From the Town Hall to the World Stage: Assessing Global Perspectives of Community College Students

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Agenda

Significance

Literature Review

Quantitative Analysis

Qualitative Analysis

Further Research

Recommendations

Purpose Statement

The purpose of this study is to investigate the relationship between study abroad participation and the development of student learning outcomes (e.g., cognitive complexity, intrapersonal development, interpersonal communication) utilizing a nationally-known Global Perspectives Inventory at a community college located in the Southeastern United States.

Research Questions

Student Development

- What student learning outcomes in the domains of cognitive, interpersonal, and intrapersonal development are being fostered through participation in study abroad programs at a community college located in the southeast United States?

Faculty Perception

- What gains do faculty perceive in student learning outcomes in the domains of cognitive, interpersonal, and intrapersonal development through participation in short-term study abroad programs at a community college located in the southeast United States?

Literature Review

Cognitive

- Development of mental capabilities
- Critical Thinking & Problem Solving

Intrapersonal

- Promotion of Self-Confidence
- Overcome challenges
- Identity Development

Interpersonal

- Develop Leadership Skills
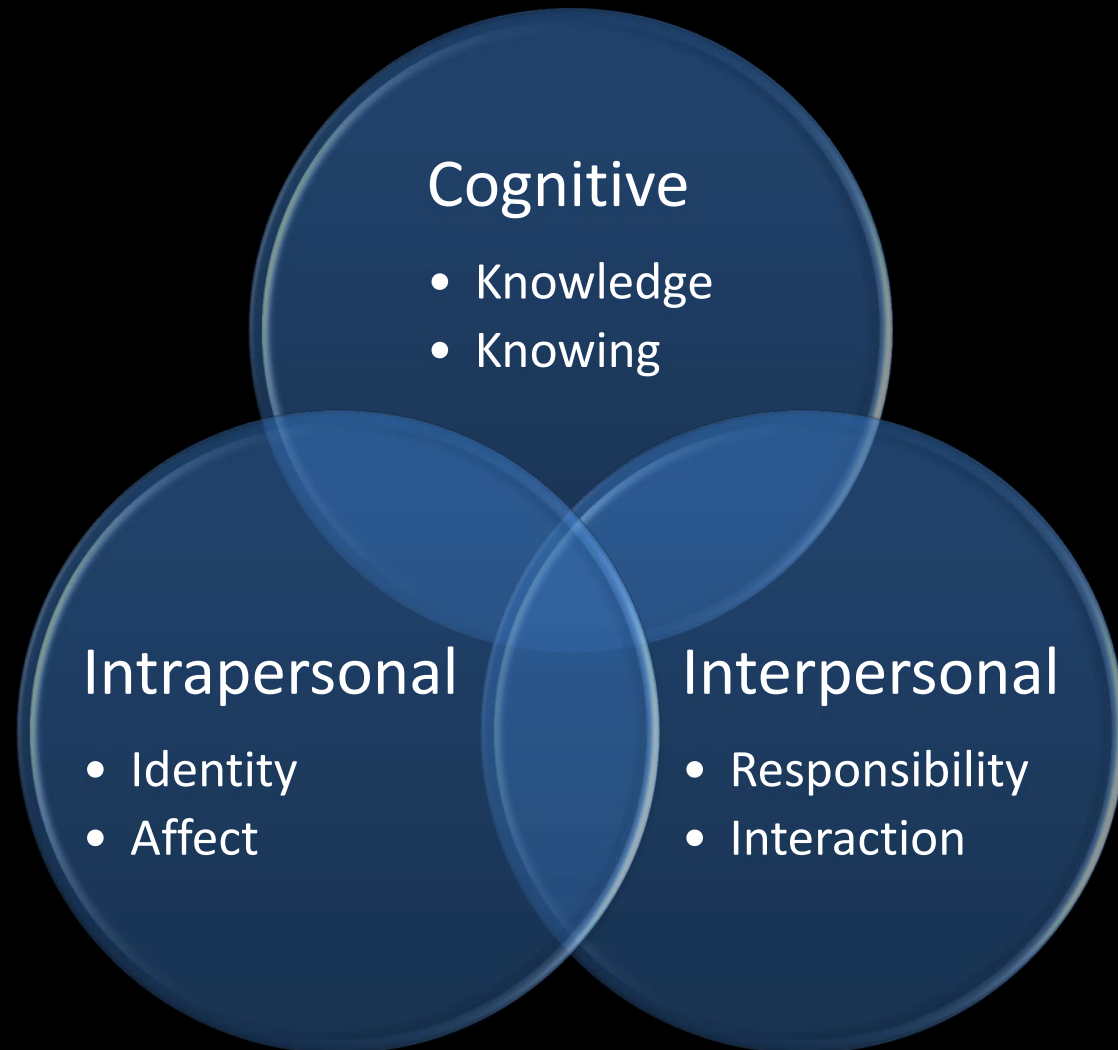- Exposure to Cultural Diversity

Methodology

Global Perspective Inventory

- 10 Demographic Questions
- 64 Likert Items
- Pre & Post-Test
- Participants = PreTest = 25, Post-Test = 20

Focus Groups

- Students
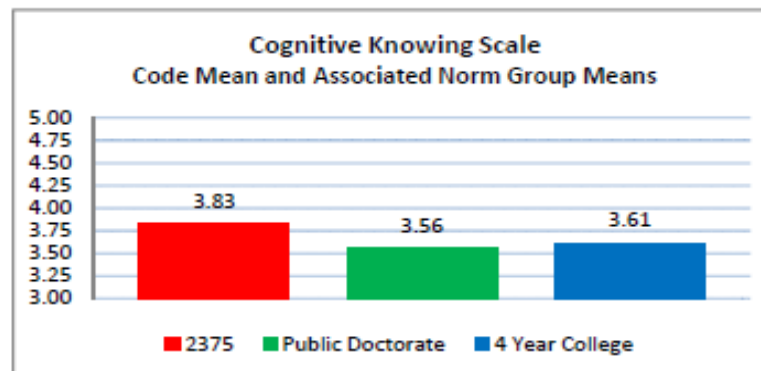- Faculty

Theoretical Framework

Global Perspectives Inventory

Institution Code		Percent of Respondents					Average
2375		SA (5)	A (4)	N (3)	D (2)	SD (1)	Response
Cognitive – Knowing	R						**3.83**
When I notice cultural differences, my culture tends to have the better approach.	*	6	13	38	31	13	2.69
Some people have a culture and others do not.	*	0	19	6	13	63	1.81
In different settings what is right and wrong is simple to determine.	*	13	19	13	44	13	2.75
I take into account different perspectives before drawing conclusions about the world around me.		38	56	0	6	0	4.25
I consider different cultural perspectives when evaluating global problems.		25	63	6	6	0	4.06
I rely primarily on authorities to determine what is true in the world.	*	0	13	25	56	6	2.44
I rarely question what I have been taught about the world around me.	*	0	6	0	63	31	1.81

An "*" means that respondents with a global perspective will disagree with the statement and thus a lower average score indicates a more global perspective.

The average score of this scale and of two comparison groups are presented in the graph below. See Interpretive Guide and Norms for more comparisons located at http://gpi.central.edu then click on documents and resources.

Cognitive Knowing Scale
Code Mean and Associated Norm Group Means

Global Perspectives Results

| Student Development			
Domain	Pre-Test	Posttest	Difference
*Cognitive**			
Take into account different perspectives	4.24	4.45	0.21
Consider different cultural perspectives	4.08	4.20	0.12
Rely on authoritative decision-making	2.32	2.40	0.08
Understand how cultures socially interact	3.68	4.05	0.37
Able to discuss cultural difference with informed perspective	3.88	4.30	0.42
*Intrapersonal**			
Routinely get out of my comfort zone	3.64	3.70	0.05
View self as a global citizen	3.92	4.20	0.28
Comfortable engaging with multiple perspectives	4.20	4.25	0.06
*Interpersonal**			
Volunteering not a priority	1.80	1.90	0.10
Successful at navigating other cultures	3.48	3.65	0.17
	n = 25	n = 20	
*(5) Strongly Agree (4) Agree (3) Neutral (2) Disagree (1) Strongly Disagree			

Qualitative Theoretical Framework

Phenomenology

- Study of participants' life experiences and consequent meanings.

- Researchers suggest that this method attempts to understand and interpret these meanings with depth and richness

- Phenomenology focuses on revealing meaning versus defending an argument or creating a theory

- Spradley (1980) domain analysis framework

Focus Groups
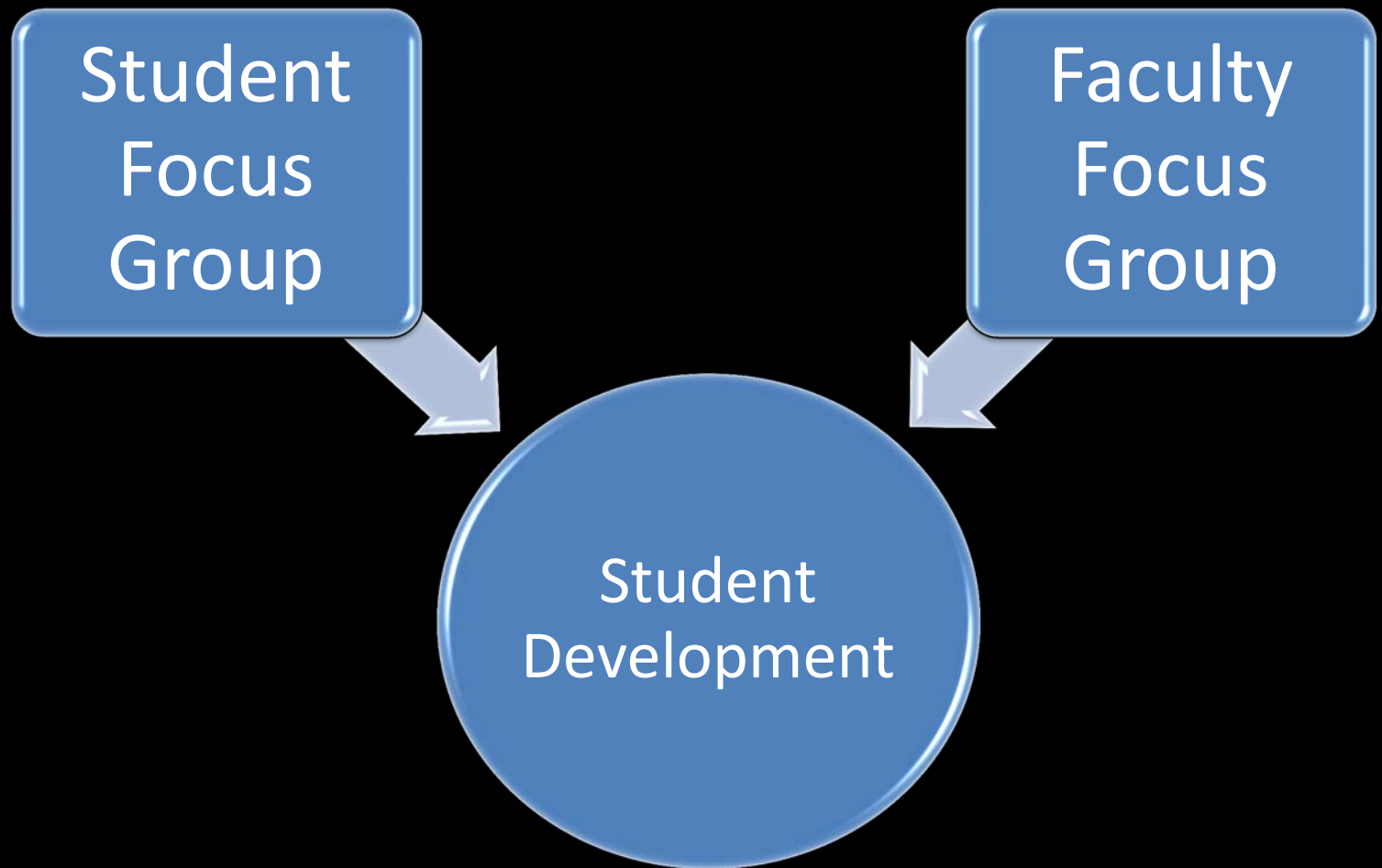
Cognitive Development
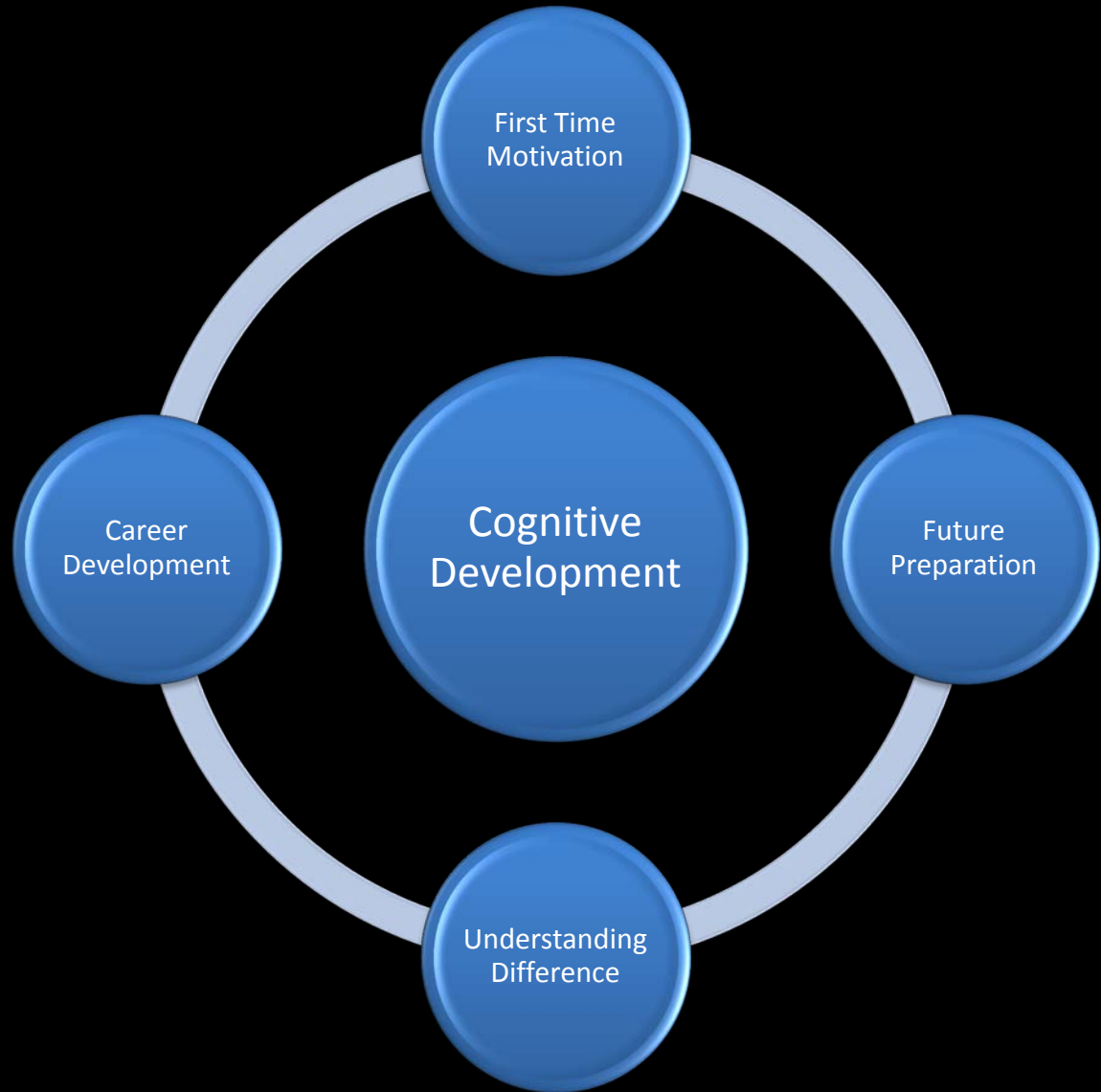
First Time Motivation

- Content Interest
- Broaden Horizons
- Cultural Learning over Content

Understanding Differences

Cultural Mentality	Manage Differences	Manage Stereotypes	Practical Differences	Cultural Norms
• Broader view of culture	• Cultural ways of thinking	• Understand Host cultures vies of student's culture	• Functional Differences	• Understand and adapt to cultural norms

Managing Differences

I think I learned more about how the world views Americans as a whole.

- Female Student

Understanding Differences

"Like in America, at least for me anyways, I was taught since elementary school personal space. This is my arms is this is my space. This is my bubble they don't have that there. They have a billion people so when they get on a bus literally I have three or four people on me."
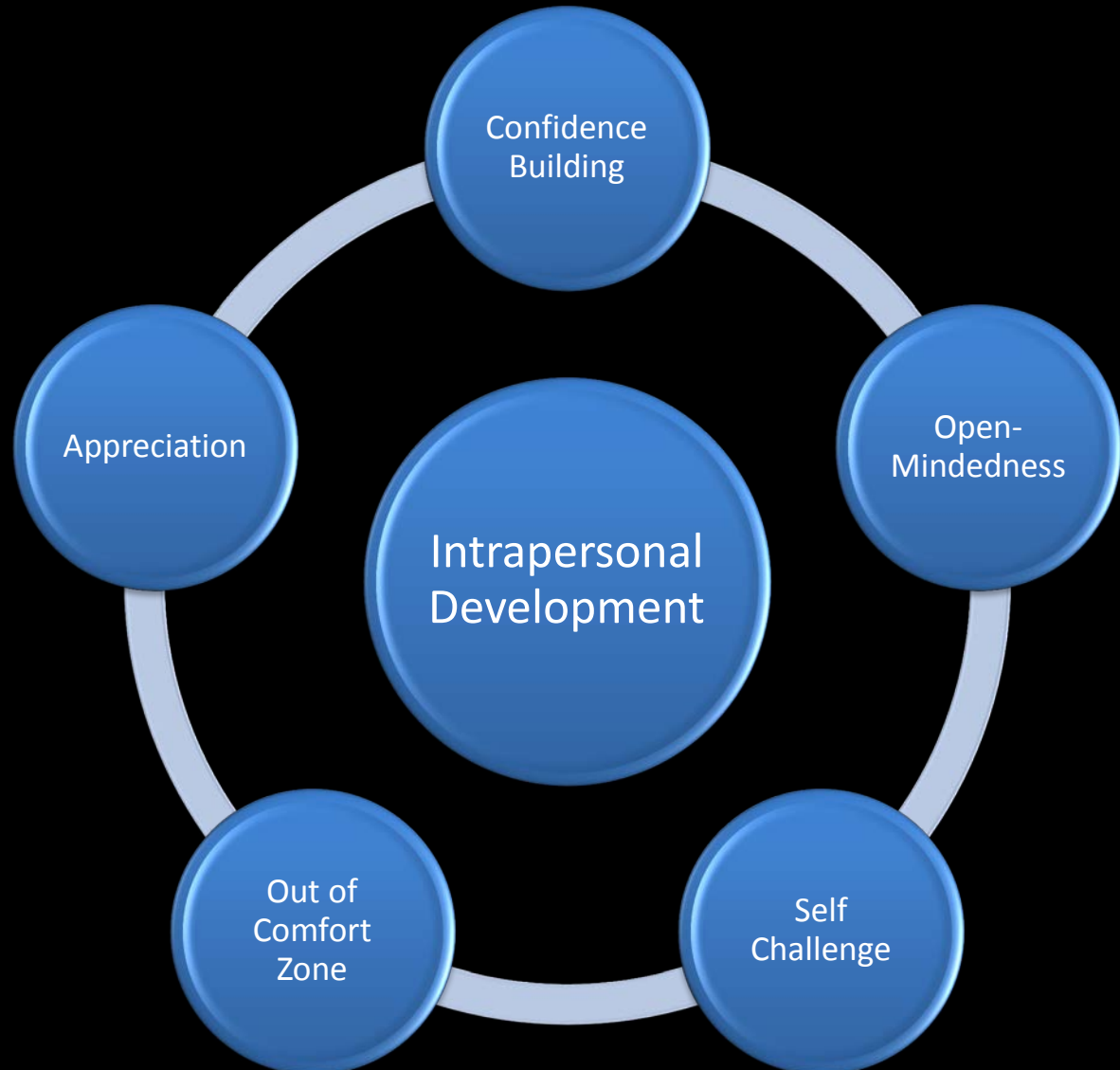
*Male Student

"That is the thing is that when you go and experience another culture you have an understanding when you are back on this side of people and what is considered acceptable of when we might take offense in one context as we experienced a better appreciation and are less likely offended."

*Female Student

Intrapersonal Development

Appreciation

Cultural Comparison

- "It is not perfect it doesn't look it is not glossy yes if it has scrapes bruises on it they will still eat it. Like at the {unintelligible} hotel, it is like a 5 star hotel there you wouldn't think a 5 star hotel here would have a bruised apple on their plate but they did there. So it was like really different to see that but now I am here and there is a bruise on it so it is still a good apple." *Female Student

Confidence Building

More confident because I conquered something that I wanted to do so it kind of gave me that extra umph to like the extra motivation to do more I was like I can do this that was like a little hill. Lets tackle a mountain this time.
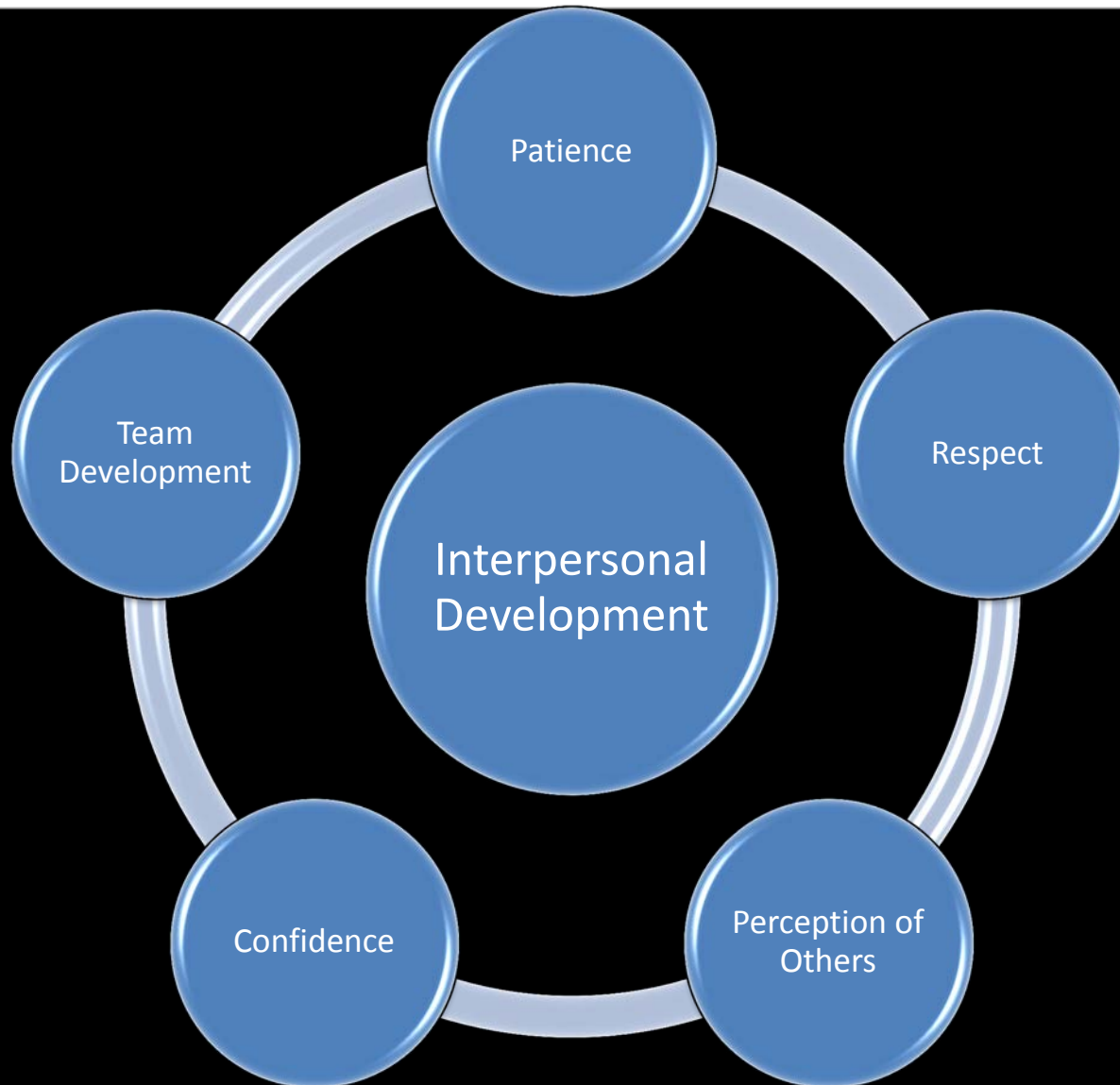
Self-Challenge

Obstacle Motivation

- "I believe I can conquer a new culture"
  - Female Student

Behavioral Change

I learned to say 'No'"

- Female Student

Interpersonal Development

Perceptions of Others

. So like kind of what she was saying to be a little more *patient* help them out point to the toaster and be like do you want this toasted? This This This yeah you know help them more. Yes I always liked different cultures and I always tried to help them out. But now I have a bit more *I have been in their shoes.* I kind of connected with them more. More than before I went.

Patience & Respect

In one regard I have more respect for those people in this country who do not necessarily speak the language. it was it was interesting in coming back I mean I definitely have a lot more respect for people who you know refugees from their countries who are force to come here. Who haven't had time to learn the language I used to be a person who was like "if you are going to come here at least learn the language." You know now I am kind of like Ok a little more patience with that. They might not have I don't know their story they may not have had time to. Um but I think on going on travel anywhere else though I would definitely a little more time trying to learn the language so I could at least have the basic communication going on.

It is like when they are there well before they annoy me but now I understand where they are coming from

Patience & Respect

Team Building

- "Plus you are dealing with pretty much strangers you know we are such a small group and I have to share a room with someone I didn't know. We got along very well but ah I know that girls they have to be three in a room two in a room. We all have different schedules. Share the same bathroom and changing. I know they were. You can ask them they will tell you a little bit more."
  - Male Student

Career Development
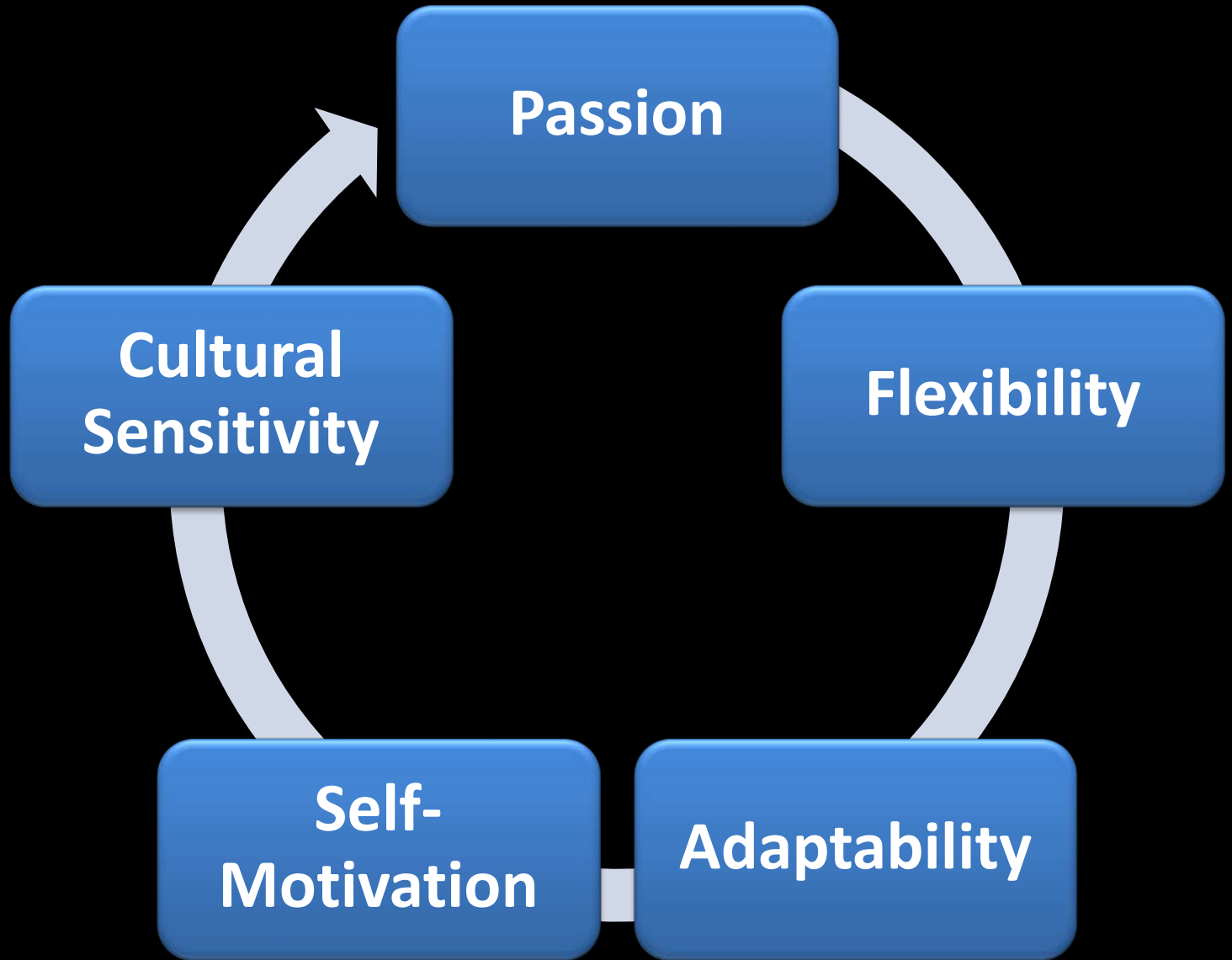
Future Preparation

- **Language Preparation**
- **Knowledge of Culture**
- **Strategic Free time**
- **List of Sites**

Future Preparation

Limitations

Sample Size
- Sample size and response rate – choice to survey by a distance and not in person and unable to be directly involved in the control of the assessment piece.

Self-Selection
- Not random but rather self-selection as to who answered surveys.

Length of Study
- Length of study – increase to semester, Anderson et al (2006) – reports modest gains using the IDI for 4 weeks non language based study growth in intercultural sensitivity and cognitive development – intrapersonal development may take longer. Mixed reviews, longer the greater impact – study to see about short term service.

Further Research

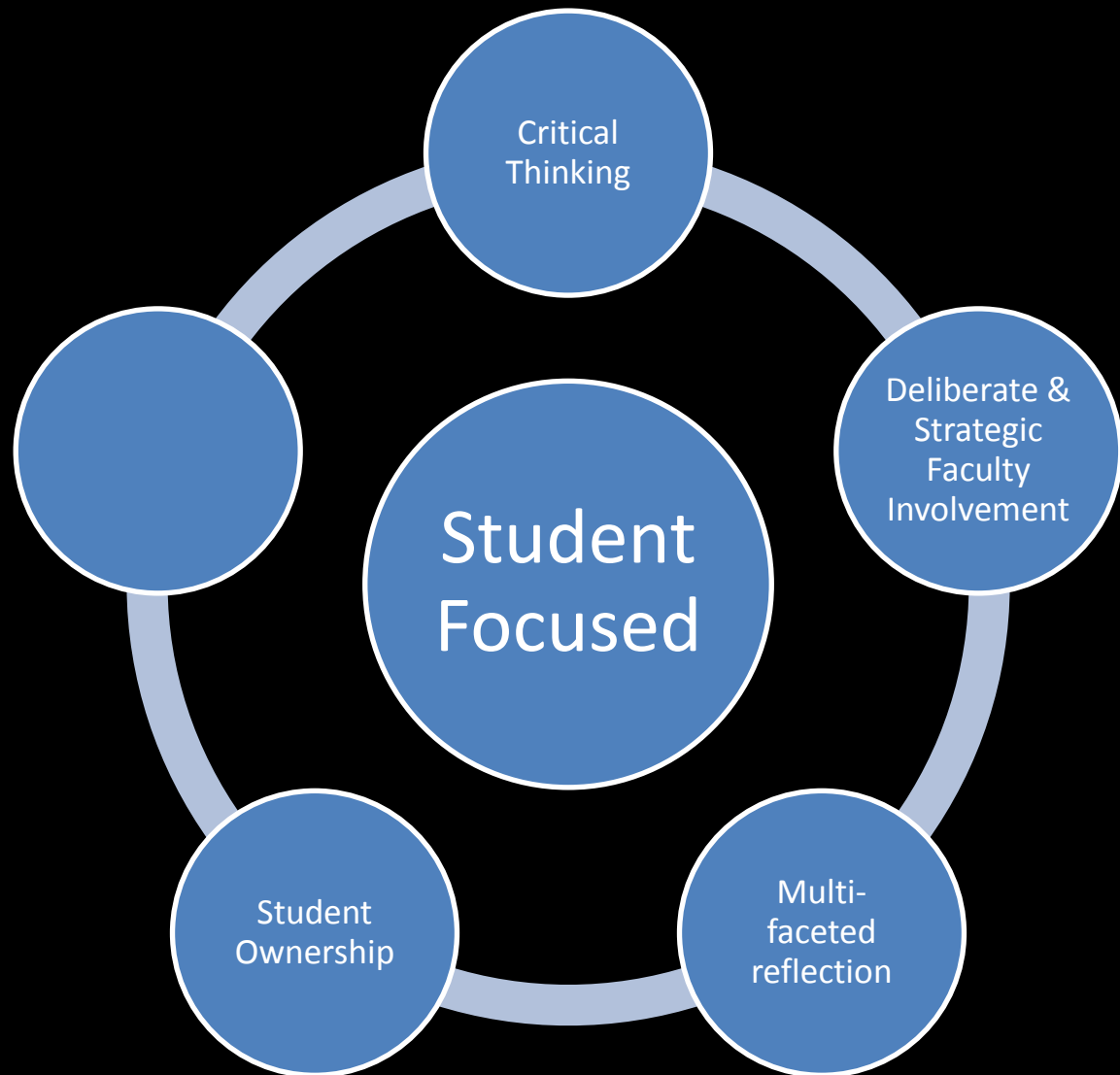|	
Student Motivation	Student Intention
Students of Color	Increase Involvement
Peer Influence	Cognitive Development
Belief Changing	Behavioral Experience

Recommendations

The 4-C Framework

Ends	Means			
	Culture	Curriculum	Co-Curriculum	Community
Cognitive				
Interpersonal				
Intrapersonal				

The 4C Framework Explained

Cognitive: How do I know?

How do you help students become aware that their cultural background makes assumptions about authority and what is good and truthful?

How can you help students compare their personal values, practices, and behaviors, norms and expectations with those of other countries and nations? If students are studying abroad, do you use field trips, classes, informal events, home stays, etc?

Intrapersonal: Who am I?

How do you encourage students to develop a sense a self that incorporates their own cultural backgrounds and family influences?

How do you provide opportunities in classes or arrange sessions for students to talk about their own values, sense of self and purpose of life, and relationships with others not like them?

Interpersonal: How do I relate to others?

How do you assist students to be more comfortable in interactions with other students, staff, faculty, and citizens from different cultural backgrounds, values, and points of view?

How do you inform and guide students who are studying abroad and/or engaged in community service work of the need to learn and respect the cultural traditions, practices, and social interactions of those with whom they interact?

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