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GLOBAL STUDIES IMPACT: A CASE STUDY OF THE INTERNATIONAL SCHOOL OF
THE AMERICAS

by

Donna Padgett Reed

A DISSERTATION

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Donna Padgett Reed

DEDICATION

This research is dedicated to all past, present, and future educators at The International School of the Americas, San Antonio, Texas.

GLOBAL STUDIES IMPACT: A CASE STUDY OF THE INTERNATIONAL SCHOOL OF THE AMERICAS

Donna Padgett Reed, Ph.D.

University of the Incarnate Word, 2013

This qualitative case study describes global studies education and curriculum, global citizenship, and the impact of a global studies education and curriculum on students after graduation. What life choices might be influenced by what the students learned through global studies? Did they choose their university studies based on globalized thinking? These are difficult questions to answer, because there are so many variables in the life of an adolescent when making choices after high school graduation. This study discovers the impact of a global studies education with an emphasis on global citizenship on graduates of a global studies high school through student voice and experience—backwards mapping.

Graduates from the International School of the Americas, a global studies public high school, were the focus of this qualitative research. The research began with a questionnaire presenting two main research questions plus demographic questions that participants completed. From those participants who responded to the questionnaire, 12 graduates were chosen for in-depth interviews. All data were analyzed for common themes in regard to the global studies questions, related back to the research, and were grounded in theories of adolescent identity theory and adolescent worldview theory.

To answer the study question of the impact of a global studies school on its students, four main themes were revealed by the participants: cultural understanding; better equipped for university or professional life; desire to travel or study abroad; and increased political awareness and activity local and globally.

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and Research Methodology Overview

The research herein is a case study of a global studies education and its impact on students after graduation. This chapter includes the context of the study, statement of the problem, purpose of the study, research question, and overview of the qualitative research method.

Background and Context of the Study

Globalization, as history tells us, is nothing new (Hayden, Thompson, & Walker, 2002; Hicks & Bord, 2001; Jackson, 2004; Lewis, 2001; Scott, 2005; Suarez-Orozco, 2007, Tudball, 2005). What *is* new, *again*, is that educators and policy makers in the United States, especially since September 11, 2001, realize American high school students need to develop a wider worldview than the immediate neighborhood and/or community of the school and what outdated curriculum portrays (Gibson, Rimmington, & Landwehr-Brown, 2008; Hanvey, 1976, Hayden et al., 2002; Jackson, 2004, 2008; Mansilla & Jackson, 2011; Roberts, 2007; Scott, 2005). It is important we give our young people the tools to think globally in our local environment in order to compete in the global workforce within the world today (Jackson, 2004, 2008; Roberts, 2007). Within this global workforce, young adults must be able to work in diverse circumstances to solve problems and to create the future for themselves and their children, which, in turn, requires them to possess a global worldview (Davies, Evans & Reed, 2005; Jackson, 2008; Mansilla & Gardner, 2007). This would be an "education for responsible participation in an interdependent global society" (Anderson & Anderson, 1979, p. 7). Future adults need to know the world, not just from the myopic vision of the United States, but also from a panorama that encompasses

outside views of the United States and how the interdependent world works (Boyer et al., 2007; Gibson et al., 2008; Sanchez, 2007; Tye, 2003).

During this last 20 years, there has been an added emphasis on providing our young people a global education to contend with life in the 21st century—a life that is connected to the world through instant media (Azmitia, Syed, & Radmacher, 2008; Boyer et al., 2007; Webber & Robertson, 2004). Media has become the great equalizer, in a way, compelling the world to become a much smaller place. Global media causes a huge shift in the way young people see the world; it brings a global community into their home (Boyer et al., 2007). The United States education system lags behind this shift, which is triggering the impetus for education with a more global view (Scott, 2005).

The concept of global studies education has been written about since the Victorian era, when the first school of its kind opened in London in 1866 (Hayden et al., 2002). Although this school only lasted 16 years, the discussion of international education in its various forms and formats has continued. The next notable venture into international education came from Switzerland in 1924 with the International School of Geneva (Hayden et al., 2002). Global war and depression halted the "vision of international harmony by the creation of a new type of education" facilitating the idea of being "a citizen of the world at large," but the discussion waned until after the Second World War (Hayden et al., 2002, p. 30). After the Second World War, the "United States developed markedly more interest in the international community and in the 1950s encouraged international education for its school children" (Cook, 2008, p. 897). The words *international* and *global* were making their way into the national consciousness again. In the 1950s, other nations called for the United States to lead the world in ending hunger. In the 1960s, communication theorist Marshall McLuhan coined the phrase "global village" when

speaking of electronic technology and how it had created a smaller world (McLuhan, 1964/1994, p. 5). In the 1970s, Robert Hanvey (1976) wrote his *An Attainable Global Perspective,* calling for education to "in some measure contribute to the formation of a global perspective and which young people in the U.S. might actually be able to acquire in the course of their formal and informal education" (p. 1).

A recent impetus for international education emphasizing cultural differences has been the war on terror, beginning with the terrorist attacks against the United States on September 11, 2001. Those terrorist attacks motivated an increase in educational research in knowing more about the world outside the United States and the West (Cook, 2008). Knowing the world outside the United States and the West, however, is not necessarily about global citizenship and understanding, but, maybe, about knowing one's enemy and trying to achieve economic superiority (Boyer et al., 2007; Cook, 2008; Frey & Whitehead, 2009).

Statement of the Problem

Much has been written about global education, global curriculum, global citizens, and global teachers by educators and researchers and the need for a globalized education system, but there is a dearth of literature about assessment and the impact of a global education on the students after leaving school (Davies, 2006; Gaudelli, 2003; Mansilla & Gardner, 2007; Marshall, 2007; Wray-Lake, Flanagan, & Osgood, 2008). Will a globalized education produce young people with a global worldview mindful of our interdependent global society in the twenty-first century?

Davies (2006) wrote,

if the eventual aim of a global citizenship programme is a collection of "global citizens" who will act concertedly in particular ways to challenge injustice and promote rights, how do we track these individuals and groups during and after their school life, and, conversely, how do we engage in "backwards mapping" to work out what caused people

to act as global citizens, and what "percentage" was due to exposure to a global citizenship programme in a school? (p. 23)

This study begins a discussion of a global studies education and assessing the impact on graduates from a global studies high school in the United States by *backwards mapping,* as Davies suggested. Research from the educators, professors, and educational researchers tells us why there is a need for education with a global view and how global education should impact students (Gibson et al., 2008; Hanvey, 1976; Hayden et al., 2002; Jackson, 2004, 2008; Manzilla & Jackson, 2011; Roberts, 2007; Scott, 2005). It is important to consider the graduates and how they have benefitted from a global studies curriculum. Interviewing students who have graduated from a global studies high school helped me answer questions of how this kind of education impacts post-high school graduate life (Boyer et al., 2007). Were the students in this study impacted by a global studies education? Do they consider themselves globally minded? Are we creating graduates who can step into a globalized, diverse work world?

Talking to students can determine what is effective in education (Boyer et al., 2007). Through research, the purpose of a global studies education and the predictable outcomes of a global studies education have been determined. In this qualitative case study, global studies high school graduates confirmed the outcomes of educational researchers of global studies curriculum. The case study educational facility is a magnet high school with an international studies focus. Graduates of this school were selected as participants. Listening to the graduates is a way of seeing what the future goals should be in international education (Boyer et al., 2007).

Purpose of the Study

The purpose of this qualitative study was to describe global studies education and global studies curriculum, to describe a global studies public high school, to interview post-high school

graduates who attended the global studies high school, and to describe the impact of a global studies education/curriculum on students after graduation.

Research Questions

This study focused directly on the impact of a globalized education on public secondary school graduates—students who experienced a globalized curriculum in a magnet high school setting. What life choices might be influenced by what the students learned through global studies? Did they choose their university studies or professional careers based on globalized thinking? Do they approach life with a globally interdependent worldview?

These are difficult questions to answer, because there are so many variables in the life of an adolescent when making choices after high school graduation. This research provides insight to the outcome of graduates of one global studies high school.

The Qualitative Process

Of qualitative research, Schram (2006) said, "the perspective of qualitative inquiry writ large as grounded in assumptions about the social world" (p. 7). Assumptions about the social world can be researched through field-based inquiry. To reveal how a global studies school and curriculum influences the global studies high school graduates, it is necessary to ask the graduates; hence "qualitative inquiry seeks to preserve, or at least maintain the relevance of, natural context" (Schram, 2006, p. 10).

This research studied graduates and their perceptions in the context of their global studies education, ascertaining the impact of a specific high school global studies education through the qualitative interview process. Those graduates were asked how their global studies education contributed to their worldview and choices after high school. Interpreting the findings within the context of education provides insights into this particular school and how teachers, through a

globally focused curriculum, affected students' worldview after graduation. An interpretive and descriptive approach has led me to have a deeper understanding of the influence of global studies in secondary education (Schram, 2006).

It is also important to point out what this case study is not (Merriam, 2001). The information in this case study should not be considered definitive as the study of global studies schools. It is important to realize that global studies programs vary from individual classes in schools, programs, or curriculum choices of a school and cannot be compared (Gaudelli, 2003). But this case study does describe one global studies school in particular in order to discover the impact of its program on its graduates.

A qualitative method benefited this study, because I have "elicit[ed] tacit knowledge and subjective understanding" of the topic; in addition to being able to "delve into the complexities and process" of the graduates and their choices (Marshall & Rossman, 2006, p. 23). As context matters in qualitative research, I set the context of the study for the participants prior to the interview (Marshall & Rossman, 2006). Those phenomenological interviews were a way to "study lived experiences and the ways we understand those experiences to develop a worldview" (Marshall & Rossman, 2006, p. 104). I used open-ended questioning technique to elicit a response from the participants that expanded answers to questions, providing further in-depth information for the study (Creswell, 2005, p. 214).

Another facet of the research is the case study of a specific magnet school with a globally focused curriculum and how it influenced student worldview. I observed the school's mission to create global citizens manifested in its students after graduation. This was accomplished by focusing on this specific magnet high school, which made this a case study (Merriam, 2001).

Information obtained from this research is especially valuable to the specific magnet high school. In the larger context, this research increases the awareness of how education shapes young adult worldview.

Theoretical framework. Two theories comprised the framework of this study: (a) theories of adolescent development of identity, and (b) worldview theory.

Adolescent development of identity. Erik Erikson's theory of psychosocial development is key, especially Identity and Repudiation versus Identity Confusion (12–18 years old) (Erikson, 1968). In Erikson's view, adolescents' main task was to create a self-identity. During that time of life, adolescents would "try on" and discard identities, thus repudiating what they were not (Erikson, 1968). An additional theory is Richard Lerner's contextualism, which also included adolescent environment into the equations of adolescent identity by "emphasizing the interaction that always occurs between adolescents and the environment in which they are growing" (as cited in Margolis, Dacey, & Kenny, 2007, p. 56).

The educational environment influences the trying on and discarding of adolescent identity (Margolis et al., 2007, pp. 54–55). Erikson's theory, coupled with Lerner's contextualism, provided the framework for studying how adolescents secure their identity in the world (Cornbleth, 2003; Margolis et al., 2007). Adolescents' vision of who they are depends upon their context, and within that context, adolescents will repudiate various identities and select their own. Lerner's theory is especially important here, because of its consideration for developmental diversity, which "highlights the idea of individual differences and pays particular attention to the rich and beneficial diversity that exists among ethnic groups" (Margolis et al., 2007, p. 59). It is important to include Lerner's theory, since the participants of this study were multicultural. At this point in the life of American education, it is important to include student

diversity, since classroom population demographics have grown in diversity to include multiple races and nationalities (Allison & Rehm, 2007; Cornbleth, 2003; Dalhouse & Dalhouse, 2006; Whitfield, Klug, & Whitney, 2007).

Worldview theory. Additionally, this research study is framed around the worldview theory of Aerts, Apostel, De Moor, Hellemans, Maex, Van Belle, and Van der Veken. That theory suggested that a global worldview was necessary in today's world of globalization (Aerts et al., 2007; Boyer et al., 2007). Those theorists contended a worldview was needed to exist in the world of globalization to "help us find our way and act coherently in this world" (Aerts et al., 2007, p. 7). It is most uncommon in our world today to interact only with persons of one culture, race, heritage, or nationality in our everyday life. "There is an unmistakable trend towards pluralisation of culture and individualization of human behavior" (Aerts et al., 2007, p. 7).

Looking at adolescent development of identity theory, along with worldview theory, pointed to the necessity for adolescents to include a worldview in their identity. For the same reasons as Lerner cited of developmental diversity and the Aerts et al. idea that a worldview helped us find our way and act coherently, adolescents need a worldview. If we want to assess the idea of global education and global-mindedness, then we must talk with students about their worldview. Our students are our decision makers in the future and "will in fact determine society's future governance structurally and procedurally" (Boyer et al., 2007, p. 6). Listening to our young peoples' voice in education is essential to determine effective pedagogy (Boyer et al., 2007).

Young people are concerned about the world, in a large sense, as in war, destruction, the environment, violence, dehumanization, and inequality (Eckersley, 2008). This is of concern, since in this age of technology, adolescents are more isolated through technology. Many young

people feel powerless to make a difference in their community, let alone the world (Hicks &

Holden, 2007). There is a lack of "a shared vision…and broader sense of community"

(Eckersley, 2008, p. 12; Ziebertz & Kay, 2009). A broadening perspective and sense of

community can be derived from a global studies education. A global studies curriculum works to

bring students beyond stereotyping and guides them on ways to think about the world (Azmitia

et al., 2008; Hicks & Holden, 2007; Phinney, 2008). Students need to see that what happens

locally is a part of what happens globally (Ziebertz & Kay, 2009). What our youth need today is

the knowledge to "address the fundamental issue of how we are to live" within cultures, but also

a framework to see the world and their place in it (Eckersley, 2008, p. 18).

    Cultural identity formation. Cultural identity formation is important in adolescents'

world (Jensen, 2003; Tatum, 1999). Exponential globalization, such as we have experienced in

the twenty-first century, affects the way adolescents see themselves culturally (Azmitia et al.,

2008). And "globalization ethos is in many ways Western and an American ethos, often

emphasizes individual autonomy and secular values," which are not always the cultural values of

our students (Jensen, 2003, p. 190). We have taught through one cultural lens, negating other

cultures, even while students are exposed to other cultures on a daily basis. Jensen (2003) wrote

that our cultural identity was passed on generationally, and we saw the world through that

cultural lens, which became our worldview. As adults, we are entrenched, but adolescence "may

also be a time of life with a more pronounced openness to diverse cultural beliefs and behaviors"

(Jensen, 2003, p. 191). With a global studies curriculum, students' self-image will be determined

by the local culture and the global culture concurrently. Through a globalized education, students

see themselves as larger in the world (Phinney, 2008).

Research site. This research was not site based. The participant interviews were not conducted at the case study public high school site, since the participants had already graduated. However, the magnet international studies public high school was paramount to the research, since it provided the global studies program of the participants.

Case setting. The participant interviews were not conducted at the case study site. The importance of the case study setting, however, cannot be overestimated. A detailed description of the case study high school has been included in Chapter 3.

Significance of the study. This study discovered the impact of a global studies education on graduates of a global studies public high school through student voice and experience— backwards mapping, as Davies (2006) proposed in "Global Citizenship: Abstraction or Framework for Action?" (p. 23). According to research, schools should have been producing globally minded students (Oxfam, 1997; Torney-Purta, 1986; Tudball, 2005). The public school involved in this case study is a magnet high school with internationally focused curriculum. It was important to see if the mission and curriculum of the case study high school had manifested itself in its students.

Limitations of the Study

Social media. Because I lived in Germany at the time of data collection and the participants resided in the United States, all interviews were conducted with the use of Skype, an Internet audio and visual communication program. Due to low internet service connectivity the interviews were conducted with audio only. That made it difficult for me to "be sensitive to the participant's energy level and any nonverbal cues" for the interview duration (Seidman, 2006).

All requests for participants for the study took place through Facebook Internet social media. I posted a request for participants and asked former International School of the Americas

(ISA) to repost the request on their Facebook sites. Not all ISA graduates received the invitation to participate in this study.

   International Baccalaureate. This case study does not consider the International Baccalaureate (IB) program in its description of a global studies school or education. While the IB mission statement does include global awareness, the IB is "western at the epistemological level…and Anglo-centric," conducting education in English only even though its schools are located internationally (Bunnell, 2011, p. 165). Fifty percent of IB schools are private (International Baccalaureate, 2012), mostly located in Western and European countries, and are not accessible to the majority of students in those locations, but are targeted to the elite (Bunnell, 2011). IB historically was initiated to provide a common education for English-speaking children of parents, such as diplomats or Foreign Service workers, living and working internationally.

Chapter 2: Literature Review

It is difficult to ascertain the benefits of a globalized education, since "little empirical research relating global education in schools exists, and data confirming the beneficial nature of a global dimension is mostly anecdotal" (Marshall, 2007, p. 355–356). There are thoughts that global education in the United States is still taught through the Western lens and idea of democracy (Davies, 2006; Marshall, 2007), although others say this has changed (Tye, 2003). There have been some past studies on the benefits of a globalized secondary education, which are discussed below. Each study has its own unique questions and answers.

Judith Torney-Purta

In 1982, United States researcher Torney-Purta, together with the Council of Learning, developed The Global Awareness Survey that was distributed among undergraduate university students, measuring what undergraduates might know about their world (Torney-Purta, 2001). In 1986, Torney-Purta applied that same research model (*Predictors of Global Awareness and Concern Among Secondary School Students*) to 887 secondary education students who experienced some type of global education program. For example, there were some students involved in after school clubs with an international focus, some attended a globally focused class offered in the curriculum, and some attended international schools. The research included a cognitive test and an attitude survey. Torney-Purta acknowledged flaws in the research, such as limited information about the global education experiences of participants and the extreme diversity of the global education experiences of the students involved. That being said, the research knowledge gained can be valued for what it is. What stands out now, approximately 30 years later, are the results of Torney-Purta's research that indicated students who read international news in newspapers and studied at length a language other than their mother tongue

were what created globally aware students. Taking a world history course indicated a "negative relationship to global awareness" (Torney-Purta, 1986, p. 21). In many American high schools, a world history course became the answer to including an international education component into high school curriculum. A majority of world history courses dealt with ancient historical world events. Torney-Purta contended that might be from a traditional teaching model of the subject, rather than dealing with current events.

The significance of Torney-Purta's past research is that instant media and Internet, especially, are now here and have blasted young people into the globalized future, bringing the whole world with them. Our students are now exposed to international events and ideas, whether they seek them out or not. Granted, students may not give international events much importance in their lives, but this is where a globalized education should come into play. Education should be creating a space whereby students can make sense of world events and how they do affect their lives and the lives of others (Gaudelli, 2003).

Torney-Purta (1986) concluded her research by suggesting there was "strong evidence that global education does work" (p. 25). However, she also called for the creation of measures to assess the effectiveness of globalized education.

William Gaudelli

In his book, *World Class: Teaching and Learning in Global Times*, Gaudelli (2003) described his case study of three New Jersey schools and international education, which consisted of integrating a world history class as an elective into the curriculum. The three schools represented the urban, rural, and suburban areas of New Jersey. Gaudelli cited the work of Pike and Selby and of Hanvey, among others, regarding a definition for global education, while

commenting on the merits of having or not having a set definition before setting out his own definition. Gaudelli said,

> I define global education as a curriculum that seeks to prepare students to live in a progressively interconnected world where the study of human values, institutions, and behaviors are contextually examined through a pedagogical style that promotes critical engagement of complex, diverse information toward socially meaningful action. (2003, Chapter 1, para. 14).

With that in mind, Gaudelli studied the world history classes in three different schools, using qualitative research with an ethnographic approach and grounded theory method for data analysis (Gaudelli, 2003).

What Gaudelli found was "students are interested in global education because of the novelty inherent in the content…students have a unique opportunity to make personal meaning out of novel experience and knowledge" (Gaudelli, 2003, Chapter 3, para. 60). The context of the school was critical in how the content was presented (Gaudelli, 2003, Chapter 3, para. 53). Using critical thinking and participatory teaching methods as project-based learning enhanced the student learning experience. The teacher was as important as the context of the school (Gaudelli, 2003, Chapter 3, para. 52). Teachers with a wider worldview were more effective than teachers with a narrower worldview. It also mattered how the teacher presented the information from a Western lens, as in *see how different they are,* as opposed to *this is what happens in this culture*. Helping students integrate the new information and discussing at depth how cultures develop were important to the development of a broader worldview. The important issues in globalized education were the content, how it was presented, and who was doing the presenting.

Harriet Marshall

In 2007, Marshall published her case study of an English global studies secondary school in the West Midlands, United Kingdom. Her definition of a global studies school included an

emphasis on "critical thinking skills, participatory and holistic teaching and learning, values relating to global interdependence" (Marshall, 2007, p. 358). In Marshall's case study, she interviewed 36 teachers and worked with six focus groups of students ages 12 to 17 in an effort to reveal the "relationship between global education curricula, pedagogy and mainstream education practice" (Marshall, 2007, p. 356). In the student focus groups, "pupils were invited to identify global education in the school, to reflect upon the strengths and limitations of the associated activities and to express their own global education ideals" (Marshall, 2007, p. 362). She concluded that issues raised by her research were how to define the idea of global citizenship and through what cultural lens, how to teach globally through the institutional norms of education, and how to involve student choice and voice. Marshall believed there was a case for global studies, but "it is no easy task and may invite us all to reconsider the purpose of education itself" (Marshall, 2007, p. 372).

Lynn Davies

Another scholar, Davies (2006), at the Centre for Global Education at the University of Birmingham, United Kingdom, explored the idea of whether "global citizenship" should be "driving curriculum policy and active citizenship for students" (p. 5). In her article, "Global Citizenship: Abstraction or Framework for Action?," Davies discussed how the concept of global citizenship had turned into an active role. Davies referenced Oxfam's global citizenship definition and asked "how can people 'act to make the world a more equitable and sustainable place'" (Davies, 2006, p. 7). She went on to point out how global citizenship inferred civil rights, but asked on what were those rights based: A Western idea of global citizenship? What happened to culture in such a world (Davies, 2006, p. 8)? The main factors of global citizen education were "involvement in school democracy and the experience of doing some form of community

service" (Davies, 2006, p. 16). The entire world did not believe that a Western democracy was the best form of government. So the question became, whose global citizenship should we teach in a globalized curriculum?

"The vast majority of pupils (81%) believed that it was important to learn about global issues at school and that young people needed to understand global matters in order to make choices about how they wanted to lead their lives" (Department for International Development, 2003, p. 3). In the UK 2006 MORI survey, the main source for information on developing nations for teens came from the television. However, school lessons were now being mentioned. Teens said they wanted to know about global issues, but had television provided the in-depth education on global issues that was needed for today's world? Many young people's view of Africa was the image of starving babies from television commercials for charities (Department for International Development, 2006, p. 14). They did not see the cities and the development of other parts of Africa.

The 2011 MORI Survey suggested there was still a "need for more open-ended research which explores how, when and why young people learn about and engage with issues of international development" (Department of International Development, 2011, p. 26). It was suggested that the study had filled part of that gap. In their research, most students did not include any global awareness when discussing what was learned in school unless first asked (Department of International Development, 2011, p. 15), suggesting that global awareness might not be at the forefront of education, even though curriculum included it.

Veronica Boix Mansilla and Howard Gardner

In 2007, Mansilla and Gardner called for the development of a "global consciousness" through education. Mansilla and Gardner stated that a person with "global consciousness" was

someone "attune[d] to daily encounters with world cultures, landscapes, and products," including a sense of one's self in the world context and perceptions (2007, Chapter 1, para. 51). That sounded very much like Hanvey's "global cognition" of 36 years ago. Selby and Pike suggested that Hanvey's "worldmindedness is no longer a luxury, but a necessity for survival" in our world today, with global media pinging students in every waking moment (Selby & Pike, 2000, p. 2).

Why Ask Students?

Many educators and researchers (Boyer et al., 2007; Gaudelli, 2003; Mansilla & Gardner, 2007) have asked the question of assessment—Is a global education achieving what we think it is? In 2006, Davies wrote,

> if the eventual aim of a global citizenship programme is a collection of "global citizens" who will act concertedly in particular ways to challenge injustice and promote rights, how do we track these individuals and groups during and after their school life, and, conversely, how do we engage in "backwards mapping" to work out what caused people to act as global citizens, and what "percentage" was due to exposure to a global citizenship programme in a school? (p. 23)

A backwards mapping would entail finding students who had been involved in a global studies program and studying their life outcome as evidence of global mindedness. Mansilla and Gardner (2007) suggested "an empirical study of demonstrated global consciousness" (Chapter 1, para. 51) in students.

How do we measure "global consciousness"? A definition of "demonstrated global consciousness" would be needed, which Gardner suggested was a young person who had worked or was working in some international capacity (Marshall & Gardner, 2007, Chapter 1, para. 51). But that precluded the student from a global studies school background who had acquired a global consciousness, but due to circumstances or preference, was not working internationally. It was important to assess those students also. That type of assessment would require some backwards mapping, as Davies (2006) suggested. There was recognition that assessment of a

global education through student perception was needed. How could we know global studies education was moving in the right direction if we did not assess what had been accomplished through the student's eyes (Sands, Guzman, Stephens, & Boggs, 2007)? That question is what this research set out to accomplish—asking former students how a global studies school and curriculum influenced their worldview.

With increased technology, particularly communication technology, globalization has become real in daily life (Preece, 2006). Our students have grown up in a world where international communication is at their fingertips with computers, smart phones, notebooks, tablets, digital books, digital music, and the like. Today's young generation does not remember a time when this was not so. Communication at this level requires a globalized thought process to match it (Jackson, 2004; Zajda & Rust, 2009). While a student's schemata includes today's cutting edge communication technology and the globalization of that technology, student conceptions or misconceptions about the world still may be fairly uninformed in comparison (Chareka, 2010). For example, some students may believe that *democracy* means a government set up exactly like the United States, or that the United States is the only country that contributes to humanitarian aid. Unfortunately, in many educational settings in the US, students do not receive a globalized thought process; they receive the same narrow education that has been in place for the past generation.

Research revealed that the United States no longer had the most highly educated workforce in the world (Cetron & Davies, 2008; Tucker, 2007; Jackson, 2004). The advancement of technology and automation in industry and business has caused even what used to be considered low skill jobs to become highly technological positions that call for specialized education in technology. Since the United States has not produced enough educated highly

skilled employees, many people have emigrated from other countries to fill this employment gap. So the average American high school graduate will find himself or herself working and studying with a veritable United Nations of workers in the United States (Gaudelli, 2003). Salt Lake City, Utah, and Austin, Texas, were recently listed among the 15 international cities in which to do business (Dawsey & Arora, 2011). In Kansas City, 60% of business is tied to the international marketplace (Colgan, 2003). This scenario is being repeated in other areas of the United States (Engler & Hunt, 2004). Working in a globalized world is one of the driving forces of a globalized education (Gaudelli, 2003; Jackson, 2004; Spring, 2008; Suarez-Orozco, 2007).

The thought process behind a globalized education was that it will prepare students with a positive foundation of the world's cultures, economies, and political relationships (Asia Society, 2007; Mansilla & Jackson, 2011; Roberts, 2007; Scott, 2005). Many agree that this is the kind of education young Americans need (Asia Society, 2007; Mansilla & Jackson, 2011; Roberts, 2007; Scott, 2005). The many positive results of giving our students an education that prepares them for the globalized world has been written about adnauseum (Scott, 2005). For the purposes of this research, the assumption was that it was necessary to bring the world to the students in the educational setting as the students had seen in business and media. This research focused on those students who had already had the benefit of a secondary education in a globalized secondary school with a globalized curriculum. It is imperative to see if a global studies school with a globalized curriculum is accomplishing what researchers and educators believe it is doing by asking former students.

What Does a Global Studies Education Do for Young People?

What is it that researchers and educators believe a global education will or should do for our young people? Most researchers and educators believe a global education will do the following:

- Create global citizens and global awareness (Boyer et al., 2007; Jackson, 2004; Oxfam, 1997; Torney-Purta, 1986; Tudball, 2005).

- Create global problem solving skills (Hanvey, 1976; Roberts, 2007).

- Create a global consciousness (culturally included) (Mansilla & Gardner, 2007; Roberts, 2007; Webber & Robertson, 2004).

- Create a way of global conflict resolution (Mansilla & Jackson, 2011; Tudball, 2005).

- Create a global workforce (Cetron & Davies, 2008; Scott, 2005).

These five concepts are found in most educational research involving global or international educational values. In this way, global education emphasizes learner involvement and whole person development to deal with a global way of seeing and decision making (Hicks, 2003; Selby & Pike, 2000).

What is global studies education? There are many *global* terms being bandied about in the realm of education: international studies, international education, international curriculum, global studies, globalized curriculum, and world studies (Gibson et al., 2008; Hicks, 2003; Webber & Robertson, 2004). For the purposes of this paper, the terms *globalized curriculum*, and *global studies* will be used. The terms *international* and *global* and forms thereof, combined with educational terms, will also be used interchangeably, depending upon the referenced author in the course of this paper.

- A globalized curriculum uses globalization as the backdrop to lesson plans and learning objectives across the broad spectrum of the typical high school curriculum, including math, science, humanities, social studies, art, sports, and language arts.

- A global studies school is a secondary school that espouses a globalized curriculum that encourages students to become global citizens, provide global problem solving skills, create a global consciousness among young people, shape ways of global conflict resolution for the future, and generate a global workforce.

- A global education encompasses the concepts of global studies educational experience as defined above.

There are some secondary education entities in the United States that are seeking to prepare high school students for today's world through a globalized education. But, through research, it is also known that not all global studies schools or programs are created equal (Hayden et al., 2002). Hayden et al. (2002) distinguished an internationally minded school as one that (a) emphasizes an internationally focused curriculum "stressing the interdependence of nations and peoples studying topics from more than one perspective," and (b) espousing and upholding "certain 'universal values' and the make them a part of the life of the school, its community and particularly, the children in its care" (p. 30).

In 2007, Marshall defined a global studies school as a school that included an emphasis on "critical thinking skills, participatory and holistic teaching and learning, values relating to global interdependence" (p. 5). In 1989, Torney-Purta defined a global studies school as one that

> develops 1) knowledge of histories, languages, and institutions; 2) knowledge of interconnections among world regions, events and peoples; 3) understanding that contemporary issues and world cultures have been shaped by a multiplicity of…factors; 4) an ability and willingness to consider historical and contemporary world events and

issues from other cultural perspectives; 5) an understanding of the nature of conflict; 6) an ability to think analytically about complex national and international issues; and 7) an ability to make an informed personal and public policy decisions and to participate in local, national and international decision-making processes. (p. 5)

Finally, a global studies school can use globalization as its driving force for existence (Becker, 1979; Spring, 2008). In 2003, the International Studies Schools Network was established with the support of Bill and Melinda Gates and the Asia Society (Jackson, 2008). With approximately 34 schools, the International Studies Schools Network espoused the "reframing of traditional courses…to integrate knowledge about the world and skills to understand how what world works" (Jackson, 2008, p. 59). Courses were traditional but taught within an international framework. For example, courses were interdisciplinary, with English language arts including more than the traditional canon of literature and science courses involved research from around the world and included an extensive Model United Nations program. Schools within the International Studies School Network provided authentic language learning, including at least one Asian language (Jackson, 2008). Those schools were usually small school communities, limited to roughly 450 students, with resources from the outside community and sometimes limited resources. A portfolio assessment demonstrating knowledge and application of global learning was prepared by all students and presented for review annually (Jackson, 2008).

A global studies school would also employ a globalized curriculum. What was meant by a globalized curriculum was a curriculum that used globalization as the backdrop for every lesson or unit or activity within the school setting (Mundy & Manion, 2008). That kind of globalized curriculum had helped students "develop international mindsets of their own"

(Hayden et al., 2002, p. 49). The curriculum purpose was explicit, articulated at a whole school level, employed critical thinking skills, and was authentic to help students develop their own observations and conclusions (Gibson et al., 2008; Hayden et al., 2002).

Global Education

To sort out the descriptions and purposes of a globalized education, this researcher will highlight some of the most prominent global education referenced authors and their concepts of globalized education.

Robert G. Hanvey. Hanvey, an educator in Indiana, first published his essay, "An Attainable Global Perspective," in 1976. The purpose of his essay was to open an exploration of global education. Using the nuclear weapons policy of the 1970s United States and USSR, Hanvey pointed out that "general perception of important phenomena is limited and distorted" (1976, p. 3). People in general did not see the mundane events of other cultures, only issues that garner the interest of media that could arouse "a threshold of excitability" (Hanvey, 1976, p. 3). To keep media in check, Hanvey said that education should communicate the everyday life of other peoples and cultures. Media many times would build or reinforce stereotypes, creating many negative images. He believed there should be more images of daily activity. If the schools educated young people about world cultures, then future generations might question the images that media revealed about other countries. In turn, young people could see another viewpoint of the world. Hanvey's (1976) idea of global education was based on five dimensions:

- Perspective Consciousness—awareness that others might have a different view of the world than one's own (pp. 5–7).

- "State of the Planet" Awareness—awareness of world conditions and development (pp. 7–10).

- Cross-cultural Awareness—awareness of the diversity of ideas and practices (pp. 10–19).

- Knowledge of Global Dynamics—knowing how the systems of the world work (pp. 29–34).

- Awareness of Human Choices—awareness of choices that expand the world (pp. 34–46).

However, Hanvey's work stopped with awareness. It was his contention with the knowledge and awareness of perspective, the environment, cross-cultural knowledge, global systems, and how human choices affect the world, that "emergence of global cognition," young people would be able to think and problem solve with a global perspective, rather than a local or even national perspective (Hanvey, 1976, p. 40).

James M. Becker. In 1979, Becker, often called the "father of global education" (Kirkwood-Tucker, 2009, p. 8), edited *Schooling for a Global Age,* a veritable handbook for educators wishing to introduce global education into their schools. Becker (1979) defined global education as "education for responsible participation in an interdependent global society" through the image of Middleston High School (p. 3). Middleston High School, a large high school divided into three schools within a school, included a "world centered" high school that "endeavor[s] to furnish [its] students with the best possible global education that the district is capable of providing" (p. 3). Of course, the fictitious school was an ideal model of a global studies school put forth by Charlotte Anderson and Lee Anderson, contributors to the book.

Becker espoused five goals of a global studies school in 1979:

- Developing student perception of themselves.

- Developing student perception of "themselves as a member of the human species."

- Developing student perception of "being inhabitants and dependents of the Earth."

- Developing student perception as "participants in a global society."

- Developing "within students the competencies required to live intelligently and responsibly as individuals, human beings, earthlings, and members of a global society," (p. 41).

These five goals were a reflection of Hanvey's work, as described earlier in this paper. The crux of Becker's ideas was to get away from curriculum viewed through the narrow lens of United States culture, which invited an "us versus them" comparison, with "us" being right and "them" being wrong (Becker, 1979, p. 38). That rightness and wrongness came from a time when American education was formed to build national unity, and at that time, it was necessary.

In 1979, Becker's vision saw beyond that narrow definition of education to include a wider worldview for students that was necessary in the 21st century and beyond. The assessment of individual learning in the ideal Middleton high school classroom was through a committee that oversaw the learning paths of each student. There was no mention of any type of standardized testing, either for college or state criteria. The committee redirected the student's path if the choices did not meet the requirements of the path chosen by the student. It would take a complete paradigm shift of the purpose of education and the institutions of education for a secondary school such as Middleston High School to become reality. In that book, Becker did not address the question of how to assess a student's commitment to global citizenship. It has been 33 years since the publication of *Schooling for a Global Age,* and education is not much closer to this ideal than in 1979.

Graham Pike and David Selby. In 1988, Pike and Selby, as a part of the World Studies Teacher Training Project at University of York, United Kingdom along with the Centre for

Global Education York, and teacher training for teaching world studies in the UK, published their groundbreaking book, *Global Teacher, Global Learner*. Pike and Selby (1988) established four dimensions of globalism including the following:

- Spatial dimension—the interdependence of relationships: Space and time were seamless and interactive.

- Issues dimension—issues were a process of the past, present, and future.

- Cultural dimension—a global culture was tied to individual cultures.

- Human potential dimension—the inward and outward global journey (pp. 2–6).

Educating using those four dimensions enabled students to think with consciousness of global systems, to think with global perspectives, to be concerned with the global health of the planet, to be consciously globally involved, and to be globally processed oriented (Pike & Selby, 1988, pp. 34–35). Pike and Selby included activities and assignments to reinforce each of the concepts of global education in their book. Also included was a section about assessment. It was acknowledged that assessment of the dimensions was difficult, because it was an assessment of the whole person, rather than just skills creating "tension between what we want to measure and what we can measure" (Pike & Selby, 1988, pp. 75–79). Thinking of assessment in *what we can measure* was the existing condition of skills-based testing that went on in schools, because it was objective and measurable. Pike and Selby's answer was open-ended questions about global concepts, as opposed to objective assessment. Measuring how much or how little a person understood about global concepts and how global concepts impacted their lives personally was problematic in assessment.

Oxfam. In 1997, Oxfam established its definition of global citizenship as "an acknowledgement of our responsibilities both to each other and to the Earth itself" (International

Development Week Think-Shop, 2011, What is global citizenship, para. 4). Oxfam (1997) chose

seven areas that defined a person's global citizenship (p. 3):

- Awareness of the wider world and a sense of their own role as a world citizen.

- Respected and valued diversity.

- Had an understanding of how the world worked economically, politically, socially,
  culturally, technologically, and environmentally.

- Outraged by social injustice.

- Participated and contributed to the community at a range of levels from the local to
  global.

- Willing to act to make the world a more sustainable place.

- Took responsibility for their actions.

Based on the above definition, in 2006, Oxfam developed an *Education for Global*

Citizenship: A Guide for Schools, published to the Internet. That guide provided information

about how to implement global citizenship curriculum into the school environment. The guide

has been used extensively by schools in the United States and the United Kingdom. What Oxfam

does not provide is an assessment of its program and students who have experienced the

program. This is significant because many educational institutions have employed the Oxfam

guide for international education. Oxfam maintains a significant website

(http://www.oxfam.org.uk/education/) that includes curriculum.

Asia Society. Founded in 1956, the Asia Society's mission includes

> working to strengthen relationships and promote understanding among the people,
> leaders, and institutions of the United States and Asia. We seek to increase knowledge
> and enhance dialogue, encourage creative expression, and generate new ideas across the
> fields of arts and culture, policy and business, and education. (Mansilla & Jackson, 2011,
> p. iv)

To this end, Asia Society leads the way with the International Studies School Network, which now encompasses 34 schools in the United States with the purpose of "nurturing global competence," global competence being defined as "the capacity and disposition to understand and act on issues of global significance" (Mansilla & Jackson, 2011, p. xiii). The rationale for global competence was founded in the "flattened global economy and changing demands of work, unprecedented global migration and the changed nature of neighborhoods, identities, and citizenship; and climate instability and the growing need for global environmental stewardship" (Mansilla & Jackson, 2011, p. 1). The latest research from Asia Society intimated that students with a global education would resist violence in solving conflicts in the world (Mansilla & Jackson, 2011, p. 4). What is not addressed was the assessment of global competence after receiving the education. The research insisted that following a globalized curriculum would create globally competent students. It may.

Chapter 3: Research Method

With the space race and the first landing on the moon, we saw a picture of the whole Earth in 1969. At that moment, the world became a little smaller and the perspective of the world changed (Gaudelli, 2003, Chapter 1, para. 1). Previously, in the decade of the lunar landing, Marshall McLuhan (renowned communication theorist of the late 20th century) coined the phrase the *global village* in 1964, indicating that the world was already shrinking with communications before anyone ever dreamed there would be mass communication through the Internet (McLuhan, 1964/1994). This was in a time when black and white televisions were still the norm, and people read newspapers daily and listened to the radio for news. Globalization was happening, but not many of us recognized it.

Research Questions

How does a global studies public high school education impact its students after graduation? What life choices are influenced by what the students have learned through global studies? Do they consider themselves global citizens? Did they choose their university studies based on globalized thinking?

These are difficult questions to answer, because there are so many variables in the life of an adolescent when making choices after high school graduation. However, this study focused directly on what impact a globalized education has on students who were exposed to a global studies curriculum in a public high school setting.

The Case Study Design

A case study was a "choice of *what* is to be studied" according to Schram (2006, p. 107). Schram (2006) broke a case study into two further parts: intrinsic case study and instrumental

case study. "Intrinsic case study refers to the idea that the case itself is of interest and instrumental case study refers to the idea that a case can facilitate our understanding of something else" (p. 107).

As an intrinsic case study, this research delved into the example of one global studies school and its curriculum. Describing and explaining the global studies curriculum provides insight into what a graduate of the case study high school experienced.

Merriam (2001) said a case study "can be defined by its special features…as being particularistic, descriptive, and heuristic" (p. 29). This case study is particularistic, because it focuses on one particular global studies school and its curriculum. This case study is descriptive, because it contains thick description of the school, the curriculum, and the impact upon graduates of the school. This case study also is heuristic, because it brings about the discovery of the impact of a global studies school on its students.

As an instrumental case study, my research has facilitated my understanding of the impact of a global studies education on students and their lives beyond high school.

Setting of the Study

The focus of the study was graduates from a public magnet high school located on a comprehensive inner-city high school campus, the International School of the Americas (ISA). The public magnet school's mission is

> to challenge all members of the school community to consistently reflect on and question what it means to be acting at one's fullest potential as a learner, leader and global citizen. Students and teachers are asked to use their education to improve themselves, their school, and the local and global community. (International School of the Americas, 2007, ISA Mission, para. 1)

Learning takes place through an internationally focused curriculum developed by faculty and has met the standards of the Texas Education Agency. The public high school is also a professional

development school for a university located in the same metropolitan community. The mission statement is based on the Oxfam's *Education for Global Citizenship: A Guide for Schools* (Oxfam, 2006).

This public magnet campus houses approximately 460 high school students grades 9 through12, with a faculty and staff of 35. Students are chosen by lottery after applying to attend their freshman year, creating an equal playing field for all students (Jackson, 2004). There is some natural attrition, especially between the 9th and 10th grades and the 10th and 11th grades, so the school does accept new students during those time frames to fill the vacancies. At the 11th and 12th grade, there are relatively few new students, since most families try to refrain from having their children change schools at the end of the secondary education experience in the United States. The school has been in existence since 1995, has won numerous state and national awards, and is a member of the International Studies School Network.

Demographics of the student body included 4.33% Asian, 1.73% African-American, 47.62% Hispanic, and 46.32% White, which is a reflection of the community in which the public school is located (Northeast Independent School District, 2013, para. 1). The magnet high school "is interdisciplinary with an emphasis placed upon a real world application of skills and content" (Northeast Independent School District, 2013, para. 1). All former students in the study participated in academic travel, community service, a career exploration internship, and created an ongoing portfolio assessment of their learning at the conclusion of their senior year.

Portfolio assessment took place at the end of each year for every grade, with the culminating portfolio at the end of the 12th grade. Each graduating senior demonstrated "knowledge, skills and values" as defined in the Graduate Profile (Appendix A), which included academic preparation, technological proficiency, problem solving proficiency, effective

communication, personal wellness, collaboration and leadership, and global awareness. At the end of the senior year, all graduates presented a digital portfolio as a culmination of their education at the magnet school. Global education at this school is manifested through "critical thinking, participatory and holistic teaching and learning, values relating to human rights and social justice and issues relating to global interdependence" (Marshall, 2007, p. 358).

Each grade level was led by a team of teachers at ISA. All participants in the study shared the same teachers at the 9th and 10th grade level. That became increasingly difficult during the 11th and 12th grades, as student choice in curriculum became wider. At the 11th grade, students shared the same English teacher, American history teacher, and physics teacher. At the 12th grade level, students shared the same English teacher and social studies teacher. It was through these grade level teams that all school activities were directed, as well as the academic travel experiences. The team of teachers met on a regular basis to discuss student improvement, discipline issues, and the planning of curriculum or grade level activities. From the inception of the school until 2009, the eight class academic school schedule was based on an A/B class schedule with four 90-minute classes each day, which allowed teacher team meetings every other day in addition to individual preparation periods. In 2009, with district public school budget cuts, the student academic schedule changed to a seven class day, which somewhat curtailed regular team meeting options.

The ISA school challenges students academically by implementing an 80 Standard for all students. This means students must earn a grade of 80 in each subject by the end of the school year. Part of ISA's vision is that all students can perform and should be expected to perform at a high level academically.

There is an extensive Model United Nations (MUN) program in which all study participants were involved during their time at the school. Model United Nations is an academic simulation to educate students about the United Nations and its agendas, international relations, diplomacy, and current international events. Each year, this school organizes an extensive MUN conference that is attended by schools all over the United States, Canada, and Mexico. All 9th and 10th grade students and teachers are involved with this process, along with many of the 11th and 12th grade students. The Model United Nations event is held at a conference venue in the city, with support from business and the city in various years; however, there were years where the conference received no support from outside sources. The MUN program maintains a high level of professionalism and has gained a reputation within the national MUN community.

This public school also maintains educational travel experiences at each grade level. These travel experiences involve key academic curriculum designed to enhance and is developed throughout the educational year through the travel event. Academic travel themes and locations included the following:

- Ninth grade—Sustainable Development and Environment (Heifer International, Heifer Ranch, Perryville, Arkansas): Here students experienced a simulation of life in a developing country, involving lessons in economics, culture, poverty, foreign trade, and hardship conditions.

- Tenth grade—Cultural Identities and Sense of Place (Mexico): That trip explored cultural identity by traveling to Zacatecas, Mexico. Zacatecas was founded by the same Catholic priests who eventually moved into the area where the ISA is now located. Studies included cultural development, architecture, and city development. However, since 2009, this academic travel experience has no longer been viable due

to violence and unrest in Mexico. The academic travel experience was changed to New Mexico, with a focus on locations along the Camino Real. Students studied how the resources of the Camino Real were used pre- and post-Spanish colonization and how that shaped the way people lived. (This is noted because some participants in this study may have experienced the Mexico trip or the New Mexico trip.)

- Eleventh grade—Civil Rights and Justice (Birmingham/Montgomery, Alabama): This academic travel experience included travel to Alabama on buses to visit Birmingham, Montgomery, and Selma, key cities in the African-American Civil Rights movement of the1950s and 1960s in the United States. Students studied social justice through history and current events.

- Twelfth grade—Government and international affairs based on the United Nations Millennium Development Goals (2002 to present) (Washington, DC): Students were given more freedom and independence because of their age and traveled in small groups with adult chaperones during the 4- to 5-day trip. The students chose their small group based on the UN Millennium Development Goals topic and organized their itinerary to complete a project based on the selected topic. The groups were expected to visit two embassies, a governmental organization, and a nongovernmental organization in an effort to research and gather information on their topic. Much of the preparation for the trip happened in the weeks prior to the trip, when the groups decided on a focus question, planned who to visit, made various appointments, and adjusted to specific roles within the group. Part of the learning experience was

working in a group dynamic and negotiating public transportation around

Washington, DC. Upon returning, members of each group presented their learning

experience to peers, parents, faculty, and visitors.

In addition to the grade level academic travel opportunities above, ISA maintains an

active relationship with the Takayama Nishi High School in Takayama, Japan. This relationship

includes a homestay exchange between Takayama Nishi High School students and ISA students.

The exchange takes place on alternate years, with Japanese students and teachers traveling to

ISA in San Antonio, and ISA students and teachers traveling to Takayama Nishi High School in

Japan. During these home stays, students experience each other's culture and school. Participants

of this trip selected this academic travel experience in addition to the whole class travel

experience. Not all students participated in this travel opportunity.

This public magnet school also provides four years of Spanish language studies, since

Spanish is the majority language, other than English, in the area of the school. Because the

magnet school is housed on a comprehensive high school campus, participants of the study have

access to other international language studies, such as Chinese, Japanese, French, Latin, and

German.

This global education school, which opened in 1996, was also chosen because of its track

record. This public high school has won numerous state and national awards, including the

Goldman Sachs Prize for Excellence in International Education. The school is partnered with

international organizations and policy centers, reinforcing the mission and aims, such as the

International Studies Schools Network (Jackson, 2004). The administration provides training and

intense support to all staff with globalized curriculum. Torney-Purta (1986) suggested that

"effective programs appear to be those which have been established for several years" (p. 23). With this in mind, this secondary school provided a reliable research base.

Selection of Participants

In order to select the most compelling participants for the study, I posted an invitation on Facebook, a social networking site on the Internet, to graduates of the International School of the Americas to participate in the study. They were directed to complete a questionnaire on SurveyMonkey.com. I also asked former students to repost the general announcement on their individual Facebook pages to create a snowball effect. This ensured that the selection process provided relevant information necessary to complete the case study. The questionnaire consisted of three parts. Part I asked for demographic, personal, and educational information. Part II included two open-ended questions:

- Question one: Describe a memorable event, classroom lesson, or experience you had while attending ISA that broadened your global awareness.

- Question two: What impact do you think your increased global awareness from your education at ISA has had on your life since graduation?

Part III requested participants to indicate if they would agree to be interviewed and requested contact information.

Upon reviewing the 102 completed questionnaires, I requested interviews from 27 participants. The questionnaire participants covered graduation years from 1998 to 2011. I decided to complete 12 interviews with graduates covering a 10-year span: 2001 through 2011. Only one 2010 graduate responded to the questionnaire but did not respond to the request for an interview. Additional requests for participants from graduate year 2010 on Facebook yielded no response.

Researcher's Role

Marshall and Rossman (2006) said, "the researcher is the instrument" (p. 72). It is important for a researcher to use interpersonal skills to build a trust between the researcher and the interviewee. A trusting relationship during the brief time of the interview allows the participants to engage more thoughtfully in the interview. The researcher may also need "to educate the participants about the researcher's role" (Marshall & Rossman, 2006, p. 79). This would ensure the researcher and the participant relationship was a professional one centered on the topic of study.

I also ensured an ethical relationship between the participants and me by informing each participant of the purpose of the study and how the data collected would be used in the study. All participants were advised that data collected would be kept in complete confidence and only used for this study.

Data Collection and Procedure

Interviews. "Stories are a way of knowing" (Seidman, 2006, p. 7). The interviewing process is a way of letting people tell their stories, which, in turn, creates the meaning of what happened. We articulate our lives through language to solidify the meaning in an experience. So "interviewing is a basic mode of inquiry" (Seidman, 2006, p. 8). I used an interview process as the mode of inquiry, in addition to the questionnaire discussed previously.

Instead of two interviews, as Seidman (2006) suggested in his book, *Interviewing as Qualitative Research*, I provided two open-ended questions in the initial questionnaire to give the participants in the case study the opportunity to put the topic in context. Like conducting multiple interviews, the questionnaire gave the participant the opportunity to put the topic into context, to add detail, and to reflect on the topic (Seidman, 2006). The questionnaire was

followed by an in-depth interview of selected participants, based on the information obtained by the two open-ended questions in the questionnaire. The two questions provided to the participants prior to any interviews allowed for a more focused and reflective participant narrative.

The 15- to 20-minute interviews took place after 102 questionnaires were collected. This allowed the participants time to reflect on the questions and to increase depth about the topic. Open-ended questions allowed the participants to "best voice their experiences unconstrained by any perspectives of the researcher or past research findings" (Creswell, 2005, p. 214). Interviews were then based on the information given in the open-ended questions asked in the Questionnaire (Merriam, 2001).

Since I resided in Germany and most participants resided in the United States, the interviews were conducted via Skype. I contacted former students through Internet social media. An announcement on Facebook requested volunteers to participate in the research project and was posted on my personal Facebook site, the ISA website, and ISA Facebook site. I also contacted teachers from the case study high school and requested that they put an announcement on their personal Facebook pages, yielding 102 questionnaire responses from ISA alumni.

There were drawbacks to conducting interviews via Skype. Creswell (2005) described the limitations of not having direct contact with the participants that "contributes to the researcher's ability to understand the interviewees' perceptions of the phenomenon." (p. 362). I asked clarifying questions during the interview to assist the process. Although Skype allows the participant and me to view each other, it is still a mediated venue and can result in some technical difficulties. Due to technical issues, including the fact that I often had limited

connectivity, most of the Skype interviews were conducted with audio only. I was unable to have much visual contact with interviewees.

An additional concern was the time difference in conducting interviews between Germany and the United States. I conducted the interviews at times convenient for the participants, which meant some appointments were not convenient for me. That condition could not be avoided. I created a situation whereby the time difference produced as minimal a distraction as possible.

Transcription. All interviews were digitally recorded and then transcribed by a third party to ensure accuracy. Transcripts were made available to all participants to review for accuracy and any additional comments they wanted to make. Participants who made adjustments to the transcripts e-mailed those revisions to me prior to any analysis and were included in the data analysis.

I contracted a professional transcriber for time efficiency. All participants were advised of the use of a disinterested third party transcriber in the consent form.

Listening. In conducting interviews, listening was the key (Marshall & Rossman, 2006; Seidman, 2006). I let the participants be the voice of research. Active listening by taking notes, asking clarifying questions, refocusing the participants, if necessary, created a successful interview.

Protection of Human Subjects. It is important to protect the participants in the study (Creswell, 2005). According to Seidman (2006), "informed consent is the first step towards minimizing the risks participants face when they agree to be interviewed" (p. 61). I provided an informed consent document to all participants prior to interviewing them. All participants were assigned a number to protect their identity. All participants were informed of the purpose of the

study and how the study would be reported and to whom. Participants were informed that I might "develop a composite picture of participants" in the research findings (Creswell, 2005, p. 216). All interview transcripts were kept confidential, with access limited to myself, the participant, and the third party transcriber.

In addition, all participants were made aware that information from the questionnaire would be used in the study and were given the opportunity to withdraw from participation before data analysis. No participant withdrew prior to data analysis.

I completed courses through Collaborative Institutional Training Initiative (CITI), to develop my knowledge on ethical issues in research study. The certificate I received was effective for 2 years. With this knowledge I created an ethical research situation that protected all participants involved.

An additional protection for the participants was the Institutional Review Board (IRB) of the University of the Incarnate Word. This research was approved by the IRB prior to data collection. A submission and acceptance of the research plan by the IRB ensured that all participants were protected (Marshall & Rossman, 2006).

Data Analysis and Presentation of Findings

Seidman (2006) said, "One goal of the researcher…is to reduce and then shape the material into a form in which [the data] can be shared or displayed" (p. 119). I listened to the interviews and I read transcriptions of each interview and questionnaire responses, looking for recurring themes or shared experiences that related to the topic. I also clarified information with interviewees, who were provided copies of the transcription for participant review after the interview. The audio interviews and the interview transcriptions shaped the conclusions of the research study. The individual experiences of some of the participants were included in the

thematic summary as short vignettes or as a brief profile. The vignettes or profiles were used to demonstrate the discussion and conclusions of the research questions.

I presented this research to the case study high school administration and faculty on August 19, 2013. This research benefits the case study high school by confirming practices already in place and could be the catalyst for change in some practices already in place.

Trustworthiness and Credibility

Marshall and Rossman (2006) revealed that qualitative research needed to be "sound and useful," and the researcher should "demonstrate the knowledge to be the research instrument" (pp. 13–14). In this research, I created a trustworthy project. The in-depth interviewing of participants who had first-hand knowledge and experience of the phenomena provided sound evidence related to the topic and provided trustworthy research.

The information is useful to the educational community in that it provides documentation that the case study high school is effective in its mission. The conclusions could be used in expanding the discussion of global studies curriculum and in exploring the question of global studies schools and the relation to general American education.

I prepared to be the instrument by being involved in a doctoral program at the University of the Incarnate Word in San Antonio, Texas. I conducted a small pilot of this study in 2009 during a course on qualitative research. Through the pilot study, I gained insight and knowledge to be the instrument. I practiced writing a research question, reviewing literature, and interviewing participants. That limited study provided the skills to present a thoughtful, detailed, and sound research study. The small pilot study has been transformed into this research study.

Summary

I conducted qualitative research to reveal the effectiveness of a global studies education on graduates of such a program. The research was conducted on a case study basis specific to one global studies high school and graduates of that program. I interviewed participants, recorded and transcribed interviews, managed the data, and provided a written presentation of research findings.

Chapter 4: Analysis, Interpretation, and Synthesis of Findings

Purpose of This Study and Data Collection

The purpose of this study and data collection was to ascertain the impact of a public high school global studies education through a case study of graduates from The International School of the Americas (ISA), a magnet high school in a large metropolitan area. This high school provides a comprehensive global studies curriculum for all students, including academic travel experiences at each grade level and an extensive Model United Nations program in which all students participate. It is through the curriculum and educational travel experiences that the global studies perspective is established.

Mansilla and Gardner suggested study of young people who "are working or ha[ve] worked internationally" in some capacity to ascertain the effectiveness of global studies in secondary education (2007, Chapter 1, para. 51). This research includes graduates who have worked internationally, and those who have remained working in their hometown or within the United States. If a global studies education produces a broader worldview and a "global consciousness" (Mansilla & Gardner, 2007, Chapter 1, para. 2), it would seem that all graduates should be influenced and not just a chosen few. It is for this reason I chose to include all ISA graduates who wished to participate in the study. A broader worldview and global consciousness should not be privy to a select few from ISA.

The research method was inspired by the research of Davies (2006), who suggested a backwards mapping of students who had engaged in global studies program in secondary education (p. 23). Prior to the ease of technology and the internet finding and contacting high school graduates would have a time consuming and difficult task. Through technology, accessing

graduates now is now more easily attainable. The backwards mapping took place through the social media Facebook site and communication through Skype.

Data Collection

The data collection took place over a period of 5 months from November, 2012, to March, 2013 and included the International School of the Americas Graduate questionnaire taken by 102 ISA alumni, in addition to 12 in-depth interviews gleaned from the questionnaire participants. The data analysis is described in three parts: report on demographic information of graduates, analysis of the two open-ended questions from the questionnaire, and analysis of the 12 in-depth interviews.

The questionnaire consisted of three parts. Part I asked for demographic, personal, and educational information. As Pike and Selby (1988) suggested in their research, Part II included two open-ended questions about global concepts:

- Question one: Describe a memorable event, classroom lesson, or experience you had while attending ISA that broadened your global awareness.

- Question two: What impact do you think your increased global awareness from your education at ISA has had on your life since graduation?

Part III of the questionnaire requested participants to indicate if they would agree or would not agree to be interviewed by me and included my contact information. Overall, 102 ISA alumni began the questionnaire, with 86 completing it.

Report on Demographic Information of ISA Alumni

The information included here from the demographics part of the questionnaire (Part I) were sections pertinent to the study of a global studies education. Those questions were

dedicated to information about higher education attainment, study abroad, work abroad, and additional learned languages.

Study Participants

The following table reports the number of participants and the year they graduated from ISA.
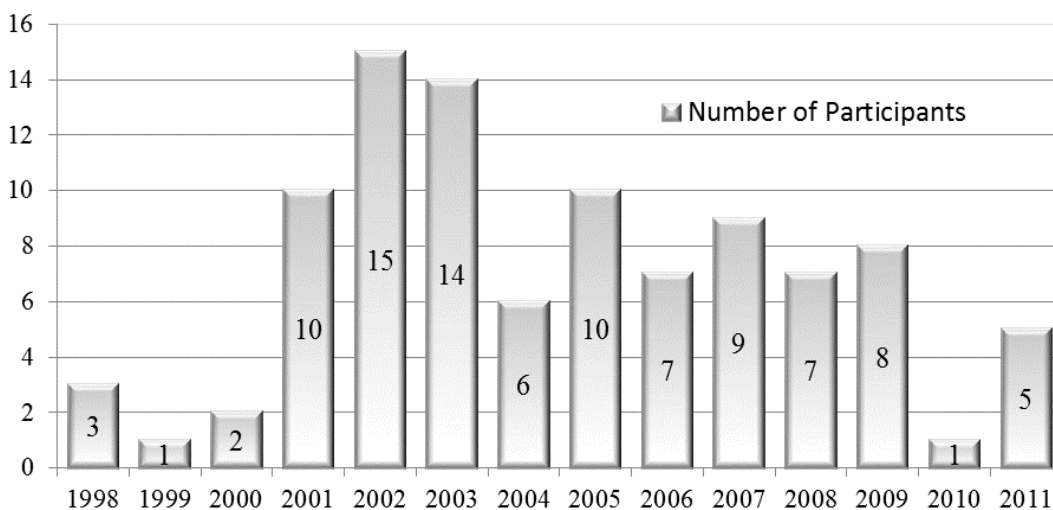
Figure 1. Participants by class year.

Participant education attainment level. Out of 102 participants, 98 answered the question of "What is the highest level of education you have completed?" ISA prides itself on the fact that all seniors have enrolled in a university or college upon graduation. According to the questionnaire findings, 47 of 98 ISA alumni completed a bachelor's degree, with 12 master's completions, and 2 PhD completions. Figure 2 provides the data. Since the closure of the study and questionnaire, three of the participants have now completed their bachelor's degree.
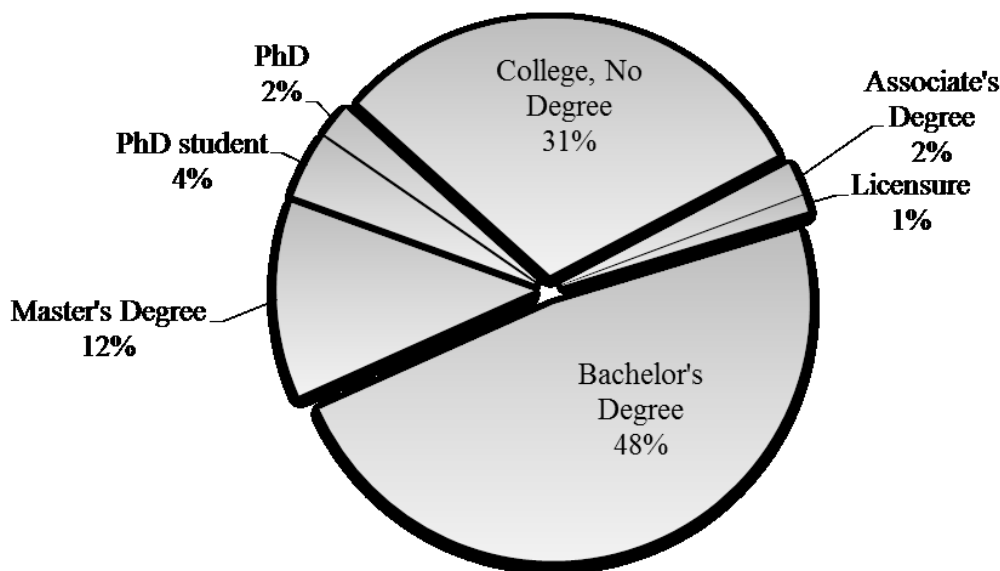
Figure 2. Participant education attainment level.

Study abroad and/or work abroad. Of 98 participants who answered this question, 18.4% had studied abroad in countries including United Kingdom, Belize, Italy, Republic of Macedonia, South Africa, Czech Republic, China, Chile, Mexico, Hungary, Australia, India, Germany, South Korea, Switzerland, and Spain. Five to six percent of the participants had lived and/or worked abroad in various countries, such as Republic of Macedonia, Germany, Cambodia, China, Malaysia, Mexico, Japan, Australia, Hungary, England, South Korea, Mexico, Singapore, United Kingdom, France, Kenya, Chile, the Netherlands, Austria, Belgium, Thailand, Bahrain, and United Arab Emirates.

Language learning. Language learning is also an important requirement at ISA, as students are required to take four years of language. Language learning also includes cultural knowledge and involves seeing through a global lens (Torney-Purta, 1986). This emphasis on international languages is impressed upon the students with many choices, including Chinese, Japanese, German, Spanish, and French. The diverse student population also brings other

languages to ISA. The participating alumni reported proficiency in the languages demonstrated in Figure 3, which also includes participants who are multi-lingual.
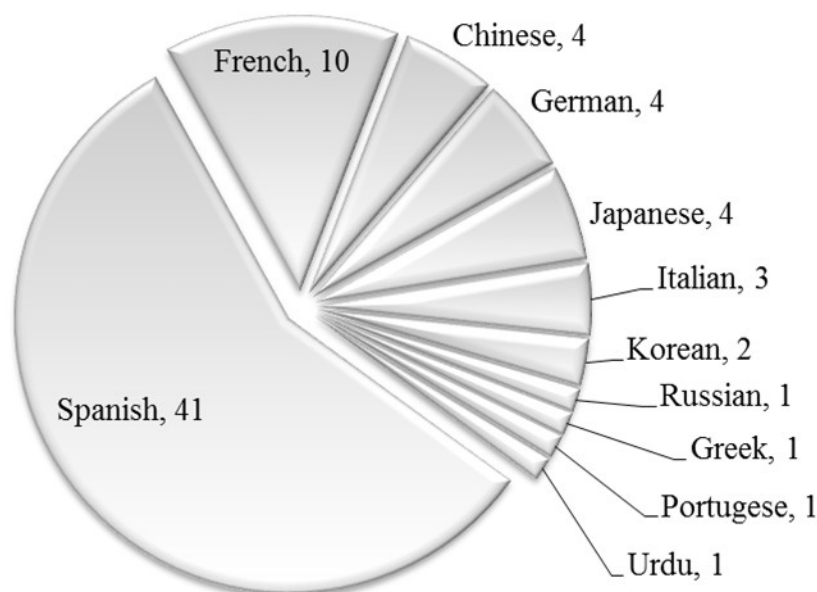
Figure 3. Second languages spoken by participants (89 respondents).

Analysis and Findings of Two Open-Ended Questions from ISA Alumni

Part II of the Questionnaire consisted of two open-ended questions pertaining to the global studies curriculum during their time at ISA. Out of 102 participants in the study, 84 participants answered Question One and 83 participants answered Question Two. Each question will be discussed individually at length, revealing the emergent themes with participant quotations.

Question one: describe a memorable event, classroom lesson, or experience you had while attending ISA that broadened your global awareness. The data analysis revealed three major themes of how global awareness was broadened. The three major themes included the Model United Nations experience, a classroom lesson, and an academic travel experience.

Model United Nations. Twenty-eight participants cited the Model United Nations

(MUN) as a pivotal event that broadened their global awareness. ISA's extensive MUN program

took place in the fall of each academic year. MUN was implemented during through the

sophomore year, with junior and senior student staff organizing the event. Of the approximately

450 students at the high school, as many as 300 were involved in the event each year. Many of

the former students cited MUN as the milestone that led to their understanding of how our

complex world works politically and economically:

> I believe my participation in the Model United Nations program throughout high school was key in broadening my understanding of governments throughout the world. (Participant 7)

> Model United Nations was a big part of my time at ISA…the event really helped me understand international politics on a much deeper level. (Participant 4)

> Representing countries like China and Iran in MUN forced me to see the complexity of world affairs, and taught me to analyze situations holistically and to analyze bias. (Participant 6)

> I loved learning about the ways in which other countries operate and make important decisions to better (or not) the people of their country and how that, in turn, effects their decisions to interact (or not) with other countries around the world. (Participant 27)

Students also keyed into the idea of a worldview that encompassed more than the United

States. Those new worldviews also included how other countries or peoples view citizens of the

United States. Students envisioned themselves through the eyes of others:

> We were able to see things from a global perspective, rather than what we were used to seeing in our own "American tunnel vision." (Participant 8)

> Model United Nations was, by far, the most memorable event for global awareness. We learned to know the views of the rest of the world on important issues. It was eye opening! (Participant 70)

> I was able to see life beyond the [United States], and other peoples' struggles. (Participant 65)

ISA always challenged my worldview, and because of that, I always find ways to serve the local community, but also the global community. (Participant 47)

As a simulation, Model United Nations was most effective with students. The former students consistently discussed how they were put into a situation of thinking outside the box. In the simulation, students must think and make decisions as someone from a country other than the United States concerning an issue of international importance. The recurring theme of "being in another's shoes" emerged as an important way of broadening global awareness:

Learning to put myself in other people's shoes to try and understand the cultural differences, as well as the things that make us all the similar. (Participant 69)

You had to pretend you were from the chosen country…It meant walking in their shoes. (Participant 32)

I was completely unfamiliar with global politics before this, and this gave me a pretty good overview of how countries interact with and affect one another. (Participant 48)

Academic travel. The evolution of the International School of the Americas included academic thematic travel experiences being introduced into each class level over time. The first trip to be incorporated into the curriculum was the sophomore trip to Zacatecas, Mexico, focusing on identity and culture, since Zacatecas, Mexico, and the home city of ISA, were settled by the same group of Catholic priests. The students studied the architecture and community development of Zacatecas and how that same community development translated to their hometown.

Going to Mexico in tenth grade…I loved seeing where the founders of _____ came from. It gave me a great understanding of the city I grew up in. (Participant 47)

The trip to Zacatecas is always the event I go back to that created a 'small world' mentality. It was hours away, but there were so many similarities to the city I grew up in. It changed the way I looked at the world. I look for similarities instead of differences. It caused me to look further into world events to understand why they happen. (Participant 58)

Many former ISA students had never traveled to Mexico or any other international country prior to that experience. That trip explored cultural identity. Margolis, Dacey, and Kenny (2007) pointed out that developmental diversity, which explored ethnic diversity as well, was rich and beneficial. The demographics of ISA, as stated previously, revealed a multicultural student population. Since the majority of the students were hometown natives or had lived there most of their lives, study participants were able to examine a broader identity through the Mexico travel experience. Most of the participants agreed that the Zacatecas trip opened their eyes to cultural inequalities between Mexico and the United States, even though they are neighboring countries, and even the disparities that existed in the Mexican culture itself.

> The sophomore class trip to Zacatecas, Mexico…We experienced strong culture shock and were able to see what it might be like living outside of the [United States]. (Participant 13)

> The sophomore trip to Zacatecas, Mexico, really opened my eyes to how culture can be so different and vibrant…It made me realize what things are easily taken for granted in the United States that are hard to come by in Mexico. (Participant 19)

> Our lessons on culture and our trip to Zacatecas really opened my eyes to the many different ways of life people live. (Participant 66)

> The Zacatecas trip. It was a total immersion into a way of life that was unlike our own. (Participant 74)

> During our trip to Zacatecas, I was made aware of an indigenous population that were greatly neglected. (Participant 37)

The freshman academic trip to Heifer International, where sustainable development and environment issues were studied in Arkansas, as well, had a great impact on the participants. Here students experienced a simulation of life in a developing country, involving lessons in economics, culture, poverty, foreign trade, and hardship conditions. Although the simulation

lasted only 3 days, the experience placed students in that situation where they were in someone

else's shoes.

> I feel the trip to Heifer International was a major event that led to my learning of my global awareness. I was able to learn what other countries go through trying to get basic things they need to live. (Participant 41)

> I felt as though the [Heifer] trip helped open our naïve minds to what the rest of the world was like. It was the perfect timing in our lives to be exposed to what other countries and cultures face, because we were at a stage in our life where we didn't necessarily have a set mindset of who we were; we were still able to be molded into a different, better person. (Participant 49)

In the junior year, some of the participants traveled to Alabama, studying the Civil Rights

Movement in the United States as a gateway to learning about global civil disobedience. In the

United States, many students believe that civil rights is something that happened in our country a

long time ago, and they do not see it as a universal issue. This trip brought the issue of civil

rights home and connected it to the world.

> The Alabama trip my junior year! Even though it was a domestic trip, the notion of collective struggle is present all around the world, and always will be, whether it be on issues of class, gender, or race. (Participant 14)

It is evident the academic travel experiences created global awareness and a new way of thinking

for the study participants.

Classroom experiences. Several participants recounted classroom lessons remembered

long after graduation as broadening global awareness. As Gaudelli (2003) pointed out, critical

thinking and participatory teaching methods were as important as globally minded teachers.

Teachers at ISA seemed to create positive global studies lessons for all students. Those were

lessons that created a situation where student perceptions were changed. Students were

challenged on their ways of seeing the world, which led to a broader worldview.

> In freshman world geography, we were told to peel an orange in one piece and then to flatten it as a map in 2D. This showed how distorted our perceptions of the world can be. (Participant 35)

> Mr._____ gave a presentation using food as an eye opener to what other kids were eating around the world. In some cases, it was all those kids were eating all day. Sure, it was something I'd have known about before, but this moment really got the message across and had a lasting impact on me. (Participant 17)

Other important classroom lessons were simulations, including the Olympic Project,

> Freshmen year, we all did a project called the Olympic Project, where we came up with a presentation promoting our assigned country to a panel of judges trying to convince them to hold the event in our country. (Participant 24)

and the Global Environmental Project,

> Global Environmental Project has always stuck with me. Having to take a position and present to our peers and teachers made students take it seriously. Since students were also talking about it with classmates in and out of the classroom, GEP became more than a project, but something students actually became interested in. (Participant 29)

Those simulations required students to identify with a culture or country other than the United States and to represent that culture's or country's views in the classroom lesson. That kind of critical thinking and classroom curriculum appeared to play an essential part in promoting the global awareness of students.

Question two: what impact do you think your increased global awareness from your education at ISA has had on your life since graduation? The purpose of this question was to ascertain the impact of global studies on the participants' choices after high school. Previous researchers have written consistently that educators need to prepare our young people for globalization and dealing with the 21st century (Asia Society, 2007, Mansilla & Jackson, 2011; Roberts, 2007; Scott, 2005). I investigated the impact of global studies education on the adult life of the participants.

The data analysis revealed three central themes of how increased global awareness from attending ISA had impacted adult life and decisions after graduation. The four major themes included developing cultural understanding and tolerance, being better equipped for college and professional life, a desire to travel and/or study abroad, and igniting a desire to be politically active and aware locally and globally.

Cultural understanding and tolerance. A common thread throughout the data included cultural understanding and tolerance of others. It was Hanvey (1976) who said the "emergence of a global cognition" (p. 38) would create young people who made choices based on a broader worldview. Decisions and choices of participants were expressed by some in very personal terms. The participants understood how the world was connected and the effect it had had on their worldview.

> Taught me to have a bigger worldview. We are all connected, and we need to help each other. (Participant 2)

> I think ISA has made me a more tolerant and accepting person. Without having to look at the world critically and understand many social issues, I would be a lot more close minded. (Participant 10)

> Having increased global awareness has made more me empathetic to other people that have different cultures and religions…I see the impact of lack of global awareness, not only in my students, but also with my coworkers, and it scares me that not everyone is as blessed as I was to learn at ISA. (Participant 15)

> I am more thoughtful in my discussions and the way that I treat others around me…I feel I can still make objective observations about communities and societies. (Participant 28)

> Not all issues are black and white. (Participant 30)

> My increased global awareness informs the way I think, how I process information, and with what assumptions and biases. (Participant 35)

I tend to think in big picture terms now, so with this global awareness, I find myself consciously trying to figure out how my actions affect others around me, and how the actions of others affect me on both a global and local scale. (Participant 48)

Other participants expressed the ideas of tolerance and cultural understanding in a more general way, referring to societies as a whole.

I am more apt to embrace cultures for their uniqueness than judge them because they are not like me. (Participant 22)

I now not only respect the differences, but also appreciate the differences, and enjoy getting to know others from around the world. (Participant 25)

I'm more open to the idea that the way other people in the world live is valuable, and just because we're different does [not] mean we're better or worse than others. (Participant 31)

Cultural understanding and tolerance seemed to lead young people to create lives reflective of a broad worldview and way of thinking.

Better equipped for college and/or professional life. Many of the participants spoke of the influence of ISA and their career. It seemed evident that ISA created an "education for responsible participation in an interdependent global society" (Anderson & Anderson, 1979, p. 3). Some participants of the study had entered the work world. The broad spectrums of careers represented by participants were police, military, international consulting, teaching, business, and research. Some alumni chose a career directly because of involvement at ISA, or noted that a globally-focused curriculum still assisted them in their work choices.

I majored in anthropology in college, with a specialization in medical and cultural anthropology. Understanding how different people from different cultures view issues of health and wellness affects me every day as I work with individuals with disabilities and their families…ISA helped me develop the early stages of my cultural understanding and emphasized the importance of broadening my understanding in this area. (Participant 1)

I learned that I am not just a citizen of the United States, but a citizen of the world…I learned how to respect and be friends with people from other cultures

and nations through the many exchange students we had at ISA. I have taken these lessons with me through my college career, the Peace Corps, and my professional career. (Participant 71)

As a cop, I see people from all walks of life and have a better understanding of what makes them tick. (Participant 12)

My internship at the Esperanza Peace and Justice Center my senior year helped me see the beauty of community organizing and grassroots building. Since I graduated from ISA, I've been very involved in grassroots efforts around immigration issues in San Antonio, Boston, and when I studied abroad in Chile. (Participant 33)

It has made me a better leader in the sense that I am aware of current events, past world events, and can use this knowledge to better plan for my troops. (Participant 38)

As a current teacher, I try to incorporate global issues into my curriculum to enhance the learning experiences of my students, and I feel compelled to grant them the same ownership I had in my education. (Participant 63)

I am far more open and understanding of our customers' and suppliers' varying cultural backgrounds and needs. (Participant 64)

ISA set the stage for what has become a life as a global citizen…now I speak nearly 12 languages with very high levels of fluency. I have worked at the top consultancies and attended the world's finest universities, Harvard and Oxford, but nothing prepared me for the outside world like ISA…all of it was critical in making me the person I am today. (Participant 67)

Because I am more attuned to global and cultural differences, this has helped me in my career to think about how my research results may differ for different groups or countries of people. (Participant 74)

The influence of a global studies curriculum in high school seemed to impact the choices and decisions of the participants as professionals aware of how global and cultural issues fit into their career paths.

Desire to travel and/or study abroad. Some participants shared how they were inspired to study abroad after graduation from ISA, and while attending university or college. And others had traveled to work and sought an understanding of the cultural history of places.

I have no doubt that ISA played a large role in my massively global education and experiences…I have traveled to every continent (besides Antarctica) and continue to live, work, and study outside of the United States. Compared with many others I have met, I have to say that my education at ISA was unique in all the right ways. (Participant 39)

The global perspective of ISA has led me to discover a world of different cultures…[and] to pursue a study abroad program in Germany as well. (Participant 50)

I am known to be world traveler now…ISA prepared me for college and the world. (Participant 68)

It's made me see traveling to foreign countries in a different way. I've returned to Mexico several times, and always use that trip [Sophomore Zacatecas trip] as a benchmark. (Participant 71)

I studied abroad in China, an experience that changed my life. I am happy I went to ISA. (Participant 46)

A byproduct of a global studies curriculum appeared to be the aspiration to travel or study abroad.

Being politically active and/or aware locally and globally. Torney-Purta's (1989, 2001) research outcome suggested that reading international news in newspapers created globally aware students. Reading newspapers implied that knowing about current world events created globally aware students. Not many high school students read a newspaper today with the Internet available. At ISA, the participants were exposed to current events and their impact on the world through classroom curriculum, Model United Nations, and academic travel. Some participants revealed how they continued to be very interested in what goes on politically in the world on a global basis.

I think I am more interested in the news of other countries. (Participant 3)

I feel more comfortable discussing current events in general. (Participant 6)

I'm more aware of what goes on in the world and I can't stop reading the news. (Participant 17)

As I learn about new events and try to form an opinion, I think beyond the context of the US and include the global community. (Participant 26)

I believe we have to be active participants in the global community, to know where [the United States] stand on current foreign policy, and understand our economic relationship with other countries. (Participant 33)

I believe I had become more politically aware, and also generally more interested in issues around the world. (Participant 45)

I certainly have a thirst to understand other cultures, political systems, and beliefs of people across the globe. (Participant 73)

ISA seemed to inspire students to be more connected and actively involved in the political world.

In-Depth Participant Interviews

Part III of the International School of the Americas Graduate Questionnaire asked participants if they would be willing to be interviewed for the study. As Marshall and Rossman (2006) said, the interview helped the researcher "delve into the complexities and process" of participants (pp. 98–103), and as Torney-Purta (1986) pointed out, it was the advantage of a qualitative model. Sixty-four participants out of 86 were willing to be interviewed. It was my goal to interview at least one representative from each graduate year from 2001 through 2011. Out of 27 alumni contacted for an interview, 12 responded. Each graduate year was represented, except 2010. The only 2010 alumni who participated in the study did not respond to the interview request.

Four major themes emerged from the in-depth interviews: Nonprofit Work and Volunteerism beyond ISA, Global Awareness and Life beyond ISA, Confidence and Critical Thinking, and Academic Curriculum and Academic Travel. In the following paragraphs, each theme is explored through participant response.

Nonprofit work and volunteerism beyond ISA. As Davies (2006) pointed out, one of the factors of global citizen education was "the experience of doing some form of community service," which is a path that ISA encourages (p. 17). ISA graduates are required to complete 120 hours of community service throughout their four years. For many study participants, volunteerism had continued into their lives after ISA. A number of students participating in the study related their experiences in the nonprofit sector of society. Some of the participants were strictly volunteers, working at a nonprofit during their college or university study, while others completed volunteer internships with a nonprofit organization.

> So starting with my internship at ISA with the Esperanza Peace and Justice Center, I got introduced to immigrant rights, and then here in Boston, I found a group called the Student Immigrant Movement…then when I was a grad in Chile last year, I decided to intern with an organization called Collective Without Borders. (Participant 29)

> [2-year] career in the Peace Corp…whenever I get the chance, I try to do grant writing for other nonprofits. (Participant 18)

> In college I worked for a bunch of nonprofits…I figure I have a lot of the artistic background, but I need the business savvy to be able to run a theatre or an arts nonprofit. (Participant 94)

Other participants who had volunteered while in high school and college went on to make nonprofit work a career.

> Since I graduated from college, I've been working for a nonprofit… called the Presbyterian Border Ministry, and I'm their only [United States] employee. (Participant 97)

> I literally got hired at the USO strictly because of all the event planning I have done, and then slowly but surely, I got a promotion, which launched me to the career I have today. So, I definitely owe that background I started at ISA…I work for another nonprofit. It's a partner with the USO, called the Comfort Crew for Military Kids. (Participant 35)

Community service seemed to have become an integral part of the participants' adult lives.

Global awareness and life beyond ISA. In the interviews, the meaning of global

awareness emerged for several participants. The complex connection between global and local,

as Ziebertz and Kay (2009) pointed out, had been revealed by attending ISA for participants.

Phinney (2008) also contended that with a global studies education, students would see

themselves as larger in the world. Questions about how global awareness affected their lives now

as young adults rendered responses about how global issues and local issues were tied together.

> It helped me to be aware of a world beyond _____. A world beyond _____,
> and it helped me to feel like I was a part of the rest of the world that was beyond
> my circle and to be interested in…what was going on and to understand that it
> affected my life as well. (Participant 97)

> Kind of thinking about how poverty and the economy and all these issues would
> impact education and also literature. That is sort of one thing that I think started at
> ISA and grew over time, you know, about how things going on in the world sort
> of impact things on a smaller level. (Participant 77)

> To be interested in what was going on and to understand that it affected my life as
> well. (Participant 97)

> Some participants discussed how global concepts learned at ISA had led them in their

current career.

> ISA was really good about accepting people for who they were. I think dealing
> with people is one of the biggest jobs you need to have going into the real world.
> (Participant 49)

> I'm working for an ethical company. I don't think I truly would understand that if
> I hadn't done that Model UN project. (Participant 46)

> I was really interested in…being a global citizen…and then transitioned into
> wanting to do grant writing. (Participant 4)

> I deal with confrontation all the time, and I guess global awareness is all about
> confrontation, because it's so many different ideals and life styles coming
> together. (Participant 75)

ISA really kind of brought me into a more real world practical kind of application for those things, so that kind of…I guess, that was when my interest in sociology really started, was of drawing me out of this abstract, and drawing me into a more concrete application. (Participant 77)

The idea of having a broader cultural view of the world and how it affected their lives emerged from others.

I started becoming more aware of the differences between us, and then I guess you could say, and…I think that it kind of helps me come to terms with my identity to who I am…it helps me appreciate other cultures a little bit more…I can take a look at the subtle differences and just appreciate the small things. (Participant 28)

I can see where not having attended a place like ISA and having a much more narrow view of culture and society…ISA sort of pads you to understand that it's going to be different wherever you go, and be ready for it, and be ready to accept it, because there's good that can come out of it. Don't freak out. (Participant 94)

You know, do we [United States] need to be in that country…do we need to really help shape it differently, or is it something what we are imposing on them? I think a lot of times I don't jump to the conclusion that whatever we are doing is the correct way of doing something. I think that was stemmed a lot from my time at ISA, just because it was so community based. (Participant 46)

It appeared that the ISA graduates had revealed their education was, as Becker (1979) wrote, "[an] education for responsible participation in an interdependent global society" (p. 40)

Confidence and critical thinking. Many participants spoke of the impact of curriculum and the teachers at ISA. Marshall (2007) declared that teaching critical thinking skills was important in a global studies curriculum. Along with critical thinking comes confidence in thinking, and the confidence as students to become involved in their own education. Many participants related how teachers encouraged independent and critical thinking.

I would say, yes, in the beginning, definitely, that I felt that I went into the [college or university] classes I had a confidence that other freshmen and sophomores, depending on the class…but because I have the experience at ISA, I feel like, yeah, I felt like I knew more. (Participant 97)

Confidence in my own opinion, because I feel like all of the classes that I had there [ISA] really encouraged me to think for myself. (Participant 77)

I feel like my teachers, despite of the fact that I was a teenager, never told me or made me feel like something that I wanted to do wasn't possible. And like that sort of trust just inspired me to look at school differently. (Participant 4)

It was very fast paced…but it was fast paced with a purpose, which obviously you guys [teachers and staff] at ISA were always teaching us to do things with a purpose. (Participant 35)

I guess I didn't know how ISA had shaped me until I was halfway through college. You know, it's kind of hard to explain, but I remember my first English class in college, and we were discussing poetry, and this is, oh, this is just everyday life [for me], but the kids in the class were like…they didn't know how to talk about poetry. It's just like things like that, that you guys [ISA teachers] did for us that made us all better people. (Participant 35)

Well one thing for sure was confidence in my own opinion, because I feel like all of the classes that I had there [ISA] really encouraged me to think for myself. (Participant 77)

I entered an ISA classroom where the teacher became a facilitator. (Participant 55)

That confidence also led participants to have increased critical thinking skills beyond

high school. Those critical thinking skills had served them well into adulthood.

Ah…you know, I'd say, yes, it probably opened me up to being a little more critical of everything. I think because I was exposed to so much [that] 'why' became a more common word in my grammar, I guess. You know, I started to question a lot of things of why is this, like, what causes that. (Participant 28)

Just being forced to be out of my comfort zone, arguing against my own ideas, and things like that. So those were a lot of specific examples, and so that just, I think, kind of snowballed and made me into a more critical thinker since ISA. (Participant 55)

I genuinely believe the only reason why I'm sitting here right now is because I went to ISA, and that whole mission as approaching education outside of the box sort of inspired me to be an archeologist. (Participant 4)

I guess I can pinpoint a lot of my understanding on ethics, I guess I would say. The root from it, or I guess the seed that was planted, was at ISA, because I think, you know, a lot of times it was why, why do we do this, not is it right or is it wrong, but why. (Participant 46)

Academic curriculum and academic travel. Some participants discussed in detail about certain academic classroom or academic travel experiences and what lessons they took with them from ISA.

End of the semester with economics, and we were given some countries, and we were told, like, to help people. And that was it. It was help people use economics, and here's your country. We did a lot of research, and it was really cool to take that, take economics to such a higher degree, you know, and it literally felt like every meeting we had with the team…It felt like a business meeting. It just felt so real world. (Participant 49)

I think that was one thing that ISA really did was to help me draw all these connections to experiences that I had had in the past and make them bigger…ISA really kind of brought me into a more real world practical kind of application. (Participant 77)

And then, back in high school, that was like my thing,…I listened to certain bands…to see what they were talking about, and I think, you know,…that combined with ISA, you know, the mock election and…we looked at…immigration into the United States,…the depression…it just complimented that sense of urgency that I heard in my music, and it showed me, I guess, a few different ways that change can happen, beyond just, you know, writing a song about it…You know, we took a trip down to Mexico the sophomore year. That was my first real…the first time I was really faced with poverty. (Participant 28)

A commitment to introduce interdisciplinary projects, because we had that project that was both English and history final projects, and you had to analyze books from a historical perspective and talk about how history influenced them. I remember how to do that…And things like Ellis Island Immigration Simulation. (Participant 77)

I remember World Geography the freshman year with_____. And we peeled an orange and did that world map thing, the projection, and that just highlights for me the distortion that we face when we are trying to learn about the world and not just a map, but in any sort of situation, the distortion that happens when you are talking internationally, and you're trying to understand places far from you. (Participant 55)

But I really enjoyed the trip to Alabama. I think that was very significant for…like now that I reflect on it. Reflection! But, I really enjoyed that. It gave me a perspective for…civil rights and people, like, coming together for like a cause. (Participant 29)

I ended up doing classics, and I think a lot of it is because we had to read so much in ISA, and we had to read things that were challenging, like, or like, we had the option to read things that were challenging, like my senior year I read *Ulysses* and *The Sound of the Fury*. (Participant 4)

That [curriculum] innovation is what made a lot of us, me personally, interested in getting a PhD or really pursuing academics, not as a chore, not something you have to do, but something that I really love. (Participant 4)

I mean, you can go to a museum, you can go read about other cultures, but until you are actually doing what that culture does, I don't think you actually have an understanding, so that's what it [ISA curriculum] did for me. (Participant 75)

All of those participant quotations from the questionnaire and in-depth interviews represented the impact of a global studies curriculum. The global studies curriculum had followed the ISA alumni into their adult lives. The participants conveyed the important impact on adult life of a global studies education. The participants' global studies had resulted in career choices, deeper critical thinking about the way the world works, the part they each played in this world, and how they had used their voices in adult life.

Chapter 5: Discussion, Conclusions, and Recommendations

Discussion

In his *TED* talk, published on May 8, 2013, Geoffrey Canada, head of Harlem Children's Zone, asked, "Why is it that when we had rotary phones, when we were having folks being crippled by polio, that we were teaching the same way then that we're doing right now?" If we apply this same challenge to the idea of global studies education, which has been written about and tested since the Victorian Era, the question is the same: Why are educators still teaching the same way? If past research has shown the importance of a global studies education, then why are we not practicing it more? What has been missing is definitive research providing an answer to the outcome of a global studies education. With this research, part of that gap has been filled.

This research case study provides an impact assessment of a global studies curriculum on graduates from the International School of the Americas, a public high school. Past educators and researchers have proposed the benefits of a global studies education as a broadening worldview, encouraging global citizenship in the world, and creating a way to meet the challenges of a global economy (Jackson, 2004, 2008; Roberts, 2007). Research depicting the influence of a global studies education on students, however, has been slow in coming. Davies (2006) called for a backwards mapping of students who had benefitted from a global studies secondary education to evaluate the impact through students (p. 23). Davies's challenge of backwards mapping inspired this research.

The case study of the International School of the Americas began with the ISA questionnaire distributed through a social media link. ISA alumni were invited to respond to the ISA questionnaire through Facebook. The data collected were analyzed, which led to in-depth interviews with 12 former graduates spanning the years of 2001 to 2011. The interviews were

conducted through social media, Skype, since I resided in Germany. Interviews were transcribed

and analyzed thoroughly, which, along with the questionnaire results, led to the findings.

When asked what memorable event, classroom lesson, or experience the students had at

ISA, participants, by and large, referred to Model United Nations as an experience that opened

their minds globally, along with the academic travel experiences. Model United Nations

provided a goal that was "*authentic* in terms of the content area" (Gibson et al., p. 14). Travel

experiences that placed students out of their comfort zone in another culture had the greatest

impact. Classroom lessons were also cited as experiences that created global awareness, but

several different lessons were cited by several participants. Lessons that involved students

adopting a point of view foreign to their own, "a cultural contrast," and using that point of view

in a given classroom task had the greatest impact (Gibson et al., p. 13).

> I was able to gain a perspective and respect for other cultures and religions that I
> didn't have before. (Participant 5)

> I learned to look at the history of the world in a more objective way, rather than through
> the lens of a "Westerner." (Participant 28)

That indicated that global awareness permeated the ISA experience in the classroom, during

travel experiences, and at whole school events, producing "knowledge of globalization and the

resulting issues and problems that affect everyone's lives" (Gibson et al., p. 15).

When asked what impact being educated at ISA had on one's adult life, several themes

emerged, such as greater cultural understanding and tolerance, becoming better equipped for

college and professional life, travel or study abroad, and being politically active and aware

locally and globally.

If I have learned anything from my time at ISA, it is that we need to be active participants in both local and global communities. (Participant 33)

Participants were emphatic as to the positive impact of their learning experience at the International School of the Americas.

The in-depth interviews of participants revealed an emphasis on volunteerism in their adult lives; continued awareness of the global and local connection of societal, economic, and political issues; confidence in oneself; and the advantage of increased critical thinking skills. Most participants felt they were more prepared for the college or university setting than their peers:

And so, for me, that was something that really helped me, and when I got to college I was a lot more willing to give my opinions in classrooms and argue over literature history and ask questions, and I don't think I would have been as willing to if ISA hadn't given me that big difference. So, and I've gotten more confident over the years. That really started at ISA. (Participant 77)

Global learning skills "require numerous critical thinking skills in order to generate possible solutions [and] make decisions" (Gibson et al., 2008, p. 17).

Some participants said the importance of global studies curriculum had continued to make a difference in their professional lives. Some participants directly related their career choices to attending ISA and its global studies curriculum and academic experiences designed for students.

Introduction to Heifer and other nonprofits likely led fairly directly to my current employment with Heifer International. (Participant 16)

I majored in international relations directly as a result of my attending ISA. (Participant 46)

According to this research, here is a description of what two ISA graduates might be like today. These two composites are not gender specific, but pictures of a collection of graduate participants:

> After graduating from ISA, Julie attended an out-of-state university the following year. She majored in international relations and graduated. Then Julie worked for an international nonprofit, interning in another country. That event led Julie to apply for a graduate program to continue her education.
>
> After graduating from ISA, John attended the local university and lived at home. During his university experience, John volunteered for a local nonprofit dealing with local immigration issues. After completing his bachelors' degree, John obtained a job locally and continued as leader in community service.

This research seemed to confirm that "global learning provides opportunities that nurture a global consciousness and develop knowledge, skills, and attitudes necessary to be an effective world citizen" (Gibson et al., 2008, p. 18).

Conclusions

A summation of research discussed in Chapter 2 regarding a global studies education and curriculum includes the following premises:

- A globalized curriculum uses globalization as the backdrop to lesson plans and learning objectives across the broad spectrum of the typical high school curriculum, including math, science, humanities, social studies, art, sports, and language arts.

- A global studies school is a secondary school that espouses a globalized curriculum that encourages students to become global citizens, provides global problem solving skills, creates a global consciousness among young people, shapes ways of global conflict resolution for the future, and generates a global workforce.

These premises are evident in ISA and its graduates. ISA graduates consistently expressed increasing global awareness resulting from curriculum, academic travel, and school-wide events, such as Model United Nations. That global awareness resulted in life choices, including serving

in the Peace Corps; careers including international travel; college or university choices, including

majors with international components and study abroad experiences; careers involving

international nonprofits and community service, along with volunteerism; a belief in citizenship

locally and globally; and a desire to continue learning about the world economically and

politically. These young people are prepared for a global workplace.

Mansilla and Gardner suggested the efficient assessment of global education was to study

"young individuals of demonstrated global consciousness," such as those working for

international nongovernmental organizations (NGOs) (2007, Chapter 1, para. 51). Some ISA

graduates work or have worked for international NGOs. While working with an international

NGO is applauded, most American young people do not follow this path. An empirical study of

young people who have worked internationally for an NGO seems rather narrow. Most American

young people will live in the United States most of their lives. It would be more common for an

American young person to work in a diverse population in the United States, rather than to work

internationally. It is also possible for many American young people to never experience

international travel in the course of their life. Many of the study participants have chosen to

study and work in the United States. This does not mean they are immune to a global mindset:

> I was actually explaining to somebody the other night something I learned in one
> of my classes at ISA…for somebody in my situation, you know, a white officer
> living on the outskirts of _____, it would be a culture shock, but I've been
> on the Civil Rights trip and thanks a lot. (Participant 75)

It is this global mindset that can create effectiveness in the workplace (McCabe, 1997). It is this

global mindset than can shape global conflict resolution. It is this global mindset that can create

solutions to global problems.

It must be acknowledged that it was impossible to conduct a large-scale study of global

studies schools and graduates of such a school. As the studies of Gaudelli (2003) revealed, global

studies programs were not always equal. To make this study feasible, it was necessary to conduct it as a case study. This study was unique to the case and cannot be construed as a performance indicator for all global studies schools. However, this research revealed a global studies school that is effective in its mission of creating young people with a global consciousness.

Aerts et al. (1994) indicated that young people need a worldview. The theory of Aerts et al., taken with Erikson's adolescent identity (12–18 years old) theory of donning and casting off identities, revealed the time to incorporate a global identity and a global worldview was during the years of secondary education.

> Our trip to Mexico sophomore year was particularly memorable. It was my first major exposure to a completely foreign culture. Experiencing different ways commerce takes place, in contrast to what I was used to, was particularly interesting. It was also a great bonding experience with my friends at the time and put me in a position where I was compelled to interact with members of my class I never communicated with otherwise. So it also broadened my ability to socialize and relate to people outside my "clique," which was valuable at the age. (Participant 34)

> Our trip to Heifer International [freshman year]…It was perfect timing in our lives to be exposed to what other countries and cultures face, because we were at a stage in our life where we didn't necessarily have a…mindset of who we were, were still able to be molded. (Participant 49)

The secondary educational years are key to the development of identity and worldview, as indicated by research and by the participants of this study. McCabe (1997) said, "We first have to identify where students are…and then create educational experiences that can move them forward towards an enhanced global perspective" (p. 45). ISA seems to be effective in creating educational experiences for students that foster a global perspective that becomes intrinsic in student lives who will live in a globally interdependent society.

This study revealed the outcome of one public high school global studies program that can be implemented at the secondary education level. Since participants in the ISA questionnaire and in-depth interviews spanned a 12-year period of time, not all participants had the same

educational experience at ISA. Education is an organic experience; change is inevitable. There were staff and leadership changes, academic evolution refining the global studies component of the curriculum, integration of academic travel, and the school moved to a new location on the same campus in school year 2007–2008. Even with those changes over time, the participants consistently cited positive outcomes of a global studies program and its impact on life after high school. Several study participants found it hard to pinpoint one individual experience as the key to global awareness, but described their ISA experience as a *total immersion* of global awareness during their years at ISA:

> It's hard to pinpoint one major experience…The goal of becoming globally aware was so entrenched in the overall goal of ISA, that it happened in almost every class and experience. (Participant 75)

> Rather than one specific event, it was the summation of world events, culture, and experiences being incorporated into daily activities that stuck with me most. It was a constant point of discussion and awareness that shaped how I think about my community and my world. (Participant 1)

Those two participants encompassed the purpose of this global studies school in their description of what happened at ISA to broaden their global awareness. At The International School of the Americas, the global studies emphasis girds the entire educational process of the school.

Recommendations

There are questions that this research does not answer. Recommendations for further research are enumerated below:

1. If this case study is indicative of the impact of a global studies curriculum, how might this experience be transmitted to the general high school educational experience? Looking at the data from this study, it is evident that presenting curriculum and educational experiences that broaden an adolescent's worldview is of value to future generations. Further research in applying

the global studies curriculum in secondary education is recommended to create a generation of young people who are in tune with the world and the global skills necessary for the future.

2.   To maintain the idea of broadening student worldview, it is imperative to provide role models of global awareness and thinking. Teachers also need increased global awareness and knowledge of how to transmit global thinking into the classroom. How do we provide future teachers with increased global awareness, especially veteran teachers already in the field? Teachers are educational conduits when it comes to curriculum and learning experiences. "Teacher education programs can and should assume leadership roles to facilitate integration of international education issues, practices and concerns in…curriculum" (Roberts, 2007, p. 14). Teacher education programs, including global education studies, "are the exception rather than the norm" (Roberts, 2007, p. 14). Further research into providing teachers the necessary training would be of utmost importance in the field of global studies education.

3.   Participants continually cited educational experiences or lessons where students saw the world through the eyes of others as important learning curves. It is important to provide educators with the knowledge and understanding of curriculum experiences, such as simulations, real life involvement in the community, and service learning and the impact on education. These experiences provide students with important tools for the 21st century.

4.   Pertaining to this particular case study, it would be interesting to look at the impact of teaching at a global studies school. What impact does it have on individual teachers? How might it change their teaching styles? Does global studies teaching inspire teachers to become more involved locally and globally? Since teaching at a global studies school inspired this research,

this researcher is sure that others, especially ISA teachers and former ISA teachers, have been inspired in their educational careers to think globally. As teachers are important role models for adolescents, further research into this aspect of teaching might present compelling results for teacher education.

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Appendix A: ISA Graduate Profile

**International School of the Americas
Mission Statement**

The International School of the Americas (ISA) will challenge all members of the school community to act at their fullest potential as learners, leaders, and global citizens. Students and teachers will use their education to improve themselves, their school, and the local and global communities.

Teachers will work across disciplines and grade levels to design authentic experiences and performance-based learning to help students grapple with complex questions, look at perspectives, and make judicious decisions, and seek solutions not only for ISA but also for the world community.

**International School of the Americas
Graduate Profile**

ISA graduates will demonstrate the following knowledge, skills, and values:

Academic Preparation
- Meet all requirements for the recommended diploma set by the State of Texas, the North East Board of Trustees, and the International School of the Americas
- Cultivate rigorous habits of mind such as intellectual curiosity, a desire for life-long learning, critical thinking, and effective organization of their efforts to learn
- Prepare to engage successfully in college coursework or other post-secondary pursuits

Technological Proficiency
- Use appropriate technological tools to facilitate critical research, analytical thinking, problem solving, effective communication, and professional presentations
- Communicate and work across national and regional boundaries

Problem Solving Proficiency
- Understand the complexity of the "big picture" and component parts of an issue
- Collect, analyze and synthesize information from a range of sources
- Evaluate media and sources of information for bias, validity, and scholarly integrity
- Demonstrate mathematical analysis, scientific processing, and logical reasoning
- Challenge assumptions and tolerate ambiguity
- Reason morally and make decisions ethically
- Think creatively to generate new ideas, outcomes, products and ways of viewing the world
- Transfer knowledge and problem-solving skills across domains and articulate connections between disciplines

Effective Communication
- Demonstrate mastery of reading, writing, listening, and speaking for a variety of modes and purposes
- Present information and express opinions in a literate, persuasive, and appropriate manner: orally, visually, in writing, and through electronic communication tools
- Use the arts to express ideas and emotions
- Develop proficiency in an additional language
- Understand the importance of math and science in expressing ideas and transferring information across cultures and throughout history

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Personal Wellness
- Practice habits of personal wellness including mental, emotional and physical health
- Prioritize and manage multiple demands and tasks
- Cultivate productive relationships in school, community, and personal lives
- Develop senses of identity, self-esteem, personal value, individuality, and life direction
- Demonstrate self-control and responsibility

Collaboration and Leadership
- Understand that individuals can make a difference
- Appreciate and foster diversity in groups and communities
- Show sensitivity and empathy to the lives, needs and feelings of others to promote humanity and preserve human rights
- Complete at least 120 hours of documented service to the community
- Complete at least 120 hours of career exploration through the internship program

Global Awareness
- Understand multiple perspectives of global dynamics—how economic, political, technological, environmental, and social systems work within and across nations and regions
- Possess the knowledge and skills to understand global issues, concerns, and events on an in-depth level
- Understand the historical development of major world cultures and their contemporary characteristics, beliefs, and values
- Recognize the role of language within a culture
- Travel in order to promote knowledge and tolerance of multiple regions and cultures, and to recognize patterns that are common among all cultures
- Understand the contributions of different cultures to ways of life in the United States
- Recognize that resources are limited, consider environmental and economic theories of resource use and conservation, and articulate points of view on resource usage.

Appendix B: International School of the Americas Graduate Questionnaire

The following information and questions were formatted in Survey Monkey.com as a Questionnaire for participants in this study.

INTRODUCTION
My name is Donna Reed, former International School of the Americas (ISA) teacher (1999-2009) and University of the Incarnate Word doctoral candidate. I am conducting dissertation research to determine the impact of the curriculum and educational experiences of ISA graduates. My research consists of three parts:

> Part I – informational survey of ISA graduates
> Part II – two short answer questions to be answered by ISA graduates
> Part III – interviews with ISA graduates concerning their experiences at ISA to determine the impact of the ISA curriculum and its academic environment has had on student worldview. The interview questions will be based around the ISA Graduate Profile.

Thank you for your help with this research project. It will provide ISA important feedback about curriculum choices and educational experiences.

Donna Reed
Doctoral Candidate University of the Incarnate Word

PART I
Name
Date of Birth
Gender
Current Address
Email
Year graduated ISA
Education
> High School graduate
> Currently attending college/university
> 15-60 hours college, no degree attained
> Licensure program
> Associates Degree
> Bachelor's degree
> Master's degree
> Current Doctoral student
> Current Doctoral candidate
> PhD completed

Have you studied/attended college/university outside of the US?   Where:
Current career/employment
Military Service
> Branch
> From ___year to ____year

Languages
       Fluent in:
       Spanish
       French
       German
       Mandarin Chinese
       Japanese
       Italian
       Korea
       Russian
       Greek
       Portuguese
       Urdu
       Other

After high school have you traveled outside the US for vacation or holiday? If yes, where?

After high school have you worked (temporary or long-term) outside the US? If yes, where?

Are you currently living outside the US? If yes, where?

Are you currently working outside the US? If yes, where?

PART II
1. Describe a memorable event, classroom lesson or experience you had while attending ISA that broadened your global awareness.
2. What impact do you think your education at ISA has had on your life since graduation?

PART III
The next step in my research involves an interview with selected participants. The interview process will involve a brief 20 minute interviews. The interview will be questions directed towards the research goal and follow-up questions or clarification by the interviewer of participant questions from Part II.

Currently I reside in Germany. Interviews will take place through skype or telephone and be recorded for accuracy. I am unable to reimburse you for any costs of international calls you receive. The researcher will bear the costs of international phone costs except for charges the participants' phone provider assesses to receive an international call.

Would you be willing to participate in Part III (interview) of the research study focusing on graduates of ISA?

If you are willing to participate in an interview for the research study, please answer:

Do you have access to skype for interviewing purposes should you decide to participate in Part III of the study?

Provide skype name:

Do you have a phone provider that accepts international calls?

Provide phone number where you can be reached:

You will be notified by email if you are selected for interview in Part III of this study.

Provide email: