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## Globally Aware and Gifted: A Qualitative Content-Analysis of the Global Awareness Network of the National Association for Gifted Children between 2001 and 2010

Lara M. Quiles  
*University of Iowa*

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GLOBALLY AWARE AND GIFTED: A QUALITATIVE CONTENT-ANALYSIS OF THE GLOBAL  
AWARENESS NETWORK OF THE NATIONAL ASSOCIATION FOR GIFTED CHILDREN BETWEEN  
2001 AND 2010

by

Lara M. Quiles

A thesis submitted in partial fulfillment of the requirements  
for graduation with Honors in the Education

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Laurie J. Croft  
Thesis Mentor

Fall 2016

All requirements for graduation with Honors in the  
Education have been completed.

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Laurie J. Croft  
Education Honors Advisor

Globally Aware and Gifted: A Qualitative Content-Analysis of the Global Awareness Network  
of the National Association for Gifted Children between 2001 and 2010

Lara M. Quiles

The University of Iowa

Author Note

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by Undergraduates (ICRU).

### Abstract

This study examined how qualitative content analysis could identify thematic trends in presentations of the Global Awareness Network of the National Association for Gifted Children conventions between 2001 and 2010. Utilizing a Qualitative Data Analysis software called nVivo, researchers input ten years of convention program information and analyzed both titles and descriptions for themes. These themes were coded within the software and then uploaded into bar graphs, highlighting common themes that emerged across network presentations in any given year. Unique themes were also represented. Results were considered for their use to inform current and future instruction of gifted learners.

Globally Aware and Gifted: A Qualitative Content-Analysis of the Global Awareness Network  
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This content analysis will explore archival convention data from the National Association for Gifted Children's (NAGC) 'Global Awareness' Network. The analysis will span the first ten years (2001-2010, inclusive) of the 21<sup>st</sup> century in order to identify, label, and analyze thematic trends. An awareness of the major thematic trends during the first half of the 21<sup>st</sup> century has major implications not only for the teachers of gifted students, but also for these high-ability learners themselves. Using a qualitative content-analysis approach, we can analyze this archival data for information that is relevant for current and future issues in gifted education.

The purpose of the Global Awareness Network, reflected in the Network's mission statement, is, "...to respond to the concerns of the gifted and talented about the future and the world they live in by giving them opportunities to grow in understanding of different cultures and global interdependence..." (Global Visions, 2014). By identifying, labeling, and analyzing these thematic trends, we can better understand what educators, and others selected to provide peer-reviewed concurrent convention sessions, believe to be the most critical issues for gifted children in terms of academic and affective domains impacting cultural/global awareness. This information may prove valuable to educators as it has the potential to help shape instructional practices to support and sustain the growth of gifted students in and out of the classroom.

## LITERATURE REVIEW

### Global Awareness

The National Association for Gifted Children (NAGC) is comprised of specific networks within the organization, each of which specializes in a certain area of interest. The Global Awareness network was organized by Annemarie Roeper in 1986, with a focus on how gifted

children interact with the world around them and understand their role within that world. At the time of its founding, the ways in which gifted children interacted and understood their world was a little-studied area within gifted education. In her article, “Global Awareness and Gifted Children: Its Joy and History” (2008), Roeper explains the beginnings of her consultation service for gifted students and their families, as well as the need for the Global Awareness Network, noting that over a career of several decades “a number of world-shaking events occurred...After every event, like clockwork, my office would begin to fill...”. (Roeper, 2008)

The birth of the Global Awareness Network opened a door for parents and teachers of gifted learners to gather and discuss a myriad of issues regarding giftedness, regardless of whether or not intellectual and academic aspects were front and center. As the Network grew, ideas revolving around spirituality and giftedness began to surface. Looking at gifted learners as future leaders, both within their own communities and in the global community, was also at the forefront of presentations and discussions. The Summer 2014 version of the Network’s focus statement explains the aims and goals of the Global Awareness Network, (Global Visions, 2014):

The mission of the Global Awareness Network is to help gifted learners prepare for an increasingly global network by supporting them as emerging leaders, creators, and peacemakers. The Global Awareness Network responds to the concerns of gifted individuals about the future and the world in which they live by developing opportunities to grow personally, act internationally, become stewards of resources, and to appreciate and nurture diversity. Global Awareness Network proposals should provide strategies to develop intellectual capacity for critical and creative thinking, based in understanding the perspectives of others, applying empathy, dealing compassionately, seeking cooperation through consensus and by supporting gifted individuals to be contributing members of a

global family. The goal of the Network is to discuss and to share experiences that may equip gifted children with a stronger sense of Self that allows them to reach higher levels of spiritual, social, and intellectual development, impacting an interconnected and synergistic world. (Global Visions, 2014)

Furthermore, the idea of facilitation of global awareness in gifted students gained traction. Through the connectedness garnered through increasing use of the World Wide Web, many have accepted the concept of a ‘global village’ or ‘global connectedness’. Individuals can no longer live in isolation, and with access to most of the knowledge, ideas, and discussions from around the globe, the idea of isolation becomes almost obsolete. van der Westhuizen and Maree (2010) explain this well: “Global interdependence presents the perfect opportunity for the gifted to develop global awareness...Gifted individuals...prove themselves to be exceptionally dependable societal assets”. With gifted learners being ‘societal assets’, focusing on Global Awareness provides direction and definition for those assets.

### **Qualitative Content Analysis**

According to Hsieh and Shannon (2005), there are three distinct types of qualitative content analysis: conventional, directed, and summative. The direction of this specific study focuses on a conventional approach, as the researchers avoided the use of pre-conceived categories and rather allowed the data to inform and shape themes through analysis. In this specific study the codes are referred to synonymously as themes, with the goal to identify any trends in thematic discussions in order to help inform instruction and greater understanding. However, this approach does have limitations: “The conventional approach to content analysis is limited in both theory development and description of the lived experience, because both

sampling and analysis procedures make the theoretical relationship between concepts difficult to infer from findings” (Hsieh & Shannon, 2005, p. 1281).

According to Saldana (2011), qualitative content analysis is, “the systematic examination of texts and visuals...media...and/or material culture...to analyze their prominent manifest and latent meanings” (Saldana, 2011, p. 10). Manifest meanings are those that are immediately apparent while latent require deeper thought to uncover. In this study, the researchers worked to highlight both manifest and latent themes within the data in order to uncover potential thematic trends over the period of ten years under examination. Historically, content analysis has proven helpful in the field of gifted education as pointed out by Hays (1993): “Despite its short history, the field of gifted education has developed a distinct and important body of knowledge. This knowledge...provides a large and rich data source for content analysis” (p. 1). Knowing this, qualitative content analysis of the data presented in the ten years’ worth of convention programs offers rich opportunity for unearthing thematic trends.

### **Themes**

Determining how to identify, code, and analyze themes within the data was influenced by literature regarding other content analysis projects. Coleman, Guo, and Dabbs (2007) conducted a qualitative research study of gifted education research as published in American journals. They approached the designation of themes by first defining the criteria from which they would pull information, and then defining a coding system. From this coding system, the authors were able to take identified themes (or codes) and performed calculations to create graphs portraying findings. This study was particularly important, serving as a model in the development of the graph-approach for the current study.



Another study that described a precise process by which the coding system was developed was conducted by Carter and H. Swanson (1990). In this study, coding was completed in three phases. By going through three different phases of coding, the authors were able to distill their information to the most simplistic form possible in order to perform analysis and reflection. As it relates to this study, this process is something to consider for future content analyses of this type of data. The current study produced a number of unique, varied, and unrepeated themes which restricted the results.

### **METHODOLOGY**

The aim of this study was to identify, code, and analyze thematic trends from archival data published by the National Association for Gifted Children (NAGC). Each year, the Global Awareness Network, one of 14 networks organized to explore issues of importance to the education and well-being of gifted children, selects and sponsors a number of presentations for the annual convention. A content analysis of presentation descriptions from the first ten years of the 21st century provides a greater understanding of some of the critical academic and affective issues for gifted children as identified by members of that specific Network. By analyzing this data, we can summarize critical issues and elaborate on 21<sup>st</sup> century themes that educators (and other peer-reviewed presenters) highlight as important to the academic and affective development of gifted and talented children, emphasizing this network's focus on global and cultural awareness. The themes and critical understandings will frame instructional practices that support the growth of gifted students in a globally connected world.

The methodology for this study is a qualitative content analysis of archival convention data spanning the years 2001-2010. Content analysis and applied thematic analysis are particularly appropriate for the discovery of themes as identified by members of the Global

Awareness Network; convention proposals are accepted because they relate to gifted learners as well as the emphasis of the particular network. A deeper understanding of thematic trends may better inform instructional practices in and out of the classroom. According to Hsieh & Shannon (2005), researchers who utilize qualitative content analysis, "...avoid using preconceived categories..." (p. 1279) and, "...immerse themselves in that data to allow new insights to emerge" (p.1279). Due to this open-ended approach, the research objectives are intentionally broad in order to allow for new insights and connections from the data to emerge. The objectives include:

1. What themes emerge from annual NAGC convention presentations sponsored by the Global Awareness Network?
2. Do emergent themes have implications for current and future instructional practices that facilitate both academic and affective gifted-student development?

After developing a database of presentation titles and page numbers, data was exported into a qualitative data analysis (QDA) software called nVivo. This allowed the researchers to analyze presentation titles for underlying themes, and then to code those themes in order to identify patterns and trends. When presentation titles were vague, convention program books were consulted to review the presentation abstracts to better understand the possible themes. Once the codes were identified and assigned by the researchers, the data was then converted to bar graphs (see Appendices A - K) that charted the most common themes for each convention year.

## **RESULTS**

The themes that emerged during annual NAGC convention presentations sponsored by the Global Awareness Network varied greatly from year to year between 2001 and 2010 (see

Appendix A). Not only did the number of themes per year fluctuate, but repeated themes over the years also differed. The number of diverse themes that emerged from the data suggests that this Network welcomes a wide variety of ideas and theories related to the care, education, and development of the whole gifted child.

Emergent themes for each year surfaced from the wide array of choices over the ten years that were analyzed. Appendices B through K outline the top ten themes in each year. Themes were highlighted in a specific color to indicate multiple references over the ten-year period, while unique values were left as white to show the variety of thematic ideas presented per year.

## **DISCUSSION**

This analysis was a component of a larger research project to analyze all NAGC convention presentations. This specific Network caught my attention because of the wide variety and unusually high number of unique themes that became apparent through the process. The Network described a broadly-conceived focus, and the thematic variation reflected that. The themes that emerged were quite different than those of other Networks. It was refreshing to see the themes such as ‘peacemakers’, ‘emotional giftedness’, and ‘global citizens’ after recording systematic coding related to ‘STEM’, ‘academic acceleration’, and ‘talent development’ in other networks. The idea that gifted students have the potential to be ambassadors of peace and global citizenship is something about which, as an aspiring gifted and talented teacher, I had never really given much thought. However, through this analysis, I have found that I have more questions than answers.

The initial questions that guided this research became less pertinent as I delved into the research and background of the Global Awareness Network. This particular exercise was a learning process for me both as a student and as a pre-service teacher. From immersing myself

into the world of Global Awareness as it relates to gifted education, I was able to understand that there is more to the gifted learner than academic differentiation and social-emotional needs.

Students identified as gifted may also have needs in and passions related to the spiritual internal world, as well as to global concerns as they learn to navigate the world as it is.

One limitation to this study involves the lack of a code book. As I was new to qualitative research, I was unaware of the benefits of a code book. Many of the themes derived from the data are self-explanatory but some may be open to interpretation. In the future, the use of a code book would allow others who continuing the analysis to understand my thinking when assigning a theme to a specific presentation.

As far as applications to future teaching and instruction, the findings of this study indicate that, in terms of gifted education and global awareness, gifted students are very complex individuals, who both think and feel deeply and who need to be addressed from an awareness of the whole child, with surprisingly advanced concerns and interests. While qualitative data is not something that can be generalized to a specific population, the trends seen in this study definitely point to the multi-faceted nature of gifted learners and their needs in education and in life. Current and future practitioners could use this information to explore gifted education, including the great breadth of themes that are relevant to members of the Global Awareness Network. General classroom teachers will have students of multiple abilities, including gifted students, in their classrooms, and understanding just how complex some of these students are can help inform and extend instruction.

Appendix A

NAGC – Global Awareness Codes 2001-2010

Red Cells: Duplicate Values Across Years    White Cells: Unique Values for Each Year

2001	2002	2003
Arts	Altruism	Alternative Assessment
China	Appreciation	Appreciation
Chinese Students	Arts	Assessment
Creative Problem Solving	Assessment	Balance
Creativity	China	Caring
Critical Thinking	Chinese Students	China
Dabrowski	Compassion	Collaboration
Development	Connections	Compassion
Diversity	Controversial Issues	Connections
Identification	Cooperation	Dabrowski
Integration	Creative Problem Solving	Diverse Populations
Interrelatedness	Creativity	Emotional Development
Leadership	Dabrowski	Empathy
Problem Based Learning	Development	Identification
Profoundly Gifted	Diverse Populations	Integration
Self-Actualization	Diversity	Interconnectedness
Service Learning	Emotional Development	Leta Hollingworth
Social Action	Emotional Giftedness	Making a Difference
Social Responsibility	Empathy	Parenting
Spirituality	Identification	Peace
Spiritually Gifted	Interdependence	Personal Growth
Teacher Perceptions	Interrelatedness	Perspective
Tolerance	Leadership	Positive Social Action
Active Citizenship	Peacemakers	Qualitative Assessment
Activism	Positive Change	Real World Problems
Apprenticeship	Qualitative Assessment	Reflective Judgment
Brilliant Students	Respect	Sensitivity
Communication	Responsibility	Social Justice
Community Service	Sensitivity	Storytelling
Complex Times	Service Learning	Teacher Perceptions
Cross-Cultural Comparison	Social Responsibility	Understanding
Economic Issues	Spiritually Gifted	World Events
Educational Travel	Tolerance	Academic Achievement
Emotional Characteristics	Understanding	Acceptance
Existential Intelligence	Action	Alternative Testing

2001	2002	2003
Experiences	Advocacy	Annamarie Roeper
External Perspectives	Africa	Cognitive Needs
Healing	Asian Studies	Community Based Art Ed
Indigo Children	Asynchrony	Concentric Studies
Individualism	Characteristic Traits	Cultural Assessment
Internal Perspectives	Cross-Cultural Comparisons	Cultural Context
International Giftedness	Culture	Cultural Curiosity
Investing	Decision Making	Cultural Transitions
Legal Issues	Differentiation	Culturally Appropriate
Mentoring	Environmental Focus	Culturally Diverse Populations
Meta Gifted	Europe	Curiosity
Multiple Intelligence Theory	Evolutionary Viewpoints	Curriculum Development
Real-World	Fairness	Daily Life
Relational Consciousness	Futurism	Differences
School Accommodation	Gifted Education	Diverse Backgrounds
Simple Living	Gifted Women	Diverse Learning Communities
Social Change	High Potential	Elementary Education
Spiritual Awareness	HOTS	Emotional Experience
The Creative Process	Initiative	Emotional Life
Third World Culture	Instead Alternatives	Emotional Self
Western Culture	Intense Sensitivities	Emotional Sensitivity
	Interdisciplinary Course	Experimentation
	International Relations	Extreme Giftedness
	Islam	Fears
	Life as Sacred	Fulfillment
	Prevention	Fulbright Memorial Fund
	Process Drama	Generalities
	Real-World Problems	Greater Meaning
	Response	Hispanics
	Schoolwide Community Outreach	Implementation
	Sensory Integration	Individual Voice
	Shift	Instead
	Social/Emotional Development	Intellectual Development
	Travel Experiences	Intensity
	Travel-Based Curriculum	Internal Conflict
	Violence	Issue Awareness
	Womanhood	Japan
	World Problems	Knowledge
	World Views	Leadership Development
		Left Hemisphere
		Mathematics
		Meaningful Connections

2001	2002	2003
		Meaningful Life
		Mission Statement
		Music
		Music-Based Education
		Negotiation
		Parental Involvement
		Peace Education
		Pen pals
		Personal Exploration
		Personal Familiarity
		Personal Peace
		Right Hemisphere
		Self Determination
		Self-Direction
		Self-Knowledge
		Self-Reflection
		Servant Leadership
		Service Project
		Significant Issues
		Similarities
		Social Interaction
		Spanish Speakers
		Stewardship of the Earth
		Supernormal Children
		Talent Development
		Transcendence
		Transnational Research
		United Nations Program
		Valued Traits
		Visual Art
		World Cultures

2004	2005	2006
Alternative Assessment	Children's Literature	Altruism
Compassion	Compassion	Balance
Connections	Connections	Children's Literature
Dabrowski	Creativity	Collaboration
Empathy	Critical Thinking	Compassion
Exceptionally Gifted	Dabrowski	Connectedness
Globally Gifted	Empathy	Connections
Identification	Hope	Controversial Issues

2004	2005	2006
Interdependence	Moral Development	Creativity
Meaningful Experiences	Peace	Development
Meaningful Lives	Peacemakers	Environment
Moral Development	Perspectives	Ethics
Parenting	Purpose	Higher Consciousness
Peace	Real World Problems	Interdependence
Peacemakers	Reflective Judgment	Meaningful Lives
Positive Social Action	Sensitivity	Moral Courage
Profoundly Gifted	Service	Positive Social Action
Qualitative Assessment	Service Learning	Responsibility
Responsibility	Social Responsibility	Sensitivity
Self Actualization	Spiritual Intelligence	Service
Service Learning	Tolerance	Service Learning
Underserved Populations	Understanding	Social Action
Wisdom	Unity	Social Studies
World Citizens	Change Process	Spiritual Intelligence
Annemarie Roeper Method	Complexities	Spiritual Intelligence
Career Counseling	Core Values	Unity
Conceptualizations of Giftedness	Death	World Citizens
Consistent Definition	Developing Hope	Acting Globally
Contribution to World	Developmentally Appropriate Communication	Bloom's Taxonomy
Cultural Differences	Different Cultures	Cultural Collaboration
Cultural Immersion	Emerging Future	Cultural Exchanges
Dependency	Ethical Controversy	Environment
Educating	Ethical Dilemmas	Environmental Education
Ethnic Diversity	Feeling Safe	Holocaust
Fear	Home	Internet
Interdisciplinary Unit	Individual Role	Moral Issues
Negativity	Inner World	MySisters/MyBrothers
Positive Reality	Integrity	Networking
Poverty	Joy	Outstanding Achievement
Security	Literacy Based Service Learning	Personality
Self-Actualizing Behaviors	Love	Piaget
Serving	Morality	Protection
Significant Questions	Peaceful Interdependence	Sensationalist Media
Spring Break Trips	Personal Perceptions	Social Concerns
Understanding Giftedness	Positive Social Action	Thinking Globally
Western View	Reading to Serve	Vulnerable Exposure
Worldview	Sense of Control	
	Solutions	



2007	2008
Annemarie Roeper Qualitative Assessment Method	Annemarie Roeper Qualitative Assessment Method
Balance	Awareness
China	Caring
Compassion	Collaboration
Connections	Compassion
Curriculum	Connections
Environment	Critical Thinking
Higher Consciousness	Dabrowski
Hope	Diversity
India	Emotional Giftedness
Internet Tools	Ethics
Making a Difference	Exceptionally Gifted
Peace	Hope
Peacemakers	Integration
Perspectives	Interconnectedness
Positive Social Action	Millennials
Responsibility	Moral Courage
Self Actualization	Parenting
Sensitivity	Positive Change
Service	Profoundly Gifted
Spiritually Gifted	Sensitivity
Support	Service
Understanding	Service
Unity	Social Action
Academic Study	Social Justice
Advanced Moral Reasoning	Support
Challenge	Understanding
Child's Inner World	Conflict Resolution
Climate Change	Cross Cultural Connections
Connectedness	Expanded Consciousness
Coping	Highly Gifted
Courage	Intellectual Curiosity
Critical Issues	Intercultural Communication
Cultural Explorations	Leadership Program
Different Reality	Less Sensitive
Expanded Senses	Making Peace
Extensions	Model Peace
Gifted Ed around the World	Motivation
Imagination	Peacemaking
Interdisciplinary	Personal Goals
Natural Expression	Personal Lives

2007	2008
Optimism	Positive Future
Passion	Positive Social Change
Perception	Reflection
Positive Topical Shift	Sanctity of Life
Positive Future	Student Differences
Priorities	Teaching
Professional Relationships	Tomorrow's Leaders
Russia	Unique v. Gifted
Science	Universally Acceptable Ethical Behavior
Self-Focus	
Self-Protection	
Sense of Power to Change	
Social/Emotional Needs	
Teacher/Parent Awareness	
Travel Expedition	
Twice Exceptional	
Validation	
Wilderness Awareness Study	
World Contributions	

	2009	2010
	Caring	Awareness
	Connections	Caring
	Environment	Compassion
	Globally Gifted	Compassion
	Hope	Connectedness
	Interdependence	Connections
	Millennials	Cooperation
	Peace	Creativity
	Peacemakers	Critical Thinking
	Personal Growth	Curriculum
	Perspective	Diverse Populations
	Sensitivity	Emotional Development
	Sensitivity	Emotional Development
	Social Action	Emotional Giftedness
	Social Studies	Empathy
	Storytelling	Ethics
	Art	Hope
	Challenging Curriculum	India
	Change	Internet Tools
	Changing Perspective	Leta Hollingworth

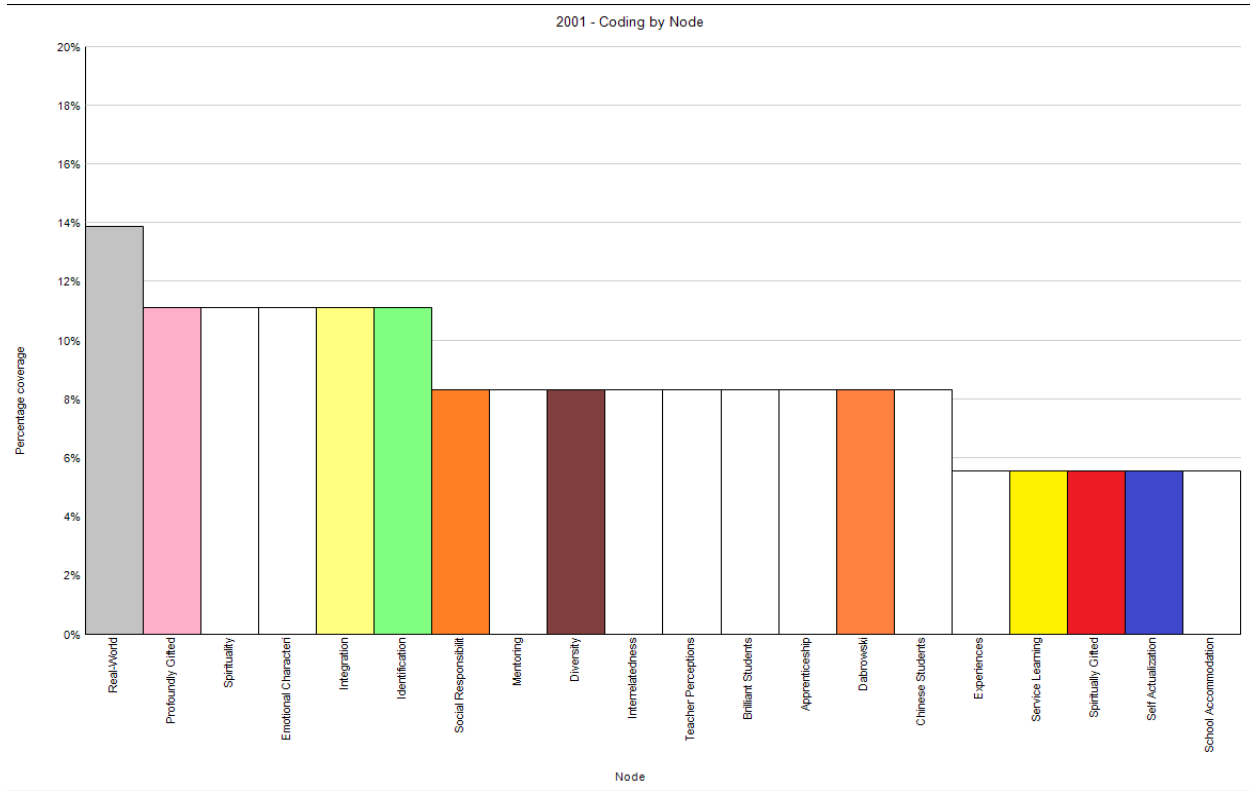
2009	2010
Complexity	Meaningful Experiences
Cross-Curricular	Moral Development
Cultural Vitality	Peace
Energy	Peacemakers
Ethical Thinking	Positive Social Action
Inquiry Based Learning	Problem Based Learning
Interdisciplinary Program	Purpose
International Benchmarking	Respect
Justice	Service Learning
Literature	Social Justice
Open Discussion	Social Studies
Positive Environmental Actions	Spirituality
Real World Curriculum	Storytelling
Resilience	Tolerance
Responsible Leaders	Underserved Populations
SEM-R	Understanding
Sensitivities	Wisdom
Social Awareness	World Events
Standardized Testing	Ambassadors of Compassion
Student Empowerment	Ambassadors of Peace
Sustainability	Apartheid
Technology	Authentic Identification
Understanding World Cultures	Authentic Passions
World Change	Beneficial Interactions
	Best Practices
	Better Future
	Career Opportunities
	Challenging Gifted
	Civic Engagement
	Classic Science Fiction
	Collaborative International Projects
	Community
	Community Action
	Creative Thinking
	Cross Cultural Immersion
	Cross Curricular Studies
	Cultural Information
	Culture Immersion
	Cultures
	Digital Stories
	Diverse Network
	Environmental Concerns

2009	2010
	Environmental Issues
	Equity
	Ethical Development
	Follow-Up
	Formal Debate
	Gifted Program
	Human Connections
	Injustice
	Integrated Instruction
	Interdisciplinary Curriculum
	Introspection
	Isolation
	Justice
	Kernels of Wisdom
	Kindness
	Language Arts
	Lifelong Learners
	Local Watershed
	Loving Kindness Meditation
	Mindfulness
	Minorities
	Multiculturalism
	Mutual Understanding
	Oral Tradition
	Others Before Self
	Positive Engagement
	Problem Solving
	Project Based Learning
	Promoting Peace
	Promoting Tolerance
	Purposeful Outlets
	Real World Issues
	Research Study
	Responsibility for Others
	Responsible Global Citizenship
	Social Action Projects
	Social Connection
	Social Development
	Social Sciences
	South Africa
	Spiritual Giftedness
	STEM

2009	2010
	Student Controlled Learning
	Student Voice
	Technological Literacy
	The Horizons Project
	Theory
	Tibetan Children's Villages
	Travel
	Underrepresented
	Wonder
	World Council for Gifted and Talented Children
	World Gifted Education

Appendix B

NAGC – Global Awareness Coding 2001

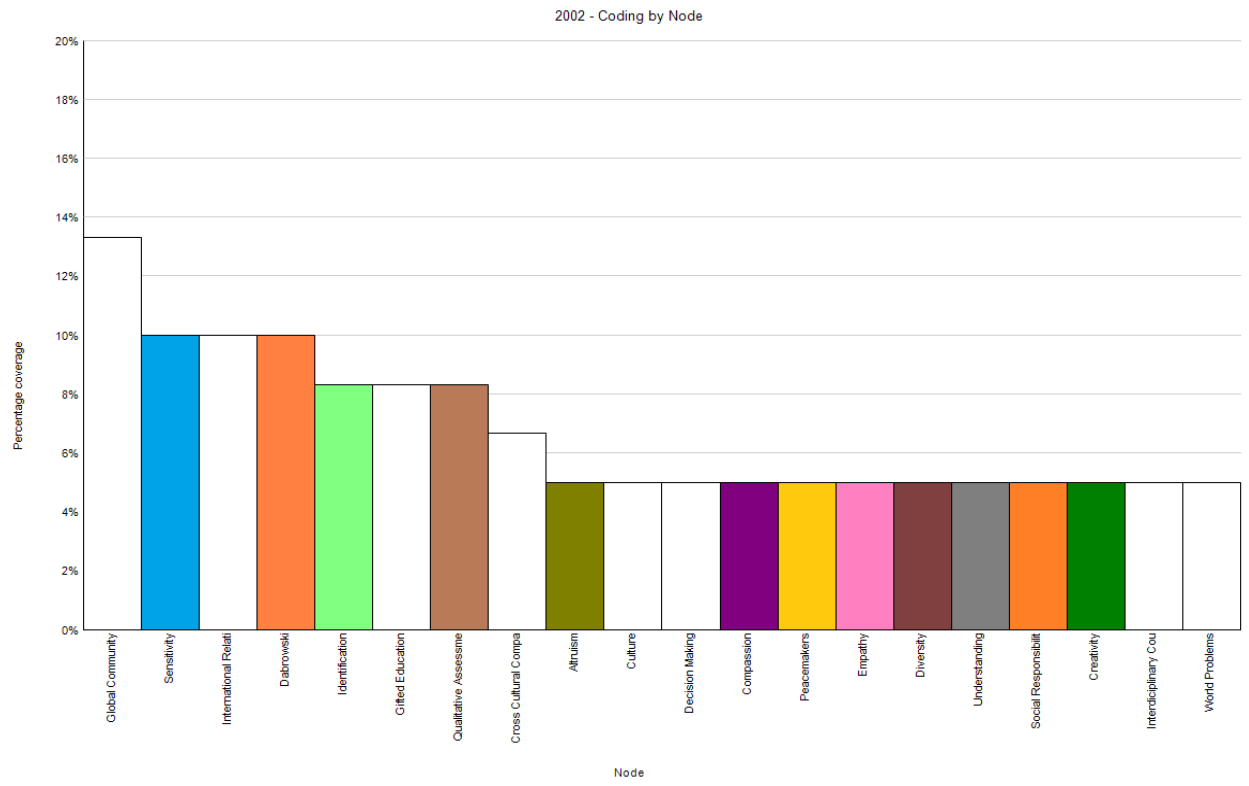


Codes (Read Left to Right)

Real-World	Profoundly Gifted	Spirituality	Emotional Characteristics	Integration
Identification	Social Responsibility	Mentoring	Diversity	Interrelatedness
Teacher Perceptions	Brilliant Students	Apprenticeship	Dabrowski	Chinese Students
Experiences	Service Learning	Spiritually Gifted	Self Actualization	School Accommodations

Appendix C

NAGC – Global Awareness Coding 2002

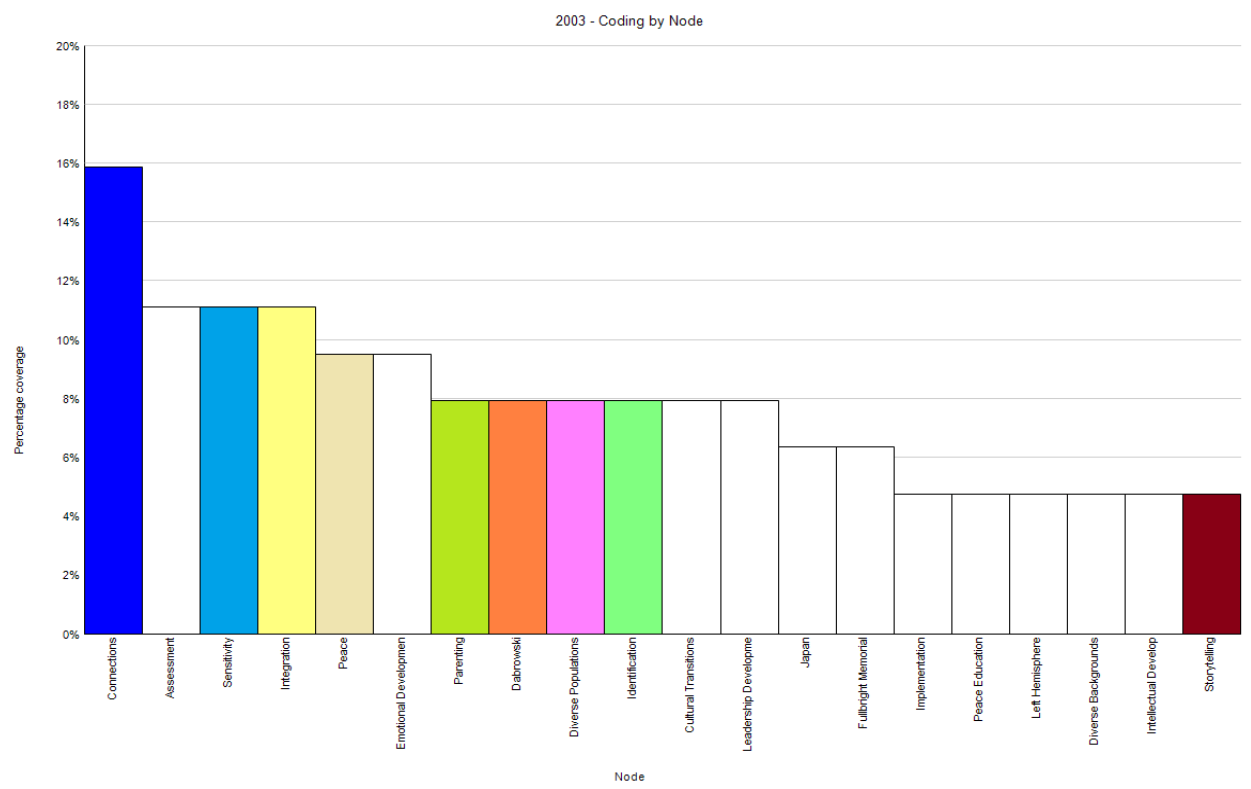


Codes (Read Left to Right)

Global Community	Spirituality	International Relations	Dabrowski	Identification
Gifted Education	Qualitative Assessment	Cross Cultural Comparisons	Altruism	Culture
Decision Making	Compassion	Peacemakers	Empathy	Diversity
Understanding	Social Responsibility	Creativity	Interdisciplinary Course	World Problems

Appendix D

NAGC – Global Awareness Coding 2003



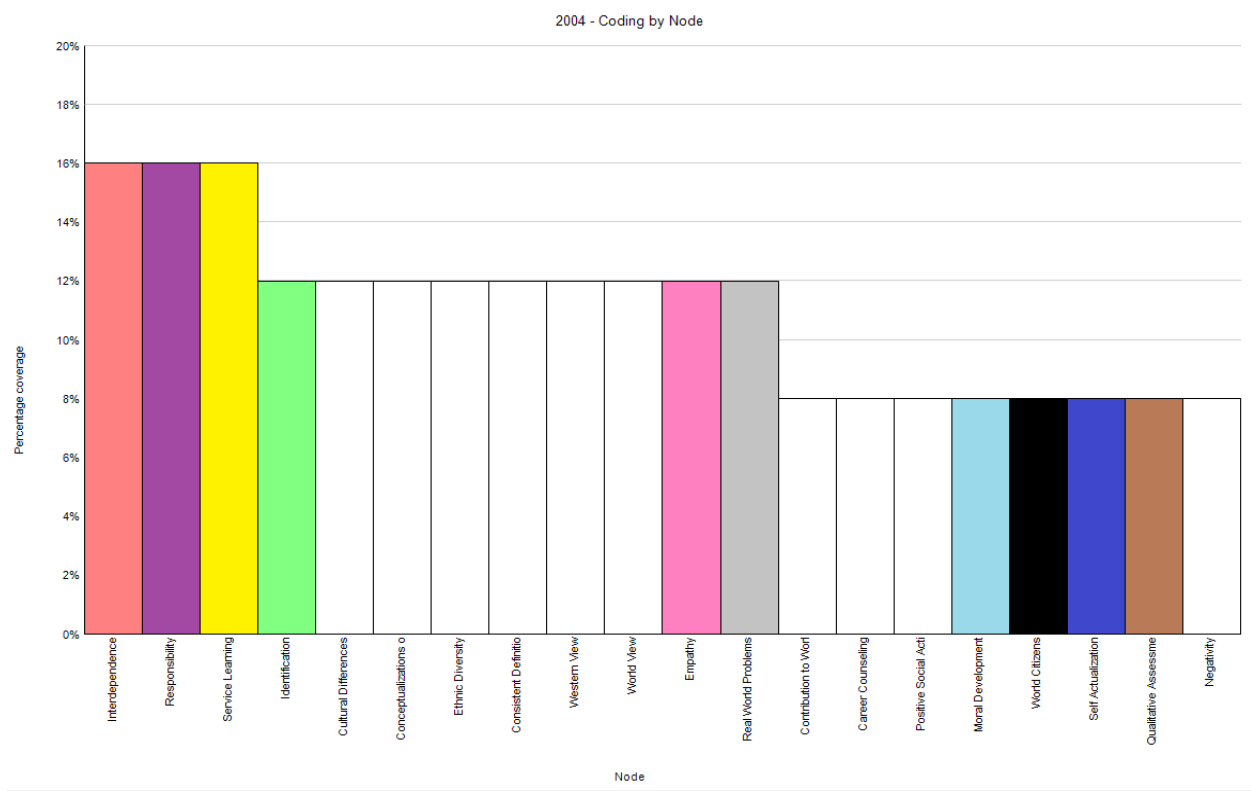
Codes (Read Left to Right)

Connections	Assessment	Sensitivity	Integration	Peace
Emotional Development	Parenting	Dabrowski	Diverse Populations	Identification
Cultural Transitions	Leadership Development	Japan	Fulbright Memorial Fund	Implementation
Peace Education	Left Hemisphere	Diverse Backgrounds	Intellectual Development	Storytelling



Appendix E

NAGC – Global Awareness Coding 2004

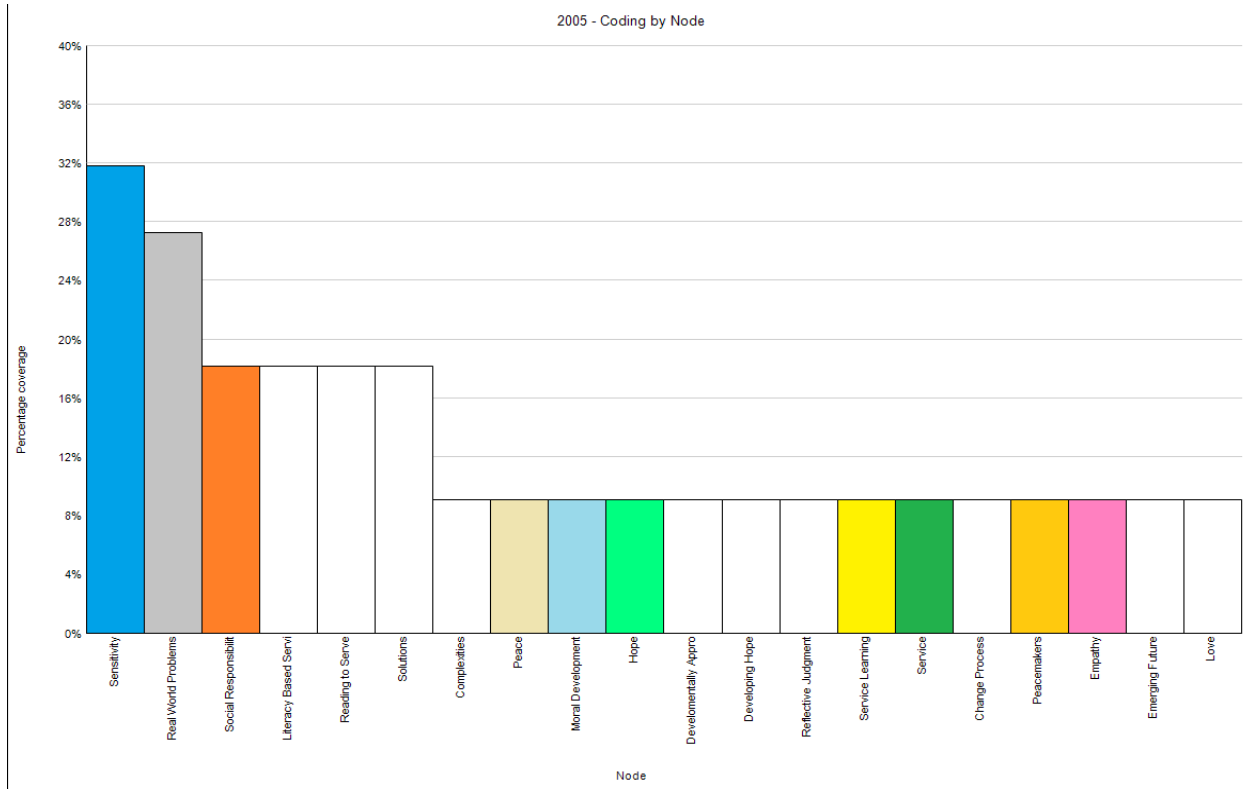


Codes (Read Left to Right)

Interdependence	Responsibility	Service Learning	Identification	Cultural Differences
Conceptualizations of Giftedness	Ethnic Diversity	Consistent Definition	Western View	World View
Empathy	Real World Problems	Contribution to World	Career Counseling	Positive Social Action
Moral Development	World Citizens	Self Actualization	Qualitative Assessment	Negativity

Appendix F

NAGC – Global Awareness Coding 2005

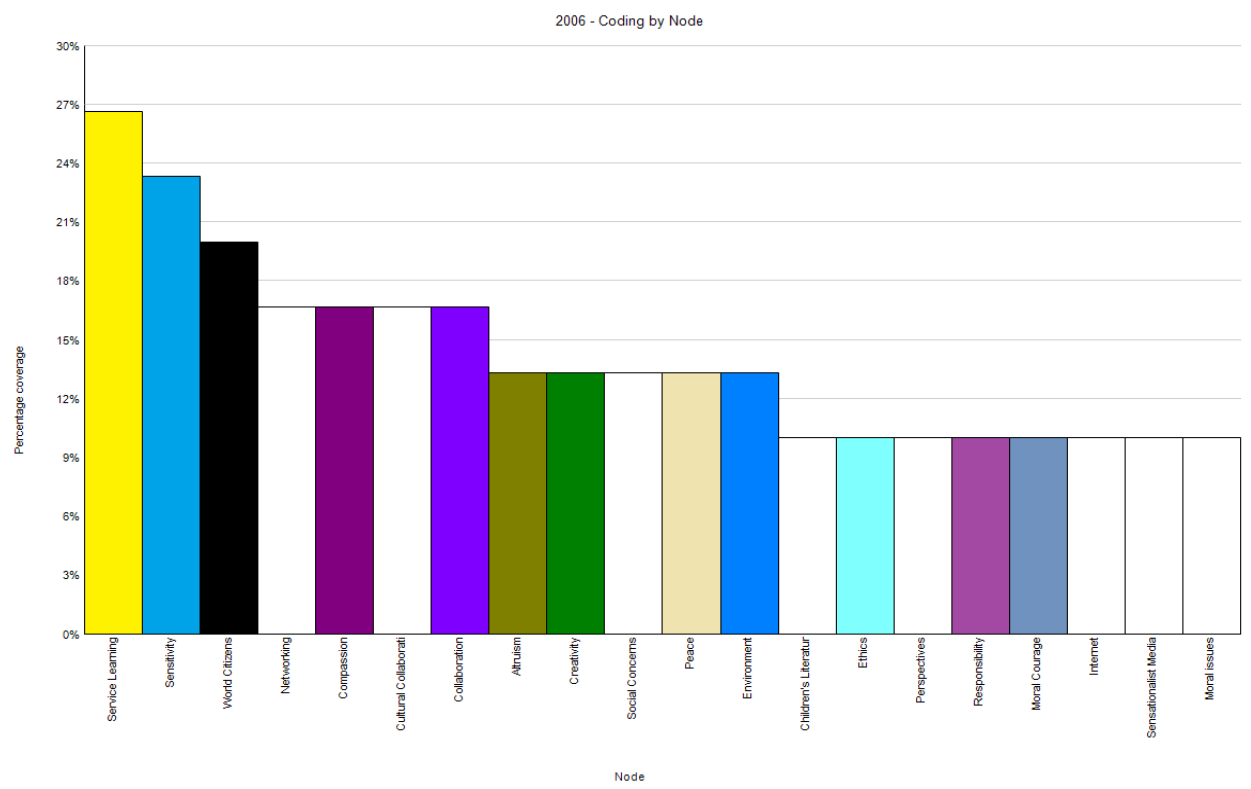


Codes (Read Left to Right)

Sensitivity	Real World Problems	Social Responsibility	Literacy Based Service	Reading to Serve
Solutions	Complexities	Peace	Moral Development	Hope
Developmentally Appropriate	Developing Hope	Reflective Judgement	Service Learning	Service
Change Process	Peacemakers	Empathy	Emerging Future	Love

Appendix G

NAGC – Global Awareness Coding 2006

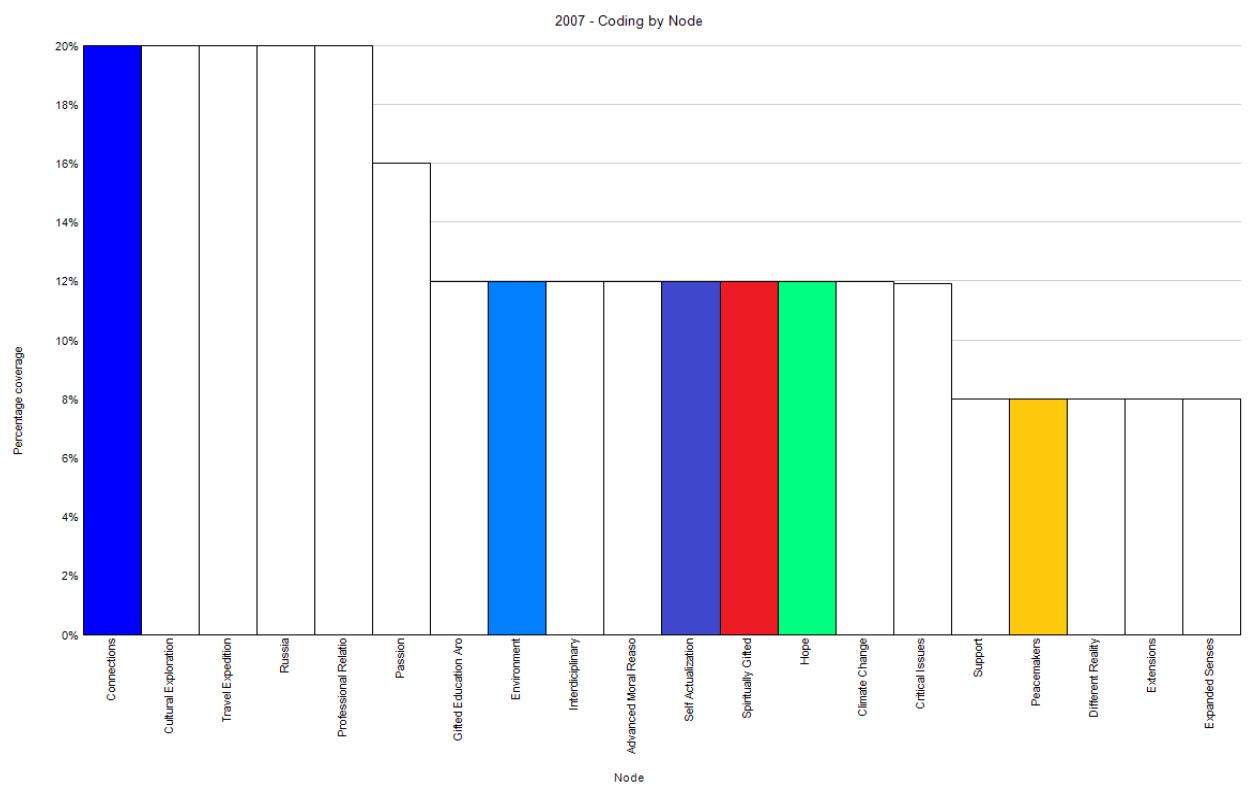


Codes (Read Left to Right)

Service Learning	Sensitivity	World Citizens	Networking	Compassion
Cultural Collaboration	Collaboration	Altruism	Creativity	Social Concerns
Peace	Environment	Children's Literature	Ethics	Perspectives
Responsibility	Moral Courage	Internet	Sensationalist Media	Moral Issues

Appendix H

NAGC – Global Awareness Coding 2007

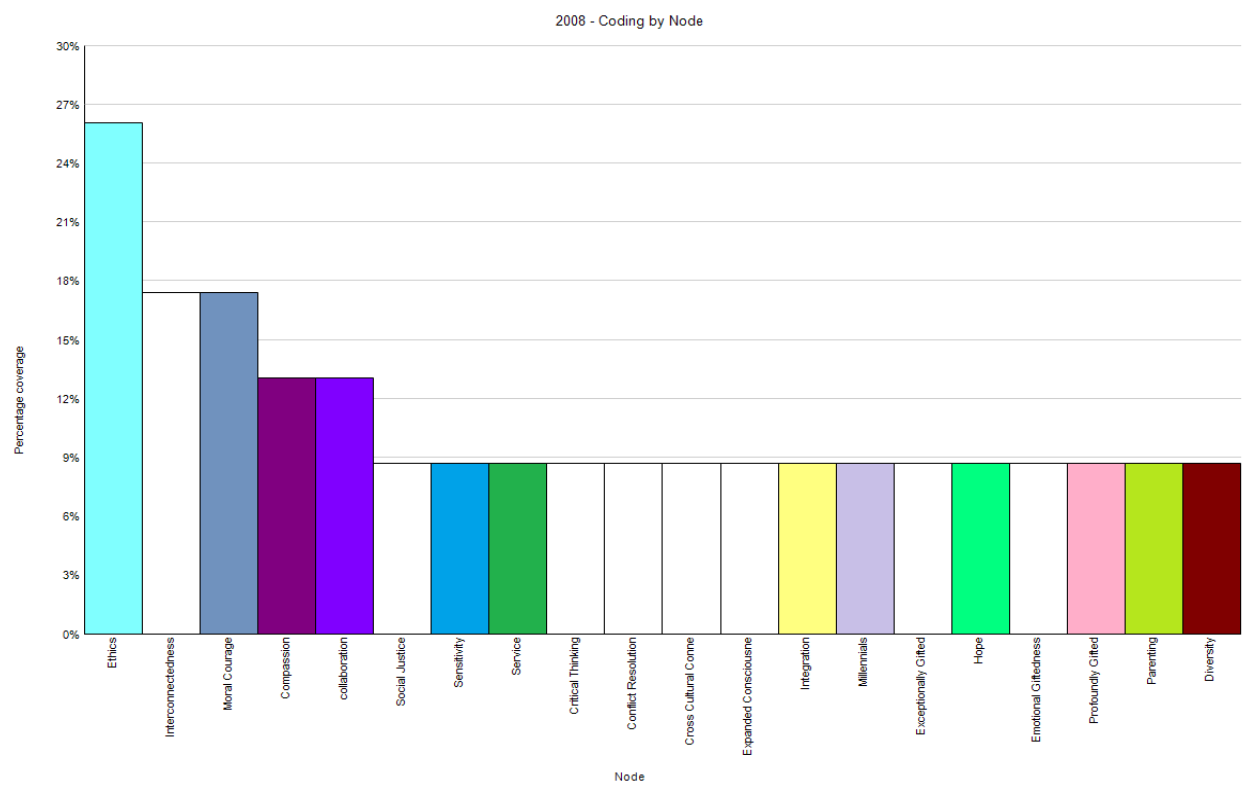


Codes (Read Left to Right)

Connections	Cultural Exploration	Travel Expeditions	Russia	Professional Relationships
Passion	Gifted Education Around the World	Environment	Interdisciplinary	Advanced Moral Reasoning
Self Actualization	Spiritually Gifted	Hope	Climate Change	Critical Issues
Support	Peacemakers	Different Reality	Extensions	Expanded Senses

Appendix I

NAGC – Global Awareness Coding 2008

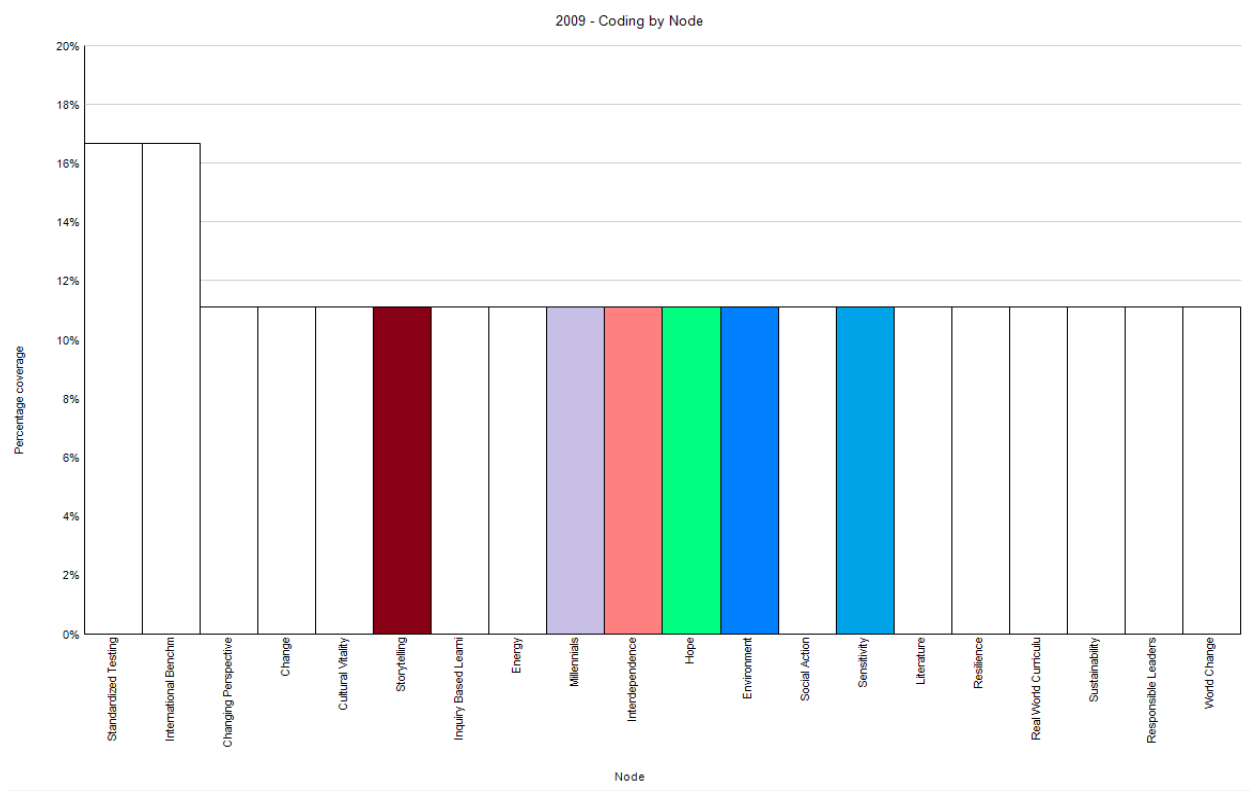


Codes (Read Left to Right)

Ethics	Interconnectedness	Moral Courage	Compassion	Collaboration
Social Justice	Sensitivity	Service	Critical Thinking	Conflict Resolution
Cross Cultural Connections	Expanded Consciousness	Integration	Millennials	Exceptionally Gifted
Hope	Emotional Giftedness	Profoundly Gifted	Parenting	Diversity

Appendix J

NAGC – Global Awareness Coding 2009

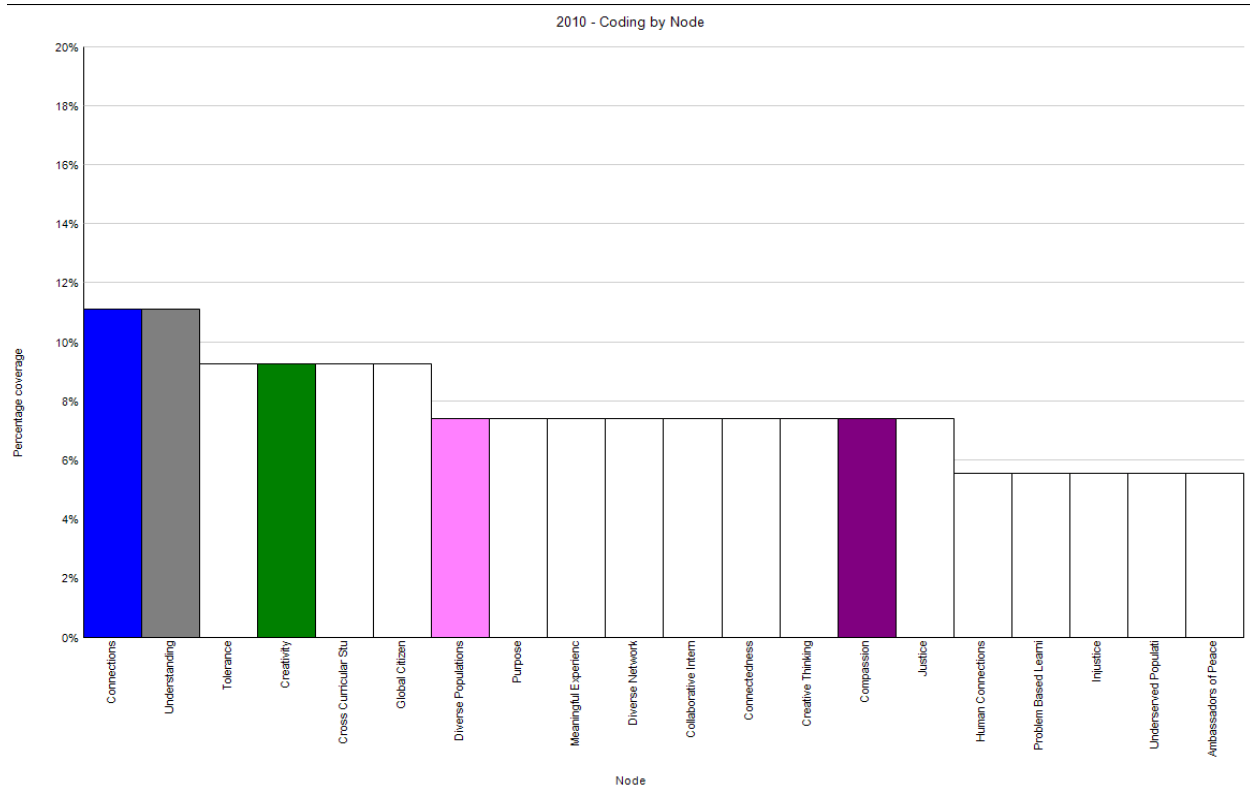


Codes (Read Left to Right)

Standardized Testing	International Benchmarks	Changing Perspectives	Change	Cultural Vitality
Storytelling	Inquiry Based Learning	Energy	Millennials	Interdependence
Hope	Environment	Social Action	Sensitivity	Literature
Resilience	Real World Curriculum	Sustainability	Responsible Leaders	World Change

Appendix K

NAGC – Global Awareness Coding 2010



Codes (Read Left to Right)

Connections	Understanding	Tolerance	Creativity	Cross Curricular Studies
Global Citizens	Diverse Populations	Purpose	Meaningful Experiences	Diverse Network
Collaborative Internship	Connectedness	Creative Thinking	Compassion	Justice
Human Connections	Problem Based Learning	Injustice	Underserved Populations	Ambassadors of Peace

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