that the interviews produced at least an adequate amount of data, and the researcher's streamlining of what was coded for research question #1 is evidence that the analysis was focused on the research questions.

Research Question #2, Student 5—How do community college students in the FCS narrate their journey of interest and participation in global learning?

To confirm the appropriateness of coding for the primary theme GL Influences, the reviewer ran a query locating anything from the interview transcript of Student 5 coded to any of the 7 categories under the primary theme GL Influences. There were statements from the interview content coded by the researcher to all 7 categories. The most heavily represented by Student 5

were "Academic Influences" and "Family Influences." The evidence in these categories were divided into subcategories that represent the reasons these influences impacted the students' views of global learning, and therefore were appropriately coded as evidence for research question #2.

To check the amount of data from which interpretations were drawn, the reviewer independently coded the entire transcript of Student 5 at any response that provided evidence for research question #2. The reviewer ran an NVivo "query" cross-matching Student 5 with GL Understanding and all subcategories initially created by the researcher with the new ones developed through the reviewer's coding. The reviewer coded statements at 21 different subcategories, all of which parallel or could be included under the heading of one of the 55 different subcategories designated by the researcher as emerging from the full data set. The researcher coded statements from Student 5 at 33 of the different subcategories. The subcategories that were not represented by Student 5 in the researcher's data, eg. "Peer interest in travel" and "Parental encouragement to service to others" were absent as well from the subcategories created by the reviewer from interview transcript of Student 5. Since the researcher coded content from Student 5 to represent more subcategories than the reviewer while resulting in more subcategories fitted to that student, the categories represent a sufficient amount of data to draw conclusions about the way students explain what influences them. The reviewer coded additional content at a subcategory for the influence of the mother, but the researcher did not associate Student 5 with either the subcategory for the most influential person labeled "Mother," or the subcategory "Parental Encouragement." The reviewer revisited the 3 statements coded to "Mother" to recognize 2 were non-influential statements relating only to facts about the mother and the third showed the mother as slightly discouraging. The researcher's ability to restrict the coding of content to only statements that show strong impact on the student's views is evidence that the data from the coding process is not only sufficient, but carries substance.

The reviewer's codes included a few subcategories that could fit into the category headings developed by the reviewer, but would make up their own subcategory. The most obvious example of this is 3 statements coded by the reviewer to a subcategory labeled, "Notice lacking connections." The statements each describe the college environment with comment about students other than the student being interviewed. The researcher's closest subcategory would be "Peer influences" which does not fit the statements by Student 5 since the student was not influenced (did not seem to develop or shift in response) by the other students they were noticing. The researcher's maintenance of subcategories representative of the strongest impact on the subject is evidence that the analysis remained focused on the relevance that was stated by the subjects themselves.

Research Question #3, Student 5—Research Question #3. How do the narratives of community college students in the FCS articulate at what point they became interested in global learning?

To confirm the appropriateness of coding for the primary theme GL Timeframe, the reviewer ran a query locating anything from the interview transcript of Student 5 coded to any of the 7 categories under the primary theme GL Timeframe. Student 5 was coded once, to the category for the earliest timeframe from a comment beginning with "Since I opened my eyes…." The evidence was accurately coded to represent enough of the student's language to convey how they articulated when their interest emerged instead of just a date in time; therefore, the content was appropriately coded as evidence for research question #3.

To check the amount of data from which interpretations were drawn, the reviewer independently coded the entire transcript of Student 5 at any response that provided evidence for research question #3. The reviewer ran a query cross-matching Student 5 with GL Timeframe and all subcategories initially created by the researcher with the new ones developed through the reviewer's coding. The reviewer coded statements at 6 different subcategories from earliest in childhood to the subject's age at the time of the interview (30-years-old).   The researcher only coded the content representing the earliest timeframe when the subject articulated an interest in global learning. While the reviewer located content to fit all other subcategories, the content representing later developments, the inclusion of just the point at which student interest in global learning started is sufficient.

The researcher limited what could be documented for timeframes of interest in global learning so that there would be a clear pathway to answer the research question. Other items that tell how students eventually relate the progressive steps to developing an interest in global learning were documented by the researcher as evidence of research question #2 regarding "the journey" or research question #1 "come to understand."
Tables 11, 12, and 13—

The reviewer conducted an item analysis of the content included in the each table. The information is directly correlated to one or more statements in the interview content for each student. Each item was easily located as it was already coded by the researcher. The reviewer read the identified statements in the original transcripts and confirmed the paraphrase or combinations of phrases for each item on each table accurately represents the original content.

II.   Summary of Findings and Procedures

The review described in Part I confirms the qualitative analysis of the content from 7 narrative interviews. The data available was appropriate to the goals of the research and the interpretations were drawn from the themes and categories that emerged from the data. The interviews produced sufficient data for a thorough analysis complete with divergent cases that enhance the complexity of the theory, themes and subcategories that were unexpected, and saturation of evidence to answer the research questions.

The reviewer followed these procedural steps for audit of the data and results:

Step 1. Read a preview version of Chapter 5 Data Analysis and Research Findings.

Step 2. Previewed the primary and secondary themes and subcategories.

Step 3. Preview researcher's codes for Student 5. (Repeat for each research question)

Step 4. Analyze by coding the transcript for Student 5. (Repeat for each research question)

Step 5. Compare researcher and reviewer's coding for confirmation of results. (Repeat for each research question).

Step 6. Conduct item analysis of Tables 11, 12, and 13 for confirmation of the data.

Step 7. Report and summarize findings.

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