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A MIXED METHODS APPROACH TO INITIATING A CRITICAL GLOBAL LITERACY CURRICULUM IN THE RURAL HIGH SCHOOL ENGLISH/LANGUAGE ARTS CLASSROOM

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A MIXED METHODS APPROACH TO INITIATING A CRITICAL GLOBAL

LITERACY CURRICULUM IN THE RURAL HIGH SCHOOL

ENGLISH/LANGUAGE ARTS CLASSROOM

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ABSTRACT

A MIXED METHODS APPROACH TO INITIATING A CRITICAL GLOBAL

LITERACY CURRICULUM IN THE RUAL HIGH SCHOOL ENGLISH/LANGUAGE

ARTS CLASSROOM

Amy J. Brown

Contemporary society consists of emerging globalization where students will face global issues and will be expected to think critically in the professional realm. However, critical literacy and global literacy are often largely ignored in the rural high school ELA classroom where fewer cultural opportunities exist and less diversity is evident (Riley, 2015). The purpose of this study was to address a significant need for understanding the strengths and weaknesses of implementing a critical global curricular framework in a rural high school ELA classroom. Additionally, this study aimed to uncover both student and teacher perspectives regarding this implementation as well as its effectiveness. This research is framed in Barton & Hamiltion's (2000) critical theory that learning must be hands on, Fosnot's (2005) constructivism theory describing a classroom as a mini society, and Hettne & Soderbaum's (2014) social global theory emphasizing the unification of cultures. Further, this mixed methods research approach includes an exploratory sequential design with three phases; the participants included 12th grade ELA students and teachers in one rural school district in the eastern United States. The qualitative research phase included the implementation of a critical global curriculum with the collection of student journal data and field notes obtained from teacher meetings. The second quantitative phase involved administering the Global Perspectives Inventory

(GPI) before and after curriculum implementation to determine effectiveness of curriculum, and a final phase combined qualitative and quantitative research to determine the strengths and weakness as well as the overall effectiveness of a critical global curriculum in the rural high school ELA classroom. Results from this research offer the potential to guide future research in practical models for critical global curriculum across all landscapes in secondary education as well as a resource for the implementation of a critical global curriculum in rural high school ELA classrooms.

More than anything, I thank God for providing me with the ability to accomplish one of my lifelong goals. I am ever so grateful to know and serve Him especially within my research striving to improve the educational experience of God's most precious gifts, children. I dedicate this dissertation to the precious gifts in my own life: My students who inspire me every single day. It is an honor to be your teacher. My friends who are like family and have provided me with so much laughter, kindness, phone conversations, and words of wisdom. I appreciate each of you more than you will ever know. My parents, for their unwavering support throughout my entire life. You are the reason I have never given up on anything. Your wealth of strength and love is the backbone for all that I have been able to accomplish. I am forever thankful to have the most amazingly loving and supportive parents. Thank you for being my rock always and forever. I love you so very much. Wendy, Josh, and Lexie for always supporting me while writing this dissertation and in every aspect of my life. I love you all unconditionally. Not everyone has been blessed with a sister who is so encouraging and compassionate. You've always been "in my corner" and I will forever be in yours. You are a living, breathing superhero.

I extend a tremendous thank you to my husband, Dwight, for his support, humor, and technical assistance. Even if it is 2 am, mid-week, and you are in a deep sleep, you will jump out of bed to come to my rescue during my late-night writing sessions. Thank you for your undying love. You have never gone back on your promise. I love you more than anything and for so many more reasons than I am able to express here. I am so fortunate to share this lifelong adventure with my very best friend, always and forever.

Finally, to my daughter, Maddy. You are the most precious being with the biggest heart. Thank you for sitting patiently next to me working on your homework

while I researched and wrote, then wrote and researched some more. I hope I have shown you the importance of education, hard work, and dedication. May you be blessed with lifelong happiness, success in whatever you pursue, and an abundance of love. May you always know you can do anything your mind and heart desire! You mean everything to me, eternally. My love for you is beyond the measure of any words.

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CHAPTER 1: INTRODUCTION

Personal Connection

Teaching high school English/Language Arts for twenty-five years has provided the opportunity to critically observe the foundation of education in various communities and educational settings. While a variety of movements in education including outcome-based education, the implementation of standards and objectives, and most recently the common core curriculum have transitioned in public education in the state of Pennsylvania, the most significant transition in my career occurred several years ago when I adapted to teaching in a rural school district after teaching in an urban area. Multicultural education, a concept fully in progress in the urban district both in the literature and within the mentality of students and teachers seemed so far removed from the lives and backgrounds of the students within the rural school district. However, implementing several new text titles which included culturally relevant literature did not seem to address the gap that existed between urban and rural education. The greater challenge in determining how to critically and globally connect all students regardless of physical location, gender, ethnicity, or economic status remained. What I ultimately discovered in regard to culturally inclusive education is that physical location is mostly irrelevant, and the literature, although it should be diversified and strategically implemented, does not matter as much as the critical discourse, critical thinking, and collective understanding of how all humans are globally connected and more alike in many ways, than different.

Background / Purpose of Study

       Literacy of the new millennium as defined by James Cunningham (2000) is not only the engagement in reading and writing, social contextualization (speaking/body language), and practical proficiency, but also the inclusion of listening and technology skills. Further, William Kist (2000) explains the advancement of literacy can be redefined to mean a way to convey meaning through and recover meaning from the form of representation in which it appears. Most recently, Christison and Murray (2020) expand the definition of literacy to include the complexities of a cultural group which serves as a social construct adapting to the society in which it exists inclusive of societal changes, globalization, migration, and technology which they redefine as the ability to read, write, integrate complex language/thought processes, incorporate a range of habits, attitudes, interests, and knowledge in order to serve a variety of purposes in various contexts. Based on the evolving definitions of literacy which have transformed over time, literacy in contemporary society refers to reading, writing, listening, applying technology, contextualizing social implications such as speech and body language, and making and retrieving meaning through an array of media and text on a practical, and proficient level. Therefore, the goal of a twenty-first century high school literature teacher should be to prepare students to be literate in order to succeed beyond a K-12 education in their current world. This involves careful reading, writing, speaking, and listening practices that combine technology and the social and global contexts for which these practices will take place. Moreover, the contemporary definition of literacy involves a transition from a sedentary practice of reading print material and writing for a specific purpose to the social, global, and critical practice that encompasses the many

complex aspects of various forms of communication including written, verbal, technological, social, and global. As students progress beyond an elementary and middle school education, the learning experience regarding literacy should also progress in preparation for opportunities beyond high school. As Bidhan (2016) explains students must view themselves as participants of a global commons and agents within a global world while also reading the world, not just literature, as a text and understanding the complexities of the interplay between the two. With this definition serving as a practical and applicable context, a critical global high school literature classroom is one in which literacy becomes tangible, interactive, reflective, and globally connected. It is a place where students are situated within a social context of a global world engaging in textual interactions and interpersonal interactions that are encompassed by a political, intercontinental, multicultural, yet deeply personal context.

Statement of the Problem

Contemporary society is a new and emerging landscape of globalization where students will face an excess of global issues and will eventually be expected to think critically in the professional realm. However, critical literacy and global literacy are often largely ignored in the English/Language Arts (ELA) classroom and particularly in rural classrooms where fewer cultural opportunities exist, and less diversity is evident (Riley, 2015). While critical literacy challenges the status quo and asks students to think outside of their own perspectives and experience (Shor, 2009), global literacy encourages a connection to the greater collective and awareness of the intersection between personal, local, and global (Nair et al, 2012). By ignoring this pertinent aspect of education, students may be unprepared for life beyond public education. In order to adequately

prepare students, reading should include global concepts which engage the complexities surrounding social differences such as gender, race, ethnicity, and religion as well as challenge current stereotypes in order to identify and advocate for necessary change, societal progression, and self-actualization (Riley, 2015). Additionally, literature must be critically analyzed to foster an understanding of the way in which different people experience the world while at the same time holding one's self accountable for his or her own actions, beliefs, and global understanding and involvement. A critical analysis allows students to explicate existing literature in order to create new knowledge by analyzing the past and present to better determine practices and ideals for the future (Torraco, 2016). The process of analyzation also requires dialogic instruction which promotes purposeful and productive conversations in the classroom and a continual and expanding understanding between the teacher and student regarding what is being learned and how the learning is situated within a variety of lived experiences yet collectively relevant (Klingelhofer & Schleppegrell, 2016). As Andreotti (2014) confirms, unless a critical global framework is instituted in educational systems, the reproduction of power relations and a lack of knowledge with regard to the inequalities in wealth, labor, and other complex national and global issues will be perpetuated generationally.

In reviewing the extant literature, the concepts of critical discourse, global literacy, and critical literacy emerged as the central themes necessary for a more relevant secondary English/language arts curriculum in rural classrooms in which personal, social, sociopolitical, and global concepts are encompassed while providing the opportunity for classroom discourse and greater disciplinary-related analysis (Andreotti, 2014; Bidhan, 2016; Klingelhofer & Schleppegrell, 2016; Kist, 2000; Nair et al, 2012; Riley, 2015;

Torraco, 2016). Current research indicates that the combination of critical discourse, community, and global consciousness, and the incorporation of critical literacy are essential elements of a contemporary critical global classroom (Riley, 2015). Additionally, this research supports the notion that transforming classrooms through discourse and communication is an often neglected aspect of classroom literacy, and that dialogic instruction, can provide students with a view of the world, cultures of the world, and an opportunity to be reflective of one's own place within the world (Purcell-Gates, 2007).

Research Questions

Rural schools in homogeneous populations are more likely to hold negative views of multicultural education while more diverse demographics in non-homogeneous rural areas, suburban, and urban areas have promoted the inclusion of ethnically diverse texts where demographics have facilitated an incorporation of multiculturalism (Reed, 2010). A lack of diversity within the rural classroom and the lack of culturally relevant literature creates a greater gap in employing critical and global learning since critical global literacy requires a greater understanding outside of one's own lived experience and current circumstance. Moreover, specific research in implementing a critical global instructional framework has been narrowly implemented by Yol and Yoon (2018) in a middle school for English language learners; however, while research regarding critical literacy and global learning have been performed, no other study with a specific newly developed critical global instructional framework exists. Therefore, in order to determine the more substantive scope of a critical global instructional framework and close the gap

that exists in the ELA classroom in rural areas, studies in critical pedagogical ideals and global literacy as it relates to the rural classroom are essential.

This study will answer the questions:

1. What are the strengths and weaknesses of each dimension of the instructional framework for critical global literacies when implemented in a rural ELA high school classroom? The dimensions include:

    a. global awareness with an interconnected world concept

    b. connections from a personal to a global level

    c. textual analysis and critique from global and cross-cultural perspectives

    d. actions on global and multicultural issues

2. What are the overall strengths and weaknesses of a critical global instructional framework when implemented as a curricular ELA unit in a rural high school classroom?

3. Is there a statistically significant difference between the pre-test and post-test on the Global Perspectives Inventory (GPI) before and after students have participated in a critical global literacy unit encompassing all dimensions of the critical global literacies framework in the rural high school ELA classroom?

Hypothesis

It is hypothesized that:

Quantitative: There would be a significant difference between student attitudes at the conception of the study and completion of the study based on pre-curricular and post-curricular survey results.

H_0=There is no significant difference between the pre and post GPI survey results before and after the implementation of the critical global curriculum in the rural twelfth-grade ELA rural classroom.

Background / Theory

Critical global classroom practices are a combination of critical pedagogy, critical literacy, and global literacy. Current studies regarding the use of critical pedagogical perspectives in the classroom have been grounded in the multidimensional understanding of development (King & Baxter Magolda, 2005) which asserts that more complex ways of making meaning involves intercultural knowledge and perceptions, acceptance of cultural differences, and commitment to social responsibility. Further, research established to promote critical pedagogy in the classroom and to encourage the practice of implementing global literacy is based largely upon Braskamp and Engberg's (2011) definition of the concept of a global perspective in education. Global perspectives include both the acquisition of knowledge, attitudes, and skills important to intercultural communication as well as the development of more complex epistemological processes, identities and interpersonal relations (Braskamp & Engberg, 2011). Barton and Hamilton's (2000) theory of critical literacy further states that literacy is not just linguistic, but political and social as well since it establishes the many possibilities for who people become as literate beings. Critical literacy involves alternate reading positions, uncovering the social purposes regarding who is being served by a particular text, and connecting reading to life and larger contexts. Uniting global literacy and critical literacy in the classroom to form a critical global literacy is essential in transitioning to a more inclusive, less homogenously focused classroom.

Critical global literacy is grounded in Paulo Freire's Theory of critical pedagogy that maintains all students are capable of looking at the world critically through dialogic interactions (discussions, discourse, dialogue) which provides the tools to perceive one's personal and social reality and react critically to it in order to come to a new awareness through educational experience (Freire, 1993). Freire's theory promotes education as an instrument to facilitate individual freedom and enhance one's place within society. Freire (1993) suggests that reading a text (the word) is equivalent to reading the world. He further established that a teacher's role is to empower students through critical consciousness and provide an opportunity to intervene and create change to a student's current reality (Freire, 1993) As Mayo (1999) explains, Freire ascertains that education is not neutral; it involves critically examining a text and one's self in order to discover how to participate in and transform one's world. Through such examination, the teacher becomes a facilitator of student-inquiry and problem solving, and students gain freedom to become self-directed and capable of producing independent knowledge (Kincheloe, 2008).

Freire (1993) and Kincheloe's (2008) theoretical frames provide the basis for Barton and Hamilton's (2000) practice of critical theory. Barton and Hamilton's (2000) theory of critical literacy provides an additional means for connecting critical global literacy to classroom practices by maintaining that literacy is not only linguistic but connected to political and social purposes and move beyond the classroom by connecting textual experience and classroom discourse to life beyond the classroom and greater global contexts. The "critical literacy" foundation of critical global literacy is further grounded in Vygotsky's (1978) theory of social constructivism where he posits that group

processes influence learning, and higher mental function is the result of social interaction. He reveals that language mediates experience and provides the foundation for higher level thinking which is a critical component of further development both cognitively and socially. Additionally, Fosnots's (2005) theory of constructivism asserts that the learning environment is a mini-society, a community of learners engaged in activity, discourse, interpretation, justification, and reflection. A classroom functions as a mini-society where acceptance, understanding, interaction, cognitive expression, and language facilitates the landscape and in effect, the learning.

Adding a global element to the critical aspects of a "critical global classroom," Au's (2001) concept of the culturally responsive instruction maintains that instruction should be aligned to a student's personal values, which allows students to negotiate their own learning and connect the learning to interaction with teachers and peers. Further, Au (2001) suggests that culturally responsive practices foster new literacies and provide opportunities on a cultural and global level both in and outside of the classroom. This sociocultural perspective is verified by Freebody & Luke's (1990) four roles model which details the many dimensions of literacy including developmental, sociocultural, linguistic, and cognitive and define literacy as "a multifaceted set of social practices within a material technology, entailing code breaking, participation with the knowledge of the text, social uses of the text, and analysis of critique of the text (Freebody & Luke, 1990, p. 15). This multifaceted literacy calls for classroom practices to include significant instances of social development, interactive linguistic exchanges, and a reflection beyond one's self in order to connect with peers and establish a greater global connection. Further research established to promote and encourage the practice of

implementing global literacy is based largely upon Braskamp and Engberg's (2011) definition of the concept of a global perspective in education which is defined to include both the acquisition of knowledge, attitudes, and skills important to intercultural communication as well as the development of more complex epistemological processes, identities and interpersonal relations.

Combining critical and global literacies, "critical global literacy," is additionally situated in the theory of cosmopolitanism such as Appiah's (1997) rooted cosmopolitanism and Delanty's (2006) critical cosmopolitanism which emphasize the concept of transformation through interconnectedness. While rooted cosmopolitanism values both local and global cultures, Delanty's (2006) critical cosmopolitanism includes the individual's role to transform society which requires openness toward the cultural and social values of others while maintaining one's own social and cultural values. Yoon, Yol, Haag, and Simpson (2018) suggest the instructional framework for critical global literacy includes developing global awareness with an interconnected world concept, making personal and global connections, providing an opportunity to analyze texts from a global and cross-cultural prospective, and promoting social as well as political actions on global and multicultural issues. While there is no unconditional or absolute model for critical global literacies, the critical global framework provides an illustration for guiding practices and transforming contemporary literature classrooms (Yoon, Yol, Haag, & Simpson, 2018). Further research will determine the efficacy of a more concrete classroom model for a critical global literacy framework capable of transforming the rural ELA classroom.

Significance of Study

      While current studies have been conducted to assert the need for greater critical and global connections in the classroom, urban schools tend to be the focus while ignoring the forty-three percent of schools within the United States that are in rural or small communities (Beeson & Strange, 2003). In 2014, culturally relevant pedagogy (classroom practices) was implemented among inner-city classrooms with a focus upon urban classroom teachers acting as agents of social change (Baffour, 2014). A data analysis of findings determined that culturally relevant pedagogy creates an opportunity in urban education to transform students into critical thinkers with the ability to properly confront social conditions that exist in society far beyond high school. Further, Katz (2014) details qualitative research performed in nine high schools with the majority of students living in upper-middle class suburban area. The research conducted highlights the need for critical education to be a vision among both urban oppressed societies and the suburban, less oppressed societies. More recently, Kreis (2019) conducted specific research detailing the implementation of multicultural literature in both rural and urban classrooms. The findings determined that students in urban school districts were more prepared for global issues in college while rural students exposed to multicultural literature had a greater college preparedness level than students who read traditional literature only. Aside from the implementation of multicultural literature in a rural classroom, sparse research currently exists within rural classrooms with regard to the combined implementation of critical and global pedagogical ideals which includes exposure to diverse literature (not only multicultural literature), and dialogic instruction.

Therefore, critical, social and global topics have been neglected or essentially ignored in rural classrooms which results in an isolation among rural schools.

Definition of Terms

Critical and global education (classroom): A classroom setting and practices that empower individuals to reflect critically on the legacies and processes of their cultures, to imagine different futures and to take responsibility for decisions and actions (Andreotti, 2006)

Critical Discourse: Accentuating connections between ideas and evidence in classroom discussion (Huff & Bybee, 2013). The aim of critical discourse is to contribute to the understanding and/or solution to social problems, inequity, and inequality in public texts and discussions (van Dijk, 2015).

Critical Literacy: Learning to read and write as part of the process of becoming conscious of one's experience as historically constructed within specific power relations (Anderson & Irvine, 1993, p. 82). Critical literacy challenges the status quo in an effort to discover alternative paths for self and social development (Shor, 2009). Critical literacy is based on the strategic assumption that all knowledge is partial and incomplete, constructed within contexts, cultures and experiences where individuals should engage with their own and other perspectives to learn and transform views/identities/relationships and learn to think otherwise (Andreotti, 2014). So, for the purpose of this study, critical literacy will be defined as reading, writing, and thinking as a process of challenging the status quo and engaging with one's own perspective in order to understand and transform views, identities, and relationships.

Critical Pedagogy: Teaching critical thinking as a vehicle for personal and social transformation (Shpeizer, 2018)

Culturally Relevant Curriculum and Pedagogy: A conceptual framework that recognizes the importance of including students' cultural backgrounds, interests, and lived experiences in all aspects of teaching and learning within the classroom. Pedagogy that advocates the elements of academic success, cultural competence, and sociopolitical consciousness (Young, 2010)

Dialogic Instruction: A dialogic classroom is collective, reciprocal, supportive, cumulative, and purposeful. The focus of this type of instruction is on students' growing understanding and growing knowledge developed through social interactions and social cues divulged by sharing current experience-based knowledge and combining it with school-sanctioned contexts and ideas such as literature which provides students the opportunity to engage in literate discourse practices (Boyd & Markarian, 2011).

Disciplinary Literacy: Reading, writing, and thinking in discipline specific ways which area contextualized to serve the specific subject area (Zygouris-Coe, 2015)

Global Learning: A means to view life through the perspective of another lens such as another individual, another nation, or another viewpoint (Kahn & Agnew, 2015).

Global Literacy: Students' understanding of the intersection between their lives and global issues and their sense of responsibility as local and global citizens (Nair, Norman, Tucker & Burkert, 2012). This involves teaching for both mastery of knowledge and teaching for a broader global awareness which enables students to link the global and local in ways that are meaningful in their lives and useful in college or work experiences (Nair et al, 2012).

Rural Public Education: Public schools in rural communities or small towns of less than 25,000 residents (Beeson & Strange, 2003). Remote rural areas are more than twenty-five miles from an urbanized area and more than ten miles from urban center (NCES, 2013).

Suburban Public Education: Public school territory outside a principal city and inside an urbanized area with typical populations from under 100,000 to over 250,000 (NCES, 2013).

Urban Public Education: Public school in an urbanized area and inside a principal city with typical populations from 100,000 to over 250,000 (NCES, 2013).

Assumptions

This study included 63 12th grade ELA students within one rural school district in the eastern region of the United States with a total population of approximately 600 students and approximately 93 students enrolled in 12th grade ELA. It is assumed that all students are on track to graduate at the completion of their 12th grade year since students are completing a 12th grade graduation-track English course which is required for completion of their high school education.

Summary

The current study sought to determine the strengths and weaknesses of each dimension of the instructional framework for critical global literacies when implemented in the rural ELA high school classroom while determining if there is a statistically significant difference between student global perspectives prior to and following the implementation of this framework. Previous studies have focused on collegiate implementation of a critical global framework as well as studies specific to critical literacy or global literacy in middle school and high school classrooms. Only one study

detailed the results of the implementation of a critical global framework in an ELA

classroom; however, that study occurred in an urban middle school classroom with a

focus on second language learners. Results of this study will provide educators with

valuable information regarding the efficacy of a critical global framework in a rural ELA

high school classroom. Further, results will determine if a likelihood for a shift in

students' global perspective is evident following the implementation of a critical global

curriculum in the rural high school ELA classroom which will provide valuable

information to many rural school districts who are currently seeking to extend curriculum

into a more diverse, globalized, and universal framework.

CHAPTER 2: LITERATURE REVIEW

Literature Review / Theoretical Framework

Students' critical global literacy which demands a need for teaching with a critical pedagogical method, global literacy, and critical discourse must become a greater focus in the rural high school literature classroom in order to increase social awareness, expand cognitive processes, and prepare students to become lifelong global citizens with the ability to think critically in a global world. While the topic of critical global literacy is often underrepresented in the realm of high schools, it has received considerable attention at the college level (Kahn & Agnew, 2017). Further, studies regarding critical literacy and global literacy have been conducted separately within K-12 public classrooms; however, only one study with regard to a critical global literacy framework has been conducted in a middle school classroom (Yol & Yoon, 2019). Therefore, the current literature on the topic is often representative of college classrooms, isolated studies on critical literacy or global literacy, and a single study conducted in a middle school classroom. In reviewing the various studies and articles regarding critical global literacy, several themes and findings have surfaced.

The combination of critical discourse, global consciousness, and the incorporation of critical literacy are essential elements of a critical pedagogical classroom (Yol & Yoon, 2019). Additionally, research supports the notion that transforming classrooms through discourse and communication is often a neglected aspect of classroom literacy; furthermore, "dialogic instruction can provide students with a view of the world, its cultures, and an opportunity to be reflective" (Soares, 2009). Moreover, Soares (2009) asserts that critical literacy addresses the issues of cultural dominance, privilege, power

differentials between cultural groups, and it shapes students' attitudes and beliefs in the

context of multiple perspectives and mutual understanding. While this is important

within all classrooms, rural classrooms tend to have less multicultural exposure in terms

of population as well as text selection; therefore, as Soares (2009) posits extending

meaning from text with sociocultural and critical perspectives allows students to

construct greater meaning from text and increases cognitive processes while expanding

the students' world view. Thus, such practices open up an ongoing dialogic discourse

which includes a continual review of current cultural values and beliefs. Lakshmanan

(2010), in a study examining how literature promotes global awareness, further addresses

the importance of critical pedagogy in the classrooms as an urgency which must be

immediately addressed and rendered. With a current movement toward culturalism and

achieving a mentality of world citizenship rather than an isolated national view,

classrooms are moving toward integrating global perspectives and renegotiating

classroom curriculums to include literacy from a cultural, social, and political stance that

is driven by a conviction of awareness. Additionally, Lakshmanan's (2010) study details

the Census Bureau estimation that foreign born citizens have increased in the United

States by 57% since 2000 which provides a rationale for the urgency to re-think current

educational practices and reform education from nationalistic and isolated to cultural,

critical, and global in all educational realms including urban, suburban, and rural. Results

of the study revealed that 18 common texts used to teach young adult literature establish

text-self connections but paradoxically avoid text-world connections that are meaningful

to students. Similar to Lakshmanan (2010), Gablinske's (2014) study identifying the

major factors in establishing a collaborative classroom, revealed a connection between

more discourse and critical thinking skills implemented within even a challenging classroom and more cognitively aware students. This new educational movement promoted by Rothstein, Jacobsen, and Wilder (2008) questions the relationship between teaching with quantitative results such as standardized testing and producing global citizens. "It is surprising that so many education policymakers have been seduced into thinking that simple quantitative measures like test scores can be used to hold schools accountable for achieving complex educational outcomes" (Rothstein, Jacobsen, & Wilder, 2008, pg. 27). The need for complexity in learning is greater established by Soares (2005), after conducting a study of the successful nature of literature circles in the classroom. The findings concur suggesting a reshaping of literacy experiences to include readers' response to contextual practices as well as evoked responses from sociocultural perspectives and a connection to deeper meaning to add a new dimension to the field of literacy instruction. The notion that critical learning requires in depth discussion, dialogue, literacy experience, and evoked responses is further suggested by Van Sluys, Lewison, & Flint (2006) who emphasize that becoming literate is what people do with the literacy after they have achieved it. They further assess the need for literacy to be more linguistic in terms of the global, political, and social possibilities that exist for literate beings within and beyond the classroom (Van Sluys et al., 2006). Therefore, the only logical next step is to determine the best practices to prepare all students to become literate beings beyond the standardized test, beyond the high school classroom, both in college and in the workforce, and establish the best methods for implementing curriculum that measures student growth in forming a more critical, global perspective.

Critical Pedagogy in the Classroom

Paulo Freire stands out as one of the most significant intellectual forces central to critical pedagogical education. Through his research, Freire contends that learning processes should prepare students to engage effectively with complex forms of knowledge and to sync their lives with practices of a 'just' world (Darder, May, & Paraskeva, 2016). While critical pedagogy has been embraced in America by many well-known scholars such as Henry Giroux, Michael Apple, and Peter McClaren, the concept is internationally known as a pedagogy that is fundamentally concerned with the relationship between education and power within society and is committed to rendering inequalities and social exclusions within the classroom and within society. Further, critical pedagogical ideals contend that human liberation, freedom of expression, and justice are necessary elements in the effort toward genuine globalization of education (Darder, May, & Paraskeva, 2016). Therefore, critical pedagogical practices in the classroom must foster the evolution of students from a passive classroom citizen who accepts a provided agenda to the desired citizen who connects knowledge to a greater purpose where the student recognizes his individual human potential within a much larger arena of the collective community (Nikolakaki, 2016). Such practices provide students with a potential to relate their own circumstances and lived experiences as an important contributing factor to the collective unit while recognizing the equally worthwhile experiences of others.

In order to encourage critical pedagogy in the literature classroom, discourse is an essential element where teachers and students interact within an atmosphere of equity (allowing the representation of all people regardless of race, gender, class) and equality

(treating all people with the same dignity) while domination and struggle are questioned and scrutinized with literature as a means for this restructuring of discourse in the classroom (Sarroub & Quadros, 2015). However, Sarroub (2015) asserts that more research is needed to address critical pedagogy and critical thinking as well as the connection between the two while various settings should be studied where critical pedagogy and critical discourse have been implemented including rural, homogenous, and socioeconomically disadvantaged classrooms. The concern exists with the implementation of critical pedagogy and individual attitudes/ideas. Rocha-Schmid (2010) ponders the possibility for educators to distance themselves from their own ideological influences in order to avoid controlling classroom dialogue. Based on the discovery that more research is necessary with regard to critical pedagogy and critical thinking in the classroom as well as the need to research within various settings including homogenous and rural climates, the necessity for further studies to assess the implementation of critical pedagogy with less teacher influence is essential. Moreover, it is particularly essential in the rural, homogenous, and disadvantaged classrooms where a lack of research is evident.

Global Perspectives in the Classroom

Critical literacy must connect with global literacy to promote a critical lens within a globally accessible education. Kahn and Agnew (2015) emphasize global learning as a process that "mirrors the interconnected world in which one lives and learns and demonstrates how ideas, communities, and practices intersect and cross borders" (p. 53). They further define global learning as a means to view life through the perspective of others such as teachers taking on a perspective of students, students recognizing the

perspective of an 'educator' and viewing life and education from the perspective of another individual, another nation, or another lens. Learning from the plurality of other perspectives requires students and teachers to remove themselves from their individual scope and deeply explore the contexts that give meaning to a variety of vantage points (Kahn & Agnew, 2015). Likewise, VanBalkom (2015) urges to step away from the imparting truth and begin deconstructing alternate viewpoints. This 'anatomy of perspective' requires students to go beyond academics to understand what it means to be human in a particular time and place which introduces the centrality of transforming learning from traditional to global (Kahn & Agnew, 2015).

The concept of global learning requires a shift in thought from local to interconnectedness where students learn to view the world as continually shifting across borders and barriers providing a reconnection to human thought, emotion, experience, tradition, idiosyncrasies, everyday practices, values, and ideas as they exist in various settings across the universe and how those settings contain similarities and differences to one's own position in the world. Global learning relies on an interdisciplinary approach that pulls from various frameworks such as sociology, education, organizational change theory, cultural geography, anthropology, comparative literature, religion, and philosophy with a focus on the way we learn, live, and give meaning to our unique worlds (Kahn & Agnew, 2015). In a critical pedagogical classroom, global learning provides students with global and multicultural approach to read and write where they have the opportunity to critically view themselves as part of the transformational process (Freire, 1997). This approach further requires students to view the world through a multitude of perspectives in order to recognize multiculturalism as an essential element of critical and global

engagement, challenge stereotypes, understand their individual biases and identities, confront and challenge prejudices, become active and aware, and maintain an educational atmosphere of interconnectedness and inclusivity (Morey, 2000).

In a global classroom environment, students also become aware of their own meaning within the larger landscape which provides the opportunity to consider themselves as part of a greater universal network where various histories, experiences, cultural values, and political ideals allow them to consider and reconsider their individual assumptions and biases (Kahn & Agnew, 2105). While global learning is often emphasized in the social studies classroom where most relevant studies have been conducted, it is important to recognize the necessity of global learning in the literature classroom as well. Waterson and Maffa (2015) conducted a study of the application of Deweyan and Global principals to the social studies classroom where they concluded that global educators should emphasize "common human experience across national boundaries" which makes global curriculum less threatening, less ethnocentric, and increases the opportunity to take into account the perspective of other nationalities. The Deweyan principal of connecting a student's personal, home, and community life with a greater sense of global understanding emphasizes the prized citizen involvement of local communities while generating a 'rethinking' from a local to a global context (Waterson & Maffa, 2015, p. 129). Although current research relates predominately to the history classroom and higher education, his same concept applies directly to the literature classroom where texts must exhibit variation of cultures, curriculum should entail inclusivity, and in effect enhance the opportunity for students to recognize, digest, and

profoundly reflect upon a variety of nationalities, social structures, and communities, including their own as well as their place within the global structure (Nair et al, 2012).

Enhancing student experience and providing textual opportunities that are both personal and cultural are essential; however, a global classroom resides only with a teacher who provides such an opportunity. Iwai (2017) conducted a mixed methods study involving eighteen preservice teachers who were provided instruction in global teaching where they learned about diversity issues, multicultural literature, and culturally responsive teaching which is a practice that encourages students to relate course content to cultural contexts. They were asked to teach elementary students various lessons employing the global practices in which they were introduced which resulted in lessons that ensured culturally responsive teaching practices (Iwai, 2017). Findings further revealed that teachers who implemented global teaching within the classroom increased their awareness of strategies over time, increased their ability to successfully implement such strategies with repeated application, and planned to continue implementing such practices since positive results were evident (Iwai, 2017). However, implementing the curriculum and accounting for teacher perspectives of such practices only provides a portion of the assurance of a critical global classroom. The gap exists in implementing a critical global curriculum to gain an understanding of the transition in student thought, discourse, perspective, and engagement in a global classroom which prepares for the global world beyond K-12 schooling. In an attempt to bridge the gap, Waterson and Maffa (2015) developed a relevant curriculum that fosters and utilizes students' experiences by restructuring and applying Deweyan principles to a local, isolated social studies curriculum in a rural setting and creating a global curriculum framework. The

curriculum emphasizes respect for local custom and student personal experience while simultaneously encouraging the extension of thoughts and actions to the global arena. This same concept with a more universal critical pedagogical framework should be employed in the literature classroom to enhance student global experience and universal perspective.

Conceptual Framework: Importance of Rural Critical Global Pedagogy

When attempting to teach a critical global pedagogy in the literature classroom, rural teachers face specific challenges. Rural areas typically contain small populations and geographical isolation (Cromatie & Buchotz, 2008); however, rural areas may vary by proximity to metropolitan areas, size of the community, and density (National Center for Education Statistics, 2013). Often, they confront geographical isolation and conservatively minded communities that may disconnect with non-traditional educational practices (Waterson & Moffa, 2015). Further, rural communities are more likely to be homogenous with the proportion of rural communities that are non-hispanic white larger (82%) than in metropolitan areas (66%); demographics may also shift in rural areas due to job-driven migration (Johnson, 2006). The United Nations Department of Economic and Social Affairs concluded that 46% of the world's population is rural, and The National Center for Education Statistics further indicated that over half of all operating regular school districts and about one-third of all public schools are in rural areas while about one-third of all public-school students are enrolled in a rural school district (NCES, 2013). Even with such large populations of rural students, McElwee (2014) asserts that rural people tend to be less politically and civically engaged and often exhibit greater levels of poverty and lower levels of education. Moreover, rural schools tend to have

fewer course offerings and less technology (Bouck, 2004) while displaying group homogeneity that may foster distrust for people outside of the individual rural community (Waterson & Moffa, 2015). Waterson & Maffa (2015) further examined Lee's (2006) ethnographic case study which revealed rural students were found to measure global cultures based on the United States culture which suggests the disconnect many rural students encounter when attempting to understand and relate to cultures unlike their own. Even with institutional constraints such as pre-established norms and established curricular units, Sarroub & Quadros (2015) ascertain that classroom interaction in the larger context of cultural and social processes remain important and can be implemented through the use of discourse and dialogue as well as digital and multimedia outlets. With such a need for critical and global pedagogy in the rural classroom, research within the rural classroom is limited (Waterson & Moffa, 2015). Research into critical global pedagogy is also limited within the literature classroom where critical dialogue, challenging textual conditions of humanity, and engaging in profound and meaningful writing that enhances personal experience and cultural acceptance are a necessary progression for contemporary literature curriculum. Breunig (2009) conducted an empirical study of college professors and their practices of critical pedagogy in the classroom. Data collected from the study identified varied practices of implementing critical pedagogical curriculum which seemed to be more justice oriented and centered upon social justice, equality, diversity, student identity, inclusivity, critical engagement, and issues of complexity. However, the question remains as to how critical pedagogical practices reveal themselves within a high school literature classroom where practices provide value, engagement, critical reading and writing techniques and fulfill the state

mandated standards and objectives. Further, Journell's (2011) informal investigation into the social studies classroom of both urban and rural schools found that students naturally know how to behave as citizens in their lived settings, but narrowly-focused curriculum often hinders and devalues a student's ability to recognize connections between local and global. Therefore, high school literature curriculum must contain pedagogical structure while allowing for broad perspectives and the incorporation of a variety of viewpoints, attitudes, beliefs, and values to prepare students for a global world. Further students must consider their own biases and assumptions as well as their place in the global spectrum through a sincere glimpse of cultural values, political perspectives, histories, and experiences which begins with the implementation of a critical global curriculum.

The literature classroom offers a unique setting for students to make connections to past, present, and future ideals and circumstances through writing, discourse, and advocating for progression. However, there is currently a limited understanding of how this Critical Global curriculum comes to fruition in the rural literature classroom. Yoon et al. (2018) highlight an urban middle school ELA classroom in which students demonstrated a greater critical consciousness, made connections on a personal and global level, and attempted to become part of the integrated world when all dimensions of the critical global framework were employed in the curriculum. The framework promotes valuing differences and was implemented through an integrated approach based on four dimensions, each containing instructional practices necessary for a critical global classroom: global awareness, connection from personal to global, cross cultural text analysis, and actions on global/multicultural issues. Data collected reveals curriculum implemented in a cross instructional manner where dimensions are not linear but rather

student experiences crossed the dimensions. Based on this study, Yoon et al (2018) assert that more research is necessary to refine classroom practices and avoid narrowing the framework's substantive scope since the data was collected from a single urban middle school ELA classroom with an emphasis on English language learners. Yoon et al (2018) further assert as with any newly developed curricular framework, further research and practice in various classroom contexts is necessary. They invite teachers to continue to refine this critical global language arts curricular framework in a multitude of capacities, landscapes, and grade levels. Yoon et al (2018) explain the primary goal is to expand students' critical learning and ability to become interconnected on a global level to various educational settings; the rural twelfth-grade ELA classroom offers the opportunity to reach students in an area deemed isolated and disconnected at a grade level where students are approaching college and the workforce where they are most in need of a critical global approach to learning.

Instructional Implications

The Current State of Literature Curriculum in the Rural Classroom

As Wasterson & Moffa, (2015) contend, small and remote communities often lack contact with diverse populations which may hinder critical learning in rural communities. Rural communities also tend to identify with place-based identities and maintain conservative ideologies which tend to value a more traditional curriculum (Wasterson & Moffa, 2015). While the importance of knowing the values, experiences, and identity of a lived community is apparent, a curriculum that maintains a far too narrow focus limits the capacity for critical thinking, critical conscientiousness, and global perspectives that are broader and more inclusive of a variety of ideals. Additionally, teachers in less

populated communities often interact frequently with community members and parents which may pose a challenge when implementing a curriculum that asks students to step outside of their communities and view cultures aside from their own (Wasterson & Moffa, 2015).

The implementation of a critical global pedagogy exhibits great appeal in terms of an empowering curriculum, critical dialogue, and global connectedness; however, some deficiencies asserted by Sarroub & Quadros (2015) reveal students' aversion to idealized concepts, teachers limited understanding of how to implement a critical global and pedagogical curriculum, lack of support in adopting critical perspectives within the school, and skeptical attitudes with regard to the 'empowering' outcome within the lives of students. However, Sadegui (2008) suggests that critical consciousness does not have to urge critical action. Instead, it offers opportunity for students to have a voice to decide if resistance or change is necessary after thoroughly considering a profound critical examination, engaging in dialogue or discussion, and documenting a well thought vision, attitude, or opinion through writing practices. Ellsworth (1989) reminds that a constructive and productive approach to critical discourse involves asking of what to be critical, what position or stance to maintain, and to what end that position should be employed? Sarroub & Quadros (2015) point out that research with regard to the implementation and practice of critical pedagogy in classrooms is scarce and does not span multiple and varying classroom settings. It is likely even more scarce in the rural classroom where curricular change is less prevalent. Therefore, while the hesitation to implement any new curriculum often results from lack of knowledge or fear of the unknown, critical global curriculum simply alters the current curriculum into a global

format with a more intense critical lens in which all students are provided a platform to view both textual literature and the world around them from a new perspective. Accordingly, the implementation of critical global curriculum may elicit less resistance and hesitation from administrators, educators, and students in the rural classroom.

Breunig (2009) maintains that theories regarding critical pedagogy do not often suggest strategies for the practice. Therefore, curricular implementation is often a trial and error based on an individual teacher/professor incorporating specific concepts into the classroom. Keesing-Styles (2003) reminds that a 'specific recipe' is not required for implementation. Classroom practices should take shape around the lived experiences of students, classroom contexts, educational goals, and the articulation of the institution that constructs learning (Breunig, 2009). Therefore, a rural critical global curriculum will be unique to the rural landscape and adjusted to meet the needs of the specific school within the rural landscape. Breunig (2009) suggests that further research 'explore facilitation techniques' (pp. 260) and identify ways in which critical pedagogical concepts articulate into classroom practice. Similarly, Yoon et al (2018) conclude that initial research is not enough to extend critical global literacy to various landscapes and open doors that will both expand student learning and interconnect student lives. Additionally, Waterson & Maffa (2018) posit that specific challenges exist in rural areas that must be investigated, explored, and overcome in order to determine an appropriate curriculum that ensures an emphasis on such issues as human rights, equality, environmental sustainability, and societal progression. Therefore, a great need to place a critical global curriculum into the context of various classrooms and geographical landscapes, specifically the rural landscape, is evident.

Restructuring Curriculum to Meet the Needs of the Rural Classroom

Kincheloe (2007) details that critical pedagogy in contemporary society must be intellectually rigorous as well as accessible to multiple audiences while Kahn & Agnew (2017) define global learning as a collective, diverse process that requires a re-definition of classrooms and learning environments to meet the needs of the 21st century. By redefining the high school literature classroom and making it accessible to the rural audience, a critical global curriculum in the rural classroom encompasses the essential elements of critical discourse and dialogue, writing from personal experience and individual perspective, advocating for societal progression, and maintaining global connectedness. Sadeghi (2008) establishes that critical consciousness does not necessarily entail action but allows student discourse that encourages change and the opportunity to resist dominant social ideals. Critical pedagogical practices call for the construction of dialogues among peers that include questioning as well as "participation and skills in dialogue in a rational articulation of one's context with others who are differently situated" (Sarroub & Quadros, 2015, pp. 254). Peterson (2009) suggests that implementing poetry, movies, field trips, and music to enhance critical thinking and critical dialogue can be accomplished even in the confines of standardized curriculum. Such experiences promote a critical discussion and more profound understanding of one's self, one's place, and one's awareness of a greater connectedness to others regardless of the proximity in which a person lives.

In addition to discourse, writing and journaling are essential to a critical global curriculum. Duncan-Andrade and Morrell (2008) describes critical dialogue as focused instead of a one-way transmission of knowledge. The critical dialogical aspects of

discussion, discourse and productive debate is utilized to empower individuals rather than oppress and contains a multitude of opportunities to transmit and receive knowledge through engagement. The process of critically thinking and engaging in reflective writing that examines institutions, processes, and the structure of society as well as the individual's place within provide a productive environment where students are humanized and mindful. Osterfelt (2011) asserts that questioning one's own thought processes and determining how much of this process is a product of one's cultural and political geography is essential to dialectical thinking where students become mindful of how their own thoughts have developed over time. By actively reflecting, journaling, and sharing, students develop and analyze their own critical patterns of thought which serves as a reference for detailing their own beliefs and values and noting their own progression of thought. Ira Shor (1992) notes that students become both resources and experts when they exercise their own patterns of thinking through writing and share what they have written. Furthermore, this shifts the classroom from one of a traditional hierarchy to one where students are provided the opportunity to reveal and examine their own identities and ideas.

Writing and discourse must be united with an advocation for progression in a critical global literature classroom which involves reading in ways that question the language of literature, reveal hegemonic structures in the written text, promote equality, and assess previous cultural practices revealed through literature in relation to contemporary ideals. This entails connecting verbal and written language to an understanding and critique of dominant social structures (Sarroub & Quadros, 2015). In order to gain a greater perspective of advocation for progression in practice, Rogers,

Mosley, and Folkes (2009) examined a classroom focusing upon "literacies of labor." As students became more aware of labor rights and economic class conflict revealed through pictures, stories, and dialogue, they also grew more knowledgeable about their own rights as workers, injustices in the workforce, and the necessity to advocate for greater equality for all workers. As an additional illustration of the concept of critical pedagogical practices, Breuning (2009), in her study on the implementation of critical pedagogy in the classroom, explains that teachers who successfully implemented critical pedagogical curriculum often referenced alternative methods of assessment and evaluation where students advocate for their own education through mutual rubric building, self and peer assessments, and portfolios to demonstrate their critical knowledge. One educator detailed a final assignment in which students had to design and prepare a literature based simulated school board presentation urging reform in an area of critical interest. McLaren and Houston (2004) suggest that critical pedagogical curriculum practices need to "flee the seminar room" (p.36) and include role playing, mock debates, community action, and critical engagement. Transformation into a critical global classroom occurs when writing and discourse initiated in the classroom extend beyond a physical classroom structure and into the global realm.

Advocating for progress in the rural literature classroom also involves global connectedness which should be intertwined with discourse and writing. Waterson and Moffa (2015) note that a synthesis of current literature reveals no research that explores tensions between rural and global citizenship even though current literature suggests that educating rural citizens for a global world is a difficult task that requires immediate scholarly attention. Despite the current literature, Dewey (2010) explains the objective of

schooling as an opportunity to develop the desire and ability for "democratic social cooperation" which Waterson and Moffa (2015) assert exposes homogeneous rural classrooms to a variety of perspectives on issues of global concern. Not all coursework must include global learning outcomes, but it is understood that courses should be internationalized (Kahn & Agnew, 2017). All classes can use global resources, international case studies, review world histories in relationship to texts, and engage in global learning communities that learn collectively and collaboratively in the classroom (Kahn & Agnew, 2017). Collaborative engagement may also include social action or civic engagement (Chickering & Braskamp, 2009); however, it should certainly undo binary thinking and seek for collective knowledge and understanding (Kahn & Agnew, 2017). The essential goal of critical global education and the basic foundations of global learning involves thinking about the world relationally and through plurality and/or multiplicity, and critically self-reflecting and recognizing interconnected and interdependent lives (Kahn & Agnew, 2017). Table 1 depicts an overview of the key principals of critical global learning in the rural ELA classroom.

Table 1

Ideas and Concepts for Critical Global Learning

Key concepts of Critical Global Learning in the Rural ELA Classroom	Curricular Practices of Critical Global Learning Based on Literature Review	Author/Theorist/Researcher Suggesting Curricular Practices
Discourse	Socratic Seminar	Kahn & Agnew, 2015

	Appreciative Inquiry	Mayo, 1999
	Literature Circles	Soares, 2005
	Reading group	Breunig, 2009
	discussions	Yoon et al., 2018
	Guest Speaker	Breunig, 2009
	Think-Pair-Share	Engberg, 2011
	Intercultural	Breunig, 2009
	Communication	Yoon et al., 2018
	Co-designing	Breunig, 2009
	Assignments	Sadeghi, 2008/Purcell-
	Critique of Classic	Gates, 2009
	Literature	McLaren & Houston,
	Peer Assessment	2004
	Dialogic Instruction	
	Critical Engagement	
Writing	Portfolios	Breunig, 2009
	Journaling	Duncan-Andrae &
		Morrell, 2008
	Self-Assessment	Osterfelt, 2011 /
		Kincheloe, 2008
	Active Reflection	Osterfelt, 2011

	Deconstructing Alternate Viewpoints	VanBalkom, 2015
Advocation for Progression	Academic Service learning	Yoon et al., 2018
	Role Playing	McLaren & Houston, 2004
	Mock Debates	McLaren & Houston, 2004
		Nikolakaki, 2016
	Active Learning	Trorraco, 2016
	Critical Analysis of Text	
Global Connectedness	Critical Media literacy	Yoon et al., 2018 / Breunig, 2009
	First Person Interviews	Breunig, 2009
	"Photo voice" project	Breunig, 2009
	Critical Research	Yoon et al., 2018
	Field studies	Peterson, 2009
	Primary, secondary, and peer reviewed research elements with global context	Yoon et al., 2018
	Culturally Responsive	Iwai, 2017

Teaching	Nair et al., 2012
Inclusive and Varied	
Literature	Kreis, 2019
Multicultural and Diverse	
Literature	
	Kahn & Agnew, 2017
Global Learning	
Communities	Lakshmanan, 2010
Text-Self/Text-World	
Connections	Peterson, 2009
Music, Poetry, Film	Yoon et al., 2018
Link Familiar text to	
Global Issues	McLaren & Houston,
Community Action	2004
	Saroub & Quadros,
Critique Dominant Social	2015
Structures	

While current literature suggests rural isolation limits various kinds of educational experiences, and multicultural and diverse components are often missing in rural classrooms, research is also limited in establishing practices of more global connections in the rural classroom (Waterson & Moffa, 2015). Breuning (2009) establishes that significant research exists regarding the value of student-centered, constructivist approaches to teaching literature; however, future studies should focus upon best

practices and explore the facilitation of techniques to articulate specific critical

pedagogical approaches. Yoon et al (2018) have proposed a critical global curricular

structure with specific examples of how to implement a successful critical global

curriculum within an ELA classroom; however, they also suggest that additional research

is necessary for this newly developed critical global framework in order to establish the

substantive scope of this framework in various geographical areas and grade levels. This

information combined with the need to further investigate critical global curriculum

specifically in the rural ELA classroom provides the foundation and necessity for this

current study.

CHAPTER 3: METHODS / PROCEDURES

Methods and Procedures

The overarching objective of this study is to investigate the potential benefits for teachers and students with the implementation of a critical global 12th grade ELA curriculum in a rural classroom. The research questions that guided this study are:

1. What are the strengths and weaknesses of each dimension of the instructional framework for critical global literacies when implemented in a rural ELA high school classroom? The dimensions include:

   a. global awareness with an interconnected world concept

   b. connections from a personal to a global level

   c. textual analysis and critique from global and cross-cultural perspectives

   d. actions on global and multicultural issues

2. What are the overall strengths and weaknesses of a critical global instructional framework when implemented as a curricular ELA unit in a rural high school classroom?

3. Is there a statistically significant difference between the pre-test and post-test on the Global Perspectives Inventory (GPI) before and after students have participated in a critical global literacy unit encompassing all dimensions of the critical global literacies framework in the rural high school ELA classroom?

The Research Design

I used a mixed methods approach known as exploratory sequential design to first explore the implementation of a critical global instructional framework in a rural high school ELA classroom. I answered research questions one and two using data from

student journals and teacher meeting field notes. I answered research question three using the results from a Global Perspectives Inventory (GPI) which was completed by students at the introduction and conclusion of the study. I combined the results of research questions one, two, and three to determine the effectiveness and best practices for implementing critical global curriculum in the rural high school ELA classroom.

By using the exploratory sequential design, I explored critical global curriculum as it exists in the classroom from the perspective of both students and teachers. The first (qualitative) phase of this method entailed exploring the rural high school population with a critical global curriculum in practice while also exploring teacher implementation and development. The second (quantitative) phase allowed for the gathering of results of the effectiveness of critical global curriculum using a specific tool to measure variables which in this case will be the Global Perspectives Inventory (GPI). The final phase involved compiling the qualitative and quantitative data in order to establish the overall strengths and weaknesses of the critical global curriculum when implemented in the rural 12th grade classroom (Cresswell, 2013).

Participants and Sampling

For this study, I invited all twelfth-grade students which consists of ninety-three students from a rural high school in a small town in the eastern United States. I will refer to the school as Rural High School 01 in my study in order to protect the privacy of students, teachers, and the school district. There are several reasons for selecting Rural High School 01 including the rural location, demographics, and accessibility for research as I am a current teacher within this school district. Twelfth-grade students were specifically selected due to the imminent need for college and career readiness of high

school seniors who must be prepared both critically and globally prepared for life beyond high school. Rural High School 01 is located in a rural area approximately one hour to the nearest city with a population of 4,179 residents. The total student population is 558 students in four grades (9-12) with a total minority enrollment of 4%, 50.7% of students from an economically disadvantaged background, and reporting a 95% graduation rate. Seventy-eight percent of students in grades K-12 are considered proficient or higher in reading on Pennsylvania state tests while 66% are deemed proficient or higher in math. The student to teacher ratio is 14 to 1 while the national average is 17 to 1. With regard to the economic and educational status of the Rural High School 01 community, the median household income is $48,787 with an average home value of $98,500 and 46% of residents hold a high school diploma or equivalent with only 5% of residents reporting less than a high school diploma and 49% earning higher than a high school education (NCES, 2020) [Table 2].

Table 2

Rural High School 01 Demographics

Demographic Information			
	Rural High School 01		
Total Population of area	4,179		
Total High School population	558		
Number of 12th grade students	93		
	Rural High School 01	National Average	State Average

Total Minority Enrollment	4%	46%	34%
Economically Disadvantaged	50.7%	52%	44%
Graduation Rate	95%	85%	86%
Students Proficient or Higher in Reading	78%	N/A	63%
Students Proficient or Higher in Math	66%	N/A	46%
Student to Teacher Ratio	14: 1	17: 1	15: 1
Median Household Income	$48, 787	$63,179	$61,000
Average Home Value	$98,500	$200,000	$195,000
Percentage of Population with Higher than a High School Diploma	49%	61%	55%
Percentage of Population with High School Diploma/Equivalent	46%	29%	35%
Percentage of Population with Less Than a High School Diploma	5%	10%	10%

Source: Publicschoolreview.com (2020), NCES (2020)

There were two groups of participants in this study: (1) 12th grade teachers and (2) 12th grade ELA students. I invited all of the 12th grade teachers in Rural High School 01 by providing a letter to each teacher which explained the objective of the study and detailed the expectation of the teachers' participation (Appendix F). Teachers invited to participate ranged in experience levels from highly experienced to a pre-service student teacher. Although the research occurred in the district where I currently teach, I did not teach any students who participated in the study. I acknowledge my own presence in this study to avoid epistemological issues such as bias, assumptions and an overabundance of belief in my own research, and I built methods of self-reflection into the research in order to maintain validity (Herr & Anderson, 2015).

Description of Participants and Sampling

As previously stated, for this study, I invited all twelfth-grade students in Rural High School 01 to participate which consisted of ninety-three students from a rural high school in a small town in the eastern United States. Twelfth-grade students were specifically selected due to the imminent need for college and career readiness of high school seniors who must be prepared both critically and globally prepared for life beyond high school. Of the 93 twelfth-grade students invited to participate in this study through permission forms from both students and parents, 63 total 12th grade students agreed to participate. A total of 11 students declined participation, 11 students did not return permission forms, and 8 students transferred to an independent cyber school program outside of the school district prior to the implementation of the curriculum. Due to Covid-19 restrictions and guidelines, students began in a hybrid setting which consisted of approximately fifty-percent of students attending school in the classroom on alternating days and fifty-percent of students attending asynchronous classes in Google Classroom on alternating days. Within one month of the initiation of this research, all students were learning in an online setting which included synchronous online instruction through the Zoom platform as well as assignments created in Google Classroom.

Two 12th grade ELA teachers participated in this study. Teacher 01 is a Caucasian female who taught four 12th grade ELA classes in which 57 students participated in this study. She is a pre-service teacher who holds a bachelor's degree in English and is currently obtaining her Pennsylvania State teaching certificate in 6-12 ELA. Her cooperating teacher, while present in the classroom, is not participating in this study. Teacher 01's experience includes pre-student teaching of four classes of 12th grade ELA

students in Rural High School 01 in the previous school year. Teacher 02 is a white Caucasian male who taught one 12th grade ELA class in which six students participated in this study. He taught high school ELA since 2006, and prior to that taught middle school ELA for five years. He holds a bachelor's degree in English Education.

Potential Research Bias

While I believe my experience as an ELA educator for twenty-five years contributes to the richness and a more developed understanding of the phenomena in which I have researched, I also recognize how my beliefs, values, assumptions, interpretive lens, positions, personal biases, subjectivities, and individual role in developing the research contributes to the meaning which is derived from the qualitative portion of this research (Malterud, 2001). Further, eliminating design bias by including a larger sample size of all twelfth-grade students and teachers as well as avoiding procedural bias by incorporating open-ended student journals and allowing appropriate think and respond time for journaling served to maintain validity of the qualitative portion of this study. The practice of writing analytic memos and maintaining a reflexive researcher journal throughout all phases of the study also helped to increase my own awareness of personal biases while improving the validity of the research and accuracy of the researcher (Lincoln & Guba, 1985).

There was consistent engagement in researcher reflexivity throughout the study. As Holmes (2014) suggests, disclosure of positionality reveals the researcher's beliefs that influence the research. In order to make an informed judgement, the research process should include a careful assessment of the researcher's interaction with the topic and expectation of results. Throughout the research, this was an important component of

personal accountability. Since I have engaged in critical global instruction within my own classroom in previous school years with positive results, I am aware that each classroom, while interconnected by demographics and other commonalities, is ultimately an individual landscape where results are only determined by the intricacies of a single study. Malterud (2001) additionally explains that researchers frame conclusions based on personal experience; therefore, understanding my background and experience and considering my own perspectives throughout the research allowed for continual examination of the research process as a separate entity from my personal beliefs. Further, I recognize that positionality is progressive, not static or fixed, but flexible and therefore I recognize the importance of research as a means to evolve my own understanding of critical global instruction.

Participant Group One

I invited all 12th-grade ELA teachers at Rural High School 01 to participate in this study, and both 12th grade ELA teachers agreed to participate. Each teacher signed a consent form which detailed their participation including collecting and maintaining student permission forms, student journals, and surveys, and placing all materials in a locked file. They also agreed to assign student ID numbers to participating students and teach the critical global curriculum provided to them by the researcher. Teacher 01 is a pre-service student teacher who completed her pre-student teaching but otherwise had no full-time teaching experience. Teacher 02 is a full-time teacher with fifteen years of experience teaching in Rural High School 01 and nineteen years teaching.

Participant Group Two

The sample for this research included all 12th-grade ELA students serviced by Rural High School 01 who agreed to participate in this study and provided a signed waiver by a parent or guardian. This allowed for a greater sample rather than a single classroom since a smaller sampling is likely to provide less significant results. All 12th-grade ELA students in regular education or inclusion classes enrolled in Rural High School 01 were asked to participate in this study which included advanced placement ELA classes and college preparatory ELA classes. Rural School District 01 offers two levels of ELA courses to 12th grade students, and both were invited to participate in this study.

Participants and parents/guardians of participants were contacted through a letter distributed by the 12th-grade ELA teachers who agreed to participate in this study which detailed the purpose of the study as well as the students' voluntary participation within the study. Students were invited to participate in this study through the distribution of a student assent form (Appendix A). I acquired parental assent from the students who agreed to participate in the study since the majority of students are between the ages of 16 and 18 and therefore required parental assent (Appendix B). The parent letter and student assent were distributed by the 12th-grade ELA teachers; the letter detailed the purpose of the study as well as the students' voluntary participation within the study. Further, participating 12th-grade ELA teachers collected all signed documentation from students and placed them in a locked file cabinet in order to secure the signed letters and maintain anonymity of students. The researcher did not take part in the distribution or collection of student/parent/guardian participation letters. Participants were also assigned an ID

number for the purpose of submitting student journals and submitting the GPI surveys. Each participating teacher maintained a master list of student IDs which linked students to their ID number. As the principal researcher, I did not have access to the master list and only identified participating students by ID number.

Data Collection

Data for this study consisted of the following, all described in further detail below: (1) Global Perspectives Inventory results, (2) student journals, and (3) field notes collected during teacher planning time. All data sources are described in further detail below.

The Global Perspectives Inventory. I used the Global Perspectives Inventory (GPI; Iowa State University, 2018) (Appendix C) at the introduction and conclusion of the study. Therefore, prior to the implementation of a critical global curriculum and following the implementation of the critical global curriculum, respondents were asked to rate their cognitive, interpersonal, and intrapersonal critical global practices based on a five-point Likert scale from 1 (strongly agree) to 5 (strongly disagree). The Global Perspectives Inventory (GPI) is a 35-question inventory assessing individual experiences and the development of a global perspective as described by Braskamp (2014) as the capacity for a person to think with complexity taking into account multiple perspectives, to form a unique sense of self that is value based and authentic while relating to others with respect and openness. The GPI emphasizes cognitive, intrapersonal, and intrapersonal dimensions in order to develop a holistic assessment of the learning and development of individual students. The cognitive domain refers to the way in which knowledge is gained and how an individual determines what knowledge is important. The

intrapersonal domain represents an individual's self-image including personal values while the interpersonal domain refers to an individual's acceptance of cultural differences and relationship with others. There are six subscales of the survey (Cognitive Knowing, Cognitive Knowledge, Intrapersonal Identity, Intrapersonal Affect, Interpersonal Social Responsibility and Interpersonal Interaction) as they relate to the survey items are noted in Table 3.

Table 3

Global Perspectives Inventory (GPI) Subscales

Scale	Survey items	What survey item measures
Cognitive: Knowledge, Knowing	1, 6, 7, 8, 13, 16, 17, 19, 20, 21, 27, 30	Accumulated world knowledge and approaches to thinking/knowing
Intrapersonal: Identity, Affect	2, 3, 9, 10, 11, 15, 18, 22, 23, 25, 28	Acceptance of cultural difference, self-knowledge, self-identity, self-purpose
Interpersonal: Social Responsibility and Social Interaction	5, 12, 14, 26, 32, 34	Concern for and interaction with other cultural groups

In addition to the survey, demographic data was collected which includes gender, ELA class level (college preparatory or advanced placement), and ELA class teacher (Teacher 01 or Teacher 02). No identifying information was collected from students, and all students were identified by a student ID number only. The survey was administered using the Qualtrics online survey platform. This platform allows students to complete the survey on their own time and only once which prevented multiple submissions of the survey and prevented uninvited users from submitting the survey. While students were provided with the survey via their school e-mail, the anonymous results revealing only the student ID numbers were sent to the researcher. Since Qualtrics compiles the data

automatically, data entry error on the part of the researcher is eliminated (Carbonaro, Bainbridge, and Wolodko, 2002). Written permission was requested and received from Thomas Bertha of Iowa State University who is currently the project director for the GPI distribution which is protected by copyright laws requiring permission for distribution of the survey. Appendix D contains a copy of the written permission.

In order to verify the validity of this survey, Braskamp et al (2013) provides several measures which explain its reliability. Cronbach's alpha was utilized as a common measure of internal consistency in order to measure internal consistency for each subscale of the GPI which resulted in alpha coefficients for each subscale ranging from .657 to .773 indicating acceptable levels of reliability (Braskamp et al, 2013). Glass (2012) further confirmed the GPI instrument as reliable with alpha coefficients ranging from .687 to .724 within each subscale of his research of international college students completing studies at American universities.

Since the critical global framework curriculum was implemented for all students and meets the requirements of the Common Core Standards for the State of Pennsylvania (Academic Standards for English Language Arts, Pennsylvania Department of Education), all 12th-grade ELA students engaged in the same coursework; however, I only collected surveys and journals from students who returned signed letters of approval for participation from parents/guardians.

Student Journal Collection. Journals were used to ask students to react each week with a written response to their individual experience participating in the critical global instructional framework. Bashan and Holsblat (2017) assert that journals serve as a qualitative tool to document the stages of personal development during a research study.

Further, reflective entries provide researchers the opportunity to analyze and process the personal insights, complexity, and transition from one stage to the next during the research process. Journal writing was incorporated into the class lesson and took place at the end of each week which ended each dimension of the critical global curriculum. While all 12th-grade ELA students were required to keep a journal and write a weekly journal entry, submission of the journal to the researcher at the completion of the unit was voluntary and included only the group of students who agreed to participate in the study. Journals were submitted electronically to participating 12th-grade ELA teachers and were labeled and saved with only the student identification number prior to researcher access. This ensured complete student anonymity. Students submitting journals represented all aspects of the classroom community such as gender, race, and achievement levels. Participating 12th-grade ELA teachers invited students to submit journals through google classroom at the completion of the study.

Field Notes. I conducted teacher meeting participant observations weekly during ELA common planning time where teachers engaged in a discussion of "what is working" and what is "not working." This was part of the regular school day, and I observed the conversation as teachers discussed their experience with the implementation of the critical global instructional framework. I took careful field notes while teachers engaged in a weekly discussion for fifteen to twenty minutes of the thirty-eight-minute common planning time. It should be noted that I am a teacher within the district with no leadership or position of authority in relationship to participating 12th-grade ELA teachers.

As a researcher and teacher, I only observed and recorded the comments of teachers involved in the study; I took an etic approach and observed as an outsider without commenting as part of the teaching cohort. However, in order to prevent my own potential bias, I included bracketed reflexive notes which examined my own personal and critical global theoretical beliefs in a visible manner throughout my research (Kleinsasser, 2010). Data collection occurred within the first twenty-minutes of each scheduled weekly meeting where the meeting topic was deemed "Critical Global Literacy Discussion." Behaviors, interactions, commentary, questions, concerns, adaptations, and reflections of participants were noted in descriptive field notes. Additionally, reflective field notes paralleled the descriptive field notes and included the researcher reactions, reflections, commentary, concerns, and epiphanies (Wilson & Joye, 2017). Formalized field notes were then created to develop a more concrete and detailed narrative of events with the observer's comments in bracketed text (Wilson & Joye, 2017). The goal of participant observations was to gather an organic, unmediated view of classroom teacher concerns, challenges, and successes as teachers fully implemented the critical global curriculum.

It is important to note that due to Covid-19 state and district restrictions and guidelines, all faculty interactions, department and team meetings, individual building meetings, and district-wide meetings were being conducted through the Zoom interactive platform. Therefore, all teacher meetings including teacher meeting observations and recording of field notes for this study were conducted and completed through the Zoom interactive platform.

The Research Procedures

Securing Approval and Participants

  The first step in securing approval was to submit an IRB application to my dissertation supervisor which included a completed Research Ethics Training Certificate which I had already obtained, copies of the Global Perspectives Inventory Instrument which I utilized in the quantitative portion of this study, and all informed consent documents required of administrators, teachers, and students who participated in the study. The next step in this process included a review by the dissertation supervisor, the Chair of the Education Department, and the Associate Dean for Graduate Study. Suggested changes were addressed and re-submitted until all changes and corrections were accepted, and the Associate Dean for Graduate Study submitted the completed package to the IRB until approval was met for the study to commence.

  Following IRB approval from St. John's University, I obtained approval to engage in research at Rural High School 01 by the high school building principal (Appendix E). I provided the building administrator with a copy of the research plan and discussed details of the research prior to approaching teachers, students, and parents regarding participation in this study. All twelfth- grade teachers were invited to participate and were provided with a copy of the teacher assent letter for approval (Appendix F). All twelfth-grade ELA teachers agreed to participate in this study. Therefore, I was able to request student and parent approval for participation from all twelfth grade ELA students. Upon securing teacher approval to participate, teachers distributed assent letters to all students within their classroom, and this included a parent permission form (Appendix A and B). Participating twelfth-grade teachers collected

student assent and parent permission forms from all students who agreed to participate in this study within one week of the distribution, and each teacher maintained a file of all forms in a locked file cabinet within their own classroom. As the researcher, I was only provided with a list of all participating students identified by student identification numbers without revealing student names in order to maintain security and anonymity. Student identification numbers were randomly assigned by participating teachers as one and two-digit numbers which allowed for students to easily recall the number while randomly assigning one number to each student. Of the ninety-three students invited to participate, there were sixty-three assigned numbers, which represents the number of students participating in this study. The numbers were assigned randomly to maintain anonymity and avoid using a system that is easy to identify such as an alphabetical assignment of numbers. All numbers were recorded in a password protected file and maintained by the 12th-grade ELA teachers participating in this study.

Implementing the GPI Pre-Survey

After permission forms were secured and a list of student participant identification numbers had been provided by each teacher, students were invited to participate in the Global Perspectives Inventory (GPI) which was taken during students' regular ELA class period. I originally planned to have only students participating in the study take the survey during a Student Support Period (SSP); however, moving to a hybrid model of education and eventually to a fully virtual mode of instruction created a more structured schedule that excluded an SSP period. There were two class periods designated to complete the survey, and each student participant along with all other students in twelfth-grade ELA classes had the opportunity to complete the survey with

their ELA teacher during one of two class periods. Surveys were completed with students' ELA teachers using a Chromebook where students logged in through an anonymous link using anonymized responding. Results were recorded, and after all students had completed the GPI, a results tabulation was reviewed by the researcher from the Qualtrics platform.

Following the completion of the pre-inventory GPI, a critical global curriculum was implemented in all twelfth-grade classrooms including college preparatory and advanced placement classes which consisted of a four-week unit with four critical global dimensions. The critical global curriculum unit followed the Pennsylvania Common Core Standards and fulfilled the mandated and expected curriculum for all twelfth-grade students. The critical global curriculum detailing each of the four dimensions is provided in Appendix G. The implementation of curriculum involved an initial meeting of all twelfth-grade ELA teachers where the curriculum was distributed, discussed, and reviewed by all participating twelfth grade ELA teachers. At that time, participating teachers reviewed each unit, asked questions, and clarified any points of confusion while also sharing concerns with the researcher and one another with regard to the curriculum. A discussion ensued where teachers were provided detailed information and a copy of all study guides, web links, and curricular materials. There was also a google classroom where all materials were linked so teachers were able to access all materials in one location. Each twelfth-grade teacher participant was responsible for implementing the curriculum within the classroom. While all students within the class were engaged in the same curriculum, student journals were only collected from students who had signed the consent forms and provided parent permission forms.

Implementing a Critical Global Curriculum

The critical global curriculum is predominantly based on Yoon et al. (2018) critical global instructional framework and includes a variety texts both traditional and culturally relevant with an emphasis on critical thinking skills and global awareness. This curriculum is in alignment with the Pennsylvania core aligned ELA curriculum framework as well as the 12th grade ELA curriculum for Rural High School 01 which emphasizes the inclusion of informational text, poetry, and prose with a concentration on reading, writing, speaking, listening, and incorporating technology skills. A copy of the critical global framework is found in appendix G and was provided to both Teacher 01 and Teacher 02 prior to implementation. All curriculum was also located in a shared Google Classroom.

Journal Writing Implementation

Participants of this study (along with all 12th-grade ELA students) completed four open-ended journal entries explaining their reaction to the weekly critical global instruction. The four journals were completed at the conclusion of each dimension of the critical global curriculum. Teacher participants included journal writing sessions within their own classrooms. Fifteen to twenty minutes was allotted for journal completion. When additional time was needed, students requested to complete journals for a few minutes at the beginning of the following class period.   All students were asked a series of open-ended questions through a journal prompt and had the opportunity to discuss their classroom experiences regarding the critical global curriculum. The semi-structured open protocol allowed students to openly discuss their experience with critical global literacy on a more personal and individual level. Gugiu and Rodriguez-Campos (2007)

explain the semi-structured open protocol is a way to identify key background information from students, generate personal expression, and determine significance while eliminating input that falls outside of the scope of the research. This also provided the researcher with the opportunity to develop a logic model to organize the information that surfaced.

Submitting the journal to the ELA teacher for researcher review was optional, and students were not penalized or rewarded for their submissions. Further, since the journal was part of the required curriculum for all 12th-grade ELA students, participation in journal writing did not disrupt the participants' regular classwork. In order to maintain security and anonymity, students were instructed to submit their journals electronically to their participating ELA teacher who maintained each journal in an electronic folder with individual submissions labeled only by identification number within the folder. I collected the electronic folders of each weekly journal submission for further data analysis at the completion of the study.

Field Note Collection in Teacher Meetings

The four teacher meetings which I observed took place during regularly scheduled common planning time which is one meeting per week. I observed and notated all teacher meetings as an outside observer of the group. Fifteen to twenty minutes of the thirty-eight-minute weekly meeting during each week of the critical global curriculum implementation included specific discussions of the strengths and weaknesses of the critical global curriculum. Teachers had the opportunity for open discussions while field notes were recorded. Since I did not teach participating students, have no leadership position or authority within the teacher meeting, and did not engage in leading teacher

discussions, I was an active observer during the teacher discussion time without providing input. Conversations emerged naturally while teachers organically discussed strengths and weaknesses of the critical global curriculum. Common Planning meetings are part of the teachers' scheduled school day. Therefore, no disruption to the regular school day was necessary, and teachers engaged in their usual daily practices. The meeting topic was deemed "Critical Global Literacy Discussion." A checklist which provides discussion suggestions including: curricular issues, questions, concerns, challenges, adaptations needed, and reflections was provided to teachers during the initial meeting as a guide (Appendix I). Observations of participants was noted as part of the descriptive field notes while reflective field notes included the researcher reactions, reflections, commentary, concerns, and epiphanies (Wilson & Joye, 2017).

Implementing the GPI Post-Survey

At the conclusion of the four-week implementation of critical global curriculum in the twelfth grade ELA classroom, participating students were invited to participate in the Global Perspectives Inventory (GPI) Post- Survey which was completed during students' regular ELA class period due to the hybrid schedule which eliminated Student Support Period (SSP) or other times available for students to complete this survey. There were two days designated to complete the survey, and each ELA student including all participants of this study completed the survey during two available class periods which allowed for student absences and some flexibility in completing the survey. Surveys were completed with students' ELA teachers using a Chromebook where students logged in to an anonymous link within their Google Classroom Platform. Results were recorded

through anonymized responses, and after all students completed the Post-Survey GPI, a results tabulation was recorded for the researcher to view within the Qualtrics platform.

Data Analysis

Reviewing the results involved a careful analysis of both the quantitative and qualitative portions of research to determine the effect of implementing a critical global curriculum on a students' preparation for their future connectedness and engagement both critically and globally beyond high school.

Quantitative Data Analysis

When analyzing the quantitative portion of the research, the pre and post survey GPI provided the greatest quantitative analytical results. The collected student data for both the pre and post GPI tests was entered into SPSS where I conducted a Wilcoxon Matched-Pairs Signed-Ranks Test. Using the results of The Wilcoxon Matched-Pairs Signed-Ranks Test on SPSS, it was determined that a statistically significant change occurred with regard to student critical global perspective between the initial survey and the post-curricular survey. Scheff (2016) explains The Wilcoxon Matched-Pairs Signed-Ranks Test as the most appropriate test for repeated measure design where the same subjects are evaluated under two differing conditions. In this study, students were evaluated prior to engaging in critical global curriculum and following the implementation. Data indicated the impact of implementing a critical global curriculum on student preparedness for experiences after high school including college and entering a global workforce (Appendix C).

Qualitative Data Analysis

Qualitative data collected included student journals and field notes from teacher common planning time. I interpreted the raw data collected to develop themes and a potential critical global teaching model by implementing an inductive approach. As Thomas (2006) suggests, an inductive approach condenses extensive data into a summary format, establishes links between the research objectives and summary findings, and serves to develop a model, theory, or practice evident from the raw data.

I used the Qualitative Data Analysis Software (QDAS) Nvivo to transition data into a coding system for student journals, and created a textual narrative for teacher meeting field notes. Data-driven coding allowed ideas and concepts to emerge without preceding conceptualization (Saldana, 2013). Initial codes were re-coded using a code-recode method for accuracy and categorized to determine relationships and interrelationships between codes and categories (Chilisa & Preece, 2005). I evaluated all data sources and allowed themes and codes to emerge from the data. Thematic elements suggested potential concepts and theories regarding strengths and weaknesses of critical global literacy (Saldana, 2013). A data matrix of research questions, data sources, and how sources were analyzed can be found in Table 4.

By performing a content analysis of student journals, I coded and categorized the content within each journal while also coding and thematically categorizing concepts and a progression of ideas for each student. This qualitative thematic analysis allowed for me to compare specific student behaviors, patterns, and ideas to quantitative survey results. After coding journals for each student, I thematically analyzed across the student

population in order to locate commonalities and differences among student journals within each dimension of the critical global curriculum.

Coding occurred in four cycles which began with the development of informant terms that emerged when reading student journals. Next, comparison terms were identified which included subthemes and variations of the initial terms as well as repeated terms and terms found in more than one journal from a single student. After the coding of each student journal, analytical coding took place in order to identify patterns between student journals, and finally a higher level of abstraction occurred as the final step. This involved locating repeated patterns in student journals within each dimension of the critical global framework. A horizontal tree structure displayed initial codes and reflected how such codes are developed into categories and themes. Categories and themes were cross referenced using matrices to view emerging themes between student work. A network display presented the themes and categories that emerged within each dimension of the critical global curriculum among student journals and classwork. (Creswell, 2015). Finally, a peer review occurred in order to reduce bias and provide an external check of the qualitative process which involved two experts in the field of Literacy and Education further analyzing data to offer an additional perspective with regard to emerging codes, code-recode, comparison terms, subthemes, and variations (Creswell, 2015).

I performed a narrative analysis of the field notes acquired during teacher meetings in order to use rich text to detail the underlying events that occurred from the teacher perspective within the classroom during the implementation of the critical global curriculum. This included teacher reactions to specific dimensions of the curriculum, strengths and weaknesses of each dimension of the critical global curriculum as defined

by each teacher, and shared concerns as identified by participating teachers. I also noted similarities and differences between the teacher reactions to various dimensions of the critical global curriculum implementation and scenarios that account for such contrasts. My own reactions, intuitions, and impressions are included throughout the narration (Creswell, 2013).

Table 4

Mixed Methods Research Questions Data Matrix

Reach Question	Data Sources	Analysis
R1: What are the strengths and weaknesses of each dimension of the instructional framework for critical global literacies when implemented in a rural ELA high school classroom? The dimensions include: a. global awareness with an interconnected world concept b. connections from a personal to a global level c. textual analysis and critique from global and cross-cultural perspectives d. actions on global and multicultural issues	1. Student Journals 2. Field notes from teacher meetings	a. Inductive coding determined themes emerging in each dimension of the global perspectives curriculum b. A narrative analysis focused on shared experiences and thematic perspectives that emerged from each of the four dimensions
R2: What are the overall strengths	1. Student Journals	Inductive coding to determine development

and weaknesses of a critical global instructional framework when implemented as a curricular ELA unit in a rural high school classroom?	2. Field notes from teacher meetings	of themes to produce
		
		  a. Consensus of strengths / weaknesses according to students
		
		  b. Consensus of strengths/weaknesses according to teachers
		
		I utilized the following resources:
		
		  a. Google Documents
		
		  b. Highlighting Tool
		
		  c. Excel Spreadsheet / QDAS

R3: Is there a statistically significant difference between the pre-test and post-test on the Global Perspectives Inventory (GPI) before and after students have participated in a critical global literary unit encompassing all dimensions of the critical global literacies framework in the rural high school ELA classroom?	1. Global Perspective Inventory Pre-test 2. Global Perspective Inventory Post-test	I used Wilcoxon Matched-Pairs Signed-Ranks Test to determine if there is significant difference between the pre and post Global Perspectives Inventory (GPI) using IBM SPSS Statistics Software

Figure 1

Visual Model of Combining Qualitative and Quantitative Data

| Quantitative Data: | ⇒ | Initial Numerical GPI Score for each participating |

Qualitative Data:

Student Journals

Qualitative Data:

1. Line by line coding of journals

2. Categorization of themes for each student

3. Compare themes across student journals

4. Analyze patterns across student journals within each dimension of the critical global curriculum

Field Notes from Teacher Meetings

Ongoing rich text narrative analysis of teacher strengths/weaknesses of each dimension of critical global curriculum using rich text

| Quantitative Data: | ⇒ | Final Numerical GPI Score for each participating | ⇒ | Determination of statistical difference before and after implementation of critical global curriculum |

Discussion / Limitations

Students' critical and global literacy must become a significant focus in the literature classroom in order to increase social awareness, expand cognitive processes, and prepare students to become lifelong global citizens with the ability to think critically in a global world. As suggested by Engberg and Davidson (2017), educators must reexamine education requirements and curricula to gauge students' global foundation at the completion of a K-12 education. Further, evidence suggests that secondary coursework should encourage global habits of mind as a regular aspect of literacy to maintain an interconnected society (Waterson & Maffa, 2015). However, many gaps exist in the research regarding critical literacy and global awareness at the high school level. For example, while attempting to incorporate critical thinking practices at the elementary level provides a foundation, this may be compromised at the secondary level where policy makers often employ simple quantitative systems of measuring student learning which lacks complex educational outcomes required for critical global citizenship (Rothstein et al, 2008). Moreover, critical literacy should be encouraged and role-modeled within a classroom which results in more explicit study of conversations and alternate ways to allow for students to demonstrate a knowledge of critical pedagogy skills employed in textual analysis of critical readings. Secondary classrooms are limited by governmental standards, quantitative testing systems, lack of role-modeling/training of teachers to provide critical thinking and global habits and disconnect between various grade levels.

This study is also limited by self-reporting data which relies on teachers and students to provide their own unbiased assessment of the implementation of critical global literacy within the 12th grade ELA classroom (Creswell, 2015). As Creswell

(2015) contends, self-reporting data is dependent upon the honesty of the reporter, personal biases, the introspective ability of participants, and the interpretation of what is being presented.

Research suggests that rural schools in homogeneous populations are more likely to hold negative views of multicultural education while changing demographics in non-homogeneous rural areas, suburban, and urban areas have promoted the inclusion of ethnically diverse texts where demographics have facilitated an incorporation of multiculturalism (Reed, 2010). A lack of diversity within the classroom and lack of multicultural texts in literature creates a greater gap in employing critical and global learning. This gap presents a limitation to the study as well as a challenge that should encourage continued research. Therefore, in order to close the gap that exists in rural areas, this study in critical pedagogical ideals and global literacy as it expands to the rural classroom is essential. While extant research suggests that strides have been made in asserting the necessity of critical and global literacy in all classrooms regardless of age level, much more research is required at the secondary level (Waterson & Maffa, 2015). After the initial research is implemented, a study of additional rural secondary language arts classrooms detailing the narrative of the classroom in its traditional practices and the narrative of the classroom when a critical global curriculum is employed is a logical next step in revealing the effects of critical and global literacy. As Yoon et al (2018) posited in their original critical global study at the middle school level, further research in various classroom settings with regard to critical global curriculum is necessary in order to determine how to refine and adapt the curriculum to open the doors for all students to expand critical and global learning in an interconnected world.

Quantitative Research Validity / Reliability

While this study is limited by the study of only one rural high school over a four-week period, as Stake (1995) explains "cases seldom exist alone. If there are phenomena in one, there are probably more somewhere else" (Stake, 1995, pg. 72). Since rural school districts often contain commonalities in demographics and remote physical settings isolated to a singular community compared to the larger scope of urban school districts (Beeson & Strange, 2003), research in one rural district may be applicable and beneficial to others. The U.S. Department of Education has established an interdepartmental working group to focus on 'rural education' problems collectively which demonstrates the need to collectively approach particular issues in rural education (Beeson & Strange, 2003). If the goal is to improve literacy practices in rural areas by promoting a greater connection to a global mentality and enhancing critical thinking skills through critical literacy practices and critical perspectives, research must begin with the current narratives in the rural classroom as it shifts toward a global, critical literacy and prepares students for college, the career world, and beyond.

Qualitative Research Trustworthiness

As a researcher and teacher in the field of education, my primary responsibility is to provide valid research which will enhance the educational landscape and in effect increase the global awareness, global responsibility, and critical thought patterns of twelfth-grade ELA students. While this study serves to increase my own knowledge as an educational practitioner, I also intend to review and improve educational practices and add valuable and palpable knowledge to the field of critical global literacy. Therefore, my role as a researcher involved critically observing my own research practices by applying

reflexivity. I initiated member checking and had teacher participants review the data I obtained from field notes in order to ensure validity with multiple sources and confirm that my interpretations represent each participant's commentary and beliefs. I also included additional steps to reduce bias through checking for alternative explanations by considering whether there are other potential reasons for various findings and ruling out or accounting for alternative explanations. I completed a code-recode of data by performing an initial coding and revisiting the coding two-weeks later to ensure accuracy of coded selections. Triangulation with other data sources to provide support for my findings and reviewing findings in order to identify gaps and ensure sound, reasonable data had been collected also served to maintain the validity of this study (Chilisa & Preece, 2005). Finally, I considered the Heisenberg Effect when completing the field study of teacher meetings. This included the knowledge that the simple act of observing often alters behavior or position of those being observed (Salkind, 2010).

In order to conduct research in one's own school district as part of this research study, triangulation was necessary where ELA teachers participating in the study provided additional perspective, and several methods of collecting data were included. Further, as a teacher researcher, I continually considered alternative interpretations and remained aware of my place in the school district as a teacher and researcher thereby assessing and critiquing validity frequently (Feldman, 2007). As Feldman (2007) asserts, teachers as masters of their content may add to the validity of a study by acting as a teacher and researcher and providing a vivid and in-depth understanding of their discipline.

Delimitations

Only current 12th grade students in ELA classes participated in this study. While the research focuses upon only one grade level, a secondary goal of the study was to prepare students for the transition from high school to college and the work force with critical and global awareness that will benefit their life beyond high school. Students participating in this research face a future beyond high school upon completion of their ELA class within this study.

Ethical Considerations

Permission was acquired from the building principal. Participants were included in the study at their own free will and required a parent/guardian permission wavier in order to participate. Students who were permitted to and agreed to participate were assigned an individual student identification number which was the code used to identify each student throughout the study in order to preserve anonymity of all students and maintain security of the data. Permission was acquired from all participating teachers who willfully decided to participate. Additionally, participants were given the opportunity to withdraw from the study at any time. All survey and interview questions promoted the collection and analysis of valid data which resulted in the development of a concise and sound dissertation report which summarizes the research. At the conclusion of the research, all paper files were destroyed, and all virtual files were deleted and removed from all teacher and researcher computer data bases.

Presenting the Results

Results of the study are presented in chapters 4 and 5 of this dissertation. A summary report has been derived from the information gathered in the study and

provided to the school district involved and parents and/or students who request a results summary.

Adaptation for the Virtual Classroom

Due to the recent pandemic, learning took place in both a hybrid and virtual environment during the implementation of this study. All communication for parents, students, and administration occurred through an in-person classroom, google classroom, Zoom platform, and e-mail format. Both parents and students responded to the assent form in person. However, teacher meetings took place on Zoom conferencing. Teacher conferences involved the collection of field notes with the researcher as an observer in the Zoom meeting. The GPI survey was administered in the same manner using the Qualtrics platform which recorded all student responses using an assigned identification number for each participant. Collection of student journals occurred in person and through electronic files saved by the participating teachers which identified student journals by identification numbers only. There was no disruption to the original plan aside from moving from a hybrid/in-person format to a virtual format throughout the course of this study.

Conclusion

This chapter discussed the mixed method exploratory design research methodology for the study of a critical global curricular framework implemented in a rural 12th grade ELA classroom. A mixed methods approach allowed for the collection and analyzation of both qualitative and quantitative data. Qualitative data including student journals and field notes from teacher meetings was analyzed for thematic elements. Collection of student journals as well as an insight into teacher reactions assert

the successes and challenges of the critical global framework (Clare & Aschbacher, 2001). Quantitative data included the administration of a Global Perspectives Inventory (GPI) at the conception and completion of the implementation of a critical global curricular framework. Results of the GPI established the impact of implementing a critical global curriculum on student preparedness for experiences after high school including college and entering a global workforce. While collecting data, I also acknowledged my own presence, assumptions, and beliefs in order to maintain validity (Herr & Anderson, 2015). Upon analysis of both the qualitative and quantitative research data, answers to the three research questions posed emerged. Results of this mixed methods study as well as a discussion of the conclusions that were drawn from both the qualitative and quantitative data collection are presented in Chapters 4 and 5.

CHAPTER 4: RESULTS

Results / Outcomes

This exploratory mixed methods study was conducted to explore a critical global curriculum from the perspective of both students and teachers as it was implemented in the 12th grade ELA classroom. The first (qualitative) phase of this method entailed exploring the rural high school population with a critical global curriculum in practice while also exploring teacher implementation and development of the critical global curriculum and the perceived strengths and weaknesses from the perspective of both students and teachers. The literature review highlighted the structure and benefit of a critical global curriculum which was initially implemented in an urban classroom. Further implementation in the rural classroom required adaptation of the initial curriculum to suit the needs of rural learners (Yoon et al, 2018).   The second (quantitative) phase allowed for the gathering of results of the effectiveness of critical global curriculum using a specific tool to measure variables which in this case was the Global Perspectives Inventory (GPI). The final phase involved compiling the qualitative and quantitative data in order to establish the overall effectiveness of the critical global curriculum when implemented in the rural 12th grade ELA classroom (Creswell, 2015).

This study was guided by the following questions:

1. What are the strengths and weaknesses of each dimension of the instructional framework for critical global literacies when implemented in a rural ELA high school classroom? The dimensions include:

    a. global awareness with an interconnected world concept

    b. connections from a personal to a global level

c. textual analysis and critique from global and cross-cultural perspectives

d. actions on global and multicultural issues

2. What are the overall strengths and weaknesses of a critical global instructional framework when implemented as a curricular ELA unit in a rural high school classroom?

3. Is there a statistically significant difference between the pre-test and post-test on the Global Perspectives Inventory (GPI) before and after students have participated in a critical global literary unit encompassing all dimensions of the critical global literacies framework in the rural high school ELA classroom?

Qualitative Data Results

Research Question 1: What are the strengths and weaknesses of each dimension of the instructional framework for critical global literacies when implemented in a rural ELA high school classroom? The dimensions include:

a. global awareness with an interconnected world concept

b. connections from a personal to a global level

c. textual analysis and critique from global and cross-cultural perspectives

d. actions on global and multicultural issues

Research Questions 2: What are the overall strengths and weaknesses of a critical

global instructional framework when implemented as a curricular ELA unit in a rural high school classroom?

Student Journal Data

Data-driven coding allowed ideas and concepts to emerge from student journals without preceding conceptualization (Saldana, 2013). Initial codes were re-coded using a code-recode method for accuracy and categorized to determine relationships and interrelationships between codes and categories (Chilisa & Preece, 2005). I evaluated all data sources and allowed themes and codes to emerge from the data. Thematic elements suggested potential concepts and theories regarding the strengths and weaknesses of a critical global literacy (Saldana, 2013).

Additionally, a peer review occurred in order to reduce bias. Two experts in the field of Literacy and Education further analyzed data to provide an additional perspective with regard to emerging codes, code-recode, comparison terms, subthemes and variations.

Coding of student journals occurred in four cycles which began with the development of informant terms that emerged when reading student journals. Next, comparison terms were identified which included subthemes and variations of the initial terms as well as repeated terms and terms found in more than one journal from a single student (see table 5). After the coding of each student journal, analytical coding took place in order to identify patterns between student journals, and finally a higher level of abstraction occurred as the final step. This involved locating repeated patterns in student journals within each dimension of the critical global framework using matrices and a vertical tree structure to cross reference developing categories and themes (see table 5 and figure 2). Horizontal tree structures displayed how such codes were developed into categories and themes within each dimension of the critical global framework (see figure

3). A Venn diagram with an overlapping circle grid presented the common themes and categories that emerged within each dimension of the critical global curriculum among student journals and derived a higher level of abstraction (see figures 4 and 5) (Creswell, 2013).

Cycle 1: Emergence of Informant Terms and Phrases

The first stage of analysis involved developing a list of emergent and informant terms and phrases. For example, "human qualities are universal" and "unite rather than divide" were common phrases reoccurring throughout student journals. An emphasis was placed on creating a growing familiarity with the data, checking student journals for repeated concepts and phrases, and creating an initial established list of codes (Creswell, 2013). All initial data was organized systematically with an emphasis on connecting the data to the research questions and creating an initial list of codes which then involved re-coding and linking words and phrases to more salient ideas (Braun & Clarke, 2006).

Cycle 2: Subthemes and Variations of Initial coding

During the second stage, comparison terms were identified which included subthemes and variations of initial terms and phrases. This involved coding informant ideas in order to carefully and consistently connect related terms found within and between various journals and identify patterns (Creswell, 2013). Longer phrases were condensed into variations and subthemes. For example, "human qualities are universal" and "unite rather than divide" became "global unity." During the second cycle, subthemes identified within each dimension of the critical global framework were developed from repetitive frequency of coded and re-coded informant terms within

various journals. Each dimension of the Critical Global Framework was divided into

subthemes based on the frequency of the coded informant terms (see Figure 2).

Table 5
Repeated Words / Phrases Based on Student Journals

Dimension One	Number of times code occurred in journals
C1 Interconnected/connected world	10
C2 Cultural diversity	12
C3 Respect	17
C4 Individual perspectives	18
C5 Knowledge of other cultures	19
C6 See/view world differently	20
C7 Economically connected	20
C8 Sustainability	20
C9 Cultural common ground	22
C10 Appreciation for differences	22
C11 Better solutions	22
C12 Global attitude/mentality	25
C13 Education and progression	25
C14 Experience of others	30
C15 Individual experiences	31

Dimension Two	
C16 Cultural traditions	9
C17 Cultural heritage (importance of heritage)	12
C18 Individual beliefs/values	14
C19 Better communication	15
C20 Appreciation of diversity	20
C21 Respect for others	21
C22 Avoid judgement	22
C23 Learn from others	26
C24 What we do impacts others/"future generations"	42
C25 Human qualities are *universal*	42
C26 See big picture	43
C27 Focus on commonalities/"in common"	43

Dimension Three	
C28 Giving back	8
C29 Equal rights	11
C30 Individuals are unique	12
C31 Empathy for others	12
C32 Learn from the past	14
C33 Need for change	14
C34 Stand up for others	15
C35 Avoid judgement	15

C36	More alike than different	15
C37	Recognize privilege	16
C38	Unite rather than divide	22
C39	Part of something greater	24
C40	Negative stereotypes (reduce/ get rid of/remove)	24
C41	Same issues in different times and place	25

Dimension Four

C42	Importance of immigration	9
C43	Values/beliefs	10
C44	Open-minded	10
C45	Traditions (sharing/following/understanding)	15
C46	Cultural unity	15
C47	Recognize discrimination	15
C48	Know yourself/who you are	16
C49	Action for others	17
C50	Diversity (embrace/accept differences)	17
C51	Be informed	20
C52	Stereotyping (avoid/remove/stop)	20
C53	Gender role expectations	20
C54	Human struggles (are universal/diverse)	21
C55	Societal expectations/past (rise above/fix/correct/challenge)	25
C56	Universal struggles and human qualities	28
C57	Culture (perspective is relative to culture)	30
C58	More alike than different	36

Figure 2
Qualitative Subthemes and Corresponding Codes

Dimension 1	Dimension 2	Dimension 3	Dimension 4

Dimension 1

Acceptance of Cultural Diversity

Cultural Diversity (C2)

Respect (C3)

Knowledge of Other Cultures (C5)

Cultural Common Ground (C9)

Global Interconnectedness

Interconnected/ Connected World (C1)

View World Differently (C6)

Global Mentality (C12)

Experience of Others (C14)

Individuality

Individual Perspectives (C4)

Appreciation for Differences (C10)

Individual Experiences (C15)

Impact on Future Generations

View World Differently (C6)

Economically Connected (C7)

Better Solutions (C11)

Progress through Education (C13)

Dimension 2

Global Unity

Human qualities are universal (C25)

See big picture (C26)

Focus on Commonalities (C27)

Cultural Heritage

Cultural traditions (C16)

Importance of heritage (C17)

Individual beliefs/values (C18)

Equality

Respect for others (C21)

Avoid judgment (C22)

Impact on Future Generations

Better communication (C19)

Learn from others (C23)

What we do impacts others (C24)

Dimension 3

Social Reform

Giving back (C28)

Equal rights for women and workers (C29)

Need for change (C33)

Stand up for others (C34)

Acceptance of Cultural Diversity

Individuals are unique (C30)

More alike than different (C36)

Reduce negative stereotypes (C40)

Global Unity

Unite rather than divide (C38)

Part of something greater (C39)

Same issues in different times/places (C41)

Learning from History/Experience

Empathy for others' struggles (C31)

Learn from past (C32)

Avoid judgment (C35)

Recognize privilege (C37)

Dimension 4

Global Unity

Cultural unity (C46)Human struggles are universal (C54)

More alike than different (C58)

Individuality

Question values/beliefs (C43)

Know who you are (C48)

Be informed (C51)

Acceptance of Cultural Diversity/Differences

Recognize discrimination (C47)

Embrace differences/ diversity (C50)

Avoid Stereotyping (C52)

Gender role expectations (C53)

Perspective is relative to culture (C57)

Open-mindedness (C44)
Learn from History/ Experience
Diversity of human struggles (C54)

Rise above past/societal expectations (C55)

Social Reform

Importance of immigration (C42)

Sharing traditions (C45)

Take action for others (C49)

Figure 3
Development of Categories and Themes from Initial Codes

Dimension 1, 2, 3, 4	Global Connections / Global Unity	Global Interconnectedness
Dimension 2, 3, 4	Equality / Social Reform	Concern for Social Justice
Dimension 1, 2, 3, 4	Individuality / Cultural Heritage / Acceptance of Cultural Diversity	Appreciation for Cultural and Individual Diversity
Dimension 1, 2, 3, 4	Learning from History/Experience / Impact on Future Generations	Progression

Cycle 3: Analytical Coding to Identify Patterns across Dimensions

The intricate process of creating categories and identifying patterns continued as the list of subthemes and variations in each dimension of the Critical Global Framework was reviewed for importance and areas of commonality (Creswell, 2013). An overlap of subthemes was discovered between dimensions one and two, one and three, two and three, and three and four. Also, subthemes that contained similarities were paired together to determine if an overarching theme was evident (See Table 6 and 7).

Table 6

Strengths of Each Dimension of the Critical Global Curriculum Based on Student Journals

Dimension One	Dimension Two
Acceptance of Cultural Diversity	Global Unity
Global Interconnectedness	Cultural Heritage
Individuality	Equality
Impact on Future Generations	Impact on Future Generations
Dimension Three	**Dimension Four**
Acceptance of Cultural Diversity	Global Unity
Social Reform	Acceptance of Cultural Diversity
Learning from History/ Experience	Individuality
	Learn from History/Experience
	Social Reform

Table 7
Weaknesses of Each Dimension of the Critical Global Curriculum Based on Student Journals

Dimension One	Dimension Two
Circumstances of Implementation	Circumstances of Implementation
Elements of Content	
Lack of Involvement in Discussion	Elements of Content
Time Constraint for Discussion	Time Constraint for Discussion
	Need More Culturally Relevant Literature
Dimension Three	**Dimension Four**

Circumstances of Implementation	Circumstances of Implementation
More Background Preparation Needed	Lack of Experience with other Cultures
Lack of Experience with other Cultures	Time Constraint of Discussions
Elements of Content	Need for More Hand-on Activities
Elements of Content	More time for Unit

Cycle 4: Locating Repeated Patterns and Themes (Higher Level of Abstraction)

In this final cycle, the researcher removed redundancies and connected the critical elements found across dimensions to determine patterns and subthemes that are overarching (Creswell, 2013). This cycle culminated with the combining of subcategories across all dimensions of the Critical Global Framework and a development of overarching themes resulting in a higher level of abstraction (Creswell, 2013). An established pattern of thematic student responses within the data set became evident (see figures 4 and 5).

Figure 4

Qualitative Themes and Corresponding Codes (Strengths)

Pattern of Student Journal Responses across Each Dimension of the

Critical Global Curriculum Framework

(Strengths of Critical Global Curriculum)

Appreciation for
Cultural and
Individual Diversity

Acceptance of Cultural
Diversity/Differences

Individuality

Cultural Heritage

Global
Interconnectedness

Global Unity

Global
Connections

Equality

Social
Reform

Concern for

Social Justice

Impact on Future
Generations

Learning from
History/Experience

Progression
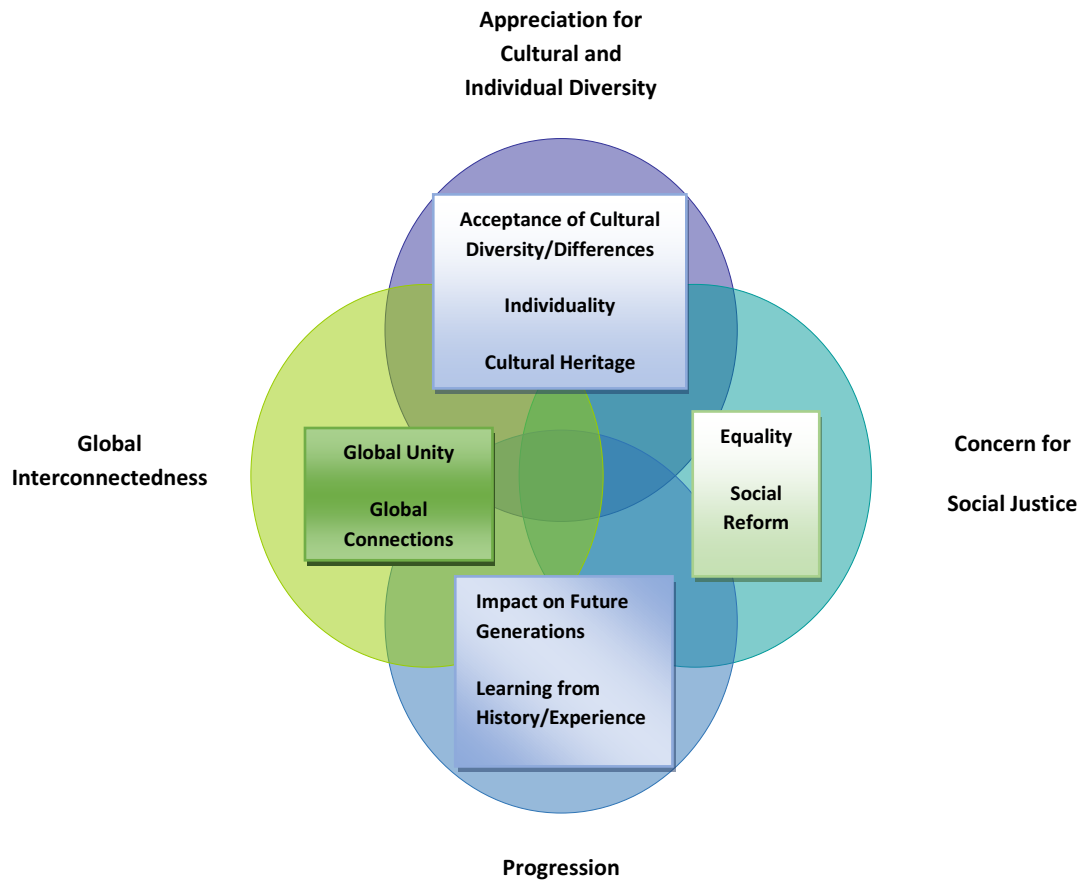
Figure 5

Qualitative Themes and Corresponding Codes (Weaknesses)

Pattern of Student Journal Responses across Each Dimension of the

Critical Global Curriculum Framework

(Weaknesses of Critical Global Curriculum)

Circumstances of
Implementation

More Time for
Overall Unit

Time Constraint for
Discussions

Lack of Involvement
in Discussions

Need More
Culturally Relevant
Literature

Need More Hands-
On Activities

Lack of Experience
with Other Cultures

More Background
Information Needed

Elements of

Content

Student

Preparation
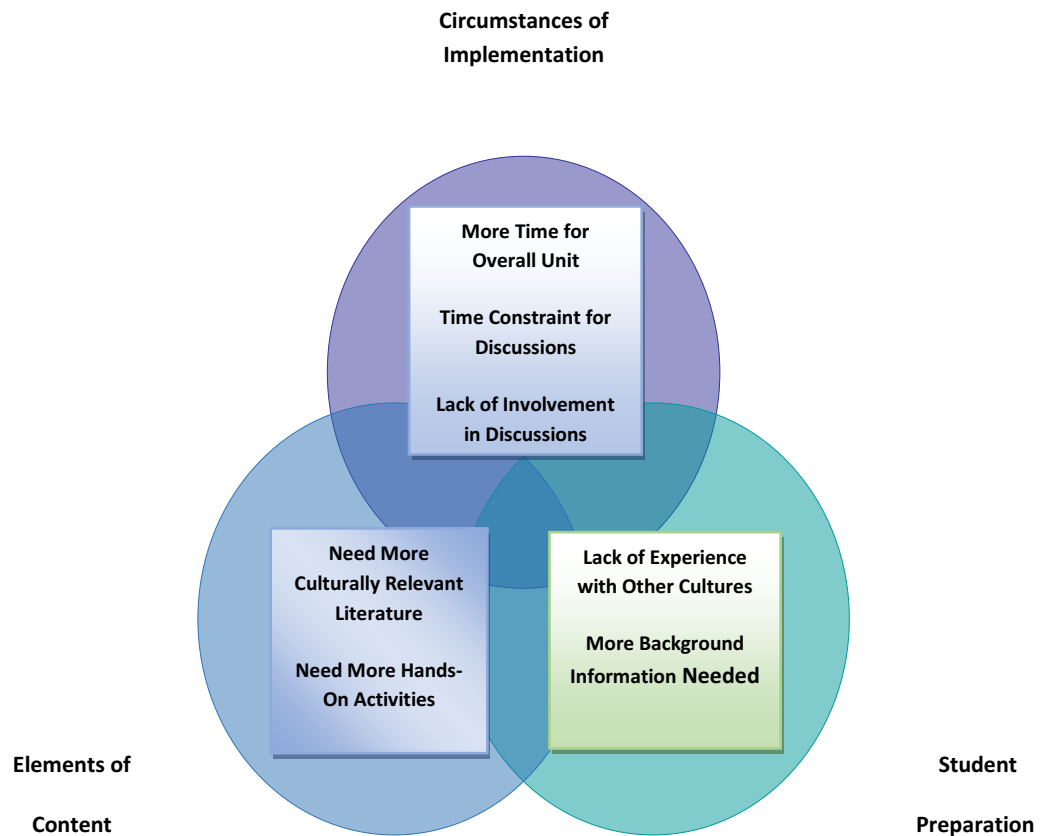
Presentation of Data and Results for Student Journals

Four main themes emerged as strengths from the analysis of student journal data: Cultural and Individual Diversity, Social Justice, Global Interconnectedness, and Progression. Three main themes occurred as weaknesses from the analysis of student journal data: Circumstances of Implementation, Content, and Student Preparation. Each theme represents the main topics of student journal writing as students completed each dimension of the Critical Global Curriculum Framework.

Theme 1 (Strengths): Global Interconnectedness

Global Unity. As the emergent key words and phrases revealed, students began to focus on human struggles as universal, united, and similar across boundaries of nations. One student wrote, "The humanness of people does not change regardless of time periods, land areas, or language." Another student concurred stating, "People are more alike than different. Differences can be sorted out, but similarities always remain." While becoming acquainted with Dimension one (Global awareness with interconnected world concept) of the critical global framework, students began to explore their own knowledge of other cultures and how they see the world while writing about topics such as respect for other nations, how individual perspectives are developed, and the commonalities that exist between people within a nation and between nations. Further, several students discussed appreciation for differences and how better solutions regarding unity between nations are necessary. A few students pondered their own experience and how it has impacted their world view, while many emphasized cultural elements that tend to impact perspective. "We can only sustain into the future if we unite. Division will destroy us all," one student noted.

While various literary pieces of the curriculum were acknowledged, students seemed to focus more upon larger ideas and the big picture rather than highlighting the individual pieces of literature. However, one student informed "*The Century Quilt* is all of us. We are all pieces of a larger quilt that connects." Referring to an article entitled *Cultural Common Ground Gets Harder to Come By* (Blair, 2011), a student suggested "we struggle to figure out our own culture, so it makes it that much more difficult to figure out world cultures." While many students offered insights in their journals, the overall consensus revealed that global unity is immanent, but determining how to arrive at such unity would involve much more retrospection and further investigation.

Global Connections. Additionally, students attempted to determine how to connect with other cultures and other nations. While uniting seemed necessary, a way to make initial connections emerged as a topic of concern across journals written at the completion of Dimension one. "Yes, we absolutely need to become united, but learning how to connect has to be the first step," a student contemplated. "If we all stay in our own little worlds but expect to have world unity, we are crazy. It's going to take work in order to connect with the cultures in our own nation and eventually in others," another student surmised. Several students offered solutions to this disconnection. "Take down walls, don't built them" and "Share all the 'quilts' in all classrooms so we can see how we all connect and what pieces we each bring to the table." Other students noted that "connecting means listening and sharing" and "seeking out others so we can begin to understand them better." The concept of 'connecting' resonated with most students, and several approached this thematic element by focusing on the disconnections. "I feel like America is disconnected within itself, so trying to connect globally feels almost

impossible at times." Still others associated global connections with hope for the future stating "The future is in our hands, and it is our responsibility to unite on a global level. We are one world with so much potential if we can figure out a way to connect. Maybe we connect through language or technology, but I have hope that we can do this." The concept of global connections seemed to be influenced not only by the curriculum but by students' reacting to their current circumstances as well, "this pandemic is proof that we are not isolated but connected because what happens in one nation can most certainly impact all nations." Regardless, a common factor surfaced repeatedly among journals establishing global connection as an essential element rooted in the critical global curriculum.

Theme 2 (Strengths): Cultural and Individual Diversity

Acceptance of Cultural Diversity/Differences. In dimensions one, three, and four, an overwhelming majority of students discussed cultural diversity and celebrating differences as one of the most significant aspects of the unit. "We live in a country with diverse people. It should be natural for us to appreciate diversity, but that is not always the case," one student contemplated. Others thought about their own experience living in a small rural area, "we haven't been exposed to much diversity here, but that is no reason to ignore it exists or bash it." Others viewed diversity through the eyes of the authors they read, "John Donne says no man is an island, but sometimes I feel like an island living in a non-diverse area with no exposure to other cultures and ways of life." Many students referenced their class discussions within each dimension of the critical global framework stating, "we talked about diversity, and I think it's important to talk about it and learn about it since we can't always experience it." Several students commented on

their own growth throughout each of the units, "It was interesting watching the boxes video and reading the articles about immigration and discrimination. I was able to see things through a different perspective and view diversity as something positive in our society. I really think I needed a new way to look at things." Some remained skeptical but curious,

> I want to learn more about other cultures and maybe connect with other schools in different areas so we can see how their classrooms look and how they interact. I'm not sure I would like to be in a diverse school just because I'm not used to it, but I definitely want to learn more about other people and places.

Other students had a different perspective of the lack of diversity in a rural school. "Since we don't live in an area with much diversity, we miss out. I think it's great to find ways to understand how diverse our country is." "We will be going into the world soon and not stuck in one area with no diversity, and the world is a lot different than our hometown." Another student mentioned that "cultural diversity exists here to an extent, but we don't really talk about our own roots; we think of ourselves as Americans only, and there is so much more to each of us." The student commentary relates directly to the Yoon et al. (2018) assertion that just like Freire (1970) contends, reading the text is equivalent to reading of the world. Students emphasized repeatedly the notion that focusing on cultural diversity and celebrating differences was one of the most beneficial aspects of the critical global curriculum.

Individuality. In dimensions one and four, students found comfort in expressing and discussing their individuality which they deemed to be important in relation to all the diversity that exists in the greater landscape. Retaining a sense of self and recognizing

the differences among individuals appeared to be just as important as recognizing differences among cultures. With readings like *Barbie Doll* by Marge Piercy and excerpts from *Invisible Man* by Ralph Ellison, students appeared to focus on their own isolation as an individual and what it means to be accepted by others. "Before anything else, we are all individuals with our own beliefs and values that may or may not be part of a culture," one student revealed. "Sometimes it can be really lonely being an individual because you have so many feelings that you want to connect to other people, but you can't always find a group to accept you or even know where you belong." Another student posited about the feeling of being isolated from others after reading a passage from the novel *Invisible Man*, "I am the invisible man too. I get him. His isolation is so relatable," and others felt close to the speaker *in Barbie Doll* stating, "She is basically all of us trying to be individuals but being sucked into society's expectations too." Yoon et al. (2018) acknowledge the importance of students making personal connections within a global landscape in their critical global framework suggesting that students should be encouraged to connect global issues to their own lives and real-life experiences in order to create a cohesiveness between the two and provide a critical global lens for their individual encounters (Yoon et al., 2018). Based on repeated journal entries among various journals, students began to view themselves in terms of their individuality as it exists among global unity.

Cultural Heritage. In dimension two, students focused on culture and family heritage. Student journals revealed an understanding of the importance of their own heritage prior to making connections to the various heritages that exist globally. "I never really thought about my own heritage beyond being American, but when I was thinking

about important objects in our family and in my life, I remembered an Irish Claddagh ring my great-grandmother had given to me and how proud she was to say she still has relatives living in Ireland." Others began to investigate their own heritage such as one student reflecting, "There is a lot more to all of us like our heritage. I asked my Mom about ours, and we have a lot of Mexican heritage which is kind of cool, and I didn't know that. I knew we had some distant relatives in Florida, but I didn't know they were originally from Mexico." Other students thought about how their heritage promotes unity by stating, "Our family traditions are mostly German and Polish. It is interesting to imagine our ancestors came here with dreams, and we are the ones fulfilling them." Another student noted a more global connection to one's heritage, "When I think about all the different nationalities and heritages in the world, many of them are in America, yet we always think we live in some far away place disconnected from the other side of the world." When reading *The History Teacher*, one student notes "Billy Collins is Irish-American, and unless people are indigenous to America, we all have some type of heritage we should celebrate, yet we keep repeating history as he suggests and discrediting everyone who is not exactly like us." Notably, students often cited authors such as Sabine Ulibarri, Ralph Ellison, Langston Hughes, Marilyn Nelson Waniek, and Billy Collins who provide a glimpse into heritage/history and its relevance in understanding our own nation and other nations.

Theme 3 (Strengths): Social Justice

As the dimension of the Critical Global Literary Framework continued, students appeared to become increasingly concerned with equality, social reform, and all aspects of social justice. Many journals emphasized equal rights for workers, women, minorities,

those with disabilities, and people of varying backgrounds and ethnicities. Student interest and curiosity began to shift away from their own individual perspectives and heritage to a greater understanding of all people regardless of background or heritage. Yoon et al. (2018) note that in dimension three of the Critical Global Framework, students will delve into diverse cultures and other heritages and potentially inquire about what their peers are reading, learning, or doing. After watching the *Boxes Video* in dimension three of the critical global curriculum, one student commented "not only should be step outside of our boxes, but we should step into someone else's box and spend some time there, walk a mile in their shoes for once." This concept was repeated by students who noted "It's weak to just worry about your own problems. Looking out for other people takes strength and courage" and "life is mostly about helping people, being human, and making a difference that impacts other people." With continued emphasis of critical global concepts in the classroom, student journals were noticeably shifting from personal commentaries to a concern for other individuals and other aspects of humanity such as how other people live and how to potentially improve conditions for others.

  Equality. In dimensions two through four, students demonstrated an interest in equality and ways in which to implement projects to help others. Yoon et al. (2018) explain that literacy activities should help students make connections between their personal lives and global issues. While students were not actively participating in or outside of school during much of this research and their lives were certainly impacted by the circumstance of the global pandemic, much of their journal writing exhibited this reality. Although this curriculum was implemented during a global pandemic and

engaging in community projects outside of the school setting was not a possibility in a virtual setting, students expressed the need for involvement beyond one's own classroom and cited various community efforts in which they witnessed as the pandemic continued. "Our lives are changing daily. One day your parents are working, and the next day, you are relying on the community to provide meals for your siblings. Equality can mean a lot of things I guess, but during the pandemic many of us have been equalized in a way." Other students discussed events of the pandemic including the national media and social media topics which they began to notice within their own social media sites and TV programming. One student commented, "I've had some time to analyze now that I am stuck at home, and I can really see the difference between what we have accepted as equality for a long time and what equality really is." Other students concurred explaining that "equality means something different to those who aren't oppressed," and "true equality is something we haven't known yet, but I hope we can change that." The majority of student journals exhibited writing that suggested an embracing of concepts of equality and reiterating their own position. Students were generally concerned with understanding how their own perception of equality shifted and why a shift in perception is imperative.

Social Reform. In dimensions three and four, students were particularly interested in social reform which was exhibited in their journal writing. In reference to a poem by William Blake students read as part of the critical global curriculum, one student stated "*The Chimney Sweeper* isn't actually a different place and a different time because those circumstances still exist in the world, just in different ways and still need to be reformed." Students often cited texts used in class but used the text as a basis to

further understand the world around them, particularly concerning global issues. Yoon et al. (2018) note that the texts that are used are not as important as the understanding and meaning making of students that occurs through questioning and discourse in a critical global classroom. Since teachers in rural communities and specifically Rural High School 01 tend to be accustomed to western texts, the curriculum stayed consistent with the prescribed curriculum, but the discussions and writing shifted to a more globally, introspective, and culturally specific approach which is part of the implementation of the critical global curriculum (Appendix G). While Yoon et al. (2018) suggest inviting students to read diverse literature and include a variety of authors, both western and eastern, when possible, the critical global framework can be implemented regardless of authors or texts. However, students often cited the class readings in their journals in order to emphasize or revisit various points discussed in the classroom. For example, one student cited an article discussed in class by commenting:

> *Workers' Rights in America* made me think about what rights people have in the workforce and how cultural differences affect a person's work experience. Some students were discriminated against at work because of their age or appearance, but nationally or even globally people face discrimination all the time, and what can we really do to create some type of reform so that doesn't happen? Its time to think outside the box and take action.

Another student thought about what social reform means when put into action, "People talk a lot about social reform, but talk is different than action. Workers need to make a living wage and receive fair treatment regardless of gender or race and receive fair benefits." Several students commented on how reforming America will impact other

countries, "America is not an island; we have to understand that social reform here will set an example on an international level," and " Social Reform is necessary because change is progress and progress in America impacts other nations." Students expressed their idea of reform in a variety of ways which included comments about workers' rights, civil rights, and even personal freedoms. More importantly many students addressed how reform in America may impact other nations by noting the connection between their own country and the global landscape which highlights the significant transition in student thought from personal concepts to more global concepts.

Theme 4 (Strengths): Progression

Impact on Future Generations. Just as the need for more global thinking surfaced, students also began to think of the future and how current actions will impact others. "There is no question what we do now as a global society will impact future generations, but often we choose to ignore that," a student commented. Several student journals highlighted the concern for how future generations will be impacted by the current generations. Specifically in dimensions one and two of the Critical Global Curriculum Framework, student journal entries consisted of repeated comments concerning the future such as "how will future generations benefit from current technology, global awareness, and advancements in medicine and other areas. These are things that should be a collaboration among nations." Additionally, students expressed concern for teaching future generations to progress by stating "there must be a plan to continually hold future generations accountable for seeing things through that we have begun," and "global progress is generational just like the passing of the quilt since it begins in one era but is transferred to many eras." The words "future generations"

appeared over forty-two times within the journals consistently suggesting that the critical global framework inspired students to look beyond the current generation and consider how future generations factor into the current actions of individuals and nations (See table 5).

   Learning from History/Experience. Learning from history and experience emerged as a common topic within numerous student journals. "Billy Collins writes about how ignoring history only leads to repeating the same mistakes," one student maintained, and another student concurred, "we are bound to repeat history, so we have no choice but to learn from it." In dimensions three and four of the Critical Global Curriculum, student journaling seemed to center upon learning from both individual experiences and historically documented experiences. One student wrote "our experiences will define our future because we learn and grow with each one." Another student suggested "the only way to positively influence the world is to learn and apply what we've learned to make an impact." Experience also appeared as a key word as students cited how beneficial it is to "learn from experience" and "gain experience through reading, applying knowledge, and taking action." Another student highlighted the connection to literature and writing, "I think everyone should have a chance to read a variety of literature and discuss it. It really gives you insight into what the real world is really about. Our own experiences are not the only experiences in the world." As students embarked upon the final dimensions of the critical global framework, many highlighted experience and learning from history as essential to progress which coincides with the specific goals of the critical global framework.

Although students exhibited growth in perspective, understanding, and knowledge, they also addressed weaknesses of the critical global curriculum and offered ideas for improvement. While students generally noted more strengths regarding their experience with the critical global framework, points of weakness included circumstances of implementation, content, and student preparedness.

Theme 1 (Weaknesses): Circumstances of Implementation

Many students cited the circumstances of the pandemic as a weakness of the implementation of the curriculum by noting that only having a small group of students with which to discuss "made the curriculum feel even more isolated." Most noteworthy was the concept of time constraints. "It seemed as if every time we started a strong discussion with a lot of participation, the bell would ring and the discussion ended. The next class was a new topic, so it felt like our discussions were just cut off." Another student commented, "we just don't have enough time to discuss everything there is to discuss, and sometimes one person dominates the discussions." In all four dimensions of the critical global curriculum students noted either the model of instruction during the pandemic or a time constraint on discussions as the most prevalent weakness of the critical global curriculum. Further, some students noted the lack of involvement in discussions. "More students should be encouraged to discuss or brought into the discussion. The same students lead most of the discussions in our class." Others mentioned "fighting the bell to have more time" and "listening to the same people give opinions" as the weakest aspects of the implementation of the curriculum. Circumstances of implementation included the fact that Covid-19 restrictions were in place in the classroom, discussions were shortened due to the time constraint of a class period, and

student participation was inconsistent which contributed to weaknesses within the implementation of the critical global curriculum.

Theme 2 (Weaknesses): Content

While many students felt connected to the content and expressed a sincere appreciation for it, another weakness asserted by students involved aspects of the content being presented. "We really need more multi-cultural literature," one student stated, "this is just the same literature we read every year which is three or four multi-cultural authors. We definitely need more." Another student concurred, "Reading about two or three cultures and our own is typical and some more variety in culture would improve the curriculum, but the discussions still make the curriculum." I like the readings, anther student stated, "but we need more hands-on activities which I understand is difficult to do during a pandemic." Another student noted that "we discussed what we would do if the curriculum was put into place during normal circumstances which would include being out in the community, but not being able to do that made the curriculum less hands-on for me." Additionally, several students drew connections between the pandemic and the more cerebral nature of the curriculum as opposed to some hands-on elements which would be possible under different circumstances. "We are hybrid and virtual in the middle of a pandemic. I don't expect to be out in the community engaging in events or having group work in the classroom six feet apart, so yes, it would make the curriculum better if we could to that, but I get that it isn't possible." Students addressed weaknesses in content of the curriculum due to a lack of culturally relevant literature and few hands-on assignments; however, many students also suggested Covid-19 restrictions contributed

to the lack of hands-on learning which would likely be different with regular classroom guidelines in place.

Theme 3 (Weaknesses): Student Preparation

Many students addressed their lack of critical global content in previous ELA classes and lack of background information as a weakness to the critical global curriculum. "I wish I had been more prepared by having these discussions in previous years. We always connect what we read to life experience but don't really talk about the big picture or the global landscape like we did in this unit." Another student discussed the lack of diversity within literature prior to this unit as concern, "I haven't read a lot of cultural literature over the years, and because we live in a community without diversity, cultural literature is a must for understanding critical global topics!" Several students addressed the need for more culturally relevant literature and critical discussions as preparation for their future, "this is something we should have been doing all along. I never realized how different everybody is from each other. We seemed all the same until now." Having few experiences with culturally relevant literature and critical discussions surfaced throughout the journals as a weakness in being prepared for the critical global curriculum. Further, students addressed their own personal backgrounds as contributing to a weakness within the curriculum. "I feel as though students in an urban school like people living in the city or even close to a city would relate more easily to the types of discussions we had. Some discussions were difficult to relate to because of our background while others were easier to relate to." Another student put the curriculum into perspective by stating "since this curriculum is more challenging for students in rural areas, we should probably focus on it more. It challenges us to step outside of what we

know and how we live and see other perspectives." Finally, students became increasingly aware of their own role in turning weaknesses into strengths. "I don't live in a diverse area, and I may not have had as many cultural experiences as students who live in other places, but we have a place to be educated, and that's really all you need in order to grow and improve." Overwhelmingly, students suggested more preparation whether in a previous unit or previous ELA classes would likely lead to greater success with the critical global curriculum.

Student journal data documented areas of both strengths and weaknesses according to students which suggested the successful implementation of the curriculum and things to consider when implementing in the future. Additionally, comparing student journal data and teacher meeting narratives allowed the researcher to make comparisons between the implementation process and the actual implementation. Moreover, comparisons were made between student and teacher perspectives of each aspect of the implementation of the critical global framework.

Teacher Meeting / Field Note Data

I observed four teacher meetings which took place during regularly scheduled common planning time and included one meeting per week for each week of the implementation of the critical global curriculum. I observed and notated all teacher meetings as an outside observer of the group with no participation or input. Fifteen to twenty minutes of the thirty-eight-minute weekly meeting during each week of the critical global curriculum implementation included specific discussions of the strengths and weaknesses of the critical global curriculum. Teachers openly discussed both strengths and weaknesses of the implementation while field notes were recorded by the

researcher. Since I did not teach participating students, have no leadership position or authority within the teacher meeting, and did not engage in leading teacher discussions, I was an active observer during the teacher discussion time without prompting teachers or providing additional input. Conversations emerged naturally while teachers organically discussed strengths and weaknesses of the critical global curriculum. Common Planning meetings were part of the teachers' scheduled school day. Therefore, no disruption to the regular school day was necessary, and teachers engaged in their usual daily practices. A checklist which provides discussion suggestions including: curricular issues, questions, concerns, challenges, adaptations needed, and reflections was provided to teachers during the initial meeting as a discussion guide for teacher meetings (Appendix I). Observations of participants was noted as part of the descriptive field notes while reflective field notes included the researcher reactions, reflections, commentary, concerns, and epiphanies (Wilson & Joye, 2017).

Field notes were converted into rich textual narrative after I conducted teacher meeting participant observations weekly during ELA common planning time where teachers engaged in a discussion of "what is working" and what is "not working." As part of the regular school day, I observed the conversation in a Zoom meeting platform due to Covid-19 guidelines and restrictions while school was being conducted within a hybrid and virtual-only model. Teachers discussed their experience with the implementation of the critical global instructional framework which included both difficulties and successes. Further, comparisons were made between teacher commentary and the thematic results of student journals.

By taking an etic approach and observing as an outsider without commenting as part of the teaching cohort in order to prevent my own potential bias, behaviors, interactions, commentary, questions, concerns, adaptations, and reflections of both teacher participants were noted in descriptive field notes which were adapted into rich text (Kleinsasser, 2010). The goal of participant observations was to gather an organic, unmediated view of classroom teacher concerns, challenges, and successes as teachers fully implemented the critical global curriculum (Neuman, 2011).

Textual Narrative Adapted from Field Notes

It is important to note that teacher meetings only took place through the Zoom virtual platform since this was a requirement of Covid-19 guidelines implemented by Rural High School 01 based on state recommendations. Additionally, students began the school year in a hybrid model which involved half of the students attending school on an A-day and half of the students attending school on a B-day (every other day) each week. Therefore, at least every other day, half of the students were attending class through Zoom meetings while half of the class were present in the classroom. However, several times throughout the administration of the Critical Global Curriculum, students were placed in a full-virtual model due to the number of Covid cases within the building and the level of community transmission. By the implementation of the third dimension of the Critical Global Curriculum, students were in a full virtual platform through Google Classroom and Zoom Platforms. Regardless of the student platform, all teacher meetings were held only through the Zoom platform throughout the implementation of the critical global curriculum.

The researcher recorded descriptive field notes in a Microsoft Word password protected document file and additionally saved the document file on a password protected hard drive during the teacher meetings as a means to ensure all information recorded was accurate and concise based on the meeting commentary as well as securely stored (Newman, 2011). Additionally, reflective notes allowed for the researcher to practice reflexivity and document personal thoughts, feelings, reactions, and beliefs (Creswell, 2015). Further, peer review took place in order for the researcher to confirm statements made by teachers were accurately represented and recorded (Creswell, 2015). Notes were shared with Teacher 01 and Teacher 02 to confirm each statement recorded would be reported accurately when writing the narrative report.

Reflexivity through Reflective Field Notes

Self-disclosing assumptions, beliefs, and biases cultivate increased validity (Creswell, 2015). Operating within a critical paradigm, the researcher engaged in reflexivity necessary to reflect upon thoughts and presuppositions in order to foster neutrality (Creswell, 2015). Accordingly, the researcher engaged in a reflexive review of all field notes which allowed the researcher's biases to surface. After reviewing reflective notes, it was found that information was recorded based on researcher credence of importance. For example, the researcher had previously implemented the critical global curriculum in a twelfth-grade classroom; therefore, the researcher became aware of prioritized teacher remarks based on commonalities to her own research and may have recorded her own assumptions along with teacher comments in the first teacher meeting. By engaging in reflexivity, the researcher became more aware of the priorities and concerns of Teacher 01 and Teacher 02 based on their own implementation of

curriculum. Additionally, emphasis of a specific checklist provided to teachers as possible discussion topics had the potential to affect the participants' comments. Therefore, open discussion was encouraged to allow an organic emergence of each participant teacher's own beliefs, reactions, and notions to surface. Overall, engaging in reflexivity allowed the researcher to revisit comments made by the participants and ensure all commentary was received as intended by participants. The four-phase analysis of teacher meetings which included one teacher meeting during each week of the implementation of the critical global curriculum is discussed in the following section.

Phase 1: Initial Teacher Meeting. Teacher meetings were conducted in order to gain insight into research question two of this study: What are the overall strengths and weaknesses of a critical global instructional framework when implemented as a curricular ELA unit in a rural high school classroom?

In the initial teacher meeting, Teacher 01 and Teacher 02 along with the researcher met in the Zoom platform where both participant teachers discussed the initial implementation of the critical global curriculum. Teacher 01 acknowledged a 'smooth transition' into the curriculum with no "opposition or complaints from students." She believed the curriculum eventually felt "meaningful" to students who she described as initially indifferent, but eventually "warming up and sharing their own experiences and differences." Teacher 01 noted that students enjoyed talking about their own lives and backgrounds and many volunteered to share life experiences when reading *The Century Quilt* and completing a critical thinking activity about their own cultural background. Teacher 02 agreed the implementation was "seamless" and students were indifferent initially; additionally, he suggested students never really thought about differences

among other students in their school until discussing the meaning of the various pieces of each student-created quilt and how those pieces combined to create a united quilt which was part of the curriculum for dimension one. Teacher 01 also appreciated the quilt lessons because she felt it provided a "visual for students to see their differences and understand how those differences make all students unique." She commented that seeing the quilt completed really provided a deeper understanding for students that "each unique person is a part of something larger." Teacher 01 expressed her excitement in students being able to acknowledge differences among all people in addition to commonalities, and mentioned she was particularly impressed with not only students easily sharing experiences but listening intently to the experiences of others and engaging in mature discussions.

The conversation shifted to a mini research project students engaged in, and Teacher 02 shared that he appreciated students conducting mini-research on a world issue and sharing their findings. He believed that students found this to be particularly useful during a pandemic since they felt disconnected and were seeking ways to be more connected personally. He felt discussions "flowed" and students were willing if not eager to share their own discoveries. Teacher 01 agreed; however, she was concerned that some students "took over discussions" while others "barely contributed," and she was hoping to correct that in future discussions by "encouraging more participation. Teacher 01 claimed that researching world issues was like a "mini-CSI episode" for students where they discovered something new and interesting, and then talked about ways in which the findings impacted their own lives. While both teachers agreed that students weren't necessarily moved to action, or experiencing immense depth within dimension

one, they did find students to be interested, engaged, and curious about global happenings and their own place within the world. They were also willing to share and discuss more easily than in previous units which Teacher 02 believed to be a necessary "first step" to understanding the importance of being a global citizen.

The meeting topic shifted to the difficulties as well as successes of the platform and circumstances of implementation. Teacher 01 suggested that teaching within a virtual model presented challenges and obstacles that may not exist within a regular school year; although he agreed, Teacher 02 also suggested that learning and implementing the critical global curriculum during a pandemic provided students with an advantage of seeing how local events impact on a global level. In fact, Teacher 02 shared a student's comment that "it is hard to believe someone's action in China created a worldwide pandemic." He noted that a comment like that is proof that students are beginning to "see the big picture" already. Both teachers agreed that a virtual platform presented challenges to engaging in critical discussions with students such as having technical issues; however, on hybrid school days where students were in the classroom, more discussion occurred, and students were able to build upon the discussion of other students making more seamless discussions achievable. With regard to thematic perspectives of students, teacher 01 repeatedly remarked that students were "accepting" beginning to "accept the differences of others" or "notice differences between students rather than similarities." Teacher 02 noted three times that students enjoyed expressing their individual perspectives and personal accounts while also detailing the students' ability to make a connection between individual circumstances and global events. However, Teacher 02 was not sure if understanding global connectedness was due to the pandemic students were experiencing

or the actual curriculum; in addition, he noted that having a platform to discuss their experiences and bring it to the forefront allowed for cohesion between real life events and critical discussions within the classroom. Both teachers cited the current circumstances of implementation as a weakness, but at least one teacher believed teaching a critical global unit during a pandemic could be turned into a strength as students see more universal connections.

Phase 2: Teacher Meeting Two. During the second week of the implementation of the critical global curriculum, Teacher 01 and Teacher 02 met in Zoom to discuss the strengths and weaknesses within the classroom. Meeting two generally contained a more relaxed and comfortable environment as teachers appeared to feel more at ease with the concept of the critical global curriculum. Teachers briefly engaged in a discussion about 'language' and how using phrases like "global connections" and cultural acceptance" became more natural within the classroom as they were used more frequently among teachers and students. Teacher 01 expressed that students appeared to be more comfortable sharing their personal experiences and enjoyed the opportunity to focus on differences between their own lives and peers and rural and urban or suburban school environments. Teacher 02 suggested that poetry, discussions, and the journal in dimension two of the critical global curriculum focused on the current political environment students were experiencing. Due to the fact that the implementation occurred around the United States presidential election, many discussions became politically charged or incited. According to Teacher 01, it was necessary to guide students away from American politics and toward more global issues; regardless, she allowed the discussions to shape this movement by questioning how politics in America

may impact people in other nations. Teacher 02 agreed and suggested the political climate helped to create more depth within discussions and provided a pretense for global issues. Although, he felt it may have also deterred some students from participating as readily. Teacher 02 suggested that how the curriculum is presented matters because students tended to discuss issues on their own level of thinking and comfortability, and the goal was to encourage students to think on a higher level and "out of their comfort zone." Teacher 01 mentioned that at least one student became concerned that "everything he knew wasn't really right" as she relayed the student's words. She noted that students were beginning to question what they know or have learned and attempting to "see things differently" or "understand things in a different way." Teacher 01 thought it was interesting because she believed that students' willingness to challenge their own previous beliefs indicated the students were growing and challenging what they already knew and potentially began to feel as though there may be new ideas to consider or even embrace. Thematically, Teacher 01 described the big picture idea of Global Unity while Teacher 02 also mentioned concepts of global unity and the impact on future generations. Teacher 02 commented that as a twelfth-grade teacher concerned with the future of students, he felt the curriculum was necessary for future success especially beyond their current school district or rural area. Teacher 01 discussed the need for students to work in groups and have more small collaborative discussions which would be accomplished more easily outside of the hybrid model where six-feet of social distancing was being maintained. This was agreed upon by Teacher 02 who confirmed that group discussions may have greatly improved their class discussions. Overall, the meeting tended to focus on successes and an acknowledgement that students were gaining insights and learning

new perspectives, yet the challenges of implementing the curriculum during difficult circumstances while engaging in a new and unfamiliar teaching/learning model posed some challenges that both teachers deemed "difficult" but "manageable."

Phase 3: Teacher Meeting Three. Teacher meeting three took place at the completion of the third week of the implementation of the critical global curriculum. This meeting was unique because teachers were halfway through the implementation of the Critical Global Curriculum and teaching in a fully virtual setting. The discussion immediately began without hesitation, and I noticed the teachers were using phrases like 'critical thinking questions" and "thinking globally." The teacher terminology and phrasing began to naturally embrace the concepts within the critical global curriculum. I did not have to assume or attempt to determine themes from the teacher perspective within the third dimension because Teacher 01 discussed cultural diversity, global unity, and social reform as part of her discussion. She commented on the "thoughtful responses" of students and explained how class discussions became more natural. Teacher 02 expressed his concern that immigration was a touchy issue since it was so prevalent on the news and was a main topic within dimension three of the critical global curriculum. However, he explained that the topic seemed to "matter more" to students and additionally brought up more difficult topics. Teacher 01 concurred by stating that "discussions were much more intense and meaningful, and many students had opinions."

Acceptance surfaced repeatedly as an important discussion point since both teachers agreed that many critical discussions among students contained the topic of accepting others, being accepting of differences, and being accepted by others. Teacher 01 noticed that when topics became too intense, some students avoided engaging further

while others embraced the topic and incited further engagement. However, she noted that all students in dimension three journaled more and voiced opinions within their journals more. While topics became increasingly more global and less isolated to individuals, Teacher 02 stated that if topics were "too difficult to discuss within the class, they were easily discussed on paper." The concept of stereotyping people versus understanding traits of a culture was discussed by both teachers with Teacher 01 stating that students focused on how people are more alike than different across the globe, and Teacher 02 recognized that students seemed to be more curious about other nations and less judgmental. However, both teachers noted that a few students had difficulty shifting away from stereotypes that were often accepted within their communities. Teacher 01 discussed observing students who became more uncomfortable challenging stereotypes that seemed to be prevalent within their community; however, she noticed a significant difference between advanced placement students (honors) and college preparatory (general) students when the issue of stereotyping surfaced where advanced placement students were generally more conscious of labeling and judgement while college preparatory students tended to spend more time sifting through information and recognizing some negative stereotyping as acceptable parts of many local cultures. Teacher 01 stated she was impressed with both groups of students in their willingness to investigate, learn, and discuss and called it "eye opening" for some students who seemed to have few experiences learning about and discussing critical global issues. Teacher 02 stated one weakness as a lack of connection to the material for some students, and Teacher 02 was more concerned that students needed more background with critical thinking and global thinking in order to flourish, but she believed that students were

accomplishing a lot in a short period of time. Generally, this meeting revealed teachers becoming more engaged with the curriculum and discussing topics more easily as their comfortability level increased with including critical global topics in the ELA classroom. The third week of implementation of the critical global curriculum appeared to be a pivotal turning point in which teachers not only embraced concepts of the critical global framework but also became more aware of students embracing those concepts as well.

Phase 4: The Final Teacher Meeting. Teacher meeting four occurred after the final week of implementation of the critical global curriculum. This meeting was shortened due to classroom circumstances that prevented Teacher 02 from being in the meetings for the first ten minutes. Without prompting from the researcher who remained in the role of an observer, Teacher 01 immediately noted that student journals were becoming more elaborate and often continued topics that were begun during classroom discussions. She noticed the climate of the classroom became "less argumentative but more passionate" when discussing difficult topics. During the reading of *The History Teacher*, students made connections to the contemporary concept of medial influence on community and global understanding of events. Teacher 01 stated that students began to discuss what "action" should be taken, how to recognize discrimination, and the idea that human struggles are both diverse and universal." Teacher 02 entered the meeting with a list of items he noticed in his last class including how students tended to understand the fact that what they were learning would "help them in the real world." He noticed that as the unit came to a close, students made serious attempts to translate their discussions, class work, and journaling to real world usefulness. Teacher 02 noted that *The Invisible Man* passage combined with the immigration article incited a great deal of commentary

from students and sparked discussions of inequality, and the challenges of experiences that await students as they enter the world beyond high school. Learning from experience appeared to be the thematic concept within the teacher discussions as well as the idea of global unity as students attempted to understand their own place in the world. Both teachers noted that few weaknesses existed within dimension four of the critical global curriculum aside from the time constraints of the discussions that were occurring on the Zoom platform. Additionally, challenges of teaching in a fully virtual platformed surfaced, but Teacher 02 believed that virtual learning also encouraged more independent thinking for students.

Teachers generally agreed that Critical Global Literacy is beneficial, and both admit they would implement this type of curriculum again with some minor changes. Teacher 01 stated that she would introduce the curriculum differently to ensure students understood particular terminology and concepts prior to embarking upon the reading. Teacher 02 suggested that specific curriculum could be implemented that would slowly allow more culturally relevant literature or greater opportunities for students to explore literature and global concepts on their own. He stated that "journaling and class discussions were the most beneficial to students, but they were mostly teacher lead." He would hope that implementing the curriculum during a typical school year without a hybrid or virtual model would allow for greater flow of discussions and a more seamless implementation of critical reading and critical discussions. However, given the circumstances, Teacher 02 stated that he believes the curriculum was implemented to the greatest extent and with the greatest benefit to students within the confines of the educational models.

Integration of Student Journal Results and Field Notes

Qualitative data pointed to strengths of the Critical Global Curriculum as incorporating topics of Cultural Diversity, Social Justice, Progression, and Global Interconnectedness (Figure 3) while the weaknesses included the circumstances of the implementation, content issues, and lack of student preparation. Both student journals and teacher discussion meetings emphasized each theme which began to slowly emerge throughout the course of the implementation. Teachers noted that student journaling, critical discussions, and critical thinking skills were heightened as students had the opportunity to think about their individual circumstances, their place in a global world, and their own future including where they will fit into the world. Teachers believed that critical thinking allowed for more intense and thoughtful discussions, and eventually writing their own thoughts which produced journals of many significant thematic topics. Teacher 01 and Teacher 02 confirmed the findings within student journals as both students and teachers discussed the critical global curriculum beginning with mostly indifference and becoming increasingly more meaningful as the implementation continued. Students focused on cultural and individual diversity, global interconnectedness, social justice, and progression while teachers noticed their classes focus primarily on topics of global interconnectedness, cultural diversity, and progression as areas of emphasis when implementing the critical global curriculum. Students and teachers agreed that the current pandemic guidelines and learning models weakened the implementation of the curriculum. It was also evident from both students and teachers that more culturally relevant literature should be included in the future along with hands-on activities, and student preparation in previous ELA classes in earlier grade levels or in

the twelfth-grade ELA class prior to the implementation of the critical global curriculum would also benefit students.

Results for Quantitative Phase in Exploratory Mixed Methods Research

The quantitative phase involved the gathering of results of the effectiveness of a critical global curriculum using a specific tool known as the Global Perspectives Inventory (GPI). The results were combined with the qualitative data in the final phase to establish the overall strengths and weaknesses of the critical global curriculum when implemented in the rural 12th grade classroom (Creswell, 2013).

1. **Research Questions 3**: Is there a statistically significant difference between the pre-test and post-test on the Global Perspectives Inventory (GPI) before and after students have participated in a critical global literary unit encompassing all dimensions of the critical global literacies framework in the rural high school ELA classroom?

A total of 63 students in 12th grade classes (both CP and AP) with two separate teachers (Teacher 01 and 02) completed the Global Perspectives Inventory (GPI) before and after completing the critical global curriculum. Sample characteristics are presented in Table 8.

Table 8
Sample Characteristics

	Frequency	Percent
Gender		
Male	22	34.9
Female	41	65.1
Level		
Advanced Placement	22	34.9
College Preparatory	41	65.1
Teacher		
One	57	90.5

Two	6	9.5	

Prior to testing the research question, the six subscales of the GPI were computed, and the normality assumption was assessed using *z*-scores formed by dividing skewness by the standard error of skewness. A *z*-score within +/- 3.29 is indicative of a normal distribution (West, Finch, & Curran, 1995). The results are shown in Table 9. The last column displays the z-scores, which indicate that two of the pre-intervention subscales, Intrapersonal Identity and Intrapersonal Affect, were skewed. This violated the underlying assumption of normality for the paired *t*-test. Therefore, the non-parametric equivalent to the paired *t*-test, the Wilcoxon signed rank test was used to compare the pre- and post-intervention GPI scales. The data met all the assumptions of the Wilcoxon signed rank test, namely that the pre- and post-intervention samples were dependent (paired), that the pairs were independent of each other, and that the dependent measures were continuous, rather than categorical.

Table 9
Computation of Six GPI Subscales Revealing Violation of Assumption of Normality

GPI Subscales	Mean	SD	Skewness	SE	z
Pre-intervention					
Cognitive Knowing	3.68	0.55	0.03	0.30	0.09
Cognitive Knowledge	3.27	0.64	0.23	0.30	0.75
Intrapersonal Identity	3.92	0.59	-1.02	0.30	-3.38*
Intrapersonal Affect	4.10	0.60	-1.19	0.30	-3.95*
Interpersonal Social Responsibility	3.67	0.52	-0.08	0.30	-0.25
Interpersonal Social Interaction	3.19	0.72	0.26	0.30	0.86
Post-intervention					
Cognitive Knowing	4.30	0.36	-0.35	0.30	-1.15
Cognitive Knowledge	4.06	0.36	-0.44	0.30	-1.47
Intrapersonal Identity	4.30	0.39	-0.74	0.30	-2.44
Intrapersonal Affect	4.44	0.41	-0.31	0.30	-1.04
Interpersonal Social Responsibility	4.15	0.33	0.27	0.30	0.90
Interpersonal Social Interaction	3.42	0.55	0.48	0.30	1.60

* skewed distributions

The results of the Wilcoxon signed rank tests are presented in Table 10 and indicate that significant improvements were reported in all six areas addressed by the Global Perspectives Inventory ($p < .001$).

Table 10
Paired Comparisons of the GPI Subscales from Pre- to Post-intervention

	Pre-Intervention		Post-intervention			
GPI Subscales	*Mean*	*SD*	*Mean*	*SD*	*z**	*p*
Cognitive Knowing	3.68	0.55	4.30	0.36	6.54	< .001
Cognitive Knowledge	3.27	0.64	4.06	0.36	6.64	< .001
Intrapersonal Identity	3.92	0.59	4.30	0.39	6.07	< .001
Intrapersonal Affect	4.10	0.60	4.44	0.41	5.67	< .001
Interpersonal Social Responsibility	3.67	0.52	4.15	0.33	6.36	< .001
Interpersonal Social Interaction	3.19	0.72	3.42	0.55	3.50	< .001

* standardized Wilcoxon signed rank test

In order to determine if there were any significant differences in the degree of improvement based on gender, student level, or teachers, change scores were computed by subtracting the post-intervention subscale scores from the pre-intervention scores. Therefore, greater improvements were reflected in higher positive scores. As with the pre-intervention scores, the change scores for Intrapersonal Identity and Intrapersonal Affect were skewed. The change score for Interpersonal Social Responsibility was also slightly skewed. See Table 11. This violated the assumption underlying the independent samples t-test.

Table 11
Summary Statistics for the GPI Change Scores

GPI Change Scores	Mean	SD	Skewness	SE	z
Cognitive Knowing	0.62	0.49	0.51	0.30	1.69
Cognitive Knowledge	0.79	0.50	0.25	0.30	0.82
Intrapersonal Identity	0.38	0.42	2.86	0.30	9.46*
Intrapersonal Affect	0.35	0.45	2.91	0.30	9.62*
Interpersonal Social Responsibility	0.48	0.40	1.00	0.30	3.30*

| Interpersonal Social Interaction | 0.23 | 0.46 | 0.21 | 0.30 | 0.70 |

* skewed distributions

Therefore, a non-parametric alternative, the Mann-Whitney U test, was used to compare the degree of change by gender, level and teacher. The data met the assumptions of the Mann-Whitney U test, namely that the dependent variables were continuous, and that the independent variables were categorical with two independent (unrelated) categories each. As shown in Tables 12, 13, and 14, the Mann-Whitney U tests did not reveal any significant differences by gender, level or teacher.

Table 12
Comparisons of the GPI Change Scores by Gender

	Male			Female				
GPI Change Scores	N	Mean	SD	N	Mean	SD	z	p
Cognitive Knowing	22	0.64	0.51	41	0.61	0.48	-0.04	0.971
Cognitive Knowledge	22	0.73	0.48	41	0.82	0.51	-0.81	0.416
Intrapersonal Identity	22	0.36	0.57	41	0.40	0.31	-1.41	0.159
Intrapersonal Affect	22	0.39	0.61	41	0.32	0.35	-0.02	0.988
Interpersonal Social Responsibility	22	0.58	0.43	41	0.42	0.39	-1.60	0.111
Interpersonal Social Interaction	22	0.20	0.53	41	0.24	0.42	-0.62	0.533

Table 13
Comparisons of the GPI Change Scores by Level

	Advanced Placement			College Preparatory				
GPI Change Scores	N	Mean	SD	N	Mean	SD	z	p
Cognitive Knowing	22	0.64	0.53	41	0.60	0.47	-0.05	0.960
Cognitive Knowledge	22	0.85	0.46	41	0.76	0.52	-0.80	0.425
Intrapersonal Identity	22	0.43	0.58	41	0.36	0.30	-0.15	0.878
Intrapersonal Affect	22	0.33	0.63	41	0.36	0.32	-1.66	0.097
Interpersonal Social Responsibility	22	0.50	0.43	41	0.47	0.40	-0.48	0.629
Interpersonal Social Interaction	22	0.22	0.46	41	0.23	0.46	-0.01	0.994

Table 14
Comparisons of the GPI Change Scores by Teacher

GPI Change Scores	One			Two			z	p
	N	Mean	SD	N	Mean	SD		
Cognitive Knowing	57	0.63	0.50	6	0.45	0.31	-0.72	0.473
Cognitive Knowledge	57	0.82	0.50	6	0.47	0.37	-1.69	0.092
Intrapersonal Identity	57	0.39	0.42	6	0.28	0.36	-0.66	0.513
Intrapersonal Affect	57	0.35	0.46	6	0.33	0.39	-0.02	0.981
Interpersonal Social Responsibility	57	0.49	0.41	6	0.33	0.27	-0.88	0.379
Interpersonal Social Interaction	57	0.21	0.44	6	0.33	0.63	-0.01	0.990

Integration of Research

Qualitative assessment data pointed to the importance of a critical global curriculum in developing critical thinking and global awareness skills. According to student journals, dimension one of the critical global curriculum reveals the acceptance of cultural diversity, global interconnectedness, individuality, and impact on future generations as topics of interest and discussion among students while engaging in the first dimension. Dimension two included global unity, cultural heritage, equality, and impact on future generations as major discussion points while dimension three revealed social reform along with cultural diversity and learning from experience as highlights of student discussion and learning. The final dimension showed students discussing global unity, individuality, cultural diversity, and learning from history/experience as noteworthy discussion points (Figure 2). According to participating teachers, prior to implementing the critical global curriculum, journals and class discussions did not often include any of the topics discussed within the dimensions of the critical global curriculum. Additionally, field notes from four separate teacher meetings conducted throughout the implementation of the critical global curriculum reveal that teachers noticed student discussions and journal writing shifting to topics of global interconnectedness, cultural diversity, equality,

and social justice. While both students and teachers deem the curriculum to have great strengths based on their individual commentary, the circumstances of the implementation, elements of the content, and lack of student preparedness surfaced as significant weaknesses of the implementation of the curriculum by both students and teachers.

Quantitative assessment data revealed that all six subscales of the Global Perspectives Inventory showed improvement for students after the implementation of the critical global curriculum. Specifically, students improved in areas of cognitive knowing, cognitive knowledge, intrapersonal identity, intrapersonal affect, interpersonal social responsibility, and interpersonal social interaction. The most significant difference occurred within the areas of cognitive knowing and cognitive knowledge clearly asserting that with improved knowing and learning, students became more aware of global topics and incorporated more critical thinking skills within their discussion and journals as suggested by the qualitative data. Further, no significant differences occurred between teachers, gender, or ELA class level; therefore, improvements occurred regardless of the varying demographic conditions within Rural High School 01.

Summary

In this chapter, the qualitative and quantitative exploratory mixed methods research and resulting data was explained to answer the following research questions: RQ1: What are the strengths and weaknesses of each dimension of the instructional framework for critical global literacies when implemented in a rural ELA high school classroom? The dimensions include:

a. global awareness with an interconnected world concept

b. connections from a personal to a global level

c. textual analysis and critique from global and cross-cultural perspectives

d. actions on global and multicultural issues

RQ2: What are the overall strengths and weaknesses of a critical global instructional framework when implemented as a curricular ELA unit in a rural high school classroom?

RQ3: Is there a statistically significant difference between the pre-test and post-test on the Global Perspectives Inventory (GPI) before and after students have participated in a critical global literacy unit encompassing all dimensions of the critical global literacies framework in the rural high school ELA classroom?

The researcher described the analysis conducted before and after the implementation of the critical global curriculum. Prior to implementing the critical global curriculum, a GPI survey was completed by all student participants which was again administered at the conclusion of the research. After the implementation of the curriculum, student journals were analyzed, and field notes were acquired at teacher meetings in order to determine the strengths and weaknesses of the critical global curriculum. Data analysis of student journals revealed strengths of the critical global curriculum included acceptance of cultural and individual diversity, interest in social justice, progression, and global connectedness while weaknesses exhibited included the circumstances of implementation, elements of the content, and lack of student preparedness. Teacher meeting field notes revealed that teachers cited global connectedness, cultural inclusion, progression of thinking, and focusing on equality as strengths while circumstances of the implementation was revealed as the more significant weakness along with elements of content and need for more student preparation.

Quantitative analysis revealed a statistically significant improvement in all six subscales of the Global Perspectives Inventory, thereby rejecting the null hypothesis in question three. The greatest significant difference in degree of improvement occurred in the Cognitive Knowing and Cognitive Knowledge Subscale following the implementation of the critical global curriculum. By integrating the qualitative and quantitative data, it is clear some weaknesses exist within the implementation of the critical global curriculum; however, the strengths are more substantial and resulted in statistical improvements in six critical areas of the Global Perspectives Inventory. The significance of the results of this study is further discussed in the following chapter.

CHAPTER 5: DISCUSSION

Discussion of Results

In order to increase social awareness, expand cognitive processes, and prepare students to become lifelong global citizens with the ability to think critically in a global world, a critical global curricular framework which focuses upon critical literacies with pedagogical methods, global literacy, and critical discourse must be implemented in the rural high school ELA classroom. Critical global literacy is often underrepresented in high schools where students are in the most prominent stages of becoming lifelong global citizens; however, research that has established the success of critical and global curriculum has been implemented at the college level as well as the middle school level (Kahn & Agnew, 2107).

While current literature suggests rural isolation limits various kinds of educational experiences, and multicultural and diverse components are often missing in rural classrooms, research is also limited in establishing practices of more global connections in the rural classroom (Waterson & Moffa, 2015). Yoon et al. (2018) have proposed a critical global curricular structure with specific examples of how to implement a successful critical global curriculum within an ELA classroom; however, they also suggest that additional research is necessary for this newly developed critical global framework in order to establish the substantive scope of this framework in various geographical areas and grade levels. This information established the need to further investigate and initiate a critical global curriculum specifically in the rural high school ELA classroom.

Revisiting the Purpose of the Study

As called for in Yoon et al. (2008), the critical global framework requires further practice in the classroom in order to continue widening the framework's substantive scope as well as expanding students' critical and global learning by ensuring their future within an interconnected, global world. Rural schools in homogeneous populations are more likely to hold negative views of multicultural education while more diverse demographics in non-homogeneous rural areas, suburban, and urban areas have promoted the inclusion of ethnically diverse texts where demographics have facilitated an incorporation of multiculturalism (Reed, 2010). This lack of diversity and the lack of culturally relevant literature creates a greater gap in employing critical and global learning in a rural classroom since critical global literacy requires a greater understanding outside of one's own lived experience and circumstances. Additionally, current literature suggests rural isolation limits various kinds of critical global educational experiences since multicultural and diverse components are often missing in rural classrooms; however, research is limited in establishing practices with more global connections in the rural classroom which is a necessary element of implementing a critical global framework and preparing students for life beyond high school (Waterson & Moffa, 2015).

This study is grounded in the concepts of critical discourse, global literacy, and critical literacy which have emerged as the central elements necessary for a more relevant secondary ELA curriculum in rural classrooms. By incorporating these concepts, personal, social, sociopolitical, and global connections provide the opportunity for classroom discourse and greater disciplinary-related analysis (Andreotti, 2014; Bidhan,

2016; Klingelhofer & Schleppegrell, 2016; Kist, 2000; Nair et al, 2012; Riley, 2015; Torraco, 2016).

The exploratory sequential mixed methods design was employed to answer the three research questions. Qualitative findings developed from student journals and teacher meeting observations. Quantitative data collection resulted from information gathered in the Global Perspectives Inventory (GPI) (n=93) from Rural High School 01 located in the eastern United States. The following chapter will summarize the qualitative findings and the quantitative results followed by a contextualized discussion of each. Qualitative findings will be discussed in relations to the patterns that emerged during a four-phase coding process and the textual narrative that resulted from descriptive and reflective field notes acquired during weekly teacher meetings. Quantitative results will include explanations of the significance of the Global Perspectives Inventory results prior to and following the implementation of a critical global curriculum framework. The convergence of the outcome of qualitative data and quantitative instrument data will be summarized and discussed in relation to the research. Finally, this chapter will discuss the significance and limitations of the study as well as recommendations for future research and future practice.

Qualitative Results in Relation to Research

RQ1: What are the strengths and weaknesses of each dimension of the instructional framework for critical global literacies when implemented in a rural ELA high school classroom? The dimensions include:

a. global awareness with an interconnected world concept

b. connections from a personal to a global level

c. textual analysis and critique from global and cross-cultural perspectives

d. actions on global and multicultural issues

RQ2:   What are the overall strengths and weaknesses of a critical global instructional framework when implemented as a curricular ELA unit in a rural high school classroom?

While much hesitation often exists when implementing critical global literacy in a rural ELA high school classroom, the critical global framework has been developed by Yoon et al. (2018) to link current curriculum to global learning and critical stances. This instructional framework is guided by critical global literacies which are critical practices that integrate global and multicultural dimensions into the teaching and learning of the current classroom curriculum (Yoon et al. 2008). The unique feature of this critical global framework is that it incites rather than deters implementation particularly in the rural classroom since teachers may follow a traditional curriculum but incorporate a critical global contextual frame. This contextual frame involves embedding global perspectives and critical literacies which focus on a transformative process through developing interconnectedness (self in relation to others) rather than viewing the rest of the world as a separate entity (Yoon et al., 2018). The three key constructs of critical literacy, global literacy, and culturally relevant educational practices guide this framework and enhance current curricular structures. Therefore, it is important to note that incorporating a critical global framework within the curriculum is not an absolute model. Instead, using examples, illustrations, and support for instructional practices based on prior research, critical global literacy practices provide four dimensions of implementation that support the current classroom structure (Yoon et al. 2018). For the

purpose of this study, using the framework of the four dimensions along with various examples for practice, the rural high school 12th grade ELA curricular unit was developed to enhance the current curriculum. During and following the implementation, both students and teachers revealed their reactions to engaging in the critical global curricular framework for one month in the rural 12th grade ELA classroom.

Strengths and Weaknesses of Each Dimension

As Yoon et al. (2018) suggest, the implementation of the critical global framework should consist of an integrated approach, not dimension by dimension. Therefore, the four dimensions often overlapped with one another during implementation, but for the purpose of this study, particular focus was given to each dimension of the critical global curriculum on a weekly basis. However, since each dimension is not exclusive, integration of the dimensions occurred throughout the implementation (Yoon et al., 2018).

Dimension One. Dimension one emphasized global awareness with an interconnected world concept and focused on who we are and how we are situated in the larger world community beyond local and national boundaries (Yoon et al., 2108). The curricular content in this dimension focused upon students learning their place among the larger global landscape, developing global stances, and recognizing global interconnectedness. Students selected current world topics and engaged in a mini-research project, read the poem *Century Quilt* and the article *Cultural Common Ground*, and created a classroom quilt while engaging in critical and global discussions (see Appendix G). Students overwhelmingly noted acceptance of cultural diversity and global interconnectedness as strengths within the first dimension. Within their journals, students

discussed several mini-research projects which included the topic of a global pandemic and the United States presidential election which allowed students to gain an understanding of how local and national events have global impact. Appreciating differences and valuing individual experiences through individuality were also noteworthy strengths discovered in this dimension by students. Finally, many students noted the impact on future generations as a strength of the curriculum and suggested its time to "view the world differently" and "find better solutions." Students also noticed weaknesses within this dimension but tended to focus greatly upon the strengths.

Since students were attending classes within a hybrid model, the lack of involvement in discussions was often mentioned within student journals particularly noting that less students in the classroom meant less participation in classroom discourse and dialogue. Several students suggested that a full classroom of students would likely lead to more participation, but others contended that a small intimate classroom should lead to greater participation, but many students "seemed intimidated to participate at first" since the curriculum is not "what we are used to" in the classroom. The circumstances of the implementation which was addressed by many students as a weakness included a variety of student opinions suggesting that social distancing and wearing masks made it difficult to broach more personal topics and discuss in smaller groups. Finally, while most students expressed appreciation for the content of the curriculum, a few contended that a greater variety of literature is needed, particularly more culturally relevant literature. Waterson and Maffa (2013) highlight the importance of establishing more global connections through multicultural and diverse literature, and by engaging in the critical global curriculum, students were clearly aligned with this

approach by suggesting that while discussions and discourse include global aspects, so must the literature in relationship. However, in dimension one, teachers tended to focus on the initial implementation and discussion rather than curricular content or specific texts.

Teacher 01 commented on the "seamless" transition into this unit which coincides with much of the student reaction. Teacher 01 and Teacher 02 noted that an opportunity for students to discuss differences among them was necessary and quite successful during this dimension of implementation. Duncan-Andrade and Morrell (2008) describe critical dialogue as focused instead of one-way transmission which supports the teachers' explanation of student interactions. Both teachers were particularly pleased with students "warming up" and "sharing experiences while Teacher 02 specifically acknowledged that discussions "flowed," and Teacher 01 was excited about students being willing to share differences and personal stories which she expressed resulted in more meaning making rather than just the sharing that would take place with a traditional curriculum. Teachers seemed more willing to notice the strength in the one major weakness they noted: teaching during a global pandemic with Covid-19 guidelines for distancing in place. Each teacher agreed that critical global literacies in dimension one would be better implemented through small group interaction and team projects; however, teachers also suggested that the weakness of implementing a critical global framework during a pandemic allowed students to see more universal connections with regard to human actions simply by discussing daily news events.

Overall, in dimension one, teachers and students seemed to share their concerns of having a proper platform for implementation where discussions can flow easily without

extreme guidelines in place. Breuning (2009) established that student-centered approaches work best to incorporate critical literacies in the classroom; however, the teaching model necessary for Covid-19 restrictions prevented the full employment of such teaching models. Both teachers and students appreciated shared discussions and recognized interconnectedness and the opportunity to share or even acknowledge differences between students which all participants agreed had rarely been a focus among students prior to the implementation of the critical global framework. Finally, a few students felt that more "multicultural" literature should be included within dimension one, while teachers asserted feeling comfortable with the current curriculum which included a few additions of more culturally relevant authors. Current literature concurs with student recommendations citing that multicultural and diverse components are often missing in rural classrooms (Waterson & Moffa, 2015). At the completion of this dimension, students engaged in dimension two which easily built upon concepts developed in dimension one based on student journal data.

Dimension Two. Dimension two focused on connections from a personal to global level and helping students make connections between their personal lives and global issues (Yoon et al. 2018).   Yoon et al. (2018) suggest three ways to teach this unit are linking familiar texts to global issues, conducting projects based on local community events, and incorporating non-print popular culture into the curriculum. Therefore, the curriculum consisted of reading Langston Hughes' famous and familiar poem, *Dreams*, viewing the Danish version of the *Don't Put People in Boxes* video (edited), and researching advertisements from other countries, as well as locating an object of importance and creating a written analysis which students shared. This dimension

allowed for students to think about their real-life experiences and use a critical lens to view diverse issues all over the world. In their journals, students wrote about global unity, cultural heritage, equality, and the impact our current world has on future generations. By the second week of this study, students seemed comfortable with concepts of cultural diversity and individuality and were more willing to engage in organic discussions according to teacher participants. As Peterson (2009) suggests, using poetry and film in conjunction with other readings and discussions provides the greatest opportunity for making global connections which was demonstrated by student journal reactions to the global video and *Dreams* poem. The critical analysis of readings in this dimension promoted progress and an advocation for future generations which was demonstrated by student data from journals revealing forty-two mentions of "future generations" and students' concern for the future (Torraco, 2016). Teacher participants agreed with student data by noting that students began to "see things differently" and even "understand in a different way." Teachers confirmed more natural student discussions and students beginning to embrace "new ideas" and "see the big picture" which Kahn and Agnew (2017) define as undoing binary thinking and seeking more collective knowledge suggesting that critical global classroom practices and curricular constructs impact the way in which students learn and discuss. The strengths of the critical global framework became more apparent when implementing dimension two, but weaknesses were also acknowledged by both teachers and students.

The most prevalent weakness of dimension two was addressed by teachers who discussed politically charged discussions needing to be redirected, too much or not enough participation on the part of some students, and lack of small group discussion.

Less focus was placed upon the format of learning as both students and teachers adapted to Covid-19 restrictions; however, being able to include small group interaction seemed to be a necessary catalyst for lively and profound discussions that both students and teachers recognized as absent without a full classroom teaching/learning model in effect. It is important to note that the implementation of dimension two coincided with the United States Presidential election, and according to both teachers and students discussions were often more intense; however, the essential goal of critical global education is to see the world relationally and through multiplicity and self-reflection which was certainly achieved through more intense discussions and critical refection within student journals which allowed for an outlet of both collective and individual analysis (Kahn & Agnew, 2017). At the completion of this dimension, dimension three provided an essential following up to dimension two by broaching issues of dominant ideology, societal stereotypes, values, attitudes, and cultural belief systems.

Dimension Three. The focus of dimension three of the implementation of the critical global framework included text analysis and critique from global and cross-cultural perspectives which provided opportunities to critique classical literature, compare Western and Eastern classics, and analyze elements of popular culture for cross-cultural understandings (Yoon et al., 2018). Implementation was accomplished through the reading of the poem *Chimney Sweeper* by William Blake, viewing the video *Step Outside of the Boxes*, reading the article *Workers' Rights in America*, reading the short story *My Wonder Horse* by Sabine Ulibarri, and reading the poem *No Man is an Island* by John Donne (Appendix G). Dimension three marked the half-way point of the implementation of the critical global curricular framework, and both students and

teachers began to shift their use of language to include the phrases critical thinking, global thinking, cultural diversity, and global unity as exhibited in student journals and teacher discussions. Teachers recognized students becoming more curious and less judgmental, and although students began to challenge dominant stereotypes, there were also significant instances where students became uncomfortable vocally presenting ideas among peers but shared sentiments of acceptance and understanding within written journals. Moreover, teachers described classroom discourse as natural and fluent as opposed to the more awkward conversations that took place in dimension one. Generally, both teachers and students recognized students' new comprehension of the concept of stereotyping as opposed to understanding traits of a culture which was revealed in analytical journals and discussions regarding literature within the classroom. Kahn and Agnew (2017) assert that learning should become more internationalized, collective, and collaborative which describes the teachers' reaction to witnessing the "eye-opening" nature of student collective and collaborative discussions which began to revolve around cultural diversity, learning from experience and history, and promoting social reform of current political and belief systems. More strengths were discussed by both students and teachers in dimension three; however, the weaknesses addressed were more specific and targeted.

Once again, students requested more multicultural literature which corresponded with the collective and internationalized discussions and journaling that emerged from student discourse and written analysis. According to student journals, students perceived the lack of culturally relevant literature as neglect for the global landscape which they deem necessary for advancement among future generations as well as their own.

Additionally, students were concerned about the lack of preparation and prior experience with critical and global literacies by questioning why twelfth grade would be their first opportunity to truly delve into a critical global landscape. Teachers agreed that prior preparation whether in previous grade levels or previous twelfth grade units would enhance student understanding and participation. The final dimension of the critical global curriculum included more culturally relevant literature as students had requested and provided evidence that experiencing three weeks of prior implementation of critical global concepts prepared students for more inclusive and thought-provoking classroom discourse and dialogue.

Dimension Four. Dimension four of the critical global framework focused upon actions on global and multicultural issues which included concepts of understanding diverse forms of action, promoting actions for social justice on global issues, and promoting social actions for the local and global communities. This dimension included reading the poems *Barbie Doll* by Marge Piercy, *The History Teacher* by Billy Collins, as well as *Making a Fist* by Naomi Shihab Nye, and reading a fiction excerpt from *The Invisible Man* by Ralph Ellison in addition to a nonfiction article on immigration. Students discussed their approval of more literary selections with greater cultural relevancy and teachers noted that students were more excited to discuss and intrigued by the literature during the implementation of the fourth dimension. Student journal data supported this revelation since several student journals contained citations from the various texts and analyzed by often taking a stance on the social issues presented within the various readings. Data collected from student journals and teacher meetings support Nair et al. (2012) and Kreis (2019) who contend that in order to achieve global

connectedness in the classroom, texts should be inclusive, varied, multicultural, and diverse. In the final dimension, teachers noticed students making more real-world connections, recognizing discrimination, promoting action for injustice, and exhibiting an understanding that human struggles are both diverse and universal. Students continued to discuss global unity, individuality, and diversity within their journals, but greater emphasis was placed upon learning from history and avoiding the repetition of injustice and negative stereotyping. Additionally, social reform was discussed by students more frequently and with greater intensity. Student journal data suggested that students began to internalize, challenge, and become more aware of critical global concepts. Kahn and Agnew (2017) state that essential goals of critical global education involves thinking about the world relationally through plurality and multiplicity, and critically self-reflecting while recognizing both the interconnectedness and independence within one's life. Student journals in dimension four clearly reveal student internalization of Kahn and Agnew's (2017) goals of critical global education. As a result, both students and teachers addressed far less weaknesses within this dimension while exhibiting enthusiasm for class discussions, culturally relevant content, and viewing both literature and the world with new perspectives.

The common weakness noted repeatedly by teachers and students involved the time constraint of discussions. Comfortability and confidence of students contributed to more discussions and therefore a need for more time; teachers also helped to elicit further discussions as their familiarity with the critical global concepts prompted further questioning and more encouragement from teachers. Students and teachers also indicated an additional weakness was the lack of hands-on activities and community or cultural

involvement outside of the classroom which was not possible since classes were taking

place in a fully virtual model by the fourth dimension of the critical global curriculum.

Both students and teachers recognized the need for more hands-on activities which would

be a natural progression in a critical global classroom; however, they also understood the

circumstances of implementation during a global pandemic which prevented this aspect

of the curriculum from fully coming to fruition. However, students commented that

technology was utilized as a secondary replacement for hands-on learning by providing

virtual discussions and resources in order to research types of action that could take place

or have historically taken place in reaction to social injustice and in support of

community connectedness. Finally, teachers and students concurred that additional time

was needed for the implementation of dimension four in order to provide greater depth

for discussions, further analysis of texts, and more robust activities. The overall strengths

and weaknesses of the critical global framework implemented in the high school 12th

grade ELA classroom provides a more succinct depiction of the inclusive strengths and

weaknesses of all four dimensions functioning as a curricular unit.

Overall Strengths and Weaknesses of the Critical Global Framework

The critical global framework provides the opportunity for rural high school ELA

students to make global connections, practice critical discourse, and engage in critical

pedagogical practices in the classroom (Yoon et al., 2018). Several strengths were

acquired by students through the implementation of the critical global curriculum

including appreciation for cultural and individual diversity, greater global connectedness,

concern for social justice, and understanding the need for progression (Figure 4). An

overwhelming majority of student participants indicated a concern for the future, a need

to feel more connected globally and feel less isolated, and a desire to engage in culturally relevant discourse and textual readings after participating in a four-week critical global literacy unit. Yoon et al. (2018) contend that becoming a responsible and informed global citizen requires critical literacies, global appreciation, engagement in multicultural education, and valuing differences which are indicators exhibited by Rural High School 01 students after engaging in the critical global framework. Participant teachers supported student data by indicating that critical discussions became more robust from the initiation to the conclusion of the critical global unit. Teachers noticed student discussions shifted from individual topics to more global and interconnected issues. Additionally, teachers stated that students were more open to culturally relevant texts and topics of discussion while becoming more accepting of individual and cultural differences as exhibited by student journals as well as classroom dialogue. Wasterson and Moffa (2015) state that multicultural and diverse components are often missing from rural classrooms; however, participants of this study demonstrated that a critical global curriculum may render such deficiencies. While strengths of the critical global framework are apparent, weaknesses of any curricular framework are inevitable; however, student and teacher participants agreed that strengths of this curriculum far surpass the weaknesses.

Due to the circumstances of the implementation of the curriculum which occurred during a global pandemic, the greatest weakness revolved around the lack of full implementation in a traditional classroom. Participants indicated that a virtual and hybrid classroom model allows for a critical global curriculum to develop; however, most would have preferred more hands-on, interactive, community-based projects that did not require

social distancing. Moreover, both teacher and student participants addressed a concern for time constraints of discussions as well as the level of participation on the part of students which involved too much by some students and not enough on the part of other students. This is something participant teachers specifically addressed as a weakness that could easily be addressed with further collaboration and more prompting or refereeing on the part of teachers during open critical classroom discussions. Finally, participant students suggested the addition of more culturally relevant curriculum in each dimension of the critical global framework. Since Yoon et al. (2018) suggest that more multicultural awareness should be built into the critical global curriculum, the inclusion of more culturally relevant literature would certainly enhance the critical global classroom practices. Overall, the weaknesses of the critical global curriculum addressed by participant students and teachers are concerns that may be corrected with further practice and review of the critical global framework specific to the rural high school ELA classroom. In order to confirm qualitative data, quantitative results were also reviewed.

Summary of Quantitative Results

RQ 3: Is there a statistically significant difference between the pre-test and post-test on the Global Perspectives Inventory (GPI) before and after students have participated in a critical global literacy unit encompassing all dimensions of the critical global literacies framework in the rural high school ELA classroom?

The goal of the quantitative portion of this study was to investigate the difference between student results of the Global Perspectives Inventory (GPI) prior to engaging in the critical global curriculum unit and following the implementation of the critical global curriculum unit. To reach this goal, the Wilcoxon signed rank test was used to compare

the pre- and post-intervention GPI scales among all participant students. This non-parametric test was used since two subscales of the GPI survey (Intrapersonal Identity, z=9.46, Intrapersonal Affect, z=9.62) presented skewed distributions violating the underlying assumption for normality of the paired-t test. The results of the Wilcoxon signed rank test indicate that significant improvements were reported in all six areas addressed by the Global Perspectives Inventory (p < .001) (Table 10). Therefore, the null hypothesis was rejected, and the alternate hypothesis was accepted.

Correlations of importance occurred in all six subscales of the GPI including Cognitive Knowing, Cognitive Knowledge, Intrapersonal Identity, Intrapersonal Affect, Interpersonal Social Responsibility, and Interpersonal Social Interaction. In each subscale the Mean of student scores increased between the pre-intervention and post-intervention scores. The most significant increase occurred in the Cognitive Knowing subscale with the pre-intervention mean (M=3.68) reporting significantly lower than the post-intervention mean (M=4.30) as well as the Cognitive Knowledge subscale with a pre-intervention mean (M=3.27) exhibiting a drastic increase in student performance on the post-intervention survey (M=4.06). The Cognitive Knowing and Cognitive Knowledge subscales represent complexity of thinking and knowledge of multicultural issues which Kahn and Agnew (2017) deem as essential goals of critical global education by providing the basic foundation of critically self-reflecting, thinking about the world relationally, and recognizing interconnected and interdependent patterns in life. It is important to note that each of the six areas of the GPI subscales exhibited increased student mean scores after the implementation of the critical global curriculum.

Additionally, comparisons were made between the GPI pre and post test scores and gender, ELA class level, and teacher. A Mann-Whitney U test was performed to compare the degree of change in gender, ELA class level, and teacher which reported no significant differences. This was particularly interesting in the categories of Cognitive Knowing and Cognitive Knowledge which reported the greatest increase in student scores; however, did not report significant changes between students in specific teachers' classes (p=0.473, p=0.092), in specific class levels (p=0.960, p=0.425), or a specific gender (p=0.971, p=0.416). The positive aspect of this result is discussed further in the next section.

Quantitative Results in Relation to Research

Subcategories of the GPI Survey

Cognitive Knowing and Cognitive Knowledge. The GPI survey reveals a significant increase between student pre-test and post-test scores in the areas of Cognitive Knowing and Cognitive Knowledge which reveal the greatest overall increase in scores among all subscales of the survey. Cognitive development focuses on epistemological concepts (understanding what is true and what is important to know) and knowledge (Braskamp et al., 2014). This includes considering knowledge and knowing with greater complexity and understanding multiple cultural perspectives. The cognitive development process situates truth through the complexity of uncertainty and allows students to search for relative truths as opposed to defined truths potentially reiterated by various authorities (Braskamp et al., 2014).   The Cognitive Knowing and Knowledge subscales are significant to classroom learning, critical thinking, questioning, critically analyzing texts, discourse, and classroom dialogue. According to the results of the GPI survey,

incorporating critical global practices leads to increased Cognitive Knowing and Knowledge which Kahn and Agnew (2017) explain as increasing students' ability to think about the world relationally and through plurality and multiplicity as well as critically reflecting and recognize interconnectedness as well as independence.

Intrapersonal Identity and Intrapersonal Affect. Intrapersonal Identity and Intrapersonal Affect revealed an increase in student scores from pre-test to post-test; however, these subscales exhibited the least amount of significant increase. Intrapersonal growth likely increases with maturity, life experience, and increased learning, and one's personhood, self-direction, and purpose in life (Braskamp et al., 2014). Becoming more self-aware, more self-confident, and learning one's conflicting and changing place in a multicultural world is the goal of the Intrapersonal Identity and Intrapersonal Affect subscales (Braskamp et al., 2014). Self-assessment and active reflection which is part of the critical global curriculum is likely essential to increasing subscale scores in these areas; however, continuing to incorporate critical global practices and constructing and restructuring one's values and stances oftentimes leads to a greater increase in both Intrapersonal Identity and Affect (Kincheloe, 2008).

Interpersonal Social Responsibility and Interpersonal Social Interaction. Mixed results were presented in the areas of Interpersonal Social Responsibility and Interpersonal Social Interaction. Engberg (2011) suggests the necessity of intercultural communication as essential to critical discourse which is greatly limited in rural areas as well as the social isolation due to Covid-19 restrictions. While both subscales reported increases in student scores when completing the GPI post-test, Interpersonal Social Interaction reported the lowest overall increase in scores while Interpersonal Social

Responsibility exhibited the third highest post-test increase after the Cognitive subscales. Since these subscales focus upon students' ability to accept others and appreciate uniqueness as well as the ability to interact with others of various multicultural backgrounds, the discrepancy in score increases within this domain indicates that while students exhibit a willingness to accept and appreciate others, they have little interaction with those of multicultural backgrounds (Braskamp et al., 2014). However, by engaging in the critical global curriculum, students gained an appreciation and respect for others as well as the ability to recognize, accept, and values differences among all students. Intercultural learning, viewing critical media, and engaging in critical research as part of the critical global framework likely account for the increase of scores with the Interpersonal subscales (Yoon et al., 2018).

Integration of Results

Qualitative and Quantitative data support the success of the implementation of the critical global curriculum in the high school ELA classroom. Both students and teachers point to noticeable improvements in students' appreciation for cultural and individual diversity, global connectedness, concern for social justice, and recognizing a need for global progression after the implementation of the critical global curriculum in the rural high school ELA classroom. This coincides with Breuning's (2009) notion that critical pedagogical approaches to instruction facilitate increased critical global awareness within students. While weaknesses such as circumstances of the implementation, elements of the content, and lack of student preparation were mentioned as concerns for future improvements, greater focus was placed upon the overall success of the implementation. Teachers and students revealed that more time was needed for the overall unit and

discussions, more culturally relevant literature and hands-on activities were necessary, and more background information, specifically in previous grade levels would ensure even greater success of the curriculum's implementation. In spite of the need for some improvements, both students and teachers expressed their appreciation of the critical global curriculum which they deemed valuable and necessary for rural high school ELA classrooms. This was supported by the quantitative results of this study.

After completing the critical global curriculum in the high school ELA classroom, student scores on the GPI test increased across all six subscales including cognitive knowing, cognitive knowledge, intrapersonal identity, intrapersonal affect, interpersonal social responsibility, and interpersonal social interaction. The greatest increase occurred in the cognitive knowing and cognitive knowledge subscales which provided insight into how student perspective shifted after the implementation of the critical global curriculum. The cognitive subscales indicate greater complexity in taking into account multiple perspectives and seeking knowledge of various accounts in order to determine relevancy and truth (Braskamp et al., 2014). Student scores also improved greatly in the area of interpersonal social responsibility which indicates students becoming more self-aware and comfortable in their own identity (Braskamp et al., 2014). Students additionally improved in the areas of intrapersonal identity, intrapersonal affect, and interpersonal social interaction; however, interpersonal social interaction revealed the lowest level of improvement. This subscale represents intercultural communication and engagement which highlights the lack of opportunity for interaction with a range of cultures in a rural community. However, improvements in this area represented students' ability to recognize and appreciate social and cultural differences even within their own

community. Additionally, quantitative results confirm that regardless of gender, class level, or the teacher presenting the curriculum, GPI scores increased across all subscales suggesting that the implementation of the critical global curriculum is affective in various circumstances. Quantitative results supported qualitative data to reveal the success of the critical global framework in the rural high school ELA classroom.

Through integrating student data results, teacher meeting field notes, and GPI survey results, it can be determined that implementing a critical global curriculum in a rural high school ELA classroom results in positive improvements for students' critical global growth. Moreover, students and teachers who participated in this study shared their own personal insights which reflected the value of and need for a critical global curriculum in the rural high school ELA classroom.

Significance of the Study

The current study supports and expands upon the extant literature in the fields of critical literacy, critical pedagogy, and global literacy by providing a basis for the implementation of critical global literacy in the rural high school ELA classroom. Existing research supports the need for greater critical and global connections in the classroom, more culturally relevant curriculum and pedagogy, and greater critical discourse; however sparse research exits in rural classrooms particularly at the high school level (Beeson & Strange, 2003), (Baffour, 2014), (Katz, 2014), (Kreis, 2019). Prior to this study, research in the implementation of the critical global framework developed by Yoon et al. (2018) which provides a four-dimension approach to executing a critical global curriculum had only been conducted in an urban middle school classroom. Significant studies with regard to global literacy, critical pedagogy, and

critical literacies which supports the necessity critical global practices in high school classrooms often neglects the rural high school classroom which includes Baffour's (2014) study suggesting culturally relevant pedagogy creates an opportunity to transform students into critical thinkers with the ability to properly confront social conditions that exist in society beyond high school which was conducted in an urban high school setting. Katz (2014) also detailed qualitative research performed in urban and suburban high schools highlighting the need for critical education. Kreis (2019) conducted research detailing the need for multicultural literature in rural areas due to his findings that determined urban and rural school districts who implemented multicultural literature produced students who were more prepared for global issues in college than students who read traditional literature only. However, while these current studies have been conducted to assert the need for greater critical and global connections in the classroom, urban schools tend to be the focus while ignoring the forty-three percent of schools within the United States that are in rural or small communities (Beeson & Strange, 2003). This study focuses specifically upon the implementation of critical global literacy in the rural high school ELA classroom.

The current study also attempts to support and expand upon the need for critical global literacy in the rural high school ELA classroom by providing a model for implementation and determining the strengths and weaknesses of this model. It also establishes a more robust, ongoing conversation of a critical global curricular framework, culturally relevant literature, and a critical global measurement tool necessary to implement critical global literacies at the high school level in ELA classroom, particularly in rural areas.

Limitations

        This study has limitations that may be considered when interpreting the findings. First, secondary classrooms are limited by governmental standards, quantitative testing systems, lack of role-modeling/training of teachers to provide critical thinking and global habits, and disconnect between various grade levels.

        This study is also limited by self-reporting data which relies on teachers and students to provide their own unbiased assessment of the implementation of critical global literacy within the 12th grade ELA classroom (Creswell, 2015). As Creswell (2015) contends, self-reporting data is dependent upon the honesty of the reporter, personal biases, the introspective ability of participants, and the interpretation of what is being presented.

        Additionally, after the onset of the study, the state suspended in person instruction due to the Covid-19 pandemic. All teacher meetings occurred remotely, and classroom implementation of the critical global curriculum occurred in both a hybrid model and full-virtual model. This influence of outside stressors, therefore, may have impacted results.

Delimitation

        The research questions were limited to the confines of the current study and do not extend beyond the boundaries of instruments and perceptions of the students and educators involved in this study. Additionally, only current 12th grade students and teachers in ELA classes in one rural school district in the Eastern United States participated in this study. While the research focuses upon only one grade level, a secondary goal of the study was to prepare students for the transition from high school to

college and the work force with critical and global awareness that will benefit their life beyond high school. Students participating in this research face a future beyond high school upon completion of their ELA class within this study.

Recommendations for Future Research

Continue Implementing Critical Global Research in Rural High School Classrooms

Research studies that focus on implementing critical global curriculum in rural high school ELA classrooms are needed. This should include additional studies in various rural classrooms across the United States as well as internationally. The rural landscape is often neglected, and critical global practices are largely ignored since fewer cultural opportunities exist in rural areas (Riley, 2015). Further research will promote an ongoing conversation to increase awareness of methods and models of critical global literacies that will enhance the rural high school ELA classroom. Research may address expanding the scope of the critical global curriculum, ideas and models for teacher implementation, and results of student learning.

Develop a Tool to Measure Critical Global Literacies

Using the GPI as a model, it is important to develop a tool specific to the critical global high school ELA curriculum in order to measure student development of student critical and global awareness. The GPI serves as an efficient and practical tool to reveal general increases in six subscales impacting students' cultural development and intercultural communication. However, a more specific tool that focuses on various aspects of critical global learning in the high school ELA classroom may hone in on more specific aspects of analyzing texts, critiquing cultural norms and values as presented in literature, and locating biases and stereotypes in both literature and media. This tool

could be utilized in rural, suburban, and urban high school ELA classrooms to ensure students are gaining critical global skills necessary for life beyond high school.

Findings of this study provide significant implications in the practice and field of literacy. Implications for both the practical application of the results as well as the theoretical implications within the field provide insights into applicable classroom instructional practices as well as theoretical concepts that have resulted from this study.

Implications for Practice

This study offers practical implications for the practice of critical global literacy in the rural ELA classroom. Four significant insights provide a more concrete structure for the classroom application of critical global literacy in rural high school ELA classes. First, current literature concurs with student recommendations citing that multicultural and diverse components are often missing in rural classrooms (Waterson & Moffa, 2015). Students perceived the lack of culturally relevant literature as neglect for the global landscape which they deem necessary for advancement among future generations as well as their own.

Data collected from student journals and teacher meetings support Nair et al. (2012) and Kreis (2019) who contend that in order to achieve global connectedness in the classroom, texts should be inclusive, varied, multicultural, and diverse. Implementing more diverse texts provides rural ELA students with an opportunity to expand their cultural repertoire without necessarily leaving the classroom and provides insights into other cultures. Through culturally relevant texts, students are offered the opportunity to explore a variety of cultures, delve into more diverse topics, and gain valuable insight concerning the global landscape in which they will embark upon after high school. In

addition to including culturally relevant texts, preparation beginning with the conception of a student's high school ELA experience provides more depth to a student's understanding of their own role within the global landscape.

Throughout this study, students were concerned about the lack of preparation and prior experience with critical and global literacies by questioning why twelfth grade would be their first opportunity to truly delve into a critical global landscape. Teachers agreed that prior preparation whether in previous grade levels or previous twelfth grade units would enhance student understanding and participation. Therefore, beginning in lower high school grades and standardizing critical global curriculum throughout high school ELA coursework would provide students with opportunities to explore a vast amount of culturally relevant literature, discuss critical global topics more naturally and consistently, and allow for topics to increase in intensity from lower grade levels to more advanced grade levels. Kahn and Agnew (2017) suggest incorporating global learning communities which facilitate the transition of global topics from one grade level to the next. In order for this transition to take place, opportunities for writing and discussion with regard to critical global topics should also become an essential element of curriculum.

The third insight from this study regarding critical global curriculum includes the opportunity for students to regularly combine writing and discussion on critical global topics. Teacher participants in this study recognized students becoming more curious and less judgmental through both written journal and classroom discussions. However, although students began to challenge dominant stereotypes verbally, there were also significant instances where students became uncomfortable vocally presenting ideas

among peers but shared sentiments of acceptance and understanding within written journals. Therefore, the combination of writing and discussion provided opportunities for students to vocalize initial insights and process discussion topics within journals in order to more fully comprehend and respond on a personal level. Kahn and Agnew (2015) promote the use of critical discourse and Socratic seminars while Duncan-Andrae et al. (2008) assert the necessity of student journaling in order to provide a more critical global classroom structure.

Moreover, teachers described classroom discourse in the last week of the implementation of the critical global curriculum as natural and fluent as opposed to the more awkward conversations that took place in week one of the implementation. Therefore, allowing students to gain comfortability through written discussions prior to sharing in verbal discussions allows for students to ease into difficult topics and digest information more thoroughly before sharing with the class.

Providing both written and oral exchanges in the classroom also brought about more robust discussions and insights for students. For example, both teachers and students recognized students' new comprehension of the concept of stereotyping as opposed to understanding traits of a culture which was revealed in analytical journals and discussions regarding literature within the classroom. Kahn and Agnew (2017) assert that learning should become more internationalized, collective, and collaborative which describes the teacher participants' reaction in this study to witnessing the "eye-opening" nature of student collective and collaborative discussions. By the end of the study, both written journals and classroom discussions revolved around cultural diversity, learning from experience and history, and promoting social reform which indicated a

transformation of student thought processes and ideals which flourished greatly through writing and classroom discourse. By observing student interactions and reading through journal entries, teachers noticed students making more real-world connections, recognizing discrimination, promoting action for injustice, and exhibiting an understanding that human struggles are both diverse and universal. Writing and discussion also lead to student discussions of relevant, hands-on coursework.

The final implication of this study involves the incorporation of hands-on, relevant connections within the classroom. Due to Covid-19 classroom restrictions and hybrid/virtual classroom instruction, hands-on activities were limited within this study. However, students discussed in class and within their journals a need to include hands-on activities and felt strongly that engaging outside of the classroom would provide opportunities to interact with a variety of people, become more attune to the relevancy of the global landscape, and make connections outside of what they deemed to be the isolation that exists within a rural classroom. This coincides with Nikolakaki's (2016) suggestion that active learning is a necessary element of critical literacy and Yoon et al.'s (2018) perspective that academic service learning provides tremendous opportunity for critical global literacy within the ELA classroom.

In order to implement a successful critical global high school ELA curriculum, teachers and students agreed that more culturally relevant literature, journaling combined with discussions, a continued background in critical global concepts beginning in lower high school grade levels, and hands-on activities are necessary. Evidence from this study, even more significantly, points to both students and teachers expressing their appreciation of the critical global curriculum which they deemed a valuable and necessary element of

the rural high school ELA classroom. Further implications also exist within the field of literacy.

Implications for the Field of Literacy

As the results of this study indicate, critical global literacy must be considered more widely as both a theoretical concept and a practice within the field of literacy which extends into the rural high school ELA landscape. Nair et al. (2012) point to the concept of global literacy as a way to teach for both mastery knowledge and for a broader global awareness which enables students to link local and global concepts in meaningful ways within their lives. Additionally, Shor (2009) contends that critical literacy is based on the strategic assumption that all knowledge is partial and incomplete constructed within cultures, contexts, and experiences which individuals should engage with their own perspectives to transform their views, identities, and relationships. Andretti (2006) further expounds upon both global literacy and critical literacy to construct critical and global education which empowers individuals to reflect critically on legacies and processes of their own culture and other cultures in order to imagine a different future and take responsibility for decisions and actions. Combining the concepts of critical literacy, global literacy, and critical/global education and placing those concepts into classroom practice defines critical global literacy which is essential to rural high school ELA classrooms.

More often, the concepts of critical literacy and global literacy are viewed as separate entities applicable within various contexts within the classroom and combined with multicultural literature; however, the unification of these theoretical models provides a structure for rural education that solidifies greater progression, shift in

perspective, and engagement between rural isolation and cultural diversity. Yoon et al. (2018) provide a specific curricular framework which links global learning to critical stances that move students into action and toward progression with a goal of extending beyond the local and national level. Critical global literacies, the new instructional framework formulated by Yoon et al. (2018) integrates the existing frameworks of global literacies, global education, and multicultural education to form a more interdisciplinary framework that uses a critical lens to build global and multicultural concepts within the classroom. While critical global literacies are often viewed in terms of urban districts, social studies curriculum, or college level coursework, this study identifies the specific need for a theoretical frame of critical global literacies within the rural high school ELA setting.

By framing the high school ELA curriculum with critical global concepts and ideals, rural ELA students are introduced to four specific dimensions: developing global awareness with an interconnected world concept, making connections from a personal to a global level, analyzing and critiquing texts from global and cross-cultural perspectives, and promoting social and political action on global and multicultural issues (Yoon et al., 2018). Since no absolute model is provided for rural high school ELA instruction in critical global literacy, this study demonstrated the specific concepts necessary to strengthen critical global literacies and provided a model for curriculum and instruction within the rural high school ELA classroom which unites concepts of traditional curriculum with critical questioning, global elements, and more culturally relevant literature.

Recommendations for Practice

Implement Critical Global Curriculum in Rural ELA Classrooms

Curriculum is a fluid document that continually changes and grows with new needs of students and further education of teachers. Currently, there is a need for students to be prepared to live and work in a global world where critical engagement is essential. However, rural isolation often limits various kinds of educational experiences and diverse components are often missing (Waterson & Moffa, 2015). As a counterpoise for rural isolation and the lack of diversified experiences in rural school districts and to ensure rural high school ELA students are prepared to succeed among the global world, a critical global curriculum should be implemented. While there is no standard format for implementing a critical global curriculum, the critical global framework initiated within this study provides a four dimension approach to providing the critical discourse, global literacy, and critical literacy to enhance student learning within the rural landscape and provide a course of instruction which leads to an increase in student cognitive knowing/knowledge, intrapersonal identity/affect, and interpersonal social responsibility/social interaction. The implementation of the critical global framework will prepare rural high school ELA students for greater success in the world beyond high school.

Provide Teacher Education Regarding Critical Global Curriculum

To ensure the successful implementation of the critical global curriculum in rural high school ELA classrooms, teacher education with regard to the critical global framework and implementing each of the four dimensions of this framework should be offered to teachers as part of teacher preparation in rural school districts. Teachers

should have the opportunity to develop, collaborate, and re-structure current curriculum to incorporate critical global concepts, curricular practices of critical global learning, and guiding illustrations of critical global educational practices based on each dimension of the critical global curriculum. Teachers in the rural sector should be provided with support for implementing instructional practices based on critical literacies, global literacies, and critical discourse with a focus on how students are situated in the larger world beyond local communities, the inclusion of culturally relevant texts combined with traditional texts, embracing diverse viewpoints, and encouraging students to become active participants in the promotion of social equity.

Conclusion

Findings from this current study grounded in critical literacy, global literacy, and critical discourse corroborate the extant research identifying the benefit and need for critical global literacy practices in rural high school ELA classrooms. Combined, the data collected from student journals and teacher meeting field notes coupled with the results of the quantitative GPI pre and post-tests presented an understanding of the various strengths and few weaknesses of the critical global curriculum while also providing assurance that students' global perspectives in six substantial areas increase as a result of the implementation of the critical global framework. Implementing a critical global framework in rural high school ELA classes and preparing teachers to foster critical questioning and global perspectives is one crucial step to closing the gap between rural areas where a lack of diversity and a lack of culturally relevant literature often exists and urban areas where diverse demographics and acceptance of multicultural approaches promotes a more inclusive and ethnically diverse education (Reed, 2010). Additionally,

taking steps to include a critical global ELA framework combined with both culturally relevant literature and traditional literature inclusive of critical discourse and dialogue along with curricular practices for critical global literacies including Socratic seminars, critical analysis of texts, critical media literacy, critical research, culturally responsive discussions, appreciative inquiry, dialogic instruction, and critical engagement is imperative to fostering the development of critical thinkers and global citizens who will be embarking upon the global landscape far more prepared for the workforce, college, and life beyond the rural high school setting.

Finally, a Critical Global Educational Theory should be acknowledged as an approach to education that involves critical examination of texts that reveals social and political contexts and focuses on global interconnectedness through critical discussion, writing / journaling, and active engagement which includes an emphasis on cultural / individual diversity, and social progress.

APPENDIX A: CHILD ASSENT FOR RESEARCH STUDY

Child Assent for research study

My name is Mrs. Amy Brown. I am currently a teacher in your school district but also a student at St. John's University. Right now, I am attempting to learn more about students' beliefs regarding critical global literacy and how to effectively implement critical global curriculum in the classroom. If you agree to participate in this study, you will be engaging in the Pennsylvania Common Core Curriculum as usual; however, during one unit which is four weeks in length, you will complete a survey at the introduction and conclusion of the unit. You may answer all questions in the survey or not answer any questions you do not want to answer. In addition, if you produce work during the four-week unit, your teacher may ask to collect it so that I can get some ideas about how a critical global curriculum helped you with your understanding of global connections and critical thinking skills. You will also maintain a weekly journal where you will be asked to share your reactions, thoughts, suggestions, beliefs, or concerns regarding the classroom curriculum. While all students will keep a journal as part of the assigned curriculum, you may voluntarily submit your journal for this research study at the end of the four-week study; however, you are not obligated to submit your classwork or journal for the purpose of this research study. You will use an identification number when completing your survey and submitting your work and journals, so your name will not be revealed to me, only your work and survey with your identification number. The study will take place in your classroom with your teacher and the other students in the class, so there is no additional work you will need to complete that other students are not completing. You will also not be rewarded or penalized for your participation in this study. It is simply a voluntary action on your part. If you agree to help us, you should also know that your teacher and classmates will not know your individual responses on any survey questions you complete. You should also know that if you decide to help us, or if you decide to say "no", your choice will not affect your grades. You may also withdraw from this study at any time. Please talk this over with your parents before you decide. I will also ask your parents to give their permission for you to be in this study, but even if your parents say "yes," you can still say "no" and decide not to be included in the study. You may also decide to end your participation in the study at any time. You may ask any questions that you have about the study now or later during the study. This study

has no known risks, and participating in this study will benefit educators and school districts by helping them understand the strengths, weaknesses, and effectiveness of a critical global curriculum unit. If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Mrs. Amy Brown, amy.brown17@stjohns.edu, St. John's University 8000 Utopia Parkway, Queens NY, 11439 or the dissertation supervisor, Dr. Kristin Anderson, at andersk1@stjohns.edu, St. John's University, Sullivan Hall 4th Floor, 8000 Utopia Parkway, Queens NY, 11439.

For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chair digiuser@stjohns.edu 718-990-1955 or Marie Nitopi, IRB Coordinator, nitopim@stjohns.edu 718-990-1440.

Please complete the bottom portion of this document with your electronic signature indicating your participation in this study. (See attached example).

My name is _____, and I am willing to participate in this study.
        X_____

Parental Permission Form

Dear Parent(s)/Guardian(s), My name is Mrs. Amy Brown, a doctoral student in the School of Education at St. John's University and a teacher within your child's high school. I am conducting a study to learn more about critical global curriculum in the high school classroom. My faculty sponsor is Dr. Anderson of the Education Department at St. John's University. If you allow your child to participate in this study, the study involves having your child complete a survey before and after a four-week critical global curriculum study that is already part of the regular classroom curriculum and meets the Pennsylvania Common Core Standards. Also, I will ask your child to voluntarily submit a weekly journal and examples of work completed during those four weeks. The process will allow me to more fully understand how students engage in critical global studies and how your child and others will benefit from the implementation of this curriculum. Some of the work they have produced will be collected and reviewed to strengthen any information gathered from surveys and student journals. I will be the only person to look at this work (aside from your child's classroom teacher), and it will not affect your child's grade in any way. I will share the results of this study with the other 12th grade teachers and principal so they may plan future instruction. Your signature on this letter will give me consent to conduct this study with your child's participation. Your child will only be identified by an ID number throughout this project and upon completion all information collected will be destroyed. There are no known risks associated with your child's participation in this research beyond those of everyday life. You have the right to exclude your child from participating in this study, and he or she will not be penalized in any way. This research will be an invaluable opportunity to improve educational practices particularly in the growing area of global and critical instruction. Confidentiality of your child's research records will be strictly maintained by using anonymous codes instead of names and keeping consent forms separate from data that is collected to make sure the participant's name and identity will not become known or linked with any information they have provided. Your child's responses will be kept confidential with the following exception: the researcher is required by law to report to the appropriate authorities, suspicion of harm to oneself or to others. Participation in this study is voluntary. Your child may refuse to participate or withdraw at any time without penalty. Your child also has the right to skip or not answer any questions he or she prefers not to answer. Nonparticipation or withdrawal will not affect your child's grades or academic standing. If there is anything about the study or your child's participation

that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Mrs. Amy Brown at amy.brown17@stjohns.edu, 8000 Utopia Parkway, Queens, New York, 11439, or the faculty sponsor, Dr. Kristin Anderson, andersk1@stjohns.edu, 8000 Utopia Parkway, Queens, New York, 11439. For questions about your child's rights as a research participant, you may contact the Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chairperson, digiuser@stjohns.edu, (718) 990-1995 or (718) 990-1440. Please consider your child's participation in this study, and sign and return this letter to your child's teacher by September 1, 2020. Thank you for your consideration.
Sincerely,
Mrs. Amy Brown, Doctoral Student School of Education, St. John's University, New York
----

I give permission for my child to participate in this study.
Parent Signature _____Date_____
____Yes ___No
Student Signature_____Date_____
___Yes ___No

APPENDIX C: GLOBAL PERSPECTIVES INVENTORY

Global Perspectives Inventory

(Iowa State University, 2018)

Scale: (1) Strongly Agree (2) Agree (3) Neutral (4) Disagree (5) Strongly Disagree

_____1. When I notice cultural differences, my culture tends to have the better

approach.

_____2. I have a definite purpose in my life.

_____3. I can explain my personal values to people who are different from me.

_____4. Most of my friends are from my own cultural background.

_____5. I think of my life in terms of giving back to society.

_____6. Some people have a culture and others do not.

_____7. In different settings what is right and wrong is simple to determine.

_____8. I am informed of current issues that impact international relations.

_____9. I know who I am as a person.

_____10. I feel threatened around people from backgrounds different from my own.

_____11. I often get out of my comfort zone to better understand myself.

_____12. I am willing to defend my own views when they differ from others.

_____13. I understand the reasons and causes of conflict among nations of different

cultures.

_____14. I work for the rights of others.

_____15. I see myself as a global citizen.

_____16. I take into account different perspectives before drawing conclusions about

the world around me.

_____17. I understand how various cultures of this world interact socially.

_____18. I put my beliefs into action by standing up for my principles.

_____19. I consider different cultural perspectives when evaluating global problems.

_____20. I rely primarily on authorities to determine what is true in the world.

_____21. I know how to analyze the basic characteristics of a culture.

_____22. I am sensitive to those who are discriminated against.

_____23. I do not feel threatened emotionally when presented with multiple

perspectives.

_____24. I frequently interact with people from a race/ethnic group that are different

from my own.

_____25. I am accepting of people with different religious and spiritual traditions.

_____26. I put the needs of others above my own personal wants.

_____27. I can discuss cultural differences from an informed perspective.

_____28. I am developing a meaningful philosophy of life.

_____29. I intentionally involve people from many cultural backgrounds in my life.

_____30. I rarely question what I have been taught about the world around me.

_____31. I enjoy when my friends from other cultures teach me about our cultural

differences.

_____32. I consciously behave in terms of making a difference.

_____33. I am open to people who strive to live lives very different from m y own

life style.

_____34. Volunteering is not an important priority in my life.

_____35. I frequently interact with people from a country different from my own.

APPENDIX D: GPI PERMISSION FOR USE

Iowa State University
Global Perspective Inventory

Hello Amy,

Thank you for taking the time to reach out to us. For dissertation purposes we are willing to allow you access to the GPI instrument free of charge as long as you send us a copy of your research upon its completion. Attached to this email you will find the following:

1.   2 GPI survey forms (General Form and Study Abroad Form) in CSV format.

2.   The GPI codebook for post-data collection analysis

3.   PDF document containing each of the GPI items

These documents should be all you need to collect your data using the GPI instrument. If you have any further questions regarding the GPI or how to use the documents attached to this email, please let me know.

 Have a wonderful rest of your day and good luck on your dissertation!

Warm regards,

Tom and the GPI Staff

Thomas Berta

Project Manager | Global Perspective Inventory (GPI)

1688 Lagomarcino Hall, Iowa State University

902 Stange Rd. Ames, IA 50011

Office: (515) 294-6234

Email: Gpi@iastate.edu

APPENDIX E: PRINCIPAL CONSENT FORM

Principal Consent Form

Your school has been selected to be used as a site to conduct a research study to learn more about the effect of implementing critical global curriculum in the 12th grade rural classroom. This study will be conducted by Amy Brown, Department of Education, St. John's University, as part of her doctoral dissertation work. Her faculty sponsor is Dr. Kristin Anderson, Department of Education.

If you agree to allow your school and students to participate in this study, the researcher may collect student work and writing samples which will not include any identifying information of any participating student. The student participants will volunteer to participate, and parent approval will be required. Students will be given a Global Perspectives Inventory as both a pre and post-test which will take approximately twenty minutes to complete. Students will then participate in the regular classroom curriculum which meets the Pennsylvania Common Core Curriculum Standards which will include a concentration on critical global elements and will be four weeks in length as one unit. The study will include a pre and post survey which will be secured in a computer file and destroyed after the study is completed. No identifying information of students or the school district will be revealed during this study, and all students will use an identification number to participate voluntarily. There are no known risks associated with your site participating in this research beyond those of everyday life.

However, Federal regulations require that all subjects be informed of the availability of medical treatment or financial compensation in the event of physical injury resulting from participation in the research. Therefore, St. John's University cannot provide either medical treatment or financial compensation for any physical injury resulting from your participation in this research project. Inquiries regarding this policy may be made to the principal investigator or, alternatively, the Human Subjects Review Board (718-990-1440).

Although you will receive no direct benefits, this research may help the investigator understand the effects of the implementation of a critical global curriculum in the 12th grade rural classroom which may benefit your students and teachers.

Confidentiality of your students' records will be strictly maintained by removing your name and any school district identifiers will be replaced with a pseudonym. Consent forms will be stored in a locked file or secured computer file. All participant responses will be kept confidential with the following exception: the researcher is required by law to report to the appropriate authorities, suspicion of harm to one's self, to children, or to others.

Participation in this study is voluntary. You may refuse to participate or withdraw at any time. For student documents or academic records, you may refuse access to the researcher. Nonparticipation or withdrawal will not affect student grades or academic standing.

If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Amy Brown, amy.brown17@stjohns.edu, St. John's University 8000 Utopia Parkway, Queens NY, 11439 or the faculty sponsor, Dr. Kristin Anderson, at Andersk1@stjohns.edu, St. John's University, Sullivan Hall 4th Floor, 8000 Utopia Parkway, Queens NY, 11439.

For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chair digiuser@stjohns.edu 718-990-1955 or Marie Nitopi, IRB Coordinator, nitopim@stjohns.edu 718-990-1440.

You have received a copy of this consent document to keep.

<u>Agreement to Participate</u>

Yes, I agree to have my school participate in the four-week study.

Principal's Signature	Date

APPENDIX F: TEACHER CONSENT FORM

Teacher Consent Form

Dear Participant:

You have been invited to take part in a research study to learn more about the impact of a critical global curriculum in a rural 12th grade classroom. This study will be conducted by Amy Brown, Department of Education, St. John's University, as part of her doctoral dissertation work. Her faculty sponsor is Dr. Anderson, Department of Education.

If you agree to be in this study, you will be asked to do the following: Take part in the implementation of a four-week critical global curriculum in the classroom, meet weekly for four weeks to discuss the curriculum for a minimum of twenty minutes per session, implement student critical global curriculum (which includes collecting journals and coursework), and administer the GPI survey (pre and post-test). Participation in this study will involve a four-week commitment of daily curriculum implementation, 20-minute weekly teacher meetings, assigning student weekly journal entries and administering the Global Perspectives Inventory (GPI) in two thirty-minute sessions.

Although there are no known risks for this study, Federal regulations require that all subjects be informed of the availability of medical treatment or financial compensation in the event of physical injury resulting from participation in the research. St. John's University cannot provide either medical treatment or financial compensation for any physical injury resulting from your participation in this research project. Inquiries regarding this policy may be made to the principal investigator or, alternatively, the Human Subjects Review Board (718-990-1440).

Although you will receive no direct benefits, this research may help the investigator understand the effects of the implementation of a critical global curriculum in rural 12th grade classrooms in order for students to prepare for college and the global workforce.

Confidentiality of your research records and your students' records will be strictly maintained by removing your name and any identifiers will be replaced with a number. Consent forms will be stored in a locked file. Your meeting comments will be kept confidential with the following exception: the researcher is required by law to report to the appropriate authorities, suspicion of harm to one's self, to children, or to others. Your responses will be kept confidential by the researcher, but the researcher cannot guarantee that others in the group will do the same.

Participation in this study is voluntary. You may refuse to participate or withdraw at any time.

If there is anything about the study or your participation that is unclear or that you do not understand, if you have questions or wish to report a research-related problem, you may contact Amy Brown, amy.brown17@stjohns.edu, St. John's University 8000 Utopia Parkway, Queens NY, 11439 or the dissertation supervisor, Dr. Kristin Anderson, at andersk1@stjohns.edu, St. John's University, Sullivan Hall 4th Floor, 8000 Utopia Parkway, Queens NY, 11439.

For questions about your rights as a research participant, you may contact the University's Institutional Review Board, St. John's University, Dr. Raymond DiGiuseppe, Chair digiuser@stjohns.edu 718-990-1955 or Marie Nitopi, IRB Coordinator, nitopim@stjohns.edu 718-990-1440.

You have received a copy of this consent document to keep.

<u>Agreement to Participate</u>

Yes, I agree to participate in the study described above.

Subject's Signature	Date

Critical Global Curriculum

Focus on Dimension One of the Critical Global Framework

Poem: *The Century Quilt* by M. Waniek

Article: *Cultural Common Ground Gets Harder to Come By* by NPR

Projects: Create a Quilt, Mini-research project

Dimension 1: Global Awareness / Interconnection to the world: Mini Research Project on Current World Issue (Research)

- Students work in share pairs to determine national or world issues that have a local impact. This can be recent or historical.

- Team multimodal presentation: Each team submits a digital photo with text (audio or text box) explaining the global event taking place in the photo and how the event has a local impact. All images will be submitted to a power point display for the class to collectively view.

- Critical Questions: Pondering issues rather than providing answers-Students in original share pairs will pose questions about the global events they view: (a) "What are the implications of _____?" (b) "Why is _____ important?" (c) "What is another way to look at _____ from the perspective of someone outside of America?"

Dimension 2: Global to Personal (Journaling)

- Bring an item to class or a photo of an object in your life that is important to you personally but has a greater meaning beyond yourself.

- Journal about something that has been passed on for generations in your family or an instance where you have known where items were passed on from one generation to the next. Why is this important? How do you think items passed on in America may differ from other nations? What items may have been passed on cross-culturally and how may that occur? What is the benefit of such practices?

- Find a song, commercial, TV show, film, or text in popular culture that contains a generational item or ideal. Discuss.

Dimension 3: Text Analysis

* Read *The Century Quilt* by Marilyn Nelson Waniek

- Critical thinking: Create a list of questions about the text that relate to the author's values, attitudes, beliefs, and ideas

- Discussion Forum: Classroom chart: What are the dominant personal characteristics, values, attitudes, customs, and beliefs in the poem? Is this representative of American culture? What other cultures are represented?

-Discover: Google a non-American culture and discuss one of their dominant beliefs

-Connecting: How are the beliefs presented in *The Century Quilt* different or similar to the culture you googled? How are individuals predisposed to specific beliefs depending on the culture in which they are born or exits?

-Deconstructing: Connecting to classic literature

- Compare classical literature with *The Century Quilt*. Selected works of Shakespeare, Wordsworth, Milton (choose author you have already discussed or has been discussed in a previous ELA, a familiar text). Discussion:

o Critical thinking: How has society shifted in thought between time

periods?

o Critical thinking: What similarities and differences exist in style of

poetry? How do you account for those differences?

o Analyzing: Make a list of symbols in each poem. How does symbolism

differ in contemporary vs. classic literature?

o Literary Elements: create a list of setting, characterization, plot, themes,

and literary devices (2-sided chart). How has the structure of poetry

represented a period in time? How does structure and style represent

individuals within the society?

Dimension 4: Social Action (Advocating for Change)

o Create a Blog or You Tube Video to detail the importance of connecting

society through time periods, physical distance, and variation in beliefs /

values rather than disconnecting

o Students develop a "Community Quilt" where they "quilt together" one of

their unchanging beliefs or values and connect this to something they

would like to see change in the world or in their own community.

o The physical "quilt" can be displayed in the classroom, in a common area

in the school, or within the community. Students encourage students,

parents, community members, and others to add to their quilt (can be

done through social media or community outreach) ….*The Rural School

District 01 Quilt of Change*

Focus on Dimension Two of the Critical Global Framework

Poem: *Dreams* by L. Hughes

Short Story: *My Wonder Horse* by S.R. Ulibarri

Journal: Important Object Journal

Dimension 1: Global Awareness/Interconnection to the world: World Issues Discussion

- Students work in share pairs to determine national or world issues that have a local impact. This can be recent or historical.

- Team Discussion Using Critical Questions.

- Critical Questions: Pondering issues rather than providing answers-Students in original share pairs will pose questions about the global events they view:

   (a) "What are the implications of _____?" (b) "Why is _____ important?" (c) "What is another way to look at _____ from the perspective of someone outside of America?" (d) "How might you solve this problem?" (e) "How can this problem be avoided in the future?" (f) "Do you agree or disagree with how the problem is currently being handled?" (g) "Why is this problem relevant to YOU?" (h) "What can this problem teach us about our own lives?"

- Share important points of your discussion with entire class.

- It is important to begin the week with discourse and dialogue. Students will begin to prepare themselves to share events and look for world events happening in the news. The discussion of such events will create a mindset of "global thinking" in the classroom.

- Students may or may not naturally tie world events to literature at this point. The discussion may contain points of literature or may not, but the focus is to have discourse and concentrate on global perspectives.

Dimension 2: Global to Personal (Journaling)

- Bring an item to class or a photo of an object in your life that is important to you personally but has a greater meaning beyond yourself.

- Journal about the connections between your object and you. Then, add another paragraph about the connections between your object and another person, another place, and/or the world. Do other people in the world have this same object? How might someone in another nation view such an object or a similar object? Give examples. Where was the object made? Who was involved in creating this item? How was it made?

- Find a song, commercial, TV show, film, or text in popular culture where your object is depicted on a national level or a global level (or both).

- Discuss Ulibarri's Horse that meant so much, and Langston Hughes less tangible Dreams that meant so much. Compare these items to the objects student journaled about prior to reading the texts.

Dimension 3: Text Analysis

* Read *Dreams* by Langston Hughes

* Read *My Wonder Horse* by S.R. Ulibarri

- Critical thinking: Create a list of questions about the text that relate to the author's values, attitudes, beliefs, and ideas

- Discussion Forum: Classroom chart: What are the dominant personal characteristics, values, attitudes, customs, and beliefs in the poem? The Short Story? Is this representative of American culture? What other cultures are represented?

-Discover: Google a non-American culture and discuss one of their dominant beliefs

-Connecting: How are the beliefs presented in *My Wonder Horse* different or similar to the culture you googled? How are individuals predisposed to specific beliefs depending on the culture in which they are born or exit, and how is this exhibited in *My Wonder Horse*?

-Deconstructing: Connecting to classic literature

- Compare classical literature with *Dreams* and *My Wonder Horse*. Selected works of Shakespeare, Wordsworth, Milton (choose author you have already discussed or has been discussed in a previous ELA, a familiar text). Discussion:

  o Critical thinking: How has society shifted in thought between time periods?

  o Critical thinking: What similarities and differences exist in style of poetry? How do you account for those differences?

  o Analyzing: Make a list of symbols in each poem. How does symbolism differ in contemporary vs. classic literature?

  o Literary Elements: create a list of setting, characterization, plot, themes, and literary devices (2-sided chart). How has the structure of poetry represented a period in time? How does structure and style represent individuals within the society?

Dimension 4: Social Action (Advocating for Change)

o Create your own *Dreams* poem to detail the importance of connecting

society through time periods, physical distance, and variation in

beliefs/values rather than disconnecting. Use the format of Langston

Hughes but update it to a global society. The first stanza involves

personal dreams. The second stanza involves global dreams.

o Students develop a Dream Board (Bulletin Board in hall or classroom)

where students share their personal dreams and connect this to dreams

for their world or community. Each student will display a *Dreams* poem

on the board (may also display in online classroom as adaptation).

o The Dream Board can be displayed in the classroom, in a common area in

the school, or within the community. Students encourage students,

parents, community members, and others to add to their Dream Board

(can be done through social media or community outreach) ….*The Rural*

School District 01 Dreams Board

Focus on Dimension Three of the Critical Global Framework

Poem: *The Chimney Sweeper* by William Blake, *No Man is an Island* by John Donne,

Kia by Paul Hlava

Article: Excerpt from *Workers in America and the American Union* by Common Lit

Video: *Boxes* (Youtube)

Projects: Unboxing our World

Dimension 1: Global Awareness / Interconnection to the world: Focus on workers across

the globe

- Students will read the poems and article and work in share pairs to complete the critical thinking questions.

- Presentation: Each team presents one question. Other students will serve as investigators delving further into the question.

- Critical Questions: Pondering issues rather than providing answers-Students in original share pairs will pose questions about the global events they view: (a) "What are the implications of _____?" (b) "Why is _____ important?" (c) "What is another way to look at _____ from the perspective of someone outside of America?"

Dimension 2: Global to Personal (Journaling)

- Students will view two versions of Boxes Video (US and Australia) and discuss/compare

- Journal about the connections between the two videos and your response. How is each video global? How is it personal? How is your response to each video different? With which video are you able to form a connection? Explain what box you fit into and why? On the global landscape, how might you fit into a box?

Dimension 3: Text Analysis

* Read *No Man is An Island* by John Donne

- Critical thinking: Create a list of questions about the text that relate to the author's values, attitudes, beliefs, and ideas

- Discussion Forum: Classroom chart: What are the dominant personal characteristics, values, attitudes, customs, and beliefs in the poem? Is this representative of American culture? What other cultures are represented?

-Discover: Google a non-American, non-European culture and discuss one of their dominant beliefs

-Connecting: How are the beliefs presented in *No Man is an Island* different or similar to the culture you googled? How are individuals predisposed to specific beliefs depending on the culture in which they are born or exits?

-Deconstructing: Connecting to classic literature

- Compare classical literature with The Boxes videos. (Selected works of Shakespeare, Wordsworth, Milton -choose author you have already discussed or has been discussed in a previous ELA, a familiar text). Discussion:

  o Critical thinking: How has society shifted in thought between time periods?

  o Critical thinking: Place characters you've read into boxes. Where do they fit?

  o Analyzing: How have humans been depicted in previous time periods within dominant literature, and how does this measure up to the real humans in the boxes videos? Has humanity been accurately represented? How could it be represented differently, and how is it represented differently in current literature? How might humanity be depicted in various nations? What 'boxes' may exist in other nations? Compare this to the 'boxes' in the American video.

  o Literary Elements: create a list of setting, characterization, plot, themes, and literary devices (2-sided chart). How has the structure of poetry represented a period in time? How does structure and style represent

individuals within the society? (*The Chimney Sweeper, No Man is an Island*)

Dimension 4: Social Action (Advocating for Change): Unboxing Humanity

- o Create a poster to advocate for change (using Microsoft Publisher)

- o Students develop a poster to "unbox" some aspect of humanity and normalize better conditions whether in the work environment, issues of acceptance, issues of education, issues of addiction, etc..

- o The physical display is the Unboxing Humanity wall of posters ….*The Rural School District 01 Unboxing Humanity Wall (in a virtual setting, this can be Unboxing Humanity Google Doc, Google Slide, etc..)*

Focus on Dimension Four of the Critical Global Framework

Poem: *Barbie Doll* by M. Piercy, *The History Teacher* by Billy Collins, *Making a Fist* by Naomi Shihab Nye

Novel Excerpt: *The Invisible Man* by Ralph Ellison

Article: *Immigration to the United States* by Michael Signel (2018)

Projects: Comment on Society Poem

Dimension 1: Global Awareness/Interconnection to the world: Mini Research Project on Current World Issue (Research)

- Students work in share pairs to determine issues dealing with immigration and/or stereotyping

- Team multimodal presentation: Each team submits a digital slide with text (audio or text box) explaining the immigration/stereotyping world/national/local issues.

All slides will be submitted to a power point display for the class to collectively view.

- Critical Questions: Pondering issues rather than providing answers-Students in original share pairs will pose questions about the events they view:
(a) "What are the implications of _____?" (b) "Why is _____ important?" (c) "What is another way to look at _____ from the perspective of someone outside of America?"

Dimension 2: Global to Personal (Journaling)

- Write about a time you have witnessed or been involved with stereotyping.

- Think of commercials, TV shows, social media sites, advertisements where stereotypes are presented and discuss.

- How do stereotypes alter thinking? How are stereotypes local? Global? How many people in other nations perceive American stereotypes? What are stereotypes you are aware of in other nations?

Dimension 3: Text Analysis

* Read *Barbie Doll* by M. Piercy*, The History Teacher* by Billy Collins*, Making a Fist* by Naomi Shihab Nye, excerpt of *The Invisible Man* by Ralph Ellison

- Critical thinking: Create a list of questions about the text that relate to the author's values, attitudes, beliefs, and ideas

- Discussion Forum: Classroom charts: What are the dominant personal characteristics, values, attitudes, customs, and beliefs in the poem and excerpt? Is this representative of American culture? What other cultures are represented?

-Critical Discussion-full class engaging all texts and comparing/contrasting

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-Discover: Google a non-American culture and discuss one of their dominant beliefs containing stereotypes

-Connecting: How are the beliefs presented in *Barbie Doll* different or similar to the culture you googled? How are individuals predisposed to specific beliefs depending on the culture in which they are born or exits?

-Deconstructing: Connecting to classic literature

- Compare classical literature with *Barbie Doll*. Selected works of Shakespeare, Wordsworth, Milton (choose author you have already discussed or has been discussed in a previous ELA, a familiar text). Discussion:

  o Critical thinking: How has society shifted in thought between time periods?

  o Critical thinking: What similarities and differences exist in style of poetry? How do you account for those differences?

  o Analyzing: Make a list of symbols in each poem. How does symbolism differ in contemporary vs. classic literature?

  o Literary Elements: create a list of setting, characterization, plot, themes, and literary devices (2-sided chart). How has the structure of poetry represented a period in time? How does structure and style represent individuals within the society?

  o Complete Critical Discussion Guide for *Barbie Doll*-Class discussion

Dimension 4: Social Action (Advocating for Change)

  o Create your own *Barbie Doll* style poem

- Students develop a *Barbie Doll* style poem using the format of *Barbie Doll* and the concept of one character such as the "girl child." Develop a similar tone and mood as well as a theme that presents the despair in stereotyping. The poem may be a personal statement or personal observation.

- The *Barbie Doll* style poem may be submitted to the school literary magazine for publication. All poems will also be presented in a shared google doc….*The Rural School District 01 Commentary for Societal Change*

**Note: Teachers may incorporate a variety of culturally relevant poetry, excerpts, classic literature, articles, and videos as deemed appropriate to the content. This curriculum serves as a sample of critical global literacy in the high school ELA classroom.*

APPENDIX H: CRITICAL GLOBAL CURRICULUM RUBRIC

Sample Critical Global Curriculum Rubric:

<u>Exemplary</u>: Demonstrates in-depth knowledge and understanding and a sophisticated application of critical global concepts and skills

<u>Experienced</u>: Demonstrates performance that is consistent with the independent application of critical global concepts and skills

<u>Developing</u>: Is beginning to develop and independently apply critical global concepts and skills yet requires more practice.

<u>Emerging</u>: Is receiving support to gain greater critical global concepts and skills.

Key Skills/Concepts	Emerging	Developing	Experienced	Exemplary
Critical Dialogue	Acknowledges views and ideas of others	Acknowledges views and ideas of others as necessary in order to see varying sides of a situation	Synthesizes and analyzes the ideas and views of others in order to recognize varying sides to a situation potentially and work toward a common goal	Synthesizes, analyzes, and evaluates the views and ideas of others in order to work toward a greater understanding of all sides and apply it to a new perspective or

				greater learning
Critical Global Reasoning /Questioning	Identifies facts, details, and asks literal questions	Identifies facts, details and identifies evidence related to a problem or issue. Asks literal and inferential questions to gain a greater understanding	Draws upon facts, details, and evidence to provide explanations/understanding of a concept. Asks literal and inferential questions to gain a greater understanding and apply to new learning	Presents logical conclusions that illustrate understanding of the complexity of topics and issues, includes opposing viewpoints and identifies consequence and implications. Proies clear explanations by citing evidence to draw conclusions. Asks literal, inferential, and evaluative questions to gain a deeper understanding and to

				synthesize new learning.
Critical Global Problem Solving and Solution Finding	Identifies and describes the provided problem, investigation or challenge. Restates provided solutions.	Clearly explains the provided problem, investigation, or challenge. Offers original solutions specific to the topic.	Engages in inquiry related to the provided problem, investigation, or challenge. Offers original solutions and evaluates and tests plausible solutions.	Effectively synthesizes multiple resources, investigates, and challenges problems or concepts. Offers multiple solutions, evaluates and tests/investigat es to develop best solution. Critiques and revises as needed.
Analysis and Interpretatio n	Identifies and lists evidence and components of an argument or position	Compares and classifies evidence and defines all components of an argument or position	Selects important and relevant evidence to support argument, claim, or position. Additionally, identifies strengths and weaknesses of argument, claim, or position.	Organizes or prioritizes evidence to reveal important patterns, differences or similarities. Evaluates the sources of evidence, the

				accuracy and relevancy of information and the strengths and weaknesses of the argument, claim, or position.
Self-Reflection/ Initiative	Demonstrates basic understanding of own thought processes	Demonstrates basic understanding of own thought process and has some evidence of reflection on personal ideas.	Selects and applies appropriate critical thinking strategies to new learning. Reflects on own strengths and weaknesses regarding critical thinking dispositions linked to previous learning. Connects to concepts beyond self such as global concepts	Evaluates and revises critical thinking skills to understand complex situations and practices deep and sustained reflection by critically thinking about specific concepts and processes in complex and global capacities

APPENDIX I: TEACHER MEETING DISCUSSION TOPIC CHECKLIST

Teacher Discussion Topics

For Critical Global Curriculum

Meetings

- o Curriculum Issues

- o Student Concerns

- o Student Successes

- o Implementation Concerns

- o Implementation Successes

- o Insights

- o Challenges

- o Adaptations Needed

- o Reflections

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