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Global Perspectives of Pre-Service Teachers: A Comparative Study

Cynthia Poole
University of Central Florida

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GLOBAL PERSPECTIVES OF PRE-SERVICE TEACHERS: A COMPARATIVE STUDY

by

CYNDI MOTTOLA POOLE
B.A. University of Massachusetts, 1998
M.A. Indiana University, 2000

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Major Professor: William B. Russell, III

ABSTRACT

The importance of global education cannot be overstated in modern American society. A crucial first step to promoting global perspectives in the K-12 classroom is to ensure that the teachers have developed their own global perspectives. Multiple global education frameworks have suggested that two keys to globalizing teacher education curricula are the integration of global content courses and participation in co-curricular cross-cultural experiences. Therefore, this study sought to determine the extent to which global content courses and co-curricular cross-cultural experiences had been integrated into the teacher preparation of pre-service teachers in multiple certification areas at a large public university in Florida, as well as the effects of that integration on the global perspectives of pre-service teachers.

The questionnaire used in this study was the Global Perspectives Inventory (GPI) which was designed by Braskamp, Merrill, Braskamp, and Engberg (2012). The GPI was designed to measure individuals' development of global perspectives along three interrelated domains: cognitive, intrapersonal, and interpersonal. This study examined the extent to which pre-service teachers in different certification areas reported participating in global content courses and co-curricular cross-cultural experiences and the effects on their global perspectives.

Significant differences in the rate of participation were found in pre-service teachers in one of seven types of global content courses examined, but in none of the eleven types of co-curricular cross-cultural experiences examined. The results of this investigation also confirmed that higher rates of participation in both global content courses and co-curricular cross-cultural experiences have a significant positive relationship with pre-service teachers' global perspectives.

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CHAPTER 1: RATIONALE

Overview

Global education was defined by Anderson & Anderson (1977) as "education for responsible citizen involvement and effective participation in global society" (p. 36). It is based on the belief that increasing global ecological, technological, and economic priorities will gradually cause the supremacy of national interests to decline, and a universal, trans-national culture to come to prominence (Becker & Mehlinger, 1968). In perhaps the most influential work in the field, Hanvey (1976) delineated five elements of a global perspective: perspective consciousness, state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. These are the dispositions global educators attempt to nurture within themselves and their students.

A multitude of international education organizations have emphasized that comprehensive global education must be made a priority in the schools of all nations. The United Nations Educational, Social, and Cultural Organization [UNESCO] (2006) underscored the need for all countries to incorporate such global education concepts as sustainability education, education for human rights, and intercultural and interfaith education into their school curricula. Similarly, the Organization for Economic Cooperation and Development [OECD] (2010) asserted that high levels of educational attainment and the ability to work effectively in a global context are the key indicators of a nation's potential for economic success in the future. The worldwide popularity of specific globally-focused alternative education programs, such as the International Baccalaureate (IB) program, which is currently offered in more than 3,300

schools in more than 140 countries, is also evidence of the strength of the movement towards a more international approach (Hill, 2012).

Educational organizations within the United States are no exception. The Committee for Economic Development (2006) argued that preparing our nation's youth for effective participation in the international community is crucial for American security and prosperity. The Partnership for 21st Century Skills' *Framework for 21st Century Learning* (2009) stated as one of its main goals that students must be properly prepared for success in the global economy, and includes global awareness, civic literacy, and environmental literacy; all key elements of global education; in its 21st century themes. Similarly, the mission statement of the Common Core State Standards Initiative (2012) also sets preparation for competition in the global economy as one of its primary objectives. The National Education Association (1998) stated that "NEA believes that the goal of harmony with our global neighbors depends on a national commitment to strengthening the capability of the educational system to teach American children about the world. (n.p.)"

While integration of global perspectives should occur across the curriculum, infusing these aims into social studies has become particularly imperative. Social studies is the primary subject through which young people develop their civic identity (Avery, 2004; Rapoport, 2012). In fact, the National Council for the Social Studies (NCSS) (2010) defined social studies as "the integrated study of the social sciences and humanities to promote civic competence (n.p.)." In today's world, civic competence requires the knowledge and dispositions embraced by global educators including a thorough understanding of world geography, national and international politics, and the historical foundations of the modern world; intrapersonal understanding, as well

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as intercultural and interpersonal skills (Rapoport, 2012). Many other researchers have also concurred that social studies teachers are particularly responsible for helping students to become global citizens (Merryfield, 1997; Wilson, 1997).

The NCSS *National Curriculum Standards* (2010) stated that "social studies programs should include experiences that provide for the study of culture and cultural diversity" and that they "should include experiences that provide for the study of global connections and interdependence" (n.p.). In fact, two of the ten *Themes of Social Studies* endorsed by the NCSS, culture and global connections, directly relate to the importance of global education in our nation's social studies curricula (NCSS, 2010). If American students are to be successful in future global society, they will need to develop a truly global perspective. It is the responsibility of social studies educators to facilitate this growth through global education.

Despite the importance of global education, there is much evidence in the research literature that global education goals are not currently being met. Recent measures of American students' global content knowledge, such as the National Assessment of Educational Progress Geography Assessment (2010) and the National Geographic/Roper Geographic Literacy Survey (2006) have indicated that American students are not very geographically aware. Similarly, cross-cultural awareness and perspective consciousness seem to be lacking in many American students (Merryfield & Subedi, 2003; Wilson, 1993).

The key to the promotion of global perspectives in the K-12 classroom is to better prepare teachers to effectively teach these concepts (Merryfield, 1997; Roberts, 2007). Many educators have produced frameworks for globalizing teacher education programs. While the specifics of each plan vary, several components such as administrative support, the integration of

global content into the curriculum, and opportunities for cross-cultural interaction are common suggestions. There is still a paucity of empirical research analyzing the extent to which these recommendations have been incorporated into teacher preparation programs and the effectiveness of doing so.

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

As technological advances and population shifts have changed the nature of the modern world, global education has become an area of urgent need in the curriculum of all nations. While many definitions of global education exist, most global education researchers would agree that the primary purpose of global education is to develop within students the skills and dispositions necessary to live and work successfully in a globally-interconnected world. Within the United States, few teachers engage in true global education (Steinemann & Fiske, 2001; Rapoport, 2009; 2010) and many who do attempt to infuse global perspectives focus only on surface culture or unintentionally increase misunderstandings and stereotypes, rather than dispel them (Crocco, 2010; Merryfield & Wilson, 2005; Ukpokodu, 2010). As a result, many young Americans are misinformed about the world and its diverse peoples (NAEP, 2010; National Geographic, 2006). As an active player on the world stage, this ignorance could have a dramatic impact on the political, cultural, and economic future of the United States.

There is a general consensus in the research literature that globalizing teacher education should be a primary method for increasing global education in our schools (Alfaro, 2008; Klassem, 1975; Armstrong, 2008; Merryfield, 1997; Ochoa, 2010; Roberts, 2007). Multiple researchers have offered recommendations to globalize teacher preparation, including administrative support, increasing global content courses, providing students with cross-cultural

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experiences, and increasing the training of teacher educators in this area (AACTE, 1989; Klassen, 1975; Merryfield, 1997, Roberts, 2007).

Despite the fact that the literature is rife with conceptual articles suggesting additions of a global perspective to teacher education, there is scarce empirical research that explores the extent to which these suggestions have been implemented in teacher education programs or which evaluates the effectiveness of incorporating them. Using the globalization of teacher education as a theoretical lens, this study sought to determine the extent to which teacher education programs at a large public university in Florida have adopted the suggested practices for increasing the global perspectives of pre-service teachers, as well as the relationship between the extent to which a teacher education program has adopted the suggested practices and the degree of global perspectives of its graduates.

Significance of the Study

This study was designed to contribute to the global education research literature in two ways. First, it provided a small-scale status report regarding the extent to which the methods of internationalizing education programs suggested in the academic literature have been implemented in teacher education programs. Secondly, the study helped to identify which recommendations from the literature are related to increased global perspectives in pre-service teachers. This information will be valuable to teacher preparation programs, as it will help them decide which recommendations to implement at their school. Additionally, adding empirical research to the mostly conceptual global education literature will help round out the literature on this important subject and may increase the profile of the field.

Research Questions

1. Is there a statistically significant relationship between pre-service teachers' primary certification field and rate of completion of global content courses?

2. Is there a statistically significant relationship between pre-service teachers' primary certification field and rate of participation in co-curricular cross-cultural experiences?

3. Is there a statistically significant relationship between the number of global content courses taken in college and pre-service teachers' degree of global perspectives as measured by the Global Perspectives Inventory (GPI)?

4. Is there a statistically significant relationship between pre-service teachers' rate of participation in co-curricular cross-cultural experiences and their degree of global perspectives as measured by the GPI?

Hypotheses

1. H_0: There is no relationship between pre-service teachers' primary certification field and rate of completion of global content courses.

    H_1: Pre-service teachers in secondary social studies will have completed significantly more global content courses than those in other certification fields.

2. H_0: There is no relationship between pre-service teachers' primary certification field and participation in cross-cultural experiences.

    H_1: Pre-service teachers in secondary social studies will have participated in more cross-cultural experiences than those in other certification fields.

3. H_0: There is no significant relationship between the number of global content courses completed by pre-service teachers and their degree of global perspectives.

H_1: Pre-service teachers who have completed more global content courses will have a higher degree of global perspectives.

4. H_0: There is no significant relationship between pre-service teachers' rate of participation in co-curricular cross-cultural experiences and their degree of global perspectives.

H_1: Pre-service teachers who have participated in more cross-cultural experiences will have a higher degree of global perspectives.

Study Assumptions

This study involved a survey of pre-service teachers in the primary certification fields of early childhood, elementary, exceptional education, secondary social studies, secondary science, secondary mathematics, and secondary language arts to determine the extent to which their teacher preparation programs have provided them with global content courses and cross-cultural experiences as well as the extent to which they have developed global perspectives. The participants were senior-level pre-service teachers who were beginning their required full-time student teaching internship at the time they participated in the study. The study assumed that the pre-service teachers have taken all required coursework and have participated in all required co-curricular experiences for their degree. Since this study was conducted at one of the largest universities in the United States, it was assumed that the participants entered the university with varied levels of prior knowledge and skills in global citizenship and intercultural communication. The college of education at the research site states that one of the main goals of the teacher education program is to "promote international initiatives and global perspectives" (UCF, 2009, p. 5). Therefore, it was assumed that undergraduate-level teacher education programs contain

coursework and co-curricular experiences that are designed to increase the global perspectives of pre-service teachers.

The participants in this study completed the Global Perspectives Inventory (GPI), (Braskamp, Braskamp, Merrill, & Engberg, 2012) which is a questionnaire designed to provide data regarding college student's coursework and co-curricular experiences related to global education as well as their degree of global perspectives. Since completion of the survey was voluntary and anonymous, it was assumed that the participants responded to the questionnaire honestly.

Limitations of the Study

A known limitation of a causal-comparative research design is that any inferences about causality drawn from this type of research can only be tentative (Gall, et al., 2003). Further research will be needed to rule out alternative explanations of the findings of this study. The survey was administered to pre-service teachers at one university in Florida. Therefore, the results of this study may not be generalizable to pre-service teachers outside of this program. Also, since the research site was one of the largest public universities in the country, the results may not be generalizable to smaller private colleges. Since the data for this survey were gathered through the administration of an online survey, the low response rate commonly found in survey research may be another limitation of this study. It is possible that those pre-service teachers who chose not to respond to the survey may have responded differently, commonly known as nonresponse error (Dillman, et al., 2009). Another potential limitation of survey research is that it relies on self-reported data only, and therefore it is possible that the results were skewed by the perceptions of the participants.

<center>Definition of Terms</center>

Co-curricular cross-cultural experiences- For the purposes of this study, the researcher defines co-curricular cross-cultural experiences as experiences outside of the classroom but sponsored by the university community that allow students the opportunity to further develop their skills in cross-cultural communication and understanding including study abroad, cultural experiences, and global or international-themed lectures or seminars.

Global Content Courses- For the purposes of this study, the researcher defines global content courses as multicultural courses that specifically address issues of race, ethnicity, gender, class, religion, or sexual orientation; foreign language courses; courses that include information about countries or regions other than the USA, international comparison courses, multicultural service learning courses, courses focused on significant global/international issues and problems, and courses that include opportunities for intensive dialogue among students with different backgrounds and beliefs.

Global Education- "the study of problems and issues that cut across national boundaries, and the interconnectedness of the systems involved…[and] the cultivation of cross-cultural understanding, which includes development of the skill of perspective-taking…" (Tye & Tye, 1992, p. 6).

Global Perspective- "the acquisition of knowledge, attitudes, and skills important to intercultural communication and the development of more complex processes, identities, and interpersonal development" (Engberg & Fox, 2011, p. 85).

Pre-Service Teacher- For the purposes of this study, the researcher defines a pre-service teacher as a student in a teacher preparation program who has completed their general

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education program and is currently completing their required senior student teaching internship.

Social Studies- "the integrated study of the social sciences and humanities to promote civic competence…. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world" (NCSS, 2010).

Teacher Education Program- an undergraduate college or university program which is designed to prepare its graduates to earn state certification to teach early childhood, elementary, exceptional education, secondary social studies, secondary science, secondary mathematics, or secondary language arts.

Organization of this Study

This study is organized into five chapters. The first chapter contains an overview of the study, its purpose, significance of the study, research questions and hypotheses, study assumptions, and limitations of the study. The second chapter will contain a thorough review of the related literature. Chapter three will describe the methodology of the study, including research questions and hypotheses, study population and participants, instrumentation, and data collection and analysis procedures. Chapter four will present the findings of the study. The fifth chapter will be a discussion of the findings, which will relate the findings of this study to the current body of knowledge on global education.

CHAPTER 2: REVIEW OF THE LITERATURE

Introduction

Global education seems to have become a popular education buzzword in recent years. A multitude of education professionals and organizations have stressed the importance of graduating students who are prepared to live and work successfully in an increasingly interconnected world. While the academic literature contains thousands of conceptual articles that each suggests methods of creating globally-minded citizens, no consensus on the exact definition or aims of global education has been reached. Additionally, there exists a serious lack of empirical research on the recommended methods of globalizing the American education system. One thing seems clear, in order to create globally-minded students, we must first create globally-minded teachers. This literature review seeks to present a summary of the various definitions and aims of global education, provide an overview of the history of the global education movement, provide a status report of the current state of global education in our schools, and discuss suggestions from the literature to improve the global perspectives of pre-service teachers.

Defining Global Education

Global education is a field of study developed in the Cold War era which, according to the NCSS (2005), has as its main goal to "develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources and characterized by ethnic diversity, cultural pluralism, and increasing interdependence" (n.p.). It is based on the belief that due to increasing technology, worldwide environmental and political concerns, and

the emergence of many international organizations and businesses, the supremacy of national interests will decline, and a universal, trans-national culture will come to prominence (Becker & Mehlinger, 1968). While learning about other countries, languages, and cultures is certainly a part of global education, it is not sufficient, as students must also gain an awareness of how separate countries interact in the world and create a sort of new transnational society.   Anderson & Anderson (1977) defined global education as "education for responsible citizen involvement and effective participation in global society" (p. 36). Global educators believe that American students need to understand that they are not only citizens of the United States but also global citizens and that their actions affect people internationally.

According to Hanvey (1976), there are five key characteristics educators must promote in students if they are to have a truly global perspective. These are perspective consciousness, state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. Perspective consciousness is the understanding that all peoples have a unique way of perceiving the world, ingrained in us by our natal culture, which may be decidedly different than the way other people perceive the world. State of the planet awareness is awareness of the issues that exist in the world in which we live including such concerns as population growth, environmental issues, international conflicts, and other global matters. Cross-cultural awareness is a consciousness of the similarities and differences among the different groups of people who share this planet, including some realization of how one's particular culture is viewed by others. Knowledge of global dynamics is an understanding of how the world works as an interconnected system, and how one's actions can cause unintended

effects around the world. Awareness of human choices is the realization that we have choices as individuals, societies, and as a species that can potentially alter the course of world development.

Embracing global education means that all perspectives are taught and valued. Subedi (2010) argued that,

"[a] curriculum that values a critical global perspective includes knowledge that has been historically marginalized. It places emphasis on articulating worldviews through 'subaltern knowledge', the kinds of knowledge that has been viewed as unworthy to be learned in schools. The value of learning marginalized experiences, histories, and cultures is particularly significant, considering schools often place emphasis on the kinds of global knowledge that fits mainstream ideas on what global ought to be" (p. 3).

Promoting global education "involves nurturing perspectives that are empathic, free of stereotypes, not predicated on naive or simplistic assumptions, and not colored by prejudicial statements" (Case, 1993).

History of Global Education

Early in our nation's history, most children who attended school learned only rudimentary literacy and mathematics skills. When history was taught, it focused solely on ancient Greece and Rome and the founding of our country. There seemed no need to teach modern world history or geography, since most Americans lived lives that were very locally-oriented (Evans, 2004). Later, the massive immigration of the late 1800s and early 1900s led to a national movement towards forced Americanization in our schools. Thus, rather than looking outward and teaching American-born students how to be citizens of the world, the schools were

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much more focused on looking inward and teaching citizens of many other nations how to become American (Spring, 2011).

Around the turn of the twentieth century, several attempts were made to standardize the curriculum in American schools. The first of these attempts was the National Education Association (NEA)'s Committee of Ten, formed in 1894 to reexamine the entire school curriculum. The history subcommittee, known as the Madison Conference, suggested that history be taught in an eight-year sequence, from grades five through twelve. While the committee's report did specifically state that they "especially recommend such a choice of subjects as will give pupils in the grammar schools an opportunity of studying the history of other countries" (p. 30), the specified course of study included only ancient Greek and Roman, American, French, and English histories, with no courses in world geography (NEA, 1894). Thus, the only world nations about which students would have had even limited exposure to would have all been European.

In 1898 the American Historical Association (AHA) Committee of Seven was asked by the NEA to draw up a suggested list of college entrance requirements in history. Similarly, they reported that the secondary curriculum should consist of four blocks of history: ancient, medieval European, modern European, and American (which included some instruction in civics). Ancient history was supposed to focus mainly on the Greek and Roman civilizations, with a small background on "oriental civilizations" so that the context of the Greek and Roman civilizations could be fully appreciated. The report suggested that the length of time spent on non-Western civilizations should be less than 1/8 of the course (AHA, 1898). Again, the

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emphasis was on American and European histories only, with no world geography or modern world history instruction.

The 1909 Committee of Five only slightly modified the four year plan from that of the previous report: the first year should be ancient history, the second year should be English history to 1760 with some general facts about Europe included where suitable, the third should emphasize modern Europe and English history since 1760, and the fourth year would be American history with 2/5 of the time devoted to the separate study of civil government. The report also recommended that three years of history study be the minimum requirement in all American high schools, with two years (modern & American) required in vocational schools. Yet again, no education in world geography or on non-Western societies was recommended.

World War II ushered in an era of renewed emphasis on social studies education. In 1942, the National Council for the Social Studies (NCSS) issued a report entitled, *The Social Studies Mobilize for Victory*, which advised schools on how to alter their social studies curriculum in order to promote democratic ideals and a dedication to victory in all students. The report stated that "the basic faith and vision of democracy, for which this country has once more gone to war, must be clarified and strengthened in all existing social studies courses" (p. 8). More emphasis on civics, American history, economics, and geography were suggested. Schools were urged to increase multicultural education in order to unify our country against a common enemy. While the report did advocate that "the qualities and characteristics of other peoples should be studied" (p. 9), it goes on to specify that the countries that should be studied in depth are China, Russia, the British Commonwealth, and India—all allies of the United States. No mention is given of studying the cultures of neutral or enemy nations. So, while international

education may have increased somewhat in this period, the type of education recommended can hardly be considered truly "global".

The post-WWII period also saw signs of a shift towards internationalizing education. The creation of the United Nations and UNESCO inspired our citizens to shown concern for people living in other countries, and a Model UN program developed in many American high schools. UNESCO (1959) published a classroom teacher's guide entitled *Education for International Understanding*, which included suggestions and examples of area studies projects undertaken at other schools. While the aim was surely increased international understanding, the recommendations fall short of true global education since the primary focus was on learning about the external culture of other countries, like clothing, festivals, foods, etc. Additionally, the projects primarily served to point out differences between countries and cultures, not to unite participants in a global community. Additionally during this time period, the Intergroup Education in Cooperating Schools project was created. Sponsored by the American Council on Education and financed by the National Conference of Christians and Jews, Estonian immigrant and educational leader Hilda Taba headed up the project. The purpose of the project, in Taba's words, was to "develop students' empathy toward the perspectives of different cultures, and appreciation of their richness" (quoted in Stern, 2010, p. 44-45) and to work towards the reduction of prejudice. While these programs were purely voluntary and limited in their influence, they should be considered important tentative first steps towards increasing the globalization of the curriculum.

This international spirit, however, was not to last, as the 1950s ushered in the period of the Cold War and McCarthyism, where teachers and intellectuals were openly criticized for

appearing to be too international or soft on Communism, causing them to be afraid to teach about other countries in great depth (Spring, 2011). In reaction to the growing isolationism, the American Association of Colleges for Teacher Education hosted a conference on World Education in December, 1966.   At this conference, Dr. Robert Byrnes discussed the results of a 1958 Indiana University internal survey which revealed that of the 65,000 students currently enrolled, a mere 300 had taken a course which dealt primarily with non-Western countries (reported in Taylor, 1967). Alarmed by these findings, Indiana University launched a statewide campaign to improve the training of teachers and scholars in foreign languages and non-Western cultures. A university-high school partnership was also created where scholars contributed to the development of high school curricula in these fields (Taylor, 1967). A separate study also discussed at the conference found that the teacher education students on the forty-five college campuses studied showed a remarkably low level of concern for international affairs, global issues, or social change (Taylor, 1967). Understandably, this caused great concern among teacher educators. Another major theme discussed at the conference related to the feeling of superiority that Westerners often feel when dealing with non-Westerners and how to break down those cultural judgments so that real cultural exchanges could occur (Taylor, 1967).

The New Social Studies movement of the 1960s also increased international education in the schools. During this time, Hilda Taba developed the Contra Costa Social Studies Program which had at its core several key principles of teaching and learning including encouraging students to "examine attitudes and values held by themselves and others… to enable students to participate as citizens in a diverse society locally, nationally, and globally " (Stern, 2010, p. 47-48). The program also emphasized the following 11 fundamental concepts, which would be

taught in a spiral curriculum pattern: causality, conflict, cooperation, cultural change, differences, interdependence, modification, power, societal control, tradition, and values (Stern, 2010). Many of these concepts are similar to those embraced by the modern global education movement.

Other New Social Studies programs that contained hints of global education were the High School Geography Project (HSGP) and Man: A Course of Study (MACOS). The HSGP centered on six main objectives, with the last objective being for students to develop "responsibility in their own society and an intelligent interest in and concern for other people and environments in the world" (Stoltman, 2010, p. 172). MACOS gave students the opportunity to explore another culture, that of the Netsilik Eskimos, in great depth, hoping students would further their abilities to "explain social behaviors and customs across varying groups" (Johnson, 2010, p. 234). While the curriculum was pulled from schools due to widespread protests by conservative groups, it was successful in introducing many American children to a radically different culture, and possibly in making them more aware of their own cultural beliefs. Both of these curriculum projects had as a central aim the development of cross-cultural awareness and perspective consciousness, key components of global education.

Lee and Charlotte Anderson emerged in the 1960's as two of the leaders of the early global education movement. They emphasized that many educators misunderstood the true meaning of global education. Up to this point, most education professionals believed that global education meant teaching American children about foreign countries, but the Andersons critiqued this approach, stating that it was "inadequate, for it obscures the fact that all of humanity is part of a planet-wide system" and "fails to provide future citizens with an awareness

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and understanding of the many ways they are and can be involved in transnational processes, institutions, and problems" (Anderson & Anderson, 1977, p. 35).

Defining true global education as "education for responsible citizen involvement and effective participation in global society" (p. 36), the authors went on to lay out four propositions involved in this definition. Their first assertion was that human interdependence has reached the point that there now existed a "global society". Secondly, all individuals were to be seen not only as citizens of their own country, but also of this new global society. All people must therefore be taught how to participate in global society in much the same way that they are taught to take part in the affairs of their own locality. Finally, schools were seen as one of the primary places where this education must take place (Anderson & Anderson, 1977). They argued that four competencies needed to be developed in students in order for them to be effective global citizens, and that these included: the ability to perceive one's role in global society, the ability to make educated decisions, the ability to make proper analytical judgments, and the ability to exercise influence appropriately in a global context (Anderson & Anderson, 1977).

In 1974, UNESCO adopted a declaration recommending a more international focus in the education systems of all countries. The resolution suggested that the following aims be embraced by all nations:

a. an international dimension and global perspective at all levels and in all its forms;

b. understanding and respect for all peoples, their cultures, civilizations, values, and ways
   of life, including domestic ethnic cultures and cultures of other nations;

c. awareness of the increasing global interdependence between peoples and nations;

d. abilities to communicate with others,

e. awareness not only of the rights, but also of the duties incumbent upon individuals,

     social groups, and nations towards each other;

f. understanding of the necessity for international solidarity and cooperation;

g. readiness on the part of the individual to participate in solving the problems of his

community, his country, and the world at large;   (p. 3)

Around this same time, James M. Becker began to publish a series of reports that shared the results of studies on the extent of the integration of global education in our nation's K-12 classrooms. His *Teaching International Relations* (1972) described the imperative for teaching "the oneness of earth and man's sharing a common fate" (p. 2) and suggested that global unity could effectively be taught by comparing modern American societal issues with similar concerns from other societies. In 1973, he published *World Studies Perspectives: Introduction, Guidelines, Checklists, and Materials Selection Criteria* to further assist teachers in developing their abilities to integrate global education concepts into their instruction. In *Intercultural Awareness at the Elementary and Secondary School Level,* published in 1977, Becker sought to understand the degree to which K-12 students had developed global awareness. He found that despite the fact that many educators agreed that global awareness would be important in their students' futures, few school programs actually existed that supported its development and adequate curricular materials were nearly non-existent.

In 1979, the Phi Delta Kappan published an article which pointed out that while our country was increasingly global in its dealings, Americans were not, as a whole, internationally-minded. The schools were identified as the most logical place for Americans to develop

international understandings, but most teachers were not seen as possessing the required competencies to expand the global awareness of their students. The article called for a dramatic shift in our education system in order to prepare our children to function successfully in the globalized world (Anderson, 1979).

Also in 1979, the President's Commission on Foreign Languages and International Studies issued a report entitled *Strength Through Wisdom*, which warned the president that a general lack of international knowledge could be a serious political and military threat to our country in the future. The report characterized American schools' and institutions' efforts to teach foreign language and international studies as being "both currently inadequate and actually falling further behind" (p. 1). The commission decried the vast number of students who graduated high school "whose knowledge and vision stops at the American shoreline, whose approach to international affairs is provincial, and whose heads have been filled with astonishing misinformation" (p. 7). The report insisted that "if the 47 million children in our schools are to function successfully as adults in the next century they must grow up with more knowledge about our interdependent world, keener awareness of other people, and greater sensitivity to those people's attitudes and customs" (p. 48). The neglect of accurate information on nonwestern cultures was recognized, and emphasized as an area of need. While social studies and foreign language were highlighted as the classes where most international education took place, the commission insisted that "international content must be part of the teaching of all subjects" (p. 49).

If true global education was born in the 1960s and 1970s, at the dawn of the 1980s, it still lived primarily in the minds of education professors and government officials. The challenge of

the next two decades would be how to translate these powerful ideas into actual global education practice in K-12 classrooms throughout the United States. One way in which this was accomplished was through the creation of many programs and associations dedicated to global education around the country. The Arkansas International Center opened in 1988, working with a local globally-oriented magnet school and eventually expanding into organizing exchange programs. The International Education Consortium (IEC) was founded in St. Louis in 1984. The IEC provides summer institutes and workshops for teachers that aim to provide new information and instructional approaches for teaching about world cultures in the classroom. The Center for Human Interdependence (CHI) was established in 1985 in California to support local elementary, middle, and secondary schools to implement internationally-oriented experiences for students and workshops for teachers. Education for Global Involvement (EGI), whose president was Charlotte Anderson, began in Illinois in 1988. EGI conducted summer institutes for Chicago-area teachers and developed partnerships with many international organizations, including an extensive exchange program between teachers in Chicago and Japan. Scores of other global education oriented organizations also emerged during this time, most of which are no longer in operation (Tye, 2009).

Teacher education would also emerge as a key factor in enacting change in our nation's schools. In 1985, Lee Anderson produced a report entitled *The Social Sciences and the International Education of Prospective Teachers* for the American Association of Colleges for Teacher Education (AACTE), which critiqued the preparation pre-service teachers receive to effectively teach a curriculum based in global education. He argued that few prospective teachers are properly prepared for this challenge. One reason he cited for this unpreparedness is

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that few aspiring teachers outside of the field of secondary social studies (i.e. elementary teachers or secondary teachers of other subjects, such as math or English) take many social science classes in college. For those who do, the majority of their classes focus on American history, economics, or civics, or at best, on European countries. Additionally, he stated that the division of courses into separate social sciences and individual regions was misleading and retarding students' abilities to see how world events are interrelated and how every event is an amalgamation of various social sciences—there are economic, political, social, historical, and psychological ramifications to everything. In Anderson's estimation, an approach that integrated all of the social science fields and analyzed issues from a global perspective, which he called "world system studies" would be much more instructive to our future teachers (Anderson, 1985).

The American Association of Colleges for Teacher Education (AACTE) issued *Guidelines for International Teacher Education* in 1989. This document provided teacher education programs with a series of rigorous questions to apply to their current teacher training programs in order to determine the extent to which they were creating global educators. The questions incorporated such areas as faculty development, curriculum development, administrative leadership, student awareness, service, and research. This guide could have served as a useful starting point for those colleges of education which desired to take a realistic look at their current programs and discover ways to increase their international perspectives. Similarly, in 1999, the Association of American Colleges and Universities published *Globalizing Knowledge: Connecting International and Intercultural Studies* as an issue in their *The Academy in Transition* series. This guide specifically encouraged colleges and universities to globalize all of their course offerings in order to prepare students for the complexities of globalization and the

global economy that they were likely to face upon graduation. Disavowing the concept of American exceptionalism that still pervaded much postsecondary teaching, this publication encouraged acceptance of all cultures and worldviews as equally valid and significant.

The early 1990s saw the emergence of another great leader in the field of global education, Merry M. Merryfield. Having completed her PhD at Indiana University in 1986 under the supervision of Lee Anderson, she began to write extensively on preparing teachers to integrate global perspectives into their classrooms. In 1994, Merryfield was involved in an American Association of Colleges of Teacher Education (AACTE) study which discovered that, "only about 4% of the nation's K-12 teachers have had any academic preparation in global or international studies" (Merryfield, 1994, p. 4). In *Teacher Education in Global and International Education* (1995), Merryfield stressed the points that global educators must "focus as much on cultural universals, those things that all humans have in common, as they do on cultural differences" (p. 2); and that global educators must teach their students to see the world as "a system in which technological, ecological, economic, social and political issues can no longer be effectively understood or addressed by individual nations because the issues literally spill over borders and regions" (p. 2). In order to train teachers who can effectively teach these themes regardless of their curricular specialty, Merryfield argued that all teachers needed cross-cultural experiences, global knowledge, and the ability to deal with controversial issues effectively. By shifting the emphasis onto properly preparing future and current teachers to teach in a global manner, Merryfield has had a profound effect on the field.

This historical overview shows that throughout most of the history of American education, there was no discernible global or international focus. The few global content courses

that were offered to students were limited to European countries before World War II, while during the war only ally nations were studied. Cross-cultural experiences were limited in this time period due to widespread suspicion of immigrants and forced Americanization. The Cold War period only added to teacher's reluctance and fear to incorporate global perspectives into their classes. The first hints of global education were infused into American schools in the 1960s through the New Social Studies movement, and its prevalence has slowly continued to increase to the modern day, thanks to the works of such leaders in the field as the Andersons, James Becker, Merry Merryfield, and Kenneth Tye and the dedication of multitudes of teachers and teacher educators.

Current State of Global Education

Despite the fact that global education has become an important framework for social studies education in recent years, there is a general consensus in the literature that global education goals are not being met in our nation's classrooms. According to the National Center for Education Statistics, only 27% of eighth grade students and 20% of twelfth grade students scored at or above the "proficient" level on the 2010 National Assessment of Educational Progress Geography exam (NCES, 2010). The 2006 National Geographic-Roper Public Affairs Geographic Literacy Survey found that young adults in the United States greatly overestimated the size of the United States compared to other countries, were unable to locate many key locations on world maps, and incorrectly identified English as the most prevalent native language in the world. Just as worrisome, 38% of respondents stated that speaking a foreign language was "not too important" (a mere 32% indicated that they could speak a non-native language) and only 50% thought it was important to know where countries on the news were located (National

Geographic, 2006). These results not only indicate that global knowledge is lacking in recent graduates of our nation's education system, but also that they don't see its importance.

Due to the multiethnic makeup of our country and therefore our schools, the inability of students and teachers to think globally and utilize the skill of perspective consciousness in relating to others from diverse backgrounds can have immediate negative consequences. Immigrants and visitors are often astounded by Americans' ignorance of other countries and cultures (Merryfield & Subedi, 2003).

In a study of state social studies curriculum standards, Rapoport (2009) discovered that global education was severely under-prioritized, with only fifteen states utilizing the word "globalization", and only two states addressing "global citizen[ship]". Additionally, in a study that compared U.S. curriculum standards with those of nine other countries, Beltramo & Duncheon (2013) found that American global education standards were more likely to be based on a human capital model of globalization, while other countries seemed to embrace more of as world systems model.

<center>Eurocentrism</center>

When global education is presented in the schools, its instruction is often skewed in a Eurocentric direction. The West "pitches itself against the Non-West as a superior force" giving students the "view that dominant ideas tend to be Western in values and origin" (Cousin, 2011, p. 585-587). This Eurocentric stance can be seen as the vestiges of Europe's history of imperialism. "[I]mperial traditions of Eurocentric scholarship delineate an 'us' (the white men who created the dominant power and represent its ideals) and a 'them' (the Others who are divided from 'us' by their inferior cultures, poverty, politics, language, or other differences)"

(Merryfield & Subedi, 2003, p. 13). "School curricula in the U.S. tends to divide the world between 'them' & 'us', 'East' & 'West'" (Hong & Halvorsen, 2010, p. 372).

Eurocentric bias can be seen in our nation's classrooms today in the persistent use of Mercator projection maps (Raat, 2004), the organization of most geography and world history textbooks (Asia Society, 1976), as well as teacher's treatment of other cultures (Crocco, 2010; Ukpokodu, 2010), all of which support a "framework of opposition" that positions the West as culturally superior to the rest of the world (Merryfield & Subedi, 2003, p. 13), "the yardstick by which all other societies are judged" (Crocco, 2010, p. 22).

In order to truly understand the lives of people of other nations, global educators must move beyond Eurocentrism and "teach the voices, experiences, ideas, and worldviews of [people] in Africa, Asia, Latin America, and the Middle East and of people of color in the U.S. …inclusive of worldviews of the majority of the world's peoples." (Merryfield & Subedi, 2003, p. 10). Ukpokodu (2010) argued that the predominant imperialist Eurocentric bias inherent in the current American curriculum must be transformed through global perspectives pedagogy. Global perspectives pedagogy is a teaching approach that emphasizes the critical issues that globalization has caused including, but not limited to, economic disparities, human rights abuses, and ecological concerns. She stated that there is still a need to ask ourselves as educators whose knowledge or bias is being privileged when supposedly teaching from a global perspective. This perspective echoed Case (1993), who stated that the global educator's role involves "nurturing perspectives that are empathic, free of stereotypes, not predicated on naïve or simplistic assumptions, and not colored by prejudicial statements" (p. 319).

Importance of the Teacher

Despite the growth of the standards movement in American education since the 1980s, teachers still exercise a considerable amount of autonomy in most school districts. As a result, whether or not teachers incorporate global perspectives into their classroom is largely a personal decision. Taylor (1969) summarized this concept eloquently, "education is only as good or as bad as the teachers who plan it and carry it on" (p. viii). There is a consensus in the research literature that teacher preparation in global education is crucial to developing teachers who incorporate global perspectives into their instructional repertoire (Browett, 2003; Merryfield, 1997; O'Connor & Zeichner, 2011; Ukpokodu, 2010; Wilson, 1993). Merryfield (1994a) found that when global education is skillfully integrated into teacher education programs; the teachers who graduate from those programs are likely to globalize their own teaching through the addition of multiple perspectives, a comparative instructional approach, and interdisciplinary studies.

However, many researchers agree that schools of education are not doing enough to prepare future educators for the demands of global education (Crocco, 2010; Talbert-Johnson, 2009, Ukpokodu, 2010). American Association of Colleges of Teacher Education researchers found that, "only about 4% of the nation's K-12 teachers have had any academic preparation in global or international studies" (quoted in Merryfield, 1994b, p. 4). Additionally, when global education is included, "it is all too easy to slip into colonizing and stereotyped ways of doing global education" (Crocco, 2010, p. 20-21). In a case study of six secondary teachers, Rapoport (2010) concluded that the lack of global citizenship education in secondary social studies classes was directly attributable to a lack of focus on global citizenship in undergraduate teacher preparation courses.

Globalizing Teacher Education

Teacher education literature is rife with suggestions on ways to integrate a global perspective into teacher preparation programs. Most frameworks developed since the 1970s contain similar components. Klassen (1975) felt that internationalizing teacher education would require building partnerships with other academic departments to expand global curriculum content, administrative support, expanding the education curriculum, the inclusion of cross-cultural experiences, recruitment of more diverse faculty members, the utilization of foreign students, and the support of the state and federal authorities. The AACTE *Guidelines for International Teacher Education* (1989) emphasized the importance of administrative leadership, global curriculum development, faculty development, building student awareness of the importance of cross-cultural experiences, and the accessibility of appropriate resources. Merryfield's (1997) global teacher education framework includes four elements: conceptualizing global education, acquiring global content, experiencing cross-cultural learning, and pedagogy for a global perspective. Roberts (2007) supported the integration of an interdisciplinary international knowledge base, global networking, and cross-cultural experiences such as study abroad. This study focuses on global content courses and cross-cultural experiences because they are included as essential components in all of the examples above.

Global Content Courses. Colleges of Education must ensure that global content knowledge from a wide variety of disciplines is required for all pre-service teachers. Carano (2013) discovered that many of the global educators in his case study specifically attribute their development of a global perspective to the global education courses they had taken during their teacher

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preparation. Merryfield (1994a) also found that pre-service global content courses were crucial to the development of global educators.

One type of global content course in which pre-service teachers can participate are world language courses. World language education has been conceptualized in the literature as having the potential to increase intercultural competency (Durocher, 2007; Miyamoto, 1998; Muirhead, 2009), develop perspective consciousness (Muirhead, 2009), present perspectives that challenge societal injustices and inequities (Muirhead, 2009), challenge privileged knowledge (Muirhead, 2009), and integrate multiple perspectives, particularly those of traditionally marginalized groups (Muirhead, 2009). Additionally, Merryfield (1994a) found that when in-service teachers were asked to recall which global education experiences in their teacher education programs they felt had the most value in helping them to become global educators, foreign language was one of the three most widely mentioned subjects.

However, the extent to which these possibilities are actually being realized in the world language classroom is called into question by the empirical research. Sercu (2006) in a study of 424 world language teachers in seven countries, found that while intercultural competence is viewed by teachers as an important goal, it is still considered to be peripheral to the main goal of linguistic communication. Likewise, Chàvez (2002) reported that college-level foreign language students doubted the extent to which culture should, or even could, be taught in foreign language classes. Durocher (2007) discovered that foreign language classes alone were not sufficient to cause students to progress in Bennett's stages of intercultural competence, but that when cultural instruction was consciously integrated by the teacher, progress could be achieved.

Another type of global content course are those that allow for extensive cross-cultural dialogue within the classroom setting. These types of discussions can aid students in fostering cultural awareness, building cross-cultural relationships, and in practicing cross-cultural communication skills (Crose, 2011; Wilson, 1993). Tyson, Benton, Christenson, Golloh, & Traore (1997) emphasized that the key elements of powerful classroom cross-cultural dialogue are the integration of teacher educators' own life experiences, the establishment of a supportive and trusting class climate, shared goals, and adequate time for personal reflection. Braskamp & Engberg (2011) found that students who participated in courses with extensive cross-cultural dialogue showed increased knowledge of the world, acceptance of multiple perspectives, knowledge of cultural diversity, and preference for cross-cultural interaction.

Merryfield's 1994(a) study of 120 global educators found that they specifically mentioned multicultural courses, courses that discussed global issues or problems such as environmental concerns, foreign language classes, courses that promoted cross-cultural understanding, courses that allowed time for intercultural dialogue with helping them to develop their global perspectives. Her participants also specifically mentioned the importance of courses that taught content information about countries or regions outside of the United States, and mentioned that these courses included such diverse content fields as art, business, history, geography, music, health, science, and economics.

Co-Curricular Cross-Cultural Experiences. Global education frameworks also require that pre-service teachers participate in co-curricular cross-cultural experiences as a way of practicing their skills in cross-cultural communication, perspective consciousness, conflict management, and rapport-building. Braskamp & Engberg (2011) found that college students who were

involved in co-curricular experiences showed increased global perspectives. Rodriguez (2011) explained that one role of 21st century teachers must be to "give voice to the communities we wish to serve" (p. 157), and that a primary way to accomplish this is to provide pre-service teachers with opportunities for dialogue with members of these groups. In Merryfield's (1994a) survey of in-service global educators, cross-cultural interaction was rated as one of the most impactful experiences of their teacher preparation. Carano (2013) also found that exposure to cultural diversity increased the global perspectives of educators.

A popular avenue for pre-service cross-cultural experience is study abroad. One frequently cited outcome of overseas educational experiences is a further understanding of oneself: an increase in feelings of self-efficacy (Armstrong, 2008), greater flexibility (Armstrong, 2008; DeVillar & Jiang, 2012), and an increase in problem-solving skills (Armstrong, 2008). Another common outcome is an increase in understanding the way oneself and one's culture is viewed by others (Armstrong, 2008). These types of experiences are associated in the research literature with desired intercultural outcomes such as increased cross-cultural understanding and communication skills (Anderson & Lawton, 2011; Armstong, 2008; Browett, 2003; Carano, 2013; Colville-Hall, Adamowicz-Hariasz, Sidorova, & Engelking, 2011; Watson, Siska, & Wolfel, 2013), a reduction in cultural bias (Sharma, Philion, & Malewski, 2011), an increased awareness of the impact of human choices (Armstrong, 2008; Wynveen, Kyle, & Tarrant, 2011), awareness of equity and human rights issues (Carano, 2013; Sharma, Philion, & Malewski, 2011), increased global literacy (Armstrong, 2008; Braskmap & Engberg, 2011), development of perspective consciousness (Armstrong, 2008) and a greater capacity for culturally-responsive pedagogy (DeVillar & Jiang, 2012). Additionally, using Bennett's (1993)

model for intercultural competence as a framework, many researchers have reported that participation in a study abroad experience helped students to progress from ethnocentric to more ethnorelative viewpoints (Armstrong, 2008; Moloney, 2009). Multiple studies have also found that study abroad experiences have resulted in an increased ability and desire to communicate in a world language (Armstrong, 2008; Dwyer & Peters, 2004).

In a longitudinal study of 3,400 former study abroad participants, Dwyer & Peters (2004) found that 98% reported that the experience increased their understanding of their own cultural values and biases, 90% reported that as a result of study abroad experience, they seek out more diverse friends than before, 95% reported that their study abroad experience had a lasting impact on their worldview, and 94% reported an increased ability to interact with people from other cultures. The study also found that six weeks in country was sufficient time to realize these beneficial results.

Another common suggestion for co-curricular cross-cultural interaction in the literature is engaging pre-service teachers in meaningful community service or volunteerism in communities other than their own (Rodriguez, 2011). Multicultural service learning has been correlated in the research literature with opportunities for cross-cultural interaction (Boyle-Baise, 1998; Boyle-Baise & Kilburn, 2000), increased intercultural competence (Boyle-Baise, 1998; Smith, Johnson, Powell, & Oliver, 2012), increased self-awareness (Smith, et al., 2012), reduction in cultural biases and stereotypes (Boyle-Baise, 1998; Boyle-Baise & Kilburn, 2000; Smith, et al., 2012), awareness of socioeconomic differences (Boyle-Baise, 1998; Boyle-Baise & Kilburn, 2000), a higher sense of personal social responsibility (Braskamp & Engberg, 2011) and increased ability in culturally-responsive teaching (Boyle-Baise, 1998; Boyle-Baise & Kilburn, 2000).

Multicultural service learning has been linked in the literature to increased global perspectives. Engberg & Fox (2011) found that college students who had taken a service learning course scored significantly higher on the Global Perspectives Inventory than those who had not, particularly on the interpersonal subscales. Glass (2012) reported that international students who engaged in community service experiences scored significantly higher on the GPI overall, as well as on four of the six subscales. Chickering (2008) explained the potential of service learning in this way, "…students can express cynicism, self-involvement, and lack of multicultural sensitivity. Service learning is one avenue to help students engage in encounters with authenticity, empathy, and respect" (p.93).

Summary

Global education emerged in the 1960s and 1970s as a field of education designed to prepare students for the demands of an interconnected world. The skills and dispositions required to thrive in the global community were described by Hanvey (1976) as perspective consciousness, state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices. While gains in promoting global perspectives in American classrooms have been made, many researchers still believe that further progress is needed. Initiating a more international approach to educating pre-service teachers is one promising approach. A multitude of researchers and educational organizations have recommended specific strategies for incorporating increased global perspectives into teacher education programs. Two common suggestions are the integration of global content courses, such as foreign languages, and courses that integrate extensive cross-cultural dialogue into instruction, in the teacher education curriculum and participation by pre-service teachers in co-

curricular cross-cultural experiences, such as study abroad and multicultural service learning. However, there remains a paucity of empirical research regarding the extent to which these suggestions have been incorporated into teacher education programs and the results of doing so. This study attempted to add to the body of empirical research by investigating the extent to which public universities in Florida have globalized their teacher education programs and the effects on the global perspectives of pre-service teachers.

CHAPTER 3: METHODOLOGY

Introduction

An exhaustive review of the research in global education revealed many conceptual articles suggesting methods for increasing the global perspectives of pre-service teachers. However, there is little empirical research available that indicates the extent to which these recommendations have been incorporated into teacher education programs or which measures the effects of doing so. This study examined the extent to which the recommended methods for globalizing teacher education have been integrated into teacher education programs at a large public university in Florida, and the effects of this integration on the global perspectives of pre-service teachers.

Research Questions

1. Is there a statistically significant relationship between pre-service teachers' primary certification field and rate of completion of global content courses?

2. Is there a statistically significant relationship between pre-service teachers' primary certification field and rate of participation in co-curricular cross-cultural experiences?

3. Is there a statistically significant relationship between the number of global content courses taken in college and pre-service teachers' degree of global perspectives as measured by the Global Perspectives Inventory (GPI)?

4. Is there a statistically significant relationship between pre-service teachers' rate of participation in co-curricular cross-cultural experiences and their degree of global perspectives as measured by the GPI?

Hypotheses

1. H_0: There is no relationship between pre-service teachers' primary certification field and completion of global content courses.

   H_1: Pre-service teachers in secondary social studies will have completed significantly more global content courses than those in other certification fields.

2. H_0: There is no relationship between pre-service teachers' primary certification field and participation in cross-cultural experiences.

   H_1: Pre-service teachers in secondary social studies will have participated in more cross-cultural experiences than those in other certification fields.

3. H_0: There is no significant relationship between the number of global content courses completed by pre-service teachers and their degree of global perspectives.

   H_1: Pre-service teachers who have completed more global content courses will have a higher degree of global perspectives.

4. H_0: There is no significant relationship between pre-service teachers' rate of participation in co-curricular cross-cultural experiences and their degree of global perspectives.

   H_1: Pre-service teachers who have participated in more cross-cultural experiences will have a higher degree of global perspectives

Research Design

This study employed a causal-comparative research design. Gall, Gall, and Borg (2003) stated that the purpose of causal-comparative research is to "identify cause and effect relationships by forming groups of individuals in whom the independent variable is present or absent—or present at several levels—and then determining whether the groups differ on the

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dependent variable" (p. 296). The advantage to this type of research is that it allows the researcher to study cause-and effect relationships when the manipulation required for experimental research cannot be done. Additionally, causal-comparative research enables the researcher to investigate several such relationships in a single study. The disadvantage of causal-comparative studies is that, due to the lack of an experimental design, suppositions of causality can only be tentative (Gall, et al., 2003). Total nonresponse and item nonresponse are also known to be potential problems with survey research (Fraenkel & Wallen, 2006).

Population and Sampling

The population for this study consisted of pre-service teachers in their senior internship at a large public university in Florida. The selected university was chosen because it has the largest teacher education program in Florida. All pre-service teachers at the selected university who completed their senior teaching internship during the fall semester of 2013 and the spring semester of 2014 were invited to participate in the study. The senior internship is a full-time, semester-long experience, where pre-service teachers work directly with a qualified supervising teacher and university faculty member as the culminating, summative assessment of their prospective program. The total sample of pre-service teachers who are completed their senior internship during these semesters was 920. The Tailored Design Method (Dillman, Smyth, & Christian, 2009) was used in an attempt to maximize response rate.

Research Setting

This study was conducted at a large public university in Florida. More than 60,000 students attend the university, of which approximately 45,000 are undergraduates. The

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undergraduate student body is 55% female and 45% male. Sixty-five percent of undergraduate students are White/Caucasian, 15% are Hispanic, 9% are Black/African-American, 6% are Asian/Pacific Islander, and less than 1% are American Indian/Alaskan Native. Approximately 1% of undergraduate students are international. Ninety-seven percent are from the state of Florida. The average age of undergraduate students is 23 (College Portrait of Undergraduate Education, 2009).

The College of Education and Human Performance at the university is the fifth largest of the university's 12 colleges. The university graduates more teachers annually than any other public university in the state. During the Fall 2013 semester, there were 5,706 students enrolled in the College of Education and Human Performance.   Of those students, 3,847 were undergraduates (UCF, 2014).

<u>Study Participants</u>

The participants in this study were senior-level pre-service teachers who were completing their senior internship during the study. All members of the study population were invited to participate in the study. As shown in Table 1, during the Fall 2013 and Spring 2014 semesters, a total of 234 pre-service teachers voluntarily participated in this study: 146 in elementary education, 25 in secondary language arts, 14 in secondary mathematics, two in secondary science, 19 in secondary social studies, one in foreign language education, 12 in exceptional education, 12 in early childhood education, and three in art education. Since there were 783 pre-service teachers in the survey population, this represents a response rate of 30%.

Table 1: Study Participants by Primary Certification Field

Subject Area	Fall 2013	Spring 2014	Total
Elementary Education	38	108	146
Secondary Language Arts	9	16	25
Secondary Mathematics	3	11	14
Secondary Science	1	1	2
Secondary Social Studies	5	14	19
Foreign Language Education	1	0	1
Exceptional Education	6	6	12
Early Childhood	4	8	12
Art Education	1	2	3
Total	56	166	234

The respondents were a fairly diverse group. The average age was 25.85. Eighty-eight percent were female, while 12% were male. Seventy-four percent were Caucasian, 16% were Hispanic, 17% were Black, 1% were Asian/Pacific islander, and 1% were Native American.

Instrumentation

The questionnaire that was utilized in this study was the Global Perspectives Inventory (GPI) [Appendix A]. It was created by Larry Braskamp, Kelly Carter Merrill, David Braskamp, & Mark Engberg (Braskamp, Braskamp, Merrill & Engberg, 2013). Written permission to utilize the copyrighted questionnaire was obtained by the researcher from Dr. Larry Braskamp on January, 26, 2013 [Appendix B]. The GPI was designed to measure individuals' development along three interrelated domains: cognitive, intrapersonal, and interpersonal. The cognitive domain relates to the knowledge and understandings one has about the world, what knowledge one judges to be important, and the way in which knowledge is gained. The intrapersonal domain focuses on one's personal values and self-image. The interpersonal domain measures one's ability and comfort in relating to others, and acceptance of cultural differences. The

authors indicated that the questionnaire is appropriately taken by people of any age or cultural or national heritage (Braskamp et al., 2013). More than 75,000 people have taken this inventory, approximately 42,000 of whom were undergraduate college students. The inventory has been used by other researchers to examine the extent to which American colleges and universities are developing global perspectives in their students (Braskamp, 2008); the effects of study abroad on global perspectives (Doyle, 2009; Fine & McNamara, 2011); the effects of belongingness on college academic success (Glass & Westmont-Campbell, in press); the factors that affect the adjustment of international students to American colleges and universities (Glass, 2012), the extent to which elementary school teachers have developed global perspectives (Poole & Russell, 2013), and the relationship between participation in service-learning and the development of global perspectives (Engberg & Fox, 2011). The seventh version of the GPI was used in this study.

The bulk of the survey is a 40 item Likert-type questionnaire regarding the global perspectives of the participants. This questionnaire is broken down for analysis purposes into six subscales: Cognitive-Knowing, Cognitive-Knowledge, Intrapersonal-Identity, Intrapersonal-Affect, Interpersonal-Social Responsibility, and Interpersonal-Social Interaction. The Cognitive-Knowing subscale, which consists of survey items #1, 6, 7, 18, 23, 24, & 35, focuses on the way participants approach thinking and knowing, while the Cognitive-Knowledge subscale, items #8, 13, 19, 25, & 32, focuses on the actual knowledge that participants have acquired about the world. The Intrapersonal-Identity subscale, items #2, 3, 9, 14, 22, & 33, measures the participants' knowledge about themselves and their unique identity and purpose in life, while the Intrapersonal-Affect subscale, items #10, 11, 17, 20, 26, 27, 29, & 36, measures participants'

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level of respect for and acceptance of cultural differences. The Interpersonal-Social Responsibility subscale, consisting of items #5, 16, 31, 38, & 40, measures participants' feelings of concern for members of other cultural groups, while Interpersonal-Social Interaction, items #4, 12, 15, 21, 28, 30, 34, 37, & 39, measures participants' degree of interaction with members of other cultural groups. Additional items in the survey ask about the global education courses taken by students and the global education experiences in which students participate (Braskamp et al., 2013).

Table 2: GPI Subscales

Scale	Items	Measures
Cognitive-Knowing	1, 6, 7, 18, 23, 24, & 35	Approaches to thinking & knowing
Cognitive-Knowledge	8, 13, 19, 25, & 32	Accumulated knowledge about the world
Intrapersonal-Identity	2, 3, 9, 14, 22, & 33	Self-knowledge, identity, & purpose
Intrapersonal-Affect	10, 11, 17, 20, 26, 27, 29, & 36	Acceptance of cultural differences
Interpersonal-Social Responsibility	5, 16, 31, 38, & 40	Concern for other cultural groups
Interpersonal-Social Interaction	4, 12, 15, 21, 28, 30, 34, 37, & 39	Interaction with other cultural groups

Instrument Validity and Reliability

The authors of the GPI have used several measures to verify the reliability and validity of the instrument. Test-Retest reliabilities of each of the subscales were measured and resulted in correlation coefficients between .59 and .81 (Braskamp et al., 2013). Correlation coefficients close to 1 indicate that student's scores were similar on the pretest and posttest for that subscale. Only the cognitive- knowledge subscale had test-retest reliability below .7, which is reasonable

considering that college students are in the process of acquiring more knowledge about the world.

Cronbach's alpha was used to measure the internal consistency of each subscale. This coefficient is commonly used by quantitative researchers as it provides a reliable measure of internal consistency within factors for a given sample (Litwin, 1995). Braskamp et al. (2013) reported alpha coefficients for the six subscales ranging from .657 to .773. Glass (2012) used the GPI in his study of international college students currently studying at American universities. He reported subscale alpha coefficients ranging from .687 to .724. These scores indicate an acceptable level of reliability (Glass & Hopkins, 1996).

Table 3: Coefficient Alpha Reliabilities of the GPI Subscales

Study	Braskamp et al., 2013	Glass, 2012	Engberg & Fox, 2011
Study Population	American college students	International students at US colleges	American college students
N	9773	437	5352
Cognitive - Knowing	.657	.687	.557
Cognitive - Knowledge	.773	.710	.767
Intrapersonal - Identity	.740	.690	.695
Intrapersonal - Affect	.734	.724	.683
Interpersonal - Social Responsibility	.732	.709	.690
Interpersonal - Social Interaction	.700	.700	.723

Data Collection Procedure

Since the research was conducted at a university, approval from the Institutional Review Board at the university was acquired before the research was conducted (see Appendix A). The Tailored Design Method was utilized in order to maximize response rates. Following this

method, potential survey participants received 5 contacts from the researcher: a pre-notice letter, a cover letter with the questionnaire link, a thank you/reminder notice, a replacement questionnaire, and a final contact letter. (Dillman, et al., 2009).

The survey was administered through the Qualtrics online survey platform. This platform provides a convenient way for participants to complete the survey on their own schedule. The platform also prevents individual participants from completing the survey multiple times to avoid any potential skewing of the data. Potential survey participants were invited to participate in the survey by email. The use of email survey invitations is acknowledged in the research literature to have positive and negative effects. Email contacts make it possible to survey large numbers of people in a time and cost-efficient manner, and eliminates geographical boundaries (Mertler, 2002). Security features within the Qualtircs online platform were utilized to ensure that each invited participant completes the questionnaire only once and that uninvited individuals do not complete the questionnaire (Carbonaro, Bainbridge, and Wolodko, 2002). Since most online survey applications compile the data automatically, data entry is eliminated and therefore, data entry error is eliminated (Carbonaro, et al., 2002; Mertler, 2002).

Drawbacks of using email contacts are also well-documented in the literature. One potential challenge is that not all people have internet access or feel comfortable enough with the required technology to choose to complete online surveys (Carbonaro, et al., 2002). This was not judged to be a significant concern for this study because every student at the university has and is required to use a school-provided email address and is at least minimally computer-literate. Another concern is that server errors on either the sender's side or the receiver's side

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can delay or completely block delivery of email invitations to certain participants (Carbonaro, et al., 2002). Sending multiple messages at once may alert spam filters and may cause the message to be unseen by the respondent or rejected by the email server (Dillman, et al. 2009; Mertler, 2002). To avoid these difficulties, the researcher requested that the invitation and follow-up emails be sent to survey participants by the College of Education and Human Performance. This strategy was suggested by Dillman, et al. (2009) and Fraenkel & Wallace (2006) as a means of establishing trust with survey recipients.

Data Analysis Procedures

The data collected in this study was analyzed through a combination of descriptive statistics, t-tests, multivariate analysis of variance (MANOVA), and multiple regression. When comparing more than two groups simultaneously on multiple dependent variables, a MANOVA is preferred over several separate ANOVAs for several reasons. First of all, one MANOVA controls type I error rate much better than several ANOVAs would. Secondly, a MANOVA considers not only each dependent variable separately, but also considers correlations amongst the dependent variables. Lastly, since the MANOVA measures each dependent variable jointly, reliable significance is more likely to be found (Stevens, 2007).

Table 4: Variables and Data Analysis Procedures

Research Question	Independent Variable(s)	Dependent Variable(s)	Data Analysis Procedure
1	Primary Certification Field	Number of global content courses taken	MANOVA
2	Primary Certification Field	Participation in cross-cultural experiences	MANOVA
3	Number of global content courses	mean GPI score	Multiple Regression
4	Participation in cross-cultural experiences	mean GPI score	Multiple Regression

Ethical Considerations

All participants in the study were adults over the age of eighteen. Participation in this study was voluntary and all participants were asked to give informed consent prior to their participation. Permission to conduct the study was obtained from the university institutional review board. The identities of all participants in this anonymous study were unknown to the researcher and each participant's survey was assigned a unique identifier for data analysis purposes. Study participants were informed that they could withdraw from the study at any time without prejudice.

Summary

This study used quantitative research methods to investigate the relationship between pre-service teachers' participation in global content courses and cross-cultural experiences and their global perspectives. The Global Perspectives Inventory created by Braskamp, et al. (2013) was utilized as the primary method of data collection. This instrument measures respondent's global perspectives along six subscales of cognitive, interpersonal, and intrapersonal domains. A demographic questionnaire was used to measure the independent variables in this study (primary

subject area, participation in global content courses, and participation in co-curricular cross-cultural experiences). MANOVA and multiple regression were the primary statistical methods utilized in data analysis.

CHAPTER 4: FINDINGS

Introduction

This study was designed to determine the extent to which pre-service teachers from different primary certification fields had experiences consistent with nurturing a global perspective, both in taking global content courses and in participating in co-curricular cross-cultural experiences during their teacher preparation program. Furthermore, the study sought to discover if there is a relationship between pre-service teachers having participated in these global experiences and the extent to which they have developed global perspectives. Pre-service teacher participation in global content classes and co-curricular cross-cultural experiences were measured by self-report using a demographic questionnaire. Using the information provided on this questionnaire, pre-service teachers were grouped by the number of specific types of global content courses they reported taking and the extent to which they reported participating in specific kinds of co-curricular cross-cultural experiences. These groupings, as well as the pre-service teachers' primary certification fields, served as the independent variables in this study. Their global perspectives were measured using the Global Perspectives Inventory (GPI). The total GPI score was the dependent variable.

The online questionnaire was distributed to all senior intern students in the College of Education and Human Performance during the Fall 2013 and Spring 2014 semesters. Participant recruitment and reminder emails were sent out five times each semester, following the Tailored Design Method (Dillman, Smyth, & Christiansen, 2009). Two hundred and thirty-four pre-service teachers voluntarily participated in this study (N=234). For the purposes of this study, statistical significance was set at the .05 level. MANOVA, multiple regressions, and t-tests were

used to analyze the data through IBM's SPSS statistical package. When statistical significance was found, Tukey's honestly significant difference (HSD) test was used to examine pairwise group comparisons. This post-hoc test was used because it allows for unequal group sizes when the population variances are equal (Stevens, 2007).

This chapter will be divided into two sections. The first section will present an overview of descriptive statistical findings. The second section will present the results from each of the hypotheses tested in this study. The results will consist of a restatement of each research question and hypothesis, followed by an explanation of the results and a decision regarding the hypothesis.

<div align="center">Descriptive Statistics</div>

Global Perspectives Questionnaire

The first analysis completed was of the Likert-style questionnaire. The mean total questionnaire score was 142.2 out of a possible 200 points, and the range was from 115 to 162.

Global Content Courses

An analysis of college courses taken by the participants during their teacher preparation program revealed an overall lack of global content courses. The results of this analysis are shown in Table 6. Approximately 64% of participants reported that they had taken no foreign language courses. Thirty percent of respondents recalled taking fewer than two multicultural courses. An additional 37% recalled taking only one or no courses that included information about other countries or regions. Additionally, 69% indicated that they had taken no

international comparative courses, while 25% indicated that they had taken no classes that provided time for intensive intercultural dialogue.

Table 5: Number of Global Education Courses Taken

Class	0	1	2	3	4	5+	Mean
Multicultural courses	5%	25%	28%	20%	10%	12%	3.38
Foreign language courses	64%	8%	18%	5%	3%	2%	1.80
Other Country/Region	20%	17%	26%	15%	7%	15%	3.18
International Comparative	69%	14%	11%	3%	2%	1%	1.58
Multicultural Service learning	16%	24%	24%	12%	4%	19%	3.22
Global/international issues	40%	26%	14%	10%	4%	5%	2.28
Intercultural dialogue courses	25%	13%	20%	15%	10%	18%	3.26

Co-Curricular Cross-Cultural Experiences

Co-curricular cross-cultural experiences also had mixed results. Seventy-six percent of respondents reported that they often or very often interact with students from a different ethnic group than their own, while 54% reported that they often or very often interact with students from other countries. Seventy-three percent of respondents participate in multicultural community service activities at least sometimes.

However, 47% of participants indicated that they never or rarely attend cultural events reflecting their own cultural heritage, while 50% indicated that they never or rarely attend cultural events reflecting a different cultural heritage than their own. Only 35% often or very often read international news and only 40% watch international news. Also, 57% of respondents indicated that they never or rarely attend lectures, workshops, or discussions on global or international issues.

Table 6: Frequency of Participation in Co-Curricular Cross-Cultural Experiences

Activity	Never	Rarely	Sometimes	Often	Very often	Mean
Events from own culture	28%	19%	27%	18%	7%	2.58
Events from other cultures	25%	25%	35%	11%	3%	2.41
Multicultural Leadership	33%	20%	24%	17%	6%	2.42
Multicultural Community Service	11%	16%	33%	26%	14%	3.16
Global/International Lecture	43%	24%	24%	17%	6%	2.42
Read Global News	9%	18%	39%	20%	15%	3.14
Watched Global News	9%	18%	33%	23%	17%	3.20
Followed international event	9%	16%	34%	23%	17%	3.24
Discussed current events	12%	19%	40%	19%	10%	2.95
Interacted with foreign students	5%	12%	29%	30%	24%	3.56
Interacted with ethnically diverse students	3%	6%	15%	38%	38%	4.02

<u>Research Questions and Results</u>

Research Question 1

Is there a statistically significant relationship between pre-service teachers' primary

certification field and rate of completion of global content courses based on pre-service

teachers' primary certification field?

Null Hypothesis

H_0: There is no relationship between pre-service teachers' primary certification field and

rate of completion of global content courses.

Analysis

A multivariate analysis of variance (MANOVA) was conducted to compare the mean

number of each type of global content course taken to pre-service teachers' primary certification

fields. Since the numbers of participants in elementary education was much larger than all other fields [N=140], a random sample of twenty elementary education pre-service teachers was selected using a random number generator for use in these analyses. The primary certification fields of secondary science and secondary foreign language were excluded from the analyses due to the low number of respondents in these fields.

Box's test for equality of covariance matrices (Box's M) was conducted to ensure that there were adequate group sizes to conduct the MANOVA (Stevens, 2007). This test revealed that the covariances for the groups were sufficiently similar, and thus the assumptions of the MANOVA were not violated. There was a statistically significant difference in the number of global content courses completed based on the pre-service teachers' primary certification field ($F_{35,347.4}$=2.058, p<.01, Wilks' Λ=.453, partial η^2=.147). The power to determine this was .999.

Follow-up univariate ANOVAs determined that a significant difference was found in the rate of completion of courses that included information about countries or regions other than the United States based on pre-service teacher's primary certification field ($F_{5,88}$=4.564, p<.0025, partial η^2=.206), using a Bonferroni adjusted α level of .007. The power to determine this was .965. Tukey post hoc tests showed that pre-service secondary social studies teachers reported completing significantly more courses that included information about other countries and regions than pre-service secondary mathematics (p<.01) or exceptional education (p<.01) teachers. Therefore, the null hypothesis was rejected at the .01 level of significance.

Table 7: Global Content Courses by Certification Area Descriptive Statistics

Course Type	Certification Field	N	Mean	St. Dev.
Multicultural Courses	Elementary Education	20	3.40	1.603
	Secondary Language Arts	21	3.52	1.504
	Secondary Mathematics	12	2.92	.793
	Secondary Social Studies	17	3.65	1.618
	Exceptional Education	12	3.75	1.288
	Early Childhood Ed.	14	3.50	1.406
	Total	96	3.49	1.412
Foreign Language Courses	Elementary Education	20	1.70	1.174
	Secondary Language Arts	21	2.14	1.195
	Secondary Mathematics	12	2.00	1.595
	Secondary Social Studies	17	2.00	1.581
	Exceptional Education	12	1.50	.905
	Early Childhood Ed.	14	1.93	1.439
	Total	96	1.88	1.302
Other Countries/Regions	Elementary Education	19	3.21	1.718
	Secondary Language Arts	21	4.05	1.936
	Secondary Mathematics	12	2.58	1.379
	Secondary Social Studies	17	4.82	1.237
	Exceptional Education	12	2.42	1.443
	Early Childhood Ed.	14	3.14	1.956
	Total	95	3.52	1.806
International Comparative	Elementary Education	19	1.42	.902
	Secondary Language Arts	21	1.48	1.167
	Secondary Mathematics	12	1.58	.900
	Secondary Social Studies	17	2.59	1.622
	Exceptional Education	12	1.25	.622
	Early Childhood Ed.	14	1.50	1.160
	Total	95	1.66	1.916
Multicultural Service	Elementary Education	20	3.40	1.1875
	Secondary Language Arts	21	3.48	1.861
	Secondary Mathematics	12	2.17	1.030
	Secondary Social Studies	17	2.24	1.300
	Exceptional Education	12	3.83	1.850
	Early Childhood Ed.	14	3.43	1.950
	Total	96	3.14	1.782

Course Type	Certification Field	N	Mean	St. Dev.
Global Issues	Elementary Education	19	1.95	1.026
	Secondary Language Arts	21	2.90	2.047
	Secondary Mathematics	12	1.75	1.215
	Secondary Social Studies	17	2.59	1.502
	Exceptional Education	12	2.17	1.586
	Early Childhood Ed.	14	1.71	1.069
	Total	95	2.24	1.529
Intercultural Dialogue	Elementary Education	20	3.00	1.747
	Secondary Language Arts	21	3.76	1.868
	Secondary Mathematics	12	2.83	1.946
	Secondary Social Studies	17	2.71	1.490
	Exceptional Education	12	3.92	1.881
	Early Childhood Ed.	14	2.36	1.646
	Total	96	3.14	1.806

Table 8: Global Content Courses by Certification Area Wilks' Lambda Test

Effect	Value	F	Hypothesis df	Error Df	Sig.	Partial η^2	Power
Intercept	.089	119.189	7.00	82.00	.000	.911	1.000
Field Groups	.452	2.058	35.00	347.37	.001	.136	.999

Summary of Research Question 1

Thus, a multivariate analysis of variance (MANOVA) was utilized to analyze the number of global content courses pre-service teachers reported completing to determine if there was a significant difference in rate of completion based on pre-service teachers' primary certification field. A statistically significant difference was found in the rate of completion of global content courses based on pre-service teachers' primary certification field. When each type of course was examined separately using follow-up univariate ANOVAs, a statistically significant difference was found in the rate at which pre-service teachers completed courses that contained information

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about countries and regions outside of the United States. Pre-service secondary social studies teachers reported taking significantly more courses that included information about other countries or regions than pre-service teachers in some other fields.

Research Question 2

Is there a statistically significant relationship between pre-service teachers' primary certification field and rate of participation in co-curricular cross-cultural experiences?

Null Hypothesis

H_0: There is no relationship between pre-service teachers' primary certification field and rate of participation in cross-cultural experiences.

Analysis

A multivariate analysis of variance (MANOVA) was conducted to analyze the mean frequency of participation in co-curricular cross-cultural experiences to determine if there was a significant difference in frequency of participation based on pre-service teachers' primary certification fields. Since the numbers of participants in elementary education was much larger than all other fields [N=140], a random sample of twenty elementary education pre-service teachers was selected using a random number generator for use in these analyses. The primary certification fields of secondary science and secondary foreign language were excluded from the analyses due to the low number of respondents in these fields.

Box's test for equality of covariance matrices (Box's M) was conducted to ensure that there were adequate group sizes to conduct the MANOVA (Stevens, 2007). This test revealed that the covariances for the groups were sufficiently similar, and thus the assumptions of the

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MANOVA were not violated. There was no statistically significant difference found in the

frequency of participation in co-curricular cross-cultural experiences based on the pre-service

teachers' primary certification field ($F_{55,373.9}=2.058$, $p>.05$, Wilks' $\Lambda=.497$, partial $\eta^2=.130$). The

power to determine this was .989.

Follow-up univariate ANOVAs found no significant difference in frequency of

participation in each individual type of co-curricular cross-cultural experience based on pre-

service teacher's primary certification field using a Bonferroni adjusted α level of .0045. Since

no statistically significant difference was found, no post-hoc analyses were performed. The

results of these analyses are shown in tables 9 and 10 below.

Table 9: Cross-Cultural Experiences by Certification Area Descriptive Statistics

Experience Type	Certification Field	N	Mean	St. Dev.
Cultural Events-Own	Elementary Education	20	2.15	1.348
	Secondary Language Arts	21	2.29	1.347
	Secondary Mathematics	12	2.75	1.138
	Secondary Social Studies	17	2.71	1.312
	Exceptional Education	12	2.17	1.337
	Early Childhood Ed.	14	2.64	1.336
	Total	96	2.43	1.304
Cultural Events-Others	Elementary Education	20	2.20	1.361
	Secondary Language Arts	21	2.38	1.161
	Secondary Mathematics	12	2.33	.651
	Secondary Social Studies	17	2.47	1.179
	Exceptional Education	12	1.92	.996
	Early Childhood Ed.	14	2.57	1.089
	Total	96	2.32	1.119
Multicultural Leadership	Elementary Education	20	2.25	1.293
	Secondary Language Arts	21	2.24	1.338
	Secondary Mathematics	12	2.92	1.165
	Secondary Social Studies	17	2.35	1.169
	Exceptional Education	12	1.92	1.165
	Early Childhood Ed.	14	1.93	.997

Experience Type	Certification Field	N	Mean	St. Dev.
	Total	96	2.26	1.216
Multicultural Service	Elementary Education	20	3.00	1.747
	Secondary Language Arts	21	3.76	1.868
	Secondary Mathematics	12	2.83	1.946
	Secondary Social Studies	17	2.71	1.490
	Exceptional Education	12	3.92	1.881
	Early Childhood Ed.	14	2.36	1.646
	Total	96	3.18	1.179
Global Issue Lectures	Elementary Education	20	2.00	1.257
	Secondary Language Arts	21	1.95	1.117
	Secondary Mathematics	12	1.58	.669
	Secondary Social Studies	17	2.18	.951
	Exceptional Education	12	1.50	.798
	Early Childhood Ed.	14	1.71	.914
	Total	96	1.86	1.012
Reading Global News	Elementary Education	20	3.25	1.118
	Secondary Language Arts	21	3.14	1.424
	Secondary Mathematics	12	3.17	1.115
	Secondary Social Studies	17	3.82	1.074
	Exceptional Education	12	2.92	1.084
	Early Childhood Ed.	14	2.86	.864
	Total	96	3.22	1.163
Watching Global News	Elementary Education	20	3.00	1.338
	Secondary Language Arts	21	3.33	1.390
	Secondary Mathematics	12	2.83	1.115
	Secondary Social Studies	17	3.76	1.200
	Exceptional Education	12	3.33	.985
	Early Childhood Ed.	14	3.00	.877
	Total	96	3.23	1.209
Following Global Events	Elementary Education	20	3.00	1.257
	Secondary Language Arts	21	3.38	1.396
	Secondary Mathematics	12	3.08	1.084
	Secondary Social Studies	17	4.18	.809
	Exceptional Education	12	3.50	1.382
	Early Childhood Ed.	14	3.00	.784
	Total	96	3.36	1.206
Discussing Current Events	Elementary Education	20	2.90	.968

Experience Type	Certification Field	N	Mean	St. Dev.
	Secondary Language Arts	21	3.05	1.359
	Secondary Mathematics	12	2.58	.669
	Secondary Social Studies	17	3.65	1.169
	Exceptional Education	12	2.75	1.055
	Early Childhood Ed.	14	2.50	.760
	Total	96	2.95	1.099
Interact with Foreign Students	Elementary Education	20	3.55	1.191
	Secondary Language Arts	21	3.33	1.278
	Secondary Mathematics	12	3.33	1.073
	Secondary Social Studies	17	3.71	1.263
	Exceptional Education	12	3.58	.996
	Early Childhood Education	14	3.50	1.019
	Total	96	3.50	1.142
Interact with Diverse Students	Elementary Education	20	4.30	.733
	Secondary Language Arts	21	3.90	1.221
	Secondary Mathematics	12	4.17	.937
	Secondary Social Studies	17	3.88	1.111
	Exceptional Education	12	4.42	.996
	Early Childhood Education	14	4.07	.917
	Total	96	4.10	1.000

Table 10: Wilks' Lambda for Cross-Cultural Experiences by Certification Field

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial η^2	Power
Intercept	.959	170.402	11.00	80.00	.000	.959	1.000
Field Groups	.638	1.117	55.00	420.00	.273	.128	.989

Research Question 2 Summary

Thus, a multivariate analysis of variance (MANOVA) was utilized to analyze the

frequency of reported participation in co-curricular cross-cultural experiences to determine if

there was a significant difference in frequency of participation based on pre-service teachers'

primary certification field. No statistically significant difference was found in the frequency of

participation in co-curricular cross-cultural experiences based on pre-service teachers' primary certification field. When each type of course was examined separately using follow-up univariate ANOVAs, no statistically significant difference was found in the reported frequency of participation in any of the co-curricular cross-cultural experiences based on pre-service teachers' primary certification field.   Since no statistical significance was found, no post-hoc tests were performed.

Research Question 3

Is there a statistically significant relationship between the number of global content courses taken in college and pre-service teachers' degree of global perspectives as measured by the Global Perspectives Inventory (GPI)?

Null Hypothesis

H_0: There is no significant relationship between the number of global content courses completed by pre-service teachers and their degree of global perspectives.

Analysis

A multiple regression was conducted to determine if there was a statistically significant relationship between pre-service teachers' mean number of global content course completed and mean total GPI score. Table 12 shows the descriptive statistics for this analysis. A statistically significant relationship was found between the number of global content courses completed and pre-service teachers' mean total GPI score ($F_{7, 210}=2.744$, $p<.025$, adj. $r^2=.053$). Thus, the null hypothesis was rejected at the .025 level of significance.   The results of the ANOVA are shown in table 14 below. Approximately 5.3% of the variance in mean total GPI score is related to the

number of global content courses taken by pre-service teachers. The model summary for the

regression is shown in table 13. The number of courses that included information about

countries and regions outside of the United States completed by pre-service teachers statistically

significantly contributed to this relationship ($p<.01$). The rates of completion of multicultural

courses ($p>.05$), foreign language courses ($p>.05$), international comparative courses ($p>.05$),

courses that required multicultural service learning ($p>.05$), courses that focused on significant

global issues ($p>.05$), and courses that included opportunities for extensive multicultural

dialogue ($p>.05$) did not statistically significantly contribute to this relationship.

Table 11: Mean GPI Score by Global Content Courses Descriptive Statistics

Course Type	Number of Courses	N	Mean GPI	St. Dev.
Multicultural Courses	No Courses	12	146.667	12.1531
	One Course	57	147.789	13.4665
	Two Courses	63	148.937	15.0106
	Three Courses	42	150.833	13.6541
	Four Courses	21	159.810	16.0269
	Five or More Courses	27	152.889	14.5373
	Total	222	150.387	14.5445
Foreign Language Courses	No Courses	141	149.603	14.5508
	One Course	19	145.789	14.1051
	Two Courses	39	151.436	14.7073
	Three Courses	12	156.833	12.8829
	Four Courses	6	164.667	7.5277
	Five or More Courses	5	149.200	15.3199
	Total	222	150.387	14.5445
Other Countries/Regions	No Courses	45	144.956	16.3748
	One Course	37	150.243	14.5495
	Two Courses	56	148.929	12.8060
	Three Courses	33	152.273	16.7244
	Four Courses	14	155.071	10.4915
	Five or More Courses	35	156.229	11.2278

Course Type	Number of Courses	N	Mean GPI	St. Dev.
	Total	220	150.391	14.5201
International Comparative	No Courses	151	150.503	14.4434
	One Course	32	147.313	13.2457
	Two Courses	22	150.779	16.0651
	Three Courses	7	146.429	13.0366
	Four Courses	4	170.500	6.7577
	Five or More Courses	3	161.333	12.5831
	Total	219	150.447	14.5290
Multicultural Service	No Courses	33	153.273	13.8390
	One Course	55	149.418	14.2526
	Two Courses	54	148.000	16.1222
	Three Courses	26	146.538	14.1201
	Four Courses	10	153.100	15.0514
	Five or More Courses	44	154.387	12.9210
	Total	222	150.387	14.5445
Global Issues	No Courses	89	149.944	13.7703
	One Course	57	149.439	15.4319
	Two Courses	29	151.931	12.9530
	Three Courses	24	149.625	15.5865
	Four Courses	10	150.800	18.1095
	Five or More Courses	11	157.818	15.9237
	Total	220	150.391	14.5201
Intercultural Dialogue	No Courses	56	147.929	13.5939
	One Course	29	151.690	11.2253
	Two Courses	44	148.568	15.6508
	Three Courses	32	148.688	15.6873
	Four Courses	21	154.381	14.5206
	Five or More Courses	40	154.150	15.3198
	Total	222	150.387	14.5445

Table 12: Mean GPI Score by Global Content Courses Model Summary

Model	R	R^2	Adj. R^2	St. Err.
1	.290	.084	.053	14.1628

Table 13: Mean GPI Score by Global Content Courses ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3853.403	7	550.486	2.744	.010
	Residual	42122.982	210	200.586		
	Total	45976.385	217			

Table 14: Mean GPI Score by Global Content Courses Coefficients

Variable	B	SE_B	ß	t	Sig.
Multicultural	1.086	.869	.106	1.249	.213
Foreign Language	1.116	.769	.097	1.452	.148
Other Countries/Regions	1.820	.668	.209	2.726	.007
International Comparative	.153	1.049	.011	.146	.884
Multicultural Service	-.119	.660	-.180	-.180	.857
Global Issues	-1.084	.904	-1.199	-1.199	.232
Intercultural Dialogue	.613	.681	.076	.901	.369

Research Question 3 Summary

Thus, a multiple regression was utilized to determine if there was a statistically significant relationship between rate of completion of the seven types of global content courses and the mean total GPI score of pre-service teachers. A statistically significant relationship was found between the rate of completion of global content courses and pre-service teachers' mean total GPI score. Of the seven types of global content courses surveyed, only the rate of completion of courses that included information about other countries or regions statistically significantly contributed to this relationship. Additionally, only about 5.3% of the variance in mean total GPI score can be explained by pre-service teachers' rate of completion of global content courses. The null hypothesis was rejected at the .025 level of significance.

Is there a statistically significant relationship between pre-service teachers' rate of

participation in co-curricular cross-cultural experiences and their degree of global

perspectives as measured by the GPI?

Null Hypothesis

H_0: There is no significant relationship between pre-service teachers' rate of participation

in co-curricular cross-cultural experiences and their degree of global perspectives.

Analysis

A multiple regression was conducted to determine if there was a statistically significant

relationship between pre-service teachers' frequency of participation in co-curricular cross-

cultural experiences and mean total GPI score. Table 16 shows the descriptive statistics for this

analysis. A statistically significant relationship was found between the frequency of

participation in co-curricular cross-cultural experiences and pre-service teachers' mean total GPI

score ($F_{11,208}$=10.345, p<.001, adj. r^2=.319). The results of the ANOVA are shown in table 18

below. Thus, the null hypothesis was rejected at the .01 level of significance. Approximately

31.9% of the variance in mean total GPI score can be explained by the frequency of participation

in co-curricular cross-cultural experiences by pre-service teachers. Table 17 shows the model

summary for the regression. Both pre-service teachers' frequency of reading international or

global news (p<.025) and pre-service teacher's frequency of interacting with ethnically diverse

students (p<.01) statistically significantly contributed to this relationship. The frequency of

participation in cultural events reflecting one's own cultural heritage (p>.05), participation in

cultural events reflecting others' cultural heritage (p>.05), participation in multicultural

leadership programs (p>.05), attending campus lectures or discussions on global issues (p>.05),

watching international news (p>.05), following international events through the media (p>.05),

discussing current global events (p>.05), and interacting with students from other countries

(p>.05) did not statistically significantly contribute to this relationship. The coefficients for each

of these variables are shown in table 19.

Table 15: Mean GPI Score by Cross-Cultural Experiences Descriptive Statistics

Experience Type	Frequency	N	Mean	St.Dev.
Cultural Events-Own	Never	63	148.190	14.7505
	Rarely	42	148.881	13.0182
	Sometimes	62	151.242	16.1739
	Often	38	151.921	13.1732
	Very Often	17	155.706	13.5082
	Total	222	150.387	14.5445
Cultural Events-Others	Never	56	148.643	14.1709
	Rarely	56	147.036	14.4989
	Sometimes	80	150.725	14.2811
	Often	23	157.130	12.4802
	Very Often	7	165.143	14.2995
	Total	222	150.387	14.5445
Multicultural Leadership	Never	74	149.608	15.5465
	Rarely	45	150.044	14.5430
	Sometimes	52	147.269	14.5913
	Often	38	153.184	11.4864
	Very Often	12	161.583	12.3396
	Total	221	150.412	14.5729
Multicultural Service	Never	25	145.040	17.7564
	Rarely	36	149.194	13.7109
	Sometimes	75	149.293	13.8484
	Often	57	150.737	13.9956
	Very Often	29	158.621	12.8380
	Total	221	150.412	14.5729

Experience Type	Frequency	N	Mean	St.Dev.
Global Issue Lectures	Never	97	151.124	13.6536
	Rarely	53	148.321	15.6202
	Sometimes	53	150.302	15.3078
	Often	18	151.222	13.1219
	Very Often	1	178.000	0
	Total	222	150.387	14.5445
Reading Global News	Never	20	138.300	12.0048
	Rarely	39	147.103	13.8541
	Sometimes	88	147.409	14.3211
	Often	42	156.976	10.3393
	Very Often	33	161.152	12.1478
	Total	222	150.387	14.5445
Watching Global News	Never	19	141.368	13.5409
	Rarely	42	146.714	12.1420
	Sometimes	75	147.547	13.3814
	Often	50	154.080	15.5679
	Very Often	36	160.222	12.4191
	Total	222	150.387	14.5445
Following Global Events	Never	19	139.684	12.8541
	Rarely	36	147.000	13.0231
	Sometimes	78	146.564	12.2290
	Often	50	155.000	14.5223
	Very Often	38	160.632	13.9467
	Total	221	150.371	14.5754
Discuss Current Events	Never	25	146.160	13.8193
	Rarely	44	146.114	13.3508
	Sometimes	91	146.857	13.8873
	Often	40	157.875	10.0695
	Very Often	22	164.727	13.8708
	Total	222	150.387	14.5445
Interact-Foreign Students	Never	11	135.182	8.5653
	Rarely	26	140.615	16.7262
	Sometimes	66	147.803	13.3188
	Often	65	152.031	10.4178
	Very Often	54	159.370	14.1065
	Total	222	150.387	14.5445

Experience Type	Frequency	N	Mean	St.Dev.
Interact-Diverse Students	Never	6	131.667	4.1793
	Rarely	13	136.769	11.3369
	Sometimes	36	142.500	17.1772
	Often	82	149.939	10.7282
	Very Often	85	157.565	13.0580
	Total	222	150.387	14.5445

Table 16: Mean GPI Score by Cross-Cultural Experiences Model Summary

Model	R	R^2	Adj. R^2	St. Err.
1	.595	.354	.319	12.0478

Table 17: Mean GPI Score by Cross-Cultural Experiences ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16517.724	11	1501.611	10.345	.000
	Residual	30190.871	208	145.148		
	Total	46708.595	219			

Table 18: Mean GPI Score by Cross-Cultural Experiences Coefficients

Variable	*B*	SE_B	ß	t	Sig.
Cultural Events-Own	-1.142	3.893	-.099	-1.353	.177
Cultural Events-Others	1.285	.844	.095	1.251	.212
Multicultural Leadership	.508	1.027	.044	.590	.556
Multicultural Service	-.445	.862	-.036	-.516	.606
Global Issues Lectures	-1.761	.941	-.124	-1.873	.063
Reading Global News	2.733	1.202	.214	2.274	.024
Watching Global News	.108	1.144	.009	.095	.925
Following Global Events	1.104	1.308	.089	.844	.400
Discuss Current Events	.872	1.114	.066	.783	.435
Interact-Foreign Students	1.603	1.101	.124	1.456	.147
Interact-Diverse Students	4.031	1.242	.280	3.246	.001

Research Question 4 Summary

Thus, a multiple regression was utilized to determine if there was a statistically significant relationship between pre-service teachers' frequency of participation in co-curricular cross-cultural experiences and their mean total GPI score. A statistically significant relationship was found between the frequency of participation in co-curricular cross-cultural experiences and pre-service teachers' mean total GPI score. Of the eleven types of co-curricular cross-cultural experiences surveyed, only the frequency of reading international news and the frequency of interacting with students from diverse ethnic backgrounds statistically significantly contributed to this relationship. Additionally, only about 31.9% of the variance in mean total GPI score can be explained by pre-service teachers' frequency of participation in co-curricular cross-cultural experiences. The null hypothesis was rejected at the .001 level of significance.

Additional Findings

Subscale Means

The questionnaire was divided into subscales and each subscale was analyzed separately and compared to the established national mean using a one-sample t-test. Pre-service teachers in this study scored highest on the Intrapersonal-Affect subscale, although this result was not found to be significantly different than the established national mean [t= -1.356, df=221, p>.05). Pre-service teachers scored significantly higher than the established national mean on the Interpersonal-Social Responsibility (t=4.693, df=221, p<.001) and Interpersonal-Social Interaction (t=9.740, df=221, p<.001) subscales. Pre-service teachers scored significantly lower than the established national mean on the Intrapersonal-Identity (t=-2.211, df=221, p<.05) and

Cognitive-Knowing (t=-2.177, df=221, p<.05) subscales. The results of this analysis are shown

in table 19 below.

Table 19: Mean Subscale Scores t-test

Subscale	Sample Mean	National Mean	t (df=221)	Sig.
Intrapersonal-Affect [intercultural respect & acceptance]	4.09	4.14	-1.356	p >.05
Intrapersonal-Identity [self-knowledge]	4.02	4.09	-2.211	p <.05
Interpersonal-Social Responsibility [concern for others]	3.87	3.72	4.693	p <.001
Cognitive-Knowledge [accumulated world knowledge]	3.66	3.60	1.394	p >.05
Interpersonal-Social Interaction [degree of intercultural interaction]	3.64	3.34	9.740	p <.001
Cognitive-Knowing [approach to thinking & knowing]	3.55	3.63	-2.177	p <.05

Mean Total GPI Score by Certification Area

The mean total GPI scores were compared to determine if there was a significant

difference based on pre-service teachers' primary certification field. Since the numbers of

participants in elementary education was much larger than all other fields [N=140], a random

sample of twenty elementary education pre-service teachers was selected using a random number

generator for use in this analysis. The primary certification fields of secondary science and

secondary foreign language were excluded from the analyses due to the low number of

respondents in these fields. Table 20 shows the descriptive statistics for this analysis. There was

no statistically significant difference in the mean total GPI score based on the pre-service

teachers' primary certification field ($F_{5,90}=1.736$, p>.05). However, exceptional education

(M=159.833, sd=5.5895) and secondary social studies education (M=157.118, sd=18.6611) had

the two highest mean total GPI scores, while secondary mathematics education (M=147.000,

sd=14.3970) and early childhood education (M=146.714, sd=11.6779) had the lowest mean total

GPI scores. The results of the ANOVA are shown in table 21 below.

Table 20: Mean Total GPI Score by Certification Field Descriptive Statistics

Certification Field	N	Mean	St. Dev.
Elementary Education	20	152.450	11.3623
Secondary Language Arts	21	152.714	18.1690
Secondary Mathematics	12	147.000	14.3970
Secondary Social Studies	17	157.118	18.6611
Exceptional Education	12	159.833	5.5895
Early Childhood Ed.	14	146.714	11.6779
Total	96	152.740	14.8177

Table 21: Mean Total GPI Score by Certification Field ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1834.965	5	366.993	1.736	.134
Within Groups	19023.524	90	211.372		
Total	20858.490	95			

CHAPTER 5: DISCUSSION

Introduction

This study was designed to investigate the extent to which pre-service teachers in different primary certification fields have taken global content courses and participated in co-curricular cross-cultural experiences, as well as the relationship between completing these classes and experiences and pre-service teachers' global perspectives. The data were collected using the Global Perspectives Inventory (GPI) created by Braskamp, Merrill, Braskamp, & Engberg (2013) and a demographic questionnaire.

This chapter will be divided into five sections. Section one will consist of a discussion of the findings for each research question. The second section will address the limitations of the study. Section three examines the implications of this research. Section four includes suggestions for future research, while section five summarizes the study.

Discussion of Findings

GPI Questionnaire

The first analysis completed was of the GPI questionnaire as a whole. A few questions stood out as generating notable results. On a positive note, 90% of respondents agreed or strongly agreed that they had a definite purpose in life. Another 90% of respondents agreed or strongly agreed that they could explain their personal values to others. Seventy-four percent agreed or strongly agreed that they see their life in terms of giving back to society. Eighty-seven percent agreed or strongly agreed that they knew who they were as a person. Another 87% agreed or strongly agreed that they take into account different perspectives before coming to

conclusions about the world. Eighty-eight percent responded that they were accepting of people

with different religious or spiritual traditions. Additionally, 86% of participants indicated that

they enjoyed learning about cultural differences.

A few of the results were slightly troubling, however. For example, 40% of respondents

agreed or strongly agreed that most of their friends were from the same ethnic background as

they were.   Only 61% agreed or strongly agreed that they were informed about current issues

that impact international relations. Additionally, only 50% agreed or strongly agreed that they

intentionally involve people from different cultural backgrounds in their lives. These results

suggest that more while some important gains have been made in global education for pre-

service teachers, more must be done to properly prepare them to integrate global perspectives

into their future classrooms.

Research Question 1

Is there a statistically significant relationship between pre-service teachers' primary

certification field and rate of completion of global content courses?

The first research question explored whether a relationship existed between pre-service

teachers' primary certification field and the number of specific kinds of global content courses

taken. This question was explored because all four of the frameworks for globalizing teacher

preparation discussed in Chapter Two (AACTE, 1989; Klassen, 1975; Merryfield, 1997; &

Roberts, 2007) included expanding the global content courses required in teacher education

programs as a crucial step towards increasing the globalization of teacher education programs.

While all K-12 teachers should work together to help their students develop a global perspective,

since social studies is the primary course which helps students to develop their civic identities (Avery, 2004; Rapoport, 2012), social studies teachers play an exceptionally crucial role in global education (Merryfield, 1997; Wilson, 1997). Thus, it was expected that secondary social studies pre-service teachers would take significantly more global content courses than pre-service teachers in other primary certification fields.

Table 22 below shows the mean number of each type of global content course taken by pre-service teachers in each certification field. A significant difference was found in courses that included information about other countries and regions. Pre-service teachers in secondary social studies reported taking significantly more courses that included information about other countries and regions than pre-service teachers in other primary certification fields. There were no significant differences in the number of other types of global content courses taken by pre-service teachers. Thus, the expectation that secondary social studies pre-service teachers would have taken more global content courses than pre-service teachers in other fields was only fulfilled in one of the seven global content course types explored in this study.

Table 22: Global Content Courses by Primary Certification Field

Class	S-SS	S-LA	S-M	ELEM	EXED	EC	SIG
Multicultural courses	3.65	3.52	2.92	3.40	3.75	3.50	p>.05
Foreign language courses	2.00	2.14	2.00	1.70	1.50	1.93	p>.05
Other Country/Region	4.82	4.05	2.58	3.21	2.42	3.14	p<.0025
International Comparative	2.59	1.48	1.58	1.42	1.25	1.50	p>.05
Multicultural Service learning	2.24	3.48	2.17	3.40	3.83	3.43	p>.05
Global/international issues	2.59	2.90	1.75	1.95	2.17	1.71	p>.05
Intercultural dialogue courses	2.71	3.76	2.83	3.00	3.92	2.36	p>.05

Research Question 2

Is there a statistically significant relationship between pre-service teachers' primary certification field and rate of participation in co-curricular cross-cultural experiences?

The second research question explored whether a relationship existed between pre-service teachers' primary certification field and the frequency of participation in several different types of co-curricular cross-cultural experiences. This question was investigated because all four of the frameworks for globalizing teacher preparation discussed in Chapter Two (AACTE, 1989; Klassen, 1975; Merryfield, 1997; & Roberts, 2007) include expanding pre-service teachers' cross-cultural experiences as a key component. Again, due to the social studies teacher's crucial role in helping students to develop their civic identities (Avery, 2004; Rapoport, 2012) as well as the suggestion by multiple researchers that global education imperatives largely fall at the feet of social studies teachers (Merryfield, 1997; Wilson, 1997) it was expected that secondary social studies pre-service teachers would participate in co-curricular cross-cultural experiences at a higher rate than pre-service teachers in other primary certification fields.

Table 23 below shows the mean number of each type of co-curricular cross-cultural experience participated in by pre-service teachers in each certification field. No significant differences were found in the frequency of participation by pre-service teachers in the any of the eleven types of co-curricular cross-cultural experiences examined in this study. Thus, the expectation that secondary social studies pre-service teachers would have participated in co-curricular cross-cultural experiences more frequently than pre-service teachers in other fields was not fulfilled in any of the eleven cross-cultural experiences explored in this study.

Table 23: Cross-Cultural Experiences by Certification Field

Activity	S-SS	S-LA	S-M	ELEM	EXED	EC	SIG
Events from own culture	2.71	2.29	2.75	2.15	2.17	2.64	p>.05
Events from other cultures	2.47	2.38	2.33	2.20	1.92	2.57	p>.05
Multicultural Leadership	2.35	2.24	2.92	2.25	1.92	1.93	p>.05
Multicultural Community Service	2.82	3.48	3.00	3.25	3.42	3.00	p>.05
Global/International Lecture	2.18	1.95	1.58	2.00	1.50	1.71	p>.05
Read Global News	3.82	3.14	3.17	3.25	2.92	2.86	p>.05
Watched Global News	3.76	3.33	2.83	2.50	3.33	3.00	p>.05
Followed international event	4.18	3.38	3.08	3.00	3.50	3.00	p>.05
Discussed current events	3.65	3.05	2.58	2.90	2.75	2.50	p>.05
Interacted with foreign students	3.71	3.33	3.33	3.55	3.58	3.50	p>.05
Interacted with ethnically diverse students	3.88	3.90	4.17	4.30	4.42	4.07	p>.05

Research Question 3

Is there a statistically significant relationship between the number of global content courses taken in college and pre-service teachers' degree of global perspectives as measured by the Global Perspectives Inventory (GPI)?

The third research question explored the relationship between the number of global content courses taken by pre-service teachers and their global perspectives as measured by the GPI. This question was explored because many previous studies have suggested that specific types of global content courses may positively impact the development of global perspectives in students. In fact, Carano (2013) and Merryfield (1994a) found the global educators in their studies specifically attributed their development of a global perspective to the global education courses they had taken during their teacher preparation. Thus, it was expected that pre-service

teachers who took more global content courses would score higher on the GPI than other pre-service teachers.

A significant positive relationship was discovered between pre-service teachers' total GPI score and the number of global content courses completed. These results were consistent with Carano's (2013) assertion that pre-service global content courses directly affect a teacher's global perspectives. Merryfield's (1994a) also found that multicultural courses, international comparative courses, and courses that included information about countries and regions outside of the United States were crucial to global education goals. However, the results of this analysis indicated that only about 5% of the total variance in mean GPI score can be explained by pre-service teachers' rates of completion of global content courses. Therefore, while there is a statistically significant relationship between rate of completion of global content courses and the extent to which pre-service teachers have developed global perspectives, these results suggest that the impact of these types of courses may be less significant than previously thought. Another possible explanation may lie in the quality of the global experience within each class examined in this study. Wilson (1997) has suggested that while many college courses are believed to include global content or perspectives, the quality of those experiences and the depth with which they are experienced by students is frequently not sufficient to increase students' global perspectives. While examining the exact nature and depth of the global experiences in each class was beyond the scope of this study, it is possible that the depth of coverage of global topics or quality of global experience was not significant enough to create a measurable change in the global perspectives of pre-service teachers.

Follow-up analyses indicated that courses that included information about other countries or regions outside of the United States statistically significantly impacted the relationship between the number of global content courses completed and mean total GPI score. This is an interesting finding because this type of course was the only one that was found in the analysis of research question one to have a significantly higher rate of completion by secondary social studies teachers than by pre-service teachers in other primary certification fields.

The number of multicultural courses, foreign language courses, courses that required multicultural service learning, international comparative courses, courses that focused on significant global or international issues, or courses that included time for intensive intercultural dialogue that pre-service teachers completed were found not to statistically significantly impact the relationship between rate of completion of global content courses and mean total GPI score. These results are inconsistent with the findings of Merryfield (1994a), who found foreign language courses, courses that focused on significant global issues or problems, and courses that allowed for intensive intercultural dialogue to be of crucial importance, while this study did not find a link between these types of courses and pre-service teachers' overall global perspectives.

Engberg & Fox (2011) found that college students who have taken a service learning course scored significantly higher on the GPI than those who had not, while that was not the case in this study. The results of this study are also inconsistent with the conclusions of other researchers who have argued that multicultural service learning was consistent with increased intercultural competence (Boyle-Baise, 1998; Smith, et al., 2012), increase in self-awareness (Smith, et al., 2012), a stronger sense of social responsibility (Braskamp & Engberg, 2011), and an increase in acceptance of cultural differences (Boyle-Baise, 1998; Boyle-Baise & Kilburn,

2000; Smith, et al., 2012). However, the findings of this study were consistent with those of

Glass (2012), who found no relationship between service learning courses and any of the six

individual GPI subscales.

The findings of this study are also inconsistent with many researchers' conclusions about

the positive effects of foreign language courses. Several previous studies have cited intercultural

competency as a key benefit of foreign language education (Durocher, 2007; Miyamoto, 1998;

Muirhead, 2009). Similarly, the previous research findings that foreign language courses assist

students in the development of social responsibility (Muirhead, 2009), challenge privileged

knowledge (Muirhead, 2009) and increase acceptance of cultural differences (Durocher, 2007;

Muirhead, 2009) in the research literature were not supported by the results of this study.

Courses that allowed opportunities for intensive intercultural dialogue were also not

found to have a statistically significant impact on the relationship between pre-service teachers'

rate of completion of global content courses and their global perspectives. This is inconsistent

with previous studies that concluded that students who participated in courses with extensive

cross-cultural dialogue showed increased knowledge of the world (Braskamp & Engberg, 2011),

acceptance of cultural diversity (Braskamp & Engberg, 2011; Crose, 2011; Wilson, 1993), social

responsibility (Glass, 2012), and ability and preference for cross-cultural interaction (Braskamp

& Engberg, 2011; Crose, 2011; Wilson, 1993).

Research Question 4

Is there a statistically significant relationship between pre-service teachers' rate of

participation in co-curricular cross-cultural experiences and their degree of global

perspectives as measured by the GPI?

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The fourth research question explored the relationship between the frequency with which pre-service teachers participated in co-curricular cross-cultural experiences and their global perspectives as measured by the GPI. This question was explored because many previous studies have suggested that specific types of cross-cultural experiences may positively impact the development of global perspectives in students. Braskamp & Engberg (2011) found co-curricular experiences can improve the global perspectives of college students. Rodriguez (2011) and Sleeter (2008) both asserted that colleges of education had a responsibility to provide pre-service teachers with opportunities for substantial cross-cultural interaction. Merryfield's (1994a) study found that global educators rated cross-cultural interactions as some of the most impactful experiences of their teacher education program. Thus, it was expected that pre-service teachers who took more frequently participated in co-curricular cross-cultural experiences would score higher on the GPI than other pre-service teachers.

A significant relationship was discovered between pre-service teachers' frequency of participation in co-curricular cross-cultural experiences and mean total GPI score. This indicates that pre-service teachers who more frequently participated in co-curricular cross-cultural experiences had more well-developed global perspectives than other pre-service teachers. In fact, approximately 31% of the total variance of pre-service teachers' global perspectives can be explained by their frequency of participation in co-curricular cross-cultural experiences. This finding further supports the conclusions of many previous researchers who emphasized the importance of cross-cultural experiences in the development of a global

perspective (Braskamp & Engberg, 2011; Merryfield, 1994a; 1997; Roberts, 2007; Rodriguez, 2011; Sleeter, 2008).

Of the eleven types of co-curricular cross-cultural experiences examined in this study, two were found to have a statistically significant impact on the relationship between frequency of participation in co-curricular cross-cultural experiences and mean total GPI score. These were reading global and international news and interacting with ethnically diverse students. The finding that reading global or international news positively contributes to the development of a global perspective is interesting because of the many studies in the global education literature that warn about potentially harmful effects of cultural stereotypes and misinformation in the media, and the critical need for improved media literacy in the United States (Johnson, 2006; Morgan, 2010; & Watt, 2012).   The finding that more frequently interacting with students from other ethnic backgrounds has a positive impact on global perspectives echoes the results of multiple other studies that also found that interacting with diverse people openly and regularly increases the global perspectives of pre-service teachers (Carano, 2013; Crose, 2011; Engberg, 2011; Rodriguez, 2011; Tyson, et al., 1997; Wilson, 1993).

None of the nine other cross-cultural experiences examined in this study were found to have a statistically significant impact on the relationship between frequency of participation in cross-cultural experiences and global perspectives. These results are inconsistent with the assertions of many previous researchers who found that these specific types of cross-cultural experiences did positively impact global perspectives. For example, Glass (2012) found a significant positive relationship between participation in several types of cross-cultural experiences and college students' scores on the GPI subscales: attending campus discussions on

diversity, participation in multicultural community service projects, participation in multicultural leadership programs, and participation in cultural events reflecting other cultural groups. The results of this study were also inconsistent with many previous studies that found that participation in multicultural community service (Boyle-Baise, 1998; Boyle-Baise & Kilburn, 2000; Chickering, 2008, & Smith, et al., 2008) and frequently discussing international events (Crose, 2011; Wilson, 1993) positively affect global perspectives. Similarly, Merrill, Braskamp, & Braskamp (2012) asserted that people's degree of acceptance and knowledge of their own cultural heritage, which is bolstered by more frequent participation in cultural events reflecting their own cultural heritage, positively affects their global perspectives.

<u>Additional Findings</u>

The individual subscale means were calculated and compared to the established national norms for all college students using one-sample t-tests. This analysis revealed that the pre-service teachers in this sample scored significantly higher than the national norm on the Interpersonal-Social Responsibility and Interpersonal-Social Interaction subscales. This may possibly be explained by the fact that many people choose to become teachers due to strong sense of social responsibility and a feeling of confidence in relating to other people, especially children (Liu, 2010; Sanatullova-Allison, 2009; Su, 1993; Zimpher, 1989). There was no significant difference found between the pre-service teachers in this sample and the established national mean on the Cognitive-Knowledge and Intrapersonal-Affect subscales. This suggests that there is no significant difference between pre-service teachers and other college students in terms of their knowledge about the world or their acceptance of cultural differences. This data echoes teacher education researchers' arguments that a greater emphasis must be placed on

social justice education, multicultural education, and culturally responsive teaching in teacher preparation programs (Butin, 2005; Jenlink, 2010; Madda, Skinner, & Schultz, 2012; NCATE, 2008; Neumann, 2010). The pre-service teachers in this sample scored significantly lower than the established national norms on the Intrapersonal-Identity and Cognitive-Knowing subscales. This suggests that the pre-service teachers in this sample are less skilled in their approach to thinking and knowing than other college students. This is worrisome as helping students to develop higher-order thinking skills and analyze and interpret multiple sources of knowledge will be two of the most important roles of teachers in the 21st century classrooms (Common Core State Standards Initiative, 2012; Partnership for 21st Century Skills, 2009). Additionally, many researchers view the source of knowledge as a critical component of global education and suggested that a key component of global perspective pedagogy is that it challenges and reconstructs given knowledge about the world (Ukpokodu, 2020; Subedi, 2010). Thus, the fact that pre-service teachers in this study were found to have a lower score on the cognitive-knowing subscale is troubling.

Lastly, the mean total GPI scores for each primary certification field were compared using a one-way ANOVA. No statistically significant difference was found in the mean total GPI scores based on pre-service teachers' primary certification field. However, exceptional education and secondary social studies education did have the highest mean total GPI scores, while secondary mathematics and early childhood education had the lowest mean total GPI scores. Since social studies is the primary class where students develop their civic identities (Rapoport, 2012), since civic identity in the 21st century requires a keen understanding of global issues (Rapoport, 2012), and since social studies has been identified in the research literature as

the subject with the most responsibility to infuse global perspectives (Merryfield, 1997; Wilson, 1997) it was hoped that pre-service teachers in secondary social studies would have had a statistically significantly higher mean score than pre-service teachers in other primary certification fields. Additional research must be done to determine why pre-service social studies teachers are not developing global perspectives to a greater extent. It is possible that this is related to the finding that secondary social studies pre-service teachers only report taking one type of global content course more frequently than pre-service teachers in other fields, and report participating in no cross-cultural experiences more frequently.

Limitations of the Study

There a few limitations to this research study. The study utilized a causal-comparative research design, which is known to be limited in its ability to identify causality, thus any inferences about causality drawn from this type of research can only be tentative (Gall, et al., 2003). It is not possible from this research alone to determine the extent to which the global content courses and the co-curricular cross-cultural experiences that pre-service teachers participated in during their teacher preparation programs actually affected their global perspectives. It is possible that pre-service teachers who already had a high level of global perspectives chose to take globally-oriented classes and participate in cross-cultural experiences because of the high importance they already placed on these issues.

Another limitation relates to the study population. The survey was administered to pre-service teachers at one university in Florida. Therefore, the results of this study may not be generalizable to pre-service teachers outside of that specific teacher education program. Also, since the research site was one of the largest public universities in the country, the results may

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not be generalizable to smaller private colleges or colleges and universities with a less diverse student population.

Additionally, all survey-based studies may be impacted by nonresponse error (Dillman, et al., 2009). It is possible that those pre-service teachers who chose not to respond to the survey may have responded differently, a potential source of error known as nonresponse error In order to minimize the effects of this type of error, every effort was made to recruit as many study participants as possible.

Another potential limitation of survey research is that it relies on self-reported data only, and therefore it is possible that the results were be skewed by the perceptions of the participants or by impressions of social desirability of some of the survey items. The claims that the pre-service teachers made about the types of courses they took and the experiences they participated in were not independently verified. Therefore it is possible that the pre-service teachers' reports were inaccurate due to misperception or lack of recall of specific events.

<u>Implications of This Study</u>

Implications for All Teacher Educators

The results of this study hold some important implications for teacher educators in all certification fields, as well as department chairs, deans, and other administrative faculty in colleges of education. Many of the forces driving our modern education system agree that globalization of the curriculum is essential (Committee for Economic Cooperation and Development, 2006; Common Core State Standards Initiative, 2012; National Council for the Social Studies, 2010; National Education Association, 1989; Organization for Economic

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Development, 2010; Partnership for 21st Century Learning, 2009; UNESCO, 2006). The four

global education frameworks examined in this study all concurred that two essential components

in globalizing teacher preparation are increasing the number of global content courses that pre-

service teachers take, such as international comparative courses and multicultural courses; and

encouraging pre-service teachers to participate in co-curricular cross-cultural experiences, such

as study abroad and multicultural community service (AACTE, 1989; Klassen, 1975; Merryfield,

1997, & Roberts, 2007).

Although this study was designed to look for potential differences in global education

preparation in varying primary certification fields, it is important to note that pre-service teachers

in all fields reported low participation rates in many types of global content courses. The

number of global content courses that students in colleges of education are required to take is

within the control of the college administration and faculty. In cases where increasing the

required course load for pre-service teachers may not be practicable, more global content courses

can be offered as potential electives to education students, and existing required courses can be

modified to add more global content. Academic advisors employed by colleges of education can

also encourage pre-service teachers to diversify their course selections and select courses that

will contribute to the growth of their global perspectives. The results of this study indicate that

pre-service teachers who took more global content courses had a significantly better-developed

global perspective than those who took fewer. Additionally, other research has substantiated the

notion that teachers who have participated in a wide variety of global content courses during

their pre-service education will be more likely to and capable of integrating global content into

their future classes (Merryfield, 1994a; Rapoport, 2010). This study, therefore, contributes to the

already large body of research that supports the imperative of schools of education to integrate global perspectives into every class taken by pre-service teachers.

Similarly, low rates of participation in some types of co-curricular cross-cultural experiences were reported by pre-service teachers in all certification areas. Admittedly, it is very difficult for colleges of education to mandate how pre-service teachers spend their out-of class time; however, greater participation in co-curricular cross-cultural experiences can certainly be encouraged by administration and faculty alike. Offering more of these types of experiences on campus or through partners in the community may help pre-service teachers to value their importance. Intentional recruitment of a more diverse pre-service teacher pool and education faculty members may also help encourage pre-service teachers to spend time with people from other ethnic, cultural, and religious backgrounds and discuss global or international topics outside of class. The results of this study indicated that pre-service teachers who reported a higher frequency of participation in certain types of co-curricular cross-cultural experiences had a better-developed global perspective than those who reported less frequently participating. These kinds of cross-cultural experiences during teacher preparation will also help prepare our future teachers to communicate effectively with diverse students, families, and coworkers in their future role as K-12 educators.

Participation in study abroad programs has also been shown in the research literature to have a positive effect on the development of global perspectives (Anderson & Lawton, 2011; Armstong, 2008; Browett, 2003; Carano, 2013; Colville-Hall, Adamowicz-Hariasz, Sidorova, & Engelking, 2011; DeVillar & Jiang, 2012; & Watson, Siska, & Wolfel, 2013). However, the number of pre-service teachers in this sample who participated in a study abroad program of any

length was so small (N=16) that a statistically valid analysis of that participation's effects could not be completed. If study abroad is commonly accepted as having great potential benefits, why did only 7% of the sample participate in it? Colleges of education may need to research the barriers to study abroad for students at their institution and consider strategies to ameliorate them so that more pre-service teachers will be able to reap the possible benefits of such experiences.

There were also some global content courses and co-curricular cross-cultural experiences which were shown by the results of this study to not statistically significantly impact the relationship with pre-service teachers' global perspectives. These findings are inconsistent with the recommendations of the global education frameworks previously discussed (AACTE, 1989; Klasses, 1975; Merryfield, 1997; & Roberts, 2007) and with the findings of several other research studies (Braskamp & Engburg, 2011; Carano, 2013; Crose, 2011; Durocher, 2007; Merryfield, 1994a; Muirhead, 2009; & Wilson, 1993). College of education faculty and administration may need to reexamine these courses to determine if global perspectives are being integrated into the courses to the greatest extent possible. Perhaps more intensive faculty development is necessary to ensure the quality of global education is consistent across courses and teacher education programs.

Another finding of this study relates to the comparison between the pre-service teachers in this study and the established national mean for all college students on the GPI subscales. While it was determined that the participants in this study scored higher that the national means on both of the Interpersonal subscales, they scored lower that the national average on the Cognitive-Knowing and Intrapersonal-Identity subscales. It is crucial for teachers to have a strong sense of personal identity as well as well-developed critical thinking skills, as they are

responsible for helping develop both in their students. Colleges of education may need to integrate new strategies for improving these aspects of their teacher preparation curriculum.

Social Studies Implications

Social studies teacher educators may be particularly interested in the findings of this study. Since social studies is the primary subject through which students develop their civic identity (Avery, 2004; NCSS, 2010; Rapoport, 2012), and since civic competence in the 21st century requires intercultural communication skills and knowledge of different world areas and cultures (Rapoport, 2012), it is especially important that social studies teacher education programs emphasize the development of global perspectives of pre-service teachers. Such an emphasis would necessitate that social studies pre-service teachers take multiple global content courses and participate in many co-curricular cross-cultural experiences. However, this study found that while secondary social studies pre-service teachers reported taking significantly more courses that included information about countries or regions other than the United States than pre-service teachers in other certification fields, they took fewer multicultural courses, foreign language courses, service learning courses, courses focused on global issues and problems and courses that integrated intensive intercultural dialogue than some other pre-service teachers did. It is possible that social studies teacher educators need to reconsider their required courses, elective course choices, and advising methods to encourage students to take as many global content courses as possible.

Similarly, social studies pre-service teachers should be encouraged to immerse themselves in as many co-curricular cross cultural experiences as possible. The results of this study indicated that secondary social studies teachers did not report significantly more frequent

participation in any of the co-curricular cross-cultural experiences examined in this study. In fact, social studies pre-service teachers reported attending cultural events reflecting their own cultures, attending cultural events reflecting others' cultures, participating in multicultural leadership activities, participating in multicultural community service activities, and interacting with ethnically diverse students less frequently than pre-service teachers in some other certification fields. Since participation in co-curricular cross-cultural experiences was found to have a significant positive relationship with pre-service teachers' global perspectives, it is imperative that social studies teacher education programs emphasize participation in as many of these experiences as possible. Additionally, only one social studies pre-service teacher in this sample reported participating in any length of study abroad program, despite the many benefits of study abroad in the global education research literature. Social studies teacher preparation programs should encourage participation in study abroad as an avenue to the development of pre-service teachers' global perspectives.

Suggestions for Future Research

While this study provided some important information regarding the extent to which pre-service teachers at a large public university in Florida took global content courses, participated in co-curricular cross-cultural experiences, and developed global perspectives, this is only a small piece of the entire picture of the current state of global teacher preparation in our country. Much more research is needed to gain a true picture of the extent to which schools of education nationwide, and indeed throughout the world, are producing globally-competent educators. The following list of research recommendations is therefore provided in an attempt to help build on the information provided by findings of this study.

1. This study should be replicated at other universities and colleges in other states in order to determine if similar results are found in different teacher preparation programs and in different parts of the country.

2. A longitudinal study should be conducted to trace the development of pre-service teachers' global perspectives throughout their teacher preparation program.

3. A comparative study should be done to determine the extent to which teacher preparation programs in varying states or regions require global content courses or co-curricular cross-cultural experiences of their pre-service teachers.

4. A qualitative study should be done to determine to a greater extent the exact methods employed by teacher educators in global content courses to increase the global perspectives of pre-service teachers.

5. A follow-up study should be conducted to determine the extent to which pre-service teachers with a higher degree of global perspectives integrate global education into their future classrooms.

6. A quantitative study should be performed to compare the global perspectives of newer teachers with those of more experienced teachers to determine the extent to which teacher education programs have improved their global education curriculum over time.

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

Global education, a field of study first developed in the Cold War era, has grown into an important educational imperative in recent years. Due to ever-increasing technology and the globalization of economics, politics, and human rights issues, it is reasonable to expect that our nation's children will require skills in perspective consciousness, intercultural communication,

and knowledge of global dynamics to live and work successfully in the future. Global education integration in our nation's public schools is the cornerstone of this preparation. However, the high demands placed on teachers and schools by the standards movement and resulting high-stakes testing make thorough global education integration more of an ideal than a reality in most of our nation's schools.

A review of literature confirms that the integration of quality global education in our nation's public schools begins with proper teacher preparation. Multiple previous studies have found that global educators consistently report that the development of their global perspectives was greatly influenced by both the curriculum and co-curricular experiences of their teacher preparation program. Conversely, other studies have found that teachers who do not integrate global perspectives into their classes report that a significant reason was a lack of global education in their teacher preparation program. Multiple frameworks for increasing the globalization of teacher preparation programs exist in the literature. While the specific details of each plan vary, all of the frameworks investigated in this study emphasized the importance of global content courses and co-curricular cross-cultural experiences in the development of global perspectives in pre-service teachers.

Therefore, this study sought to determine the extent to which global content courses and co-curricular cross-cultural experiences had been integrated into the teacher preparation of pre-service teachers in multiple certification areas, as well as the effects of that integration on the global perspectives of pre-service teachers. At the focus of this study were the global perspectives of pre-service teachers, which was measured using the Global Perspectives Inventory (GPI), as well as self-reports of global content courses and co-curricular cross-cultural

experiences that pre-service teachers reported participating in on an accompanying demographic questionnaire. The data were examined utilizing t-tests, multivariate analyses of variance (MANOVA), and multiple regressions.

This study found that pre-service teachers in all certification fields reported relatively low rates of participation in global content courses, co-curricular cross-cultural experiences, and study abroad experiences. However, significant differences in the number of courses completed based on pre-service teachers' primary certification field were found in only one type of global content course: courses that include information about other countries and regions. Secondary social studies pre-service teachers reported taking significantly more of these classes than pre-service teachers in other certification fields. No significant differences were found in rates of participation in some types of co-curricular cross-cultural experiences based on primary certification area. Additionally, both the rate of completion of global content courses and the frequency of participation in co-curricular cross-cultural experiences were found to have a significant positive relationship with pre-service teachers' global perspectives.

Results from this study revealed that while some attempts to globalize teacher education have been successful, a challenge still exists for teacher preparation programs to expand their global education requirements. Since the global content courses and co-curricular cross-cultural experiences investigated in this study were found to have a significant positive relationship with pre-service teacher global perspectives, colleges of education should work towards increasing pre-service teachers' frequency of participation in these experiences.

APPENDIX A: IRB APPROVAL

University of
**Central
Florida**

Approval of Exempt Human Research

From: **UCF Institutional Review Board #1**
           FWA00000351, IRB00001138

To: **Cynthia Louise Poole**

Date: **October 24, 2013**

Dear Researcher:

On 10/24/2013, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination
Project Title:	Global Perspectives of Pre-Service Teachers: A Comparative Study
Investigator:	Cynthia Louise
Poole IRB Number:	SBE-13-09712
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.

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 10/24/2013 11:11:42 AM EDT

IRB Coordinator

APPENDIX B: GLOBAL PERSPECTIVES INVENTORY

Global Perspectives Inventory	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Not Applicable
	SD	D	N	A	SA	N/A

Instructions: Please circle one answer for each statement below.

START HERE

		SD	D	N	A	SA	N/A
1.	When I notice cultural differences, my culture tends to have a better approach.	1	2	3	4	5	N/A
2.	I have a definite purpose in my life.	1	2	3	4	5	N/A
3.	I can explain my personal values to people who are different from me.	1	2	3	4	5	N/A
4.	Most of my friends are from my own ethnic background.	1	2	3	4	5	N/A
5.	I think of my life in terms of giving back to society.	1	2	3	4	5	N/A
6.	Some people have a culture and others do not.	1	2	3	4	5	N/A
7.	In different settings, what is right and wrong is simple to determine.	1	2	3	4	5	N/A
8.	I am informed of current issues that impact international relations.	1	2	3	4	5	N/A
9.	I know who I am as a person.	1	2	3	4	5	N/A
10.	I feel threatened around people from backgrounds very different from my own.	1	2	3	4	5	N/A
11.	I often get out of my comfort zone to better understand myself.	1	2	3	4	5	N/A
12.	I am willing to defend my own views when they differ from others.	1	2	3	4	5	N/A
13.	I understand the reasons and causes of conflict among nations of different cultures.	1	2	3	4	5	N/A
14.	I am confident that I can take care of myself in a completely new situation.	1	2	3	4	5	N/A
15.	People from other cultures tell me that I am successful at navigating their cultures.	1	2	3	4	5	N/A
16.	I work for the rights of others.	1	2	3	4	5	N/A
17.	I see myself as a global citizen.	1	2	3	4	5	N/A

18. I take into account different perspectives before drawing conclusions about the world around me.	1	2	3	4	5	N/A
19. I understand how various cultures of this world interact socially.	1	2	3	4	5	N/A
20. I get offended often by people who do not understand my point-of-view.	1	2	3	4	5	N/A

Please Continue on the Back

Global Perspectives Inventory (Continued)	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Not Applicable
	SD	D	NA/D	A	SA	N/A
Instructions: Please circle one answer for each statement below.	↓	↓	↓	↓	↓	↓

CONTINUE HERE

21. I am able to take on various roles as appropriate in different cultural and ethnic settings.	1	2	3	4	5	N/A
22. I put my beliefs into action by standing up for my principles.	1	2	3	4	5	N/A
23. I consider different cultural perspectives when evaluating global problems.	1	2	3	4	5	N/A
24. I rely primarily on authorities to determine what is true in the world.	1	2	3	4	5	N/A
25. I know how to analyze the basic characteristics of a culture.	1	2	3	4	5	N/A
26. I am sensitive to those who are discriminated against.	1	2	3	4	5	N/A
27. I do not feel threatened emotionally when presented with multiple perspectives.	1	2	3	4	5	N/A
28. I prefer to work with people who have different cultural values from me.	1	2	3	4	5	N/A
29. I am accepting of people with different religious and spiritual traditions.	1	2	3	4	5	N/A
30. Cultural differences make me question what is really true.	1	2	3	4	5	N/A
31. I put the needs of others before my own wants.	1	2	3	4	5	N/A
32. I can discuss cultural differences from an informed	1	2	3	4	5	N/A

perspective.

33. I am developing a meaningful philosophy of life.	1	2	3	4	5	N/A
34. I intentionally involve people from many cultural backgrounds in my life.	1	2	3	4	5	N/A
35. I rarely question what I have been taught about the world around me.	1	2	3	4	5	N/A
36. I constantly need affirmative confirmation about myself from others.	1	2	3	4	5	N/A
37. I enjoy when my friends from other cultures teach me about our cultural differences.	1	2	3	4	5	N/A
38. I consciously behave in terms of making a difference.	1	2	3	4	5	N/A
39. I am open to people who strive to live lives very different from my own lifestyle.	1	2	3	4	5	N/A
40. Volunteering is not an important priority in my life.	1	2	3	4	5	N/A

41. My age in years, (e.g., 21) __ __

42. My gender is
a. Female
b. Male
c. Other

43. Please select the ethnic identity that best describes you:
a. African/African American/ Black
b. Asian/Pacific Islander
c. European/White
d. Hispanic/Latino(a)
e. Native American

44. Please indicate your major field of study:
a. Elementary Education
b. Language Arts Education
c. Mathematics Education
d. Science Education
e. Social Studies Education
f. Foreign Language Education
g. Exceptional Education
h. Other (Please Specify)

45. Since coming to college, how many courses have you taken in the areas listed below?

a. Multicultural course addressing issues of race, ethnicity, gender,
class, religion, or sexual orientation   0 1 2 3 4 5 or more
b. Foreign language course   0 1 2 3 4 5 or more
c. Courses that included information about   0 1 2 3 4 5 or more
a country or region other than the USA.
d. International Comparative Course   0 1 2 3 4 5 or more
e. Courses that required multicultural   0 1 2 3 4 5 or more
service learning
f. Course focused on significant global/international   0 1 2 3 4 5 or more
issues and problems
9. Course that includes opportunities for intensive dialogue among
students with different backgrounds and beliefs   0 1 2 3 4 5 or more

46. Since coming to college, how often have you participated in the following?

a. Participated in events or activities sponsored by groups reflecting your
own cultural heritage   Never Rarely Sometimes Often Very often

b. Participated in events or activities sponsored by groups reflecting a
cultural heritage different from your own   Never Rarely Sometimes Often Very often

c. Participated in leadership programs that stress collaboration and team
 work with people from different ethnic or cultural backgrounds.   Never Rarely Sometimes
Often Very often

d. Participated in community service activities that required you to work witrh people from
different ethnic or cultural backgrounds.   Never Rarely Sometimes Often Very
often

e. Attended a lecture//workshop/campus discussion on international/global
issues   Never Rarely Sometimes Often Very often

f. Read a newspaper or news magazine (online or in print) related to global or international
issues.
    Never Rarely Sometimes Often Very often

g. Watched news programs on television related to global or international issues.
    Never Rarely Sometimes Often Very often

h. Followed an international event/crisis (e.g., through newspaper, social
media, or other media source) Never Rarely Sometimes Often Very often

i. Discussed current global or international events with other students Never Rarely Sometimes
Often Very often

j. Interacted with students from a country different from your own. Never Rarely Sometimes Often Very often

k. Interacted with students from a race/ethnic group different than your own Never Rarely Sometimes Often Very often

47. **H**ow many semesters have you studied abroad?
a. None
b. Short term – summer session, January term
c. One term
d. Two terms
e. More than two terms

APPENDIX C: MEMO OF AGREEMENT FROM GPI AUTHORS

Global Perspective Institute Inc.

| 260 E. Chestnut Street # 3307 | http://gpi.central.edu |
| Chicago IL 60611 | 312.420.1056 f 312.943.4457 |

_____

Memo of Agreement and Invoice

Institution: University of Central Florida

Date: January 26, 2013
Contact Person Responsible for Agreement: Cynthia Poole
Email address: Cynthia.Poole@ucf.edu

In this Memo of Agreement we provide a set of conditions which your institution agrees to in

administering the GPI for research purposes.

1. Institutional Fee for the License

You will be assessed an Institutional fee of $100.00 to use the Global Perspective Inventory
(GPI) for your research. The Invoice is a part of this Memo of Agreement.

2. Administration of items from the Global Perspective Inventory (GPI)

You can select any of the items from any of the three forms of the GPI and include them in any
administration in your research.   You are responsible for requesting all respondents to complete
the GPI items. A set of suggestions for administering the GPI and a sample letter to Respondents
for requesting participants to complete the GPI is at the end of this agreement. NOTE: The
suggested letter is for illustrative purposes and you will need to use directions that are
appropriate for your local circumstances and setting.

3. Access Codes and GPI Survey Forms

Please use the following access code for your institution, which is to be used only for our records and in corresponding with us. The forms are on our website, gpi.central.edu. Click on Information and Documents.

Access Code is   1150

4. Institutional Review Board (IRB) approval:

The use of GPI has been approved by Central College, Pella, IA. As a participating institution, you are responsible for getting approval from your local institutional IRB office, if requesting approval is applicable.

5. Reports of each administration of the GPI

We do not provide you with a Group Report for each Access Code. Up to date norms are available at http://gpi.central.edu and in the *Interpretative Guide* that can be found our website.

6. Use of the GPI Results and Reports

You are free to use the results in ways you consider to be appropriate.

7. Correspondence

All correspondence should be directed to Larry Braskamp at Braskampl@central.edu. You can learn more about GPI by visiting http://gpi.central.edu.

I agree to the conditions of this Memo of Agreement.

_____**Cynthia L. Poole**_____ **(type in name)**

This Memo of Agreement can be returned via email to Braskampl@central.edu

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