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Global Citizens in the 21st-Century Classroom:
A Mixed-Methods Study of Motivational Aspects of Global Awareness

A dissertation submitted to

Molloy College

in partial fulfillment of the requirements for the degree of

Doctor of Education

in Educational Leadership for

Diverse Learning Communities

in the School of Education & Human Services

by

Robert James Windorf

May 8, 2020

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SCHOOL OF EDUCATION AND HUMAN SERVICES

The dissertation of **Robert J. Windorf** entitled: *Global Citizens in the 21st Century Classroom: A Mixed-Methods Study of Motivational Aspects of Global Awareness* in partial fulfillment of the requirements for the degree of Doctor of Education in the School of Education and Human Services has been read and approved by the Committee:

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DEDICATION

To the new generation of Global Citizens –

As my generation begins to pass the baton of leadership of our great nation and the world to you, may you succeed in peaceful harmony to resolve the many national and global challenges that remain—especially all threats to democracy and social justice—and to create effective, sustainable solutions to preserve our planet Earth.

ABSTRACT

Global Citizens in the 21st-Century Classroom:
A Mixed-Methods Study of Motivational Aspects of Global Awareness

Robert James Windorf

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The present global setting is increasingly driven by the interdependence of heightened environmental, political, socio-economic, and technological forces. As a result, today's students need a variety of skills to succeed on both professional and personal levels. A wide and increasing array of scholars strongly advocates for students to achieve enhanced global awareness to become global citizens and to successfully navigate this challenging global environment. The growing importance of global awareness and understanding students' motivational behaviors toward its attainment strongly inspired the purpose of this dissertation study.

A convergent parallel mixed-methods design was utilized for this dissertation study to examine how an ethnically, racially, and socio-economically diverse group of high school students ($n = 172$) reported their motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program.

Data collection and analyses were grounded in Self-Determination Theory (Ryan & Deci, 2000), which includes intrinsic and varied extrinsic nuances and descriptions of the respective roles of these forms of motivation in cognitive and social development. As a means to assess the participating students' levels of motivation and global awareness, an electronic survey was

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administered, including the following measures: (a) the Situational Motivational Scale (SIMS) (Guay, Vallerand, & Blanchard, 2000), (b) the Programme for International Student Assessment – Global Competence Student Information Questionnaire (PISA; Organization for Economic Cooperation and Development, 2018), and (c) a demographic questionnaire. The student sample's quantitative data were obtained from this online survey instrument. The qualitative data were taken from focus group discussions, during which students ($n = 23$) reflected on various motivators for their enrollments and participations in their respective global-themed courses.

Based on the quantitative data analyses, the student sample possessed motivational characteristics to participate in their respective global-themed courses, as highlighted in the SIMS' Intrinsic Motivation and Identified Regulation subscales scores. In addition, the respective data scores for several PISA subscales, namely, Awareness of Global Issues, Student's Engagement with Others, Re: Global Issues, Interest in Learning About Other Cultures, and Global Competence Activities at School, revealed the strongest tendency toward measurements of the students' global awareness. Moreover, various correlation and multiple regression analyses of the independent and dependent quantitative data variables showed evidence of the student sample's global awareness.

The qualitative data analysis revealed various interrelated factors that led to the development of the students' global awareness and the many perceived benefits they had received from participating in those courses, including improved academic skills and heightened global perspectives that led to the development of enhanced empathy and desires to become social cause advocates.

The integrated data analyses revealed that the SIMS Intrinsic Motivation and Identified Regulation subscales data related to students' participations in the global-themed courses were

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supported by the qualitative results anchored in motivations to seek more in-depth knowledge about global studies, and to participate in higher-level curricula to earn college credits.

Components of the highest-scoring PISA subscales, such as the ability to discuss and to analyze topical global issues like the global climate crisis and the technological revolution, and keeping abreast of newsworthy global events via social media platforms, which indicated important elements of global awareness, were clearly supported in the qualitative data.

The findings of this study reinforced the necessity for students to become better prepared to face the numerous challenges within an increasingly interconnected and competitive working world. This dissertation has important implications for researchers in the field of educational psychology and educators engaged in the creation and delivery of 21st-century skills and global awareness-inspired curricula. The following are recommendations to include opportunities for developing global awareness: (a) create learning environments to foster innate psychological personal needs such as competency, autonomy, and relatedness (Deci & Ryan, 2000); (b) promote foreign language learning, including realistic experiences to reinforce the numerous benefits of that important skill; and, (c) embrace empathy and tolerance toward others, leading to demonstrated needs for social cause advocacy as important extensions of global awareness development.

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Chapter One

Education should equip learners to participate together in a globalized world. (Andreotti, 2010, p. 240)

Introduction & Problem Statement

Today's students need a variety of skills to navigate the world to appreciate and understand empathy, to communicate across cultural boundaries, and also to work across those boundaries (Jackson, 2016). Although the overall conclusion from a 2015 National Assessment of Educational Progress report of global-relevant areas strongly supports this important premise, some of this report's student data measures exhibited disappointing results. For example, the report revealed that U.S. eighth graders scored only at or above proficiency in the following subjects: geography 27%, civics 23%, and, U.S. history 18% (National Center for Education Statistics, 2015). In addition, according to a recent study by the Council on Foreign Relations and The National Geographic Society, significant gaps exist between what young people understand about today's world and what they need to know to become successful in their future careers (Council on Foreign Relations and The National Geographic Society, 2016).

As future global citizens, students need to become better prepared to face the numerous challenges within an increasingly interconnected and competitive working world (Nieto, 2016). This position, and similar ones from other global-minded scholars (e.g., Bourn, 2016; Gibson, Rimmington, & Landwehr-Brown, 2008; Lilley, Barker, & Harris, 2015; Myers, 2006), strongly support the goal for students to achieve heightened global awareness to succeed in the face of the challenging consequences of globalization.

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In September 2015, the leaders of 193 nations agreed to set the world on a path toward guided and successful development and prosperity, through the adoption of the United Nations 2030 Agenda for Sustainable Development (United Nations, 2015a). This agenda included 17 specific Sustainable Development Goals (SDGs), which established quantitative objectives across social, economic, and environmental dimensions of meeting ecological and human progress to be achieved by 2030. Especially relevant to the future of youth is SDG No. 4, Quality Education: “To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (United Nations, 2015b). In addition, SDG No. 4, Quality Education, includes the important objective—Target 4.7¹—that is directly related to the attainment of global awareness through global citizen education and linked to education for sustainable development that includes the goals for gender equality and human rights (UNESCO, 2017).

According to Gutmann (2005), the attainment of global citizenship requires several important skills, such as critical thinking and successful interpersonal communication. In addition, a 2011 report from the National Research Council emphasized that students would need a broad indoctrination in civic education, plus the attainment of collaborative teamwork skills, advanced technology skills, and problem-solving skills to collaborate more effectively and compete in a globalized society.

In addition, according to Reimers, Chopra, Chung, Higdon, and O’Donnell (2016), the urgency to educate all students to become global citizens calls for innovative curricula that can support new ways of teaching and learning. However, these curricula must also provide all

¹ United Nations Sustainable Development Goal (SDG) No. 4, Quality Education, Target 4.7: By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. Source: UNESCO, 2017.

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students with effective opportunities to develop the dispositions, knowledge, and capabilities necessary to understand the world in which they live, to make sense of the way in which globalization shapes their lives, and to be good stewards and contributors to the SDGs.

Theoretical Framework

For this dissertation study, I chose Self-Determination Theory (SDT) as the theoretical framework. Ryan and Deci (2000) defined SDT to include intrinsic and varied extrinsic motivation sources and their descriptions in cognitive and social development. SDT's elements also focus on how social and cultural factors facilitate or undermine people's sense of choice and initiative, in addition to their well-being and the quality of their performances. According to Ryan and Deci (2000), people's interests, curiosities, and cares or abiding values create a sense of motivation within themselves. Such motivations are deemed intrinsic in nature and they may not result in external rewards or support. In addition, as Ryan and Deci implied, intrinsic motivations may support passions, creativity, and sustained efforts.

As explained by Ryan and Deci (Center for Self-Determination Theory, 2018), certain people possess personal satisfactions or joys related to preferred experiences such as learning and knowledge acquisition as forms of intrinsic motivation that may not be related to extrinsic motivations, which would be exemplified by receiving rewards for doing so. SDT was an appropriate guide in this dissertation study to discover underlying linkages between the students' respective reported motivations and their prospective acquisitions of global awareness, or the further enhancement of their existing reported global awareness.

Purpose of the Study

The purpose of this dissertation study was to examine how an ethnically, racially, and socio-economically diverse group of high school students reported their motivational

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characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program. As referenced in the current literature, participating students may lack a true awareness of their own cultural identities that would make it challenging for them to accept diversity, and exhibit empathy and tolerance toward others (Wolfe Kohlbray, 2016). Moreover, students' awareness levels about cultural elements play an important role in their acceptance of the world around them (Sarraj, Bene, Li, & Burley, 2015). Such acceptances are today arguably driven by various social media outlets that increasingly provide students with opportunities for dialogue and communication with their peers elsewhere in the world (Bourn, 2016). In light of this expanding paradigm, an understanding of global cultures is deemed a true necessity for students to be properly prepared for their future working careers (Short, Day, & Schroeder, 2016).

Research Questions

The following research questions guided this dissertation study:

Overarching Research Question:

How do students' motivations to participate in a global-themed curriculum program influence the development of their global awareness levels?

1. What is the relationship between the students' levels of motivation, as measured by the Situational Motivation Scale (SIMS), and the students' global awareness levels, as measured by the Programme for International Student Assessment (PISA) Global Competence Student Information Questionnaire? (Quantitative)
2. What reported students' demographic characteristics and motivational factors are most important in predicting students' global awareness levels? (Quantitative)

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3. Which perceived factors do the students believe may have contributed, or not have contributed, to their situational motivation to achieve, or not to achieve, global awareness? (Qualitative)
4. Which perceived factors, as related to the PISA Global Competence Student Information Questionnaire, do the students believe may have contributed, or not have contributed, to their global awareness levels while participating in the global-themed curriculum course? (Qualitative)

Research Methods

In light of the perceived challenges to properly assess the students' reported motivational characteristics associated with their global awareness levels, I chose to undertake a mixed-methods approach for this dissertation study, which included quantitative and qualitative data collections and analyses (Creswell & Plano Clark, 2011). Given the rather broad and diverse natures of the topics of student motivation, global citizenship, and global awareness, and in light of the dearth of research studies directly related to this dissertation study's subject, there were several benefits of approaching this topic from the mixed-methods perspective. First, the survey data allowed for an in-depth analysis of motivational factors in relation to the global awareness of the students. In addition, different forms of data were required to address the research questions posed in this study, including a qualitative exploration for a proper analysis of the topic (Ivankova, Creswell, & Stick, 2006; Johnson, Onwuegbuzie, & Turner, 2007), which is described in more detail below.

The mixed-methods study structure involves the use of one or more core designs. As influenced by the frameworks discussed by Creswell and Creswell (2018), I chose the convergent parallel design for my dissertation study. According to these authors, the convergent

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parallel design involves a concurrent two-phase data collection procedure, during which the quantitative data is obtained, followed by the gathering of the qualitative data. Vital to this procedural design is the separate analyses of these two data sets that are then integrated to allow the researcher to form concluding opinions in relation to the study's research questions.

The prospective method I applied under this dissertation study's design employed an inductive approach, whereby I collected and analyzed both quantitative and qualitative data to form cases; and, as Creswell and Creswell (2018) described, I then made comparisons among those cases. Specifically, I began the procedure by distributing to the students at the three participating high schools an 88-question data survey instrument that contained the SIMS Motivation Questionnaire² (Guay, Vallerand, & Blanchard, 2000), followed by an adapted version of the PISA Global Competence Student Information Questionnaire³, and a demographic questionnaire. The SIMS survey instrument is designed in the form of Likert-type scales with 7-point variations (1 = *Corresponds not at all* to 7 = *Corresponds exactly*), while the PISA Global Competence Questionnaire's items are presented in several different formats (i.e., Likert-type scales and yes/no queries).

Subsequent to the students' completions of the data survey instrument, on the same day, I conducted semi-structured interviews with student focus groups at each of the three participating high schools to obtain the qualitative data that helped explain the results uncovered in the quantitative analyses. Multiple regression analyses of various factors from each of these

² The SIMS Scale was used in the dissertation study as the quantitative measure for Motivation (Independent Variable).

³ The original PISA Global Competence – Student Information Questionnaire (OECD, 2018) contained a variety of construct question categories, including categories regarding students' opinions regarding immigrants and the quality of their respective teachers' pedagogical practices. In light of this dissertation study's general topic and research focus, the researcher deemed it was not appropriate to include those particular question categories. This explains why the PISA Global Competence – Student Information Questionnaire used within this dissertation study is defined as "an adapted version."

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respective quantitative data measures were later employed, followed by detailed interpretations of the data to determine which particular independent variable factors had a significant effect on certain dependent variable factors. The analyses were performed to determine which motivation factors had significant effects on the level of global competence measured.

Essential to this dissertation study was the integration of the respective data analyses to determine if the above-referenced research questions were satisfied. Under the convergent parallel design, findings from the planned semi-structured focus group interviews with the students were used to explain the results of the quantitative surveys (DeCuir-Gunby & Schutz, 2017). From that procedure, I discovered how and to what extent the qualitative data analysis results assisted me to explain the quantitative data received from the data survey instrument used to measure various factors of motivation and global competence. That detailed procedure was the important process used to examine how the high school students reported their motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program.

Significance of the Study

This dissertation study explored how an ethnically, racially, and socio-economically diverse group of high school students reported their motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program. Although there have been several studies on the related topics of broadening teacher education to include global awareness training (e.g., Haapanen, 2013) and the development of curricula to include multicultural themes with the intended goal to elevate students' global awareness levels (e.g., Merryfield, 2008), there have been rather few studies that have focused on the perspective

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of measuring students' global awareness levels while they are enrolled in a global-themed curriculum program.

In light of the findings related to the heightened needs for today's students to broaden their skills to become global citizens and to meet 21st-century college and career readiness standards, their preparations must also include elevated global awareness levels. Therefore, this study would benefit educators and researchers engaged in student motivation studies and those who design and deliver global-themed curricula that would prepare students to succeed in their future careers amidst an increasingly competitive global work environment.

Summary

Today's students are coming of age amidst a very competitive and globalized world, which increasingly offers instant access to various conduits of information and knowledge. This unprecedented availability of new learning outlets, driven by the growing prevalence of social media, has indeed intensified global convergence as demonstrated by the dissolution of numerous borders leading to a flattening world (Friedman, 2007). As an exciting consequence, students must acknowledge and understand the intersection of global cultures as important necessities among their preparations to face numerous challenges in their future working careers.

For students to become global citizens, educators must meet this vital educational goal by creating a 21st-century curriculum that will promote students' global awareness levels. Although many versions of current global-themed curricula (e.g., Partnership for 21st Century Learning, 2014) already emphasize 21st-century skills for college and career success, the major findings of this dissertation study demonstrated that curriculum designers and educators would gain heightened perspectives in creating such curricula by incorporating students' desires and motivations concerning their future meaningful participations in the world. That prospect would

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result in the promotion of future young adult social cause activists who will be actively engaged in formulating important strategies to resolve many topical challenges, such as the global climate crisis and economic and gender inequality issues. As a result, students would benefit by potentially being inspired to develop empathy and to accept diversity and tolerance toward others. Moreover, students would have the potential to grow from global-themed curricula that would include enriched understandings of cultures, economies, and political systems, and the incorporation of technology to expand learning opportunities beyond the classroom.

The above-mentioned important benefits indeed support this dissertation study's purpose, which was to examine how a diverse group of high school students reported their motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program. Such a prospective curriculum could arguably promote enhanced opportunities for critical thinking, communication, collaboration, and creativity (National Education Association, 2016). These combined important attributes would conceivably prepare today's students to succeed in their future jobs, some of which may not yet exist amidst the ever-competitive and transformative working world.

Definitions of Key Terms

This dissertation study will reference and use the following concepts and terms:

Cosmopolitanism – the philosophical idea that all human beings have equal moral and political obligations to each other based solely on their humanity; from the Greek *cosmos* and *polis* meaning “citizen of the world” (Oxford Dictionary of Politics, 2009)

Ethnocentrism – a tendency or disposition to judge other ethnic groups, culture, nations, or societies by the standards and customs of one's own, often accompanied by a dislike or

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misunderstanding of other such groups and a belief in the intrinsic superiority of one's own (Oxford Dictionary of Psychology, 2015)

Globalization – the increasing interconnectedness of different parts of the world resulting from common worldwide cultural, economic, and political activities, and the impact of technological advances in communication and transportation (National Council for the Social Studies, 2013)

Global Awareness – a conceptual understanding based on an applicable knowledge of global and cultural perspectives (Caldwell Community College & Technical Institute, 2012)

Global Citizen – a person who is aware of and understands the wider world and her/his place in it, takes an active role in her/his community, and works with others to make the planet more equal, fair, and sustainable (Oxfam, n.d.)

Global Citizen Education – a framing paradigm that encapsulates how education can develop the knowledge, skills, values, and attitudes learners need for securing a world that is more just, peaceful, tolerant, inclusive, secure, and sustainable (UNESCO, 2014)

Global Competence – the capacity to examine local, global, and intercultural issues; to understand and appreciate the perspectives and world view of others; to engage in open, appropriate, and effective interactions with people from different cultures; and to act for collective well-being and sustainable development (Organization for Economic Cooperation and Development, 2018b)

Global Education – an interdisciplinary approach to learning concepts and skills necessary to function in a world that is increasingly interconnected and multicultural (New Dictionary of the History of Ideas, 2016)

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Motivation – how one moves oneself or others to act (Center for Self-Determination Theory, 2018). The following dimensions of motivation are defined according to the Self-Determination

Theory of motivation:

- *Amotivation* – an individual's behavior that is neither intrinsically nor extrinsically motivated, leading to no sense of purpose and no expectations of reward (Deci & Ryan, 1985, p. 177)

- *Extrinsic Motivation* – a form of human action that is based on the satisfactions of behaving based on performance goals and actions (Center for Self-Determination Theory, 2018)

- *Intrinsic Motivation* – a form of human action that is based on the satisfactions of behaving “for its own sake” (Center for Self-Determination Theory, 2018)

Nationalism – an ideology of political belonging to a nation-state emphasizing the exceptionalism of its citizens and prioritizing the interest of the nation-state over individual or minority-group interests (Oxford Dictionary of Cultural Anthropology, 2018)

Self-Determination Theory – a broad framework for the study of human motivation and personality. The theory articulates a meta-theory for framing motivational studies, a formal theory that defines intrinsic and varied extrinsic sources of motivation, and a description of the respective roles of intrinsic and types of extrinsic motivation in cognitive and social development and in individual differences (Center for Self-Determination Theory, 2018)

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Sustainable Development – development that meets the needs of the present without compromising the ability of future generations to meet their own needs (International Institute for Sustainable Development, 1987)

Chapter Two

An open mind is fundamental to acquiring knowledge that leads to global awareness.

(Merryfield, 2008, p. 1)

Review of Relevant Literature

The purpose of this dissertation study was to examine how an ethnically, racially, and socio-economically diverse group of high school students reported their motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program. The students' attainment of global awareness is a key component influencing their progress toward becoming global citizens. Given the rather broad and diverse nature of the topics of student motivation, global awareness, and global citizenship, there were many benefits from approaching the dissertation topic from the mixed-methods perspective. This research method design was deemed appropriate in relation to the dissertation study's stated research questions. In light of the dearth of research studies directly related to the topic of this dissertation study, this study would benefit educators and researchers engaged in student motivation studies and those involved in designing and delivering global-themed curricula that prepare students to succeed in their future careers amidst an increasingly competitive global work environment.

Purpose of the Literature Review

The goal of this literature review was to examine the existing literature concerning definitions of global awareness, global competence, and global citizenship. That effort led me to examine the broad literature pertaining to related subjects such as citizenship, cosmopolitanism, globalization, global education, and multicultural education. In addition, I examined the relevant literature pertaining to ethnocentrism, nationalism, and populism, to discover how the existence

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of these paradigms might present challenges for one to achieve global awareness and global competence. Also included within my review was an examination of the literature related to Self-Determination Theory (SDT), the theoretical framework supporting this dissertation study. That examination uncovered literature related to the two major components of SDT: extrinsic motivation and intrinsic motivation. The following is a review of the literature related to SDT, its important components, and related topics.

Theoretical Framework

Self-Determination Theory (SDT) is the theoretical framework for this dissertation. Ryan and Deci (2000) defined SDT to include intrinsic and varied extrinsic sources of motivation and their respective descriptions of motivation in cognitive and social development. SDT's elements also focus on how social and cultural factors facilitate or undermine people's sense of choice and initiative, in addition to their well-being and the quality of their performances. According to Ryan and Deci (2000), people's interests, curiosities, and cares or abiding values create a sense of motivation within themselves. This form of motivation is deemed intrinsic in nature and may not result in external rewards or support.

Ryan and Deci (2000) implied that intrinsic motivations may support passions, creativity, and sustained efforts, which I have recognized would be related to the phenomenon of global awareness that is measured within my dissertation study. In addition, certain people possess personal satisfactions or joys related to preferred experiences such as learning and knowledge acquisition as forms of intrinsic motivation that may not be related to extrinsic motivations, which would be exemplified by receiving rewards for doing so (Center for Self-Determination Theory, 2018). SDT served as an appropriate guide during my dissertation study to discover underlying linkages between the students' respective reported intrinsic motivations and their

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potential acquisition of global awareness, or the further enhancement of their existing reported global awareness.

Ryan and Deci (2000) argued that humans have three innate psychological needs: competence, autonomy, and relatedness. When it is determined that those three needs are satisfied, humans reach positions where they are productive, pleased, and motivated. However, should these ambitions be impeded, humans' productivity, happiness, and motivation plunge.

From his discussions with Ryan regarding human needs and tendencies, Pink (2012) described humans as keen responders to positive and negative reinforcements. Moreover, as Ryan had explained to Pink (2012), "If there's anything [fundamental] about our nature, it's the capacity for interest. Some things facilitate it. Some things undermine it" (p. 70). In addition, Pink suggested that aspect of our humanity (i.e., capacity for interest) may only emerge among our experiences depending on the existence of surrounding supportive conditions. Given the potential conditions for inspiration that could lead to successful learning within the classroom environment, I believe Ryan and Pink's positions may be interpreted to include motivation as a key factor in that process.

During their development of SDT, Ryan and Deci (2002) reported they had assumed that "a person's motivation, behavior, and experience in a particular situation is a function both of the immediate social context and of the person's inner resources that developed over time as a function of prior interactions with social contexts" (p. 21). This idea would describe a student's developed experiences within learning environments that would presume social interactions could enhance learning goals. In addition, Ryan and Deci (2002) explained that SDT focuses on the interaction between active humans and social circumstances that would either support or weaken their attempts "to master and integrate their experiences into a coherent sense of self" (p.

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27). This aspect of the theory is also deemed important when endeavoring to understand its various underlying components, especially when related to examining effects of a given learning environment on a student's intellectual development and self-efficacy.

Ryan and Deci (2002) also described that their formulation of SDT occurred amidst the recognition of four mini theories that relate to the important concept of one's basic needs:

- 1) Cognitive Evaluation - addresses the effects of social contexts on intrinsic motivation
- 2) Organismic Integration Theory - addresses the concept of internalization, especially regarding the development of extrinsic motivation
- 3) Causality Orientations Theory - describes individual differences in people's tendencies toward self-determined behavior and orienting to an environment in ways that support their self-determinations
- 4) Basic Needs Theory - elaborates on the concept of basic needs in relation to goals and daily behaviors, specifying the essential role of psychological health and well-being (p. 27)

These mini theories represent important factors that support SDT's multi-dimensional approach to defining intrinsic motivation and extrinsic motivation. Deci and Ryan (1985, 2000) identified intrinsic motivation as the prototype of autonomy, and they proposed that when intrinsic motivation is present, people freely engage in an interesting activity simply for the reward of doing so or to satisfy a given constraint. Conversely, extrinsic motivation is defined as instrumental in nature (Deci, Vallerand, Pelletier, & Ryan, 1991), or not performed out of interest but specifically done for its instrumentally linked consequence (Wrzesniewski et al., 2014). A direct example of this would be a given job performed purely for its associated salary. In addition, extrinsic motivation may be viewed as central to socially prescribed activities that may not be deemed inherently interesting by certain individuals (Taylor et al., 2014).

Deci and Ryan (2000, 2002) stipulated that SDT arranges different motivational conditions along a scale, beginning from pure extrinsic motivation in the form of external reward

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at the lowest level toward pure intrinsic motivation at the highest level of the scale. While SDT presents a broad framework of social and environmental factors that may facilitate or undermine intrinsic motivation, it offers a similar position about the effect of external reward on intrinsic motivation. In turn, SDT asserts that a given material external reward would diminish intrinsic motivation (Hendijani, Bischak, Arvai, & Dugar, 2016). Nevertheless, intrinsic motivation is identified as the form of motivation that plays the strongest role in predicting academic achievement (Taylor et al., 2014). This is because intrinsic motivation reveals a sense of preference and personal interest, rather than external pressures to make certain choices (Deci et al., 1991). Therefore, as these researchers explained, a student who attends school because she/he enjoys learning new things and is encouraged by a personal accomplishment would be more likely to work diligently to receive better grades and have a strong desire to stay in school. As described by Deci and Ryan (1985), such a circumstance within a supportive environment that is geared toward students' participation in decisions and engagements in the learning process would potentially make the students feel more competent and enhance their feelings of efficacy.

Pintrich and Schrauben (1992) explained that the perceived importance, usefulness, and value of engaging in a given task are motivators for student effort. Furthermore, Kumar (2004) posited that when students seek what interests and challenges them, their prospective learning would be grounded in current knowledge. As related to the involvement of motivation within the learning environment, von Stumm, Hell, and Chamorro-Premuzic (2011) reported that students' academic performance may be further enhanced if their intellectual curiosity is regularly encouraged and fostered. Intellectual curiosity, sparked by teacher engagement—a strong predictor of student involvement—is deemed vital within the learning process for academic success, as mentioned by researchers like Zook and Herman (2011). In addition, Froiland and

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Worrell (2016) found that important connections existed between motivation, learning goals, and engagement in relation to students' overall academic achievement, which would serve as a guide to understanding students' levels of motivation as possible significant factors toward achieving the goal of global awareness while participating in a global-themed curriculum program.

Furthermore, as related to the general topic of this dissertation study, Curtis (2002) reported that active engagement in learning and student motivation improved when classroom learning had been linked with real-world issues.

In summarizing SDT's connections to the realm of education, Deci et al. (1991) stated that it is concerned primarily with promoting within students an interest in learning, the value of education, and confidence in their own capacities and attributes. These researchers further explained that such educational outcomes are manifestations from an individual who is intrinsically motivated and internalizes values. They also suggested that these processes would result in high-quality learning and conceptual understanding, plus enhanced personal growth. As mentioned above, these important relevant premises support my choice of SDT as the theoretical framework for this dissertation study.

A Brief Review of Global Education in the US

The introduction of global education in the US emerged during the early 1960s amidst the Cold War that also saw the population's growing awareness about global environmental concerns (Gaudelli, 2016), which was especially influenced by the publication of Carson's (1962) *Silent Spring*. In addition, the establishment of the U.S. Peace Corps under one of the initial executive orders issued by President Kennedy in 1961, to counter the Soviet Union's technical experts expatriate program, actively involved Americans in "the cause of global democracy, peace, development, and freedom" (John F. Kennedy Presidential Library and

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Museum, n.d.). In 1966, the U.S. Congress passed the International Education Act. Under this legislation, President Johnson had recommended for Congress “to add a world dimension to our education efforts [that included] encouragement of innovations in international education programs for building international understanding” (Read, 1966, p. 406). Furthermore, in 1969, the U.S. Department of Health, Education and Welfare published an influential report (Becker, 1969) that called for developing students’ capacities to view the world as one interrelated system and to think in ways unencumbered by ethnocentric influences.

While social activism gained prominence in the US toward the end of the Vietnam War in the early 1970s, many university social science departments began to incorporate heightened conceptions of citizenship and social justice among traditional curriculum offerings that also became further inspired by increased foreign language study among undergraduates. However, during the 1980s, the Reagan administration delivered a setback to the rise of global education. During that decade of dramatic global and national events, strong political disputes occurred concerning the meanings of the terms, “international” and “global” within school environments, especially following the report, *Blowing the Whistle on Global Education* (Cunningham, 1986), which blamed the then international education on the “movement of pacifism, anti-capitalism, and capitulation to foreign enemies” (Parker, 2008, p. 200).

In 1983, the National Commission on Excellence in Education published *A Nation at Risk*, which presented challenges to both federal and municipal governments to reform various aspects of mediocre school curricula for the US to remain competitive in the face of rising challenges from nations like Finland and Singapore. In addition, the report’s urgency was highlighted with a call for a refocused importance of the social studies discipline, especially because of increasing international linkages, with American students becoming global actors.

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Moreover, the report strongly recommended a focus on vital curriculum disciplines, especially increased rigor in the sciences and mathematics (National Commission on Excellence in Education, 1983).

At the time, there began a movement for the creation of a national global curriculum by scholars like Anderson (1982), who responded to his opponents with a challenging article, “Why Should American Education be Globalized? It’s a Nonsensical Question.” This publication discussed the decline in U.S. hegemony and Western Civilization’s dominance during the 1970s. Those growing realizations had led Anderson to recognize that for the US to uphold its international competitive positions, a notable global perspective would need to be immersed within the American school curricula. To signify the then global changes afoot, Anderson (1982) described how the world’s then social structure had become increasingly globalized. In addition, he believed that increasing social changes would necessitate a generation of significant educational changes. Also, Hanvey (1982) published his seminal article, “An Attainable Global Perspective,” which identified five key dimensions of a global perspective that one would ultimately gain within a global learning environment: “1) perspective consciousness; 2) “state of the planet” awareness; 3) cross-cultural awareness; 4) knowledge of global dynamics; and, 5) awareness of human choices” (p. 162). As Hanvey (1982) explained, designing the global perspective was closely associated with cultivating students’ global capacities within a globalizing world.

However, during the 1990s, a noticeable shift occurred within the U.S. educational environment concerning global education with a de-emphasis on global political and social themes in favor of multiculturalism and diversity (Merryfield, 2000). Also, at that time, several member states of the Europe Union and Asian nations, such as Japan, Singapore, and South

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Korea, continued to develop their respective national education models that included strong emphases on the sciences and mathematics, along with the increasing importance of multicultural learning. Moreover, a significant feat occurred in 1992 with the establishment of the European Union's Maastricht Global Education Declaration that gave rise to a new definition of *global education* as “development education, human rights education, education for sustainability, education for peace and conflict prevention and intercultural education, being the global dimensions of education for citizenship” (European Global Education Congress, 1992, p. 2). That prominently proclaimed description of global education's components then directly influenced various United Nations' agencies, such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the United Nations International Children's Emergency Fund (UNICEF), to significantly increase their programmatic efforts toward heightening the importance of global education and its numerous benefits.

In addition, this new principle of global education greatly encouraged additional opportunities for the incorporation of the many disciplines of social studies and elements of international business and finance into global learning curricula in the US, Japan, UK, and other European Union nations. This premise is seen in Fujikane's (2003) work, as he described how four educational movements evolved into what is now recognized as global education: (1) education for international understanding, (2) development education, (3) multicultural education, and (4) peace education. Fujikane (2003) believed that the merging of these disciplines would promote enhanced understandings among all peoples for a brighter global future. Moreover, as already witnessed during this new millennium, those merged disciplines have given rise to increased attention toward civic activities at national and local levels among many nations. Furthermore, Gaudelli (2016) discussed how the term *global learning* has been

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increasingly expanded to include an important emphasis on civic activism and social justice, which reflects global citizenship education's diversity and practices. Amidst the current challenging global environment, Gaudelli's position presents a heightened challenge for those who wish to narrowly define the concept of global education or to ignore its importance among the general curricula.

Researchers like Kirkwood (2001) have presented various definitions of *international education* and *global education* that offer important distinctions based on a variety of perspectives. Kirkwood (2001) made the following distinctions between these paradigms: international education includes "traditional approaches of language studies and area studies in higher education," and global education's "impact and implications are much more pervasive in terms of its content and the people it reaches" (p. 2). Kniep's (1987) view of global education was within this domain, as he recommended its definition should include a consideration of persistent problems that plague the world requiring immediate attention. In addition, Case (1993) presented a definition of *global education* that differentiated between its perceptual and substitutive elements, whereby the perceptual component concentrated on the development of world-mindedness and empathy, resistance to prejudicial thinking and stereotyping, and cross-cultural knowledge.

Tye and Tye (1992) acknowledged the growing recognition of the importance of global awareness with their definition of global education that included the study of cross-national challenges and issues, and the interdependence of global systems. As influenced by these scholars' works, and Alger (1986) who emphasized the importance of global interconnectedness, Kirkwood (2001) believed people "need to have access to global education centering on four themes: (a) multiple perspectives; (b) comprehension; (c) appreciation of cultures; and (d)

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knowledge of global issues, with the world as an interrelated system” (p. 11). Another important view of the vital essence of global education was presented by Merryfield, Jarchow, and Pickert (1997), who stated that it contains eight essential elements: (a) human beliefs and values; (b) global systems; (c) global issues and problems; (d) cross-cultural understanding; (e) awareness of human choices; (f) global history; (g) acquisition of indigenous knowledge; and (h) development of analytical, evaluative, and participatory skills.

Elements of global education models have continued to evolve during this new millennium in the wake of significant cultural, economic, social, and political events. In light of their belief that global education is imperative, Mansilla and Jackson (2011) proposed that the more students know about recognizing the challenges and opportunities of an interconnected world, the better they would be able to work in it and to improve it. Recognizing the discussed importance of interconnectedness, Reimers (2013) wrote that the purposes of global education have included “advancing personal and national goals through better understanding of others, as well as international cooperation toward the mutual advancement of shared interest” (p. 60).

In light of the above important and seminal positions regarding the significance of global education, I believe the continually evolving dimensions of the discipline present students with enhanced viable prospects that can develop their global awareness levels during the process to become engaged and enlightened global citizens. As Kirkwood (2001) proposed, “our global age requires a global education” (p. 7).

Global Competency Definitions and Models

Definitions of global competence. The environment outside today’s classroom, where students now increasingly operate, is progressively dynamic, interactive, and global. Escalating technological capabilities continue to broaden the scope of globalization, leading to new

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enhanced learning opportunities within the classroom environment and beyond. For one to compete in a global economy, to debate and address global problems, and to engage effectively among fellow global citizens, individuals must be competent within a range of knowledge, skills, and attitudes (Friedman, 2007). This evolving paradigm presents a growing and important directive from the consequences of globalization (i.e., the need to become globally competent). Reimers (2009) characterized global competency as the knowledge and skills individuals need to understand today's "flat world." This phenomenon, a result of heightened globalization, continues to present challenges and opportunities in many areas of education.

There has been a pressing onset of globalization's effects on the learning environment, which has become increasingly apparent since the 1990s, and Tye and Tye (1992) had predicted that global awareness would become the required basic skill of the new millennium. As the past two decades have unfolded, that prediction has gained increased significance. Merryfield (2008) recognized that for students to understand the world and its peoples, it would be fundamental for them to be open minded to gain the knowledge needed to attain global awareness. These ideas are deemed central to the focus of creating students' global awareness levels that also must include the acceptance of diversity and tolerance of others' differences.

The current environment that demonstrates the heightened presence of various cross-cultural experiences has led an increasing number of scholars to conclude that becoming globally aware may be no longer sufficient. Instead, individuals today need "the skills for day-to-day interactions with people whose perceptions, interpretations, expressions and responses are grounded in social realities that differ from their own" (Kappler Mikk & Steglitz, 2017, p. 4). This reality has reinforced the progressive idea of global competence leading to the goal of global citizenship, which is discussed within the ensuing paragraphs.

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According to the National Education Association (2010), global competence contains four basic elements: “1) international awareness; 2) appreciation of cultural diversity; 3) proficiency in foreign languages; and, 4) competitive skills (which include high-level thinking skills that enhance creativity and innovation)” (p. 1). From this detailed description, it is apparent that the goal to attain global competence touches upon various elements present within the learning environment. For example, according to Jackson and Schleicher (2018), the globally competent students’ disciplined knowledge and cognitive traits would permit them to present heightened questions to develop opinions concerning local, global, or cultural matters.

Furthermore, in conjunction with this idea, global competence is also viewed as a multi-faceted standard encompassing cognitive development, socio-emotional skills, and civic learning (Organization for Economic Cooperation and Development & Asia Society, 2018). In addition, as a concerted endeavor to answer the topical question, “Why do we need global competence?”, the researchers at the Organization for Economic Cooperation and Development and Asia Society (2018) provided the following reply statements:

1. To live harmoniously in multicultural communities;
2. To thrive in a changing labor market;
3. To use media platforms effectively and responsibly; and
4. To support the United Nations’ Sustainable Development Goals. (p. 5)

Moreover, as other researchers have determined, global competency—an important step toward attaining global citizenship—also emphasizes one’s awareness, acceptance of others, and ability for openness (Patterson, Botero Carrillo, & Solano Salinas, 2012).

The escalating importance among international education scholarly circles to further define and research the concept of global competence has indeed inspired this dissertation study. For instance, several prominent international organizations have recently developed respective models that present various detailed components of global competence, which contain realistic

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and valid examples that support their importance as guides for success in today's "flat world." According to Klein (2017), models like these include vital supports for global literacy, such as intercultural communication and collaborative skills, inquiry skills, and the development of empathy. The following is a brief review of a few models that define global competence.

Organization for Economic Cooperation and Development global competence model. The Organization for Economic Cooperation and Development (2018b) has defined *global competence* as "the capacity to examine local, global, and intercultural issues, to understand and appreciate the perspectives and world view of others, to engage in open, appropriate and effective interactions with people from different cultures, and to act for collective well-being and sustainable development" (p. 7). In addition, these defining factors, surrounded by the ideas of knowledge, values, attitudes, and skills, include the following (see Figure 1):

1. Understanding and appreciating the perspectives and world views of others;
2. Engaging in open, appropriate and effective interactions across cultures;
3. Taking action for collective well-being; and,
4. Examining local, global, and intercultural issues. (Organization for Economic Cooperation and Development, 2018a, p. 1)

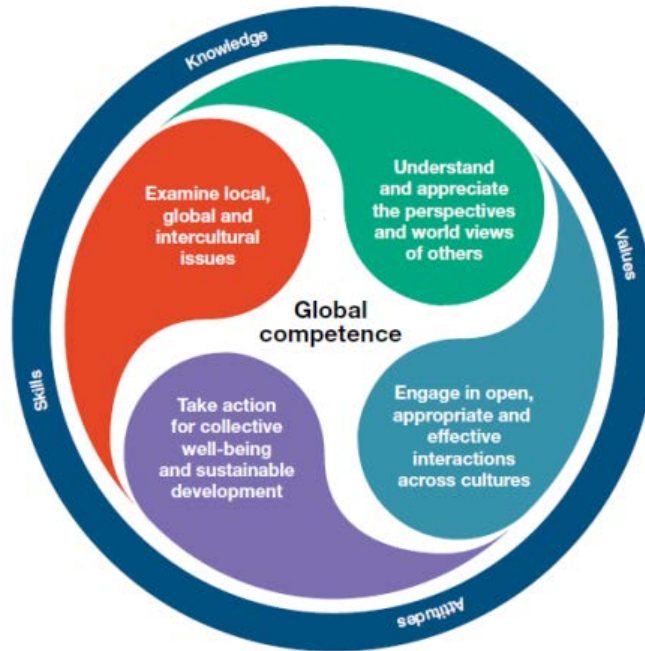


Figure 1. Organization for Economic Cooperation and Development global competence model.

Source: Organization for Economic Cooperation and Development, 2018a.

In 2000, the Organization for Economic Cooperation and Development launched the Programme for International Student Assessment exam (PISA) (Organization for Economic Cooperation and Development, 2003). This global competence model was also used as a guide for the development of the OECD-PISA Global Competence exam, which was first distributed to schools in more than 35 United Nations member nations during 2018. The standard PISA exam is also taken by 15-year-old students (now in 79 countries, including the US) every three years, and it contains three major content sections that focus on mathematics, reading, and science (Organization for Economic Cooperation and Development, 2018b).

World Savvy global competence matrix. World Savvy, headquartered in Minneapolis, MN, is a global education organization that partners with educators, schools, and school districts to integrate global competence teaching and learning into K-12 curricula. In 2014, its educational researchers, in conjunction with those at Columbia University's Teachers College and the Asia

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Society, developed a global competence matrix (World Savvy, 2014; see Figure 2). The organization defined *global competence* as “the disposition and capacity to perform to understand and act on issues of global significance” (World Savvy, 2014). In addition, the global competence matrix definition includes four important categories: (a) Core Concepts that include recognizing one’s own culture and history, (b) Values and Attitudes that include one’s desire to exhibit humility, (c) Skills that include one’s ability to engage in inclusive dialogue; and (d) Behaviors that include one’s inclination to commit to the process of continuous learning and reflection.

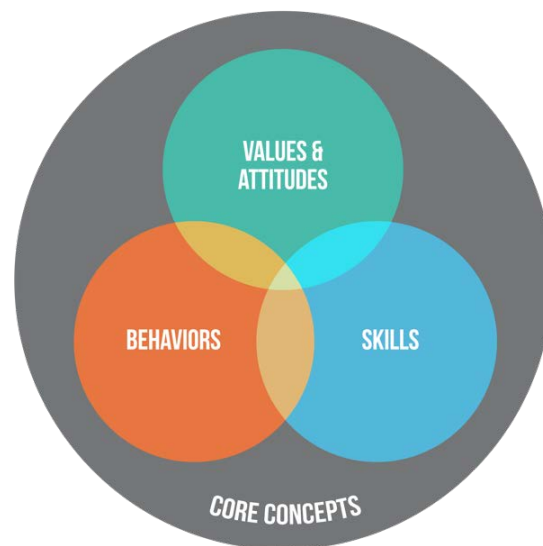


Figure 2. World Savvy global competence matrix.

Source: World Savvy, 2014.

The Asia Society’s Center for Global Education global competence model. The Asia Society’s global competence model (see Figure 3) was developed in 2005 by its notable team of educational researchers. Among the growing global education field, the organization “commits to setting the standard for how to teach and assess global competence” (Klein, 2017, p. 20).

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Based on academic, and social and emotional learning frameworks, the organization's model presents four key domains of global competence, as follows (Asia Society, 2005, p. 1): "1) Investigate the World; 2) Recognize Perspectives; 3) Communicate Ideas; and, 4) Take Action."

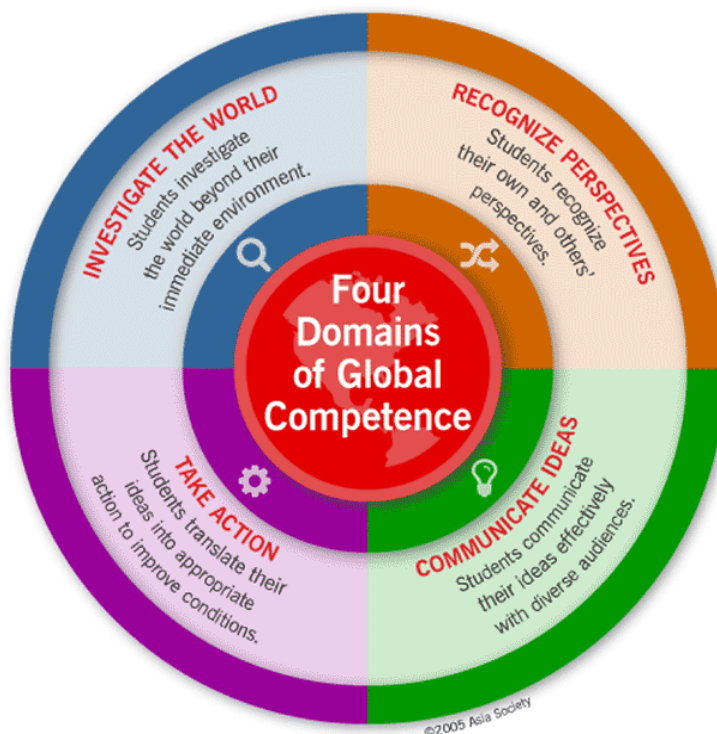


Figure 3. Asia Society's Center for Global Education's global competence model.

Source: Center for Global Education at Asia Society, 2005.

My review of the existing literature concerning definitions and models of global awareness and global competence led me to recognize that, as presented by an increasing number of educational scholars, the important objective for today's enlightened and globally-engaged individual is to be guided by those model's key elements to reach the goal of global citizenship. However, among those scholars' various works, they also have discussed that the attainment of global competence leading to global citizenship cannot be achieved without one's recognition of and respect for various cultures within the learning environment and beyond (Alfaro, 2008;

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Clarke, 2004; Hanvey, 1982; Kirkwood, 2001; Kniep, 1986; Lambert, 1994; López-Rocha, 2016; Merryfield & Wilson, 2005; Sant, Davies, Pashby, & Shultz, 2018; Semaan & Yamazaki, 2015).

In a similar vein, Patterson et al. (2012) presented how an individual would need to be aware of her or his own cultural perspective and how it might differ from others. However, from such differences, these researchers claimed that one's heightened awareness may inspire curiosity, resulting in new and enhanced knowledge. With such a realization, Patterson et al. (2012) discussed how students could build empathy toward others who might not share their own cultural perspectives. And, as they concluded, such new-found awareness, knowledge, and empathy would inspire the support for one's self-identity and self-efficacy. Moreover, as Schattle (2008) described, self-awareness can be considered "an initial step of global citizenship and the lens through which further experiences and insights are perceived" (p. 29).

The essences of these significant premises are also contained within Banks' (2008) work in which he stated, "citizenship education should help students to develop an identity and attachment to the global community and a human connection to people around the world" (p. 134). This idea was also presented by Andreotti (2014), who discussed that one of the common trends among current educational initiatives includes promoted concern for others based on the idea of a common humanity. Furthermore, Suárez-Orozco (2005) presented the imperative idea that the concept of global education must promote perpetual habits of body, mind, and heart, plus social and emotional elements that would be needed to allow for empathy and learning with and from others who vary by race, faith, values, and national, linguistic or social origins. The important views presented by these educational scholars are arguably among the essential foundations of and the key factors supporting the promotion of global citizenship education.

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According to Reimers, Chopra, Chung, Higdon, and O'Donnell (2016), the urgency to educate all students to become global citizens calls for innovative curricula that can support new ways of teaching and learning. In addition, as these respective scholars argued, such curricula also would need to grant all students realistic opportunities to create dispositions and knowledge necessary to recognize how the consequences of globalization shape their lives, and to become dedicated stewards to support the United Nation's Sustainable Development Goals. Related to that global-inspired view are the essential comments from former United Nations Secretary General Ban Ki-Moon (2012) who stated, "We must foster global citizenship. Education is more than literacy and numeracy—it is also about citizenry. Education must fully assume its central role in helping people to forge more just, peaceful, and tolerant societies" (p. 2).

Similar to the important models of global competence devised by notable global education organizations (as presented above), a leading model of global citizenship originates from the group of global educational researchers at Oxfam UK. According to Oxfam's (2015) *Education Guide for Global Citizenship*, the defined major components of global citizenship are the following: knowledge and understanding (including social justice and equity), skills (including critical thinking, empathy, and cooperation and conflict resolution), and values and attitudes (including respect for people and human rights, and appreciation for diversity). Of note is the inclusion of the concept of conflict resolution, which is absent from other prominent models of global competence or global citizenship. Nevertheless, as Klein (2017) described, the important premise of developing insight related to conflict resolution tactics would indeed promote efforts toward a more peaceful world. Concepts related to peaceful solutions toward the promotion of acceptance, tolerance, and sustainability are seen as increasingly vital ingredients of global citizenship. In sum, the Oxfam (2015) *Education Guide for Global Citizenship* also

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importantly explains that the benefits from such an inspired educational model would guide young people to achieve several important goals such as “building their own understanding of world events; thinking about their values and what is important to them; and, getting involved in their local, national, and global communities” (p. 1). These goals that are related to self-efficacy and empowerment are similar to the components of the Asia Society’s (2005) global competence model (i.e., key directives to promote active global citizenship).

According to the National Council for the Social Studies (Herczog, 2013), the discipline of the social studies is especially valuable to prepare young people for civic life responsibilities, which is an important component of active citizenship. This key premise is detailed within the report, *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (National Council for the Social Studies, 2013), which promoted acts for the common good and the conviction that the United States’ democratic structure would not be sustained without students’ awareness of the changing cultural and physical environment. Moreover, this report presented the vital principle that “the goal of knowledgeable, thinking, and active citizens is universal” (p. 5). With the goal of students’ recognition of responsibility for the public good, Kappler Mikk and Steglitz (2017) suggested that the global citizen engages in socially responsible behavior and possess experience, curiosity, and wonder. This possibility for today’s students is implied in Banks’ (1997) work, which stated that if we want children to become “reflective and active citizens who contribute to and participate in making our nation more democratic” (p. 31), we need children to become lifelong learners.

In terms of what a global citizen would entail, McIntosh (2005) implied that such an individual who maintains an individual identity and integrity would work for and preserve an array of connected and diverse relationships. Those connections outside of one’s self and realm

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may be based on acceptance and tolerance involving such an individual in humanitarian causes. Furthermore, as McIntosh (2005) also discussed, “the concerns of global citizens extend beyond economic justice to social and political justice...[and] the rights that we demand for ourselves should be offered to others worldwide” (p. 9). Once again, additional concepts of global concern may be linked back to one of the notable models of global competence mentioned above—the Asia Society’s (2005) model—which implies that the globally competent individual would endeavor to improve conditions by taking responsible actions. Effective citizenship education should cause students to realize that “no local loyalty can ever justify forgetting that each human being has responsibilities to every other” (Appiah, 2006, p. xvi). Such a paradigm supports the underlying theme of cosmopolitanism that is reviewed in a subsequent section of this literature review.

Banks (2008) wrote about various challenges to global citizenship that include historical, political, social, and cultural developments. With the rise of migration in various global regions, Banks also noted that the resulting changes in national demographics have caused many nations to reconsider definitions of citizenship and to amend the structure of citizenship education. Such is a pressing challenge among many increasingly diverse democratic nations that have until recently maintained or still maintain accommodating migration policies. However, despite these forms of global socio-economic, political, and cultural challenges, as consequences of globalization, scholars like Ikeda (2005) reminded the global community that, “education holds the key to resolving these problems...[for] true education...encourages empathy with others [that] opens the door to the peaceful coexistence of humanity...this kind of humanistic education is crucial if we are to foster global citizens” (p. ix). True recognition and practice of this paradigm among today’s curricula is vital for this important goal to be realized.

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The important ideal of global learning in the current environment involves much greater curricular depth than just including disciplines like foreign languages, geography, and history that may introduce students to various aspects of given global cultures. An effective global learning plan would need to be designed to spread various cross-cultural aspects across the curriculum. Gibson, Rimmington, and Landwehr-Brown (2008) wrote, “Global learning provides a challenging context in which to develop further both intercultural communication competence and interpersonal intelligence” (p. 11). And within such a developed learning environment, these researchers suggested that the goal of global learning requires meaningful reflection and metacognition. In addition, Bourn (2016) (who referenced Bryan & Bracken, 2011) discussed how supported evidence demonstrates that positive changes occur in terms of approaches toward teaching and learning when schools begin a process of reflection toward learning about global issues.

In the realm of global education models, an appropriate explanation of culture and its purposes is deemed necessary. For example, Merryfield and Wilson (2005) discussed the importance of cultural understandings in global education, suggesting that to understand the global world, students need to develop perspective consciousness by substantive cultural learning. In addition, Collins, Czarra, and Smith (1996) argued, “If the study of global issues and challenges, culture and the U.S.’ global connections are ignored by schools, our students will be inadequately prepared to function in an increasingly interdependent and conflict-prone world. This would be a serious mistake” (p. 2). An individual’s acceptance of a given culture grants the development a global perspective, which Hanvey (1982, p. 162) described as a “blend of many things in which any given individual may be rich in certain elements and relatively lacking in others.” Although Hanvey implied that each person must not be at similar shared levels of

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intellectual and moral development for given groups of individuals to reach increased global perspectives, he believed, “The educational goal...may be to socialize significant collectivities of people so that the important elements of a global perspective are represented in the group” (p. 162). Therefore, such an enlightened conviction may support the benefits of acquiring global awareness within a collaborative setting that would promote reflective, shared, and supportive practices.

The process of acquiring knowledge and understanding cultural differences also requires individuals to perform internal acceptances and recognitions of their respective cultures. For example, Gibson et al. (2008) discussed that by participating in global learning, individuals are introduced to different perspectives from which they would not only improve awareness of their own culture but would also improve their understandings of other cultures and the general condition of global affairs. In addition, these researchers explained that the developments of a global consciousness within a supportive learning environment also leads to the skills needed for one to become a responsible global citizen. These descriptions give further support to the various important advantages for an individual to adopt global competence as the necessary step toward global citizenship.

Pertaining to the topic of effectively preparing global citizens, Winthrop, Barton, and McGivney (2018) discussed that civic leaders and legislators support young people’s acquisition of critical literacy skills that are deemed important for productive citizenship in a progressively interconnected global environment. According to Mansilla and Jackson (2014), for students to succeed in today’s flattening world, in addition to global competency, they would need to possess competencies that would allow them to be lifelong creative learners to gain skills associated with working toward ongoing improvements and adapting to change. Collectively,

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these important competencies are defined as 21st-century skills. In addition, according to Winthrop et al. (2018), schools need to foster a range of 21st-century skills that emphasize applications of acquired knowledge in different and new contexts. In addition, these researchers proposed that education systems' visions for 21st-century skills would need to offer balanced and broad ranges of skills incorporated among global-themed curricula that also would include the reinforcement of vital social and emotional skills. Amidst the current global education environment, students' recommended attainment of 21st-century skills represents an additional facet of global citizenship education that incorporates ever-widening dimensions of global competence (Michelman, 2015).

As the importance of 21st-century skills continues to gain notice among various global education circles, new instructional and research-based models have begun to emerge. Among those new models are particular ones devised by the researchers at the Partnership for 21st Century Learning (2014), which recommended that schools promote the integration of global awareness across the curricula to help students address global issues and understand other nations and cultures.⁴ In addition, Fadel (2012) and the researchers at the Center for Curriculum Redesign (affiliated with Harvard University and the Organization for Economic Cooperation and Development) created a four-dimensional model (see Figure 4) that focuses on the needs of a 21st-century learner, which includes four key dimensions he described "...that make for a deeper, more robust and versatile education which is about modernised knowledge, skills, character and meta learning" (Earp, 2017, p. 1).

⁴ According to The Partnership for 21st Century Skills website, the 21st-century themes include the following: Life & Career Skills; Learning & Innovation Skills (Critical Thinking, Communication, Collaboration, Creativity); and Information, Media & Technology Skills. Source: <https://www.battelleforkids.org/networks/p21>

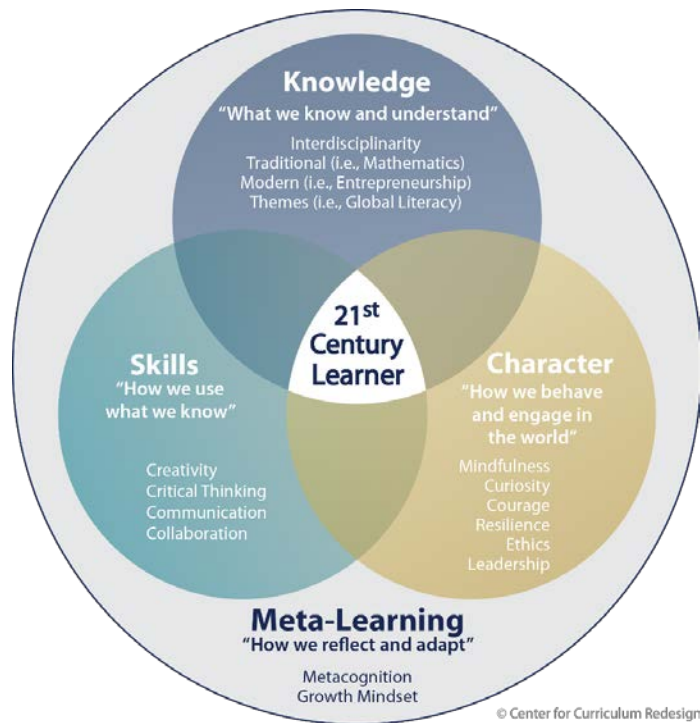


Figure 4. Center for Curriculum Redesign’s Dimensions of the 21st-Century Learner Model.

Source: Trilling, Bialik, & Fadel, 2015.

As mentioned above, today’s global environment presents students with unparalleled changes and challenges. According to the Asia Society (2017), global competence will give today’s students the skills needed to solve the still unidentified challenges of tomorrow. Future uncertainties also offer opportunities for our future leaders, and the attainment of global citizenship would effectively prepare them for those prospects.

Cosmopolitanism—An Extension of Global Citizenship

In light of the current global environment, which presents various challenges to properly prepare students for their respective futures, Hansen’s (2017) comments are deemed especially insightful: “There could hardly be a more auspicious, if not urgent, time for renewing our commitment to the deep values in education. The feeling seems widespread that we humans are

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standing on an unsteady platform with a great many uncertainties and confusions surrounding us” (p. 207). I found that this supportive comment arguably reflects the various and growing opinions calling for the heightened needs to reinforce or reintroduce cosmopolitan-related ideas across the curriculum. Such endeavors would properly prepare students for the unprecedented challenges within the working world and beyond that emanate from consequences of deepening globalization. Cosmopolitanism, derived from the Greek *cosmos* and *polis*, meaning “citizen of the world,” is defined as the philosophical idea that all human beings have equal moral and political obligations to each other, based solely on their humanity (Oxford Dictionary of Psychology, 2009).

The research on global citizenship presents the important premise to include the ideas of civic responsibilities, peace promotion, and empathy and tolerance toward others (Banks, 2008; Gaudelli, 2016; Gibson et al., 2008; Ikeda, 2005; Kappler Mikk, & Steglitz, 2017; Kirkwood, 2001; McIntosh, 2005; Noddings, 2005; Reimers et al., 2016). These ideas are deemed essential ingredients for global citizenship, and they also arguably support the validity of a modern cosmopolitan ideal.

As Schattle (2008) discussed, “the terms ‘global citizenship’ and ‘global responsibility’ often seem interchangeable for people who describe themselves as global citizens or advocates of global citizenship” (p. 32). He also explained how individuals’ endeavors to aspire toward shared moral obligations have survived for centuries as a central element of cosmopolitanism. In describing those who would match the description of altruistic-minded global citizens, Appiah (2006) discussed that cosmopolitans mutually believe that no local loyalty would ever lead one to forget individuals’ responsibility toward others. With this form of charity in mind, Schattle (2000) wrote there is evident need for responsible global citizenship principles that could correct

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numerous pressing global problems. Moreover, according to UNESCO (2013), a political, societal, cultural, or religious climate that is open to human values (e.g., human rights and peace) is crucial for the promotion of the goals of global citizenship education. These vital premises and views signify the necessary validity to support global citizenship education.

Reimers et al. (2016) discussed that cosmopolitanism is defined by a shared set of values that surpass other aspects of humans' socially constructed identities. In terms of defining cosmopolitanism's influence within educational models, Reimers (2015) described that public education "at its core is an institution created to advance the cosmopolitan idea of humanity as one and human rights as a shared responsibility" (p. 23). This recognition also supports the concept of moral cosmopolitanism, which is rooted in the philosophies of the ancient Greek stoics, and during modern time seen "most visibly and famously expressed in the declarations of universal human rights" (Oxley & Morris, p. 308) among United Nations declarations. The United Nations' 193 member states' adoption of the Sustainable Development Goals in 2015 (United Nations, 2015) and the growing Global Citizen movement (Raskin, 2011) are now among the most recent vital objectives of moral cosmopolitanism on a global scale.

For those who may be either skeptical or confused regarding cosmopolitanism as a possible new personal identity to adopt that would require supplanting cultural, religious, or political characteristics, it should rather be viewed as "an orientation toward the affairs of life in which a person comes to grips with and holds his or her identity (or identities) in a kind of generative or productive tension with those of other people" (Hansen, 2017, p. 212). Such an opinion could support the forms of cosmopolitanism potentially present within learning environments where cross-cultural connections, shared goals, and realizations of common self-efficacies may occur. This modern view of cosmopolitanism influencing global citizenship

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education could be traced to Dewey's promise for progress within schools. For example, Dewey (1944/1997) believed that the presence of students' different races, religions, and customs created a new and broader school environment that would promote an outlook of unity. This seminal viewpoint may be also linked to Parker and Camicia's (2009) belief that cosmopolitanism implies for an individual not to focus just on oneself, but to view oneself as a segment of a larger entity.

In terms of cosmopolitan-related ideas being studied in educational research, Vasudevan (2014) stated that cosmopolitanism has appeared in this realm among pedagogical approaches to allow for an enhanced understanding and exploration of young people's realizations regarding differences with and across environments. In addition, Vasudevan (2014) explained that while definitions of citizenship forms are typically devised among nations or ethnic groups, recent research about young people's cultural practices reveal the existence of new forms of youth citizenship clusters defined by their languages and literacies that could not develop inside formal settings like schools. As discussed in a previous section above, this developing form of citizenship may be connected by combinations of new or enhanced cross-cultural exchanges promoted by social media outlets or increased migratory inflows among various communities (Bourn, 2016; Hull, Stornaiuolo, & Sahni, 2010).

Moreover, Hull and Stornaiuolo (2014) explained that a view of cosmopolitanism rooted in historical and cultural contexts complements present scholars' research in the new literacy studies who view literacy as diverse, socially constructed, and habitual practices among local communities. This represents an example of how today's existence of culturally inspired groups of individuals, especially among youth, are demonstrating cosmopolitan-related attributes as globally minded, but not forsaking the importance of the local environment's purpose and needs.

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Such a prevailing behavior has arguably inspired the new phrase: going global, but not forsaking the local.

Kennedy (1993) wrote “education in a larger sense implies a deep understanding of why our world is changing, of how other people and other cultures feel about those changes, of what all have in common as well as what divides cultures, classes, and nations” (p. 340). This opinion arguably represents the important reasons for incorporating cosmopolitan-related structures among global citizenship education’s structures and for its vital purpose. According to Kennedy (1993), students need to learn how to adopt an action plan containing ethics and fair practices as they would devise various collective individual means to properly prepare for the future.

Challenges to Global Awareness and Global Citizen Education

Despite the numerous positive benefits of attaining global awareness, especially amidst the presentation of a global-themed curriculum, a review of the literature revealed that ethnocentrism, nationalism, and populism may present significant impediments toward the achievement of that goal. During the 20th century, ethnocentrism progressively increased in the US, especially following the two decisive World War victories. Its elements continually crept into our social fabric and among the spheres of education. This development was partially stimulated by the original challenges present during the Cold War era, including geopolitical tensions associated with the space race against the Soviet Union (Myers, 2006). However, during the 1960s, global education emerged for several reasons, including its developing need to become a counterbalance to more ethnocentric and nationalistic stances that were reflected in the rising popularity of international areas studies.

Ethnocentrism has been regarded as the use of one’s own society and socio-cultural practices as the measure for other societies to be viewed and judged (Reagan, 2010). This idea

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would support the beliefs that each individual may bring with her/himself a range of biases toward certain individuals and/or groups, especially based on that person's collective experiences. Bond (1995) defined *ethnocentrism* as, "the feeling that one's group has a mode of living, values and patterns of adaptation that are superior to all others" (p. 131). Arasaratnam (2011) also wrote, "ethnocentric individuals evaluate other world views and perspectives from the assumption that their own point of view is the central and/or superior one" (p. 108). In addition, the tendency to react to another culture only from the perspective of the viewer's culture represents another indicator of ethnocentrism (Martin, 1985).

Many scholars have researched the myriad of potential causes and grounds for the rise and/or perpetuation of ethnocentric tendencies. From a review of the literature, I found Bond (1995) to have presented one of the most concise lists of such foundations, as follows: "cultural factors; political factors; economic factors; historical factors; social factors; and, psychological factors" (pp. 131-132). Among these factors, those related to historic trends may be considered rather interesting, for Bond explained his research revealed that immigrant-based societies were judged as much less ethnocentric than mono-cultural societies. While the US and other similar Western societies have developed and benefitted from immigrant flows, it is arguable that such findings would be challenged by the rise of ethnocentricity and nationalistic attitudes among these societies amidst the current global environment.

Ethnocentrism is also supported by the factor of intercultural insensitivity. Hammer, Bennett, and Wiseman (2003) studied challenges to the acceptance of difference and diversity. During their work, they had referenced Bennett's (1998) earlier study in which he had suggested intercultural sensitivity is demonstrated along a continuum of development that consists of three ethnocentric stages (i.e., denial, defense, and minimization) and three ethno-relative stages (i.e.,

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acceptance, adaptation, and integration). These researchers measured individuals' progress along this continuum using an assessment tool, the Intercultural Development Inventory (IDI).⁵ In addition, their studies have been the basis for others who have endeavored to measure behaviors related to the topics of cultural insensitivity and aversion to global learning.

During instances when individuals encounter others whose principles and cultural traditions would confront their own, Bond (1995) explained that the presence of different others would be naturally intimidating, as they would challenge to some degree the utter legitimacy of one's perspectives. This view is similar those of Amin (1969) who discussed ethnocentrism as more pervasive than prejudice and its action as a debilitating agent among intercultural spaces. Such experiences may occur within the classroom setting, as elsewhere in public life. When examining the effects of ethnocentrism, Zevin (1993) recommended that the world studies or global history curriculum could be the primary vehicle to undermine a singular view of the world supported by one's culture or viewpoints. This idea would indeed support the need for a global-themed education program to promote the development of global awareness.

The lack of global awareness as a societal predicament is what Anderson (1982) had discussed. He suggested that Americans' lack of cross-cultural awareness would harm their active participation in transnational political and social actions, resulting in impaired democratic values. Furthermore, Anderson (1982) revealed concern for the population's less than "rudimentary knowledge of the history, sociology, and geography of the world system [that would] make one the subject of contempt and the object of manipulation" (p. 160). It is interesting how Anderson's ideas from this seminal article foretold some of the pressing challenges that a global-themed education program would still face during this new millennium.

⁵ After a thorough review of Bennett's study (1998), it was determined that the IDI model would not be applicable to the student sample studied in this dissertation.

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After examining various student interactions within an international studies classroom of diverse backgrounds, Fluck, Clouse, and Shooshtari (2007) noted that ethnocentric issues can readily surface. These researchers described how ethnocentrism would play a noticeable role in the event the curriculum would be international in context, especially if it involves discussing the customs and traditions of foreign countries. This reality would possibly present challenges for the classroom teacher, especially if she/he was not sufficiently trained in cross-cultural awareness and sensitivity techniques. Such an experience would support Gaudelli and Heilman's (2009) premise that educators and scholars in curricula development must seek to devise programs that better prepare students for a less ethnocentric view of the world that would not encourage the paradigm that the United States is superior to other nations and above the importance of global affairs.

A chronic classroom challenge is the presence of student apathy, which may be driven by a variety of factors, including a general disinterest in a given content topic—based on a particular bias, or not—or the teacher's approach to that topic. In the global studies classroom, the teacher's challenge to combat student apathy may take on a different dimension. A possible key to overcoming this challenge amidst some form of ethnocentrism may be for the teacher to establish emotional links among presented topics to spark student interest. Zevin (1993) wrote about this challenge claiming that because many students may not care much about those who live in regions and cultures different than themselves, derogatory social stereotypes of such people are often reinforced. That observation would give further support to students' maintaining ethnocentric positions, which they might not actively recognize about themselves. Furthermore, Union and Green (2013) observed that when elements of ethnocentrism would be unmonitored in the learning environment, this situation could perpetuate prejudices and stereotypes against

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certain vulnerable students. The promotion of multicultural competence, according to Bennett (2001, p. 191), includes “dispositions of open-mindedness and the absence of racial or cultural prejudice” that would arguably diminish the prospects for the forms of prejudices and stereotypes that Union and Green described.

Among the modern scholarly endeavors to reduce cross-cultural biases and elements of ethnocentrism in the learning environment, Kniep (1987) approached the introduction of international topics with the publication of a handbook for guiding the creation of a global-themed curriculum. Within this volume, Kniep outlined important elements of a global approach to the curricula as a meaningful discovery of human values, cultures, and global issues and systems. Using a similar approach, Merryfield (2008) recommended making certain global-themed content more relevant to students by using their own cultural experiences to create tangible connections to other parts of the world that could lead the students to recognize multiple personal perspectives. Carrasco and Torres Iribarra (2018) found that those students who have greater opportunities for open classroom discussions develop more positive attitudes toward different societal groups and possess more democratic beliefs. These researchers also discovered that classroom discussions could promote students’ critical-thinking levels to diminish close-mindedness, leading to the promotion of tolerance and the establishment of egalitarian values among their peers.

In addition, Carrasco and Torres Iribarra (2018) ascertained that students’ understandings of alternative points of view would be a means to increase their respective levels of cultural capital (as related to morality), an experience that would be consistent with Dewey’s hypotheses. In line with an understanding of those hypotheses, Van der Ploeg (2016) wrote that Dewey’s conception of morality hinged on deliberation, reflection, and insight, suggesting that

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morality depends on interpersonal communication and cooperation. This is arguably where connections may be made to the power of tolerance through respectful interpersonal communication as a means to diminish ethnocentric and nationalistic tendencies, as several other researchers (identified above) have indicated.

Jackson and Schleicher (2018) discussed how we now live in a “VUCA world” (i.e., one that is volatile, uncertain, and ambiguous). The present global environment contains multiple demands from economic inequality, social division, and conflict. In light of this challenging condition, these researchers explained that they have witnessed growing elements of nationalism, racism, and anti-globalism amidst the development of globalization. As a result, Jackson and Schleicher (2018) believe the most significant solution “to combating nationalist fervor is increasing global understanding” (p. 1). In the same realm of watchful observations among the current global environment, Tavangar (2018) wrote that recent oratorical exchanges surrounding globalism and nationalism upheld false differences of opinions that many teachers have diligently endeavored to dismiss. She also stated that the acquisition of a global mindset, not ruled by apprehensions, is a privilege every child deserves. In sum, opinions like these from notable global researchers confirm the needs for effectively designed global-themed curricula to thwart potentially harmful ethnocentric and nationalistic positions that would mar democratic ideals and perpetuate biases, intolerance, and prejudice.

Conclusion

The detailed literature review contained within this chapter presented an examination of several subjects directly related to this dissertation study’s topic, such as Self-Determination Theory, global awareness, global competence, and global citizenship. Also included within this chapter were reviews of related topics, including cosmopolitanism, globalization, and global

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education. The reviews of those topics in relation to human behaviors such as ethnocentrism, nationalism, and populism presented explanations as to how they could possibly challenge one to achieve global awareness. These reviews were deemed necessary in relation to the overall purpose and importance of this dissertation study. The next chapter presents descriptions of the various qualitative and quantitative methods employed under this dissertation study as an endeavor to properly measure students' attainment of global awareness while they are enrolled in a global-themed curriculum program.

Chapter Three

Global learning provides opportunities that nurture a global consciousness and develop knowledge, skills, and attitudes necessary for one to become an effective world citizen.

(Gibson, Rimmington, & Landwehr-Brown, 2008, p. 18)

Research Methodology

According to Friedman (2007), to be able to compete in today's global economy, to debate and address global problems, and to engage effectively among fellow global citizens, individuals must be competent within a range of knowledge, skills, and attitudes. This important premise supports the essential purpose of global citizenship education, which promotes global competence and 21st-century skills, and is rooted in open-mindedness, empathy, and tolerance. This chapter describes the dissertation study's research design and methods that were applied therein. In addition, this chapter includes the following sections: the presentation of the research questions, theoretical framework, philosophical foundations, research methods, site selection, participants, data collection procedures, data analysis procedures, validity and reliability, and supporting appendices.

The purpose of this mixed-methods dissertation study, under a convergent parallel design, was to examine how an ethnically, racially, and socio-economically diverse group of high school students reported their motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program. The students' attainment of global awareness is a key component influencing their progress toward becoming global citizens.

Given the perceived challenge to properly assess the students' reported motivational characteristics associated with their levels of global awareness, a mixed-methods technique was

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undertaken for this dissertation study that included both quantitative and qualitative approaches of investigating the topic. In light of the rather broad and diverse nature of the themes of student motivation, global citizenship, and global competence, and because of the dearth of research studies directly related to this dissertation study's focus, there were several benefits of approaching the topic from the mixed-methods perspective that allowed for in-depth analyses of data.

According to Creswell and Creswell (2018), the mixed-methods study design “involves the use of one or more core designs” (p. 230). The convergent parallel design, selected for this study, involves the implementation of the quantitative and qualitative data strands during one research process phase, prioritizing the methods equally, and keeping the strands independent during separate analyses, and then combining the results during the overall data interpretation (Creswell & Creswell, 2011). The elements of the convergent parallel design are presented in Figure 5.

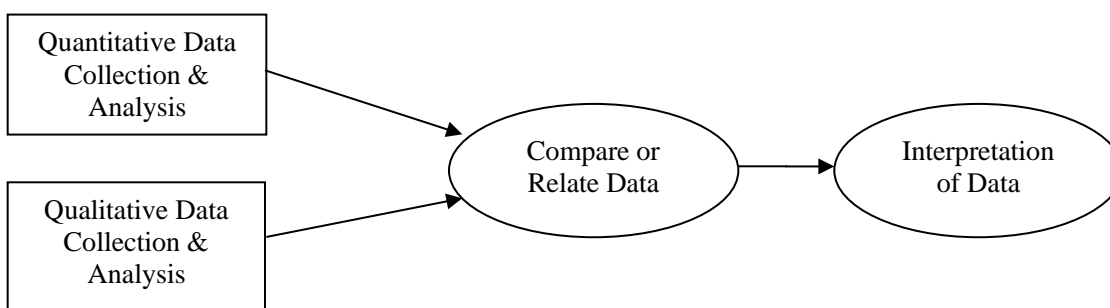


Figure 5. Mixed-methods convergent parallel design.

Source: Creswell & Plano Clark, 2011.

This dissertation study employed an inductive approach, whereby I collected and analyzed both quantitative and qualitative data to form cases; and as Creswell and Creswell (2018) described, I then made comparisons among those cases (see Figure 6). Specifically, the

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procedure began by distributing to the students an 88-question data survey instrument that contained the SIMS Motivation Questionnaire (independent variables), followed by an adapted version of the PISA Global Competence–Student Information Questionnaire (dependent variables), and a demographic questionnaire. The students completed the data survey using Chromebooks or laptop computers.

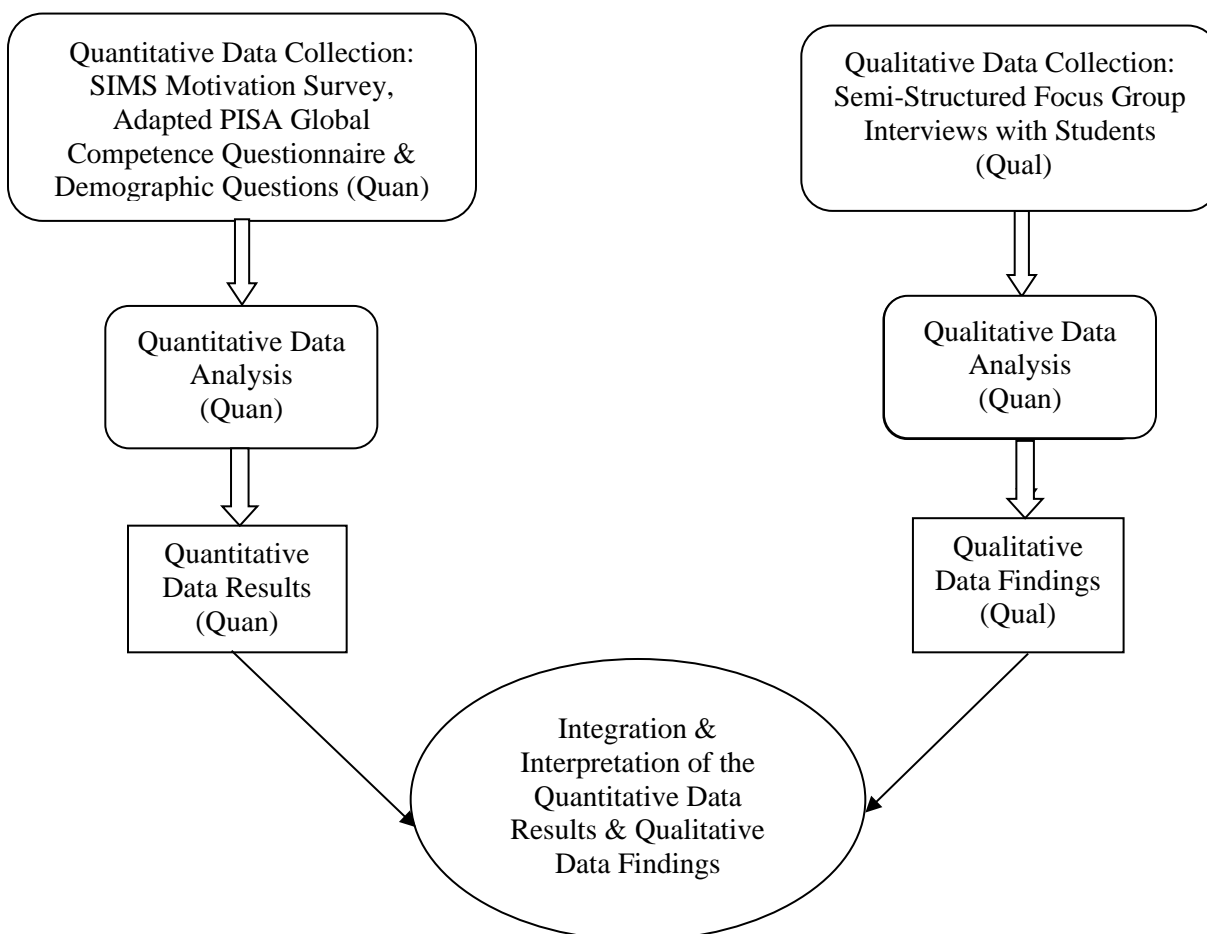


Figure 6. Procedures for this Dissertation’s Convergent Parallel Mixed-Methods Study Design

Source: Adapted from Creswell & Plano Clark, 2011.

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Research Questions

Overarching Research Question:

How do students' motivations to participate in a global-themed curriculum program influence the development of their global awareness levels?

1. What is the relationship between the students' levels of motivation, as measured by the Situational Motivation Scale (SIMS), and the students' global awareness levels, as measured by the Programme for International Student Assessment (PISA) Global Competence questionnaire? (Quantitative)
2. What reported students' demographic characteristics and motivational factors are most important in predicting students' global awareness levels? (Quantitative)
3. Which perceived factors do the students believe may have contributed, or not have contributed, to their situational motivation to achieve, or not to achieve, global awareness? (Qualitative)
4. Which perceived factors, as related to the PISA Global Competence questionnaire, do the students believe may have contributed, or not have contributed, to their global awareness levels while participating in the global-themed curriculum course? (Qualitative)

Theoretical Framework

Self-Determination Theory (SDT) served as the theoretical framework to support this dissertation study. Ryan and Deci (2000) defined SDT to include intrinsic and varied extrinsic sources of motivation and descriptions of the respective roles of these motivation forms in cognitive and social development. SDT's elements also focus on how social and cultural factors facilitate or undermine people's sense of choice and initiative, in addition to their well-being and the quality of their performances. According to Ryan and Deci (Center for Self-Determination

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Theory, 2018), “people are motivated from within, by interests, curiosity, care or abiding values. These intrinsic motivations are not necessarily externally rewarded or supported, but nonetheless they can sustain passions, creativity, and sustained efforts.” Moreover, as these researchers explained, certain people possess personal satisfactions or joys related to preferred experiences such as learning and knowledge acquisition as forms of intrinsic motivation that may not be related to extrinsic motivations, which would be exemplified by receiving rewards for doing so.

Research Paradigms

This dissertation study’s methods were supported by an inquiry-based research paradigm with a joint structure of postpositivist and pragmatist worldviews. Postpositivism, supporting the initial quantitative approach to this dissertation study, is the worldview that considers the development of statistical measures of human attitudes and behaviors vital to reach analytic conclusions related to given research questions (Creswell & Creswell, 2018). While these researchers wrote that postpositivism supports the goal to be correct about reality, they also stressed that this goal might not be realized, because we cannot be positive about our measures of knowledge when studying human actions and behaviors. In addition, on the topic of postpositivism, Check and Schutt (2012, referencing Guba & Lincoln, 1994) wrote that it is the belief that an empirical reality exists; however, “our understanding of it is limited by its complexity and by the biases and other limitations of researchers” (2012, p. 15). Therefore, such viewpoints would sustain the premise that under a mixed-methods research design, more than one given worldview could be applied to provide a balance to the overall approach to the methods of inquiry undertaken (Creswell, 2011; Creswell & Plano Clark, 2011).

The worldview of pragmatism “draws on many ideas, including ‘what works’, using diverse approaches, and valuing both objective and subjective knowledge” (Creswell & Plano

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Clark, 2011, p. 43). The pragmatic aspect of this study related mostly to the qualitative aspect of data collected with the emphasis on the knowledge that presumably arose from actions, consequences, and situations as described by participants during the semi-structured focus groups.

Role of the Researcher

In the role of the mixed-methods study researcher, I recognized that the benefit of both quantitative and qualitative data sets allowed me to consider several assumptions toward the goal of satisfying the dissertation study's research questions. Following the analytical approach described by Williams (2007), I was able to successfully utilize deductive and inductive analytical methods. The qualitative researcher typically follows an approach that is closer to the subject sample than the quantitative researcher, with the goal of exploring discussed ideas within the ongoing expansion of the research process.

Throughout this dissertation study, I needed to recognize my former teaching experiences when I had delivered a global-themed curriculum program. While in the presence of the entire student sample, I never mentioned that I had previously taught a global-themed curriculum program. Moreover, that particular global-themed curriculum program had been co-designed by me and my former education colleagues, and its content was quite different from the respective standardized advanced placement social studies courses taken by the entire student sample. Therefore, in accordance with the prudent directions given by Creswell and Tashakkori (2007) and Greenbank (2003), as the researcher, I believe any possible personal prejudices during this dissertation study were minimal toward the standardized global-themed curriculum programs. In addition, I diligently endeavored to leave aside any possible prejudices while conducting the student focus group interview sessions.

Site and Sample Selection

Site and Participant Selection

The dissertation study was conducted at three unaffiliated high schools within a large metropolitan region. Two of the participating high schools were located within suburban neighborhoods, and the third was located within an urban neighborhood.

To recruit students for this dissertation study, I contacted the respective administrations of various school districts within the particular metropolitan region whose high schools offer a global-themed curriculum program, such as AP Comparative Government & Politics and/or AP World History. Because of particular time constraints and other related factors, among all of the prospective high schools within this metropolitan region, there were three high schools that agreed to conduct the study at their sites. A purposeful sampling technique was employed to invite all students enrolled in the AP courses to participate in the dissertation study, and none of the students was required to participate in any aspect of it.

Participants

This dissertation study's overall student sample comprised a total of 172 students who were enrolled in global-themed curriculum programs. The particular metropolitan region's enrolled high school students' current demographics reveal a near-even percentage by gender and full representations among all the major ethnic groups.

The sample of students participating in this dissertation study mirrored the demographic characteristic of their respective schools in terms of race, ethnicity, and gender. There were 56 seniors (33% of the total sample) from Antaris High School, which is a mid-sized public school located in an affluent suburban metropolitan neighborhood. There were 95 sophomores (55% of the total sample) from Polaris High School, which is a mid-sized private school located in an

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upper-middle class urban metropolitan neighborhood. And, there were 21 sophomores (12% of the total sample) from Rigel High School, which is a large public school located in a high-needs suburban metropolitan neighborhood. In terms of sex, 54% ($n = 93$) of the total students were women and 46% ($n = 79$) were men. The students' average age was 16.20 years ($SD = 1.10$), with the range from 14 to 18 years (see Table 1).

Table 1

Student Sample Demographics – Participants' Sex and Age Characteristics

High School	<i>N</i>	Men	Women	Students' Age	
		%	%	<i>M</i>	<i>SD</i>
Combined	172	45.60	54.40	16.20	1.10
Antaris	56	41.10	58.90	17.60	.76
Polaris	95	46.80	53.20	15.50	.52
Rigel	21	52.40	47.60	15.50	.60

The ethical considerations related to the rights of participants, in accordance with the Institutional Review Board process, were implemented by informing the students about the nature of the study and obtaining the informed consent from all participants prior to the data collection. For those under the age of 18, a parental permission and the assent form were also collected. The protection of student participants' identities was enacted by collecting anonymous collective responses from the survey instrument and through the use of pseudonyms when conducting the focus group interview sessions. Only pseudonyms were reported in the qualitative data portion of the study. Furthermore, the participating high schools' identities (the data sites) were also assigned pseudonyms to protect the subjects of the study.

Data-Collection Procedures

The data analyzed for this dissertation study were collected over the course of three days, one day at each site. Upon obtaining all the necessary permissions from the Institutional Review Board (see Appendix E) and from each data site to conduct the study, the data were collected in two phases: quantitative data through an online survey instrument and qualitative data through semi-structured focus group interviews. The data were collected during June 2019. The survey instrument was distributed in an online format through the SurveyMonkey software program under the particular guidelines and permissions granted by each high school's administration.

Data Instruments

The quantitative data survey instrument contained questions from two different scales: the Situational Motivation Scale (SIMS) and the amended PISA Global Competence—Student Information Questionnaire (PISA), plus a few demographic questions, including some that came from the PISA scale. Below is a detailed description of both measures.

SIMS scale. The measure was designed to determine situational extrinsic and intrinsic motivation (Guay et al., 2000) that pertains to the motivations behind activities in which individuals are currently engaged (Vallerand, 1997). According to the SIMS researchers (Guay et al., 2000) and based on important elements of Self-Determination Theory (Deci & Ryan, 1985), these subscales are defined as follows. *Intrinsic Motivation* refers to one's performance of an activity purely for its inherent pleasure and satisfaction. The forms of extrinsic motivation include: *Identified Regulation*, the behavior identified when one conducts an action that is valued and perceived as for oneself, because it is performed as a means to an end; and *External Regulation*, the behavior regulated by rewards or for one to avoid negative consequences under which the person feels an obligation to perform in a certain manner. *Amotivation* identifies the

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behavior that is the least self-determined because the individual experiences no sense of purpose or reward expectations associated with a given activity (see Appendix A).

The SIMS scale contains a measured behavior specific corresponding Likert-type scale with seven categories that ranged as follows: 1 = *Corresponds not at all*, 2 = *Corresponds very little*, 3 = *Corresponds a little*, 4 = *Corresponds moderately*, 5 = *Corresponds enough*, 6 = *Corresponds a lot*, and 7 = *Corresponds exactly*. It is important to note that the SIMS Motivation Questionnaire's (Guay et al., 2000) prompt, "Why are you currently engaged in this activity?", was used with careful instructions for students to recognize the "activity" as their participation in the global-themed course.

PISA Global Competence – Student Information Questionnaire. The structures of the eight PISA construct category questions are as follows (Organization for Economic Cooperation and Development, 2018):

1. *Self-efficacy, Re: Global issues.* The set of questions for this subscale assesses the ease with which the students could perform tasks related to global issues (e.g., explain global climate change, global economic conditions). The following Likert-type Scale has been applied: 1 = *I couldn't do this*, 2 = *I would struggle to do this on my own*, 3 = *I could do this with a bit of effort*, and 4 = *I could do this easily*.

2. *Awareness of global issues.* This subscale represents the second set of questions that assesses the student's knowledge of global and intercultural issues. The following Likert-type scale was applied: 1 = *I have never heard of this*, 2 = *I have heard about this, but I would not be able to explain what it is really about*, 3 = *I know something about this and could explain the general issue*, and 4 = *I am familiar with this and I would be able to explain this well*.

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3. *Awareness of intercultural communication.* This subscale's set of questions assesses the student's awareness in relation to interactions with people whose native language is different from her/his own. The following Likert-type Scale was applied: 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, and 4 = *Strongly Agree*.

4. *Student's engagement with others, Re: Global issues.* This subscale represents a list of questions that assesses the student's possible actions, such as engaging in social media platforms that enable her/him to engage with others regarding interests in topical global issues. The nominal Yes/No scales were applied.

5. *Interest in learning about other cultures.* This subscale's set of questions assesses the student's level of interest to learn about other cultures. The following Likert-type scale was applied: 1 = *Very much like me*, 2 = *Mostly like me*, 3 = *Somewhat like me*, 4 = *Not much like me*, and 5 = *Not at all like me*.

6. *Respect for people from other cultural backgrounds.* The questions in this subscale ask the student to report to what extent she/he feels respect and value toward other people as equal human beings, no matter their cultural backgrounds. The following Likert-type scale was applied: 1 = *Very much like me*, 2 = *Mostly like me*, 3 = *Somewhat like me*, 4 = *Not much like me*, and 5 = *Not at all like me*.

7. *Global mindedness.* This subscale's questions assess aspects of global mindedness related to the student's senses of world citizenship, responsibility for others, connectedness, and global self-efficacy. The following Likert-type scale was applied: 1 = *Strongly Disagree*, 2 = *Disagree*, 3 = *Agree*, and 4 = *Strongly Agree*.

8. *Global competence activities at school.* This subscale's set of questions asks the student if she/he is engaged in a variety of global competence-related activities at school, such as

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learning about certain global events during peer discussions, or how various groups of people from different cultures might have diverse perspectives. The nominal Yes/No scales were applied.

Semi-structured interviews. Under this dissertation study's convergent parallel mixed-methods research design, its second phase involved the collection of qualitative data during three semi-structured focus group interview sessions, with a total of 23 participating students from the three respective high schools. The main purpose of interview focus groups under the qualitative data approach is to elicit the participants' attitudes, beliefs, and reactions to certain experiences as a technique more beneficial than observations and individual interviews (Gibbs, 1997).

Each of the three focus group interview sessions focused on discussing several interrelated subjects, including the reasons for the students' enrollments in their respective advanced placement courses, their definitions of "global awareness," their grasp of the curricula in relation to topics like globalization, and their acknowledgment of the various influences that may have led to them becoming globally aware. In addition, the students discussed many of the benefits they had received from participating in the various activities of the global-themed courses. During the focus group interview sessions, I listened for and took notes concerning potential connections that the students made between any of the four SIMS subscales and the eight PISA subscales, as indications of their levels of global awareness.

The participating students for each focus group interview session were selected under a random convenient sampling process from the respective sample at each high school. That repeated process was confidential, and the participating students' identities were replaced by pseudonyms. During each focus group interview session, I followed a pre-established interview protocol (see Appendix D).

Data-Analysis Procedures

According to Creswell and Creswell (2018), under a convergent parallel mixed methods design, “the quantitative and qualitative databases are analyzed separately in this approach” (p. 222). Following this guideline, I analyzed the two data sets separately, and I then integrated them for the final combined analysis of the results. Below is a description of all methods and tools used to analyze the data.

Quantitative analysis. In this dissertation study, Microsoft Excel and SPSS software programs were used to perform all of the necessary quantitative data analyses and calculations. The survey results were extracted from the SurveyMonkey platform and converted into an SPSS data file. The file was then prepared and formatted for the analyses. The descriptive statistics were conducted for all variables in the file.

To answer the quantitative research questions, I conducted a series of correlation and multiple regression calculations to determine how motivational factors relate and account for global competence components. Those steps were followed by interpretations of the data to determine which particular motivation factors had significant effects on the level of global competence measured. For example, the independent variables to measure motivation from the SIMS quantitative questionnaire are represented by four items each within the respective subscale categories of Intrinsic Motivation, Identified Regulation, External Regulation, and Amotivation. These factors alone, and in combination with relevant demographic characteristics, were considered against the dependent variables of global competence from the PISA measure.

Although the overall data results from the full PISA Global Competence—Student Information Questionnaire may be reported as a single-score measurement (Organization for Economic Cooperation and Development, 2018b), its important categories of cognitive,

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affective, and behavioral measures represent multiple scales to measure for possible evidences of correlation significance among its various factors in relation to the SIMS motivation factors. The amended PISA Global Competence—Student Information Questionnaire (Appendix C) contains the following subscales (dependent variables) as related to global competence: Self-efficacy, Re: Global issues, Awareness of global issues, Awareness of intercultural communication, Engagement with others regarding global issues, Interest in learning about other cultures, Respect for people from other cultural backgrounds, Global mindedness, and Global competence activities at school. In addition, as mentioned above, I included within the survey instrument several demographic item questions related to Age, Sex, Foreign travel experience, Level of parents' (or guardians') highest education, and so forth (see Appendix B).

Qualitative analysis. Following the participating students' completions of the survey instrument, I collected the qualitative data in the form of detailed notes, audio recordings, and transcriptions (created by an independent online transcription service) from the semi-structured student focus group interviews. While thoroughly reviewing the qualitative data, I generated relevant codes based on the theoretical framework, concepts covered in the quantitative instruments, as well as emerging codes from the data. I employed both deductive and inductive approaches to arrive at creating qualitative data themes. Under those approaches, I utilized hand-coding of the hard copies of the transcripts, and I analyzed the results using the Dedoose software program.

I began the qualitative analyses by using a deductive analytical approach. I initially reviewed the respective focus group sessions' transcripts and the notes I had taken during each session. While conducting several detailed reviews of the data, I discovered many instances when students' discussion comments were directly associated with the basic elements of SDT

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(i.e., competence, autonomy, and relatedness; Ryan & Deci, 2000). Those instances were also related to the SIMS subscales of Intrinsic Motivation, Identified Regulation, and External Regulation. In addition, many of the students' discussion comments were related to several PISA subscales, such as Awareness of global issues, Student engagement with others, Re: Global issues, and Global competence activities at school. I sorted the initial findings into specific groupings as determined by the quantitative data and the four subscales of the SIMS scale (i.e., Intrinsic Motivation, Identified Regulation, External Regulation, and Amotivation). Those findings supported the first codes created under the initial phase of the qualitative data analysis.

Subsequent to creating the initial code layers, I then re-analyzed many of the students' comments and responses to questions that I had first catalogued within the Dedoose software program. Such a detailed exercise led me to an inductive coding process, under which I reclassified several code titles that had emerged based on the students' responses, rather than the original codes that had been aligned to SDT. According to Thomas (2006), an inductive approach for the analysis of qualitative data can help the researcher to create a systematic set of procedures that may produce reliable and valid findings. As a result, both the deductive and inductive approaches led to the final determination of the major themes. Moreover, in accordance with the goal of the mixed-methods approach (Check & Schutt, 2012; Creswell & Creswell, 2018), the results of the qualitative analyses offered important revelatory information toward enhancing the analyses of the quantitative data reports.

Data integration. Vital to this dissertation study was the integration of the data analyses of both the quantitative and qualitative results from the survey instrument and the semi-structured student interview focus groups, respectively, to form conclusive opinions to determine if the above-referenced research questions were satisfied. According to DeCuir-Gunby and

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Schutz (2017), under a mixed-methods study, data integration is deemed essential because this process demonstrates why the combination of quantitative and qualitative data is necessary for a dissertation study. In addition, as a means to effectively utilize the convergent parallel design for this dissertation study, I used the findings from the respective semi-structured student interview focus groups to explain the quantitative survey results (DeCuir-Gunby & Schutz, 2017). That detailed procedure was an important process used to examine how the students reported their global awareness levels as a result of participating in a global-themed curriculum program (Creswell & Plano Clark, 2011).

Validity and Reliability

As recommended by Creswell and Creswell (2018), during this dissertation study, I planned “to establish the validity of the scores from the quantitative measures and to discuss the validity of the qualitative findings” (p. 223). These authors advised that during a mixed-methods approach, the researcher must be careful to not compromise the overall findings, especially if she/he would not evaluate all of the analytical options related to the quantitative data results. I carefully reviewed the quantitative data results on several occasions to verify the descriptives, correlation, and multiple-regression calculations. During that undertaking, I located a few initial inaccuracies and inconsistencies among the data, which caused me to re-run these calculations through the SPSS software, resulting in precise data presentations and analyses.

Creswell and Creswell (2018) also discussed that threats to a dissertation study’s validity exist in two types: external and internal. There were two potential external validity threats to this dissertation study, which could cause the findings not to be generally applicable to a larger population of high school students enrolled in AP global studies courses. First, some of the student sample participants might have possessed deeper initial degrees of global awareness

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acquired from a variety of sources, for example, because of their possible immigrant status, prior to enrolling in the given global-themed curriculum program as compared to their classmates.

Second, some participants might have possessed varying degrees of motivational characteristics related to their respective reasons for enrolling and/or participating in the given global-themed curriculum programs as compared to their classmates. However, because these phenomena were presumed to occur among similar diverse student populations within suburban and urban high schools in the particular metropolitan region, those forms of external threats were considered minimal.

To control for any possible validity issues concerning the qualitative data, I verified particular responses to several interview questions to determine if they had been accurately transcribed by re-listening to each of the recorded focus group sessions. That review was also supported by the notes taken in my researcher's journal. In addition, I endeavored to properly lead the planned semi-structured student focus interview group sessions to elicit optimal responses from the students that produced accurate pictures of their global awareness levels from participating in the global-themed curriculum program.

To achieve that goal, I used the SIMS and the PISA Global Competence Questionnaire subscales' topics, as reflected in the survey instrument, to inspire the discussion questions to create meaningful dialogue related to capturing elements of the participating students' motivations while inquiring about their preferences to learn about global current events or to perform volunteer work to support humanitarian causes. It was also presumed that the participating students provided truthful responses to all of the quantitative and qualitative data questions.

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Under the mixed-methods research design, the combined use of quantitative and qualitative methods can assist the researcher to augment the limitations of each of the quantitative and qualitative methods utilized, plus to achieve triangulation of all the data analyzed (Creswell & Creswell, 2018). Therefore, to accomplish that goal, I also performed a cross-analysis of the quantitative and qualitative data that confirmed ideas related to the effects of motivation on global awareness from multiple perspectives.

Reliability for SIMS and PISA. According to DeCuir-Gunby and Schutz (2017), measuring the internal consistency of a quantitative data instrument aids the researcher to demonstrate how well its scale items correlate with each other or measure the same construct. As reported by Guay et al. (2000), the internal consistency of the SIMS four subscales, as measured by Cronbach's Alpha, from these researchers' original study ranged from .76 to .91. In this dissertation study, the Cronbach's Alpha for the SIMS's four subscales ranged from .75 to .89, which mirrored the original reliability findings. According to the Organization for Economic Cooperation and Development (2018), the internal consistency of the new PISA Global Competence Questionnaire's various construct subscales was supported by their respective field testing, which occurred in several different countries in 2017. In this dissertation study, the Cronbach's Alpha for the eight PISA construct subscales ranged from .64 to .83. The reliability measures for each of the SIMS's subscales and the PISA construct subscales were deemed acceptable (see Table 2).

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Table 2

Reliability Measures for SIMS and PISA Subscales

Subscale	Cronbach's Alpha (α)
SIMS	
Intrinsic Motivation	.89
Identified Regulation	.75
External Regulation	.85
Amotivation	.78
PISA	
Self-efficacy, Re: Global issues	.73
Awareness of global issues	.70
Awareness of intercultural communication	.73
Student Engagement with others, Re: Global issues	.67
Interest in learning about other cultures	.83
Respect for people from other cultural backgrounds	.83
Global mindedness	.64
Global competence activities at school	.64

Note: $N = 172$.

I kept all data and information related to the dissertation study under strict confidentiality. Thus, only the aggregated results, not individual data results, were reported. Confidentiality also prevailed under the qualitative section of the dissertation study, as I assigned pseudonyms to each of the students who participated within the semi-structured student focus group interviews. In addition, I assigned pseudonyms to the high schools' respective identities. Moreover, I am storing the dissertation study's raw data (both quantitative and qualitative), including details of the analyses and other sensitive materials, in a secure location for a minimum of five years, in accord with APA guidelines (Creswell & Creswell, 2018).

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All of the quantitative data were stored on a password-protected computer to ensure confidentiality and safeguarding. The quantitative data derived from the SurveyMonkey database were transferred in a spreadsheet format into the SPSS software program. All of the qualitative data obtained from the semi-structured focus group interviews—namely the notes, recordings, and transcriptions—were also stored on a password-protected computer to ensure confidentiality and safeguarding.

Conclusion

The purpose of this chapter was to discuss the research design and methods used in this dissertation study. As presented above, a mixed-methods convergent parallel design was implemented to examine how a diverse group of high school students reported their motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program.

In light of the prevalence of student motivation and global citizenship themes in the literature, as well as the dearth of prior research studies related to measuring students' global awareness, this dissertation study may go toward developing interest and value in the importance of students gaining global awareness. As referenced in the chapters above, today's challenging global environment requires students to possess a variety of skills, including global awareness, to succeed in their future careers.

Chapter Four: Overview of Results and Findings

The desire to explore, discover, understand, and know is intrinsic to people's nature and is potentially central to the educational process. (Deci & Ryan, 1985, p. 245)

Introduction

The purpose of this mixed-methods dissertation study was to examine how an ethnically, racially, and socio-economically diverse group of high school students reported their motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program. The students' attainment of global awareness is a key component influencing their progress toward becoming global citizens. This chapter presents the findings from (a) the quantitative data analyses, including a description of the sample participants, inferential statistics, and their findings; (b) the qualitative data analysis with corresponding theme analysis; and (c) the integrated mixed-methods section.

Under the dissertation study's convergent parallel research design, I collected both the quantitative and qualitative data sets during one designated school day at each of the three participating high schools. Specifically, the procedure began by distributing to the students an 88-question data survey instrument that contained the SIMS Motivation Questionnaire (independent variables), followed by an adapted version of the PISA Global Competence—Student Information Questionnaire (dependent variables), and several demographic questions that included a few related questions from the PISA questionnaire. The students completed the data survey using Chromebooks or laptop computers.

Subsequent to the students' completions of the data survey instrument, I conducted a semi-structured student focus group interview session at each of the respective high schools to obtain the qualitative data. The data sets obtained from these group interviews were used to help

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explain the numerous findings that were recognized among the quantitative analyses. For purposes of protecting the actual identities and locations of the high schools and their respective participating students, I have used pseudonyms throughout this dissertation study.

Demographic Characteristics of Participants

There were 172 student participants in this study who were enrolled in a high school global-themed curriculum course, either AP Comparative Government & Politics or AP World History. There were 56 seniors (33%) enrolled in the AP Comparative Government & Politics course at Antaris High School, 95 sophomores (55%) enrolled in the AP World History course at Polaris High School, and 21 sophomores (12%) enrolled in the AP World History course at Rigel High School.

A student's socio-economic status was determined based on the responses to three of the demographic questions contained within the quantitative data survey instrument. The first question pertained to the highest level of the student's parents' or guardians' education. The reported responses ranged from "some high school" to "professional degree (lawyer, doctor, PhD, etc.)," with the average response of "graduate degree." The second question pertained to how many people live with the student in her/his respective household. The range of responses was from 2 to 16 persons, with the average household size of 4. For the third question, which asked the student if she/he and/or siblings receive free or reduced-price school lunch allowances, 146 students (85% of the total sample) reported that neither they nor their siblings receive free or reduced-price school lunch allowances. For purposes of this dissertation study, the data received from these demographic questions were used only as supporting background information for the researcher to obtain a clearer understanding of the overall student sample's demographic characteristics.

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There were also two questions that reflected students' exposure to foreign travel and communication in other languages. A total of 143 students (83%) reported they had traveled to at least one foreign country, and 74 students (43%) reported their ability to effectively communicate in a foreign language other than English and her/his native language (see Table 3).

Table 3

Student Sample Demographics – Foreign Travel, Free/Reduced-Price Lunch, Effective Communication in a Foreign Language

	Combined		Antaris		Polaris		Rigel	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Foreign Travel								
Yes	143	82.50	45	80.40	81	85.10	16	76.20
No	29	17.50	11	19.60	14	14.90	5	23.80
Free/Reduced-Price Lunch								
Yes	26	15.30	2	3.60	10	10.60	14	66.70
No	146	84.70	54	96.40	85	89.40	7	33.30
Effective communication in a foreign language								
Yes	74	42.70	33	58.90	35	36.20	6	28.60
No	98	57.30	23	41.10	60	63.80	15	71.40

Note: $N = 172$.

While the student sample exhibited diversity in terms of ethnicity and race at each of the high schools, because of various sensitivities, those particular factors were not collected as part of this study.

Quantitative Results

The quantitative data survey instrument contained questions from the SIMS Motivation Questionnaire (independent variables) and an adapted version of the PISA Global Competence—Student Information Questionnaire (dependent variables). The SIMS questionnaires included the

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following subscales: Intrinsic Motivation, Identified Regulation, External Regulation, and Amotivation. According to the SIMS researchers (Guay et al., 2000) and based on important elements of Self-Determination Theory (Deci & Ryan, 1985), these subscales are defined as follows. *Intrinsic Motivation* refers to one's performance of an activity purely for its inherent pleasure and satisfaction. The forms of extrinsic motivation include: *Identified Regulation*, the behavior identified when one conducts an action that is valued and perceived as for oneself because it is performed as a means to an end; and *External regulation*, the behavior regulated by rewards or for one to avoid negative consequences under which the person feels an obligation to perform in a certain manner. *Amotivation* identifies the behavior that is the least self-determined because the individual experiences no sense of purpose or reward expectations associated with a given activity.

As described in Chapter Three, the SIMS Motivation Questionnaire's (Guay et al., 2000) posed question, "Why are you currently engaged in this activity?", remained intact. However, the participating students were carefully instructed to recognize that the given "activity" was their participation in the global-themed course when answering the SIMS-related questions within the data survey instrument.

The SIMS scale contained a corresponding Likert-type scale with seven categories ranging from 1 = *Corresponds not at all* to 7 = *Corresponds exactly*.

The PISA questionnaire contains different types of Likert-type scales and nominal Yes/No scales, which were described in detail in Chapter Three. The structures of the eight PISA construct category questions (Organization for Economic Cooperation and Development, 2018) are as follows:

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- (a) *Self-efficacy, Re: Global issues* measuring the ease with which the students could perform tasks related to global issues;
- (b) *Awareness of global issues* assessing knowledge of global and intercultural issues;
- (c) *Awareness of intercultural communication* assessing awareness in relation to interactions with people whose native language is different from her/his own;
- (d) *Student's engagement with others, Re: Global issues* assessing possible actions, such as engaging in social media platforms that enable participants to engage with others regarding interests in topical global issues;
- (e) *Interest in learning about other cultures* assessing the level of interest to learn about other cultures;
- (f) *Respect for people from other cultural backgrounds* looking into the extent participants feel respect and value toward other people as equal human beings, no matter their cultural backgrounds;
- (g) *Global mindedness* related to the student's senses of world citizenship, responsibility for others, connectedness, and global self-efficacy; and
- (h) *Global competence activities at school*, such as learning about certain global events during peer discussions, or how various groups of people from different cultures might have diverse perspectives.

The following discussion is based on the data tables, chart figures, and numerous calculations that were presented from the students' various responses to the quantitative data survey questions.

The descriptive data for the SIMS and PISA measures are presented in Tables 4 and 5, and the analyses follow. Each SIMS motivation subscale contained four specific responses to the

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general question, “Why are you currently engaged in this activity?” (i.e., participation in the global-themed course, for the student to match to her/his respective opinion as measured by the 7-point Likert-type Scale). The overall combined results for the Intrinsic Motivation subscale along the 7-point Likert-type scale (1 = *corresponds not at all* to 7 = *corresponds exactly*) revealed that the total student sample believed their participation in the global-themed course *corresponds a little* toward *corresponds moderately* ($M = 3.90, SD = 1.62$). The students at Rigel High School had the highest overall combined responses score for the Intrinsic Motivation subscale registering *corresponds moderately* ($M = 4.13, SD = 1.64$). The highest combined data score for the total student sample under Intrinsic Motivation was for the response the activity was deemed “interesting” toward *corresponds enough* ($M = 4.78, SD = 1.45$). The students at Antaris High School had the highest score for this particular response ($M = 4.96, SD = 1.44$). The lowest combined data score for the total student sample under Intrinsic Motivation was for the response the activity was deemed “fun” at *corresponds a little* ($M = 3.42, SD = 1.75$). The students at Polaris High School had the lowest score for this particular response ($M = 3.31, SD = 1.81$).

The overall combined results for the Identified Regulation subscale along the 7-point Likert-type scale revealed that the total student sample believed their participation in the global-themed course *corresponds enough* ($M = 5.21, SD = 1.59$), which was the highest of the overall combined scores among the four SIMS subscales. The students at Rigel High School had the highest overall combined responses score for the Identified Regulation subscale, registering *corresponds enough* ($M = 5.30, SD = 1.43$). The highest combined data score for the total student sample under Identified Regulation was for the response that the students had participated within the activity “By personal decision,” midway between *corresponds enough* and *corresponds a lot*

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($M = 5.50$, $SD = 1.75$). The students at Antaris High School had the highest score for this response ($M = 5.96$, $SD = 1.26$). The lowest combined data score under Identified Regulation was for the response, "Because I am doing it for my own good," registering *corresponds enough* ($M = 5.00$, $SD = 1.60$). The students at Antaris High School had the lowest score for this particular response, registering *corresponds moderately* toward *corresponds enough* ($M = 4.84$, $SD = 1.45$).

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Table 4
SIMS Subscales and Questions – Descriptive Statistics

Subscales and Questions	Combined		Antaris		Polaris		Rigel	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Intrinsic Motivation	3.90	1.62	4.00	1.60	3.79	1.63	4.13	1.64
Because I think that this activity is interesting.	4.78	1.45	4.96	1.44	4.63	1.47	4.95	1.36
Because I think that this activity is pleasant.	3.88	1.63	3.93	1.59	3.74	1.61	4.38	1.83
Because I feel good when doing this activity.	3.52	1.65	3.53	1.67	3.48	1.63	3.62	1.75
Because this activity is fun.	3.42	1.75	3.56	1.71	3.31	1.81	3.57	1.60
Identified Regulation	5.21	1.59	5.19	1.43	5.20	1.70	5.30	1.43
By personal decision.	5.50	1.75	5.96	1.26	5.18	1.99	5.71	1.45
Because I think that this activity is good for me.	5.17	1.51	4.95	1.51	5.33	1.53	5.05	1.36
Because I believe that this activity is important for me.	5.16	1.52	5.00	1.49	5.22	1.59	5.29	1.31
Because I am doing it for my own good.	5.00	1.60	4.84	1.45	5.06	1.69	5.14	1.59
External Regulation	3.45	1.79	3.03	1.54	3.81	1.87	2.98	1.75
Because I feel that I have to do it.	3.94	1.84	3.46	1.75	4.26	1.83	3.76	1.90
Because I am supposed to do it.	3.92	1.94	3.46	1.63	4.33	2.02	3.19	1.89
Because it is something that I have to do.	3.91	1.84	3.50	1.64	4.32	1.85	3.19	1.91
Because I don't have any choice.	2.06	1.55	1.71	1.14	2.34	1.75	1.76	1.30
Amotivation	2.44	1.52	2.16	1.34	2.59	1.59	2.47	1.46
I don't know; I don't see what this activity brings me.	2.05	1.43	1.68	1.18	2.30	1.54	1.91	1.30
There may be good reasons to do this activity, but personally, I don't see any.	2.17	1.31	1.89	1.07	2.33	1.41	2.19	1.37
I do this activity, but I am not sure it is a good thing to pursue it.	2.76	1.70	2.23	1.38	3.01	1.86	2.67	1.29
I do this activity, but I am not sure if it is worth it.	2.80	1.64	2.82	1.74	2.72	1.54	3.10	1.87

Note: $N = 172$. Likert-type Scale of Responses: (1) *Corresponds not at all*, (2) *Corresponds very little*, (3) *Corresponds a little*, (4) *Corresponds moderately*, (5) *Corresponds enough*, (6) *Corresponds a lot*, and (7) *Corresponds exactly*.

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Table 5

PISA Subscales – Descriptive Statistics

Subscales	Combined		Antaris		Polaris		Rigel	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1) Self-efficacy, Re: Global issues	3.12	0.83	3.05	1.03	3.12	.82	3.29	.69
2) Awareness of global issues	3.18	0.67	3.27	.71	3.12	.70	3.21	.66
3) Awareness of intercultural communication	3.39	0.62	3.47	.67	3.45	.67	3.43	.54
4) Student's engagement with others, Re: Global issues	1.50	0.46	1.64	.60	1.76	.53	1.50	.52
5) Interest in learning about other cultures	2.16	1.05	1.99	1.08	2.34	.46	1.83	.80
6) Respect for people from other cultural backgrounds	1.47	0.72	1.39	.63	1.52	.78	1.44	.53
7) Global mindedness	3.00	0.77	3.08	.72	2.95	.80	3.03	.69
8) Global competence activities at school	1.43	0.46	1.38	.45	1.47	.46	1.35	.41

Note: $N = 172$. The respective scales for each of the PISA subscales (construct categories) are presented in the section above.

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The overall combined results for the External Regulation subscale along the 7-point Likert-type scale revealed that the total student sample believed their participation in the global-themed course placed approximately between *corresponds a little* and *corresponds moderately* ($M = 3.45, SD = 1.79$). The students at Polaris High School had the highest overall combined responses score for the External Regulation subscale, registering *corresponds enough* toward *corresponds moderately* ($M = 3.81, SD = 1.87$). The highest combined data score for the total student sample under External Regulation was for the response that the students had participated within the activity because “I feel that I have to do it” ($M = 3.94, SD = 1.84$). The students at Polaris High School had the highest score for this response ($M = 4.26, SD = 1.83$). The lowest combined data score for the total student sample under External Regulation was for the response “Because I don’t have any choice,” registering *corresponds very little* ($M = 2.06, SD = 1.55$). The students at Antaris High School had the lowest score for this particular response registering toward *corresponds very little* ($M = 1.71, SD = 1.14$).

The overall combined results for the Amotivation subscale along the 7-point Likert-type scale revealed that the total student sample believed their participation in the global-themed course placed approximately between *corresponds very little* and *corresponds a little* ($M = 2.44, SD = 1.52$). The students at Polaris High School had the highest overall combined responses score for the External Regulation subscale, registering between *corresponds very little* and *corresponds a little* ($M = 2.59, SD = 1.59$). The highest combined data score for the total student sample under External Regulation was for the response related to the students’ participation within the activity, “I do this activity, but I am not sure if it is worth it” ($M = 2.80, SD = 1.64$). The students at Rigel High School had the highest score for this response, registering *corresponds a little* ($M = 3.10, SD = 1.87$). The lowest combined data score for the total student

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sample under External Regulation was for the response “There may be good reasons to do this activity, but personally, I don’t see any,” registering *corresponds very little* ($M = 2.17, SD = 1.31$). The students at Antaris High School had the lowest score for this particular response registering toward *corresponds very little* ($M = 1.89, SD = 1.07$).

The eight PISA subscales of questions contained different types of Likert-type scales and nominal Yes/No scales to measure the students’ levels of global competence. The overall combined results for the PISA subscale, Self-efficacy, Re: Global issues, along a 4-point Likert-type scale (1 = *I couldn’t do this* to 4 = *I could do this easily*) revealed that the total student sample believed they could perform a list of tasks alone related to global issues *with a bit of effort* ($M = 3.12, SD = 0.83$). The students at Rigel High School had the highest overall score for this PISA subscale, registering *with a bit of effort* ($M = 3.29, SD = 0.69$). The students at Antaris High School had the lowest score for this PISA subscale ($M = 3.05, SD = 1.03$).

The overall combined results for the PISA subscale, Awareness of global issues, along a 4-point Likert-type scale (1 = *I have never heard of this* to 4 = *I am familiar with this and I could explain it well*) revealed that the total student sample determined in relation to discussing several topical global issues such as the climate crisis as, *I know something about this and could explain the general issue* ($M = 3.18, SD = .67$). The students at Antaris High School had the highest overall score for this PISA subscale within the same Likert-type score ($M = 3.27, SD = .71$) as an indicator of greater global awareness. The students at Polaris High School had the lowest score for this PISA subscale ($M = 3.12, SD = .70$).

The overall combined results for the PISA subscale, Awareness of intercultural communications, along a 4-point Likert-type scale (1 = *I strongly disagree* to 4 = *I strongly agree*) reported that the total student sample responded as *agreed* to a list of particular statements

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in relation to a potential experience of speaking their native languages to people who spoke a different native language ($M = 3.39$, $SD = .62$). The students at Antaris High School had the highest overall score for this PISA subscale within the same Likert-type score ($M = 3.47$, $SD = .67$). The students at Polaris High School had the lowest score for this PISA subscale ($M = 3.43$, $SD = .54$).

The overall combined results for the PISA subscale, Student's engagement with others, Re: Global issues, determined by a nominal Yes/No scale (1 = Yes, 2 = No), revealed that the total student sample responded in the middle of this nominal scale in response to questions if the students are involved in a variety of global-minded actions, including environmentally sensitive activities, and whether or not the students keep themselves informed about world events via Twitter or Instagram ($M = 1.50$, $SD = .46$). The students at Rigel High School had the lowest overall score for this PISA subscale, indicating that their combined responses were closer to the Yes answer ($M = 1.50$, $SD = .52$). The students at Polaris High School had the highest overall score for this PISA subscale, indicating that their combined responses were closer to the No answer ($M = 1.76$, $SD = .53$).

The overall combined results for the PISA subscale, Interest in learning about other cultures, along a 5-point Likert-type scale (1 = *Very much like me* to 5 = *Not at all like me*) reported that the total student sample responded to a list of several statements regarding a desired interest in learning about various aspects of other cultures as *Mostly like me* ($M = 2.16$, $SD = 1.05$). The students at Rigel High School had the lowest overall score for this PISA subscale, indicating their combined responses were closer to the *Very much like me* answer ($M = 1.83$, $SD = .80$). The students at Polaris High School had the highest overall score for this PISA subscale,

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indicating that their combined responses were more firmly as the reply of *Mostly like me* ($M = 2.34$, $SD = .46$).

The overall combined results for the PISA subscale, Respect for people from other cultural backgrounds, along a 5-point Likert-type scale (1 = *Very much like me* to 5 = *Not at all like me*) reported that the total student sample responded to a list of several statements regarding deference for people from cultural backgrounds as between *Very much like me* and *Mostly like me* ($M = 1.47$, $SD = .72$). The students at Antaris High School had the lowest overall score for this PISA subscale, indicating that their combined responses were closer to the *Very much like me* answer ($M = 1.39$, $SD = .63$). The students at Polaris High School had the highest overall score for this PISA subscale, indicating their combined responses were more firmly as the reply of *Mostly like me* ($M = 1.52$, $SD = .78$).

The overall combined results for the PISA subscale, Global mindedness, along a 4-point Likert-type scale (1 = *I strongly disagree* to 4 = *I strongly agree*) reported that the total student sample responded as *agreed* to a list of particular statements regarding their personal beliefs about their status as globally minded “citizens of the world” ($M = 3.00$, $SD = .77$). The students at Antaris High School had the highest overall score for this PISA subscale, indicating that their combined responses were more firmly as the reply of *I agree* ($M = 3.08$, $SD = .72$). The students at Polaris High School had the lowest overall score for this PISA subscale, indicating that their combined responses were more leaning toward the reply of *I agree*, away from *I disagree* ($M = 2.95$, $SD = .80$).

The overall combined results for the PISA subscale, Global competence activities at school, determined by a nominal Yes/No scale (1 = Yes, 2 = No), reported that the total student sample responded in the middle of this nominal scale in response to a question if the student has

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the opportunity to participate in a variety of instructional global-themed classroom activities ($M = 1.43$, $SD = .46$). The students at Rigel High School had the lowest overall score for this PISA subscale, indicating that their combined responses were closer to the Yes answer ($M = 1.35$, $SD = .41$). The students at Polaris High School had the highest overall score for this PISA subscale, indicating that their combined responses were closer to the No answer ($M = 1.47$, $SD = .46$).

Research Questions

The quantitative and qualitative data collected at each of the three participating high schools, and subsequently analyzed, was done to satisfy each research question associated with the dissertation study. The following was the overarching research question of the study: How do students' motivations to participate in a global-themed curriculum program influence the development of their global awareness levels?

Students' Motivation and Global Awareness

The following research question guided the analysis of the results presented below: What is the relationship between the students' levels of motivation, as measured by the Situational Motivation Scale (SIMS), and the students' global awareness levels, as measured by an adapted version of the Programme for International Student Assessment (PISA) Global Competence—Student Information Questionnaire? To satisfy this research question, the correlation calculations were conducted among the SIMS motivation factors (independent variables) and the PISA global awareness factors (dependent variables).

The combined three high schools' data for the SIMS and PISA data correlation and multiple regression calculation results are presented in the sections that follow. Correlations and multiple regression analyses were conducted to examine the relationships among the four

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motivational SIMS subscales and each global awareness measure as represented by the eight PISA subscales. Table 6 summarizes the correlations between the SIMS and PISA subscales.

Intrinsic Motivation. The SIMS subscale of Intrinsic Motivation was moderately positively correlated with the following PISA measures: Self-efficacy, Re: Global issues ($r = .33$, $p < .001$) and Awareness of global issues ($r = .25$, $p < .01$). These measures showed that as the Intrinsic Motivation scores increased, so did the scores on the Self-efficacy, Re: Global issues and Awareness of global issues. Intrinsic Motivation and Awareness of intercultural communication were weakly correlated ($r = .16$, $p < .05$). There were three PISA measures that were moderately negatively correlated with Intrinsic Motivation: Student engagement with others, Re: Global issues ($r = -.26$, $p < .01$), Interest in learning about other cultures ($r = -.32$, $p < .001$), and Global competence activities at school ($r = -.30$, $p < .001$). The negative correlations indicated that as Intrinsic Motivation scores increased, the scores on the mentioned PISA measures decreased.

Identified Regulation. The SIMS subscale of Identified Regulation was moderately positively correlated with the following PISA measures: Self-efficacy, Re: Global issues ($r = .30$, $p < .05$) and Awareness of intercultural communication ($r = .27$, $p < .05$). Identified regulation and Awareness of global issues were weakly correlated ($r = .20$, $p < .05$). These measures showed that as the Identified Regulation scores increased, so did the scores on the Self-efficacy, Re: Global issues, Awareness of intercultural communication, and Awareness of global issues. There were three PISA measures that were weakly negatively correlated with Identified Regulation: Student engagement with others, Re: Global issues ($r = -.22$, $p < .05$), Interest in learning about other cultures ($r = -.20$, $p < .05$), and Global competence activities at school ($r =$

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-.16, $p < .05$). The negative correlations indicated that as Identified Regulation scores increased, the scores on the mentioned PISA measures decreased.

External Regulation. The SIMS subscale of External Regulation was weakly, positively correlated with the following PISA measures: Student engagement with others, Re: Global issues ($r = .19, p < .05$) and Global competence activities at school ($r = .19, p < .05$). These measures showed that as the Identified Regulation scores increased, so did the scores on Student engagement with others, Re: Global issues and Global competence activities at school.

Amotivation. The SIMS subscale of Amotivation was moderately, positively correlated with the following PISA measures: Student engagement with others, Re: Global issues ($r = .25, p < .01$) and Interest in learning about other cultures ($r = .31, p < .001$). These measures showed that as the Amotivation scores increased, so did the scores on the Student engagement with others, Re: Global issues and Interest in learning about other cultures. There were two PISA measures that were moderately, negatively correlated with Amotivation: Self-efficacy, Re: Global issues ($r = -.33, p < .001$) and Awareness of global issues ($r = -.27, p < .001$). Amotivation was weakly negatively correlated with Awareness of intercultural communication ($r = -.20, p < .05$). The negative correlations indicated that as the Amotivation scores increased, the scores on the mentioned PISA measures decreased.

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Table 6

Correlations: PISA Subscales and SIMS Subscales

Subscales	<i>M</i>	<i>SD</i>	Intrinsic Motivation	Identified Regulation	External Regulation	Amotivation
PISA						
1. Self-efficacy, Re: Global issues	3.12	0.83	.33***	.30***	<i>ns</i>	-.33***
2. Awareness of global issues	3.18	0.67	.25**	.20**	<i>ns</i>	-.27***
3. Awareness of intercultural communication	3.39	0.62	.16*	.27***	<i>ns</i>	-.20*
4. Student engagement with others, Re: Global issues	1.50	0.46	-.26**	-.22**	.19*	.25**
5. Interest in learning about other cultures	2.16	1.05	-.32***	-.20**	<i>ns</i>	.31***
6. Respect for people from other cultural backgrounds	1.47	0.72	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
7. Global mindedness	3.00	0.77	<i>ns</i>	<i>ns</i>	<i>ns</i>	<i>ns</i>
8. Global competence activities at school	1.46	0.46	-.30***	-.16*	.19*	.24**

Note. $N = 172$, * $p < .05$. ** $p < .01$. *** $p < .001$.

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Students' Motivation and Demographic Factors to Predict Global Awareness

The following research question guided the analysis of the results presented below:

What reported students' demographic characteristics and motivational factors are most important in predicting students' global awareness levels? Demographic characteristics were explored as potentially contributing factors to Global Awareness levels and included the following: Sex (Male, Female), Foreign travel (Yes, No), Free or reduced-price lunch (Yes, No), Engagement in future global learning, and Effective communication in a foreign language (other than English and one's native language) (Yes, No). These factors were selected based on the potential contributing value in predicting global awareness. The frequency data derived from those categorical factors, as presented in Table 3, provided helpful insight to further understanding an overall demographic profile of the entire student sample. For example, although 67% of the Rigel High School students reported they or their siblings received free or reduced-priced lunch allowances (the highest percentage among the student sample), 76% of those students also reported they had traveled to at least one foreign country—a socio-economic statistic that could be used to measure the concept of “privilege” among certain groups. However, that reported percentage quantity is not far behind the 80% measure for foreign travel reported by the Antaris High School students, who reside in a predominately affluent neighborhood.

Engagement in future global learning. Table 7 presents the correlation factors of the relationships between the PISA subscales and the demographic factor, Engagement in future global learning.

The Engagement in future global learning demographic measure (coded as 5 = *Highly likely* to 1 = *Highly Unlikely*) was moderately, positively correlated with the PISA measures Self-efficacy, Re: Global issues ($r = .26, p < .001$) and Awareness of global issues ($r = .24, p <$

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.001). These correlations revealed that as the Engagement in future global learning scores increased, so did the scores for Self-efficacy, Re: Global issues and Awareness of global issues. Engagement in future global learning was weakly, positively correlated with Awareness of intercultural communication ($r = .16, p < .01$). This correlation showed that as the Engagement in future global learning scores increased, so did the score for Awareness of intercultural communication.

Table 7

Correlations: PISA Subscales and Demographic Factor

Subscales	<i>M</i>	<i>SD</i>	Engagement in Future Global Learning
1. Self-efficacy, Re: Global issues	3.12	0.83	.26***
2. Awareness of global issues	3.18	0.67	.24***
3. Awareness of intercultural communication	3.39	0.62	.16*
4. Student engagement with others, Re: Global issues	1.50	0.46	-.26***
5. Interest in learning about other cultures	2.16	1.05	-.35***
6. Respect for people from other cultural backgrounds	1.47	0.72	<i>ns</i>
7. Global mindedness	3.00	0.77	<i>ns</i>
8. Global competence activities at school	1.46	0.46	-.17*

Note. $N = 172$, * $p < .05$. ** $p < .01$. *** $p < .001$.

Engagement in future global learning was moderately, negatively correlated with Student engagement with others, Re: Global issues ($r = -.26, p < .001$) and Interest in learning about other cultures ($r = -.35, p < .001$). Engagement in future global learning was weakly, negatively correlated with Global competence activities at school ($r = -.17, p < .05$). These correlations reported that as the Engagement in future global learning scores rose, the scores for Student engagement with others, Re: Global issues, Interest in learning about other cultures, and Global competence activities at school declined.

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Prior to conducting multiple regression analysis, the regression assumptions were tested. There was linearity as assessed by partial regression plots and a plot of studentized residuals against the predicted values. There was independence of residuals, as assessed by a Durbin-Watson statistic, with acceptable values ranging from 1.68 to 2.29. There was homoscedasticity, as assessed by the visual inspection of a plot of studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. There were no leverage values greater than 0.2 and values for Cook's distance above 1; however, there was one case of studentized residual greater than ± 3 standard deviations. Therefore, it was removed prior to the calculation of the regression results. The assumption of normality was met, as assessed by Q-Q plots.

The following are the results of the multiple regression models with regression coefficients and standard errors found in the corresponding figures and tables below.

Self-efficacy, Re: Global issues. As seen from the data contained in Table 8 and Figure 7, the results of the multiple regression calculations indicating three SIMS subscales and selected five demographic predictors that explained 25% of the variance of Self-efficacy, Re: Global issues ($R^2 = .25$, $F(9, 155) = 5.65$, $p < .001$). Intrinsic Motivation, Identified Regulation, External Regulation, Engagement in future global learning, Sex, Foreign travel, Reduced-price/Free lunch, and Effective communication in a foreign language had positive regression weights, indicating students with such scores for these SIMS subscales and demographic factors were expected to have higher Self-efficacy, Re: Global issues measures.

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Table 8

Multiple Regressions – SIMS Subscales & Demographics/PISA: Self-efficacy, Re: Global issues.

SIMS & Demographic Subscales	<i>M</i>	<i>SD</i>	Correlations PISA (1)	Regression Weights		
				<i>B</i>	<i>SE B</i>	β
Intrinsic Motivation	3.90	1.62	.33***	.07	.05	.13
Identified Regulation	5.21	1.59	.30***	.11	.06	.17
External Regulation	3.45	1.79	<i>ns</i>	.08	.04	.15
Amotivation	2.44	1.51	-.33***	-.11	.06	-.16
Engagement in future global learning	3.64	1.10	.26***	.25	.24	.09
Sex	0.46	0.50	<i>ns</i>	.48	.44	.08
Foreign Travel	0.82	0.38	<i>ns</i>	.82	.59	.10
Reduced-Price/Free Lunch	0.15	0.36	<i>ns</i>	1.55	.60	.18
Effective Communication in Foreign Language	0.42	0.50	<i>ns</i>	1.05	.45	.17

Note. $N = 172$. $R^2 = .25$, $df = 9$, $Residual = 155$, $F = 5.65$, $p < .001$. * $p < .05$. ** $p < .01$. *** $p < .001$; B = unstandardized regression coefficient; $SE B$ = standard error of the coefficient; β = standardized coefficient; PISA Subscale 1 = Self-efficacy, Re: Global issues.

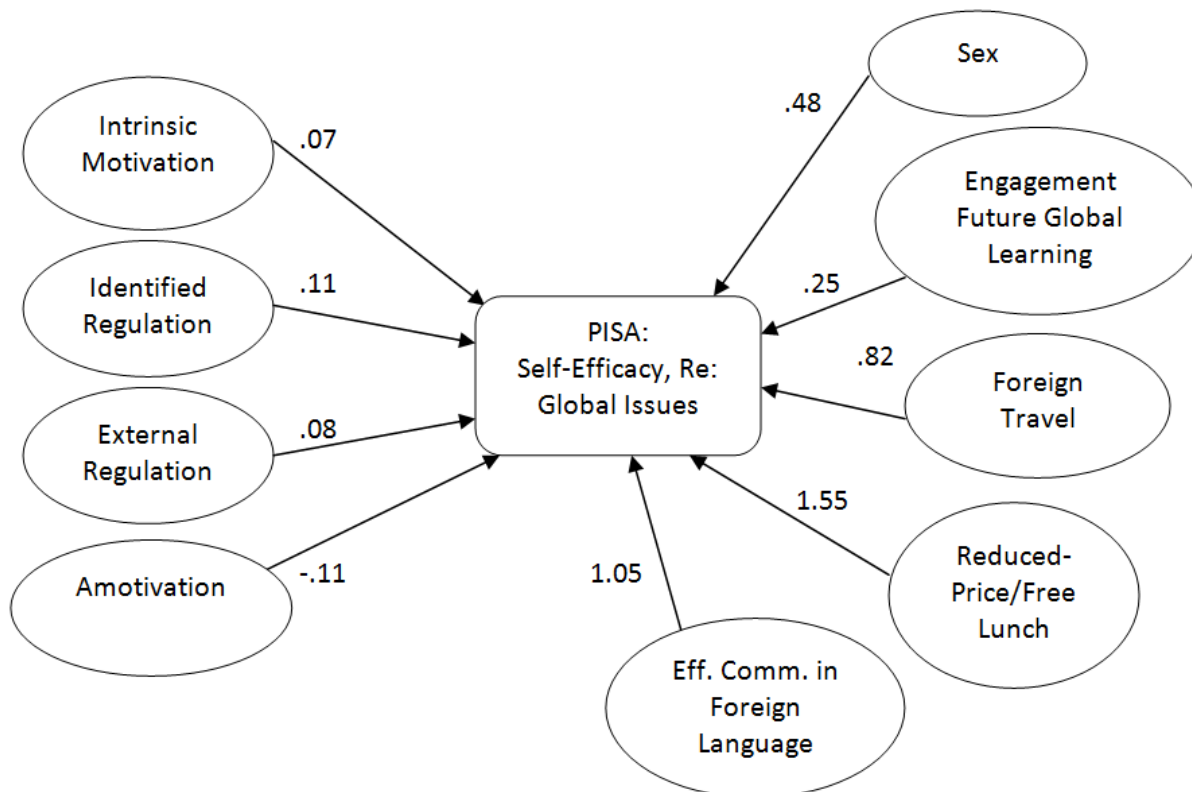


Figure 7. SIMS Subscales & Demographics/PISA: Self-efficacy, Re: Global issues. $R^2 = 0.25$, $p < .001$

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Awareness of global issues. The data contained in Table 9 and Figure 8 report the results of the multiple regression calculations that indicated the four SIMS subscales and selected five demographic predictors that explained 19% of the variance of Awareness of global issues ($R^2 = .19$, $F(9, 155) = 4.10$, $p < .001$). Intrinsic Motivation, Identified Regulation, External Regulation, Engagement in future global learning, Foreign travel, Reduced-price/Free lunch, and Effective communication in a foreign language had positive regression weights, indicating that students with higher scores for these SIMS subscales and demographic factors were expected to have higher Awareness of global issues measures.

Table 9

Multiple Regressions – SIMS Subscales & Demographics/PISA: Awareness of global issues

SIMS & Demographic Subscales	<i>M</i>	<i>SD</i>	Correlations PISA (2)	Multiple Regression Weights		
				<i>b</i>	<i>SE B</i>	β
Intrinsic Motivation	3.90	1.62	.25***	.02	.05	.04
Identified Regulation	5.21	1.59	.20**	.08	.05	.13
External Regulation	3.45	1.79	<i>ns</i>	.08	.04	.16
Amotivation	2.44	1.51	-.27***	-.09	.06	-.14
Engagement in future global learning	3.64	1.10	.24**	.40	.23	.16
Sex	0.46	0.50	<i>ns</i>	-.05	.42	-.01
Foreign Travel	0.82	0.38	<i>ns</i>	.22	.56	.03
Reduced-Price/Free Lunch	0.15	0.36	<i>ns</i>	.42	.57	.05
Effective Communication in Foreign Language	0.42	0.50	<i>ns</i>	1.57	.42	.28

Note. $N = 172$. $R^2 = .19$, $df = 9$, $Residual = 155$, $F = 4.10$, $p < .001$. * $p < .05$. ** $p < .01$. *** $p < .001$; B = unstandardized regression coefficient; $SE B$ = standard error of the coefficient; β = standardized coefficient; PISA Subscale 2 = Awareness of global issues.

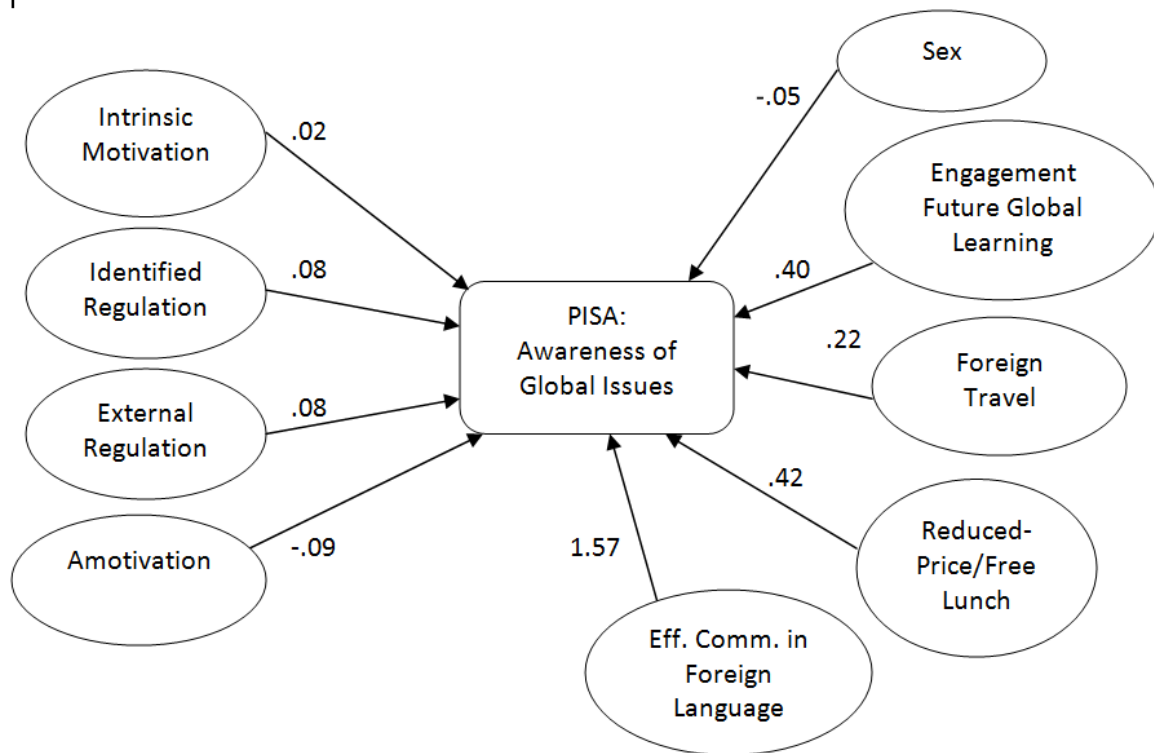


Figure 8. SIMS Subscales & Demographics/PISA: Awareness of Global Issues. $R^2 = 0.19$, $p < .001$

Awareness of intercultural communication. The data presented in Table 10 and Figure 9 report the results of the multiple regression calculations, indicating the four SIMS subscales and selected five demographic predictors that explained 12% of the variance of Awareness of intercultural communication ($R^2 = .12$, $F(9, 155) = 2.27$, $p < .05$). Identified Regulation, External Regulation, Engagement in future global learning, Sex, Foreign travel, Reduced-price/Free lunch, and Effective communication in a foreign language had positive regression weights, indicating that students with higher scores for these SIMS subscales and demographic factors were expected to have higher Awareness of intercultural communication measures.

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Table 10

Multiple Regressions – SIMS Subscales & Demographics/PISA: Awareness of intercultural communication

SIMS & Demographic Subscales	<i>M</i>	<i>SD</i>	Correlations PISA (3)	Multiple Regression Weights		
				<i>b</i>	<i>SE B</i>	β
Intrinsic Motivation	3.90	1.62	.16*	-.02	.05	-.04
Identified Regulation	5.21	1.59	.28***	.15	.05	.26
External Regulation	3.45	1.79	<i>ns</i>	.05	.04	.11
Amotivation	2.44	1.51	-.21**	-.05	.06	-.08
Engagement in future global learning	3.64	1.10	.16*	.23	.22	.09
Sex	0.46	0.50	<i>ns</i>	.01	.41	.00
Foreign Travel	0.82	0.38	<i>ns</i>	.54	.56	.08
Reduced-Price/Free Lunch	0.15	0.36	<i>ns</i>	.78	.57	.11
Effective Communication in Foreign Language	0.42	0.50	<i>ns</i>	.55	.42	.10

Note. $N = 172$. $R^2 = .12$, $df = 9$, $Residual = 155$, $F = 2.27$, $p < .05$. * $p < .05$. ** $p < .01$. *** $p < .001$; B = unstandardized regression coefficient; $SE B$ = standard error of the coefficient; β = standardized coefficient; PISA Subscale 3 = Awareness of intercultural communication.

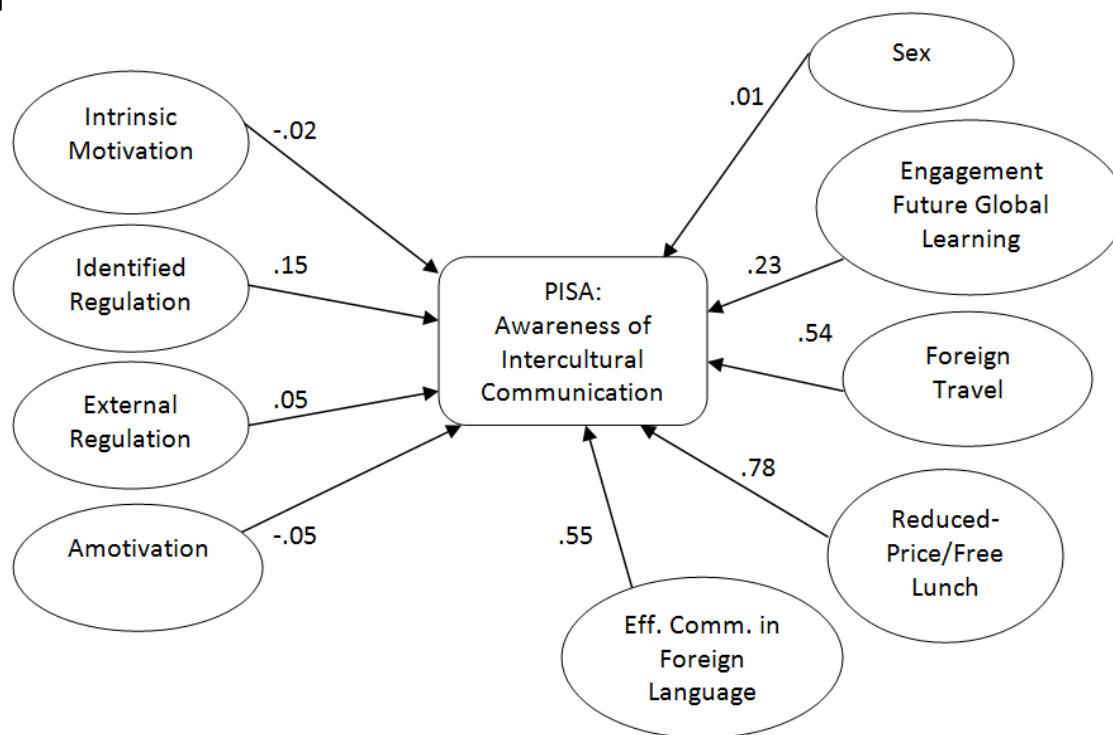


Figure 9. SIMS Subscales & Demographics/PISA: Awareness of Intercultural Communication. $R^2 = 0.12$, $p < .05$

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Student engagement with others, Re: Global issues. The data contained in Table 11 and Figure 10 report the results of the multiple regression calculations, indicating that the four SIMS subscales and selected five demographic predictors that explained 20% of the variance of Student engagement with others, Re: Global issues ($R^2 = .20$, $F(9, 155) = 4.29$, $p < .001$). External Regulation, Amotivation, and Sex had positive regression weights indicating that students with higher scores for these SIMS subscales and demographic factor were expected to have higher Student engagement with others, Re: Global issues.

Table 11

Multiple Regressions – SIMS Subscales & Demographics/PISA: Student engagement with others, Re: Global issues.

SIMS & Demographic Subscales	<i>M</i>	Correlations <i>SD</i>	PISA (4)	Multiple b	Regression <i>SE B</i>	Weights β
Intrinsic Motivation	3.90	1.62	-.26***	-.04	.04	-.12
Identified Regulation	5.21	1.59	-.22**	-.04	.04	-.10
External Regulation	3.45	1.79	.19*	.01	.03	.03
Amotivation	2.44	1.51	.25***	.02	.04	.05
Engagement in future global learning	3.64	1.10	-.26***	-.26	.16	-.14
Sex	0.46	0.50	<i>ns</i>	1.14	.30	.28
Foreign Travel	0.82	0.38	<i>ns</i>	-.26	.40	-.05
Reduced-Price/Free Lunch	0.15	0.36	<i>ns</i>	-.02	.41	.00
Effective communication in foreign language	0.42	0.50	<i>ns</i>	-.48	.30	-.12

Note. $N = 172$. $R^2 = .20$, $df = 9$, $Residual = 155$, $F = 4.29$, $p < .001$. * $p < .05$. ** $p < .01$. *** $p < .001$; B = unstandardized regression coefficient; $SE B$ = standard error of the coefficient; β = standardized coefficient; PISA Subscale 4 = Student engagement with others, Re: Global issues.

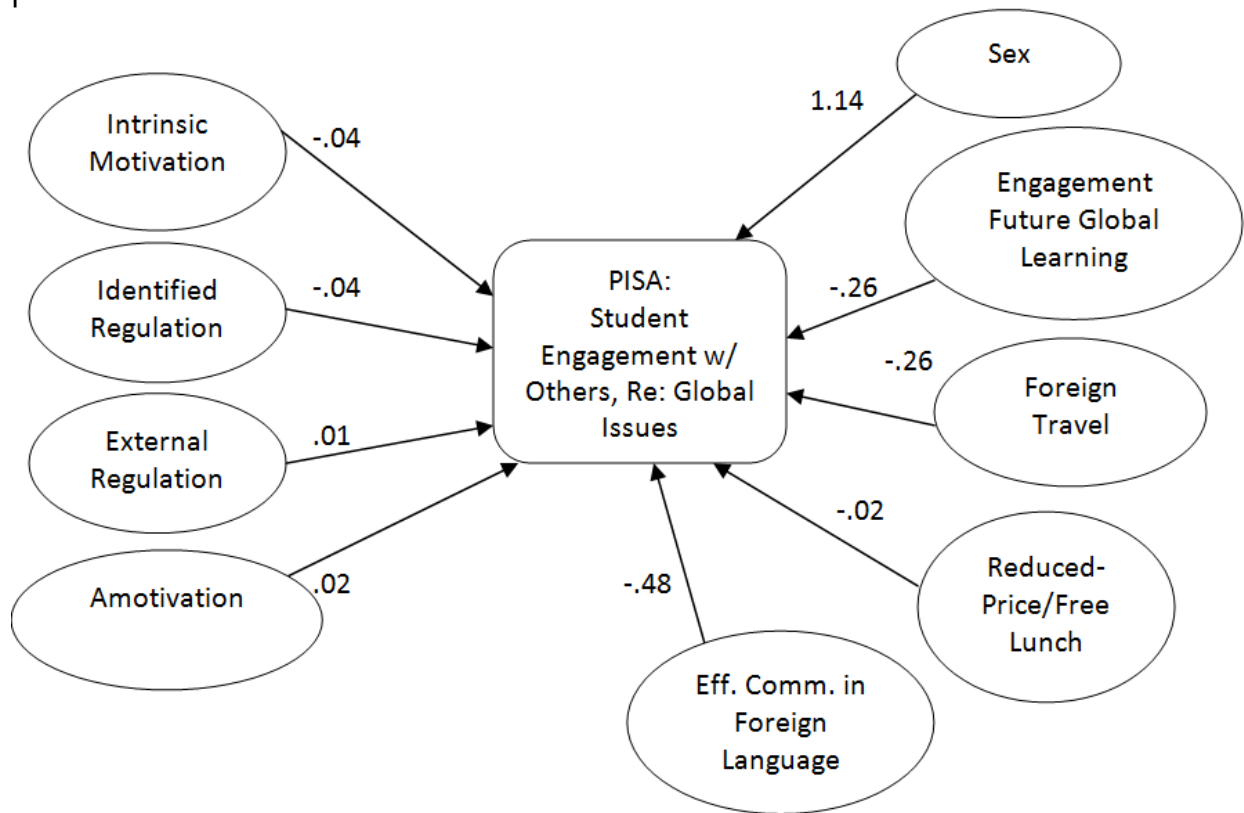


Figure 10. SIMS Subscales & Demographics/PISA: Student Engagement with Others, Re: Global Issues. $R^2 = 0.20, p < .001$

Interest in learning about other cultures. The data reported in Table 12 and Figure 11 state the that results of the multiple regression calculations indicated in the four SIMS subscales and selected five demographic predictors explained 27% of the variance of Interest in learning about other cultures ($R^2 = .27, F(9, 155) = 6.51, p < .001$). Amotivation and Sex had positive regression weights, indicating that students with higher scores for that SIMS subscale and demographic factor were expected to have higher Interest in learning about other cultures.

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Table 12

Multiple Regressions – SIMS Subscales & Demographics/PISA: Interest in learning about other cultures.

SIMS & Demographic Subscales	<i>M</i>	<i>SD</i>	Correlations PISA (5)	Multiple Regression Weights		
				<i>b</i>	<i>SE B</i>	β
Intrinsic Motivation	3.90	1.62	-.33***	-.08	.06	-.12
Identified Regulation	5.21	1.59	-.19*	.00	.06	.00
External Regulation	3.45	1.79	<i>ns</i>	-.06	.05	-.10
Amotivation	2.44	1.51	.31***	.13	.07	.17
Engagement in future global learning	3.64	1.10	-.34***	-.81	.27	-.25
Sex	0.46	0.50	<i>ns</i>	1.07	.49	.15
Foreign Travel	0.82	0.38	<i>ns</i>	-2.47	.66	-.26
Reduced-Price/Free Lunch	0.15	0.36	<i>ns</i>	-1.03	.68	-.11
Effective communication in foreign language	0.42	0.50	<i>ns</i>	-.21	.50	-.03

Note. $N = 172$. $R^2 = .27$, $df = 9$, $Residual = 155$, $F = 6.51$, $p < .001$. * $p < .05$. ** $p < .01$. *** $p < .001$; B = unstandardized regression coefficient; $SE B$ = standard error of the coefficient; β = standardized coefficient; PISA Subscale 5 = Interest in learning about other cultures.

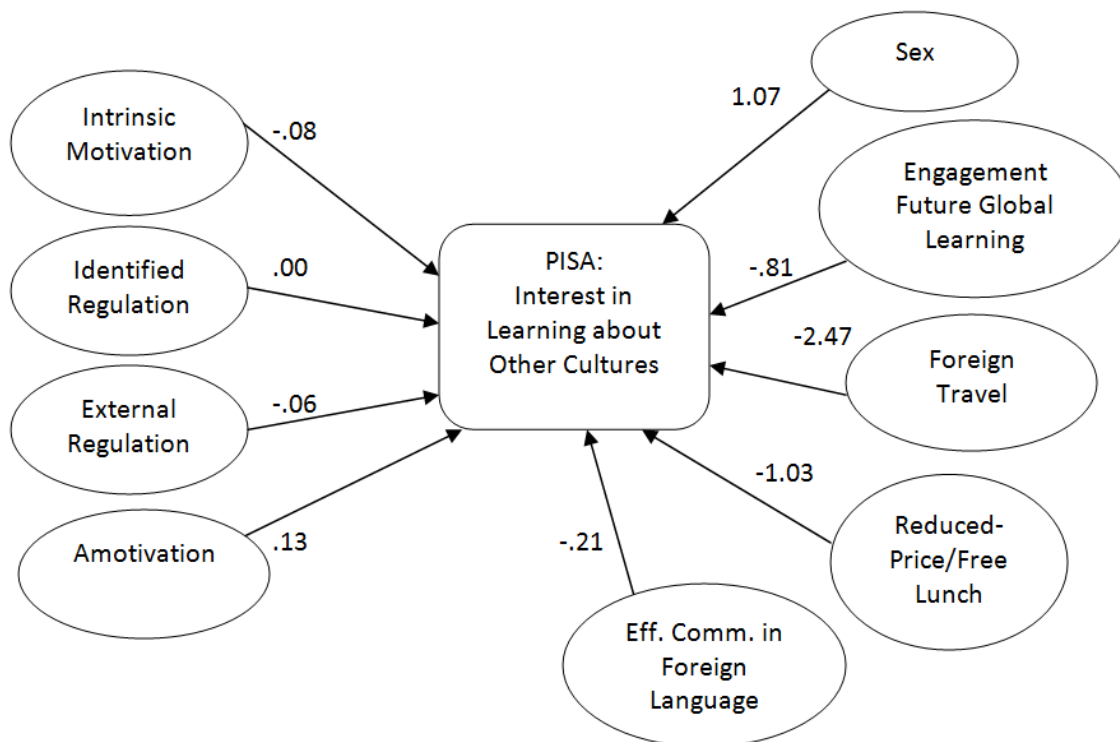


Figure 11. SIMS Subscales & Demographics/PISA: Interest in Learning about Other Cultures. $R^2 = 0.27$, $p < .001$

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Respect for people from other cultural backgrounds. The data in Table 13 and Figure 12 reveal that the results of the multiple regression calculations indicated in the four SIMS subscales and selected five demographic predictors explained 11% of the variance of Interest in learning about other cultures ($R^2 = .11$, $F(9, 155) = 2.03$, $p < .05$). Intrinsic Motivation, Amotivation, Sex, and Effective communication in a foreign language had positive regression weights, indicating that students with higher scores for those SIMS subscales and demographic factors were expected to have higher Respect for people from other cultural backgrounds.

Table 13

Multiple Regressions – SIMS Subscales & Demographics/PISA: Respect for people from other cultural backgrounds.

SIMS & Demographic Subscales	<i>M</i>	<i>SD</i>	Correlations PISA (6)	Multiple Regression Weights		
				<i>b</i>	<i>SE B</i>	β
Intrinsic Motivation	3.90	1.62	<i>ns</i>	.10	.05	.19
Identified Regulation	5.21	1.59	<i>ns</i>	-.08	.06	-.13
External Regulation	3.45	1.79	<i>ns</i>	-.02	.04	-.04
Amotivation	2.44	1.51	<i>ns</i>	.10	.06	.16
Engagement in future global learning	3.64	1.10	<i>ns</i>	-.21	.24	-.08
Sex	0.46	0.50	<i>ns</i>	.87	.44	.16
Foreign Travel	0.82	0.38	<i>ns</i>	-1.42	.59	-.19
Reduced-Price/Free Lunch	0.15	0.36	<i>ns</i>	-.21	.60	-.03
Effective communication in Foreign Language	0.42	0.50	<i>ns</i>	.49	.45	.09

Note. $N = 172$. $R^2 = .11$, $df = 9$, $Residual = 155$, $F = 2.03$, $p < .05$. * $p < .05$. ** $p < .01$. *** $p < .001$; B = unstandardized regression coefficient; $SE B$ = standard error of the coefficient; β = standardized coefficient; PISA Subscale 6 = Respect for people from other cultural backgrounds.

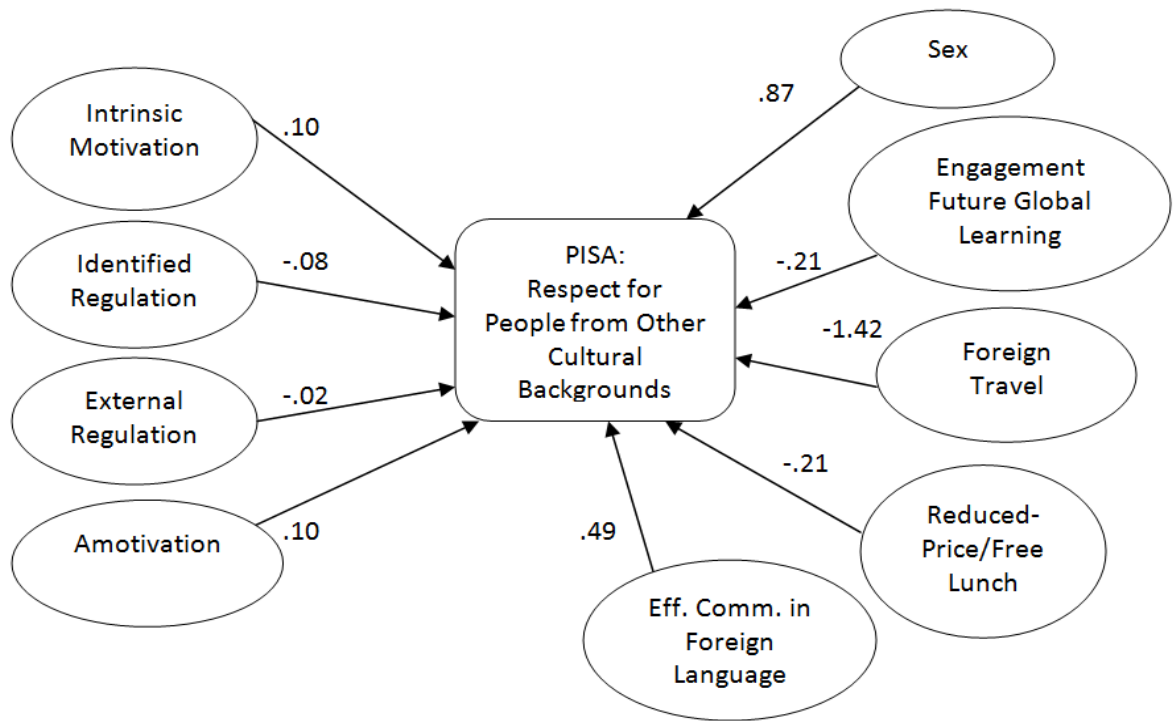


Figure 12. SIMS Subscales & Demographics/PISA: Respect for People from Other Cultural Backgrounds. $R^2 = 0.11, p < .05$

Global mindedness. The data reported in Table 14 and Figure 13 reveal that the results of the multiple regression calculations indicated in the four SIMS subscales and selected five demographic predictors explained 15% of the variance of Global mindedness ($R^2 = .15, F(9, 155) = 3.04, p < .01$). Intrinsic Motivation, External Regulation, Foreign travel, Reduced-Price/Free lunch, and Effective communication in a foreign language had positive regression weights, indicating that students with higher scores for those SIMS subscales and demographic factors were expected to have higher Global mindedness.

Table 14

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Multiple Regressions – SIMS Subscales & Demographics/PISA: Global mindedness.

SIMS & Demographic Subscales	<i>M</i>	<i>SD</i>	Correlations PISA (7)	Multiple Regression Weights		
				<i>b</i>	<i>SE B</i>	β
Intrinsic Motivation	3.90	1.62	<i>ns</i>	.06	.05	.12
Identified Regulation	5.21	1.59	<i>ns</i>	-.01	.05	-.02
External Regulation	3.45	1.79	<i>ns</i>	.10	.04	.22
Amotivation	2.44	1.51	<i>ns</i>	-.10	.06	-.17
Engagement in future global learning	3.64	1.10	<i>ns</i>	-.08	.23	-.03
Sex	0.46	0.50	<i>ns</i>	-1.60	.42	-.29
Foreign Travel	0.82	0.38	<i>ns</i>	.24	.56	.03
Reduced-Price/Free Lunch	0.15	0.36	<i>ns</i>	.85	.58	.11
Effective communication in Foreign Language	0.42	0.50	<i>ns</i>	.36	.43	.06

Note. $N = 172$. $R^2 = .15$, $df = 9$, $Residual = 155$, $F = 3.04$, $p < .01$. * $p < .05$. ** $p < .01$. *** $p < .001$; B = unstandardized regression coefficient; $SE B$ = standard error of the coefficient; β = standardized coefficient; PISA Subscale 7 = Global mindedness.

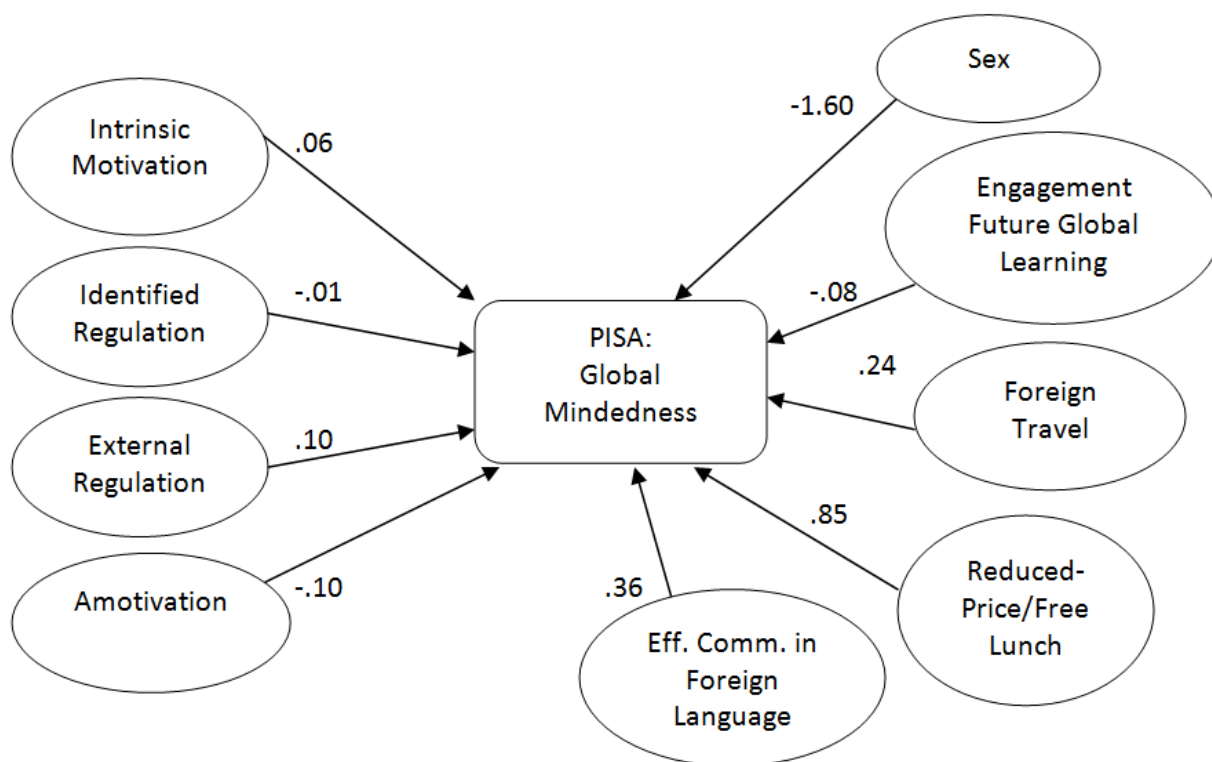


Figure 13. SIMS Subscales & Demographics/PISA: Global Mindedness. $R^2 = 0.15$, $p < .01$

Global competence activities at school. The data in Table 15 and Figure 14 show that the results of the multiple regression calculations indicated the four SIMS subscales and selected five demographic predictors explained 12% of the variance of Global competence activities at school ($R^2 = .12$, $F(9, 155) = 2.33$, $p < .05$). Identified Regulation, External Regulation, Amotivation, Engagement in future learning, and Foreign travel had positive regression weights, indicating that students with higher scores for those SIMS subscales and demographic factors were expected to have higher Global competence activities at school.

Table 15

Multiple Regressions – SIMS Subscales & Demographics/PISA: Global competence activities at school.

SIMS & Demographic Subscales	<i>M</i>	<i>SD</i>	Correlations PISA (8)	Multiple Regression Weights <i>b</i>	<i>SE B</i>	β
Intrinsic Motivation	3.90	1.62	-.30***	-.11	.04	-.27
Identified Regulation	5.21	1.59	-.15*	.02	.04	.04
External Regulation	3.45	1.79	.19*	.02	.03	.05
Amotivation	2.44	1.51	.24***	.04	.05	.08
Engagement in future global learning	3.64	1.10	-.17*	.07	.19	.03
Sex	0.46	0.50	<i>ns</i>	-.31	.34	-.07
Foreign Travel	0.82	0.38	<i>ns</i>	.63	.46	.11
Reduced-Price/Free Lunch	0.15	0.36	<i>ns</i>	-.22	.47	-.04
Effective communication in Foreign Language	0.42	0.50	<i>ns</i>	-.11	.35	-.03

Note. $N = 172$. $R^2 = .12$, $df = 9$, $Residual = 155$, $F = 2.33$, $p < .05$. * $p < .05$. ** $p < .01$. *** $p < .001$; B = unstandardized regression coefficient; $SE B$ = standard error of the coefficient; β = standardized coefficient; PISA Subscale 8 = Global competence activities at school.

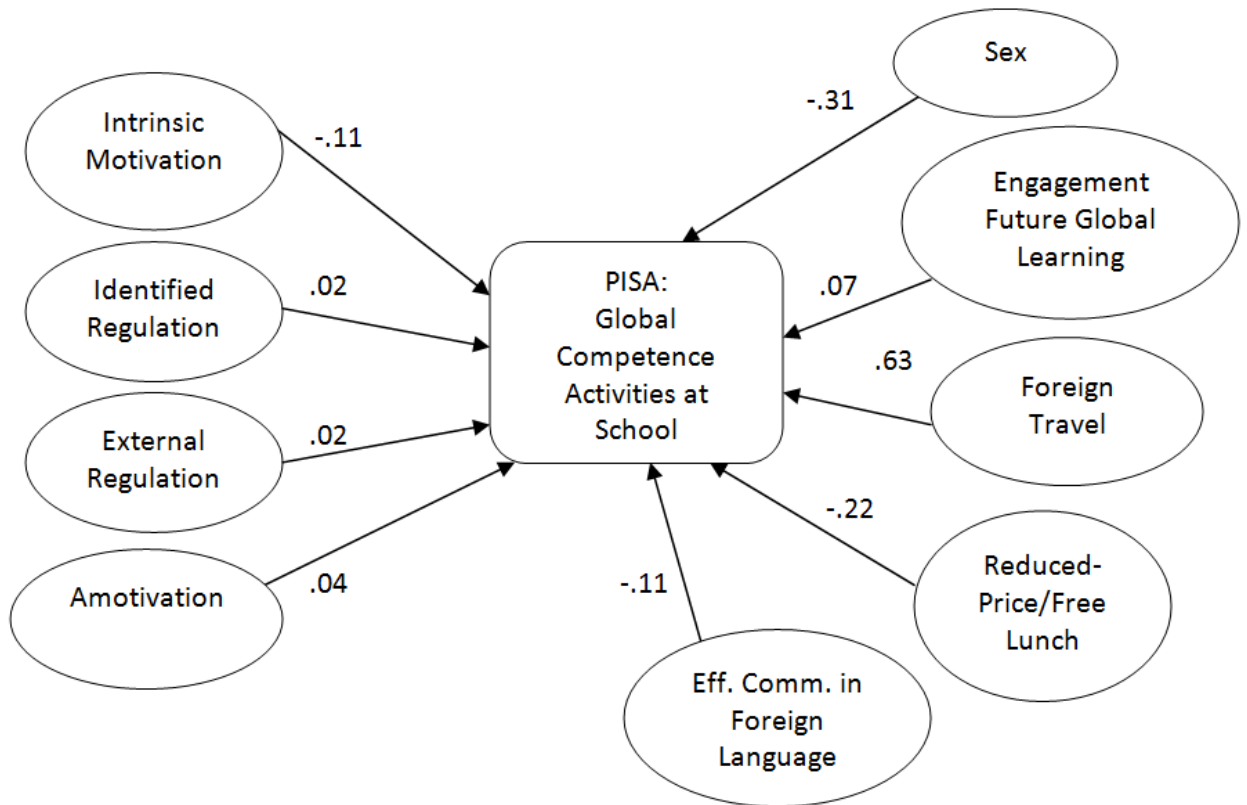


Figure 14. SIMS Subscales & Demographics/PISA: Global Competence Activities at School. $R^2 = 0.12, p < .05$

Qualitative Analysis

Under this dissertation study's convergent parallel design, I conducted a semi-structured student focus group interview session at each of the respective high schools to obtain the qualitative data following the participating students' completions of the data survey instrument. A total of 23 students participated in the three focus group interview sessions from a total sample of 172 students. According to Creswell and Creswell (2018), under the mixed-methods research design, the combined use of quantitative and qualitative methods is meant to assist the researcher to supplement the limitations of each of the quantitative and qualitative methods utilized, plus to achieve triangulation of all the data analyzed.

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By following the mixed-methods procedure, I was able to realize how the qualitative data analysis results explained the quantitative data received from the data survey instrument. The analysis of the qualitative data was very beneficial to answer Research Questions Three and Four. Those research questions concerned seeking the perceived factors that the students believed may have contributed to their situational motivation, and other factors related to the PISA Global Competence—Student Information Questionnaire’s subscales, which the students believed may have contributed to the development of their global awareness levels while participating in the global-themed curriculum course. To achieve the goal of satisfying those research questions, I attentively listened for and took notes concerning any potential connections that the students possibly made between any of the SIMS motivation subscales and the eight PISA subscales, as indications of their developing levels of global awareness. In addition, my analyses concerning these research questions included reviews of any other related factors discussed by the students during the semi-structured focus group interview sessions.

Summary of Findings

Using the qualitative data analysis approaches, as described in Chapter Three, three major themes emerged from data: (a) Motivators to Enroll in the Global-Themed Courses, (b) Becoming Globally Aware, and (c) Students’ Perceived Benefits of Participation in the Global-Themed Courses. In Table 16, I provided a detailed breakdown of the themes, their corresponding codes, definitions, and sample quotes.

Students’ Situational Motivation Factors Related to Achieving Global Awareness

For Research Question No. 3 (Which perceived factors do the students believe may have contributed, or not have contributed, to their situational motivation to achieve, or not to achieve, global awareness?), the results coded under the theme, Motivators to Enroll in the Global-

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Themed Courses, provided answers to this question. The qualitative data pertaining to this topic revealed that the students' responses across the three high schools were relatively similar. The following is the summary of the results organized by codes.

I created three codes associated with the theme, Motivators to Enroll in the Global-Themed Courses, as follows.

Influences from Others: The data grouped under this code included the motivators (e.g., siblings, parents, friends, and teachers) who influenced the students to enroll in the global-themed courses.

Influences from Within: The data placed under this code included the motivating factors emanating from the students' personal interests and intellectual curiosities.

Academic Influences: The data catalogued under this code pertained to the motivating factors related to those students who were pursuing specific sections of the curricula.

Influences from Others. Several students commented that the global-themed courses would present in-depth information about various civilizations and countries, and good, interesting academic challenges that would satisfy their intellectual curiosities. Harry, a sophomore at Polaris High School, presented these ideas, as follows: "I took the course, because, well, for the same reasons as Jorge. My teacher said it'd be a very good challenge for me. I also took the course, because I enjoy history a lot."

Rigel High School sophomore Julie's reasons for enrolling in the global-themed course were related to the direct influence of her older sister's social cause advocacy actions and her desire to gain new perspectives about global learning, as follows:

For me, it was my sister. She told me to take AP World, because she's also really active in organizations, and she always teaches me about stuff that's going on in different

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countries around the world and crises. And, I just wanted to learn more about that, and not just what they taught us in the class. I thought AP World would teach me different perspectives about different things that are happening all over the world. So that's why I took it.

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Table 16 – Presentation of Themes, Supporting Codes, Definitions, and Participating Students’ Quotes

Theme 1: Motivators to Enroll in the Global-Themed Course	Definitions:	Participating Students’ Quotes:
Codes:		
- Influences from Others	Motivators from siblings, parents, friends, and teachers	“My global studies teacher said that AP World would be a good challenge, and he knew I like world history a lot.”
- Influences from Within	Motivators coming from personal interest and intellectual curiosities	“I didn’t want to take economics, but I love current events...and as time went on, I realized the utility of this course.”
- Academic Influences	Motivators pertaining to pursuing the established curriculum	“I thought that a more in-depth course would expand my thinking a little bit more...and a more in-depth course would inform me more about other civilizations and cultures than I knew prior to taking the course.”
Theme 2: Becoming Globally Aware		
Codes:		
-Definitions of Global Awareness and Globalization	Students’ descriptions of what global awareness and globalization means to them	“I don’t think ‘global awareness’ is only about learning a language or learning a capital. I think it’s about learning about all the situations that are going on around the world that we don’t normally hear about in the news.”

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- Meaningful Experiences	School or outside of school experiences contributing to students' global awareness	“The projects we did helped [us] understand kids in other countries... how they live, and their size houses, and if they have a job.”
	Learning about particular significant event or historical eras (“Wow Moment”) strongly supported students' global awareness levels	“I didn't really know how events happened in the U.S. and elsewhere. Like for example, the Aztecs were building their temples at the same time Oxford University was forming!”
- Foreign Language Skills	Usage of foreign languages in different contexts and settings	“I take French and Italian. I can read a French newspaper and stories on whatever is going on in the country...and get a glimpse of their government and relate it back to another country.”
- Global Connectedness	Developing global awareness by making connections among facts, events, personal connections (friends/relatives living abroad)	“I'll go through social media like Twitter and I'll see my Canadian friends complaining about Trudeau. And, I'm like, I know that – instead of like, ‘Oh, who's that?’”
	Students defined Globalization representing various connections made between nations across socio-economic, political, and cultural lines	“I guess you could say globalization represents any diffusion or exchange of ideas, which can happen in a variety of ways, not only through trade, but through things that could have also negative effects, such as wars, like the Crusades.”

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Regular usage of various global web sites/social media contributed to students' developing Global Awareness

“We'd look through German websites, and we'd look at what's going on. Most of the time now, we talked about Angela Merkel and how she's stepping down. That's very interesting.”

Theme 3: Students' Perceived Benefits of Participation in a Globally-Themed Course

Codes:

- Empathy

Development of global awareness leading to recognition of Empathy

“I think I have now become very socially aware. This class has taught me to realize that no one's ever 100 percent good. We all have flaws. Everyone's human, and I'm a lot more understanding now.”

- Social Cause Advocacy

Inspiration to become Social Cause Advocates

“Global awareness makes you want to think about what you can do to stop injustices... maybe you could use your social media accounts to start a rally dedicated to stopping an injustice. That shows you what you can do in the future, if you put your mind to it.”

- Global Perspective

Gained enhanced knowledge/broader local and global perspectives

“I now get notifications from Twitter, like I scroll through it for my news. I'm on it all the time, and I actually feel like I can contribute to the conversation and really

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- Academic Skills

Inspiration received toward
improving academic habits

understand what's going on and have my own opinion. Whereas before, I really was kind of lost.”

“This course taught me a lot about myself. I had to study very hard, because it's not the kind of course you can just walk into and take a test. But, it was definitely worth it.”

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Influences from Within. A few students explained that once their respective global-themed courses began, they recognized some key self-motivators, which they believed had helped them to succeed in various aspects of the courses. They explained these realizations when considering how they would describe the global-themed courses to fellow students who would consider enrolling in them. The students' initial general comments included the necessity to have strong interests in the global-themed courses' curricula contents for overall success in the courses. In addition, according to Gina, a sophomore at Rigel High School, one would need to be "truly motivated to get the [course's] actual substance and knowledge. You actually have to put in the work, read the textbooks and all that." And, her classmate, Melanie, further explained:

This course is not easy. There's going to be days when you might think that it's going to be very difficult, that sometimes your mentality can break you with this course. But, at the end of the day, it's very interesting to learn about the subjects that we do—culture in different countries that we learn about and compare them. It's very interesting. I would recommend [other students] them to take this class, no matter how hard the work can be.

Linda, a sophomore at Polaris High School, revealed that it was always her intention to enroll in "one of the highest-level classes, so taking AP World was nothing new." Moreover, Antaris High School senior Theresa's reasons for enrolling in the global-themed course were related to her pre-established course track, and her intentions for future engagement in global learning, as follows:

No one influenced me directly. I was on the AP track the last couple of years, so I kind of knew that I wanted to learn about other governments. And, like I know I wanted to study abroad, so I thought that knowing how the UK worked and other countries worked would help me with that.

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Academic Influences. A few students initially and briefly mentioned that they believed the global-themed course would “look good” on their transcripts when applying to colleges. In addition, several students discussed how they had specifically enrolled in their respective global-themed courses, because they had sought to expand their learning horizons from engaging in more challenging curricula. For example, Rosanna, a Rigel High School sophomore, stated:

Last year, when I took the global studies class, I thought it was very interesting, and I did really well. I’ve always been interested in learning about different religions, especially, and different things. So, I decided I should take the AP course so that I could learn more in-depth.

Moreover, her classmate, Gina, shared a similar sentiment, as follows:

AP World, like Julie said, it offers different perspectives, but it also allows you to make different connections that I guess you wouldn’t really get out of a normal honors class or just a regular regents class. It’s been a great experience.

Becoming Globally Aware

The second theme, Becoming Globally Aware, is related to satisfying Research Question No. 4 (Which perceived factors, as related to the PISA Global Competence questionnaire, do the students believe may have contributed, or not have contributed, to their global awareness levels while participating in the global-themed curriculum course?). To satisfy this research question, I sought to determine from analyses of the students’ comments during the focus group interview sessions what components of the respective eight subscales contained within the PISA Global Competence Questionnaire may have contributed, or not contributed, to their respective levels of global awareness. I constructed this qualitative data theme following my review of the students’ various shared thoughts related to their peers’ associated comments regarding their detailed

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definitions of global awareness, and which interrelated factors may have contributed toward them becoming globally aware. Our discussions around these broad and engaging topics also included new and prior sources of information from which the students increasingly received details regarding current events and global news. The following is the summary of the results organized by codes.

Definitions of Global Awareness and Globalization. I began the discussions concerning global awareness by asking the students to present their definitions or descriptions of the concept. The initial general responses to this definition question across the three high schools included similar and numerous references to the students being now much more aware of global current events than prior to participating in their respective global-themed courses. Several students explained that global awareness does not just include knowledge about global geography or learning a foreign language, but gaining in-depth understandings and perspectives about cross-cultural values and traditions that are either different or similar to those contained within one's own society.

A few students commented that since becoming globally aware, they are now more inquisitive about global events, including those events that may not be regularly reported by the general media, such as ethnic violence in sub-Saharan African countries or war-caused famine in Yemen. In turn, those students happily recognized their participation in their respective globally themed courses had inspired their new curiosities, leading them to becoming globally aware. In addition, Matthew, a senior at Antaris High School, related the importance of possessing global awareness to positive future societal developments, as follows:

[After taking this course] I feel globally aware. What I think about is being aware of like what it says, being aware of what happens in the world...I feel like that because we're

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now globally aware, and stuff [that we are now aware of] in the future will lead to more better leaders and more educated people to make a change in the world, eventually make it a better place as time goes on. This course has been very beneficial to all of us.

The topic of defining “global awareness” during each focus group session evolved into detailed discussions concerning the students’ recognitions of numerous connections made between various historical and modern events and societal developments that are related to the concept of globalization. The students then discussed how elements of globalization were presented during their respective global-themed courses and how their understandings of those elements may have contributed to their developing levels of global awareness.

Overall, the students acknowledged that globalization involves the realization of arrays of connections made between nations across socio-economic, political, and cultural lines. They also presented a few historical and current examples of how developments in one nation have had various consequences among its regional neighbors and across other continents. In addition, a few students explained how they were astounded when they had initially learned about simultaneous cultural or technological developments during the 1600s that had occurred in Europe and Central America. They mentioned how those realizations indeed supported their understandings of historical connections among nations to the present day, which enforced their global awareness development. An example of this belief was conveyed by Rosanna, a sophomore at Rigel High School:

I think, like Gina was saying, [globalization is] an exchange of ideas and all that. I think a great example that would be The Silk Road, because that connected all those countries and ideas were passed along and cultural ideas, and even disease was passed along. And,

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that all causes globalization, what causes all those...exchanges and everything, every aspect.

Several students also explained how their understandings of globalization led them to adopt greater appreciations of historical developments in various countries, especially their own and their friends' ancestors. For example, Tom, a sophomore at Rigel High School, discussed how he believed that knowing a nation's history helps someone "to make good connections" with people who she/he may meet from that nation, like some of his new immigrant classmates.

A few students had also discussed how their deeper understandings of globalization had greatly helped them to appreciate realized historical connections among economics, politics, and technology, which presented new dimensions to their developing global awareness. For example, Martin, a sophomore at Polaris High School, stated:

It's important to understand how we got to where we are today. But, things develop, like Jorge mentioned, we learned how economies started and they began, but those economies also developed and they've changed. And, so if our interactions and wars have changed gradually through the years, I think that modern-day globalization is different from anything we've experienced, because of the rapid rate of technology and how it's producing it and growing constantly.

Meaningful Experiences. During the discussions, clusters of students became more engaged in sharing pertinent information regarding their understandings and identifications with globalization. They especially related those understandings to learning initially about particular significant events or historical eras, which I referred to as a "wow moment."

The students present during each focus group session were eager to discuss their "wow moment." The significant events they described ranged from the original European

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Industrialization Age, to imperialism, to World War I, and to the Tiananmen Square protests in 1989. For each of these particular historical events and the others discussed, the students explained that their understandings of them had solidified their appreciations of the broad international connections inherent under various forms of globalization, which strongly supported their global awareness levels.

In addition, several students discussed the impacts on their global awareness levels following their various reactions to learning about the numerous stark differences in modern civil liberties among various nations. Most significant for them were learning about “the Troubles” in Northern Ireland (in supposedly such a “tame country”), the history of South African apartheid (“I thought that racial segregation only happened in the US”), recent episodes of ethnic cleansing and genocide atrocities, and how desperate socio-economic conditions in post-World War I Germany influenced the rise of the Nazi Party.

A senior at Antaris High School, Emily, was greatly taken aback when she learned about the events surrounding the Tiananmen Square Massacre and the absence of certain civil liberties in China. She explained as follows:

A big thing for me was the civil liberties were different in all of the countries we learned about. And, what they could or couldn't say versus what we can say, anything. And, it really was insane to me when in current events that, what was her name in China that went missing, the actress? An actress went missing because she was becoming Westernized.

Global Connectedness. While discussing their “wow moment,” many students transitioned into how they believed their respective levels of global awareness had continued to develop while participating in the global-themed courses. They especially explained how they

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recognized that their developing global awareness had been supported by several meaningful experiences such as school-sponsored trips or family vacations to foreign countries. For example, Theresa, a senior at Antaris High School, explained her realization during a recent trip in Canada, as follows:

When I went to Canada, I was looking at the Canadian money...and it had the Queen on it. I was very confused. And, then I remembered that through this [global-themed] course, we learned about the UK and all of their old territories and stuff like that, and how like they still have an influence on Canada—they still have the same kind of money system. So, that was a part of the course that helped me further.

Theresa's classmate, Susan, shared the new understandings she gained from an interesting course assignment that led her to begin to recognize and appreciate the differences between her groups of friends and classmates and her peers' experiences in various countries:

I think that the projects we did helped [us] understand kids in other countries. We did presentations about kids' education in China versus US, versus Nigeria, and where are they, how they live, and their size houses, and if they have a job. Also, like what they worry about, like walking a hundred miles to school, compared to us trying to find parking. So, it was, I think, the most important project we did—learning how the kids were different in each country.

A few students related how their regular email exchanges and conversations with European friends and relatives had greatly enhanced their understandings about recent historical events like the ethnic "troubles" in Northern Ireland and the continuing development of eastern Germany following the collapse of the Berlin Wall, which, in turn, had also supported their respective global awareness developments. Those discussions segued into several students

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describing which online news and social media sources they increasingly use to obtain updates about current events or other global topics of interest. They explained that most of their new reliances on those online sources originally had been inspired by the needs to locate pertinent information related to various global-themed course assignments. Melanie, a sophomore at Rigel High School, explained her experiences, as follows:

My sister and I get information from our parents about current events in their homeland. I now look for stories about their country, El Salvador, on the internet, and that helped me to find other interesting things that we needed for the course.

Foreign-Language Skills. Several students also discussed that their growing foreign-language abilities (from continuing studies) had allowed them to research and to keep abreast of certain news items from local foreign-language media. They found those foreign-language skills to be very advantageous to the continued development of their respective global awareness levels. For example, Bryan, a senior at Antaris High School, shared the following:

I think if you understand the language and the culture of the people there, you're more interested in how the whole thing works, the whole country. I think since I know German, since I've been to Germany, I am more interested in what's going on since I'd rather live there. I need to know what's going on.

In addition, a few students discussed how their foreign-language abilities allowed them to gain new perspectives about certain global cultures, especially when they had recently traveled abroad. For example, Susan, a senior at Antaris High School, shared her experience, as follows:

I went on a trip to Costa Rica in February with my Spanish class. Knowing Spanish and actually seeing another country where things aren't so great and getting to talk...to speak

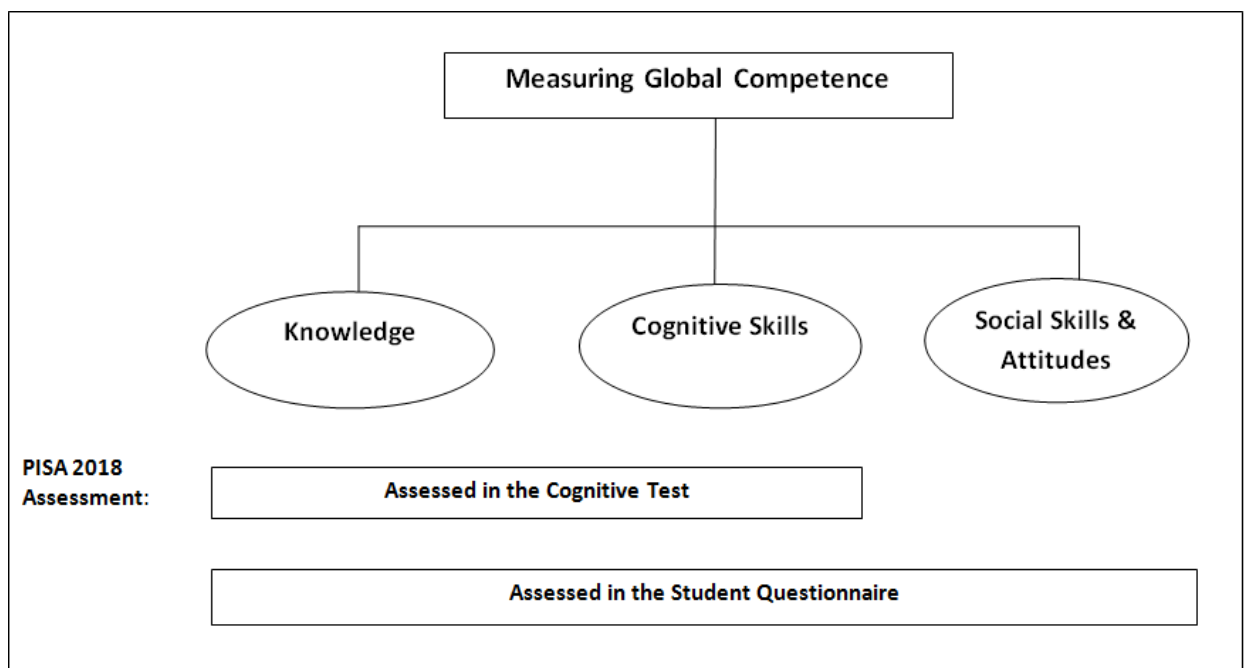
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to the people that actually live there, and just being able to understand them. It's just like really helpful.

Students' Perceived Benefits of Participation in the Global-Themed Course

The third theme, Students' Perceived Benefits of Participation in the Global-Themed Course, corresponds to the discussed issues related to Research Question No. 4, which is presented above. I constructed this qualitative data theme, following my review of the students' various shared opinions regarding the many benefits they believed they had gained from participating in their global-themed courses.

As described in Figure 15 (*The PISA Approach to Assessing Global Competence*), the PISA Global Competence Questionnaire assesses global competence across three areas⁶: knowledge, cognitive skills, and social skills and attitudes.



⁶ According to the Organization for Economic Cooperation and Development (2018b), a fourth area, values, is also an important assessment component of global competence. However, according to this cited report (p. 22), values are described as, "Beyond the scope of the 2018 PISA assessment."

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Figure 15 – Adapted from The PISA Approach to Assessing Global Competence.

Source: Organization for Economic Cooperation and Development, 2018b.

Central to those assessments are the topical question components listed under each of the eight subscales included within PISA (e.g., Self-efficacy, Re: Global issues, and Respect for people from other cultural backgrounds). The significant benefits discussed by the students are especially related to those three assessed areas. Those benefits, organized by codes, are described in detail below.

Empathy. During each discussion session about the students' development of global awareness, many students explained that their participation in the global-themed courses had indeed directly contributed to that occurrence. This was especially demonstrated by those who believed it had been rather significant for them to gain deeper appreciations for and understandings about how fortunate are their lives as compared to the lives of their teenage peers in many nations around the world. Experiences of empathy—either new or renewed forms—became an increasingly referenced personal attribute that the students referenced as our discussions continued about elements of global awareness. For example, Paul, a sophomore at Polaris High School, explained the following:

From what I understood this year and all the information that I have taken in, I think my sense of global awareness is to realize that living in the world we live in that more and more people are fortunate or some people are more fortunate than others. And, from learning everything throughout this year, you notice how good we have it [in the United States]. And, that, yeah, gives me a more open perspective of the world and what other cultures go through.

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Another dimension of empathy gained was discussed by Bryan, a senior at Antaris High School, as follows:

I'm just going back to the current events...I think that it's very easy for kids in different countries to forget there are kids in other countries. So, it's nice to understand—not nice sometimes—but it's better to understand what they go through also. Just as we go through our own politics.

Julie, a Rigel High School sophomore, described her recognition of empathy as follows, “I think that we learned different perspectives. I think I am very grateful for this class, because it really lets you see someone's perspective. You walk in someone else's shoes.”

Academic skills. In addition to empathy as a personal benefit gained from the students' participation in their global-themed courses, a few students mentioned how the course curricula content requirements had persuaded them to make several positive changes in their personal academic habits. For example, Marie, a sophomore at Rigel High School, explained as follows:

In my experience as a freshman, I would always wing my tests and exams. And, I would always get good grades. You can't do that in this class. You have to work...[The course] really breaks you out of your old habits, because I had a very big problem with procrastination. And, I really dropped that habit with this [global-themed] class.

Moreover, those students also mentioned that they believed those positive changes had significantly improved their general attitudes and preparations toward collegiate studies.

Social cause advocacy. Many students demonstrated their passionate understandings about various issues related to global awareness and how they hoped they would become future successful social cause advocates. The participating students in each focus group emphatically

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expressed their desires to continue to develop their levels of global awareness, especially by engaging in future global learning opportunities, inside or outside the school environments.

For example, Maria, a sophomore student on the speech and debate team at Polaris High School, shared her future advocacy plans related to global poverty alleviation, as follows:

I take global awareness toward what we do in debate, and put it toward the topic that we debate, like things that we've learned, and the way that they've affected the world today, like imperialism in Africa and South Asia. I want to stand up and work to make it that they [the people in those regions] don't have to face, I guess, economic hardships anymore and work toward helping those people.

A senior at Antaris High School, Matthew, stated that global awareness impels one to recognize and to try to stop injustices. He believed that his social media activities could rally support for just causes. In addition, he stated that with the influence of global awareness, it would reveal what future possibilities may exist for positive change, "if you put your mind to it."

Matthew's classmate, Bryan, explained that becoming globally aware had made him wonder what he could do to correct many global injustices. He continued that when one looks at the world, she/he can reflect on societal situations, including what citizens can control in their own countries with the power of voting. Another classmate, Emily, commented that becoming globally aware had caused her to appreciate the many freedoms Americans possess, especially the freedom of speech, which does not exist in all nations:

I think all of us [students] are very vocal in our own opinions and very passionate about all the ideals. You don't really realize how lucky you are to live in a country where you are able say whatever you want—as opposed to in other countries where, if you try to express yourself, you could face very serious consequences.

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A few sophomores at Rigel High School expressed their shared beliefs that although they may be too young or not have sufficient resources to create significant connections to communicate the importance of various social cause issues, they believe their global awareness levels have given them the abilities and confidence to become grassroots type advocates in their local community. They wish to be catalysts for change. One of the students, Marie, stated that if she would ever become a role model for certain people, she would want to inform them about certain news items that are not normally presented by the “selective media.”

As the discussion evolved toward how someone who would be considered globally aware may wish to express herself/himself as a voter in an election, Melanie, a sophomore at Rigel High School responded:

Yeah. When a vote, any vote, can make a difference, because just having one vote, for example, people talk about our president and talk about who’s being elected. Sometimes they don’t really have the right to talk about that because they don’t vote. You have to vote to make a difference, to change something, because that can change the whole world in this way!

Global perspective. Toward the conclusion of each discussion session, several students described how they believed their respective levels of global awareness had developed. While doing so, those students also proudly explained the new depths of knowledge and perspectives they had gained from various experiences while participating within their respective global-themed courses. A newly gained perspective was explained by Antaris High School senior, Emily, as follows:

[Before taking this course] well, I didn’t really know a lot of things about all the countries that we’ve really learned about. I didn’t know that the average age in Nigeria

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was 17. It's a very young country. And, I didn't know really all of what was going on in China, and I really didn't understand the differences that people went through. Like you hear little tidbits just from listening to the news you've got going on in your house just from day to day, but you don't really think about it. You don't really look into it as much as you should. But, now I do.

Emily's classmate, Bryan, also discussed the new perspectives he gained from becoming more globally aware, as follows:

I've found that I'm now more globally aware. I realized that kind of before this course. You would see headlines about China, or Russia, or Nigeria, and you would just kind of gloss over it, because you don't understand it. And, now that I'm able to understand anything that has to do with party dynamics in China isn't just half the government, that's the whole government. So, now I'm looking at headlines a lot of the time—you realize how much more aware you are of things going on.

To conclude this subsection regarding the students' perceived benefits received from participating in their respective global-themed courses, I chose the following insightful comments offered by Susan, a senior at Antaris High School:

I think that everyone should take this course. I think that it definitely makes you more aware of what's going on in the world that you live in. Since it's something that most people our age don't really pay attention to or we don't exactly really think about.

Mixed-Methods Results

According to Creswell (2015), the objective of the mixed-methods convergent parallel design is to present the merged results of the quantitative and qualitative databases to determine

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if the dissertation study's research questions have been satisfied. As a means to achieve that goal, earlier within this chapter, I presented the quantitative data results followed by the findings of the qualitative data. This section presents comparisons of findings obtained from the independent data collection and analyses of quantitative and qualitative data sets within the convergent design. The information contained in Table 17 supports that discussion. This form of a joint display, as suggested by Fetters, Curry, and Creswell (2013), is typically done by mixed-methods researchers as a way to present new understandings derived from the information gained from the quantitative and qualitative data sets.

To begin the process of merging the two data sets, I again reviewed the major findings presented among the qualitative data that had led me to create the three major themes, under which I presented detailed synopses of important portions of my respective discussions with the students during the three focus group interview sessions. Those themes are as follows: (1) Motivators to Enroll in the Global-Themed Course, (2) Becoming Globally Aware, and (3) Students' Perceived Benefits of Participation in the Global-Themed Course. Those synopses also included pertinent student quotes that especially described various factors that had led the students to explain and recognize their successful participation within the respective global-themed courses and their developing levels of global awareness. Table 17 represents a comparison of the qualitative themes and codes that emerged from the focus groups' data with the SIMS and PISA scales that were part of the quantitative data.

Students' Levels of Motivation and Global Awareness

The reviews of the quantitative data results and the qualitative data findings related to analyzing the students' reported levels of motivation toward developing global awareness led me back to Research Question No. 1, which asked about the relationship between the students'

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levels of motivation, as measured by the SIMS subscales, and the students' global awareness levels, as measured by the PISA subscales. To properly analyze those apparent associations, I reviewed the quantitative results for the SIMS and PISA subscales' descriptives data and these subscales' respective correlations data. In turn, that analysis included reviewing the established corresponding qualitative data themes and quantitative data results, as follows.

Motivators to enroll in the global-themed course. During the three focus group interview sessions, the major discussion topics concentrated on the reasons for the students' enrollments and participations in their respective global-themed courses, and their detailed acknowledgments and descriptions of the various influences that may have led them to becoming globally aware. The students' shared opinions and their general information discussions were most associated with the SIMS subscales, Intrinsic Motivation and Identified Regulation. Those associations addressed Research Question No. 1, as mentioned above.

The combined quantitative descriptive data results for the Intrinsic Motivation subscale revealed that the total student sample believed their participation in the global-themed course trended toward the *corresponds moderately* Likert-type scale score ($M = 3.90, SD = 1.62$). The overall combined results for the Identified Regulation subscale demonstrated that the total student sample believed their participation in the global-themed course *corresponds enough* ($M = 5.21, SD = 1.59$), which was the highest of the overall combined Likert-type scale scores among the four SIMS subscales. The total student sample's highest combined data score under the Identified Regulation subscale was for the response that the students had participated within the activity "By personal decision," midway between *corresponds enough* and *corresponds a lot* score ($M = 5.50, SD = 1.75$).

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These Intrinsic Motivation and Identified Regulation subscales' quantitative data results related to the students' enrollments and participation in the respective global-themed courses, which were supported by the qualitative data findings. During the focus group interview sessions, several students discussed how their decisions to enroll in the global-themed courses were driven by their strong interests in social studies, their desires to enroll in challenging courses that would fulfill their goals to attain greater in-depth knowledge about global studies, and their pre-established plans to continue taking courses along the advanced placement track as a means to participate in intellectually-challenging curricula and to earn college credits.

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Table 17 – Integrated Results of the Quantitative and Qualitative Analyses for Students’ Levels of Motivation and Global Awareness

Qualitative Data	Quantitative Data	Integrated Results
Theme 1: Motivators to Enroll in the Global-themed Course		
Codes: Influences from Others: motivators from siblings, parents, friends, and teachers	SIMS Identified Regulation Subscale: Highest Score – “By personal decision”	Students planned to continue advanced placement courses to participate in intellectually-challenging curricula and to earn college credits
Influences from Within: Motivators from personal interest and intellectual curiosities	SIMS Intrinsic Motivation Subscale: Highest Score – “Activity is interesting”	Students had goals to attain greater in-depth knowledge about global studies
Academic Influences: Motivators pertaining to pursuing the established curriculum	SIMS External Regulation Subscale: Highest Score – “I feel I have to do it”	Students desired to seek an intellectually fulfilling challenge and course “looks good” on the transcript
Theme 2: Becoming Globally Aware		
Codes: Definitions of Global Awareness and Globalization: Students’ descriptions of what global awareness and globalization means to them	PISA Subscales: Awareness of global issues & Interest in learning about other cultures	Students recognized connections among global events, how societies function, and technologies developed
Meaningful Experiences: School or outside-of-school experiences contributing to	PISA Subscales: Global competence activities at school & Student’s engagement with others, Re:	Students learned how others from different cultures can have different viewpoints, and gained new perspectives

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students' global awareness

Meaningful Experiences:
Learning about particular
significant event or historical
eras ("Wow Moment")
strongly supported students'
global awareness levels

Foreign-Language Skills:
Usage of foreign languages
in different contexts and settings

Global Connectedness:
Developing global awareness by
making connections among facts,
events, personal connections
(friends/relatives living abroad)

Global Connectedness:
Students defined Globalization
representing various connections
made between nations across
socio-economic, political, and
cultural lines

Global Connectedness:
Regular usage of various global
websites/social media
contributed to students'
developing Global Awareness

Global issues

PISA Subscales: Global competence
activities at school & Awareness
of global issues

PISA Subscales: Awareness of
intercultural communication &
Student's engagement with
others, Re: Global issues

PISA Subscale:
Awareness of global issues

PISA Subscale: Global
competence activities
at school

PISA Subscale: Students'
engagement with others,
Re: Global issues

from foreign travel experiences

Students learned about interconnectedness
of countries' economies and analyzed
historical global issues with classmates

Students regularly used foreign-language
skills to communicate and read various
foreign-language media to learn
about current events

Students regularly engaged in
communications with friends/relatives
abroad broadening cultural perspectives

Students learned historical and modern
developments related to globalization
that cultivated in-depth knowledge

Students continued to search for
global event updates through
electronic media

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Theme 3: Students' Perceived Benefits
of Participation in
Global-Themed Course

Codes: Empathy: Development of
global awareness leading to
recognition of Empathy

PISA Subscales: Respect for
people from other cultural
backgrounds & Global mindedness

Students gained greater awareness
about peers' lives in other nations
and acknowledged societal differences,
especially regarding civil liberties

Social Cause Advocacy:
Inspiration to become
Social Cause Advocates

PISA Subscale: Students'
engagement with others,
Re: Global issues

Students used global awareness as
goal to become change agents
acknowledging global issues like climate
crisis and used social media to gain
knowledge and build networks

Global Perspective:
Gained enhanced
knowledge/broader local and
global perspectives

PISA Subscale: Interest in
learning about other cultures

Students sought increased knowledge
about various cultures' structures
and traditions

Academic Skills:
Inspiration received toward
improving academic habits

SIMS Subscale:
Identified Regulation

Students' participation in global-themed
course seen as a means to an end, helping
to prepare for college and career readiness

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The combined results for the External Regulation subscale revealed that the total student sample believed their participation in the global-themed course was approximately between the *corresponds a little* and *corresponds moderately* Likert-type scale scores ($M = 3.45, SD = 1.79$). The highest combined data score for the total student sample under External Regulation was for the response that the students had participated within the global-themed course because “I feel that I have to do it” ($M = 3.94, SD = 1.84$). These reported data results were supported by the qualitative data findings, as the students’ initial, albeit brief, comments during the focus group interview sessions revealed that enrolling in the global-themed course “would look good” on their transcripts when applying to colleges. In addition, their above-mentioned desires to seek intellectually-challenging courses as related to Intrinsic Motivation were also linked to the External Regulation motivation measure demonstrated by the above referenced Likert-type scale score for the subscale item, “I feel that I have to do it.” This realization is also deemed a reflection of the students’ measured determination to seek an intellectually fulfilling challenge.

The combined results for the Amotivation subscale revealed that the total student sample believed their participation in the global-themed courses was approximately between the *corresponds very little* and *corresponds a little* Likert-type scale scores ($M = 2.44, SD = 1.52$). The lowest combined data score for the total student sample under Amotivation was for the response, “There may be good reasons to do this activity, but personally I don’t see any,” registering *corresponds very little* ($M = 2.17, SD = 1.31$). These respective Likert-type scale scores demonstrate that the students generally disagreed with the underlying negative opinions toward enrolling and/or participating in the respective global-themed courses. These quantitative data results were supported by the findings among the qualitative data that revealed no student

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mentions during the focus group discussions of any negativity toward any aspects of their enrollment and/or participations in the respective global-themed courses.

Becoming globally aware. The respective descriptive data scores for the eight PISA subscales presented an overall supportive trend of the student sample's developing global awareness theme. The data scores for the following PISA subscales—Awareness of global issues, Student's engagement with others, Re: Global issues, Interest in learning about other cultures, and Global competence activities at school—revealed the strongest indications of the student sample's development of global awareness. Overall, the quantitative results for each of these PISA subscales were supported by the qualitative data findings, demonstrating the students' strong appreciations for learning about connections among various historical events and the development of societies to current events, the significance of using social media and researching various websites, and engaging in meaningful classroom activities to develop their global awareness.

The respective correlational data for the SIMS and PISA subscales revealed interesting results related to the students' development of global awareness. For example, the motivators for the students to enroll and to participate in their respective global-themed courses were viewed as aligned to the formation of their global awareness. Those motivators, such as influences from siblings and teachers, and personal interests and intellectual curiosities, were also deemed as reflective of elements of Intrinsic Motivation and Internal Regulation.

The quantitative data results also revealed several negative correlations among the SIMS and PISA subscales. However, as supported by the qualitative data, there were no evidences of negativity discussed by the students during the focus group sessions pertaining to the subject contents of any PISA subscales. This also suggested that while a few questions under particular

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PISA subscales (e.g., “I boycott products or companies for political, ethical, or environmental reasons” and “I want to learn more about the religions of the world”) may not have caused some students to report positive responses, the overall reported measures toward developing global awareness were registered. Moreover, the qualitative data findings revealed the students’ familiarities with and abilities to discuss topical issues such as the causes of the global climate and refugee crises, and the domino effects of economic downturns among various countries, which reflected their developing global awareness.

The PISA subscale, Self-efficacy, Re: Global issues, was moderately, positively correlated with the following SIMS subscales, Intrinsic Motivation ($r = .33, p < .001$) and Identified Regulation ($r = .30, p < .001$). The data relationships among Self-efficacy, Re: Global issues and the other SIMS subscales were reported as having a negative correlation and no evidence of significance.

The positive correlations scores among Self-efficacy, Re: Global issues and Intrinsic Motivation and Identified Regulation, as supported by the qualitative data, revealed that the students demonstrated positive motivations toward their abilities to explain and to discuss important factors related to several topical global issues such as the global climate crisis and the consequences of economic development on the environment, as positive measures of their global awareness.

The PISA subscale, Awareness of global issues, was moderately, positively correlated with Intrinsic Motivation ($r = .25, p < .01$) and weakly, positively correlated with Identified Regulation ($r = .20, p < .01$). The data relationships among Awareness of global issues and the other SIMS subscales were reported as having a negative correlation and no evidence of significance.

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The positive correlations scores among Awareness of global issues and Intrinsic Motivation and Identified Regulation, as supported by the qualitative data, revealed that the students demonstrated positive motivations toward their knowledge regarding several important topical global issues such as international conflicts and the presence of hunger or malnutrition in different parts of the world, which demonstrated positive measures of their global awareness.

The PISA subscale, Awareness of intercultural communication, was moderately, positively correlated with Identified Regulation ($r = .27, p < .001$) and weakly, positively correlated with Intrinsic Motivation ($r = .16, p < .05$). The data relationships among Awareness of intercultural communication and the other SIMS subscales were reported as having a negative correlation and no evidence of significance.

The positive correlations scores among Awareness of intercultural communication and Identified Regulation and Intrinsic Motivation, as supported by the qualitative data, revealed that the students demonstrated positive motivations toward exhibiting respect in the presence of and when speaking with people whose native language is not English, which demonstrated positive measures of their global awareness. In addition, the qualitative data findings presented that several students' continuing foreign-language studies had given them abilities to regularly use those foreign languages when communicating either directly or through social media with family members and/or friends in various countries.

The PISA subscale, Student engagement with others, Re: Global issues, was moderately, positively correlated with Amotivation ($r = .25, p < .01$) and weakly, positively correlated with External Regulation ($r = .19, p < .05$). The data relationships among Student engagement with others, Re: Global issues and the other SIMS subscales were reported as having negative correlations.

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Although the respective data measures for Student engagement with others, Re: Global issues and Amotivation and External Regulation were reported within the range of moderate and weak positive correlations, their presence among the overall correlation data were not deemed as actual meaningful outlier data. Moreover, as the qualitative data findings revealed, and as presented above, there were no evident elements of Amotivation present during any of the focus group discussions sessions. In addition, the negative correlation data among Student engagement with others, Re: Global issues and Intrinsic Motivation and Identified Regulation may have suggested that portions of the student sample would have preferred to engage in activities listed under this PISA subscale such as being energy conscious at home or regularly reading websites on international social issues, but not necessarily related to participating in the respective global-themed courses.

The PISA subscale, Interest in learning about other cultures, was moderately, positively correlated with Amotivation ($r = .31, p < .001$). The data relationships among Interest in learning about other cultures and the other SIMS subscales were reported as having negative correlations and no evidence of significance.

Although the respective data measure for Interest in learning about other cultures and Amotivation was reported as an identified moderate correlation, as similar to Amotivation's relationship with Student engagement with others, Re: Global issues described above, that measure among the overall correlation data was not deemed as an actual meaningful outlier data. As the qualitative data findings revealed, and as presented above, there were no evident elements of Amotivation present during any of the focus group discussions sessions. In addition, the negative correlation data among Interest in learning about other cultures and Intrinsic Motivation and Identified Regulation, may have suggested that portions of the student sample would have

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preferred to engage in activities listed under this PISA subscale such as learning more about religions of the world and other cultures' traditions, but not necessarily related to participating in the respective global-themed courses.

The PISA subscale, Global competence activities at school, was moderately, positively correlated with Amotivation ($r = .24, p < .01$) and weakly, positively correlated with External Regulation ($r = .19, p < .05$). The data relationships among Global competence activities at school and the other SIMS subscales were reported as having negative correlations.

Although the respective data measures for Global competence activities at school and Amotivation and External Regulation were reported within the range of moderate and weak positive correlations, their presence among the overall correlation data were not deemed as actual meaningful outlier data. Furthermore, as the qualitative data findings revealed, and as presented above, there were no evident elements of Amotivation present during any of the focus group discussions sessions. In addition, the negative correlation data among Global competence activities at school and Intrinsic Motivation and Identified Regulation may have suggested that portions of the student sample would have preferred to engage in activities listed under this PISA subscale described as, "I participate in events celebrating cultural diversity throughout the school year" and "I learn how to communicate with people from different backgrounds," but not necessarily related to participating in the respective global-themed courses.

The predictive demographic factor, Engagement in future global learning, was used as a determining feature toward the student sample's developing global awareness. The quantitative data results revealed that this demographic factor was moderately, positively correlated with the PISA measures, Self-efficacy, Re: Global issues ($r = .26, p < .001$) and Awareness of global issues ($r = .24, p < .001$), and weakly, positively correlated with Awareness of intercultural

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communication ($r = .16, p < .01$). The qualitative data findings supported the quantitative results related to these referenced correlation data for Engagement in future global learning, as the students in each of the focus group sessions enthusiastically discussed their strong intentions to continue their respective engagements in global learning while in high school and college and by participating in various outside activities (including social media and social cause advocate activities). These findings supported many references among the global citizen-themed literature, which includes the comments by researchers like Bourn (2016), as presented in Chapter Two above.

Students' perceived benefits of participation in the global-themed course.

As described in the Qualitative Data section above, during the focus group sessions, the students discussed the various benefits they believed they had gained as a result of participating in their respective global-themed courses. While analyzing the correlation data in the PISA and SIMS subscales, I recognized that certain aspects of the qualitative data pertaining to the students' gained benefits related to that particular quantitative data. That relationship was demonstrated as additional measures of the students' developing global awareness, as follows.

The respective correlation data relationships among the PISA subscales, Respect for people from other cultural backgrounds and Global mindedness, and the SIMS subscales were reported as having no evidences of significance. However, despite the divergences demonstrated by those quantitative data results, the qualitative data revealed that the students' numerous comments related to cultivating elements of empathy were in sync with the posed statements listed under the PISA subscale, Respect for people from other cultural backgrounds. Examples of those subscale statements were as follows: "I treat all people with respect, regardless of their cultural background" and "I respect the values of people from different cultures." Positive

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responses toward those statements signified the students' developments toward global awareness.

In addition, the qualitative data revealed that the students' various descriptions of their intentions to use their developing global awareness toward becoming social cause advocates were associated with the posed statements under the PISA subscale, Global mindedness. Examples of those subscale statements were as follows: "When I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it" and "I think my behavior can impact people in other countries." Agreements with those statements indicated the students' developments toward global awareness.

Motivational Predictors of Global Awareness

Research Question No. 2 asked about which reported students' demographic characteristics and motivational factors, as represented by the SIMS subscales, were the most important in predicting the students' global awareness levels, as represented by the PISA subscales. To properly analyze those apparent associations, I reviewed the quantitative results for predictive demographic data correlations among the respective SIMS and PISA subscales, and the data resulting from multiple regression analyses among each of the PISA subscales (dependent variables) and the SIMS subscales and select demographic factors (independent variables) and the qualitative data focus group results.

The quantitative data results from multiple regression analyses among each of the PISA subscales (dependent variables) and the SIMS subscales and select demographic factors (independent variables) presented various conclusions. While each of the focus group sessions touched upon many interrelated topics related to the students' developing global awareness, there were no direct or indirect references to the students' identifications with Sex or their

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qualifications to receive (or not to receive) Reduced-price/Free lunch (as demographic factors) during any of the discussions. However, for the purposes of satisfying Research Question No. 2, those particular demographic factors were included among the multiple regression calculations.

Table 18 represents the predictors for each of the Global Awareness PISA subscales and the summary of the convergent results of the regression analyses and the qualitative data results.

Table 18 – Summary of Global Awareness Predictors from Multiple Regression Analyses

PISA Subscales	Self-efficacy Re: Global issues	Awareness of global issues	Awareness of Inter-cultural communication	Student engagement w/ others, Re: Global issues	Interest in learning about other cultures	Respect for people from other cultural backgrounds	Global mindedness	Global competence activities at school
Predictors								
Intrinsic Motivation	✓	✓				✓	✓	
Identified Regulation	✓	✓	✓					✓
External Regulation		✓	✓	✓			✓	✓
Amotivation	✓			✓	✓	✓		✓
Engagement in future global learning	✓	✓	✓					✓
Sex	✓		✓	✓	✓	✓		
Foreign Travel	✓	✓	✓				✓	✓
Reduced-price/Free lunch	✓	✓	✓				✓	
Effective communication in foreign language	✓	✓	✓			✓	✓	
Variance Explained	25%	19%	12%	20%	27%	11%	15%	12%

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Self-efficacy, Re: Global issues. Intrinsic Motivation, Identified Regulation, External Regulation, Engagement in future global learning, Sex, Foreign travel, Reduced-price/Free lunch, and Effective communication in a foreign language explained 25% of the variance of this PISA subscale, ($R^2 = .25$, $F(9, 155) = 5.65$, $p < .001$). The qualitative data findings supported these quantitative data results as the students' comments revealed their intrinsic and extrinsic motivational characteristics to participate in the global-themed course, and they discussed their foreign travel experiences, familiarities with and abilities to explain several pressing global topical issues, along with their strong desires to continue their global learning and their foreign-language skills, which all reflected their developing global awareness.

Awareness of global issues. Intrinsic Motivation, Identified Regulation, External Regulation, Engagement in future global learning, Foreign travel, Reduced-price/Free lunch, and Effective communication in a foreign language explained 19% of the variance of this PISA subscale ($R^2 = .19$, $F(9, 155) = 4.10$, $p < .001$). The qualitative data findings supported these quantitative data results as the students' comments revealed their intrinsic and extrinsic motivational characteristics to participate in the global-themed course. The students also explained how their foreign travel experiences and foreign-language skills had helped them to advance their abilities to explain several pressing global topical issues, such as global hunger and poverty, which demonstrated their developing global awareness.

Awareness of intercultural communication. Identified Regulation, External Regulation, Engagement in future global learning, Sex, Foreign travel, Reduced-price/Free lunch, and Effective communication in a foreign language explained 12% of this PISA subscale global issues ($R^2 = .12$, $F(9, 155) = 2.27$, $p < .05$). The qualitative data findings supported these quantitative data results as the students' comments revealed their extrinsic motivational

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characteristics to participate in the global-themed course. The students also presented examples of how their foreign travel experiences and foreign-language skills had guided them to become more understanding of others whose first language was not English, which reflected their developing global awareness.

Student engagement with others, Re: Global issues. External Regulation, Amotivation, and Sex explained 20% of the variance of this PISA subscale ($R^2 = .20$, $F(9, 155) = 4.29$, $p < .001$). The qualitative data findings in this reported instance supported only the quantitative data results related to External Regulation, with references to the students' discussions concerning their reasons to enroll and participate in their respective global-themed courses from the perspectives of the potential external rewards of doing as "the course would look good on the transcript" when presented to their prospective colleges' admission committees. However, in general, each of the focus group discussions, as described above, included various references to the students' global-themed activities, such as participating on Twitter and/or Instagram, which is among the components of the Student engagement with others, Re: Global issues PISA subscale.

Interest in learning about other cultures. Amotivation and Sex explained 27% of the variance of this PISA subscale ($R^2 = .27$, $F(9, 155) = 6.51$, $p < .001$). In this reported instance of quantitative data, the qualitative data findings were unresponsive because, as referenced above, aspects of the factors related to Amotivation and the students' Sex never entered into any portions of the discussions during the respective focus group sessions. However, as also mentioned above, components of the PISA subscale, Interest in learning about other cultures, such as, "I want to learn how people live in different countries," regularly entered the students' global-themed discussions.

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Respect for people from other cultural backgrounds. Intrinsic Motivation, Amotivation, Sex, and Effective communication in a foreign language explained 11% of the variance of this PISA subscale ($R^2 = .11$, $F(9, 155) = 2.03$, $p < .05$). The qualitative data findings supported these quantitative data results as the students' comments revealed their Intrinsic Motivation characteristics, such as enjoying new in-depth learning challenges about global affairs and historical eras, to participate in the global-themed course. And, as presented above, the students discussed the numerous benefits received from their foreign-language skills, which reflected their developing global awareness.

Global mindedness. Intrinsic Motivation, External Regulation, Foreign travel, Reduced-Price/Free lunch, and Effective communication in a foreign language explained 15% of the variance of this PISA subscale ($R^2 = .15$, $F(9, 155) = 3.04$, $p < .01$). The qualitative data findings supported these quantitative data results as the students' comments revealed their intrinsic and extrinsic motivational characteristics to participate in the global-themed course, such as their desires to continue to learn about current events in various countries as preparations for their future college studies abroad. The students also explained how those motivational characteristics were enhanced by their foreign travel experiences and foreign-language skills, which demonstrated their developing global awareness.

Global competence activities at school. Identified Regulation, External Regulation, Amotivation, Engagement in future learning, and Foreign travel explained 12% of the variance of this PISA subscale ($R^2 = .12$, $F(9, 155) = 2.33$, $p < .05$). The qualitative data findings supported these quantitative data results as the students' comments revealed their extrinsic motivational characteristics to participate in the global-themed course, and they discussed the numerous benefits from their foreign travel experiences and their enthusiastic intentions to

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continue their global learning opportunities inside and outside of the school environments, which exhibited their developing global awareness.

Summary

As mentioned at the beginning of this chapter, the purpose of this dissertation study was to examine how an ethnically, racially, and socio-economically diverse group of high school students reported their motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program. To achieve that goal, I followed a mixed-methods convergent parallel research design, which utilized an electronic data survey instrument, and semi-structured student focus group interview session at each of the respective high schools to obtain the qualitative data. The data sets taken from the focus group sessions were used to help explain the numerous findings recognized among the quantitative analyses.

This chapter contained the respective detailed analyses of the quantitative data results and the qualitative data findings. In addition, as the essential component of the mixed-methods research design, this chapter concluded with a data integration section, which described the results of the various techniques used to analyze the merging of the quantitative and qualitative data sets to satisfy the dissertation study's research questions.

In summary, those respective analyses determined the following conclusions. The quantitative data, as specifically revealed by the SIMS' Intrinsic Motivation and Identified Regulation subscales scores, suggested that the students possessed notable motivational characteristics to participate in their respective global-themed courses. In addition, the respective data scores for the following PISA subscales—Awareness of global issues, Student's engagement with others, Re: Global issues, Interest in learning about other cultures, and

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Global competence activities at school—revealed the strongest scores toward measurements of the students' global awareness. In addition, various correlation and multiple regression analyses of the independent and dependent quantitative data variable factors revealed evidence of the students' global awareness. During the focus group interview sessions, the participating students discussed the various motivators for their enrollments and participations in their respective global-themed courses, the numerous interrelated factors that led to the development of their global awareness, and the many perceived benefits they had received from participating in those courses.

As explained above, the integration of the quantitative and qualitative data sets revealed convergent and divergent results. The SIMS Intrinsic Motivation and Identified Regulation subscales scores that demonstrated the students' notable motivational characteristics to participate in their respective global-themed courses were supported by various student comments among the qualitative data, especially those related to motivations to seek more in-depth knowledge about global studies and to participate in higher-level curricula to earn college credits. Components of the highest-scoring PISA subscales, such as the ability to discuss and to analyze topical global issues like global warming, and keeping abreast of global events via social media (which indicated important elements of global awareness), were clearly supported in the qualitative data.

The presence of divergent quantitative data among the correlation results was particularly revealed by no reported evidence of significance between the four SIMS subscales and the PISA subscales, Respect for people from other cultural backgrounds and Global mindedness. However, as explained above, the qualitative data revealed various student discussions surrounding heightened elements of empathy, tolerance, and concerns for global

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welfare, which presented strong indications toward the development of global awareness.

Furthermore, analyses from the integration of the quantitative and qualitative data sets revealed many supported indications of the student sample's development of global awareness, an essential defined component to prepare them for their future collegiate and working careers.

Chapter Five: Conclusions and Recommendations

The ultimate goal of education is to cause people to transcend more limited levels of interest and to take personal and collective action on behalf of all humankind. (Tye, 1990, p. 6)

Introduction

Today's students face an increasingly capricious global landscape, which contains a variety of shifting and interconnected dynamics that pose challenges and opportunities toward their future achievements. Within this environment, as global citizens, students will need the proper training in 21st-century skills to succeed along their future collegiate and career paths. Among the key components of these timely skills is global awareness that encompasses the open-mindedness to accept the world around oneself, including its many cultures, by embracing empathy and diversity, and adopting tolerance toward others. The progressive importance of global awareness and understanding students' motivational behaviors toward its attainment became the impetus to create this dissertation study.

This chapter presents a summary of this dissertation study, including the purpose of the underlying research, an overview of the major problem addressed, and the mixed-methods research methods applied. Also included in the chapter are important conclusions taken from the integration of the quantitative and qualitative data analyses by revisiting the Research Questions, findings related to the literature, recognized limitations and delimitations, discussions of the implications for action, and recommendations for future research related to the dissertation study's general topic.

Summary of the Study

The purpose of this mixed-methods dissertation study, under a convergent parallel design, was to examine how an ethnically, racially, and socio-economically diverse group of high school students reported their motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program. The students' attainment of global awareness is a key component influencing their progress toward becoming global citizens. As referenced in the above chapters, the current literature (e.g., Council on Foreign Relations and The National Geographic Society, 2016; Jackson, 2016) reported that today's students will need greater understandings about the global environment to become successful in their future collegiate studies and careers. That important premise supported the purpose of this dissertation study.

Problems or Opportunities?

One of the basic principles of education is to equip students with a variety of skills to succeed in their future endeavors. In light of the global environment's capricious state, educators have an increasingly demanding role to properly prepare their students to navigate the various seas of unexpected challenges to reach their desired goals. While the pervasive problems created by this dubious environment may seem insurmountable, a well-crafted and reflective curriculum plan that includes important 21st-century skills would offer educators many enhanced learning opportunities for their students to understand this environment and to create solutions to those and future unforeseen problems. As discussed in the previous chapters, as the perpetual formation of increased and new business, cultural, political, and socio-economic networks now permeate societies, numerous benefits from the attainment of global awareness will continue to

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be realized. That attainment will present students with opportunities to succeed on numerous levels and in future careers that may not yet exist today.

Purpose of the Dissertation Study

This dissertation study would be appreciated by educators involved in civic and social studies education, given the limited number of studies involving the assessment of students' global awareness levels while they are enrolled in a global-themed curriculum program.

Moreover, by linking the measurement of students' associated motivational behaviors to global awareness, I believe my study presented new insights that strongly support the necessity for the inclusion of global awareness among vital 21st-century skills designed to effectively prepare students to succeed in their future collegiate and working careers. I trust that educators involved in the formulation and delivery of 21st-century curricula will benefit from this study.

Research Methodology

In light of the numerous overlapping disciplines involving the assessment of motivational behaviors and those pertaining to the various factors associated with the development of global awareness, I chose to undertake a mixed-methods approach for this dissertation study. That approach, under a convergent parallel design, granted me fine opportunities to perform in-depth analyses using both the quantitative and qualitative data I collected to answer the study's research questions.

I utilized an electronic data survey instrument among the student sample that contained the SIMS Motivation Questionnaire, an adapted version of the PISA Global Competence—Student Information Questionnaire, and several demographic questions. Subsequent to the high school students' completions of the survey instrument, I conducted semi-structured focus group discussion sessions to obtain the qualitative data. I later created many detailed correlation and

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multiple regression analyses of various factors from the respective quantitative data measures, followed by detailed interpretations of the data to determine which particular motivational factors had significant effects on certain global awareness factors. Essential to this mixed-methods dissertation study was the successful integration of the respective quantitative and qualitative data analyses that led to conclusive opinions to satisfy the stated research questions.

Major Findings

In this dissertation study, I examined the respective quantitative and qualitative data from the student sample's self-reported motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program. The overarching Research Question in this dissertation study was this: How do students' motivations to participate in a global-themed curriculum program influence the development of their global awareness levels?

I developed various conclusions from detailed analyses of the quantitative and qualitative data, and especially from subsequent analyses of the integrated results of both data sets to satisfy the study's Research Questions. In each instance, the detailed analyses' results satisfied the Research Questions, as follows.

1. What is the relationship between the students' levels of motivation, as measured by the Situational Motivation Scale (SIMS), and the students' global awareness levels, as measured by the Programme for International Student Assessment (PISA) Global Competence Questionnaire? (Quantitative)

My analyses of the integrated data results revealed that various motivators (i.e., influences from others [External Regulation] and influences from within [Intrinsic Motivation and Identified Regulation]), had directly influenced the students' enrollments in their respective

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global-themed courses. These conclusions were supported by the SIMS data for these respective motivation subscales. In addition, the qualitative data supported these quantitative data results, revealing that the participating students sought to enroll and to participate in intellectually fulfilling global-themed courses that would “look good” on the transcript before prospective college admission committees and would provide greater in-depth knowledge about global studies. The conclusions from those analyses provided insight regarding several motivational factors that the students considered significant in relation to their global awareness, as related to the next research question.

2. What reported students’ demographic characteristics and motivational factors are most important in predicting students’ global awareness levels? (Quantitative)

From the integrated data analyses, I recognized that the demographic characteristic, Engagement in future global learning, had the strongest correlations to the PISA subscales measuring global awareness. Furthermore, the qualitative data were supported by the groups of students who enthusiastically discussed their strong intentions to continue their respective engagements in global learning while in high school and college, and also by participating in various outside activities, especially including social media networks and social cause advocate activities. Among the quantitative data for the SIMS subscales, Intrinsic Motivation and Identified Regulation, had the highest reported correlations toward PISA subscales, such as Students engagement with others, Re: Global issues, and Global competence activities at school, as measures of global awareness. Data from components of these PISA subscales, such as keeping abreast of current events via online activities and learning about the different perspectives people from various cultures may have, gave me deeper understandings about

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several factors among the students' motivations related to global awareness that assisted me in answering the subsequent research questions.

3. Which perceived factors do the students believe may have contributed, or not have contributed, to their situational motivation to achieve, or not to achieve, global awareness? (Qualitative)

I also realized during the integrated data analyses that several activities, classified as Meaningful Experiences among the qualitative data, such as foreign travel, classroom presentations, and building global social media networks, contributed to the students' various motivations toward demonstrating elements of global awareness, as related to several PISA subscales. In addition, the students' recognition of the interrelated connections among historical and/or modern current events, described as a "wow moment" among the qualitative data, inspired their motivational behaviors toward global awareness. Moreover, these integrated analyses revealed that several students' reported improved academic habits, as a result of participating in the respective global-themed courses, had influenced their various motivations toward attaining global awareness. The students' reported improved academic habits as a perceived benefit of their dedicated participations in their respective global-themed courses were a surprising revelation during my integrated data analyses. Other interesting factors were also revealed in the integrated data analyses that pertained to several components of the PISA subscales that related to the final research question, as follows.

4. Which perceived factors, as related to the PISA Global Competence questionnaire, do the students believe may have contributed, or not have contributed, to their global awareness levels while participating in the global-themed curriculum course? (Qualitative)

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During my analyses of the integrated data, I discovered that the students' levels of global awareness were enhanced by the continuing development of their foreign-language skills. This realization was confirmed by the results for the PISA subscales, Awareness of intercultural communication, and Student's engagement with others, Re: Global issues. Global awareness influenced by foreign-language skills was also demonstrated in the qualitative data as the students discussed their increased reading of various foreign-language media to learn about current events. Other measures of perceived factors related to the students' global awareness were demonstrated by their acquisitions of empathy as they gained greater awareness about peers' lives in other nations, and they acknowledged various societal differences, especially regarding civil liberties. As a result of acquiring global awareness, the integrated data results revealed that the students had gained inspiration to become social cause advocates at the grassroots levels or through social media connected networks about topical issues like economic inequality and the global climate crisis.

Discussion of Findings

In this section, I present the findings of this dissertation study pertaining to the current literature on the topic of global awareness, as well as the theoretical framework of Self-Determination Theory. I also elaborate on how elements of global awareness appeared in the dissertation study's integrated analyses and its connections to the literature on the topic.

Self-Determination Theory

While conducting the literature review for this dissertation study, I initially examined the existing literature concerning studies related to global awareness, global competence, and global citizenship. My investigations also took me to review the literature related to SDT, the study's

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supporting theoretical framework, which opened the realms of studies related to various forms of motivation and the respective behaviors they affect.

As related to SDT, Ryan and Deci (2000) reported that intrinsic motivations may support passions, creativity, and sustained efforts. Associated with these behaviors are three innate psychological needs (i.e., competence, autonomy, and relatedness), which all humans possess according to Ryan and Deci (2000). In light of these assessed necessities, I originally considered that their behavioral supports might be related to the phenomenon of global awareness that I would measure in my dissertation study.

During my integrated data analyses, I found several instances of Intrinsic Motivation specifically related to internal factors that were measured among the quantitative data by the SIMS subscales. This discovery was also supported in the qualitative data, especially in instances when the students discussed their original interests in history and current events, as well as their desires to participate in intellectually-challenging curricula that would offer greater in-depth knowledge about global studies. Moreover, a few of the discussed references to gaining in-depth knowledge were also related to students' preparations for collegiate study abroad, which were demonstrative of supportive motivational factors, such as personal importance and conscious valuation, of Identified Regulation (Ryan and Deci, 2000).

In addition, from my analyses of the integrated data results, I recognized several factors associated with elements of competence, autonomy, and relatedness, as follows. According to Deci and Vansteenkiste (2004), the presence of competence is defined as an individual's perceived efficacy in pursuit of a goal. The students' reported elements of efficacy were revealed among the quantitative data by the results of the PISA subscales, Self-efficacy, Re: Global issues, and Awareness of global issues, as their abilities (as measured competencies) to discuss

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causes of the global climate crisis and the causes of current international conflicts. The students' reported competencies as related to efficacies were also demonstrated in the qualitative data by their discussions regarding various topical global events and their inspired interests to gain greater in-depth knowledge about them and their consequences. Those actions were characteristic of the presence of competence related to efficacy, as discussed by Deci and Vansteenkiste (2004).

As defined by Deci and Vansteenkiste (2004), autonomy refers to an individual's perceived ability to act pertaining to her/his desires in accord with one's true self. From my analyses of the integrated data, I believe autonomy was evident in many reported cases and specifically related to Intrinsic Motivation. The SIMS Intrinsic Motivation subscales data revealed strong scores pertaining to the student sample's positive dispositions toward participating in the respective global-themed courses. Moreover, the quantitative data were supported in the qualitative data by the students' discussions of strong satisfactions and welcomed perceived benefits from participating in the respective global-themed courses. These data results also confirmed the students' original intentions to enroll in the courses because of strong interests in global studies and/or the desire to gain more in-depth knowledge about current events.

According to Deci and Vansteenkiste (2004), relatedness pertains to a person's want to interact with and form connections to others. In addition, relatedness, according to these researchers, may also be deemed as a sense of belonging and the desire to care for others. I discovered the innate need of relatedness in the integrated data analyses. The reported data for the PISA subscales, Student's engagement with others, Re: Global issues, and Global mindedness, revealed connections to their underlying components that pertained to

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building social media networks to gain enhanced understandings of global issues, and acknowledging how one's behavior can impact people in other countries.

The qualitative data were supportive of this quantitative data by the students' desires to enhance their interactions with others via online activities so they could gain more in-depth knowledge about current events and various cultures. As a result, the students revealed many elements of empathy, leading to desires to become social cause advocates, as I discussed in the chapters above.

Among my efforts to further understand the defined elements of SDT, I was also inspired by Darner's (2019) research, who found that the basic psychological needs identified by SDT and their relations to motivation "and instructional conditions that support such needs [can be] tested experimentally" (p. 237). This realization to assess motivational behaviors as related to SDT supported my efforts to do the same, and in particular, to identify Intrinsic Motivation's above-referenced components' effects on the development of global awareness.

The integrated data results' connections to forms of motivation associated with global awareness corresponded to Curtis' (2002) findings, who reported that active engagement in learning and student motivation improved when classroom learning had been linked with real-world issues. The quantitative data results from the PISA subscales, Student engagement with others, Re: Global issues, and Global competence activities at school, combined with the qualitative data pertaining to the students' heightened interests concerning differences in civil liberties among various nations and learning about topical current events, like the technological revolution, particularly supported those connections to Curtis' (2002) research.

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Global Awareness

Patterson et al. (2012) reported that as one gains heightened understandings from possessing elements of global awareness, students could build empathy toward others who might not share their own cultural perspectives. Those comments were also in line with those from Banks (2008), who believed students would develop a human connection to others from citizen education. Moreover, the Oxfam (n.d.) *What is global citizenship?* website explained that such a model would lead students to "...[get] involved in their local, national, and global communities" (p. 1). These interrelated examples of global awareness and education for global citizenship were specifically seen in the integrated data results, as the students believed their development of global awareness had led to their recognitions of empathy that inspired many of them to begin working toward becoming advocates for just social causes.

The students' development of empathy were in line with Gaudelli's (2016) discussions regarding how elements of global learning had expanded to include an important emphasis on civic activism and social justice. This form of learning also connects to aspects of cosmopolitanism. In this respect, Parker and Camicia's (2009) research suggested that an individual should not focus just on oneself, but to view oneself as a segment of a larger entity. That view supports a basic premise of cosmopolitanism (i.e., one should aspire to become a world citizen), thereby believing that the welfare of mankind is greater than one's own (Appiah, 2006).

As presented in the literature review, Vasudevan (2014) discussed recent research about young people's cultural practices that revealed the creation of new forms of youth citizenship clusters defined by their languages and literacies that may not develop inside formal settings like schools. Moreover, those new forms of citizenship, as described by researchers such as Bourn

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(2016), and Hull, Stornaiuolo, and Sahni (2010), could be promoted by global social media networks or increased migratory inflows among various communities.

The integrated data analyses revealed various instances of support for the global awareness-related phenomena described by these particular researchers. For example, the data from the PISA subscales, Respect for people from other cultural backgrounds, and Global mindedness (supported by the qualitative data with students' comments related to the acknowledgment of global responsibilities) upheld the literature references aligned with cosmopolitanism to global awareness. In addition, the data from the PISA subscales, Awareness of intercultural communication, and Student's engagement with others, Re: Global issues, were supported by the qualitative data related to the students' comments about their increased involvement on social media platforms to build global networks and obtain current events news, plus meaningful interactions with new immigrant classmates. Those interesting findings were related to the phenomena reported by researchers like Bourn (2016), and Hull, Stornaiuolo, and Sahni (2010), as new extensions of the development of global awareness.

Contributions to Theory

As referenced in Chapter Two, while there have been several studies regarding the related topics of global awareness training for teachers (e.g., Haapanen, 2013) and the development of appropriate curricula to elevate students' global awareness levels (e.g., Merryfield, 2008), I believe my dissertation study has added a new dimension to the literature on educational psychology and global awareness as it pertains to the mixed-methods measurement of motivational aspects of students' global awareness assessed as a result of their enrollment and participation in a global-themed curriculum program.

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As the above-discussed important elements of SDT attest, human behaviors are intricately immersed in the learning process. In my efforts to design this dissertation study's research methodology, I set out to utilize an appropriate, valid, and reliable quantitative data survey instrument to measure motivational behaviors associated with one's involvement in a chosen activity that I could adapt to a high school student's participation in a global-themed course. The SIMS motivational behavioral scale instrument provided valid and reliable data for the research purposes. I believe my usage of SIMS to measure motivational purposes related to students' participation in a global-themed course added a new dimension to the study of educational psychology and the development of global awareness.

While engaged in the design of this dissertation study's research methodology, I also evaluated the appropriateness, validity, and reliability of a few dozen quantitative data survey instruments that measure an individual's global awareness under a variety of circumstances. Following a lengthy evaluation process, I decided that none of those instruments was appropriate to capture the particular data I had sought from the prospective student sample population. As a result, I evaluated the new PISA Global Competence–Student Information Questionnaire. Following a thorough review of its purpose, development, and numerous subscales, I determined that the PISA questionnaire, with the deletion of a few non-applicable subscales, would be the appropriate survey instrument for the purposes of this dissertation study. I believe my usage of the PISA questionnaire to measure a high school student's global awareness while enrolled in a global-themed course presented a new feature to the study of 21st-century skills and global awareness.

Based on the integrated data analyses supporting this dissertation study, I believe the desire or interest, as defined by motivational behaviors, to seek knowledge about environments

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outside of one's regular domain (i.e., to develop global awareness) should be encouraged by proper curricula models that are rooted in 21st-century skills, to present students with optimal opportunities to succeed in today's challenging global environment. Therefore, I trust this dissertation study will benefit educators and researchers engaged in student motivation studies and those involved in designing and delivering 21st-century skills and global-themed curricula.

Unanticipated Findings in the Data

As referenced in Chapter Four, there were several instances in the quantitative data results where the SIMS subscale, Amotivation, was reported to have either moderate positive or weak positive correlations to a few PISA subscales, such as Student engagement with others, Re: Global issues, and Global competence activities at school. In addition, Amotivation was also reported on several instances among the quantitative multiple regression data as a predictor factor for global awareness in relation to several PISA subscales, such as Interest in learning about other cultures and Respect for people from other cultural backgrounds.

I was surprised to find these quantitative data results related to Amotivation in light of the other data results. As reported in Chapter Four, the combined results for the Amotivation subscale revealed that the total student sample believed their participation in the global-themed courses placed approximately between the *corresponds very little* and *corresponds a little* Likert-type scale scores ($M = 2.44$, $SD = 1.52$), with the lowest combined data score for the response, "There may be good reasons to do this activity, but personally I don't see any" registering *corresponds very little* ($M = 2.17$, $SD = 1.31$). These scores indicated that the student sample agreed *very little* with the Amotivation subscale's questions, which implied they disagreed that their course participations had no value or purpose.

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Therefore, although the above-reported correlation and multiple regression data may suggest that portions of the student sample would have preferred to engage in certain activities listed under a few PISA subscales, such as learning more about religions of the world and other cultures' traditions, those student groupings may not have desired to do so while participating in their respective global-themed courses. Moreover, the integrated data analyses revealed no student mentions during the focus group discussions of any negativity toward any aspects of their enrollment and/or participations in the respective global-themed courses. Such negativity would have been associated with Amotivation.

While engaging in the integrated data analyses, I also referred to the literature regarding the Hawthorne Effect, which has been deemed a challenge to researchers who may encounter changes in a sample subjects' behaviors whilst conducting known observations (Oswald, Sherratt, & Smith, 2014). From my thorough review of the qualitative data, especially in relation to the surprising Amotivation quantitative data discussed above, I do not believe any content of students' discussions were modified in any manner to please their respective administrators, teachers, or me as the researcher during the focus group discussion sessions for the following reasons. I gathered the quantitative and qualitative data for the dissertation study subsequent to the student sample's taking of the annual exams for the advanced placement courses, and the student sample had been informed that their participation within my dissertation study was not obligatory and it would not have any influence toward their course grades.

The respective students for each focus group discussion session were chosen from a convenient sample technique employed by a school administrator under which I had no involvement. Furthermore, during each of the sessions, I endeavored to establish a congenial atmosphere that would allow for the students to accept me as the researcher and to feel

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comfortable to participate. As a result, I was very impressed by the students' cooperative engagements, as I believed their sincere comments revealed very dedicated and passionate opinions about their global-themed course participations that led to their respective development and acknowledgment of global awareness and empathy, which inspired many of them to become social cause advocates.

Implications for Research and Practice

Implications for Action

This dissertation study explored how an ethnically, racially, and socio-economically diverse group of high school students reported their motivational characteristics associated with their global awareness levels as a result of participating in a global-themed curriculum program. In general, the findings of my research, supported by various references among the literature, suggested the needs for students as global citizens to develop and to properly utilize their levels of global awareness.

Moreover, as this dissertation study's major findings were aligned with those of other studies, and as implied by several researchers (e.g., Bourn, 2016; Vasudevan, 2014; Winthrop et al., 2018), today's students are increasingly motivated to learn more about the world around them from various opportunities outside of the traditional school environment that are not necessarily associated with its strict standards-based curricula. As a result, some school leaders have recognized this growing phenomenon, according to Liotta et al. (2009), by supporting students' education and personal growth with new methods to learn how becoming globally aware cultivates their maturity as "socially responsible students who feel connected to the world in which they live" (Liotta et al., 2009, p. 37). This process follows the premise implied by Hansen (2017, p. 207), as referenced above, for supporting the need to reintroduce cosmopolitan-

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related ideas across the curriculum that would allow for cross-cultural connections, shared goals, and realizations of common self-efficacies to occur.

Therefore, as demonstrated by my dissertation study's major findings, I believe curriculum designers and educators would acquire enhanced viewpoints when creating 21st-century skills-inspired curricula by incorporating students' desires and motivations concerning their future meaningful participations in the world around them into such new curricula. That opportunity would result in the promotion of future young adult social cause activists who also would be inspired by successful young global activists like Greta Thunberg and Nobel Prize winner Malala Yousafzai, to become actively engaged in creating important solutions to various topical challenges, such as the global climate crisis and economic and gender inequality issues.

Enhancing Motivation

As a result of the various interrelated findings obtained from my dissertation study, I would suggest for researchers and curricula developers to consider the following ideas. In relation to the assessed motivational behaviors that the quantitative data results revealed, which were supported by various elements of the qualitative data findings, I believed the student sample had adopted focused and determined general attitudes toward their studies. Moreover, I deemed those postures were in line with humans' innate psychological needs—competence, autonomy, and relatedness—which were identified by Ryan and Deci (2000). Relevant examples of these innate psychological needs were also discussed by Portnoy (2019), who presented them among the following pragmatic examples of learning that also involved the psychological behavior of choice. Portnoy (2019) explained that providing students with elements of choice would enable them to develop competence, revealing their senses of autonomy. And, amidst such an encouraging learning setting, relatedness would be promoted that would allow for students to

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gain connections beyond the classroom to the global community. Therefore, I would suggest for new 21st-century skills and global-themed curricula to include opportunities for such learning environments that would foster the identified innate psychological needs to then allow for the development of global awareness.

Foreign-Language Skills

I also offer the following ideas related to the importance of the numerous benefits received from foreign-language skills. As the dissertation study's integrated data analyses findings revealed, the students' developing foreign-language skills contributed to their global awareness. This realization was demonstrated by the results of the SIMS subscales, Awareness of intercultural communication, and Student's engagement with others, Re: Global issues, and supported by focus group discussions during which the students revealed their increasing usage of their foreign-language skills to communicate and to read various foreign-language media to learn and comment about current events. Their foreign-language skills also gave them new perspectives of enhanced learning while traveling abroad with family or during school trips. The benefits of foreign-language learning in relation to global awareness was also discussed by Tichnor-Wagner, Parkhouse, Glazier, and Cain (2019), as follows: "Language is a ticket to another person's culture and the increase in cultural awareness...[it] can lead to greater understanding of different perspectives and cultural values" (p. 127). Accordingly, I encourage the developers of new 21st-century skills and global-themed curricula to include broad opportunities for foreign-language learning that would include realistic experiences to reinforce the numerous benefits of that important skill, which is among the key ingredients to develop global awareness.

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Developing Global Awareness

I offer the following ideas related to the importance of developing global awareness. As the dissertation study's integrated data analyses revealed, the students gained several perceived benefits, such as the acquisitions of global perspectives and empathy, from participating in their respective global-themed courses. According to McTighe and Silver (2020), when one gains perspectives amidst a state of open-mindedness, she/he also cultivates critical-thinking abilities. That attainment can lead to developing empathy, which these researchers explained demonstrates "...social-emotional maturity and [to] make fundamental human connections" (p. 101). That premise would also support humans' needs for relatedness, as presented above under the details of Self-Determination Theory (Ryan & Deci, 2000).

As societies continue to draw closer together, leading to increased elements of diversity, empathy has become a necessary inclusion among 21st-century skills as a means to ensure student success. According to Portnoy (2019), as students develop elements of empathy, "...they broaden their worldview, step outside themselves and learn to observe and listen to others" (p. 16). That progression could then lead to students realizing how their growing perspectives and knowledge amidst global awareness could be used toward creating problem resolutions. Those steps are also examples of the objective of global citizen education, as discussed by Timmers (2018), as "the ultimate goal of taking action to improve conditions locally and globally" (p. 113). Moreover, according to Musiowsky-Borneman (2019), students need to recognize that "our individual and collective actions affect humans and the environment worldwide—positively and negatively—more than most of us realize" (p. 1). As a result, I encourage the developers of new 21st-century skills and global-themed curricula to include extensive opportunities for the

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inclusion of empathy and recognition of tolerance toward others, leading to the heightened needs for social cause advocacy as important extensions of the development of global awareness.

Limitations

The scope of this dissertation study was limited in terms of its mixed-methods convergent parallel design, which was not the original intended format. The original intended design had been an explanatory sequential design to contain pre-test and post-test quantitative and qualitative data collections and analyses elements. However, because it had been surprisingly challenging to locate a sufficient quota of high schools disposed to participate within this dissertation study for a variety of reasons, pressing timing issues arose that led to the eventual change of the research design.

Nevertheless, the successful mixed-methods convergent parallel design, corresponding with a total sample size that was more than adequate, provided plenty of very high-quality data to conduct the required quantitative and qualitative data analyses to achieve the dissertation study's general purpose and to satisfy its stated four research questions. However, despite those successes, I need to state that the quantitative and qualitative data were collected from participating sophomore and senior students at three different high schools who were enrolled in different global-themed courses (i.e., AP World History and AP Comparative Government & Politics, respectively). As a result, because of the differences in the course contents and the students' age differences, it is possible that the variations among personal perspectives and knowledge may have possibly affected the collected data. However, as referenced in the chapters above, any potential differences among the student sample for these stated reasons were presumably minimal, as the collected data revealed similar results among the three groups of high school students. In sum, I believe my dissertation study benefited from the characteristics of

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the convergent parallel design that Creswell (2015) described, because its combination of the quantitative and qualitative databases "...adds up to not only more data, but also a more complete understanding than would have been provided by each database alone" (p. 36).

Delimitations

According to the current literature pertaining to the concept of global awareness (e.g., Bourn, 2016; Kerkhoff, 2017; Lilley, Barker, & Harris, 2015; Myers, 2006; Organization for Economic Cooperation and Development, 2018c; Reimers, 2009; Semaan & Yamazaki, 2015), its attainment has become an increasingly important attribute for students to possess toward attaining the goal of global citizenship that will prepare them to face the increasing challenges of globalization. Given the numerous instructional models that could prepare students to potentially realize global citizenship, one cannot easily determine, in an objective manner, which particular instructional model would be the most optimal for students to achieve that important goal. Therefore, I can only surmise that students who participated in this dissertation study may have received motivation to develop their global awareness levels while being engaged in the respective global-themed curriculum courses.

Furthermore, it is possible that some potential delimitations could have existed, as related to a school's general environment or the limitations established by the particular permissions granted by each high school's administration. In addition, because the dissertation study's overall sample included students from three separate high schools who were enrolled in either the AP Comparative Government & Politics or the AP World History course (the global-themed curriculum program), it is important to note that each of those courses possesses standardized course contents that are taught nationwide at the high school level.

Recommendations for Further Research

While conducting many of the data analysis steps in this dissertation study, I regularly considered several ideas for further research studies. The following is a discussion of those ideas.

As mentioned above, the mixed-methods convergent parallel design was not my initial research methods design when considering the plans for this dissertation study. Although the data results and associated analyses accurately presented viable and reliable conclusions to support the importance of global awareness, I would recommend for another researcher to attempt a similar research study employing a mixed-methods explanatory sequential design that would contain pre-test and post-test quantitative and qualitative data collections and analyses. The research design would allow the prospective researcher the opportunity to make various comparisons among the quantitative and qualitative data sets over time (e.g., at the beginning and end of a given school term, to capture chronological developments of the student sample's measured global awareness). The given sample size could be larger, involving more participating high schools that would allow for additional semi-structured focus group interview sessions. Also, a case study design could be adopted, which would allow the prospective researcher to collect and analyze the quantitative and qualitative data sets from a much smaller sample size that would allow for additional focus group interview sessions.

In addition, the structure of a similar future research study could utilize other survey instruments to collect the student sample's quantitative data related to motivational behaviors and elements of global awareness. Another comparable study could also choose a different global-themed curriculum program(s) that could be offered to each of the high school grades, or across a collection of high schools. In addition, the student sample of a future study could be derived from students in the same grade enrolled at different high schools, or from a single high

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school that might have a predominately homogeneous population (e.g., affluent, middle class, high needs).

The demographic data pertaining to socio-economic status in Table 3 might indicate that particular social and/or economic privileges, such as international travel experience or parental income, were potentially contributing factors to students' motivations to attain global awareness. For example, although more than half of the Rigel High School students reported that they or their siblings received free or reduced-priced lunch allowances (the highest percentage among the student sample), a higher percentage of those students reported they had traveled to at least one foreign country, which was nearly akin to the similar data for the Antaris High School students, who reside in a predominately affluent neighborhood. In light of these interesting measures of socio-economic status in the student sample, another researcher could be inspired to design a future study that would directly explore the extent to which particular social or economic privileges, like international travel experiences, household income, and access to Advanced Placement courses, contribute to students' reported levels of motivational behaviors toward the attainment of global awareness. For instance, a major research question of that study could be, "If participants of a student sample enrolled in a high-needs high school would report strong positive measures of motivational behaviors toward attaining global awareness, could that demonstrate students' desires to achieve academic success as a means to improve their future collegiate and career prospects, given their low socio-economic status?"

In addition, a future research study with a focus on students from high-needs high schools could include the perspective of a "funds of knowledge" approach, which is defined as taking into account a sample's "...historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (Moll,

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Amanti, Neff, & Gonzalez, 1992, p. 133). Such a focused approach could analyze the links among the students' inherent experience-driven cognitive and socio-emotional behavioral attributes as potentially related to developing global awareness from the classroom and meaningful experiences (Tichnor-Wagner et al., 2019).

This dissertation study's qualitative data findings related to the students' inclinations to become social cause advocates, as a defined perceived benefit from participating in the global-themed courses, could inspire another researcher to devise a study that determines how such courses might foster cosmopolitanism in youth. Although the development of youth cosmopolitan skills still depends in part upon enhanced educational models (Cicchelli, Octobre, Riegel, Katz-Gerro, & Handy, 2018), future researchers would benefit from acknowledging the new forms of youth citizenship clusters rooted in cosmopolitan ideals of shared responsibilities that promote enhanced global perspectives by growing connections among social media platforms and migratory immigrant flows (Bourn, 2016; Hull, Stornaiuolo, & Sahni, 2010; Vasudevan, 2014), which increasingly exist outside traditional school settings. The implied purpose of this future study would dovetail with my dissertation study's major findings, which inferred that curriculum designers and educators would be inspired in their creation of new 21st-century skills and global-themed curricula by considering students' motivations related to their future meaningful participations in the world around them. These suggested future studies would add new dimensions to the literature concerning measured motivational behaviors in relation to the development of global awareness.

Conclusions

As discussed in several chapters, I agreed with many researchers that the variety of significant converging cultural, socio-economic, and technological factors has created a

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challenging global environment for today's students to succeed along their respective future collegiate and career paths. While closely examining those factors, I was greatly inspired to consider the serious rationales to develop the topic of and proceed with the many detailed processes associated with this dissertation study.

In light of the dearth of prior studies related to measuring students' motivational behaviors or global awareness levels while enrolled in a global-themed course, there were challenges developing the proper methodology to examine this new combined paradigm research topic. Among the most significant challenges in methods design was to locate the most valid and reliable quantitative data survey instruments to measure various forms of motivation that could be related to high school students' enrollment in a global-themed curriculum program, participation in its scheduled curriculum activities, and global awareness among that sample population. As mentioned in previous chapters, despite my diligent efforts to achieve those goals, I soon realized that I would need to create a hybrid quantitative data survey instrument, including adopted sections from a few existing reliable and valid survey instruments that would contain appropriate questions related to motivational behaviors and global awareness. As a result, my efforts led to the creation of the quantitative data survey instrument that contained the Situational Motivational Scale (SIMS; Guay et al., 2000), several subscales from the new PISA Global Competence Student Questionnaire (Organization for Economic Cooperation and Development, 2018b), and various demographic questions, which I believed would justify the purpose of this dissertation study and satisfy its underlying Research Questions. I trust that this quantitative data survey instrument has delivered reliable and valid data to support my research efforts.

Quantitative data results from the SIMS' Intrinsic Motivation and Identified Regulation subscales suggested that the student sample possessed notable motivational characteristics to

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participate in their global-themed courses. In addition, the respective data scores for PISA subscales, such as Awareness of global issues, Student's engagement with others, Re: Global issues, Interest in learning about other cultures, and Global competence activities at school, revealed the strongest scores toward measurements of the students' global awareness. In addition, the results of several correlation and multiple regression analyses of the independent and dependent quantitative data variable factors revealed notable evidence of the student sample's global awareness. Moreover, during the focus group interview sessions, the participating students discussed the various motivators for their enrollments and participations in their respective global-themed courses, the numerous interrelated factors that led to the development of their global awareness, and the many perceived benefits they had received from participating in those courses.

In addition, reported scores from the SIMS subscales, Intrinsic Motivation and Identified Regulation, revealed that the students' motivational characteristics to participate in their respective global-themed courses were notably supported by various student comments among the qualitative data, especially those related to motivations to seek more in-depth knowledge about global studies and to participate in higher-level curricula to earn college credits. Similar results were reported in components of the highest-scoring PISA subscales and supported the qualitative data: the ability to discuss and analyze topical global issues like global warming and the technology revolution and keeping abreast of global events via social media (which indicated key elements of global awareness). Furthermore, analyses of the qualitative data revealed student discussions regarding elements of empathy, tolerance, and concerns for global welfare, which presented strong indications toward the development of global awareness. In sum, the integrated analyses of the quantitative and qualitative data sets revealed various supported indications of the

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student sample's development of global awareness, which, as I have discussed above, is an essential defined component to prepare them for their future collegiate and working careers.

Since I embarked several years ago on devising the original research ideas and methodologies for this dissertation study, the general body of literature related to topics such as 21st-century skills, global awareness, global competence, and global citizen education has continued to expand. This occurrence has been influenced by many researchers' mutual concerns for students' future collegiate and career successes amidst an increasingly unpredictable and challenging global environment. I have viewed the continued expansion of this particular genre of literature as a positive development, as related to the promotion of the importance of students' attainment of global awareness toward the goal of becoming global citizens. Moreover, this expansion has signaled the rising concerns to create enhanced global-themed curricula that will properly prepare the present millennial generation and future generations to meet the present and yet unknown challenges that may threaten the existence of peaceful relations among nations, as well as influence cultural, socio-economic, and environmental structures.

The nature of future uncertainties now demands educational systems to engage students in the awareness and understanding of global issues. As described by the Organization for Economic Cooperation and Development (2018c), that realization will enable students to become partners in solving the pressing challenges of their time. This important premise echoes my Dedication statement found at the beginning of this dissertation study, which delivered my hopes that the new generation of global citizens may succeed in resolving the many existing national and global challenges, and to create effective, sustainable solutions to preserve our planet Earth.

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Appendix A

The Situational Motivational Scale (SIMS)⁷

Table for Likert Scale:

Scale of Responses:

(1) Corresponds not at all; (2) Corresponds very little; (3) Corresponds a little;
(4) Corresponds moderately; (5) Corresponds enough; (6) Corresponds a lot; (7) Corresponds exactly.

Please choose a response for each reason below that
best describes the answer to the question:

“Why are you currently engaged in this activity?”

(The referenced “activity” mentioned in the above question
pertains to your participation in the global-themed curriculum course.)

	Reason:	1	2	3	4	5	6	7	Code⁸
1	Because I think that this activity is interesting.								IM
2	Because I am doing it for my own good.								IR
3	Because I am supposed to do it.								ER
4	There may be good reasons to do this activity, but personally I don't see any.								A
5	Because I think that this activity is pleasant.								IM
6	Because I think that this activity is good for me.								IR
7	Because it is something that I have to do.								ER
8	I do this activity but I am not sure if it is worth it.								A
9	Because this activity is fun.								IM
10	By personal decision.								IR
11	Because I don't have any choice.								ER
12	I don't know; I don't see what this activity brings me.								A
13	Because I feel good when doing this activity.								IM
14	Because I believe that this activity is important for me.								IR
15	Because I feel that I have to do it.								ER
16	I do this activity, but I am not sure it is a good thing to pursue it.								A

⁷ Adapted from Guay, F., Vallerand, R. J., & Blanchard, C. (2000). On the assessment of situational intrinsic and extrinsic motivation: The situational motivation scale (SIMS). *Motivation and Emotion*, 24(3), 175-213.

⁸ Codification Key (as per, Guay, Vallerand, & Blanchard (2000)): Intrinsic Motivation: Items 1, 5, 9, 13; Identified Regulation: Items 2, 6, 10, 14; External Regulation: Items 3, 7, 11, 15; Amotivaton: 4, 8, 12, 16.

Appendix B

Demographic Questions for Students⁹

Students' Responses

Please Complete Each Question.

1. Age: _____
2. Gender: a. _____ Male
 b. _____ Female
 c. _____ Other
3. I have traveled to a country(ies) other than the United States. Yes / No (*Please Circle One.*)
4. The highest level of education my parent(s) (or guardian(s)) achieved is:
 - a. ___ High School Graduate
 - b. ___ Some College
 - c. ___ College Graduate
 - d. ___ Graduate Degree
 - e. ___ Professional Degree (Lawyer, Doctor, PhD, etc.)
4. My sibling(s) and/or I receive a Reduced-Price/Free Lunch allowance. Yes / No (*Please Circle One.*)
5. How likely is it that you will engage in future global learning after this global-themed course?
 - a. ___ Highly Likely
 - b. ___ Likely
 - c. ___ Unsure
 - d. ___ Unlikely
 - e. ___ Highly Unlikely
5. My Native Language(s): _____
6. If my Native Language(s) is not English, I regularly communicate in my Native Language(s) outside of school. Yes / No (*Please Circle One.*)
7. I can effectively communicate in a language(s) other than my Native Language(s) and English. Yes / No (*Please Circle One.*)
8. Do have contact with people from other countries?
(*Please circle one response in each row.*)

a. In your family	Yes / No
b. At school	Yes / No
c. In your neighborhood	Yes / No
d. In your circle of friends	Yes / No

⁹ Question Nos. 8, 9, 10 are taken from, OECD (2018b). *PISA—Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework*. Retrieved from <http://www.oecd.org/pisa/Handbook-PISA-2018-Global-Competence.pdf>

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9. How many languages, including the language(s) you speak at home, do you and your parents speak well enough to converse with others?

(Please circle one response in each row.)

- | | | | | |
|----------------|-----|-----|-------|--------------|
| a. You | One | Two | Three | Four or More |
| b. Your Mother | One | Two | Three | Four or More |
| c. Your Father | One | Two | Three | Four or More |

10. How many foreign languages did you learn at your school this school year?

(Please enter a number. Enter "0" (zero) if you do not have any foreign language courses this school year.)

Number of foreign languages: _____

Appendix C

Global Competence Questions for Students¹⁰

Students' Responses

Question 1:

How easy do you think it would be for you to perform the following tasks on your own?

(Please select one response in each row.)

	I couldn't do this 01	I would struggle to do this on my own 02	I could do this with a bit of effort 03	I could do this easily 04
Explain how carbon-dioxide emissions affect global climate change				
Establish a connection between prices of textiles and working conditions in the countries of production				
Discuss the different reasons why people become refugees				
Explain why some countries suffer more from global climate change than others				
Explain how economic crises in single countries affect the global economy				
Discuss the consequences of economic development on the environment				

Construct: Self-efficacy, regarding global issues

Question 2:

How informed are you about the following topics?

(Please select one response in each row.)

	I have never heard of this 01	I have heard about this but I would not be able to explain what it is really about 02	I know something about this and could explain the general issue 03	I am familiar with this and I would be able to explain this well 04
Climate change and global warming				
Global health (e.g., epidemics)				
Migration (movement of people)				
International conflicts				
Hunger or malnutrition in different parts of the world				
Causes of poverty				
Equality between men and women in different parts of the world				

Construct: Awareness of global issues.

¹⁰ Amended version of the PISA Global Competence – Student Information Questionnaire (OECD, 2018b).

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Question 3. *Imagine you are talking in your native language to people whose native language is different from yours.*

To what extent do you agree with the following statements?

(Please select one response in each row.)

	Strongly Disagree 01	Disagree 02	Agree 03	Strongly Agree 04
I carefully observe their reactions.				
I frequently check that we are understanding each other correctly.				
I listen carefully to what they say.				
I choose my words carefully.				
I give concrete examples to explain my ideas.				
I explain things very carefully.				
If there is a problem with communication, I find ways around it (e.g., by using gestures, re-explaining, writing, etc.).				

Construct: Awareness of intercultural communication.

Question 4. Are you involved in the following activities?

(Please select one response in each row.)

	Yes 01	No 02
I reduce the energy I use at home (e.g., by turning the heating down or turning the air conditioning up or down or by turning off the lights when leaving a room) to protect the environment.		
I choose certain products for ethical or environmental reasons, even if they are a bit more expensive.		
I sign environmental or social petitions online.		
I keep myself informed about world events via Twitter or Instagram.		
I boycott products or companies for political, ethical or environmental reasons.		
I participate in activities promoting equality between men and women.		
I participate in activities in favor of environmental protection.		
I regularly read websites on international social issues (e.g., poverty, human rights).		

Construct: Student's engagement with others regarding global issues.

Question 5. How well does each of the following statements below describe you?

(Please select one response in each row.)

	Very much like me 01	Mostly like me 02	Somewhat like me 03	Not much like me 04	Not at all like me 05
I want to learn how people live in different countries.					
I want to learn more about the religions of the world.					
I am interested in how people from various cultures see the world.					

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I am interested in finding out about the traditions of other cultures.					
--	--	--	--	--	--

Construct: Interest in learning about other cultures.

Question 6. How well does each of the following statements below describe you?

(Please select one response in each row.)

	Very much like me 01	Mostly like me 02	Somewhat like me 03	Not much like me 04	Not at all like me 05
I respect people from other cultures as equal human beings.					
I treat all people with respect, regardless of their cultural background.					
I give space to people from other cultures to express themselves.					
I respect the values of people from different cultures.					
I value the opinions of people from different cultures.					

Construct: Respect for people from other cultural backgrounds.

Question 7. To what extent do you agree with the following statements?

(Please select one response in each row.)

	Strongly disagree 01	Disagree 02	Agree 03	Strongly agree 04
I think of myself as a citizen of the world.				
When I see the poor conditions that some people in the world live under, I feel a responsibility to do something about it.				
I think my behavior can impact people in other countries.				
It is right to boycott companies that are known to provide poor workplace conditions for their employees.				
I can do something about the problems of the world.				
Looking after the global environment is important to me.				

Construct: Global mindedness.

Question 8. Do you learn the following at school?

(Please select one response in each row.)

	Yes 01	No 02
I learn about the interconnectedness of countries' economies.		
I learn how to solve conflicts with other people in our classrooms.		
I learn about different cultures.		
We read newspapers, look for news on the Internet or watch the news together during classes.		
I am often invited by my teachers to give my personal opinion about international news.		
I participate in events celebrating cultural diversity throughout the school year.		

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I participate in classroom discussions about world events as part of the regular instruction.		
I analyze global issues together with my classmates in small groups during class.		
I learn that how people from different cultures can have different perspectives on some issues.		
I learn how to communicate with people from different backgrounds.		

Construct: Global competence activities at school.

Question 9. Would you like to participate in a small follow-up student focus group to discuss your opinions related to your participation within the global-themed curriculum course?

	Yes 01	No 02
I would like to participate in a small follow-up student focus group to discuss my opinions related to my participation within the global-themed curriculum course.		

Construct: Desire to participate within a student focus group.

Appendix D

Interview Protocol

For Students' Semi-Structured Focus Group Interviews

For all respondents: This dissertation study was explained to the subjects by the researcher. The student participants under this dissertation study were asked to complete a consent form. If any student participant was not at least 18 years old, then her/his parent needed to complete an assent form that would permit her/him to participate in this dissertation study. Dated and signed copy(ies) of the assent and/or consent form(s) were given to each participant. The assent and/or consent form(s) were read, and the subject's questions answered. The researcher explained to all participants that the interviews are confidential and that all the information gathered during each interview was to be used solely for educational purposes.

Brief Project Description: The purpose of this dissertation study was to examine how a diverse group of high school students reported their global awareness as a result of participating in a global-themed curriculum program.

Questions For Students:

I. Introduction:

1. Please tell me your name and which grade you are in.
2. How long have you been a student here at ["X" school]?
3. Are you involved in any extra-curricular activities or sports teams here at the school?

II. The Course:

1. Please tell me why you registered for this particular course.
 - a. Probe: Is this course required for graduation, or is it an elective course?
 - b. Probe: In what ways do you believe this course will prepare you for college and/or your future career?
 - c. Probe: Are there other reasons why you registered for this course? Were you influenced by your friends who may have registered for it first? Or, was it that the course's date/time fit your schedule? Did any fellow students who had previously taken this course give you their opinions about it and/or the teacher(s)?
 - d. Etc.?
2. How would you describe this course to other students who have never previously taken it?
3. Because this course is entitled, [e.g., AP Comparative Government & Politics or AP World History], what do you believe are some of its major themes that have helped you to understand the meanings of globalization and how this will influence you during your future college studies and career?
4. Have you ever taken a course that has a global theme within its curriculum? If so, please explain. How is this course similar or different? Please explain.
5. Which parts of this course do you enjoy the most, and the least? Please explain why.

MOTIVATION AND GLOBAL AWARENESS

- a. Probe question(s).
- 6. What have been your favorite and least favorite activities thus far during this course?
Please explain why.
 - a. Probe question(s).
- 7. What have been your favorite and least favorite projects thus far during this course?
Please explain why.
 - a. Probe question(s).
- 8. Etc.

III. Global Awareness:

- 1. How did your participation in the global-themed curriculum course help you to become more globally-aware?
 - a. Probe: Do you consider yourself to be a globally-aware person? If so, how?
 - b. Probe: How would you define global awareness?
 - c. Probe: Do you believe you have become more aware about important topics like social justice, different perspectives about important current events, globalization, sustainable development, etc.?
- 2. What do you believe has been the most helpful or insightful aspect of this course's curriculum to give you a better understanding of global themes or events?
 - a. Probe question(s).
- 3. Has there been a topic that you have learned about during this course that was surprising or unknown to you before you took this course? Please explain.
 - a. Probe question(s).
- 4. Do you believe you are gaining a deeper understanding of important global issues, historical events, and/or current events as a result of taking this course? Please explain.
 - a. Probe question(s).

IV. Personal Interests / Motivation:

- 1. Do you enjoy learning about major domestic and/or international current events? Please explain.
 - a. Probe question(s).
- 2. Do you believe participating in this global-themed course may help prepare you for college and your future career? Please explain.
 - a. Probe questions(s).
- 3. Do you like to express your opinions when you learn about or witness injustices toward others? Please explain.
 - a. Probe questions(s).
- 4. Do you like to perform volunteer work to help others in your town, elsewhere in the U.S., or in a foreign country(ies)? Please explain.
 - a. Probe questions(s).

V. Grand Tour Questions:

- 1. Are there any other parts of this learning experience (either positive or negative) that you would like to comment about?
 - a. Probe question(s).

Appendix E

**Institutional Review Board**

1000 Hempstead Avenue
 Rockville Centre, NY 11571
www.molloy.edu

Tel. 516.323.3711

Date: May 21, 2019
 To: Dr. Joanna Alacruz and Robert Windorf
 From: Patricia A. Eckardt, Ph.D., RN, FAAN
 Chair, Molloy College Institutional Review Board

SUBJECT: MOLLOY IRB REVIEW AND DETERMINATION OF EXPEDITED STATUS

Study Title: Global Citizens in the 21st Century Classroom: A Mixed-Methods Study of Motivational Aspects of Global Awareness.

Approved: May 21, 2019 – May 21, 2020

Approval No: 18230914-0521

Dear Dr. Alacruz and Mr. Windorf:

The Institutional Review Board (IRB) of Molloy College has reviewed the above-mentioned research proposal and determined that this proposal is approved by the committee.

It is considered an EXPEDITED review per the requirements of Department of Health and Human Services (DHHS) regulations for the protection of human 45 CFR 46.110 (6) and (7) categories.

Please note that as Principal Investigator (PI), it is your responsibility to be CITI Certified in both the Responsible Conduct of Research and Human Subjects Research and to submit the evidence in order to conduct your research.

Remember, all consents and recruitment flyers for any research protocol need to have Molloy IRB dated stamps of approval. To obtain the official stamp, please contact Ms. Gina Nedelka (gnedelka@molloy.edu) to arrange a time to meet with her in her office in Kellenberg Room 009. You will bring one clean consent (of each consent and/or assent) and any recruitment flyers to the meeting with Ms. Nedelka for IRB dated stamp of approval. You then make copies of stamped materials and use those copies for recruiting and consenting.

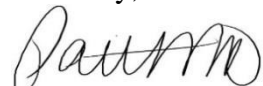
You may proceed with your research. Please submit a report to the committee at the conclusion of your project. Your project is approved for ONE YEAR.

Changes to the Research: It is the responsibility of the Principal Investigator to inform the Molloy College IRB of any changes to this research.

MOTIVATION AND GLOBAL AWARENESS

A change in the research may change the project from EXPEDITED status that would require communication with the IRB.

Sincerely,

A handwritten signature in black ink, appearing to read "Patricia A. Eckardt". The signature is written in a cursive style with a large initial "P" and a circular flourish at the end.

Patricia A. Eckardt, Ph.D., RN, FAAN