THE IMPACT OF STUDY TOURS IN DEVELOPING GLOBAL-MINDEDNESS AMONG PK-12 EDUCATORS IN SOUTHEASTERN MASSACHUSETTS

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College and career readiness requires that PK-12 educators provide a global education, yet many educators have had insufficient professional training to address this need. This mixed methods study investigated the impact of international study tours in the development of global-mindedness among educators participating in a Southeastern Massachusetts (SEM) public school study tour program. Additionally, this study sought to understand the importance and impact of study tour activities on extending thinking and views of education and global perspectives.

The sample population was represented by 51 participants of two study tour programs. The quantitative study aspect employed a pre-experimental one group pre-test post-test design. The Global-Mindedness Scale (GMS) (Hett, 1993) was administered as a pre and post-tour survey. An additional post-tour Activity Impact Survey (AIS), containing three additional researcher-developed sections, was also administered to obtain data on the impact of various study tour activities. Descriptive statistics and ANOVA were applied to analyze the survey data.
Post-tour focus groups were convened and qualitative data obtained were analyzed using inductive data analysis. Finally, quantitative and qualitative data were viewed to identify relationships and themes in determining the impact of short-term study tours on global-mindedness.

The GMS dimensions analysis did not reveal any significant changes over time; however, the overall GMS showed significant changes in educators’ global-mindedness, though the researcher uses caution applying these changes in practical terms due to the small sample size and non-random sample. Qualitative data revealed extended thinking of educational issues and global perspectives, and revealed that participants perceived particular study tour activities as important. Key findings included the importance of school visits, tour guides, group leaders, reflections, and pre-tour activities. Additionally, new perspectives regarding the host and home countries and increased self-confidence in traveling, sharing content, and interacting with colleagues also emerged.

Recommendations from this study include the use of short-term international study tour programs as an effective professional development venue. Finally, the Activity Impact Survey (AIS) survey instrument could prove useful for study tour organizers in developing, planning, and assessing the impact of study tour programs.

*Keywords*: global-mindedness, study tours, professional development, global education, global perspectives
Dedication

Dedicated with love and gratitude to:

_Catherine M. Hennessey_

For all the support and sacrifice in making this possible

_Family, Friends, and Nutty_

For all their patience and encouragement

_My Parents: Manuel S. DeMello and Eleanor L. DeMello_

For giving me a love of travel and passion for learning
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Chapter 1

Introduction

Statement of Problem

There is a growing concern that American students lack the skills to succeed in a global work force in which employees will be asked to work less in isolation and more in collaboration with other nations. This concern has sparked a cry for schools to provide a more global education with respect for other cultures and perspectives. Popular education reform advocates such as Thomas Friedman, Alan November, Yang Zhao, and Will Richardson stress the need for educators to teach with a more global perspective and to design lessons that will help students recognize their roles as global citizens. One group leading the charge is the Partnership for 21st Century Skills, a national organization with over thirty business partnerships, advocating for 21st century readiness so that every student can compete in a global economy. But what type of professional development program will prepare educators to teach the inclusive type of global education being proposed by these consultants, journalists, and organizations?

Global education means learning about problems and issues on a worldwide scale and gaining an understanding of different cultures and systems through the eyes of others (Tye, 2003). Acquiring a global education through schooling implies that the teachers charged with providing the education are in fact global educators. Teachers make decisions daily that impact how students perceive themselves, their culture, and the lives of others around the globe, but not all teachers have sufficient experience or training to assume these responsibilities, which profoundly influence students’ understanding of global issues and cultures (Merryfield, 2003). Educators must prepare students to live and work in an interconnected world, but first, teachers themselves must be comfortable as global educators and citizens of the world (Wilson, 1993;
Cushner, 2007). Do teachers really feel competent and confident enough with their own global awareness, whether in general terms or as it relates to their own particular disciplines, to provide a global education? The purpose of this investigation was to explore international study tours as a professional development activity in training teachers to become more globally-minded educators.

Researchers have recognized that pre-service teacher education programs must expand their requirements and perspectives concerning the global knowledge base of educators in order to prepare teachers as global educators (Holden, & Hicks, 2007). Considerable research exists supporting the cognitive, affective, and behavioral benefits of long-term international experiences such as student exchanges and student teaching abroad in the making of internationally-minded teachers (Cushner, 2007; Zhai, 2000). Similar benefits have been found when individual practicing teachers are afforded opportunities for teacher exchanges or teaching abroad programs such as with the Asia Society or Fulbright Scholarships (Martens, 1991). However, for many educators, family obligations, second jobs, health issues, and a reluctance to commit to such lengthy programs are among the limiting factors in the ability of educators to participate in these types of programs. Therefore, providing large groups of practicing educators with a program that enhances their global knowledge base, and obtains benefits similar to the aforementioned international experiences, remains a challenge. This researcher looked at short-term study tours as a training venue, and thus conducted an investigation into the role of short-term international study tour experiences in developing globally-minded educators.
Significance of the Problem

Today, the world is undergoing dramatic changes occurring at a significantly rapid pace. Globalization has taken hold and it is changing the lives of people all over the world. These changes have been driven by advances in technology and the expansion of a worldwide transportation network that whisks people from one nation to the next, and where “going to work” may mean a person is off to China, India, or Germany for the week. Job opportunities, economic systems, consumer goods, investments, and recreation are all impacted by this globalization (Friedman, 2007; Merryfield & Kasai, 2004).

The primary goal of education is to prepare students for work and citizenship, a goal that requires a global perspective more encompassing than that provided in a 20th century education. High school graduates need to be prepared to enter college and the workforce with the ability to communicate and interact with people from around the world. Twenty-first century students need skills that include creativity and innovation; problem solving and critical thinking; information technology; communication and collaboration; and the ability to be self-directed and flexible in a cross-cultural arena (Merryfield, & Kasai, 2004; Wojcicki & Levine, 2010; Friedman, 2007; P21, 2009; Pink, 2006).

However, the typical teacher is not prepared to address the cross-cultural component of global education needs as most educators have not taken any international courses and few have participated in study abroad or exchange programs (Wojcicki & Levine, 2010). Yet it is critical that educators, charged with preparing students for life in a global workforce, acquire the knowledge and perspective to facilitate global learning and to teach more effectively in environments reflective of our technologically driven global society. It is vital that practicing
educators receive professional development that exposes them to world organizations, systems, societies, economies, and other areas of globalization (KnowledgeWorks, 2008; P21, 2009). They desperately need experiential professional development programs to enhance their efficacy, especially as it relates to globalization, so that they feel more confident in changing teaching practices, integrating global skills, participating in diverse collaborative settings, leading their colleagues, and continuing to explore the ever-changing needs of the 21st century (Tye, 2003; Holden, & Hicks, 2007). This task is primarily new territory for educational leaders. The challenge is how to establish an effective professional development program for traditionally trained educators, which enhances a teacher's understanding of a globally connected world and raises awareness of historical, cultural, environmental, political, and social factors, yet which can be offered within an increasingly limited professional development schedule and budget.

**Research Questions**

The focus for the problem of practice was the need for educators to develop a more global mindset and to feel increasingly confident in designing and teaching lessons with a broader global perspective. A review of the literature demonstrated a significant body of literature to support the benefit of long-term international experiences in developing a more global mindset. Yet, the number of teachers participating in long-term international experiences is very limited in proportion to the number of practicing educators. However, offering short-term international experience may generate increased participation by educators across all disciplines and grade levels. Therefore, the core question guiding this study was: *To what extent do short-term (1-2 week) international study tour programs impact global-mindedness among PK-12 participating educators?* Four supporting questions provided additional clarity: (a) *What are the
characteristics of the educators participating in the international study tour programs? (b) Which components of a study tour programs do participants report as having the greatest impact, both personally and professionally? (c) To what extent do various study tour activities alter the thinking and views of participants with respect to education? (d) To what extent do various study tour activities alter the thinking and views of participants with respect to global perspective?

Organization of the Document

The upcoming pages of this document provide an examination of the problem of practice and are organized into five primary sections: the theoretical framework, the literature review, research design, research findings, and a discussion of the findings. The document concludes with a summary of the research, references, and appendices.

The theoretical framework identifies three key perspectives providing the foundation that informed the investigation: global learning, experiential learning, and global-mindedness. Next, the literature review includes an examination of various types of study abroad programs and non-educational international experiences that influence global-mindedness.

The third primary section, research design, explains the research process including research questions, data collection, and data analysis protocols for this mixed-methods study. Use of a survey instrument and focus groups, measures to ensure validity, and appropriate analysis techniques are presented.

The final two sections present the findings and a discussion of the findings for both the quantitative and qualitative aspects of this mixed methods study. A conclusion offering a summary statement of the study and demonstrating the linkage between each section is also
included. Additionally, recommendations are provided for new directions and suggestions for professional development offerings are presented. Reference and appendix sections provide additional supporting documentation.
Theoretical Framework

*Learning from experience is one of the most fundamental and natural means of learning available to everyone.*

(Beard & Wilson, 2006, p. 15)

Exploration into the literature revealed two primary theories from which the problem of practice was studied: global learning theory and experiential learning theory. In addition, however, an examination of professional development theory, specific to qualities of short-term programs, was investigated to provide a greater understanding of the most effective elements of experiential professional development programs. Finally, an examination of global-mindedness provided a conceptual framework for the study by providing a path for understanding the development of worldviews.

Global Learning Theory in Education

The examination of global learning theory, for the purposes of this research, was viewed from two perspectives: global learning conducted in PK-12 schools and higher education, and global learning theory as it relates to global leadership in business and industry.

Global learning theory in education has been flooded with information pointing to the essential skills of the 21st century learner. There is an abundance of literature related to what constitutes 21st century skills and what students will need to be successful in a global society. A few organizations and documents are significantly influencing state education departments across the country. In recent years, *The Partnership for 21st Century Skills* known as P21 (2010) has been a major influence in American education. P21 is leading the charge having partnered with fourteen states and nearly forty global businesses and organizations. They have identified four key elements of 21st century learning including core subjects and 21st century themes;
learning and innovation skills; information, media, and technology skills; and life and career skills. Similarly, *Forecast 2020*, a KnowledgeWorks Foundation (2010) project, is also elevating awareness of globalization in education by calling for schools and learning environments to become life-affirming organizations for students, educators, and the entire community through engaged citizenry and innovative design.

Another important educational document currently being referenced across the country is the National Educational Technology Standards (NETS) for Administrators and the accompanying NETS document for teachers, both released by the International Society of Technology in Education. Improved communication skills, through the use of multimedia to connect with people around the world, are emphasized in this document. These types of documents, in conjunction with thought provoking films and presentations such as *2 Million Minutes* (Compton, 2009), *Did You Know* (Fisch, 2007), and *Searching for Superman* (Guggenheim, 2010), continue to influence and drive the push for reforms in the United States and around the world.

P21 is comprised of numerous corporate partners and represented by executives such as Bernie Trilling of Oracle Education Foundation and Charles Fadel of Cisco Systems. In the opening pages of *21st Century Skills: Learning for Life in Our Times*, Trilling & Fadel (2009) reference a significant economic shift within the United States. In 1991, the total money spent on Industrial Age goods such as engines, machines, mining, manufacturing, construction, energy production, etc., was exceeded by the amount spent on information and communication technologies. They referred to the latter as “Knowledge Age” expenditures, which exceeded $5 billion dollars, and marked the new age of information, knowledge, and innovation. “Since then,
countries around the globe have increasingly been spending more on making, manipulating, managing, and moving bits and bytes of information than on handling the material world’s atoms and molecules” (Trilling & Fadel, 2009, p. 3).

As Friedman (2005) reported in *The World is Flat*, the world is changing dramatically and includes a global financial and economic system in which the world in increasingly interlinked. Economic headlines in recent years are further testament to how each country must observe and respond to the ebb and flow of the economic status of other countries. In today’s society, we work in collaborative teams spread across the world to accomplish tasks, solve problems, and create and deliver new services (Trilling and Fadel, 2009). To expect our students to work in this type of environment means we must prepare them accordingly, and we must ensure that our educators possess the skills to provide a global education with a perspective that reflects global-mindedness (November, 2008; Richardson, 2009).

At the level of the individual teacher, researcher Linda Darling-Hammond (2009) has identified significant links between measures of teachers’ knowledge (including education coursework, professional development opportunities, etc.) and student achievement. Darling-Hammond notes, “There is considerable evidence that investment in teachers’ knowledge and expertise makes a difference for student learning…” (p. 55). If students are to be encouraged to develop as global citizens with cultural sensitivity and mindfulness of the customs, traditions, and lifestyles of diverse peoples, then educators must be afforded effective authentic professional development opportunities related to global concerns and issues, which arm them with an understanding of 21st century skills and the ability to embed a global perspective into their teaching. Given Darling-Hammond’s research, it seems reasonable to suggest that schools
seeking to provide students with a global education begin by focusing on educator development of global-mindedness as a step in the right direction. The goal of the Southeastern Massachusetts (SEM) School District’s\(^1\) study tours was to invest in educator knowledge by offering authentic learning experiences that exposed teachers to new countries and cultures. The focus of this study was to measure the extent to which the SEM study tour achieved its intended outcome.

This need for a more global perspective in the classroom is not an American phenomenon. Nations around the world are undertaking significant transformations in their educational systems in response to the rapidly evolving global economic and political processes that are taking shape. “The need to prepare future citizens and workers who can cope with complexity, use new technologies, and work cooperatively to frame and solve novel problems—and the need to do this for a much more diverse and inclusive group of learners—has stimulated efforts to rethink school goals and redesign school organizations” (Darling-Hammond, 2009, p. 45).

**Global Learning Theory in Business**

Recognizing the need to energize reforms in response to a changing world is not exclusive to education. Global learning is erupting in the corporate world as well. Initial investigations of global learning, as it applies in corporate global leadership has revealed complementary findings to highlight the importance of these same essential skills. Acquiring a global mindset, developing a talent for global networking, possessing a set of global leadership skills and behaviors, and nurturing global change agent skills are all important competencies for

\(^1\) The focus of this research was two study tour programs organized and offered by a suburban PK-12 public school district in Southeastern Massachusetts. To protect anonymity of the research participants, the district is referred to as the “SEM School District”.
a global leader (Friedman, 2007; Goldsmith, et al, 2003; Mendenhall, et al, 2008). Researchers have examined global leadership theory in business and industry to aid in acquiring a greater understanding of the essential skills for leaders working in a global economy. Global leadership theory is relatively new in the business world and even less explored in education. However, it seems logical that a review of global leadership in business and industry would provide insight for training of global educators charged with directing and preparing students for employment in a global society.

Mendenhall et. al. (2008) cite the work of Oddou et al. (2000) who sought to identify methods used by multinational corporations to develop greater global perspectives in their employees. Their research identified five main training elements that were part of a process of globalizing personnel: international business seminars with in-company personnel; international business seminars with non-company personnel; international project teams/task forces; international assignments, and international business travel. The latter of these two methods relates directly to the problem of practice as the methods utilize experiential learning as a means of developing global leadership. International assignments refer to long-term (generally one to three years) exposure to foreign business and culture. This type of experience requires a tremendous amount of interaction as the businessperson is immersed in the culture on a daily basis. An international assignment would be analogous to a college student who studies abroad for a year or a teacher who participates in a long-term teacher exchange. Because of the lengthy time commitment, these types of activities are experienced by a smaller number of people than would participate in short-term study tours, or in the case of a businessperson, an international business travel experience. Thus, it is the business travel experience, referring to short-term
travel (a few days to a couple of weeks), which informs the problem of practice. Mendenhall et al. (2008) stress the value of leveraging travel as a means for developing global leadership by strategically designing the program. For growth to occur, the travel should allow time for the traveler to explore, take risks, and make discoveries. However, an inquiry and discovery approach to travel can yield stress and tension, which the traveler should be prepared to manage (Mendenhall et al. 2008). When you visit another country, what you do and how you engage others impacts what you gain from the experience. A person who visits a country as a tourist will have a different experience than a person who visits a country as a traveler. Damiran (1996) describes the difference this way:

A traveler and a tourist can visit the same city, but experience it very differently. A tourist’s goals are typically to see all the sights, learn their names, make and collect stunning pictures, eat the foods, and observe the rituals of the city. A traveler, on the other hand, seeks to understand the city, to know and live briefly among the people, to understand the languages, both verbal and nonverbal, and to participate in the rituals of the city. At the end of equally long visits, the tourist is likely to have seen more monuments, but the traveler is more likely to know how to use the public transportation. (p. 81)

This understanding of the value of visiting a country as a traveler, not as a tourist, in order to develop global leadership in business people is just as important in designing an effective professional development study tour for developing global-mindedness in educators.

Many people have enjoyed an international experience, but one can focus a visit in order to acquire a more global perspective by concentrating on the outcome that is being sought. A
tourist visits with a more superficial perspective, as opposed to a traveler who seeks engagement with the people and culture; therefore, the visit is more experiential because the traveler is likely to experience a greater variety of challenging interactions and activities, which are less familiar to them, and more likely to reflect authentic activities of people from the host country.

The two international study tours being examined for this study were offered by the SEM School District. The study tours were designed to engage the educator with an itinerary that included visits to various local markets, cities as well as rural towns, and specific locations valued by the host country. Additionally, educators visited schools where they had an opportunity to engage students and discuss education with the host teachers and administration. The design of the study tour was intended to provide an experience more parallel to that of a traveler, rather than that of a tourist, as explained by Damiran (1996).

Experiential Learning Theory

There is a significant amount of research supporting the benefits of experiential learning ranging from the work of John Dewey at the turn of the 20th century, to the work of David Kolb, Jennifer Moon, and Colin Beard in the 21st century. The previously described example comparing a traveler to a tourist speaks to the heart of Dewey’s (1938) philosophy of experiential learning when he writes, “It is not enough to insist upon the necessity of experience, nor even of activity in experience. Everything depends upon the quality of the experience which is had” (p. 27). This concept lends itself to the problem of practice in trying to gain an understanding of the impact of a professional development study tour, and the potential to provide an experience that extends beyond the tour itself, to influence future experiences, particularly within the classroom. The pre-tour activities, the international study tour, and the
ongoing reflections should all be connected to foster additional experiences. Experiences may be enjoyable and contain activities that impact the participant, but meaningful and effective experiential learning activities demonstrate connections for the learning that enrich the experience. According to David Kolb (1984), “Learning is the process whereby knowledge is created through the transformation of experience” (p. 38). This definition includes a process of adaptation and learning, an understanding that knowledge is continuously created and recreated as opposed to acquired or transmitted, and that learning then transforms experience (Kolb, 1984). Teachers must do more than simply provide an experience for their students. The experience must engage and challenge the student so as to promote having desirable future experiences (Dewey, 1938).

“In experiential theory, learning is considered to be a continuous process in which knowledge is created by transforming experience into existing cognitive frameworks, thus changing the way a person thinks and behaves” (Sewchuk, 2005, p. 2). “The more experiential (or action/”outdoor” learning) or more holistic (emotional, behavioral and intellectual) the experience or contrast characterizing the experience, the greater the impact” (Mendenhall et. al, 2008, p. 171). David Kolb ("Kolb learning styles," 2009), whose seminal works have significantly impacted the field of experiential learning, has developed a model of fundamental concepts to help explain learning behaviors. Kolb’s theory suggests four specific learning styles and proposes a four-step cycle of learning that includes opportunities for experiencing, reflecting, thinking, and acting. In this process, immediate and concrete experiences lead to observations and reflections, which in turn are converted into abstract ideas with possibilities of actions that can be tested, further leading to potentially new experiences. Therefore, knowledge
is created through initial experiences, followed by reflections, thoughtful development, and eventually alterations of experiences. The SEM School Districts’ study tour program was designed to support experiential learning as it focused on the learner by structuring experiences to accommodate different learning styles. There was a classroom component prior to the tour to provide abstract conceptualization to accommodate converging and assimilating learners, while the on-tour component provided a more apprehensive type of learning that was more in keeping with accommodating and diverging learning styles. Additionally, as part of the program educators maintained a journal, writing an entry following each lecture they attend, book they read, or day of the tour, thus supporting the reflective aspect of the study tour program. Journaling was included to help link action with thought. “Reflection on one’s own worldview often provokes curiosity about the knowledge, beliefs, and experiences of people in other cultures (Merryfield, 2008, p. 364).

Given the experiential context of the problem that was explored, understanding experiential learning specifically as it relates to cross-cultural experiences, was relevant. Cross-cultural experiential learning theory provides a holistic model, which emphasizes the importance of a cross-cultural experience in the learning process, by focusing on the ways in which active engagement helps people to learn, grow, and develop into globally minded educators. In fact, Wilson (2001) uses the term “cross-cultural experiential learning” instead of simply cross-cultural experience because he wants to stress the implied process of reflection which is an essential component of learning (p. 3).

These aforementioned theories of Kolb, Dewey, Mendenhall, and others regarding experiential learning have been integrated into education programs as evidenced by the many
international study and exchange programs incorporated into secondary and higher education institutions around the world. Examples include the high school China exchange programs in Brookline, Needham, and Newton, Massachusetts; the Global Leadership Program at Boston College; and the forty countries available for study abroad by students at The Ohio State University. Similarly, corporations have added international travel and international business assignments into their global leadership programs. The developers of Colgate’s global leadership program, for example, identified their international experience component as one of the primary methods to globalize personnel (Mendenhall, et. al, 2008). Clearly, the interest in providing an international experience in order to foster a more global perspective, is taking hold in both education and business.

**Professional Development Theory**

In designing, implementing, and studying an international study tour program, professional development theory also provided an insightful perspective. In professional development theory, quality learning is essential to quality teaching, and opportunities for reflection provide an essential foundation. Additionally, components of workshops and courses are geared toward the improvement of the impact of those activities (Moon, 2005). Referring to the importance of impact, Jennifer Moon states, “…it provides us with something to aim for in the development of short courses and workshops. We do not aim for knowledge and skill at the end of the course but a relevant change in practice” (Moon, 2005, p.4).

Stimulating a change in practice should be at the core of all professional development. Integrating global perspectives, teaching global skills, and making instructional decisions that impact how students perceive not only their lives, but also the lives of others around the world
are all foundation components of 21st century learning; however, providing an education to reflect these approaches will mean a significant change in our educational practices. This shift will require educational leaders to carefully examine the design of professional development activities to ensure the greatest impact within an increasingly limited timeframe for workshops, collaborations and, reflection.

Moon (2004) describes the importance of designing experiential learning situations that challenge the learner in order to create a catalyst for reflection. A person may be asked to learn something new within a relatively familiar environment, which could therefore be deemed as an experiential learning opportunity, but changing the circumstance of that environment slightly to inject a challenging component can trigger reflective learning. In other words, “experiential learning usually involves reflective learning – except where the material of learning is unchallenging to the learner” (Moon, 2004, p. 130). Designing and offering experiential international study tours places educators in unfamiliar settings, thus providing a more challenging situation which requires reflection in order to appropriately frame the experience and place it within the context of prior knowledge. This research focused on prior knowledge related to worldviews, and the extent to which the global settings and foreign encounters of a study tour impact global-mindedness.

Global Mindedness

This study investigated the impact of international study tours on changes in global-mindedness through experiential learning and reflection. The shifting worldview toward global-mindedness is considered through the five dimensions identified by Hett (1993). In a study to develop an instrument to measure global-mindedness, Hett reviewed measures of world
citizenship, worldmindedness, culture, future world perspectives, etc. and the resulting study yielded an instrument to measure global-mindedness. From her work, Hett (1993) identified five dimensions of global-mindedness and defined them as follows:

**Responsibility** – A deep personal concern for people in all parts of the world which surfaces as a sense of moral responsibility to try and improve their conditions in some way.

**Cultural Pluralism** – An appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accompanied by taking pleasure in exploring and trying to understand other cultural frameworks.

**Efficacy** – A belief that an individual’s actions can make a difference and that involvement in national and international issues is important.

**Globalcentrism** – Thinking in terms of what is good for the global community, not just what will benefit one’s own country. A willingness to make judgments based on global, not ethnocentric, standards.

**Interconnectedness** – An awareness and appreciation of the interrelatedness of all peoples and nations which results in a sense of global belonging or kinship with the “human family.” (p. 143)
Figure 1.1 Conceptual Framework for Developing Global-Mindedness

Figure 1.1 Conceptual framework for research on the impact of international study tours on developing global-mindedness in PK-12 educators. Educators begin with pre-study tour program worldviews, and through an experiential study tour, they are confronted with challenging situations, which disrupt their views. Ongoing reflection and rethinking alter understandings and influence the five dimensions of global-mindedness.

Figure 1.1 shows the relationship between prior perspectives of a worldview as the participant engages in an international study tour with challenging situations and unfamiliar environments. The disruptions and disorientations generated by the learning experience involve reflection in the process of acquiring understanding. Educators experience disruption as they experience a new culture, which challenges their worldviews, and causes them to rethink previously held values, their view of others, and their own place in the world. The resulting knowledge and new understanding contributes to the development of global-mindedness.
The importance of reflection embedded within experiential learning theory, also fundamental in professional development theory, provides a common thread for researching a professional development study tour program. Further, the introduction of global awareness and global skills into learning environments also necessitates examination of global learning theory and global-mindedness to address this increasingly valued modern component. Together, these concepts framed the examination of the SEM School District’s international study tour programs as a method for developing global-mindedness in PK-12 in-service educators.

In summary, global learning theory provides a lens from which to view current approaches to altering global perspectives in both education and business. Additionally, reviewing this theory provides insight into the urgency of schools to move their educators towards a greater global awareness. An examination of experiential learning theory draws attention to the way in which learning occurs through reflective practices that are woven throughout both professional development theory and experiential theory, and which may lead to greater affective and cognitive learning. Understanding these theories as they relate to the challenges in both designing and implementing training opportunities that effectively move the learner towards a more global mindset lays the foundation to review the literature.

**Research Design**

The research was framed around the question, *To what extent do short-term (1-2 week) international study tour programs impact global-mindedness among PK-12 participating educators?* Four supporting questions provided greater insight into the characteristics of educators who participate in the international study tour programs; components of a study tour
program having the greatest impact; the extent to which various study tour activities alter educational thinking; and the extent to which various study tour activities alter the thinking and views with respect to global perspective?

These questions were investigated using a mixed-methods approach beginning from a quantitative perspective using the survey methodology, and then supported through qualitative data obtained from focus group interviews. Participants included 51 PK-12 public school educators employed by five school districts in Southeastern Massachusetts.

Data collection included a pre-tour survey comprised of a 30 question Global-Mindedness Survey (GMS) and a 12 question demographics section. The post-tour survey was comprised of the GMS and an Activity Impact Survey (AIS) made up of 71 questions covering the three themes of importance of activities, impact of study tour in altering educational views, and impact of activities on global perspectives. Additional data were obtained during two one-hour post-tour focus group interview sessions.

Data were entered into software programs including SAS and MAXQDAplus. Analysis included organizing and studying the data; employing ANOVA and descriptive statistics; coding, retrieving, and sorting the data; and interpreting the data.

**Limitations of the Study**

This research project is limited to 51 PK-12 educators who participated in study tours to destinations that included Costa Rica and China. The limitations in this study are as follows:

1. Non-random sample: Educators in this sample were non-random due to the self-selection of educators to participate in the short-term international study tours.
2. **Sample size:** The sample size for this study was marginally sufficient when examining the quantitative results for the two study tour groups combined. In comparisons between the Costa Rica and China study tour participants, sample sizes were quite small at 19 and 32 respectively, thus minimizing the ability to draw conclusions regarding the absence or presence of significant differences between the two groups.

3. **Study tour dates:** Each study tour included a pre-tour survey to establish a baseline data set from which pre-tour and post-tour responses could be analyzed. However, the tours were conducted seven weeks apart during which time various world events could have impacted responses.

4. **Unexpected events:** Seven days into the China study tour, the group received news that the superintendent of schools from the SEM School District passed away suddenly. This event had a considerable impact on many members of the group. The news arrived the evening before one of two scheduled school visits, which is noteworthy in that school visits ranked as number one in activity importance as perceived by participants. This event, understandably, changed the tone of the tour, disrupted the activities, and in varying degrees, impacted the ability of many educators to maximize the remaining on-tour experience.

5. **Differing experiences:** Two different study tour destinations were examined in the study; and therefore, the activities conducted on the tours were sometimes quite different in nature. For example Costa Rica included a considerable amount of time within forests and canals in relatively remote regions, while China participants visited three large cities, each containing millions of people. Costa Rica participants were engaged in several
physically challenging activities such as kayaking, hiking, and zip-lining, while China participants strolled through museums, temples, and several historical sites. The three parts of the AIS were designed to be utilized for any study tour program, but as a result, some responses on portions of the AIS vary greatly between the two groups because some of the activities were not shared by both groups.

6. Highly motivated: Educators who participated in the study were highly motivated to this type of professional development experience as evidenced by their willingness to pay between $2,950 and $3,200 dollars for the tour, plus additional personal expenses. Clearly, not every PK – 12 educator would have the ability to participate in a study tour program due to financial and/or personal obligations.

7. Bias: The possibility of bias was acknowledged by the researcher due to the researcher’s position as a public school district administrator who planned and organized the study tour program and served as group leader for both the Costa Rica and China tours.
Chapter 2

Literature Review

The purpose of this literature review was to synthesize the research regarding the effects of international study experiences as a factor in developing global-mindedness in PK-12 educators.

There appears to be sufficient literature related to the benefits of international experiences for college students; however the impact of such programs, particularly short-term (1-2 weeks) programs, on in-service educators is limited. The primary areas that have been explored by researchers are semester or yearlong study abroad programs for college students, student teaching abroad programs, long-term teacher exchange programs, and service programs such as the Peace Corps. There is also relevant research in the business realm regarding short-term business travel and long-term business assignments, which lends an additional perspective to the review of literature. To develop a greater foundation for exploring the research questions and framing the study, it was important to explore literature related to global skills, global-mindedness, cross-cultural experiential learning, and international experiences in both education and business.

The review of literature follows Creswell’s (2009) suggested five components for a quantitative strand of a mixed methods study; however, the relevant studies are embedded within the sections for the variable and independent variable, as opposed to in a separate section as Creswell suggests. Thus, this review of the literature is divided into four primary sections: (a) *Introduction*; (b) *Global Education*, as the focus for developing global-mindedness; (c) *International Study Programs*, as the means of developing global mindedness; and (d) *Summary*. 
Global Education

Historical Background

It is difficult to pinpoint exactly when the concept of global education began. Some may look to Article 26 of the *Universal Declaration of Human Rights* of 1948 as a turning point. Article 26 ensured the right to be educated, but it also brought attention to what was being taught and the idea that the changing of world trends signaled the need for contemporary assessments of student knowledge and attitude of global issues (www.un.org/education).

Within the United States, global education can be traced to the late 1960s and early 1970s when the world was enjoying advances in communication technology and the increasing ease of world travel (Zhao, Lin, & Hoge 2007). The movement continued, but took a more dramatic turn in the 1990s as globalization began to explode. Global education allowed for the teaching of other people and cultures, but educators failed to seek interaction with international educators who also were concerned with teaching global issues (Tye, 2003, p. 165).

As globalization continued to unfold people such as Oscar Arias (1999), former president of Costa Rica and recipient of the 1987 Nobel Prize for Peace became concerned that the focus was not on coming together as global citizens, but rather becoming unified by negative motives. According to Tye (2003), Arias did not want globalization to be defined by a material transformation, but rather he argued it should result in a corresponding change in consciousness (p. 169). Now, however, “The future is here. It’s multiethnic, multicultural, and multilingual. But are students ready for it?” (Stewart, 2007, p. 8). The world of today and Stewart (2007) points to four trends: the globalization of economies, the impact of science and technology, health and safety matters, and changing demographics. Many countries throughout the world are
reforming their educational systems to meet the challenges of the technology and information age. As the United States looks to reform and develop its own educational system in response to globalization, a light has clearly begun to focus on the need for a change in teacher preparation, as well as the availability of effective professional development programs for in-service educators to promote a global perspective in the classroom. Conducting international study tours may provide an important option in the quest to offer effective professional development programs being sought by educational leaders.

**Definitions**

This section serves to define some important terms used in the literature to provide clarity of reference throughout this research project.

**Study Tours** - For the purposes of this study, international study tours is defined as trips abroad led by a professor, administrator or travel specialist from the home country and for which college credit or professional certification hours may be earned. Study tour programs are generally short-term meaning one to four weeks in duration.

**Study Abroad**: Study abroad programs will be defined as study in another country whereby the education is provided by an educational institution of the host country. Study abroad programs generally range from six weeks to a semester to a full year abroad.

**Global education** – “Global education prepares students to be effective and responsible citizens in a global society” (Merryfield & Kasai, 2004, p. 354).

**Global-Mindedness** - Global-mindedness is a worldview in which one sees oneself as connected to the global community and feels a sense of responsibility to its members. This commitment is reflected in the individual’s attitudes, beliefs, and behaviors (Hett, 1993, abstract).
Rationale

Experts seem to be in agreement that future problem-solvers must be able to communicate and collaborate in cross-cultural venues, demonstrate cultural sensitivity, and understand the needs of a global society (Cushner, 2007; Friedman, 2007; November, 2008; P21, 2009; Pink, 2006). In fact, Zhao (2009) elevates the need for global education to a critical level writing, “To ensure a better society for all—actually to ensure the very survival and continuity of human civilization—requires us to prepare our students to become global citizens” (p. 113).


Whenever civilization has gone through a major technological revolution, the world has changed in profound and unsettling ways. But there is something about the flattening of the world that is going to be qualitatively different from the great changes of previous eras: the speed and breadth with which it is taking hold… This flattening process is happening at warp speed and directly or indirectly touching a lot more people on the planet at once. (p. 49)

We are currently embroiled in a new urgency to overhaul our educational system. In recent years new legislation such as the No Child Left Behind Act, and national educational advocacy organizations such as The Partnership for 21st Century Skills, are drawing attention to the need to bring about changes in our schools. This cry for educational reform is being driven, to a large extent, by the rapid globalization occurring in our world. Combine modern communication tools with the rapid and efficient transportation systems that can whisk people from country to country or even from one hemisphere to the next, all within a day, and one quickly understands why Tom Friedman (2005) declared, “Honey, I think the world is flat.”
Yong Zhao (2009) emphasizes this flattening when he describes the results of these technological advances as “the death of distance” and declares these as “a major driving force of globalization’ (p. 100). The resulting impact is a need to provide a global education to our students and to nurture them as global citizens.

Zhao (2009) further explains the impact of political changes that are affecting globalization. He references the early part of the 20th century, which saw two world wars and a damaging cold war that divided the world. Yet as the 20th century came to a close and a new one emerged, the world had seen the collapse of the Berlin wall, the formation of the European Union, the signing of the North American Free Trade Agreement (NAFTA) and the creation of a World Trade Organization (WTO), all signs of a world that was beginning to communicate and collaborate in ways never before seen on such a global scale. Legrain (2002) notes that, “[O]ur lives are becoming increasingly intertwined with those of distant people and places around the world—economically, politically, and culturally (p. 4). The world is witnessing an increase in travel, including the crossing of many borders once closed to outsiders. There is free movement of goods, services, and money (Friedman, 2005; Zhao, 2009). Similarly, information is being shared for the advancement of medicine, technologies, cultures, and the mere pleasure of engaging with other people.

At the beginning of the 20th century, the world was undergoing what was arguably the greatest series of changes the world had ever seen. These rapid changes influenced John Dewey’s philosophy of education. Dewey (1899/2001) wrote, “One can hardly believe there has been a revolution in all history so rapid, so extensive, so complete… That this revolution should not affect education in some other than a formal and superficial fashion is inconceivable” (p. 7).
These words, written by John Dewey at the start of the 20\textsuperscript{th} century are hauntingly similar to the cries heard throughout education circles today, as we conclude the end of the first decade of the 21\textsuperscript{st} century. Dewey recognized that a world undergoing significant change meant that the education offered to students must be altered to reflect the changes in society. Similarly, modern educators and business leaders have acknowledged the impact of the technological revolution and the flattening of the world, and they too are responding. However, the recognition that education must become global begs the question as to whether educators are sufficiently prepared to teach with a global perspective and whether they are, in fact, globally-minded. These same types of questions are being asked in business as leaders struggle to compete in a global market.

In the book \textit{Global Leadership Research, Practice, and Development}, Mendenhall et al. (2008) provide an extensive literature overview of essential global skills from the perspective of global leadership in business and industry. One chapter by Osland is devoted to a review of the global leadership literature discussing aspects ranging from global competencies, to exploratory models, and global mindset (Mendenhall et al., 2008). Of particular note, Osland (2008) references the work of McCall and Hollenbeck (2002) in which many global executive competencies are directly related to the challenges faced in global education: being open-minded and flexible in thought and tactics; possessing cultural interest and sensitivity; having the ability to deal with complexity; and being resilient, resourceful, optimistic, and energetic (Mendenhall et al., 2008, p. 49).

With respect to global leadership models, many identify similar competencies to those identified as essential in education, but they are framed in a different manner. For example, the
ability to be creative may be described in global leadership models as entrepreneurial spirit or catalyst for change. Communication skills may be described in terms of the ability to build teams, network, and relate to customers. Cross-cultural skills include the social and cultural literacies, the ability to make emotional connections, and the capacity to develop personal relationships (Kets de Vries and Mead (1992); Rhinesmith (2003); Brake (1997); and Yeung and Ready (1995) as cited in Mendenhall et al., 2008, pp. 34-42).

If teachers are to prepare students for that world, then they too must be global leaders within their classrooms, yet most educators lack an international experience. In fact, statistics indicate a significant lack of international experience among all Americans. According to the Committee for Economic Development (CED), only 25 percent of Americans had a passport in 2006 (Zhao, 2009). It would appear that a critical issue is a lack of international learning opportunities and experiences for educators to help them become more globally-minded and thus more suited to providing a global education.

**Global-mindedness**

At this point, it will be helpful to gain a deeper understanding of the attributes of a global perspective and what it means to be globally-minded. Acquiring a clearer understanding of these concepts yields an increased awareness of global skills and teaching methodologies that are key when teaching with a global perspective. Although slight variations in terminology may be found in naming essential global skills, certain common themes can be found throughout the literature such as creativity and innovation; inquiry skills, problem solving, and critical thinking; information technology; communication and collaboration; and the ability to be self-directed and flexible in a cross-cultural arena (Friedman, 2007; P21, 2009; Pink, 2006; Darling-Hammond,
Teachers must have the ability to model and nurture these same skills for their students. Some organizations such as the Asia Society (2011) and Primary Source (2011) are working to provide opportunities for teachers to develop their own skills, recognizing that actual international experiences are all too infrequent. As educational institutions and organizations which support teacher training continue to grow, the need for effective tools to measure their effectiveness are necessary.

In 1957, Sampson and Smith developed a Worldmindedness Scale to assess international attitudes recognizing that previous researchers only looked at factual statements to assess international-mindedness (Sampson and Smith, 1957). But Sampson and Smith saw a distinction between international-mindedness and worldmindedness believing that worldminded individuals favored a world-view of the problems of humanity with a reference of mankind as opposed to any single group (p. 99).

Years later, when Hett (1993) began her quest to develop a global-mindedness scale, the term global-mindedness was not generally found in the literature. Following her own research, Hett (1993) identified five domains of global-mindedness during development of a global-mindedness scale:

1. **Responsibility** – Concern for people in other parts of the world and a moral responsibility to improve their conditions.

2. **Cultural Pluralism** – Appreciate cultural diversity; all people have something to offer.

3. **Efficacy** – An individual’s actions can make a difference and involvement in national and international issues is important.

4. **Globalcentrism** – Think in global terms, not just national terms. What is good for the world, not just my country?
5. **Interconnectedness** – Aware of and appreciate everyone; kinship with human family. (p. 143)

Global mindedness and global perspective appear to be used interchangeably throughout much of the literature and the various definitions seem to run parallel. For example, Wilson (2001) identified five dimensions of a global perspective that seem to reflect similar attributes to those identified by Hett: (a) Cross-cultural awareness, (b) Perspective consciousness, (c) Awareness of human choices, (d) State of the planet awareness, and (e) Knowledge of global dynamics (p. 188).

**Hett: Predicators of Global-Mindedness.**

Through her study to develop an instrument to measure global-mindedness, Hett’s (1993) review of the literature revealed predictors indicating that students who were more likely to score higher on the Global-Mindedness Scale (GMS) would:

(a) be female, (b) have attained junior or senior class standing in college, (c) have taken several internationally-orientated courses, (d) report regularly reading international news in a newspaper, (e) express high political interest and liberal political attitudes, (f) be an activist, (g) often interact with persons from countries and cultures other than their own, (h) be proficient in a second language, and (i) have spent significant time outside of their own country. (p. 148)

After administering the GMS, Hett (1993) found that the results confirmed many of the expectations gleaned from the literature. Significantly higher scores were found among female students and students enrolled in colleges with a broad internationalized curriculum. Higher student scores were also reported for those who participated in five or more courses with an international focus, participated in internationally oriented activities, and possessed strong
political interests with liberal attitudes. Those students having friends from other countries and cultures, and having studied or lived outside the United States for nine weeks or more, also scored higher on the GMS.

Based on Hett’s (1993) findings, and given the population participating in the SEM School District’s Study Tour Programs, the following alternative hypotheses are presented:

Hypothesis 1: There will be a significant difference in the pre-tour and post tour results for global responsibility among participants of the SEM School District’s study tours.

Hypothesis 2: There will be a significant difference in the pre-tour and post tour results for cultural pluralism among participants of the SEM School District’s study tours.

Hypothesis 3: There will be a significant difference in the pre-tour and post tour results for efficacy towards global issues among participants of the SEM School District’s study tours.

Hypothesis 4: There will be a significant difference in the pre-tour and post tour results for globalcentrism among participants of the SEM School District’s study tours.

Hypothesis 5: There will be a significant difference in the pre-tour and post tour results for global interconnectedness among participants of the SEM School District’s study tours.

The difference between the pre-tour survey and post-tour survey was predicted to yield significant changes in global-mindedness due to the fact that many of the participants already met several of the demographics identified by Hett (2003). All but one participant was female, all participants had minimum of a bachelor’s degree, some had taken internationally-orientated classes, and many read international news on a regular basis through some form of media. The
sample population also included educators who spoke more than one language and those who had interacted with other cultures through their own person experiences, other employment, college abroad programs, or personal travel. However, this researcher chose to provide directional hypotheses, rather than null hypotheses because although Hett’s research suggested that the demographics of the sample population already aligned with the demographics of a globally-minded individual, findings from other researchers clearly pointed to the impact of international study in developing a global perspective (Cushner 2007; Golay 2006; Martens, 1991; Merryfield, 2000, 2004; Wilson, 1993, Zhai, 2000). Thus, the prediction was based on the assumption that, although the pre-tour baseline of the participants may demonstrate a level of global-mindedness, the participation in the additional study tour experience would further develop the educators’ perspectives. Creswell (2009) suggests the use of directional hypothesis when a prediction is based on prior literature and studies that suggest a potential outcome (p. 134).

**International Study Programs**

**Historical Background**

The concept of traveling to other parts of the world to acquire knowledge is certainly not a new idea. Traveling abroad dates back to the ancients who traveled to other lands in search of the knowledge of others. Aristotle is said to have studied in Egypt, while Alexander the Great made access to the Egyptian Library possible for the Greeks (Golay, 2006). Many years later, during colonial times, students were sent abroad in the hope of seeking an education better than that offered in their own home country and today, many families continue this practice.
But families and educational institutions are not the only groups recognizing the opportunities of international travel. The United States government saw these programs as a way to foster democracy, foreign policy interests, and improve cultural understanding, and thus began sponsoring programs (Young, 2010). College Junior Year Abroad (JYA) programs began to crop up in the 1920s, followed by programs such as the Fulbright program in 1946 and Dwight D. Eisenhower’s *People to People* program of 1956, all of which are still thriving today (www.peopletopeople.com, 2011). During this time, colleges and universities have continued to expand their international programs to include study abroad and faculty led study tours. These programs have expanded to include countries or regions once restricted or closed to Americans. Students now have access to more and more cross-cultural experiences, as we watch not only higher education programs expand, but secondary school programs as well. In the suburbs of Boston, both the Newton Public Schools and Brookline Public Schools have long-established exchange programs with China for their high school students (Asia Society, 2011).

The continued development of communications, transportation, and global dependency, coupled with the increasingly recognized goal for students, teachers, and administrators to become more globally-minded, is driving the ongoing growth of international study. Existing programs are expanding and new programs are developing as evidenced by recent trends in international study discussed in the upcoming section.

**Trends**

International study abroad programs and tours have many different designs and purposes based on the host country, the mission of the sponsoring institution, and the goals of the individual. However, one thing appears central to all types of international study programs—experiential learning. Most of these programs are based on the premise that the experience of
living, working, or studying abroad allows for a level of engagement and authentic learning that cannot be realized in the home country (Young, 2010). As a result, more and more colleges and universities are expanding their programs to offer students a choice of dozens of countries for their international study experience. For example, Roger Williams University in Rhode Island (www.rwu.edu, 2011) offers faculty-led programs to twenty-one international destinations, and an additional option for university-based programs with affiliates in thirty countries on six continents. This is but one example of hundreds of colleges and universities across the country and around the world that are nurturing their international relations and building partnerships with educational institutions in every corner of the world.

As more and more students elect to participate in international study programs, it is interesting to note that U.S. students are beginning to make a shift towards travel to non-traditional destinations. For example, in 2008-2009, Open Doors (2010) reported a decrease in four European destinations for international study: United Kingdom (↓6%), Italy (↓11%), Spain (↓4%), and France (↓3%). However, China enjoyed a significant increase of 4% on top of the previous year’s 19% increase. There were also increases to Argentina (↑15%), South Africa (↑12%), Chile (↑28%), the Netherlands (↑14%), Denmark (↑21%), Peru (↑32%), and South Korea (↑29%) (www.iie.org).

Many universities are also recognizing the importance of exposing their professors and staff to international experiences. In support of their motto “Learning to bridge the world,” Roger Williams College (2011) offers a Presidential Ambassador Travel Program which funds up to ten faculty and staff members each year. The program is open to those who have never traveled abroad and invites them to apply for a study experience conducted during one of the intersession
breaks (www.rwu.edu, 2011). The increased participation of both faculty and students foreshadows the opportunity for more meaningful conversations and learning. Imagine the increased reflection and potential shift in thinking as students and teachers with international experience discuss environmental issues, healthcare concerns, world poverty, alternative energies, oppression, politics, and other global topics.

**Rationale**

With the advent of advanced modes of transportation during the 20th century, the movement of people and goods has expanded dramatically. Remote regions of the world, once isolated and inaccessible are now receiving food, medicine, and educational resources. The introduction of new communication tools, particularly smart phones and the Internet, has increased the sharing of ideas, allowing for more open and frequent conversation across borders (November, 2008; Prensky, 2006; Richardson, 2009).

The world is continuing to face challenges that are growing progressively complicated as the economies of countries become increasingly intertwined with one another. These complex interactions pose challenging issues that span borders and penetrate deep into the various countries. Concerns such as poverty, pollution, energy, social injustice, environmental destruction, racism, health, and financial crisis are all problems of today and the future (Friedman, 2007; Schattle, 2006, Holden & Hicks, 2007). These problems, which connect us all, require a globally coordinated effort to solve. “Among the essential skills required by future problem-solvers is that of improved intercultural interaction—the ability to communicate and collaborate effectively with people whose attitudes, values, knowledge and skills may be significantly different from their own” (Cushner, 2007). Students will need language and cross cultural communication skills to be effective problem-solvers (Asia Society 2008). Yet,
education has been slow to respond in providing cross-cultural experiences known to enhance intercultural development, despite strong arguments demonstrating a need.

Zhai (2000) identified four major rationales for study abroad programs: (a) we live in an interdependent world and that citizens of one country have a responsibility to learn about other countries, (b) there is an increasingly diverse population in the United States, (c) trends in higher education worldwide, and (d) changing conditions of the international system to broaden the intellectual elite.

A National Geographic survey showed that compared with their peers in other industrialized countries, American high school students fall behind their peers in knowledge of other countries and cultures (Asia Society, 2008). The typical teacher or supervisor is not prepared to address the knowledge gap that exists between American students and students in other countries. It is important that leadership in educational institutions elevate the priority of providing effective professional development opportunities to both faculty and administration to close this knowledge gap and expand global-mindedness. With this in mind, designing and choosing programs that meet these criteria requires thoughtful selection.

Research

Exploring the literature related to the impact of international study programs is important in understanding the role of experience in developing globally-minded educators, and researchers such as Cushner, Merryfield, Tye, and Wilson have each made significant contributions in this area. Cushner (2007) examined international study research, explaining benefits in various domains. He notes an impact in the cognitive domain when explaining that students’ international experiences challenged their perceptions of themselves and others, and that students who stay for a semester or longer demonstrate an increase in cultural and political knowledge,
intercultural sensitivity, increased autonomy, and openness to cultural diversity.

Changes have also been noted in the affective domain as students report growth, independence, self-reliance, and tolerance for others. “There is also evidence that an increase in self-confidence, adaptability, flexibility, confidence in speaking to strangers and gathering information in new and unfamiliar settings occurs” (Cushner, 2007, p.30) Similarly, Martens (1991) found that upon return from study abroad, teachers returned with a new sense of authority and greater desire to share their knowledge and experience with others. While some teachers have found that a cross-cultural experience helped them learn about the world; elevating their ability to recognize pejorative language, ethnocentrism, stereotypes, and other misinformation in their curriculum materials (Merryfield & Kasai, 2004). Finally, study abroad programs have been found to impact behaviors such as influencing career paths, working with other sojourners, or becoming active in environmental and political issues (Wallace, 1999).

In a study of the relationship between study abroad programs and worldmindedness, Douglas and Jones-Rikken (2001) found that students who participated in study abroad programs showed increased world-mindedness when given Sampson and Smith’s (1957) Scale to Measure World-Mindedness. Additionally, they found that the more significant the cultural differences between the host and home culture, the greater the increase in world-mindedness (p. 7).

**Responsibility.**

In terms of global-mindedness, responsibility refers to the concern for people in other parts of the world and includes a feeling of moral responsibility to improve their conditions. An advocacy manager for the Australian affiliate of Oxfam stressed this attribute when describing a global citizen as, “[A]n individual who has an understanding of the way a society operates at a
global level and… that they have some responsibility as a individual to take action to achieve social justice or equity or environmental sustainability” (Schattle, 2006).

Brown and Kysilka, (2009) make an interesting point regarding co-responsibility when referring to issues of racism, sexism, and classism by noting that they are often complex and deeply imbedded in individuals and institutions, thus requiring wholesale reform. Some teachers feel they do not need to be concerned with multicultural and global education because they classrooms do not have students of color. Their lack of understanding that multicultural and global education extends to ethnicity, gender, sexual orientation, class, and other demographic divisors should not excuse their responsibilities. “These teachers, and others like them from all ethnic and cultural groups, need extensive, in-depth education to overcome their ignorance about these concepts and their reluctance to take responsibility for their application” (Brown & Kysilka, 2009, p. 29).

**Cultural Pluralism.**

Cultural Pluralism refers to the ability to appreciate other cultures and the recognition that, regardless of where people come from, everyone has something to contribute. Pluralism, according to Bennett (1993 as cited in Golay, 2006), has an adaptive stage of intercultural sensitivity and requires at least two internalized cultural frames of reference (p. 54). In a study to assess the experiences of teacher educators in the making of multicultural and global teachers, Merryfield (2000) found differences between the experiences identified by people of color and those who were white. The study looked at 80 college educators who had been recognized by their peers as being successful at preparing pre-service teachers in multicultural and global education. Through their personal experiences, college educators of color were found to have an
understanding of discrimination and outsider status because they grew up in a society of white privilege and racism. In contrast, many of the middle-class white teacher educators had their profound experiences while living outside of the United States. Given the demographics of many PK-12 educators, these finding are relevant to the problem of practice. Merryfield’s (2000) study supports the need for PK-12 educators to participate in international study programs in an effort to develop the skills and perspective needed to provide a multicultural and global education to their students.

Appreciation of other cultures includes the belief that people everywhere have something to offer. Adopting this belief can be enhanced through experiential international study programs. “The experience abroad, regardless of the level at which it takes place, offers the individual a unique opportunity for intercultural development as it involves both physical and psychological transitions that engage the cognitive, affective, and behavioral domains” (Cushner, 2007). Through interactions with children and adults of the hosting country, student teachers have demonstrated an increased cultural knowledge, a broadened global perspective, and an increased understanding of the importance of multicultural education (Ference, 2006; Cushner, 2007). Difficult experiences encountered during the adjustment process in overseas experiences facilitate growth. “Students increase their worldmindedness as they move beyond their ‘comfort zone’ and explore cultures and peoples who differ significantly from themselves and their personal experiences” (Douglas & Jones-Rikken, 2001, p.7) People remember these encounters as they overcome the cross-cultural adjustment and gain self-confidence. (Cushner & Brislin, 1996). Learning that occurs in authentic settings, allowing for engagement, reflection, and evaluation, are more likely to cause rethinking of a global perspective (Wilson, 2001).
Efficacy.

Bandura, (1994) defines self-efficacy as the belief that one has the ability to organize and execute what is required to confront and handle situations in one’s life. Teachers with a strong self-efficacy feel confident in the classroom and in their ability to impact student learning. Educators with high self-efficacy praise students more, are better motivators, and are better able to guide students in learning through prompts and asking probing questions (Gibson and Dembo, 1984).

When student teachers are given the opportunity to teach overseas, they are able to live and work in a community, which may range from slightly different to dramatically different. The experience of an American student teacher in the United Kingdom would certainly provide a different cultural experience; however, that same student in rural China or India is likely to encounter a much more dramatic set of circumstances. As described earlier, Moon’s (2004) research has shown that the greater the challenge or disruption in the experience, the stronger the role of reflection to make sense of the situation, thereby resulting in increased learning. Cushner (2007) reports that overseas experience causes students to stretch beyond their usual comfort zone to experience the event without the support of their home, school, or friends. He also found that because student teaching is generally conducted alone, as opposed to study abroad in which the student may be part of a group, an increase in self-efficacy is possible as students learn to make their own way throughout their stay.

Teachers who participate in international study programs return with a greater sense of authority in the classroom when discussing the world, and this authority translated into encouragement for students to travel abroad (Martens, 1991, p. 93). When a teacher can inspire a
student to consider the world in a different light, it opens the door to developing global-mindedness. Walton (2002) suggests that, by way of interference, students learn from teachers who demonstrate international perspectives during classroom communications.

In a study of Peace Corps volunteers, Cross (1998) found that the experience usually had a profound effect on a teacher's personality and that the effect had the power to enhance the ability to teach. Cross also noted Peace Corps volunteers who are teachers also gain demonstrate increased self-efficacy, cultural awareness, and to some extent teacher efficacy (p. 45).

As education reform efforts point to the need for global education, it is important that educators feel comfortable discussing global issues and confident that their global perspective will offer a more global view for their students.

**Globalcentrism.**

A globally-minded individual exhibits behaviors that stretch beyond the national level to an awareness of global needs and issues. They understand that advances in their own country can be applied on a more global scale to the benefit of others. Research supports the benefits of international study programs to advance globalcentrism.

In a study conducted by Younes and Asay (2003), college students participated in thirteen to sixteen day study tours to various European countries. Gains were identified in group dynamics, in personal growth, and in education in terms of increased learning of the content and subject of focus. Participants reported having more respect for people of different cultures and stated, “‘It has made me realize that there is really a whole other world out there beyond the United States’; and ‘The world seems a bit smaller now.’” (Younes & Asay, 2003, p. 145).
**Interconnectedness.**

Around the world, the ever-changing forces of fuel, cheap labor, medical advances, politics, and the like have made people more aware of the interconnectedness and interdependence each person and country has with the world (Friedman 2007, Rivoli 2009, Brown & Kysilka, 2009). Educators must possess an appreciation and understanding of this interconnectedness in order to highlight the rapidly growing international aspects of their students’ lives (Brown & Kysilka, 2009).

As part of a working paper for the “Guidelines for International Teacher Education,” Alger and Harf (1985) began their paper by stating “Global education is in its infancy” (p. 3). Yet even twenty-five years ago, they submitted ideas that remain active today. They argued that human beings require global education to have a fulfilling life on this planet, explaining that removal of the national border as a barrier to understanding is essential for everybody, not just decision-makers or the elite (p. 25).

**Business Research**

Just as education turns to teachers to provide a global education to students, business looks to business executives to accept global leadership roles in the preparation of employees competing in global markets. However, identifying the essential competencies associated with effective global leadership is not well researched. Bird (2009) notes that a search for “global leadership assessments” using Google yields only 64 sites. Two years later, as this researcher duplicated the search using Google, it revealed 18,400 results in 0.20 seconds, a testament to the need and attention being given to this topic.

While global leadership researchers continue to seek effective measures of global leadership, strategies for globalizing personnel and developing global leadership skills continues.
Many general leadership development programs utilize 360-degree feedback, executive coaching, mentoring, reflection, action learning, and outdoor experiences. Of these, job assignments that place personnel in experiential context generate the greatest type of cultural contrast. This type of contrast leads one to unfreeze previous views and allows one to confront typical approaches with new or different approaches (Beard & Wilson, 2010; Moon, 2005; Mendenhall et al., 2009). This point is further stressed with an example provided by Oddou and Mendenhall (2009) in a description of one of the authors traveling to France with his family. The author recalls the culture shock in the absence of unfamiliar “markers,” which led to disorientation and the inability to perform habitual tasks. He explains that he had to modify his understanding of how things get done, referring to this as “replacement” when an internal map is altered and learning takes place (Mendenhall, et al. 2009, pp. 169-171).

In summary, business models and research indicate similar needs to assess the various dimensions of global-mindedness, and to develop effective training strategies to globalize personnel. Turning to training which places the learner in an experiential setting with opportunities for disruption of views, reflection, reframing of contexts, and replacement with new perspectives appears as important in business as in education.

**Impact on In-Service Educators**

Programs in which in-service teachers have participated in teaching abroad programs have yielded results worth noting. Martens (1991) conducted a study of the perceptions of participants in the German Marshall Fund (GMF) of the United States Teacher In-service Training program. Martens found that fellows perceived a greater academic prestige and greater recognition following their experience. They reported sustained friendships and ongoing interaction with both the German and American fellows. Of particular importance, Martens
reported that knowledge gained during the GMF experience was transmitted and shared with students and colleagues as fellows reported a sense of authority and expertise in discussing their host country (Martens, 1991, pp. 91-92).

In a new impact study conducted for the European Commission, benefits were reported when educators traveled within Europe to take course and workshops. 3,400 teachers and school staff who participated in Comenius In-Service Training over a six-month period in 2009 responded with a 93% satisfaction rate with the outcomes of training abroad. Educators reported feeling motivated to continue developing their professional competencies. The study showed an increase in knowledge within the area of specialization, an acquaintance with new knowledge in other fields, and reflection of one's own teaching and working methods. As is generally true everywhere, “Those who had been well prepared for the content of the course, most often reported an improvement of knowledge and skills in their own subject area” (Maiworm, Kastner, & Wenzel, 2010, pp.4-5). Additionally, intercultural knowledge and competency increased, and contacts with colleagues from other countries were established.

**Negative Cases**

Not every aspect of an international study program results in a positive impact. Zhai’s (2000) study of college students found that some students reported negative incidents in the host country including mistreatment based on the misconceptions of local citizens regarding the United States and its people. Students also expressed frustration with healthcare systems and medical treatment; theft of wallets, and course quality and teaching methodologies (p. 142).

Advance preparation can help travelers to adjust to the aforementioned concerns, but some negative experiences may remain. Regardless, even though these unpleasant aspects of an international study experience may occur, global perspectives can still shift in a positive
direction. For example, someone may experience frustration with medical treatment and report this as a negative experience; however, the resulting perception may be a shift to that of concern for the health and treatment of people in that country, perhaps even serving as a catalyst to become actively involved in making a difference.

Summary

Exposing future teachers to challenges associated with global diversity (cultural, ethnic, religious and economic) is of major importance in the 21st century (Wilson, 2009). “[T]here is clear evidence that international experience impacts both substantive knowledge and perceptual understanding aspects of a global perspective and both personal growth and development of meaningful interpersonal relationships” (Wilson, 1993, p. 21). Parallels have been drawn between travel abroad and teachers’ performance on global knowledge tests, including gains obtained through short-term travel (Wieber, 1982; Wilson, 1993).

Research investigating study abroad for global engagement and the long term impact of mobility experiences, conducted by Paige et al. (2009), resulted in significant findings. 6,391 study abroad participants responded to a survey, 63 of whom were also interviewed to reveal five dimensions of impact from study abroad: civic engagement, knowledge production, philanthropy, social entrepreneurship, and voluntary simplicity. In their findings, Paige et al. found that 83.5% of participants recorded their study abroad experience as having a strong impact on their lives and 73.8% reported that their overseas experience had a strong impact on friendships and student-peer interactions (p.10). Additionally, they reported an impact on subsequent educational and career choices (p. 1).

Research has demonstrated the influence of teacher experiences in developing the global perspectives of students in their classrooms. If an international experience can significantly
impact an educator, in terms of global engagement, cultural diversity, and overall global-mindedness, than the likelihood of providing a more global education through transference of the international experience is increased. Paige et al.’s (2009) findings of the long-term impact of an international experience are exciting in that the connection between international study and global engagement is clearly demonstrated.

Most of the research conducted on international study experiences has investigated programs lasting four weeks to a year. Yet the potential for increased participation in international programs would likely increase if the commitment for participation was reduced to one to two weeks. If international study programs, mostly of longer duration, can so clearly demonstrate benefits, it becomes all the more relevant to investigate the impact of short-term programs to measure their impact and to look for indicators of how to design study tours to maximize the potential for developing global-mindedness.
Chapter 3

Research Design

Research Questions

The problem of practice for this research project was to determine the impact of international study tours in the development of global-mindedness among educators participating in the SEM School District’s study tour programs. Through this study, the researcher was focused on investigating the impact of study tours in altering educators’ world views, and in determining which specific aspects of a study tour are most influential in challenging their thinking and shaping their global perspective. The resulting conclusions will assist the researcher and others in maximizing the effectiveness of future study tours focused on developing global-mindedness.

The primary quantitative question guiding this study was: *To what extent do short-term (1-2 week) international study tour programs impact global-mindedness among PK-12 participating educators?* Hett (1993) identified five dimensions of global-mindedness during her research in developing a global-mindedness scale. Each of the five dimensions, embedded within the hypotheses below, serve as a dependent variable (DV) in determining outcomes when providing a professional development study tour program, the independent variable (IV), to PK-12 educators.

**Hypotheses For Quantitative Question**

1. There will be a significant difference in the pre-tour and post tour results for *global responsibility* among participants of the SEM School District’s study tours.

2. There will be a significant difference in the pre-tour and post tour results for *cultural pluralism* among participants of the SEM School District’s study tours.
3. There will be a significant difference in the pre-tour and post tour results for *efficacy* towards global issues among participants of the SEM School District’s study tours.

4. There will be a significant difference in the pre-tour and post tour results for *globalcentrism* among participants of the SEM School District’s study tours.

5. There will be a significant difference in the pre-tour and post tour results for global *interconnectedness* among participants of the SEM School District’s study tours.

There is a growing concern about the degree to which educators are prepared to teach students through a global lens (Merryfield, 2005; Cushner, 2007). In response, many colleges and universities are encouraging more international experiences for pre-service teachers (Open Doors, 2010). But what is being done for in-service educators? The various benefits of international study programs are well documented, so the need for educator participation is high (Martens, 1991; Wilson, 1993; Merryfield, 1995; Tye, 2003; Holden & Hicks, 2007). However, the ability of an in-service educator to participate in the typical semester or year abroad program of a pre-service teacher is not generally feasible. Therefore, perhaps implementing short-term study tour programs of one to two weeks could provide an alternative experience, with benefits similar to those seen in long-term study abroad programs, yet yield a greater participation rate.

Four supporting questions to enhance this investigation were: *(a) What are the characteristics of the educators participating in the international study tour programs? (b) Which components of a study tour program do participants report as having the greatest impact, both personally and professionally? (c) To what extent do various study tour activities alter the thinking and views of participants with respect to education? (d) To what extent do various study tour activities alter the thinking and views of participants with respect to global perspective?*
These questions were used to determine which particular aspects of a study tour, if any, impact educators the most by challenging them to re-think and alter their views, and thus, develop a greater level of global-mindedness. This information will be useful when offering future study tour programs to ensure that the most effective resources, activities, and approaches are designed into the program.

Methodology

This section explains the procedures that were used for the investigation of the impact of international study tours on global-mindedness in PK-12 educators participating in the SEM School District’s study tour programs. The following sections will be presented: Research Design Approach; Practice-Based Research Designs; Site and Participation; Instrumentation; Focus Group Format; Data Collection; and Data Analysis.

Research Design Approach

A mixed methods approach was employed for this research project, as both quantitative and qualitative methods were used in exploring and understanding the impact of study tours in the development of global-mindedness among PK-12 educators. By combining both approaches, the overall strength of the study was greater than conducting either a quantitative or qualitative approach alone (Creswell, 2009, p. 4). The study introduced each procedure sequentially, beginning with the quantitative component to test the impact of short-term study tour programs on global-mindedness as measured by Hett’s (1993) Global-Mindedness Scale (GMS). The GMS was administered at the start of each study tour program, and was administered again at the completion of the program. Next, the qualitative approach was implemented using focus groups to provide a detailed exploration of the impact of the program on the dimensions of global-
mindedness, as well as information regarding which aspects of the tour had the greatest impact. Finally, the results of the two methods were carefully reviewed to determine if themes emerged from the focus groups that would help to explain the results of the Global-Mindedness Scale.

**Quantitative: Practice-based Research Design**

The design selected for use in the quantitative aspect of the study was a pre-experimental design with a single group of participants who received an international study tour intervention to either Costa Rica or China (Creswell, 2009, p. 158). The objective of this component of the study was to determine to what extent short-term (1-2 week) international study tour programs impact global-mindedness among PK-12 participating educators. This quantitative component was conducted as a pre-experimental one-group design with a pre-test, an intervention, and a post-test.

*One-group pre-test—post-test design*

Group A: O1 --------- X ---------O2

This design was advantageous in that the researcher obtained data to reflect a baseline level of global-mindedness for the participants prior to the intervention, followed by post-tour results to determine the impact of the study tours. The GMS survey results for group A were analyzed for pre-tour survey and post-tour survey differences for each of the five dimensions of global-mindedness measured in the instrument.

**Variables.**

The dependent variable (DV) for this study was represented by the outcome of global-mindedness. The global-mindedness DV was comprised of five distinct dimensions, each of
which were analyzed individually, thus yielding an additional five DVs. The independent variable (IV) was represented by the intervention of an international study tour.

**Qualitative: Practice-based Research Design**

Focus groups were established for the qualitative aspect of the study. The focus group sessions were designed to determine which components of the study tour program participants described as having the greatest impact on developing their global perspective. A total of two, one-hour long focus group interviews were scheduled within fourteen to twenty-one days of the conclusion of each study tour program. According to Fowler (2009) focus groups should contain six to eight participants. During the initial pre-tour survey administration, participants were asked to volunteer to participate in a post-study tour program focus group.

**Site and Participation**

Educators participating in the study were recruited from study tour programs to Costa Rica and China being offered by the SEM School District. A letter was provided to the Superintendent of Schools requesting permission to conduct this study. The letter explained the purpose of the study and included a description of the procedures and timeline for completion. The Superintendent granted approval for the study in a letter located in Appendix A of this document.

Pre-tour workshops and logistical meetings were conducted on site at the SEM School District. The experiential study tours component of the program were conducted in either Costa Rica or China. Itineraries for each study tour are located in Appendix B.
The sampling frame includes 53 self-selected participants from two international study tours. All 53 participants were asked to participate in the sample population. The study tour programs were open to all PK-12 educators in the SEM School District. When the tours were not filled to capacity, remaining seats were then made available to be filled by other educators in nearby districts. Participants represent PK-12 public school educators across all disciplines from five Southeastern Massachusetts suburban districts. Nineteen educators traveled to Costa Rica (February, 2011) and thirty-three educators traveled to China (April, 2011). All participants were recruited to participate in the study; however one person participating in the China study tour choose not to participate.

**Participant demographics.**

A total sample of 52 teachers and administrators, ranging in age from 25 to 60 years, participated in the study. The number of teachers and administrators can be seen in Table 3.1. All educators possessed a minimum of a Bachelor’s Degree and all held a Massachusetts Educators’ License.

**Table 3.1. Teacher and Administrator Participation for Each Study Tour**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Costa Rica</th>
<th>China</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers</strong></td>
<td>12 teachers: all female</td>
<td>25 teachers: all female</td>
</tr>
<tr>
<td><strong>Administrators</strong></td>
<td>3 administrators: all female</td>
<td>3 administrators: all female</td>
</tr>
<tr>
<td><strong>Educators participating in both tours.</strong></td>
<td>3 Teachers: 1 male / 2 females</td>
<td>3 Teachers: 1 male / 2 females</td>
</tr>
<tr>
<td></td>
<td>1 Administrator: 1 female</td>
<td>1 Administrator: 1 female</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>19 people</td>
<td>32 people</td>
</tr>
</tbody>
</table>
Professional credit.

Educators participating in the SEM School District’s STP received 67.5 professional development points (PDPs), which is a generic term for clock hours required for certification of professional development activities for certified teachers. The term PDPs is used in Massachusetts; however other states may use terms such as continuing education units, clock hours, etc. Educators participating in the STP also had the option of receiving graduate credits through Endicott College in Massachusetts.

Recruitment.

All participants of the SEM School District’s sponsored study tour to both Costa Rica and China were recruited to participate. This researcher served as group leader for the pre-tour, on-tour, and post-tour activities. Educators were sent a letter via email letter (see attached) requesting participation in the study and asking each participant to attend a meeting in which they had time to complete the survey. To encourage attendance at the pre-tour survey meeting, a drawing was held and one Flip camera was awarded to a participant of the Costa Rica trip and one Flip camera went to a participant of the China trip. At the post-tour survey session, iPevo document cameras were awarded.

Instrumentation

For the first part of quantitative component of the study, the Global-Mindedness Scale (GMS) developed by E. Jane Hett (1993) was administered as both a pre-tour survey and post-tour survey. Permission had been obtained to use this instrument in the study (Appendix A). The GMS, developed using retroductive triangulation, required an extensive interview process and analysis of the theoretical and empirical literature. To test the instrument, Hett administered the
46-item GMS to 396 undergraduate students at the University of California, San Diego. Content validity was established by a panel of four content judges resulting in an overall Content Validity Index (CVI) of .88, while a factor analysis confirmed construct validity. Correlation coefficients were established between reported behaviors and global-mindedness scores.

The final version of the GMS was comprised of 30 items rated with a five-point Likert-type scale ranging from strongly disagree to strongly agree. The 30 items, which were retained for this study, represent what Hett (1993) identified as the five domains of global-mindedness: (a) Responsibility, (b) Cultural Pluralism, (c) Efficacy, (d) Globalcentrism, and (e) Interconnectedness (p. 143). Using Cronbach’s coefficient alpha, internal reliability calculated at .90 overall. Alpha subscales can be found in Table 3.2.

**Table 3.2. Reliability Analysis of the Reduced 30-Item, Five Factor solution of the Global-Mindedness Scale**

<table>
<thead>
<tr>
<th>Subscale</th>
<th>No. of items</th>
<th>Reliability alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1 – Responsibility</td>
<td>7</td>
<td>.80</td>
</tr>
<tr>
<td>Factor 2 – Cultural Pluralism</td>
<td>8</td>
<td>.75</td>
</tr>
<tr>
<td>Factor 3 – Efficacy</td>
<td>5</td>
<td>.72</td>
</tr>
<tr>
<td>Factor 4 – Globalcentrism</td>
<td>5</td>
<td>.65</td>
</tr>
<tr>
<td>Factor 5 - Interconnectedness</td>
<td>5</td>
<td>.70</td>
</tr>
<tr>
<td>Total Instrument</td>
<td>30</td>
<td>.90</td>
</tr>
</tbody>
</table>

Source: Hett (1993, p. 117)

Additionally, a second instrument, the Activity Impact Survey (AIS), was administered during the post-tour phase of the research. This survey, developed by the researcher, was comprised of 71 items rated with a five-point Likert-like scale. The AIS contained three sections:
Importance of Activities; Education; and Global Perspective. The instrument was reviewed using a two-tier process in which an original draft was developed and sent to a director of professional development for a tour company, and two superintendents with extensive international travel experience, both of whom hold a doctoral degree. The survey was reviewed to determine the value and usefulness of each question; and to ensure that each question was essential for understanding the various aspects of a study tour. Following their recommendations, changes were made and then a second draft was sent to different reviewers for further feedback. Again, revisions were made. Next, the survey was field tested with four educators with international travel experience to examine if the wording was clear, if the survey was easy to use, and if it was appropriate for a post-international experience. Final minor adjustments were made based on suggestions from this field test.

**Demographic survey data.**

Part II of the pre-tour survey was comprised of 13 questions designed to collect demographic information from each educator in the sample. Relevant demographic data included race, age, educational background, years teaching, grades taught, international contact and experiences, where they were from, and sources of news information.

**Focus Groups Format**

A set of ten interview questions were developed to guide the focus groups. The interview environment was friendly and informal to provide a comfortable atmosphere for sharing thoughts and reflecting on the study tour experience. Following focus group guidelines outlined by Krueger and King (1998), the participants were told that the session was being recorded and the process began with an explanation of the purpose and objective of the session, and the researcher
reminded participants of the confidentiality of their responses. Other reminders included respect for all responses, as there are no wrong answers just different points of view, and that only one person should speak at a time. Every effort was made to keep all participants involved, to keep discussions focused and on-track, and to respond to participants adeptly so as to convey a sense of relaxed informality. The interviews were conclude with a summary whereby participants were be asked to comment on any missing points of the session. All participants were thanked individually as they left (Krueger & King, 1998, as cited in Zhai, 2000, p.177).

**Data Collection**

**Quantitative surveys.**

A pre-tour meeting was scheduled shortly following research approval from the Institutional Review Board (IRB) at Northeastern University. A letter was sent via email to tell participants about the study and asking them to attend a pre-tour meeting. During the pre-tour meeting, the researcher explained the study to the group prior to accepting signed consent forms. Participants were given verbal directions regarding the details of the study including the following: why they are being asked to participate, the purpose and significance of the study, what will be required of them as participants, and the use of the information collected. The researcher explained confidentiality and security of data procedures. All participants had an opportunity to ask questions regarding participation. The pre-tour survey took approximately 10 minutes to complete. The survey can be found in Appendix C of this document. Following the pre-tour survey, all participants were sent a thank you note.
Throughout the research process, all surveys were kept in a locked cabinet. All data entered into a laptop was kept in the researchers’ locked office and home. At the conclusion of the research process, all surveys were destroyed.

Following the completion of each study tour, a meeting was held to administer the post-tour survey. This meeting was scheduled within fourteen to twenty-one days of the conclusion of each study tour program. The post-tour survey took approximately 15 minutes to complete, as Part II of the survey included the Activities Impact Survey (AIS). Following the post-tour survey, all participants were again sent a thank you note, a sample of which is located in Appendix E of this document.

**Qualitative focus groups.**

The intent of conducting post-tour focus groups was to obtain data related to the participants’ experiences and emerging views, as a window into the impact of those experiences on their perspectives and knowledge related to global matters. Participants for the focus groups were selected on a volunteer basis. During the pre-tour survey, the total sample group was asked if they would be willing to support the study as participants in post-tour focus groups. A focus group was then conducted following both the Costa Rica and China study tours. The Costa Rica focus group was comprised of five study tour participants, while the China focus group contained seven people. Focus groups met for one hour and each of the sessions took place within the SEM School District between fourteen and twenty-one days following the tour. This provided time for participants to settle back into their work environment, while also allowing for the gathering of data while details of the experience were still fresh in their minds. The focus groups were scheduled on the following dates:
The researcher participated in each of the study tours, during which time relationships were established with each of the educators. This relationship-building was important in preparation to conduct the focus group interviews. Weiss (1994) emphasized that, “What is essential in interviewing is to maintain a working research partnership” (p. 119, as cited in Maxwell, 2005, p. 84). Because the study tour experience was shared, deeper relationships were formed and conversations were relaxed, open, and perceived to be quite genuine, which proved advantageous during the interviews. Lawrence-Lightfoot and Davis (1997) argued that “relationships that are complex, fluid, symmetric, and reciprocal—that are shaped by both researchers and actors—reflect a more responsible ethical stance and are likely to yield deeper data and better social science” (pp. 137-138, as cited in Maxwell, 2005, p. 84). Thus, the resulting focus group interviews were perceived by the researcher to be relaxed and comfortable, allowing for more honest and comprehensive responses to each question.

During the interview, audiotape recordings of the focus group sessions were made and a transcription of the sessions was produced. Once transcription had been completed, all audio recordings were destroyed. Transcripts were retained until the completion of the research, at which time all transcripts were also destroyed.

Data Analysis

Quantitative data collected from the surveys was entered into SAS for statistical analysis. Specific to global-mindedness, to determine any differences between the pre-tour GMS results and post-tour GMS results, an analysis of variance (ANOVA) was conducted with a critical
value for significance \( p = .05 \). Further analyses were also conducted to determine the impact of each dimension of global-mindedness using five separate ANOVA. These ANOVA tests were run with a lower critical value for significance of \( .01 \) to reduce experimental error risk due to the small sample size. To gain an understanding of the characteristics of study tour participants as gathered in Part II of the survey, additional descriptive statistics of frequency and percentage, were utilized to support the research questions. These descriptive statistics were also employed for the three sections of the Activity Impact Survey of the post-survey data to analyze responses about participants’ perceptions related to the importance of study tour activities, and their impact on education and global perspectives.

Data obtained from focus groups were analyzed using inductive data analysis. Prior to the focus group interviews, broad draft organizational categories were developed to describe the anticipated major topics of the interviews: negative comments, positive comments, global education, global perspective, and activities. Following the focus group interviews, as Maxwell (2005) suggests, the researcher listened to the interview tapes to help organize thoughts and provide ideas about categories, relationships, and themes. Next, the actual analysis of the transcripts began. Inductive data analysis was used to condense the raw text data into summary format and to establish clear links between the research objectives and the summary findings from the raw data (Thomas, 2003). All data were coded by identifying stand-alone units of information, such as statements or paragraphs, which were interpretable without additional supporting information. Next, the coded data were further organized into categories based on “look-alike” characteristics. Once categories began to accrue units of coded data, decision were
made as to whether to include the categories into the interpretation stage (Lincoln & Guba, 1985, as cited in Zhai, 2000).

Validity and Credibility

Quantitative

Acquiring accurate evidence to determine the impact of a study tour on developing global-mindedness in PK-12 educators was increased by the use of Hett’s (1993) survey, which established a content validity of .88, thus helping to ensure internal validity. However, with respect to construct validity, Shuttleworth (2009) explained that it is possible that construct validity may be somewhat compromised by the “Hawthorne Effect.” In such a scenario, participants may feel special as a result of participating in the study tour programs, and as a result, may work harder at becoming more globally-minded and pay greater attention to resources outside the scope of the study tour program leading to changes in global-mindedness between the pre-tour survey and post-tour survey. If this occurs, the study may still reflect high internal validity because the research manipulation, the study tour, served as the catalyst for increased participants’ efforts to become more globally-minded. Regardless, the results may reflect some degree of change in global-mindedness as a result of either the study tour or a confounding variable.

External validity is somewhat compromised in all research of international study programs in that participants are generally self-selected, and this study was no different. It is difficult to determine conclusively if data reflects cause and effect relationships of an international experience, or if a confounding variable exists which causes a particular group of individuals to choose to participate in these types of programs. However, by using a pre-
test/post-test research design, initial baseline attitudes and perspectives were determined at the beginning of the program. Conducting a post-tour survey shortly after the international experience helped to mitigate the impact of additional external variables, thus reducing limitations of generalizing to a larger population. One advantage of the short-term study tour program was that opportunities for the influence of external factors to contaminate the study were minimized because the manipulated variable is concentrated into a short time period. Study abroad programs, which may last for months or even a year, provide greater exposure to additional external factors including, but not limited to, communication with family and friends from home, home based news and media outlets, music and entertainment influences, personal readings, and natural maturation that may occur.

Qualitative

According to Guba and Lincoln (1985), trustworthiness of a research study is important in evaluating its worth and parallels the value of validity in quantitative research. They identify four mechanisms for establishing trustworthiness: credibility, transferability, dependability, and confirmability (Guba & Lincoln, 1985, as cited in Zhai, 2000). In this proposed study, credibility and confirmability were established using “methods triangulation” to explain complementary aspects of the study, thus ensuring a rich, comprehensive account of the impact of the study tour treatment (Patton, 1999 as cited in Cohen & Crabtree, 2006). Additionally, using a method of “member check,” two members from each focus group were sent a draft of the data analysis results to critically evaluate the interpretations of the data acquired during the focus group process. Finally, “thick description,” whereby direct quotes from interviews are documented, was employed to support transferability (Cohen & Crabtree, 2006).
Protection of Human Subjects

In 1991, the United States Department of Education, along with seventeen federal departments and agencies, adopted a common set of regulations known as the Federal Policy for the Protection of Human Subjects or "Common Rule" (U.S. Dept. of Education, 2004). These regulations were based on the internationally recognized ethical principles of research. All research for this study was conducted in accordance with these regulations.

The participation of educators in this study did not present any obvious risks to the participants. The project assessed the impact of study tour experiences on developing global-mindedness; therefore the project did not pose any obvious physical, social, or emotional risks to the participants. The researcher was responsible for the development and offering of the study tour programs. As such, the researcher conducted the pre-tour workshops and traveled with each group to the host countries.

It should be noted that the researcher was employed as a district administrator within the SEM School District, and was therefore “the boss” of several of the participants. Theoretically, participants could be concerned that reporting a negative experience, or failure to report what they perceived to be the researcher’s desired outcome, would be viewed as a concern in their performance and evaluation. However, the researcher was not a direct supervisor to any of the teachers and was not responsible for evaluating any of the participants.

Throughout the study, procedures were explained to all participants. Each participant signed a consent form and was given ample opportunities to ask questions. The researcher also stressed confidentiality for participants and was clear in communicating the option for participants to withdraw from the study at any time without fear of any form of retaliation. The research process was conducted with respect and consideration for all participants following the
guidelines outlined by Northeastern University’s Office of Human Subject Research Protection (HSRP).

An application for approval to conduct human subject research was submitted to Northeastern University’s Institutional Review Board (IRB). Approved consent forms, letters of permission, survey questions, advisor approval forms, and other supporting documents were included to ensure proper compliance. The study was approved by the IRB in February, 2011.

Conclusion

As the world continues to change, so too must education, just as it has for centuries. But in recent years, new variables have been introduced such as the Technology Revolution and the onset of the Knowledge Age. The world is more connected and interdependent than ever before. As business, industry, governments, arts, and science scramble to adjust, so too must educational institutions. The core of any educational system is defined by what takes place in the classroom during the exchange between teachers and students. But even the “classroom” itself is dissolving from four concrete walls to a limitless virtual classroom without borders. Educators must acquire the experience and skills to navigate this new classroom and be given appropriate and effective training that prepares them to teach with a perspective reflective of their global classroom and the world.

Many types of international study experiences have demonstrated benefits related to the various dimensions of global-mindedness. But the percentage of teachers who participate in an international study experience in high school or college is minimal; and the number of in-service teachers participating in these programs is even more limited. Professional development options
which provide the benefits of an international study experience, but which can be experienced within a shorter time commitment, must be explored.

This study sought to understand the impact of international study tours on the development of global-mindedness in PK-12 educators. The quantitative aspect of the study provided data from the Global-Mindedness Scale reflecting changes in the five dimensions of global-mindedness, while the qualitative component provided an in-depth view of the specifics of any perceived impact. Together, these methods helped to connect the themes described by the participating study tour educators during the focus groups, to the results of the Global-Mindedness Scale and the Activity Impact Survey. The resulting conclusions assisted the researcher and others in developing and offering future professional development opportunities designed to foster global-mindedness.
Chapter 4

Report of Research Findings

Design Approach

The purpose of this investigation was to examine the extent to which short-term (1-2 weeks) international study tour programs impact global-mindedness among K-12 public school educators. This study employed a mixed methods approach to investigate the impact of a professional development study tour to Costa Rica and a tour to China.

Quantitative Approach

The quantitative research component compiled statistics acquired from both pre-tour and post-tour surveys comprised of background data questions and a series of five-point Likert scale questions related to global-mindedness, the importance of various study tour activities, and the impact of the study tours on participants’ views of education and global perspectives. All data were entered into SAS for analysis. Descriptive statistics were used to present a summary of the overall data from both study tours. Comparative statistics were utilized to determine similarities and differences in the degree of impact between the two study tour destinations. Finally, the researcher employed correlational statistics to examine relationships between various variables in the study.

Qualitative Approach

This mixed methods study employed focus group interview as a method for triangulating the quantitative data, thus ensuring an account that was rich, robust, comprehensive, and well-developed (Cohen & Crabtree, 2006). Within the qualitative process, triangulation of sources
was also employed using both member checking and thick description as recommended by Lincoln and Guba (1985, as cited in Cohen & Crabtree, 2006).

The qualitative research component consisted of data generated from two post-tour one-hour focus group interview sessions. Each session was digitally recorded. At the start of each session, participants were provided with a list of ten questions that would be asked during the interview session. Participants were asked to collect their thoughts about each question and briefly record their responses on an interview question worksheet (Appendix D). After approximately ten minutes, participants appeared to have completed the jotting of notes for the session questions and so the researcher commenced the interview process.

The researcher utilized guidelines provided by Krueger and King (1998) for conducting the focus group interviews including an explanation of the process and the guidelines governing confidentiality, the recording of the session, and respect for one another’s responses. The researcher was also cognizant of the importance of establishing a rapport, allowing sufficient time for each question, keeping all participants involved, and conveying a sense of relaxed informality.

Following the interviews, the focus group sessions were transcribed from the digital recording. Following transcription, as recommended by Miles and Huberman (1994), interviews were transcribed and loaded into MAXQDAplus, a code and retrieve software program which allowed for coding of text, reorganizing and sorting of data, and retrieval of segments for analysis in order to meaningfully dissect the interview sessions. Following guidelines recommended by Creswell (2007), the researcher began the coding process by establishing open codes, thus coding the data for its major categories. As Miles and Huberman (1994) explain,
“Codes are tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study” (p. 57). Therefore, statements from interviews were organized into the broad categories of global-mindedness, activities, education, and global perspective corresponding to the key focus points of the research questions, as well as suggestions for conducting future study tour programs. These primary core categories allowed for chunking of the primary topics and concepts of the interviews as viewed through the conceptual framework lens as presented by this researcher in Chapter 2.

Following the establishment of core or primary coding categories to chunk phrases, sentences, and paragraphs, the researcher again reviewed the text and began implementing axial coding procedures in which the researcher “…identifies one open coding category to focus on, and then goes back to the data and creates categories around this core phenomenon” (Creswell, 2007, p. 64). This type of coding with subcategories permitted greater differentiation. Using this system, the researcher generated a list of core codes to identify key themes, followed by additional descriptive sub-codes. Finally, utilizing MAXQDA, the researcher identified reoccurring themes and then began the process of relating the categories with the research questions.

Description of the Population

It should be noted that there were 19 participants of the study tour to Costa Rica and 32 participants of the study tour to China who were included in this research study for a total of 51 in the sample. Although 5 of these people participated in both study tours, for the purpose of this research, they were treated as separate participants each time. The research project was designed to explore the impact of short-term study tours with the assumption that previous travel
experience would not preclude the potential for impact on global-mindedness and global perspective through participation in one or both of the study tours. Thus, educators participating in both study tours were treated as individual participants for each of the tours.

**Research Questions**

This research study examined the primary question: *To what extent do short-term (1-2 week) international study tour programs impact global-mindedness among K-12 participating educators?* Four supporting questions provided additional insight into the primary question: (a) *What are the characteristics of educators who participate in the international study tour programs?* (b) *Which components of a study tour program do participants report as having the greatest impact, both personally and professionally?* (c) *To what extent do various study tour activities alter the thinking and views of participants with respect to education?* (d) *To what extent do various study tour activities alter the thinking and views of participants with respect to global perspective?*

In this chapter, the findings are presented based on each of these research questions using both quantitative and qualitative methods. The data are organized in a manner such that the demographics, obtained from 51 respondents in the pre-tour survey, are presented first, thus answering the supporting question related to characteristics of participating educators, followed by the remaining questions. Questions are addressed using a combination of quantitative and qualitative data as applicable. Thus, this chapter presents the qualitative data as it applies to the primary and supporting questions. Five primary themes evolved from the focus group interview data: (a) background and characteristics, (b) host and home country perceptions (c) personal and professional growth, (d) teaching and learning, and (e) culture and environment. Additional
supporting themes also emerged, and as such, are presented accordingly within each primary theme.

Supporting Research Question A

What are the characteristics of educators who participate in the international study tour programs?

Demographic data: sex and identity.

Table 4.1 provides an analysis of the distribution of research participants by sex and identity for each of the study tours. There were 51 participants in the research program. An analysis of the data show that of the 19 participants of the Costa Rica study tour, 94.73% (18) were female and 5.27% (1) were male. Similarly, data show that of the 32 participants of the China study tour, 96.87 (31) were female and 3.13% (1) were male.

It is interesting to note that the study tour program was open to all teachers and administrators in grades PK-12 in the SEM School District. All potential participants were notified by email of the professional development opportunity. Additionally, educators were informed in person about the program during a faculty meeting. The district employs 379 teachers, 25% (94) of whom are males. However, the enrollment for both study tours was comprised of all women, except for one male who participated in both programs.

Table 4.1 also provides an analysis of the identity of the respondents for each of the study tours showing that of the 19 respondents from the Costa Rica tour, 89.47% (17) identified themselves as White, 5.26% (1) identified themselves American Indian or Alaskan Native, and 5.26% (1) identified themselves as both White and American Indian or Alaskan Native. The table also shows that of the 31 respondents from the China tour, 96.77% (30) identified
themselves as White and that 3.23% (1) identified themselves as both White and American Indian or Alaskan Native. These identity demographics reflect the population of the SEM School District whereby 99.52% of the educational staff identify themselves as White compared to the State percentage of 91.64%, according to the Massachusetts Department of Elementary and Secondary district profiles (Massachusetts DESE, 2011, School/District profiles).

Table 4.1

*Distribution of Respondents by Sex and Identity*

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Costa Rica (N=19)</th>
<th>China (N=32)</th>
<th>Combined (N=51)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>94.73</td>
<td>31</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>5.27</td>
<td>1</td>
</tr>
<tr>
<td>Identity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>17</td>
<td>89.47</td>
<td>30</td>
</tr>
<tr>
<td>American Indian or Native Alaskan</td>
<td>1</td>
<td>5.26</td>
<td>0</td>
</tr>
<tr>
<td>Both White and American Indian or Native Alaskan</td>
<td>1</td>
<td>5.26</td>
<td>1</td>
</tr>
</tbody>
</table>

**Demographic data: age range.**

Table 4.2 provides an analysis of the age of the respondents for each of the study tours showing the lowest age range of participants fell in the 26 – 30 years of age at only 8% (4) of the overall participants. The highest range fell in the 31 – 35 years of age range at 18% with a central tendency mode value of 9. There were participants from across 8 of the 9 age ranges listed in question #32 on the pre-tour survey. The only range not represented was the 20 – 25 years age
range, which was likely to have been represented only if a first or second year teacher had participated in the study tours.

Table 4.2

_Distribution of Respondents by Age Range_

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Costa Rica (N=19)</th>
<th>China (N=31)</th>
<th>Combined (N=50)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>26 – 30</td>
<td>0</td>
<td>0%</td>
<td>4</td>
</tr>
<tr>
<td>31 – 35</td>
<td>5</td>
<td>26.32</td>
<td>4</td>
</tr>
<tr>
<td>36 - 40</td>
<td>1</td>
<td>5.26</td>
<td>4</td>
</tr>
<tr>
<td>41 – 45</td>
<td>2</td>
<td>10.53</td>
<td>4</td>
</tr>
<tr>
<td>46 – 50</td>
<td>4</td>
<td>21.05</td>
<td>2</td>
</tr>
<tr>
<td>50 – 55</td>
<td>3</td>
<td>15.79</td>
<td>5</td>
</tr>
<tr>
<td>56 – 60</td>
<td>2</td>
<td>10.53</td>
<td>4</td>
</tr>
<tr>
<td>60+</td>
<td>2</td>
<td>10.53</td>
<td>4</td>
</tr>
</tbody>
</table>

**Demographic data: level of education and global education courses.**

Table 4.3 provides an analysis of the highest level of education achieved by the respondents for each of the study tours showing the 4.00% (2) reported a Bachelor’s degree as their highest degree earned. 32.00% (16) reported earning a Masters degree with an additional 28% (14) and 32% (16) reported earning 30 and 60 additional graduate credits respectively.

Table 4.3 also provides an analysis of the enrollment in college course focusing on global education taken by the respondents for each of the study tours showing 14% (7) who reported that they had never taken a course geared towards global education. However, as many as 68% (34) of study tour participants reported taking between 1 – 4 global education courses. Overall,
86% of educators reported having participated in post-secondary course work related to global education.

Table 4.3  
*Distribution of Respondents by Highest Level of Education Achieved and Completion of Courses on Global Education*  

<table>
<thead>
<tr>
<th>Education</th>
<th>Costa Rica (N=19)</th>
<th>China (N=31)</th>
<th>Combined (N=50)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Degrees / Post graduate work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors</td>
<td>1</td>
<td>5.56</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
<td>33.33</td>
<td>10</td>
</tr>
<tr>
<td>Masters + 30</td>
<td>4</td>
<td>22.22</td>
<td>10</td>
</tr>
<tr>
<td>Masters + 60</td>
<td>6</td>
<td>38.89</td>
<td>10</td>
</tr>
<tr>
<td>Global Education Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>10.53</td>
<td>5</td>
</tr>
<tr>
<td>1 – 2 courses</td>
<td>10</td>
<td>52.63</td>
<td>14</td>
</tr>
<tr>
<td>3 – 4 courses</td>
<td>4</td>
<td>21.05</td>
<td>6</td>
</tr>
<tr>
<td>5 – 6 courses</td>
<td>2</td>
<td>10.53</td>
<td>2</td>
</tr>
<tr>
<td>&gt; 8 courses</td>
<td>1</td>
<td>5.26</td>
<td>4</td>
</tr>
</tbody>
</table>

Frequency missing for education: Costa Rica (1); China (0)

**Demographic data: grades taught.**

Table 4.4 provides an analysis of the various grade levels taught or serviced (some educators are counselors and do not teach in a classroom) by the respondents for each of the study tours. The data shows that 83.33% of participating educators have taught across multiple grade levels.
Table 4.4

*Distribution of Respondents by Grade Levels* Taught

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Costa Rica (N=18)</th>
<th>China (N=30)</th>
<th>Combined (N=48)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Elementary (PK – 5)</td>
<td>3</td>
<td>16.00</td>
<td>7</td>
</tr>
<tr>
<td>Middle (6 – 8)</td>
<td>3</td>
<td>16.00</td>
<td>3</td>
</tr>
<tr>
<td>High School (9 – 12)</td>
<td>3</td>
<td>16.00</td>
<td>4</td>
</tr>
<tr>
<td>Multiple Levels</td>
<td>9</td>
<td>50.00</td>
<td>16</td>
</tr>
</tbody>
</table>

Frequency Missing: Costa Rica (1); China (1)

*Indicates grade levels taught by participants at any point during their career.

Demographic data: years of teaching experience.

Table 4.5 provides an analysis of the years of teaching experience of the respondents for each of the study tours showing the lowest age range of participants. 36.73% (18) of the participants had been teaching between 6 – 10 years, and an additional 22.44% (11) of respondents reported teaching for 11 – 15 years, collectively reflecting 59.17% (29) of the study tour participants having taught between 6 and 15 years. Of note are the 18.36% (9) of participants nearing retirement age who participated in the study tour programs.
Table 4.5

**Distribution of Respondents by Years of Teaching Experience**

<table>
<thead>
<tr>
<th>Teaching Experience</th>
<th>Costa Rica (N=19)</th>
<th>China (N=30)</th>
<th>Combined (N=49)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( n )</td>
<td>%</td>
<td>( n )</td>
</tr>
<tr>
<td>1 – 5 years</td>
<td>1</td>
<td>5.26</td>
<td>2</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>6</td>
<td>31.58</td>
<td>12</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>6</td>
<td>31.58</td>
<td>5</td>
</tr>
<tr>
<td>16 – 20 years</td>
<td>0</td>
<td>0.00</td>
<td>3</td>
</tr>
<tr>
<td>21 – 25 years</td>
<td>2</td>
<td>10.53</td>
<td>0</td>
</tr>
<tr>
<td>26 – 30 years</td>
<td>1</td>
<td>5.26</td>
<td>2</td>
</tr>
<tr>
<td>30+ years</td>
<td>3</td>
<td>15.79</td>
<td>6</td>
</tr>
</tbody>
</table>

Frequency Missing: Costa Rica (0); China (1)

**Demographic data: sources of information.**

Table 4.6 provides an analysis of the sources of information of the respondents for each of the study tours. Participants were asked to select the three major sources of information they rely on to learn more about other countries. The top three sources for obtaining information on other countries as identified by participants were television at 72.00% (36), Internet at 64.00% (32), and Newspapers/magazines at 58% (29). Other sources of information noted by participants included watching movies, traveling, hosting exchange students, and attending Committee on Teaching About the United Nations (CTAUN) meetings.
Table 4.6

Distribution of Respondents by Sources of Information on Other Countries

<table>
<thead>
<tr>
<th>Sources of Information*</th>
<th>Costa Rica (N=19)</th>
<th></th>
<th>China (N=31)</th>
<th></th>
<th>Combined (N=50)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Books</td>
<td>10</td>
<td>52.63</td>
<td>14</td>
<td>45.16</td>
<td>24</td>
<td>48.00</td>
</tr>
<tr>
<td>Newspapers/magazines</td>
<td>12</td>
<td>63.15</td>
<td>17</td>
<td>54.84</td>
<td>29</td>
<td>58.00</td>
</tr>
<tr>
<td>Television</td>
<td>13</td>
<td>68.42</td>
<td>23</td>
<td>74.19</td>
<td>36</td>
<td>72.00</td>
</tr>
<tr>
<td>Radio news</td>
<td>4</td>
<td>21.05</td>
<td>10</td>
<td>32.26</td>
<td>14</td>
<td>28.00</td>
</tr>
<tr>
<td>Internet</td>
<td>12</td>
<td>63.15</td>
<td>20</td>
<td>64.52</td>
<td>32</td>
<td>64.00</td>
</tr>
<tr>
<td>Family/relatives</td>
<td>2</td>
<td>10.52</td>
<td>3</td>
<td>9.68</td>
<td>5</td>
<td>10.00</td>
</tr>
<tr>
<td>Friends</td>
<td>6</td>
<td>31.57</td>
<td>8</td>
<td>25.81</td>
<td>14</td>
<td>28.00</td>
</tr>
<tr>
<td>Other: Travel</td>
<td>2</td>
<td>10.52</td>
<td>3</td>
<td>9.68</td>
<td>5</td>
<td>10.00</td>
</tr>
<tr>
<td>Other: Movies</td>
<td>1</td>
<td>5.26</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>2.00</td>
</tr>
<tr>
<td>Other: Host Student Exchanges</td>
<td>2</td>
<td>10.52</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
<td>4.00</td>
</tr>
<tr>
<td>Other: Committee on Teaching About the United Nations (CTAUN)</td>
<td>1</td>
<td>5.26</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
<td>2.00</td>
</tr>
</tbody>
</table>

Demographic data: contact with international and multicultural people.

Table 4.7 provides an analysis of the contact that participants have had with international people. In the study, participants were asked to rate their degree of contact with international people on a scale from 0 (low) to 6 (high) labeled in a range from “none” to “occasional” to “constant”. The greatest levels of contact were reported in the “occasional” range with 31.25% (15) of participants indicating a rating of 3 and 29.16% (14) indicating a rating of 4.
Table 4.7 also provides an analysis of the contact that participants have had with multicultural people. In the study, participants were asked to rate their degree of contact with multicultural people on a scale from 0 (low) to 6 (high) labeled in a range from “none” to “occasional” to “constant”. Collectively, 35% (16) of all respondents reported a rating of 4 or “occasional” contact with multicultural people.

Table 4.7  
*Distribution of Respondents by Contact with International and Multicultural People (N=50)*

<table>
<thead>
<tr>
<th>Degree of Contact</th>
<th>Costa Rica (N=18)</th>
<th>China (N=30)</th>
<th>Combined (N=48)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>International People</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>11.11</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>27.78</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>44.44</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>16.67</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0.00</td>
<td>3</td>
</tr>
<tr>
<td>Multicultural People</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>11.76</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>25.53</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>11.76</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
<td>41.18</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>11.76</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0.00</td>
<td>3</td>
</tr>
</tbody>
</table>

Frequency missing for international people: Costa Rica (1); China (1)  
Frequency missing for multicultural people: Costa Rica (2) China (3)
Demographic data: classify where from.

Table 4.8 provides an analysis of the type of community that participants say they are from. The majority of respondents, 69.39% (34) reported coming from a small town community. Another 22.45% (11) reported coming from a city. A combined total of 8.08% (4) participants reported coming from a rural or other type of community.

Table 4.8

Distribution of Respondents by Place From (N=50)

<table>
<thead>
<tr>
<th>Places From</th>
<th>Costa Rica (N=19)</th>
<th>China (N=30)</th>
<th>Combined (N=49)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>City</td>
<td>3</td>
<td>15.79</td>
<td>8</td>
</tr>
<tr>
<td>Small Town</td>
<td>15</td>
<td>78.95</td>
<td>19</td>
</tr>
<tr>
<td>Rural</td>
<td>1</td>
<td>5.26</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0.00</td>
<td>2</td>
</tr>
</tbody>
</table>

Frequency Missing: Costa Rica (0) China (1)

Demographic data: study abroad.

Table 4.9 provides an analysis of the number of educators who participated in study abroad programs. A total of 28.57% (14) respondents reported having participated in an international study tour program at some point in their past.

Table 4.9

Distribution of Respondents by Study Abroad

<table>
<thead>
<tr>
<th>Study Abroad</th>
<th>Costa Rica (N=19)</th>
<th>China (N=30)</th>
<th>Combined (N=49)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>57.89</td>
<td>24</td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
<td>42.11</td>
<td>6</td>
</tr>
</tbody>
</table>

Frequency Missing: Costa Rica (0) China (1)
Background and characteristics.

In addition to the demographic data, which was obtained during the pre-tour survey, background data also surfaced during the qualitative component of the research. During the focus group interview sessions, educators were asked, “What motivated you to participate in the study tour program to Costa Rica / China?” (Appendix ____). From this question, various characteristics of individuals, and distinct reasons why educators participated in the study tours, became apparent.

Motivational factors: new and challenging.

Educators’ responses to motivational factors influencing their participation varied from peer pressure, to a love of travel, to an interest in learning, to the idea that it would be fun. Yet even among the varied answers, a common thread emerged among the participants of wanting to visit someplace new, which was perceived to offer excitement, challenges, and a different cultural environment.

I always had an idea of Costa Rica that was very homogenized...and so I never saw myself going there because I always wanted to go someplace where I was more challenged by the culture and what not. And so when this came out I was very truthful about why I wanted to go. I wanted to go to China because I think it will be a challenge, I want to go to Costa Rica because I think it will be fun. (Costa Rica Interviewee #1)

I really wanted to try something new and the combination of the environmental study; the cultural aspects and the educational aspects really intrigued me because I knew nothing about Costa Rica... I have never participated in a professional development linked to
travel per se, where the purpose was to travel and to learn, so that really intrigued me.

(Costa Rica Interviewee #2)

I was really excited because originally when I got out of college, I wanted to go in the peace corps ...(provides brief background)...So when I saw this come up I was thinking, Oh, I love to bring things into my classroom and love learning about people and I miss that kind of opportunity to go on a big trip. And bringing that in for the kids...and So when that came up, I thought this is perfect because this is what I always wished I could do, but now I love teaching, so I felt it was like give or take, and I would never leave teaching. Well not never, but right now I would not be leaving to go do that kind of thing so when it came up I said I’ve got to do this. And I did it!

One educator provided a more simplified response, “I am sort of the opposite. I’ve traveled quite a bit so this was just for me an opportunity to see a different culture that I hadn’t seen” (Costa Rica Interviewee #5).

Motivational factors: tour and group security

Some women on the trip also expressed that they had never traveled without their spouse or family; however, traveling with a group of colleagues provided a feeling of security in which they felt comfortable enough to participate.

And quite frankly, as a married woman, it was an opportunity for me to travel with a group of people to some place really interesting without having to feel as if I was traveling alone or in a group, you know, like a tour group you might sign up for. So it was safe as well. (Costa Rica Interviewee #2)
…but it is also something that was very much out of my comfort zone. I’m always traveling with my family, or a close friend, I never had a roommate because I didn’t live away in college and stuff so this was really like a first experience for me. And it was wonderful for a first time experience, my gosh.

(Costa Rica Interviewee #3)

I was proud that I volunteered – or applied to come because I’ve never gone anywhere by myself without my husband. We’ve been together so long, we’ve always gone places together. So I was a little scared to not have that personal bond with me. But everybody was really awesome and it was great. You always had someone to go with. (China Interviewee #5)

One woman expressed comfort in being able to travel with in a tour group, “Also, having it an organized tour was appealing to me because I would never go to China alone or maybe with two friends. But I thought the big group would be good” (China Interviewee #4). And still for some others, traveling in a group is not something that would normally be appealing to them, however for the China destination, they felt more comfortable traveling with a tour.

**Primary Research Question**

*To what extent do short-term (1-2 week) international study tour programs impact global-mindedness among K-12 participating educators?*

**Hypotheses.**

This primary question was addressed using Hett’s (1993) Global-Mindedness Scale (GMS) of thirty questions using a Likert scale design with a range of 1 – 5. The GMS was
designed around five dimensions of global-mindedness: responsibility, cultural pluralism, efficacy, globalcentrism, and interconnectedness. In this section, findings are presented to show the results of the GMS overall, as well as an analysis of the data from each dimension of the GMS to answer the following set of alternative hypotheses:

**Hypothesis 1:** There will be a significant difference in the pre-tour and post tour results for global responsibility among participants of the SEM School District’s study tours.

**Hypothesis 2:** There will be a significant difference in the pre-tour and post tour results for cultural pluralism among participants of the SEM School District’s study tours.

**Hypothesis 3:** There will be a significant difference in the pre-tour and post tour results for efficacy towards global issues among participants of the SEM School District’s study tours.

**Hypothesis 4:** There will be a significant difference in the pre-tour and post tour results for globalcentrism among participants of the SEM School District’s study tours.

**Hypothesis 5:** There will be a significant difference in the pre-tour and post tour results for global interconnectedness among participants of the SEM School District’s study tours.

All GMS data were entered into SAS (v.9.1) to acquire inferential statistics using a generalized linear model (GLM) procedure. To address the five hypotheses posed in this study, a multivariate analysis of variance (MANOVA) was considered for use to analyze all of the dependent variables (Hett’s five dimensions of the GMS) at the same time, thereby reducing the chance of finding a significant result by chance. However, with a statistically small number of participants for this type of analysis, the MANOVA would have been weak. The alternative
option of running five separate ANOVA was selected instead and a Bonferroni Adjustment was utilized. McDonald (2009) states, “The Bonferroni correction is appropriate when a single false positive in a set of tests would be a problem” (p. 256-259). As a result, to avoid increasing the experiment-wise error, an adjusted value of .01 for the significance level was utilized in the analysis of the five dimensions of the GMS.

In order to determine differences between results on the GMS for the Costa Rica participants and China participants, an analysis of variance (ANOVA) was conducted. The ANOVA allowed for multiple comparisons to be performed at the same time without increasing the likelihood of finding a significant result to chance, which could occur if series separate tests had been conducted for comparison. Therefore, a repeated two-way ANOVA was performed to examine differences between the pre and post tour GMS results based on the total score for the survey, thus analyzing all of the data across both tours at the same time. This type of statistic provided three key components in the analysis of the GMS: (a) changes in global mindedness from pre to post across all study tour participants, (b) any interaction effect to determine if the relationship between the groups was consistent over time, and (c) differences between the Costa Rica group and the China group.

Assumptions.

In conducting the analysis of the GMS, the ANOVA was driven by four assumptions.

a. Normal distribution - The population of scores are normally distributed, or if not normal, then shaped the same.

To check for the assumption of normality, the researcher examined the histograms of the pre and post survey data for both the Costa Rica and China study tours. Based
on the data, the results violated the assumption of normalcy; however the use of ANOVA is robust to violations of assumptions.

b. Homogeneity of variance - Each of the populations of scores has the same variance. The variances, as reflected by squaring the standard deviation of scores for Costa Rica and China for the pre-tour survey results and then the post-tour survey results, produced variances that were relatively close to each other. The ratio of pre-tour survey variances for Costa Rica to China was 1.37 (164.35/119.68). The ratio of post-tour survey variances for Costa Rica to China was 1.35 (103.63/76.56). The variances became slightly smaller from pre-test to post-test, but as the ratio to variances was well under 4.00, the researcher deemed this within the acceptable standard.

c. Equal sample sizes – The sample size for the collective study tour participants for the pre and post survey results was equal on the GMS. However, for analysis of between group comparisons between the Costa Rica group and the China group, sample sizes were unequal at 19 and 32 respectively. The researcher applied the general linearized model in SAS (v. 9.1) to account for this inequity in sample sizes.

d. Independence of cases – Analysis accounted for a repeated measures design in which the same people are measured twice. It should be noted again that within the sample, five participants attended both study tours. Although this number is relatively high, the researcher conducted the study under the assumption that previous travel experience did not preclude the possibility for change on either the GMS or the AIS, as several participants already had considerable travel experience.
The use of the repeated-measures ANOVA for the GMS data assumes the outcome measure is a normal variable and, according to Elliot and Woodward (2007), that variances across repeated measures are equal. “As with other versions of the ANOVA, the test is robust against moderate departures from the assumptions of normality and quality of variances” (Elliott and Woodward, 2007, p. 176).

This study used a fixed effects model, thus the results are generalized to the specific study tours researched and not to all international study tours.

**Dimensions of global-mindedness results.**

Table 4.10 displays the two-way repeated measures ANOVA data analyzed to test the five hypotheses related to the five dimensions of global-mindedness. Each of the five dimensions are presented with two sets of results: *Time* reflecting the pre-tour survey mean of the combined study tour respondents when compared to the combined post-tour survey mean; and *Time*\(^*\)Tour reflecting the interaction between both groups across time (pre-tour to post-tour).

**Hypothesis 1.** There will be a significant difference in the pre-tour and post tour results for global responsibility among participants of the SEM School District’s study tours. The data did not indicate a statistically significant difference between the pre-tour and post-tour results for the dimension of responsibility. The rejection criterion level was set at \( p < .01 \). The results did not reveal a statistically significant difference between combined pre-tour and combined post-tour survey results, \( F = 2.50 \) (1,45), \( p = .0121 \). Thus, the researcher rejects the alternative hypothesis and accepts the null hypothesis for responsibility.

**Hypothesis 2.** There will be a significant difference in the pre-tour and post tour results for cultural pluralism among participants of the SEM School District’s study tours. The data did
not indicate a statistically significant difference between the pre-tour and post-tour results for the dimension of cultural pluralism. The rejection criterion level was set at $p < .01$. The results did not reveal a statistically significant difference between combined pre-tour and combined post-tour survey results, $F = 2.47 (1,46), p = .123$. Thus, the researcher rejects the alternative hypothesis and accepts the null hypothesis for cultural pluralism.

**Hypothesis 3.** There will be a significant difference in the pre-tour and post tour results for efficacy towards global issues among participants of the SEM School District’s study tours.

The data did not indicate a statistically significant difference between the pre-tour and post-tour results for the dimension of efficacy. The rejection criterion level was set at $p < .01$. The results did not reveal a statistically significant difference between combined pre-tour and combined post-tour survey results, $F = 2.63 (1,47), p = .111$. Thus, the researcher rejects the alternative hypothesis and accepts the null hypothesis for efficacy.

**Hypothesis 4.** There will be a significant difference in the pre-tour and post tour results for globalcentrism among participants of the SEM School District’s study tours.

The data did not indicate a statistically significant difference between the pre-tour and post-tour results for the dimension of global centrism. The rejection criterion level was set at $p < .01$. The results did not reveal a statistically significant difference between combined pre-tour and combined post-tour survey results, $F = 1.16 (1,46), p = .287$. Thus, the researcher rejects the alternative hypothesis and accepts the null hypothesis for global centrism.

**Hypothesis 5.** There will be a significant difference in the pre-tour and post tour results for global interconnectedness among participants of the SEM School District’s study tours.

The data did not indicate a statistically significant difference between the pre-tour and post-tour
results for the dimension of interconnectedness. The rejection criterion level was set at \( p < .01 \).
The results did not reveal a statistically significant difference between combined pre-tour and combined post-tour survey results, \( F = 5.61 \) (1,46), \( p = .022 \). Although the dimension of interconnectedness did reveal an \( F = 5.61 \), because a Bonferroni Adjustment was utilized in the analysis and therefore the error value was set at .01, a significant change was not recognized. Thus, the researcher also rejects the alternative hypothesis and accepts the null hypothesis for interconnectedness.

Table 4.10: Repeated Measures Analysis of Variance Summary Table

*The Impact of Short-term International Study Tours on the Five Dimensions of Global-Mindedness for Within Subjects Effects*

<table>
<thead>
<tr>
<th>Dimension of Global-Mindedness</th>
<th>Source</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>Time</td>
<td>45</td>
<td>7.84</td>
<td>7.82</td>
<td>2.50</td>
<td>.121</td>
</tr>
<tr>
<td></td>
<td>Time*Tour</td>
<td>45</td>
<td>2.72</td>
<td>2.72</td>
<td>0.87</td>
<td>.357</td>
</tr>
<tr>
<td>Cultural Pluralism</td>
<td>Time</td>
<td>46</td>
<td>4.78</td>
<td>4.78</td>
<td>2.47</td>
<td>.123</td>
</tr>
<tr>
<td></td>
<td>Time*Tour</td>
<td>46</td>
<td>3.70</td>
<td>3.70</td>
<td>1.91</td>
<td>.174</td>
</tr>
<tr>
<td>Efficacy</td>
<td>Time</td>
<td>47</td>
<td>5.04</td>
<td>5.04</td>
<td>2.63</td>
<td>.111</td>
</tr>
<tr>
<td></td>
<td>Time*Tour</td>
<td>47</td>
<td>2.10</td>
<td>2.10</td>
<td>1.10</td>
<td>.300</td>
</tr>
<tr>
<td>Globalcentrism</td>
<td>Time</td>
<td>46</td>
<td>3.12</td>
<td>3.12</td>
<td>1.16</td>
<td>.287</td>
</tr>
<tr>
<td></td>
<td>Time*Tour</td>
<td>46</td>
<td>0.12</td>
<td>0.12</td>
<td>0.04</td>
<td>.835</td>
</tr>
<tr>
<td>Interconnectedness</td>
<td>Time</td>
<td>47</td>
<td>8.90</td>
<td>8.90</td>
<td>5.61</td>
<td>.022</td>
</tr>
<tr>
<td></td>
<td>Time*Tour</td>
<td>47</td>
<td>0.33</td>
<td>0.33</td>
<td>0.21</td>
<td>.652</td>
</tr>
</tbody>
</table>

\( p < .01 \) level
The data did not indicate a statistically significant difference within any dimension for either of the two sets of results. As a result, this study rejects each of the five alternative hypotheses and accepts the null hypotheses for the impact of the study tours on each of the five dimensions of global-mindedness with respect to within subject effects.

Additionally, the data did not reflect a significant difference between the Costa Rica group and the China group within the dimensions. These results are displayed in Appendix F.

**Overall global-mindedness results.**

Table 4.11 displays the data addressing the primary question asking to what extent short-term (1-2 week) international study tour programs impact global-mindedness among K-12 participating educators? The table shows the results of an ANOVA for the difference between the pre-tour and post-tour survey results for all study tour participants combined in the overall GMS. The rejection criterion level was set at \( p < .05 \). The results revealed a statistically significant difference between combined pre-tour and combined post-tour survey results, \( F = 5.42 \ (1,41), \ p = .025^* \), therefore, the study tour participants collectively showed a positive shift in global-mindedness as measured by the GMS. Although a significant time (pre-post effect) was observed, caution was exercised in drawing conclusions about the practical significance as it is likely not very strong, recognizing the small sample size and relatively small difference in the mean scores.

The results of this study also show that the variances were relatively close to each other, as the ratio of pre-survey variances for Costa Rica to China was 1.37 (164.35/119.68), while the ratio of variances for Costa Rica to China on post-survey results was 1.35 (103.63/76.56).
When comparing the results of the Costa Rica group with the China group, Figure 4.1 does reflect an interaction between the two groups in that, although each group reported a higher ranking over time, the China group reflected a greater shift over time than did the Costa Rica participants. Thus, the lines in Figure 4.1 intersect one another. However, this degree of interaction between the two groups over time, $F = 1.33 (1,41), p = .255$, was not statistically significant.

Table 4.11: Repeated Measures Analysis of Variance Summary Table

*The Impact of Short-term International Study Tours on Overall Global-Mindedness for Within Subjects Effects*

<table>
<thead>
<tr>
<th>Source</th>
<th>$df$</th>
<th>$SS$</th>
<th>$MS$</th>
<th>$F$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>1</td>
<td>76.75</td>
<td>76.75</td>
<td>5.42</td>
<td>.025*</td>
</tr>
<tr>
<td>Time*Tour</td>
<td>1</td>
<td>18.84</td>
<td>18.84</td>
<td>1.33</td>
<td>.255</td>
</tr>
<tr>
<td>Error (time)</td>
<td>41</td>
<td>580.48</td>
<td>14.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .05

Table 4.12 below displays the data showing the difference between the Costa Rica and China groups. With $F = 0.00 (1,41), p = .985$ the results clearly indicated no significant difference between the two study tour groups on the overall GMS.

Table 4.12: Repeated Measures Analysis of Variance Summary Table

*The Impact of Short-term International Study Tours on Overall Global-Mindedness for Between Subjects Effects*

<table>
<thead>
<tr>
<th>Source</th>
<th>$df$</th>
<th>$SS$</th>
<th>$MS$</th>
<th>$F$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tour</td>
<td>1</td>
<td>0.07</td>
<td>0.07</td>
<td>0.00</td>
<td>.9855</td>
</tr>
<tr>
<td>Error</td>
<td>47</td>
<td>8797.25</td>
<td>214.57</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In order to clearly assess any differences between the two different study tour groups over time, mean pre-tour and mean post-tour measures of central tendency were determined as
displayed in Table 4.13. These results are also visually displayed in Figure 4.1 in which it is evident that there was a change across both groups from the pre-tour survey to the post-tour survey.

Table 4.13: Overall Survey Means

*Pre-Tour and Post-Tour Results for Costa Rica and China Study Tour Groups*

<table>
<thead>
<tr>
<th>Study Tour Group</th>
<th>Pre-Tour Total Score</th>
<th>Post-Tour Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>Mean</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>19</td>
<td>122.40</td>
</tr>
<tr>
<td>China</td>
<td>28</td>
<td>121.36</td>
</tr>
</tbody>
</table>

Figure 4.1 displays the pre-tour and post-tour mean scores on the GMS for each of the two study groups. The GMS was comprised of 30 questions in a 5-point Likert scale for a total scale of 150 points. Overall, there was a three point change within the scale, which when divided by 30 reflected a 0.1 change across each question. The results indicated a statistically significant increase over time and although there was some interaction, it was insignificant.

Figure 4.1

Pre-Tour and Post-Tour Mean Scores on the GMS
Perceptions.

Although the results of the GMS show a statistically significant increase in overall global-mindedness over time, it should be noted that the mean scores on the survey were high to begin with, leaving little room for measuring additional change within the five-point Likert scale. However, the qualitative data do reveal additional perceived changes in global-mindedness as reported by the interviewees.

Host country and home country views.

During the focus study group interviews, participants were asked the following questions: In what ways did the study tour experience change your views about the host country and the United States? (Appendix D). A common theme that surfaced was an increased awareness and appreciation of the participants’ own circumstances in comparison to that of others.

I don't know, it just gets you wondering and made me think how lucky we are, we do get to experience all these different places and how many people are in their own countries and don’t even leave their own community areas. (Costa Rica Interviewee #5)

I have a new appreciation for everything we have in our own school comparably speaking. I think, that was very interesting to me, the dichotomy of where you went in and were able to work with what they had and didn’t have, all the extra technology that we have, but were still able to do a fantastic job. So that was impressive to me. (Costa Rica Interviewee #3)

And I think we have a society of kids that's really entitled and they are really, really privileged children and I don’t think that they realize that the world is a really big place.
And in order for them to be valued and take part in it, they’ve got to step up to the plate. So for me, it was really validating. I was able to see it, and I was able to say to my students when I got back, "Hey guys, you know, you really need to step to the plate. You’re offered so much; you need to take advantage of it." (China Interviewee #6)

I was at a birthday party the other day and there were some young kiddos there and there was a little guy and he was going to Washington DC and his grandmother had said that his nephew had gone before. And he said Nan, I’m going to Washington DC, I like it but there’re all protesting. Everything is protest this, protest that, everywhere you go is protests and I said... I never, the week before my trip, I never would have said, .....and I said, "Guess what? If you go to Beijing, you go to Tiananmen Square (pause) Have you heard of the cultural revolution?" I said, "Well, you don’t see a lot of protestors there!"

So that definitely changed me! And I said "Thank you!" You can at least – and you forget cause you get sick of hearing about it here. But you forget that we are very fortunate to keep that. (China Interviewee #4)

Educators also indicated surprise at the advancements in the countries visited, which were counter to their pre-tour visit. Even those who felt they knew about the country realized their pre-tour perspectives were limited.

I actually didn’t realize that we had such a connection with Costa Rica. I didn’t realize how involved we were with the link with the Children’s Hospital and just things like that. I was talking to someone from Guatemala and I told her that I was just near your county. And she said: Did you know that you were at the gem of Central America. I said that I
didn’t realize it and said is that how other people in Central America view Costa Rica? She said yes, it’s the gem. It’s wealthy, they are well educated and they’re good into conservation. That was very interesting! (Costa Rica Interviewee #5)

I thought it was, not a backwards country, but I thought it was behind the times and we would go into this place that was all jungle and very nice environmentally but I was very surprised by the extent of their recycling … Every place I went there was the paper, the plastic, I mean they are years ahead of us. (Costa Rica Interviewee #3)

And I have the opposite image of Costa Rica. That is was, I knew it was the gem and my image was of all North Americans coming down to retire there. That was the image I had and so often when you see a world power in an underdeveloped nation, the world power takes over and they just want to create their own little environment that’s comfortable like it is when they are home and its cheaper down here so they just trample over and so that’s what I was afraid I was going to see. And I was really curious, and that was one of the questions that I had before I went down there. And I was so impressed by: first the connection that you mentioned (she points to interviewee #5), and I didn’t realize with the JFK, and building the tunnel and the hospital and things like that. I didn’t realize the good that was done and also that we didn’t take over. And that they actually are leading in so many ways in that they have high literacy, because of themselves. I knew that that had nothing to do with us. That they dissolved their army, nobody else has done that, they took that upon themselves. They are leading the world in conservation and in making decisions. I think that the president got a Nobel Peace Prize in the 80’s for
coming up with, we’re going to be all carbon free blah, blah, blah and this is our prospect, and this is what we think everyone should be doing. They are a little tiny tropical country but they are not being trampled on by us. I was pretty impressed with that connection. (Costa Rica Interviewee #1)

A China participant shares a surprise in what had been a pre-tour perspective,

I was amazed too on the same trip, thinking we’re still in Beijing and it took us like two hours to get there but yet at the same time I thought it was going to be dirtier and more crowded and more congested feeling because of the fact that there were 20 million people there and I didn’t feel that. And I thought it was a lot cleaner that I expected to be. It had that smoggy, dirty feeling but the streets seem clean and the buildings we went into, except maybe for the software park that had dirty floors and mismatched furniture, but for the most part, I felt it was a lot cleaner than I expected it to be for such a large – all three cities for having millions of people in it. I thought we’d see a lot more, I don't know, homeless people and something you’d see in New York when you go into places that have lots of people. (China Interviewee #3)

Hosting country’s perceptions.

Educators’ also came to the realization that how they were being perceived by other countries was important to them. One participant reported, “It makes you realize how important you are as an ambassador to the county, because you may be the only people from another country they ever get to see (Costa Rica Interviewee #1).
On a similar note, one China participant, while expressing a suggestion that travel group sizes could be smaller, expressed embarrassment at moving about the cities and wrote:

Because I felt like it was almost like – here comes the American parade down your street. As respectful as everybody was, there were moments where, you know, it was just...(Interviewee #7 interjects: "Here we are!") There’s the Americans, right there, in the middle of – and I think a lot of times we kind of held it together and we were focused and then we were sort of on display instead of us going there to see them, it was like – oop, here we are, we brought ourselves. Not all the time, but it would have been neat like, especially when we first got there and you wandered through little alley ways and saw things and you were like, "Oh!" and I found myself so concerned with what my colleagues were saying and doing more so than looking. And I was like "No! Don’t say ewww! No, Don’t say ugh! Like I’m thinking in my head and here I am before saying that I might have been feeling it but I wasn’t going to say like "Ough!". And I hear people saying – not everybody – but most people were respectful but it’s the littlest thing – I’m so sensitive to it because if felt like we were the visitors when there were so many of us. (China Interviewee #2)

Others shared a concern for how other cultures view them as American visitors to a host country.

I just began to wonder as we travel to all these places… do they see us as a positive thing bringing money to the communities. I’m just curious as to how they view us, coming through with our cameras and taking pictures of them without asking permission. Are we a nuisance or are we something to benefit them? And as they watch us go by, I just
began wondering, are they thinking I’d love to go to their country some day. (Costa Rica Interviewee #5)

**Learning about cultures.**

Participants of both study tours reported an increased appreciation for learning about other cultures.

I think it solidified my excitement and appreciation for learning about other cultures. I always think that that’s really interesting. In that, the more you see out there, the more you begin to realize that the three things to me always shine through are: sense of home, sense of family and pride of country. I think that we saw that over and over and over again. But just that there is so much to appreciate elsewhere, even in a place that is so diverse from where we are. To think of looking at [the SEM School District], and then imagining this over in Costa Rica, just doesn't translate. Just really solidify that appreciation for what’s different really isn’t *all* that different when it comes down to core values.... What’s important in life? (Costa Rica Interviewee #2)

(Looking down at notes) And I have that it didn’t really change my attitude, it just added to my general fund of knowledge about the country. It just was an amazing experience and I just loved every second of it... but um...You know it made me feel even more open though, about wanting to travel to other places other than Costa Rica.... China coming up!... I have been on line and going, *Well what about the Middle East? What’s up there?* (Costa Rica Interviewee #3)
After referencing various sights and artifacts in watching the movie Mummy III on television, a China interviewee described the connections that were able to be drawn that would not have been obvious or possible if the film had been viewed prior to the study tour.

And so, it made some of the cultural references a lot more meaningful. And what people say in the news and I have a little more ability to put “a lens of learning” on it. Still, I have so far to go. (Interviewee #7)

(The conversation continued) And that’s an excellent phrase. I think that’s how I viewed, I looked at that question, is how does this trip makes me look at other cultures? And that’s how I took that question so, it does – it definitely gives me another perspective. Because we got to know this one better when we look at another culture and I look for these things. For instance, the organization...they were so together in things. It just blew my mind. The organized play in the parks, and from the Olympics to that, they were always very, very organized and I thought – and one of our speakers said that a collectivistic culture and I think that is not!! Cause all the Latin American cultures are collectivistic and they can’t do that. So I thought is that communism or what is it? But just trying to figure out – so ok that’s that -or the role of women – just seeing the role of women... really understanding that a lot better. And now when you hear about that, when I work at a woman’s shelter, I tutor, and hearing their stories and now really seeing what does it mean when you have absolutely no rights and being able to look at that culture...in another lens, having more things to compare it with. It definitely enriches, makes it richer. It makes your viewing other cultures that much more accurate. (China Interviewee #1)
Didn’t it help though – by seeing how they do things – Because you go in and you say oh, isn’t it weird that they do it that way and then when you see it and you actually witness it you’re like oh ok there is a reason for that. It’s different from us, it’s not wrong; now I see it’s not wrong, it’s just different! So I think that helped me a little bit., just by seeing that everybody has a way of doing it, it’s just different. It’s not wrong, just different.  

(China Interviewee #5)

One educator in particular, was able to express a perspective change, which permitted some negative feelings to surface, counter to this educator’s typical and spontaneous response, which is to generally defend all aspects of cultures.

I’m one of the first in my group of family or friends, where if somebody says anything – like sometimes I’m probably guilty of being a little too touchy about it, but if somebody says anything a little – even mildly negative about any culture, or something like that, I’m usually the first one to jump to the defense and everybody's always like shhh-don’t say that in front of (Interviewee states own name). Like anything that might be, you know- I’m always the first. And for the first time, I think, ever in my live, I was put in a position where, sometimes, I found myself thinking, always appreciating, but sometimes thinking negatively, not towards the whole culture but about something I thought or just thought "Wow – we’re so lucky in America that this is this way, and here it’s this way."

You know, and I almost could understand sometimes now that if you say something about certain cultures and it doesn’t always have to be bright and cheery to talk about it. That you can say the things that you might think or feel that might not be positive and that’s not a bad thing. Because when I came home and people said, did you have fun? – I
know it sounds awful – I would not think to say the word fun- it was not fun to me. It was unbelievable and I would never take it away, for a million years, I was always learning, I was always alert, there was always things going in and things comings out, but it was just different. There were times when I was just uncomfortable, I was comfortable, and I was so interested. But I changed my attitude because every culture I’ve gotten to learn about, up until to this point, I almost wanted to be that culture. I was like wow- I loved Spain and I got to visit Spain and I love Spain and I want to live here. This was the first time I got to experience a culture that I appreciated but at no moment did I say I wish I was a Chinese and I wish I was you know----and it was different for me to experience it that way. And I appreciated it but I almost saw the other side when people say something that I see is so negative like, "Ugh! What do you mean you don’t want to live in Spain? Why wouldn’t you want to live in —like Spanish isn’t gross, it awesome!" For the first time I got to see what somebody might feel like if they were a little less comfortable in any area. (China Interviewee #2)

Supporting Research Question B

Which components of a study tour program do participants report as having the greatest impact, both personally and professionally?

To determine the impact of the various activities and the level of importance of each as perceived by the study tour participants, the first section of the Activities Impact Survey (AIS) asked the question, “To what extent did you find the following activities to be an important part of your study tour experience?” Results were entered into SAS to order the responses from most impact to least impact based on the combined score using an unweighted average. The data were
then exported into Excel to generate Figure 4.2 which presents a modified line graph displaying the educators responses for each activity ordered from most impact to least impact as reported by the participants of each individual study tour.

The results reflected a great deal of commonality between the activities identified as important by the Costa Rica group and those identified by the China group. The activity identified by both groups as the most important part of their study tour experience was the visit to the local schools. Four other areas were also ranked highly by both study tour groups: Interaction with the local tour guide, interaction with fellow educators, interaction with the study tour leader, and visits to parks. Visits to famous biological / natural sites also ranked high with both groups, but was highest among the Costa Rica tour. This difference in ranking, though small, is likely explained by the amount of time spent in the rainforests and cloud forests, and other biological sites within Costa Rica, which were significantly greater than time spent in biological / natural environments in China.

In viewing the lower 50% of the graph, the differences between the two study tour groups becomes more apparent. Many of the differences in ranking, some 2 to nearly 3 points apart, may be explained by the itineraries of the two study tours. For example, the China group ranked visits to famous historical sites at 4.84, while Costa Rica participants ranked this activity at 2.78; and China ranked visits to places of worship at 3.88, while Costa Rica participants ranked this activity at 0.95. This is most likely explained by the fact that the China trip included visits to several historical sites and temples, while the Costa Rica trip did not include visits to any places of worship and limited opportunities to visit sites that would be deemed historical. The primary focus of the Costa Rica study tour was biological, geological, and ecological in nature. Similarly,
the Costa Rica participants spent a great deal of time in boats traveling through canals viewing wildlife and thus ranked boat trips at 4.84, compared to the China group, ranking boat trips at only 3.41, as they took only one boat ride along the Bund to view the Shanghai skyline. A table displaying the mean of each activity for each study tour group, as well as the combined averages can be found in Appendix G.
Figure 4.2

Mean Scores for the Importance of Tour Activities

Activity

- CR
- CHINA
- Combined
**Personal and professional growth.**

Educators participating in the short-term international study tours reported changes in both their personal and professional growth. Some faced and overcame personal challenges, while others recognized pedagogical growth in their professional roles.

**Personal growth.**

With respect to which activities or aspects of the study tour were reported as providing the greatest personal impact, several educators reported an increase in confidence. They didn’t necessarily report a particular activity, but rather referenced the experience in more general terms and reported feeling better about themselves. When referring to the benefits of a smile in the absence of speaking the local language, one educator related the following:

But that was really a hurdle for me. But it certainly has made me more confident that the people experience is more important than the language. Like I said, a smile or a gesture, or... there's lots of other ways to communicate. (Costa Rica Interviewee #5)

Another educator gained confidence in wanting to conduct student study tours explaining, That’s a very good point. I would say in that light that I had a conversation with some friends of mine who were always right up on the most current events. I always get a little lost when I talk to them, but they brought up China and I was all over it! It really made me feel good! But I would say that and ...... in feeling much more confident when I take students on trips – I’m always taking them with another teacher – team teaching – team travel – and I feel more confident each time I go on one of these. I feel much more confident after the second one to take a group myself. (China Interviewee #1)
Still others gained confidence in their own abilities to travel without their spouse or family, to overcome a fear, or to participate in a challenging physical activity.

I'd keep the zip line even though it was delayed another day... “Oh good, it's on Friday!” But I would still keep it even with the option. Because it was really, for many people, for me it was like -Psssssshh...I just can't believe I did that Tarzan thing! (Costa Rica Interviewee #1)

At one point in time I was deathly afraid of birds, more so than somebody would be about spiders. So I have really a much more developed appreciation for the splendor and beauty of birds that I didn’t have before and I actually wasn’t afraid of them…(and following up on a colleagues comment, continued)…I was pleased when I could identify one. It felt good! I might even become one now (referring to a birder). (Costa Rica Interviewee #2)

But this one for some reason scared me thinking, I don’t know if I want to go on my own, so I liked the idea of having a group kind of take me places and know were to go. Now I feel comfortable. Now I’m going to go back again. I think I can do it on my own now. (China Interviewee #3)

*Professional growth.*

Many educators reported that the overall study tour experience had an impact on them professionally in that they now have more to offer and that both their students and colleagues, have displayed excitement, and made inquiries about the educators’ experiences.
Today, I just had one girl after school asking me about China because she watches now, on the, some channel she much have that they speak Chinese. And she came in and she could say thank you, and this and that and the other thing. She’s not even one of my students; she comes into my club after school. She’s talking to me in Chinese, and I say "Oh did Miss (X) teach you that?" because she’s been there before. She said "No, I was just flipping through and I always end up on the Beijing Channel." I’m like the what? I don’t even know if it’s real but she pays attention. She’s like, "I learned a couple extra words so we could talk." And I was like, "Well you know a couple more than me but..." (laughter) (China Interviewee #2)

The culture is different no matter what country you go to. And, so it definitely gave me a lot more ammunition for that whole piece, so globally that I can use in the classroom to be able to compare different cultures and it enriched just having been to different cultures, definitely, and widens that base as well. That when you talk about it, it becomes more alive and not just talk about it, but what ever you are doing with it, it's more alive and the students get more out of it. So those two pieces just bring more life into the lesson and more knowledge of cultures because they can link. (China Interviewee #1)

I was going to say – there was two of us that went from my building, and we have been talking about it a lot at lunch. People have said, I love your stories, can you tell us more about it. And they’re really excited to hear more about it just like the kids are. (China Interviewee #3)
Pre-tour activities impact.

In a similar vein, participants felt armed with more resources and information to enable them to provide a more global perspective. Several participants pointed to the pre-tour activities as the catalyst in helping them to better observe, recognize, reflect, and apply their on-tour experiences.

And then it ended being even more interesting than I thought because with the book clubs and the history lessons. And the people came in pre-tour so I felt that I had some information. So it was great! (China Interviewee #4)

When referring to the pre-tour activities of guest lecturers, assignments, and reflective journaling prior to the Costa Rica tour, one interviewee reported,

When somebody asked me what was the greatest take away of the trip, that was the first thing that came to mind was..... How to get more out of traveling?  It was amazing...Or how to get more out of any learning experience because it truly is amazing.  I could of walked through Costa Rica and not seen anything...anything!  I would have tripped over a tree and not even seen anything.  It was just amazing what I got out of it!~  And had to get out of it with all the prep that we did.  The KWL*, the lectures and everything put together and then trying to synthesize it all into reflections—blah—blah.  I also, um, the knowledge just of the rain forest, because it is something I have to teach about in my class, don’t have to, but we do talk about in Spanish, we talk about the environment – its one of our units- and the rain forests obviously right there in Costa Rica waiting for me to

*Researcher’s note: KWL (Know, Want to know, and Learned) refers to three KWL charts that participants had to complete prior to and after each study tour on what they already knew, what they wanted to learn, and then what they learned on the trip.
talk about it. And all speaking Spanish around the rain forest. Yea they’re down there, yea they’re endangered, yea you better save them and be good to them and blah, blah, blah. But I didn’t have any real connection to them. So that obviously was a huge, huge connection now! (Costa Rica Interviewee #1)

The pre-tour activities and lectures had an impact, as noted above, in helping participants to observe, recognize, reflect, and apply their on-tour experiences. Another Costa Rica participant echoed similar thoughts regarding the pre-tour activities, but took it one step further in carrying the concept into future trips.

For me, we were kind of forced to do some research ahead of time, which I have never really done in a place like this that I haven’t visited like this. So even though it was kind of highly encouraged that we had to do it, it made me understand the country more and I enjoyed my trip a lot more there. I guess I had more familiarity with the topics that Memo (Local tour guide) was discussing, it made me appreciate it more, and I’m glad that we did that. And I’ll do it again on another trip. (Costa Rica Interviewee #4)

Supporting Research Question C

To what extent do various study tour activities alter the thinking and views of participants with respect to education?

To determine the impact of the professional development study tours on educational views as perceived by the study tour participants, the second section of the Activities Impact Survey (AIS) asked the question, “To what extent did the study tour program extend your views
and thinking about…” after which several educational topics were listed. Reference the post-
survey in Appendix C. Results were entered into SAS to order the responses from those topics in
which the respondents perceived that the study tour had the greatest impact in extending their
thinking to the least impact. Results were ranked based on the combined score using an
unweighted average. The data were then exported into Excel to generate Figure 4.3 which
presents a modified line graph displaying the educators rating for each educational topic ordered
from most perceived impact to least perceived impact as reported by the participants of each
individual study tour.

As observed in Figure 4.3, participants from both groups ranked *education in the host
country* as the topic for which their thinking about education was extended. The other top four
areas based on averages included learning other languages, education within the United States,
global education, and rigor in schools. Special education and world literacy followed closely
behind these. It should be noted that merit pay received a low rating from both groups. Complete
mean scores for this part of the AIS can be found in Appendix H.
Figure 4.3

Extent To Which Tour Extended Thinking About Educational Topics

Mean Rating (0-5)

Activity

Education in host country
Learning other languages
Education within the US
Global Education
Rigor in school
Special Education services
World Literacy
Curriculum Content
Education in other countries
Art and Music
Extra-curricular activities
Length of day and year
International Education
Use of Technology
Teaching Methodologies
Professional Development Activities
Professional Development Time
Common Standards
National Testing
Licensure requirements
Merit pay

CR
China
Combined
**Teaching and learning.**

Educator’s reported feeling better about their teaching and learning in not only the acquisition of greater knowledge, but also in their ability to share with students a more experiential and real-world perspective.

**Knowledge and skills.**

During the focus group interview process, educators reported feeling more connected to what they are teaching as a result of the study tour experience. Some participants stated that they now felt more qualified to teach the subject matter, while others felt they had more resources to offer, and still others reporting feeling more connected to the country and they believe that connection improves their ability to provide a more global education. Participants’ reflections on how the study tours extended their thinking of various educational topics are captured in the quotes that follow:

(Interviewee named two science educators who participated in the study tour, but are not present... and continues...) I’ve taught biology with them for a few years, and so for me to, (pause) I’m a special education teacher so they are the science experts and I try to help them with modifications and what not. So I finally feel that I know the content well enough that I can teach a few units in the class but going from textbook to real life and real experiences was just awesome and now I can explain it to my kids better too. (Costa Rica Interviewee #4)

I still don’t feel like I know everything about it but it’s making me look and pick up books. Now I go to a bookstore, and I went the other day, and just got another book about something. So I think it’s making me want to learn more about it…(explains
further before continuing the thought) I’m trying to put it all together because I went there I feel like I have that connection to it. Where before I would just kind of read about it and hear about it and know about these things but now I can say oh, I’ve been there or I want to learn more about this because I was there. (China Interviewee #3)

I think visiting a country that is so logistically far away felt a little more connected. Each time I go – I’ve gone to Ireland, and to France and I come back and I feel more connected. But visiting a place so far away, China, it’s so different, I just feel a little bit more personally connected. (China Interviewee #4)

Yes it helps, I think it does, and it also makes connections here a lot different, with references to China all of a sudden you have more of a handle to be able to interpret mis-statements or positive statements. (China Interviewee #7)

_Educational resources, experiential learning, and real-world connections._

Several educators referenced the use of materials or artifacts they received over the course of the program to use in their lessons. Many bought additional items for use in their classes, however one participant stated the overwhelming excitement of the students in reading the personal journal that was kept during the educator’s experience in China.

I have had to print out my journal three times because the kids literally rip it out of each other’s hands. _Literally_ rip it out of each other’s hands! I say, guys, this is a lot of paper, can we be – fine I’ll just laminate it. Because they literally rip it apart! (China Interviewee #2)
Some participants reported that they now want to inspire their students to travel and explore. “I haven't stopped talking about it, I really haven't; and so, for my student its’ been almost two weeks now and I just keep encouraging them to travel” (Costa Rica Interviewee #3). Another educator expressed her thoughts about the contagiousness of her experience stating, 

I think that just by your example. If you are so pumped, it will pump them. And also you may be so inclined to actually set up groups like this where you actually take them there and of course that would give them the ultimate experience. (Costa Rica Interviewee #1)

Still others saw their study tour experience as a way of looking at their own schools to recognize the different students, cultures, and opportunities in front of them every day and to learn to maximize these opportunities for global education discussions.

… what it said to me is how important it is to look within our own schools to see the diversity that exist. Because, I don't think we do a great job of recognizing the diversity that exists right within our schools. So what I think about the Portuguese family and the Brazilian family and the two little girls that were adopted from China. They came to school in their outfits that mom had purchased for them on Chinese New Year and we erupted into a discussion in each classroom about Chinese New Year. But it hadn't been prepared. It was a lost opportunity that we could have been able to give a more global perspective within our own environment which we have, to remember to bring in those artifacts, to talk about places where people either have been, or where people have grown up. That global perspective kind of begins there. And maybe, that will give somebody
that love to travel - to experience. You know, if we just kind of just homogenize
everything and make everyone American, it’s taking away from the richness of the
culture that we already exist in. We’re not as diverse as I thought [SEM School District]
would be. But there is a lot of diversity that exists there. (Costa Rica Interviewee #2)

I think I have a lot more resources now because I have pictures, I have books, and I have
things that I can share with them where before, like you said, it might just have been
something I read, or remembered. But now I have things that I can find ways to make the
connection with other things that I’m doing. But, I think I can show them, by my going
and learning, how important it is to continue learning, how exciting it is, and how there is
so much out there. (China Interviewee #3)

With respect to feeling more connected to a country and culture through study tour travel,
two educators described the value in using their own experiences to tell their stories, which
students relate better to because they know the person telling the story and they have a
relationship with the teacher.

Then when we get into certain things like we’ll talk about where something was invented
or we talk about medicines or vaccination things, and we talk about the Chinese influence
on that, when I get into that area, I felt like I was just saying something I just looked up
and the kids would be so interested and I would almost feel guilty, like I’m so excited,
look what I know, but that’s all I know. So, to actually talk about it because it’s my
story, I don’t feel that guilt of – I just read this to make sure I remember this every year
because my check list says to tell you, but its’ one of my stories. I feel I have so many
science stories now. But I don’t feel like you could have enough stories from around the world. So to have all the stories that you have from there and know they’re sincere, and the kids know it, when you talk about stories, and it’s your stories, they know that it’s a real story and they remember it and it’s not just fact #8 off of their worksheet. And then it’s something that you saw and now they feel like they own it too. (China Interviewee #2)

That’s a great example. We all know that kids connect better to things like you’re describing, (Interviewee #2 is named). Someone else could be doing the exact same story, but since they’re your kids they’re going to connect it and make it their own because it was yours and they appreciate and they like being in your class. It’s such a value to have those stories. (China Interviewee #7)

**Supporting Research Question D**

> You realize a smile goes a long way.  
> *Costa Rica Interviewee #5*

To what extent do various study tour activities alter the thinking and views of participants with respect to global perspective?

To determine the impact of the professional development study tours on global perspectives as perceived by the study tour participants, the third section of the Activities Impact Survey (AIS) asked the question, “To what extent did the following activities alter your views or thinking about the host country” after which several activities conducted in the host countries were listed. Reference the post-survey in Appendix C. Results were entered into SAS to order the responses for each activity from most impact to least impact as reported by the participants of
each individual study tour. The data were then exported into Excel to generate Figure 4.4, which presents a modified line graph displaying the educators’ responses related to global perspectives. As observed in Figure 4.4, participants from both groups once again ranked school visits as the highest scoring activity in terms of impact. Closely aligned with one another in the second, third and fourth position were participant interactions, visits to cities and towns, and visits to parks respectively. Pre-arranged interactions and entertainment also fell within the top 50% of the responses, however the majority of the remaining responses deviated considerably from the mean with the exception of dining, airport travel, and medical systems. A plausible explanation for the array of responses for the lower portion of the figure may again be due to the differences in the itineraries of the two study tours (Appendix B). For example, China respondents again ranked historical sites quite high at 4.66 compared with a 1.95 ranking from the Costa Rica group. Museums, places of worship, and government agencies ranked with similar degrees of separation.
Figure 4.4

Extent to Which Tour Altered Global Perspectives

Mean Rating (0-5)

Activity

Schools
Participants
Cities and Towns
Rural
Museums
Entertainment
Writing
Reading during
Historical Sites
Airport Travel
Non-profits
Places of Worship
Govt. Agencies
Medical Systems

CR

CHINA

Combined
Culture.

With respect to changes in global perspective, focus group interview participants reported a shift in thinking in primarily two areas: culture and environment. In the realm of culture, one aspect that was identified was with respect to languages.

I was going to say something that touched on what (Interviewee #1) said before. You understand Spanish and I took French in high school so I had no Spanish at all, but to see that the language really wasn’t such a barrier in the end. (Costa Rica Interviewee #2)

I think that it impressed upon me the importance of the children being exposed to other languages maybe earlier rather than later. Like in the schools when I realized that these children can speak at least two languages maybe more. I’ve had students in the past, I’ve always been jealous. I’d say "Bonjour!" and they’re like, "You speak French" and I’m like "No. I can say hello" and some of my students have spoken a couple of languages so it just reminded me how great that is. (China Interviewee #4)

For other participants, the culture perspective was broader and concentrated more on big picture concepts and being able to make connections and place the differences of the host culture in perspective with the rest of the world.

I guess for me it was putting the puzzle pieces together. Getting more puzzle pieces in as to how the world is put together. And getting the history piece, and the culture piece of China. Two pieces that I didn’t have before, to see how it all fit together so globally, it definitely changed – it definitely put more pieces together for me so I could see the big picture. (China Interviewee #1)
I wrote the word different too (referring to the focus interviews worksheet.) In stressing to the kids just because something is weird, or might think it's gross, that it really is just different and just because we’re not use to it... so maybe we don’t eat kangaroo or frog legs doesn’t mean that it's wrong or gross, just that’s it is different. And stressing to them that they have to be willing to try new things and accept if someone does do those things that they’re not wrong or it’s not wrong. (Costa Rica Interviewee #5)

Environment.

A greater understanding of environmental issues was the second major common theme that emerged in acquiring a different global perspective. Educators traveling to Costa Rica reported a greater understanding of conservation efforts to restore forests, protect species, and recycle and reuse products.

I was very impressed also and didn’t know anything about Costa Rica. Did not know anything at all. Just knew about where it was. And seeing how the schools were so involved in conservation particularly the elementary school that we went to. The principal had cleared all the land and the students had planted trees. And thinking about how we talk a good lip over here about conservation and getting kids involved but it’s really about Earth Day. That’s always kind of a scramble at the last minute to find something, same with Arbor Day, but there we have whole schools that have really participated and made quite a difference. So it really changed my view about the school really or just the importance that their conservation is placed on the responsibility for everyone. (Costa Rica Interviewee #2)
Remember at LaSelva, when you brought your tray up with your food and your food scraps had to go in one container and I though this is so—....this would be great to have in a school like ours. Would that be the coolest thing? Ahhh......Why don’t we compost and stuff? (Costa Rica Interviewee #3)

One of the things that I was interested in learning was the —when we visited with the sea turtles and we went looking for the green macaws and all these species that have been around for hundreds of years and that now unfortunately because of what man has done to their habitat or their eggs in decades have just been able to wipe out almost entire species. I was just fascinated by how they could have survived through all sorts of things, and then man through selfishness and insensitivity, sort of just wipes it out, but then also sort of left with feeling hopeful that there are organizations and groups that are trying to make concerted efforts to sort of rebuild and re-grow them. (Costa Rica Interviewee #5)

In contrast, educators traveling to China also experienced an increase in environmental awareness, but their new understandings were focused on China’s ability to cope with it’s large population, rapid growth, loss of old neighborhoods and the impact these changes were having on the environment and the people. “I got the impression that they are going to build up. And the people who live there (in the hutongs) will no longer be able to live there (China Interviewee #1). Participants displayed a perceived understanding of the complexity of how the growth was impacting the culture and people, “I see a little bit of value for example in the hutong area. I think they finally realize there is some benefit in not destroying all the old ways” (China
Interviewee #5). The comments expanded to include the role of government and the challenges facing a country with 1.3 billion people (World Bank, World Development Indicators, 2011): as evidenced in the following comments from interviewees from the China focus group:

I had a brief feeling that China is on the rise from what we saw, but I felt that they still had a lot of problems ahead of them particularly with the such an enormous population and sort of a split in the group where the really poor and the educated would have more opportunity for luxuries so I think – I mean it looks like they really are going to be catching up with us but they still have a lot they have to do with educating and feeding, clothing all those people. It was just enormous. (China Interviewee #4)

The Hutong that you talked about. … And the fact that government owns the land and when they want that spot, the places that we ate and toured around and had such a lovely place, I couldn’t get out of my head that somebody used to live here and the government said, "We’ll pay you but you’re moving." (China Interviewee #1)

But one thing I wanted to say to people when I came back, is how disappointed I was because I felt they have been so westernized and I feel like they are going to keep loosing the culture and keep tearing down the hutongs and putting up these fancy places to take all of us tourists too. So I was disappointed by that. (China Interviewee #3)

For me, it was scope -no matter how much our pre-classes said something about how big in numbers and how powerful –just driving – the day that we drove to the great wall. Just driving, and driving, and driving and seeing high rise, after high rise, after high rise that just blew me away! Just with population-the scope! (China Interviewee #7)
Although the environment and cultural influences were relevant to the individual host countries, as would be expected, there was sufficient evidence to support many educators’ perceived growth in terms of an altered perception of the host country, which in turn changed several educators’ thinking about their own school system and country.

**Additional Benefits / Areas of Impact**

In addition to the global perspective themes of culture and environment, other common threads emerged as educators reported their perceived benefits of the study tour experience when, during the focus groups, participants were asked, “What specific knowledge and skills did you acquire from the study tour program?

Study tour participants expressed a greater interest in learning more about the host country.

And...I kind of felt like a student on this trip. It felt like one of the benefits that I really hadn't thought about is - yea, I knew I was learning a lot, but like, sometimes I felt like a kid - I was learning something so new and so different. Just...That excitement of learning I wasn't anticipating being a benefit, but that excitement as a learner. What else can I learn today? What do I know that I didn't know already? (Costa Rica Interviewee #2)

Study tour participants also underwent changes in their preconceived notions of the country, acquired more resources and artifacts for classroom use, and articulated a deeper feeling of connection to the host country. Interestingly though, they not only felt more connected to the host country, but to one another as well. Most participants were not even acquainted with one
another at the start of the study tour program. Yet, through these programs, educators developed relationships that have led to friendships and post-tour professional collaborations.

I wrote too, that there was a stronger sense of collegiality. I have a new respect for the uniqueness of everyone. And we all have our distinct personalities and how we were able to work together. It was a great team building experience that I felt and just - I thoroughly enjoyed it - it was awesome! (Costa Rica Interviewee #3)

The last part of it that I want to say was aside from learning so much about China, another benefit for me was to meet all the people on the trip. (Several people nod and say yes in agreement) I’ve been on the history trips and I really enjoyed those and going on this... again I really enjoyed meeting people from other schools and now I feel like I have people that I can connect with if I have something come up, you know, or if I have an idea, or I need something I have a whole slew of new people. (China Interviewee #3)

Many educators also expressed an increase in self-confidence to travel again, to engage with other cultures, and even to reach out to and collaborate with fellow educators.

It improved my interpersonal skills. I kind of went out of my comfort zone a few times, with people I didn't know. Ate dinner with someone, I didn't know very well. We networked with other schools (Referring to schools within the SEM School District) Could we say hey... you teach first grade- come up to the high school one day and maybe change classrooms or do something like that. I also improved my photography skills. (Laughter. This interviewee took hundreds of photographs on the trip) I rented a lens that I wasn't familiar with and it's funny cause a lot of my pictures were a little bit blurry the
first two days I took them and then I figured it out and I was very pleased that I brought it. It was nice to share that. And I taught others how to do it too.

(Costa Rica Interviewee #4)

Educators provided feedback on the value of various pre-tour and on-tour activities in helping them to maximize their experience, in particular they referenced the benefit of pre-tour lectures and guest speakers, KWL assignments, and journaling.

**Negative Impact**

There were some comments made during the focus group sessions that were coded as negative. For example, there were comments from two of the Costa Rica participants that the zipline and waterfall activities were more strenuous than they expected, but one of the participants admitted to being in poor physical condition and stated that she joined a gym upon returning from the trip. The same individual expressed concern that the study tour was more rigorous than expected and that the amount of information being provided was somewhat overwhelming. Others agreed that the trip was full of information and fast paced, but they did not express this as a concern, but rather a fact.

A different concern was expressed during the China post-tour focus session revolving around shopping. A few educators felt that some of the activities pushed for shopping at the end of the activity, particularly in the art museum and pearl factory that seemed to cater to tourists and possibly function with a kick-back to the guide. One individual even expressed discomfort at feeling pressured into buying something. These experiences did seem to differ however from the market shopping in which educators seemed to appreciate experiencing both the art and challenge of learning to bargain.
Summary

This study sought to answer the question: *To what extent do short-term (1-2 week) international study tour programs impact global-mindedness among K-12 participating educators?* Additional data was collected to answer supporting questions that investigated characteristics of study tour participants, as well as studying the importance and impact of various study tour activities and their impact on educational views and global perspectives. The study employed a mixed methods approach utilizing a Likert scale survey for the quantitative component and focus group interviews to collect data for the qualitative aspect of the study. A total of 51 (98%) educators participated in the survey from a possible 52 study tour participants and 12 (23%) participated in the two focus group interviews that were conducted.

As a result, the research data presented quantitative demographic information and insight into the participants’ educational histories, followed by qualitative data to provide background information as to why educators were motivated to participate in the study tours. This initial background and characteristics overview was followed by an analysis of the impact of the GMS over time in which the survey results were examined for each of the five dimensions of global-mindedness as identified by Hett (1993). The results for the dimensional analysis of the GMS rejected the alternative hypotheses posed for each of the dimensions and accepted the null hypotheses.

The GMS survey was also analyzed for overall results of the survey as a whole. The results revealed a significant change in global-mindedness; however the researcher is cautious in that the practical significance of the effect is likely to be weak. Analysis of the importance of activities indicated a strong frequency of high ranking for the impact of school visits, tour guides, interactions with colleagues, group leaders, and visits to parks. Quantitative data also
revealed that participant’s perceived that the study tour experience extended their thinking in the areas of education in the host country, learning other languages, education within the United States, and global education overall. With respect to extending participants’ global perspectives, respondents ranked visits to schools, participant interactions, and visits to cities and towns as the highest ranked activities.

Analysis of the qualitative data exposed four themes. These themes include: background and characteristics; perceptions; personal and professional growth; and teaching and learning. These themes were aligned with the research questions to gain a better understanding of the impact of various activities, as well as the overall impact of the international study tour experience.

The finding presented in this chapter provided an understanding of the impact of the SEM School District’s short-term international study tours on educator global-mindedness. Additionally, the findings provided insight into study tour activities perceived by educators as having the greatest degree of importance in extending their thinking about education and global perspectives. The next chapter discusses these research findings, makes recommendations for future research of short-term professional development international study tours, and provides possible implications for educators charged with providing professional development to foster global education.
Chapter 5
Discussion of Research Findings

This chapter presents a summary of the findings embedded within a discussion that ties the research to the literature, and theoretical framework that shaped this study. The interpretation of the findings will be presented to inform both PK-12 practitioners charged with implementing global education initiatives and offering of high-quality professional development, as well as researchers focusing on investigating professional development programs involving international study tours.

Statement of the Problem

This study was sparked by the discussions of global education advocates such as Thomas Friedman, Daniel Pink, Alan November, and Yang Zhao, and directed by the work of several global education researchers including Merry Merryfield, E. Jane Hett, Kenneth Cushner, and Angene Wilson. Respectively, these people have been expounding on the urgency for educators to provide a global education and for international study to play a role in increasing global-mindedness and broadening one’s global perspective.

In today’s fast paced and technology-driven world, teachers and administrators are charged with ensuring that students are provided with a rigorous and comprehensive global education. Yet, many current educators were trained for teaching in a twentieth century classroom. They are in need of professional development opportunities that will expand their knowledge and perspective, encourage collaboration with colleagues, and motivate them to continue building and expanding their abilities to offer an education that truly prepares students for today’s world. However, the challenge is in providing a robust and sustained professional
development experience that will address these needs. One proposed solution is the offering of short-term international study tour programs designed not for tourists, but rather for educators, specifically as an experiential travel program.

**Purpose and Research Questions**

The purpose of this investigation was to explore short-term international study tours as a professional development activity in training teachers to become more globally-mind ed educators, and to understand the factors identified by participants as most important in influencing and shaping their thinking around global education and global perspectives.

The primary question guiding this study was: *To what extent do short-term (1-2 week) international study tour programs impact global-mindedness among PK-12 participating educators?* Four supporting questions provided additional insight into the primary question:

(a) What are the characteristics of educators who participate in the international study tour programs? (b) Which components of a study tour program do participants report as having the greatest impact, both personally and professionally? (c) To what extent do various study tour activities alter the thinking and views of participants with respect to education? (d) To what extent do various study tour activities alter the thinking and views of participants with respect to global perspective?

These five questions were examined within a theoretical framework consisting of three foundational concepts: global learning theory, experiential learning theory, and professional development theory. These theories were applied with a focus on the relationship of each theory to international study experiences and global-mindedness.
Limitations of the Study

This research project is limited to 51 PK-12 educators who participated in study tours to destinations that included Costa Rica and China. The limitations in this study are as follows:

1. Non-random sample: Educators in this sample were non-random due to the self-selection of educators to participate in the short-term international study tours.

2. Sample size: The sample size for this study was marginally sufficient when examining the quantitative results for the two study tour groups combined. In comparisons between the Costa Rica and China study tour participants, sample sizes were quite small at 19 and 32 respectively, thus minimizing the ability to draw conclusions regarding the absence or presence of significant differences between the two groups.

3. Study tour dates: Each study tour included a pre-tour survey to establish a baseline data set from which pre-tour and post-tour responses could be analyzed. However, the tours were conducted seven weeks apart during which time various world events could have impacted responses.

4. Unexpected events: Seven days into the China study tour, the group received news that the superintendent of schools from the SEM School District passed away suddenly. This event had a considerable impact on many members of the group. The news arrived the evening before one of two scheduled school visits, which is noteworthy in that school visits ranked as number one in activity importance as perceived by participants. This event, understandably, changed the tone of the tour, disrupted the activities, and in varying degrees, impacted the ability of many educators to maximize the remaining on-tour experience.
5. Differing experiences: Two different study tour destinations were examined in the study; and therefore, the activities conducted on the tours were sometimes quite different in nature. For example Costa Rica included a considerable amount of time within forests and canals in relatively remote regions, while China participants visited three large cities, each containing millions of people. Costa Rica participants were engaged in several physically challenging activities such as kayaking, hiking, and zip-lining, while China participants strolled through museums, temples, and several historical sites. The three parts of the AIS were designed for utilization by any study tour program, but as a result, some responses on portions of the AIS vary greatly between the two groups because some activities were not shared by both groups.

6. Highly motivated: Educators who participated in the study were highly motivated to this type of professional development experience as evidenced by their willingness to pay between $2,950 and $3,200 dollars for the tour, plus additional personal expenses. Clearly, not every PK – 12 educator would have the ability to participate in a study tour program due to financial and/or personal obligations.

7. Bias: The possibility of bias was acknowledged by the researcher due to the researcher’s position as a public school district administrator who planned and organized the study tour program and served as group leader for both the Costa Rica and China tours.

**Research Procedures**

This mixed-methods study examined the impact of short-term international study tours in developing global-mindedness among PK-12 educators participating in the SEM School District’s two study tour programs. Areas of focus included assessing attitudes within the five
dimensions of global-mindedness as identified by Hett (1993), as well as the importance of various study tour activities, and the impact of those activities on educational views and global perspectives as perceived by participants. The following sections highlight the methods used to conduct the research.

**Design Approach.**

A mixed methods approach was utilized to strengthen the study by combining both surveys and focus study groups to acquire data related to the impact of the study tour programs. The quantitative component was conducted as a pre-experimental one-group design with a pre-test, an intervention, and a post-test.

*One-Group Pre-Test—Post-Test Design*

Group A:  

This design was advantageous in that the researcher obtained data to reflect a baseline level of global-mindedness for the participants prior to the intervention, followed by post-tour results used to determine the impact of the study tours.

**Instrumentation.**

A two part pre-tour survey was administered comprised of E. Jane Hett’s (1993) Global-Mindedness Survey (GMS), and a section to obtain demographic data. The GMS is comprised of 30 items rated with a five-point Likert-type scale ranging from strongly disagree to strongly agree. According to Hett (1993), the 30 items represent the five dimensions of global-mindedness: (a) responsibility, (b) cultural pluralism, (c) efficacy, (d) globalcentrism, and (e) interconnectedness (p. 143). Using Cronbach’s coefficient alpha, internal reliability calculated at .90 overall. As appropriate, permission was obtained to utilize the GMS (Appendix ____).
The post-tour survey was comprised of the GMS, as well as the Activity Impact Survey (AIS) developed by the researcher to determine the importance and impact of various study tour activities in an effort to better understand their role in both impacting global-mindedness and contributing to meaningful professional development geared towards fostering global educators. The AIS, comprised of 71 items rated with a five-point Likert-like scale, contains three parts: (a) importance of study tour activities, (b) education, and (c) activity impact on global perspective. The instrument was reviewed to determine relevance, as well as the value and usefulness of each question, using a two-tier process with a first draft going to a travel tour company director and two PK-12 superintendents with extensive international travel experience. Following their recommendations, changes were made and then a second draft was sent to different reviewers for further feedback, and again revisions were made. Finally, the survey was field tested with four educators with international travel experience to check for clarity, ease of use, and appropriateness for a post-international experience. This field test produced minor adjustments before generating the final version.

The qualitative phase of the study involved focus group interviews consisting of two, one-hour long sessions conducted within three weeks of the conclusion of the on-tour experience. Ten questions were asked in each interview session, which followed group guidelines outlined by Krueger and King (1998). An informal and friendly environment was established to provide a comfortable atmosphere for sharing thoughts and reflecting on the international study tour experience.
Population and site.

Educators participating in the study were recruited from study tour programs being offered by the SEM School District. Prior to beginning the study, permission was requested and approved to conduct this study (Appendix A). Pre-tour workshops and logistical meetings were conducted on site in the SEM School District, while the experiential on-tour component of the program was conducted in either Costa Rica or China.

The study tour programs were initially open to all K-12 educators in the SEM School District and then remaining open slots were filled by educators in nearby districts. Participants represented Massachusetts PK-12 public school educators across all disciplines from five suburban districts including the primary district, the SEM School District offering the study tours, as well as four neighboring districts.

Participants of the study tour to Costa Rica (19) and to China (32) comprised a total of 51 educators in the sample. The research project explored the impact of short-term study tours with the assumption that previous travel experience would not preclude the potential for impact on global-mindedness and global perspective.

The qualitative approach was employed using focus study groups in which 5 and 7 educators from the Costa Rica and China tours respectively, volunteered to participate in an interview session following each of the tours. Next, the results of the quantitative and qualitative methods were combined and the results were carefully analyzed.

Data analysis.

Using ANOVA statistics run in SAS (v.9.1), the GMS survey results were analyzed for pre-tour survey and post-tour survey differences for each of the five dimensions of global-
mindedness measured in the instrument, for overall changes between the pre and post-surveys for the combined tours, and for between group comparisons. The three sections of the AIS were analyzed using descriptive statistics for frequency and percentages, as well as for between group comparisons.

Qualitative data were digitally recorded, transcribed, and entered into MAXQDA plus software for coding, segment retrieval, and identification of common themes. Five common themes were then aligned with the five research questions for presentation in the findings. These themes included: (a) background and characteristics, (b) host and home country perceptions (c) personal and professional growth, (d) teaching and learning, and (e) culture and environment.

**Summary and Discussion of Findings**

The summary and discussion of the findings will mirror the format used in Chapter 4 in which the findings were presented based on the research questions. As such, the first section will address the supporting question related to background data and characteristics, thus providing an understanding of the research sample and motivating factors for participation. Subsequent sections will provide a discussion based on the findings, which address the remaining primary question and three supporting research questions.

**Supporting research question A.**

*What are the characteristics of educators who participate in the international study tour programs?*

Descriptive statistics were used to report the demographic data. Results showed female participation at 96.07% despite only a 75% female population within the SEM School District.
All educators had a minimum of a bachelor’s degree, as required by Massachusetts educator licensure standards, however, 96.00% had also attained a Master’s degree or higher. 93% of educators reported having taken at least one college course on global education with 38% reporting having taken at least 3 global education courses. Educators reported obtaining news of international events from three primary sources: television, Internet, and newspapers / magazines. Finally, 28.57% of educators had participated in a study abroad program; and still others reported enjoying international travel as a tourist. These particular demographics are important in that they align with previous research by Hett (1993). Five of Hett’s nine predictors of students who were more likely to score higher on the Global-Mindedness Scale (GMS) were found to be accurate for this study as well: (a) be female, (b) have attained junior or senior class standing in college, (c) have taken several internationally-orientated courses, (d) report regularly reading international news in a newspaper, and (e) have spent significant time outside of their own country. (p. 148). This similarity is important in that the overall mean results revealed high scores on the pre-tour administration of the GMS, thus limiting the degree of measurable growth over time. This will be discussed further in the following section; however, it is possible that higher scores on the pre-tour survey can be explained by Hett’s (1993) findings regarding predictors. One of the limitations of this study was that the sample group was self-selected. It is likely that all public school educators would tend to score higher on the GMS as many PK-12 educators would likely meet many of Hett’s indicators. It should be noted, however, that Hett’s work looked at college students as opposed to professional educators.
Motivational factors.

In examining the demographics and professional experiences of the participants, additional background data surfaced regarding motivational factors for participating in the study tour program. Some participant responses were congruent to a study that examined student motives for participation abroad conducted by Teichler and Steube (1991). They documented the following motives: a desire to practice a foreign language and live with locals; a desire to enhance their understanding of the host country; a desire to travel and gain another country’s perspective; a desire to become acquainted with other teaching methods; and a desire to learn subject matter not offered by home institutions, to establish ties with ethnic heritage, and to influence friends (Teichler & Steube as cited in Zhai, 2007). The following data reflects many of these same desires of practicing educators who participated in the study tours, yet additional motives surfaced as well.

During the focus interviews, educators referenced the desire to participate in something new as a primary motivational factor for participation. They also cited the idea of a challenge or opportunity to step out of their comfort zone as an additional motivating factor. The fact that educators perceived the study tours as challenging suggests that they were then more inclined to engage in meaningful reflection. The work of Moon (2004) points to the value of designing experiential learning situations that challenge the learner, and thus stimulate reflection.

Some educators also cited traveling with a tour as a motivating factor. They seemed excited to engage in a new experience, but were nervous about doing so without the comfort of their family or spouse. A review of the literature did not reveal any studies producing similar findings related to motivation in this area, however most study abroad research seems focused on
college students. Several participants also reported gaining confidence as a result of the study tour, and now anticipate exploring additional travel opportunities. Research does point to the increased likelihood of additional travel experiences for students who participated in study abroad programs (Cushner, 2007).

An increase in confidence was also experienced in other realms. Some educators revealed confidence in overcoming personal challenges, some with respect to knowledge of the content, some with their self-assurance in being able to travel more, and still others who expressed feeling more poised and secure around their colleagues. This additional outcome of increased confidence, supported by qualitative data, is likely to spill into the classroom. This researcher is confident in suggesting this possible outcome based on the work of Gibson & Dembo (1984) who note that educators with high self-efficacy are better motivators, tend to praise students more frequently, and are better able to assist students in the learning process through the use of prompts and probing questions.

**Primary research question.**

*To what extent do short-term (1-2 week) international study tour programs impact global-mindedness among K-12 participating educators?*

**Overall global-mindedness.**

This research examined K-12 educators participating in study tours to two different destinations, Costa Rica and China. Results of the overall GMS did indicate a significant change in global-mindedness as a result of the study tour experience; however due to the rather small growth, the researcher exercises caution in the practical application of these findings. Particularly in light of a study conducted by Zhai (2007) in which the GMS was administered to students.
who participated in summer study abroad programs reporting no significant differences between the pre-tour and post-tour GMS results. Also, initial ratings on the GMS during the pre-tour survey were high with a mean response of 4.08 for Costa Rica and 4.04 for China. Although this violated assumptions regarding normal distribution, the ANOVA statistics utilized are robust for such violations (Elliott and Woodward, 2007). The sample size was also relatively small, so again, generalizing to a larger population based on this data alone would be irresponsible.

However, triangulation of the data through the use of focus study groups did support changes in global-mindedness. Maxwell (2005) stresses the value of triangulation in reducing the risk that conclusions will reflect only systematic biases or limitations of a particular source or method. He also notes that triangulation allows a broader and deeper account of the area under investigation, thereby adding a rich, robust component to the data. As such, the focus interviews provided additional information that brought clarity and perspective to the research. Interviews revealed changes in global-mindedness, as educators acknowledged a perceived shift in their thinking about cultural differences, responsibility to others, establishing relationships, global education, international policies, and world-wide environmental issues. These data were supported by research conducted by Younes and Asay (2003), in which college students participated in thirteen to sixteen day study tours to various European countries. The researchers reported that gains were identified in group dynamics, in personal growth, and in education in terms of increased learning of the content and subject of focus. Study tour educators who participated in the Costa Rica and China study tours made similar claims feeling self-assured in their relationships with colleagues, confident in their understanding of content, and pleased with their person growth in overcoming a variety of challenges. Similarly, Peace Corps volunteer teachers
reported increases in self-efficacy and teacher efficacy as their experiences left educators feeling an enhanced ability to teach (Cross, 1998).

Participants in both study tour focus groups reported increased collegiality among their fellow travelers, keeping in mind that most participants had not met prior to the start of the study tour program. Cushner (2007) documented similar evidence in noting an increase in confidence in speaking to strangers and gathering information in new and unfamiliar settings. Both Costa Rica and China participants reported stepping out of their comfort zone to sit with people they didn’t know or to talk with teachers from other grade levels. One educator expressed a greater appreciation for how unique each participant was and how they all had distinct personalities, but were able to work together so well. These qualitative data support the researchers suggestion that the study tour experience led to personal growth and development of meaningful interpersonal relationships for the participants, in line with results reported by Wilson (1993) regarding the impact of international experiences.

Having said that, the researcher would like to point out that, because the group was not random, the sample resulted in self-selected participants who were already open to exploring other cultures, facing challenges, and learning about other places. Additionally, the study was limited to those individuals who were in a position to be able to spend their own money on the study tour program, as the study tours were self-funded. Therefore, it is reasonable to assume that the participants had an expectation of a positive and enriching experience.

**Global-mindedness dimensions.**

In addition to overall results on the GMS, findings were also reported for each of the five dimensions of global-mindedness as identified by Hett (1993). The following non-directional alternative hypotheses were proposed:
Hypothesis 1. There will be a significant difference in the pre-tour and post tour results for global responsibility among participants of the SEM School District’s study tours.

Hypothesis 2. There will be a significant difference in the pre-tour and post tour results for cultural pluralism among participants of the SEM School District’s study tours.

Hypothesis 3. There will be a significant difference in the pre-tour and post tour results for efficacy towards global issues among participants of the SEM School District’s study tours.

Hypothesis 4. There will be a significant difference in the pre-tour and post tour results for globalcentrism among participants of the SEM School District’s study tours.

Hypothesis 5. There will be a significant difference in the pre-tour and post tour results for global interconnectedness among participants of the SEM School District’s study tours.

Repeated measures of ANOVA were used to analyze the data regarding the dimensions of global-mindedness. All results rejected the alternative hypotheses and accepted the null hypotheses targeted at the impact of the study tours on each dimension of global-mindedness. The researcher notes that, although changes over time were not significant, the initial high rankings made any statistically significant shift difficult to measure since the pre-tour distribution was not normal. This lack of distribution normalcy is not of concern however, as ANOVA is robust to violations of assumptions.

Supporting research question B.

Which components of a study tour program do participants report as having the greatest impact, both personally and professionally?
A review of the literature did not reveal studies that targeted the data acquired through administration of the Activity Impact Survey (AIS), which focused specifically on assessing the impact of specific study tour activities. However, various claims made by other researchers do align with some of the broad areas of education addressed in this study. For example, when studying college students, Younes and Assay (2003) identified gains in group dynamics and personal growth, and reported increased learning of the content and subject of focus. Supporting these types of gains in this study of practicing educators, the following data show the types of activities which participants deemed important to them both personally and professionally.

The survey data clearly show that educators felt strongly about the importance of the school visits rating them at 4.99 on a five-point Likert scale. These data were supported during the focus interviews as well, whereby teachers expressed their excitement in visiting the schools and their disappointment at having not spent more time at each school. Educators also gave a very high ranking, 4.92, to the value of the local tour guide. The tour guide is an important person in directing the success or failure of a study tour. The tour guides for these two study tours were very well received by the participants. Educators planning a similar experience should take the necessary measures to secure a knowledgeable and professional tour guide who understands the needs and expectations of the tour leader. The same consideration and careful planning should go into the selection of the tour company, as these two variables, not easily controlled for, can significantly impact the outcome of a study tour program. It is reasonable to state that the high quality of both of these factors of the study tour program, as perceived by the study tour leader / researcher, influenced the ratings given by participants for several of the response items.
The fact that 71.88% of all activities were rated as being at least moderately important and 50.00% were rated at either important or very important, speaks to the quality of the study tours; and therefore, the increased opportunity for learning and altering views about the world. For an international experience to be beneficial it has to stretch the participant and create challenges for the traveler (Cushner, 2007; Mendenhall et al., 2009). Experiential learning situations that challenge the learner stimulate reflection (Moon, 2004). Therefore, it is important in reviewing the data to observe which activities challenged the participant and caused disruption in their thinking, followed by reflection, and then followed by more questions and higher levels of understanding. This type of information can then be used in the planning of not only study tour programs, but in designing many types of experiential learning programs.

**Supporting research question C.**

*To what extent do various study tour activities alter the thinking and views of participants with respect to education?*

Providing a discussion of the study tour results as they relate to the literature is a challenge in that other studies report an increase across broad topics such as cultural knowledge, a broadened perspective, and increases in multicultural education to name a few (Ference, 2006). Whereas this study sought to understand the impact of the study tour in altering thinking and views on a variety of more explicit educational topics such as merit pay, use of technology, licensure requirements, special education services, and common standards.

Survey data revealed that the study tour extended educator thinking about educational issues in which the following ranked among the top five of 21 identified topics when reviewing the mean of all study tour participants: *education in host country, learning other languages,*
education with the U.S., global education, and rigor in school. However, when analyzing this data by study tour destination, the results are quite different. Costa Rica participants rated their thinking extended in the following top five areas: education in host country; learning a language, special education services, world literacy, and art and music. In contrast, China participants rated their thinking extended in these top five areas: education in host country, global education, education in the U.S., rigor in schools, and curriculum content.

It is important to see the mean ratings of the two tours combined; however dissecting the results by tour reveals differences in responses. Possible explanations for these variations may be found in the differing itineraries of the two tours (Appendix B). There were some common themes in the itineraries, but the destinations and the uniqueness of each country is likely to have impacted educator responses.

The fact that, for both tour groups, “education in the host country” was ranked highest by educators as the area in which the study tour most extended their thinking, is likely explained by the following:

a. Educators would naturally have an interest in educational matters

b. The pre-tour activities drew attention to the educational systems of the country, thereby heightening the pre-tour learning.

c. The Costa Rica tour visited three schools and the China tour visited two schools

d. The tour was comprised of all educators, so much of the conversation during the tour revolved around educational matters, therefore, participants continued to learn from one another.
However, many other responses seem to parallel the itineraries and suggest linkage to various pre-tour activities and on-tour experiences. The discussion that follows will reference the other educational areas reported in the top five responses for each tour.

**Education: The Costa Rica experience.**

Understanding the connection between the itinerary and educators’ perceptions of how the study tour extended their thinking in various educational areas could prove very important in designing a study tour to maximize the learning in targeted educational areas. For example, in visiting the rural schools in Costa Rica, the local students did not know very much English. In contrast, in the very poor middle school for children of migrant workers located outside of Beijing, the children knew many English words and some were capable of holding simple conversations. In contrast, the researcher noted that the Costa Rica principal explained that there was a need for English to be taught in his regional schools and expressed frustration at the challenge of acquiring an English teacher. This lack of a foreign language teacher clearly had an impact on some study tour teachers in that seven of the Costa Rica educators have expressed an interest in returning to the Monteverde region in the next year to teach English to these students. In fact, during the summer of 2011, only six months after their visit, three Costa Rica study tour participants will be returning with five high school students to establish an English language program. This program will allow other educators and students to visit regularly, with the goal of creating an ongoing program, which rotates students and teachers into the area for English language instruction.

Educators visiting both countries ranked special education relatively high with a mean response landing in the sixth position, however it was ranked third by Costa Rica participants.
This could be explained by visits to the schools. The Costa Rica study tour educators interacted with special education students attending school without special services or programs to address their individual needs. Most educators on the study tour work with special education students on a daily basis, and this researcher suggests that perhaps the presence of these children without any type of individual education plan influenced their thinking and thus their responses on the survey. The China study tour participants did not have any interaction with special education students, which they noticed, and which stimulated questions for the tour guide and the local hosting educators.

Costa Rica participants ranked world literacy as the fourth highest area in which the study tour extended their thinking. This ranking may be a result of the emphasis placed on the literacy rate in Costa Rica. During the pre-tour activities, three presenters and one film provided information about the high literacy rate of Costa Rica (S. MacCallum, personal communication, December 8, 2010; H. Levine, personal communication, January 19, 2011; B. Lawson, personal communication, January 25, 2011; Master Communications, Inc., 2008). The CIA (2011) reports the Costa Rica literacy rate at 94.9% for people over the age of 15 based on a 2000 census (Central Intelligence Agency, 2011). However, the PBS film *Families of Costa Rica* noted that the country is proud of its literacy rate of 96%, one of the highest in the world (Master Communications, Inc., 2008). Attention to the literacy rate was further emphasized during the on-tour experience by the local tour guide, G. Ayub (personal communication, February 20, 2011). This emphasis on literacy during both pre-tour and on-tour activities could explain the higher ranking by the Costa Rica participants.
With respect to a high ranking of Art and Music by the Costa Rica participants over the China participants by 0.67 points across a five-point Likert scale could be due to the emphasis on art and music during the tour. During two of the school visits, Costa Rican children performed for the tour participants with programs that included dancing, elaborate costumes, multiple musical performances, and walking on stilts. Additionally, artwork was displayed and an emphasis seemed to be placed on artistic expression. Although the educators on-tour in China visited an art museum, the arts did not seem emphasized within the schools during the visitations. There was some artwork hanging that students had completed, but the U.S. educators were not observers of students actively engaged in the arts, as was witnessed by the Costa Rica group.

The sample size and data is not sufficient to make any strong claims regarding the connection between the data and the activities listed in the itineraries; however, the researcher feels confident in suggesting a possible connection. Further research in this area could provide clarity for these potential correlations.

**Education: The China experience.**

A closer look at the connection between the China study tour itinerary and educators’ perceptions of how the study tour extended their thinking in various areas of education could serve as a platform for planning a tour to this country. For example, it is interesting to note that the China participants ranked *global education* as one of their top areas for which their educational views were extended, second only to *education in the host country*. Pre-tour films, guest speakers (Appendix J) and on-tour guides all referenced China with respect to the rest of the world. Comparisons were frequently made to China versus India, the United States, Japan,
and various European countries and emerging countries. This constant comparison did not occur with any degree of frequency before or during the Costa Rica trip. Costa Rica was sometimes compared with other Central American countries, but was generally not compared with other nations. The exception did occur in discussing the high literacy rate, but world comparisons were not an ongoing focus. Similarly, promoters of education reform and those leading the charge for a more global education regularly speak of global education in terms of comparisons between the United States, China, India, and Europe (Friedman, 2005; November, 2008; P21, 2009; Pink, 2006; Zhao, 2009). As such, educators traveling to China were tuned into this comparison. Focus interviews revealed pre-conceived expectations about the educational system of China, particularly with respect to: rigor, which ranked fourth in the survey; long days at school; less after-school activities than the United States; rigid teaching methodologies; and considerable memorization.

Similarly, this researcher suggests that the ongoing comparisons that led to high rankings in global education also may serve to explain the higher ranking of extended thinking about education in the United States. Cushner (2007), having examined international study research, pointed to the benefits of students’ international experiences in challenging their own perceptions of themselves and others and as a result, demonstrated an increase in cultural and political knowledge, intercultural sensitivity, and openness to cultural diversity. Therefore, educators who were focused on comparing China to the United States were, by the nature of the reflection, placed in a position to rethink their views on education in their home country. Merryfield noted that, “Reflection on one’s own worldview often provokes curiosity about the knowledge, beliefs, and experiences of people in other cultures (Merryfield, 2008, p. 364).
This concept of comparison with China and other major countries, so emphasized in the literature, provides a lens from which to understand the emphasis placed on global education, U.S. education, rigor, and curriculum; for it is these areas most in question when comparisons are made. Whether emphasized by educators such as November (2008) and Zhao (2009) or journalists such as Friedman (2005) or business leaders like Trilling and Fadel (2009), the ongoing comparisons made in the media and educational circles are likely to have sparked the attention given to these four educational issues by the China participants. Further emphasis by guest speakers, pre-tour films, on-tour guides, and on-tour activities then fueled a debate about appropriate teaching practices, assessments, and the validity of global comparisons. A list of pre-tour speakers and activities can be found in the Appendix J.

_Education: The overall study tour experience._

Collectively, educators viewed the study tour as a way to extend their thinking in a variety of educational areas, but particularly with respect to teaching and learning. Educators reported feeling more connected to what they were teaching as a result of the study tour, and felt comfortable in their ability to use examples from their experience. Martens (1991) found similar results reporting that teachers participating in international study programs return with a stronger sense of authority in the classroom when discussing world matters. This sense of increased connection to teaching about world issues is critical, as one of the goals of the study tour program was to improve each educator’s ability to provide a more global education. Researcher Linda Darling-Hammond (2009) identified significant links between measures of teachers’ knowledge and student achievement referencing considerable evidence that investment in teacher’s knowledge through professional development makes a difference in student learning. It
is then reasonable to suggest that short-term international study tours may provide an effective professional development venue for enriching teacher knowledge, thus, impacting student learning through a more global perspective.

Teachers also reported having more resources and artifacts with which to instruct, thus making their teaching more authentic in nature. One teacher expressed the enthusiasm of her students in wanting to read her journals. Kolb (1984) notes that learning occurs when knowledge is created through the transformation of experience, and so the stronger the connection is for the educator, the greater the chance that the activity will be experienced, in some manner, by the student. Meaningful and effective experiential learning programs that demonstrate connections to learning enhance the experience.

Other teachers saw the study tour as a way of looking at their own schools and recognizing different students and cultures within their own environment. These results support the work of Cushner (2007) who found that students participating in international experiences demonstrated an increase in intercultural sensitivity and openness to cultural diversity.

Educators also used their experiences to share their stories with students eager to hear of their teachers’ adventures, which in turn, stimulated conversations in which other students shared global stories. Martens (1991) observed similar results reporting that teachers returned from study abroad with a new sense of authority and greater desire to share their knowledge and experience with others. Qualitative data such as these suggests an enrichment of educational practices in which the educator becomes more aware of his or her own educational environment. Kolb (2009) noted this process in which immediate and concrete experiences lead to
observations and reflections, which in turn are converted into abstract ideas with possibilities of actions that can be tested, further leading to potentially new experiences.

Supporting research question D.

To what extent do various study tour activities alter the thinking and views of participants with respect to global perspective?

A review of the literature did not produce any studies paralleling the data that was generated from Part 3 of the AIS, which focused on understanding the impact of individual activities of the study tour program on global perspectives. Reviewed studies did not seem to focus on assessing the impact of specific study tour activities. However, research conducted by Jennifer Moon (2004) stresses the fact that the greater the challenge or disruption in an experience, the stronger the role of reflection in making sense of the situation, which in turn leads to increased learning. This connection is important in considering which activities in this study tended to challenge the participants or placed them in unfamiliar situations.

AIS data related to global perspectives revealed the extent to which various study tour activities altered educators’ thinking and views. The top four mean responses of the combined tours were as follows: school visits; interactions with knowledgeable tour group participants; visits through cities and towns; and visits to parks. The data were also tightly associated when the two study tour groups were viewed independently. The quantitative data provided insight into perhaps why these four activities ranked high among the collective participants.

Culture.

With respect to global perspectives, two themes emerged from the focus interview data: culture and environment. These results were not surprising in that the areas identified by Schattle
(2006) and Holden and Hicks (2007) as problems of today and the future seem to fit easily into one of those two themes: poverty, pollution, energy, social injustice, environmental destruction, health and financial crisis.

After a closer look at the qualitative and quantitative data, it becomes quite evident as to why certain activities surfaced as high ranking on the Activity Impact Survey (AIS) despite very different study tour experiences. For example, visits to schools ranked number one in all three sections of the AIS. School visits provided insight into the culture of the country. How a country chooses to educate its’ youth is often a measure of the standards of a country and a window into the culture and climate of a society. By visiting the schools in person and experiencing some examples of the educational systems in these countries, educators were given perspectives that they could not have acquired from within the confines of their own country. The ability to interact with fellow educators from the host country and to engage with local students allowed for deeper understanding of the daily routines of the school climate. From observations of classroom resources, to curriculum, to schedules, to health conditions, to environmental impact, to living conditions—all these factors served as input from which educators were able to dissect, interpret, and rethink previous knowledge and conceptions to formulate new ideas and gain additional knowledge. This rethinking of cultures and educational systems will continue to foster growth and confidence within the study tour participants, as they expand their global perspectives. Wilson (1993) and Cushner (2007) agree that educators are responsible for preparing students to live and work in an interconnected world, but first, they themselves must be confident and comfortable as not only global educators, but global citizens as well.
Specific to cultural shifts, study tour educators reported a shift in how they felt about learning languages. They were reminded of the value of speaking more than one language. One participant marveled at the effort one of her own students was making to learn some Chinese words so that she could communicate with her when she returned from China. Educators from both study tours heard first hand the efforts that were being made in both Costa Rica and China to learn another language, and many seemed bothered that they themselves new only one language.

Environment.

Perspectives were also impacted with respect to the environment. Educators from China reported a greater understanding between the history and culture of China. Several were interested in the connection between rapid growth and modernization, and the impact on the environment as evidenced by increased pollution, destruction of farm land, contamination of water systems, and the stressing of natural resources. Educators expressed appreciation for the regulations and “bureaucracy” required in the United States to ensure protection of resources.

However, in Costa Rica, participants were not struck by the lack of attention to the environment, but rather the degree of care and concern devoted to protecting it. Here, study tour participants were struck by the extensive reforestation efforts and recycling initiatives. Teachers commented in surprise that Costa Rica seemed ahead of the United States in this regard, which again led to clarification of preconceived notions they had held about the host country.

These moments of clarity that were obtained by educators as a result of the study tour experience are important in providing a more authentic and realistic global education to students. Merryfield (2003) stressed that teachers make decisions daily that impact how students perceive
themselves, their culture, and the lives of others around the globe, and that educators need sufficient experience and training to assume these responsibilities, which profoundly influence students’ understanding of global issues and cultures.

**Negative Impact**

Findings pointing to negative impacts of the study tour seemed to revolve around unclear expectations or explanations of certain activities. For example, two Costa Rica participants expressed some annoyance that the zip-line and waterfall activities were more strenuous than they expected, however one of the participants admitted to being in poor physical condition compared to her colleagues, which she later felt served as a wake-up-call to exercise more.

The same individual expressed concern that the study tour was more rigorous than expected in that activities were scheduled for very early in the morning and into the evening with very little “down time”. Others agreed that the trip was full of information and fast paced, but they did not express this as a concern, but rather a fact. The itinerary was available to educators months prior to the trip, and at the end of every day while on tour, an overview of the next day’s activities were explained to all participants.

A different concern was expressed during the China post-tour focus session revolving around shopping, as some felt that there was too much emphasis on shopping. The concerns, however, seemed targeted at particular shopping locations, differing from the street market shopping in which educators seemed to appreciate experiencing both the art and challenge of learning to bargain. This information is important to the researcher in planning future study tour programs. Shopping opportunities should be limited in a professional development experience; however the researcher does not feel they should be eliminated, as the local markets and
purchasing methods are part of a country’s culture. As Oddou and Mendenhall (2009) reference, the absence of familiar markers cause disorientation, causing us to modify our understanding when internal maps and points of reference are absent. As participants were placed in situations where they had to bargain to purchase an item, it was unfamiliar territory, and for some a very uncomfortable situation. Yet this type of disruption or challenge, as noted by Cushner (2007) and Moon (2004) among others, stimulates reflection and fosters growth.

Conclusions

This study sought to explore the extent to which short-term international study tours impact global-mindedness in PK-12 educators. The research also explored the importance and impact of various study tour activities in altering the thinking and views of participants with respect to education and global perspective. The results of the Global-Mindedness Scale (GMS) showed significant growth in educators in moving towards views that reflect a global-minded attitude with respect to other peoples and countries. However given the initial high mean score on the GMS and the small sample size of the participants, these results viewed in isolation would paint a limited picture. However the data from the Activity Impact Survey and qualitative data obtained during the focus interviews, provide a more complete and robust account of the impact of short-term international study tours, thus adding depth and understanding to the GMS. The following conclusions were drawn from these three data sources:

Global-Mindedness Scale

1. The study tours had a significant impact on overall global-mindedness.

2. The study tours did not have a significant impact on the individual dimensions of global-mindedness.
Activity Impact Survey

1. Educators felt that visiting schools was the most important activity. Interacting with their guides and with one another was also perceived as an important aspect of the study tour.

2. The importance of various activities is sometimes connected to how that activity was conducted in the host country.

3. Educators extended their thinking about the educational system in the host country, the value of learning a foreign language, rigor in the classroom, and education in the United States.

Focus Group Interviews

1. Educators found that pre-tour activities heightened observations and allowed for greater recognition of places, things, and customs during the study tour, thus creating opportunities to make connections.

2. Educators experienced an increased awareness and appreciation of their own circumstances in comparison to others.

3. Educators increased their knowledge of the host country including such areas as education, politics, history, economics, conservation, recreation, arts and entertainment, and the overall culture of the region.

4. Educators acquired a greater understanding of how they are perceived by other countries and how other cultures view them as Americans.

5. Several educators expressed a change in how they perceived the host country and in how they perceived their own country.
6. Many educators reported an increase in confidence in their ability to present content in the classroom, to travel without family and friends, and to travel to places that challenge them and take them out of their comfort zones.

7. Some educators reported that the overall study tour experience impacted them professionally in that they now feel they have more to offer their students and colleagues.

8. Several educators reported an increased desire to inspire their students to travel and explore.

9. Some educators felt the study tour experience provided them with greater insight and awareness of the cultural differences and opportunities existing in their classrooms every day.

**Implications**

This study, even with its relatively small scope, has important implications for future use. The following sections provide implications for consideration in the areas of theory, measurement, research, and practice.

**Theory.**

Global education theory, extensively investigated by researchers such as Tye (2003), Wilson (1993), Zhao (2009), has taken hold in the field of education, as well as in the business realm as evidenced by the work of Friedman (2007) and Mendenhall et. al. (2008). In global education and global learning theory, the discussions seem to revolve around the need for a greater global perspective in the classroom. Darling-Hammond (2009) notes that the need to train students as future citizens with skills that prepare them to use changing technologies, to deal with complex issues, and to work collaboratively to problem solve within a diverse environment, has
sparked efforts to redesign schools and develop new goals. As has been emphasized throughout this study, however, is the need for adequate educator training in how to provide a global education. There appears to be a move in higher education to change teacher preparation programs to address this concern; however, efforts do not seem to be channeled towards adequately retraining inservice educators with as many as thirty or more years still ahead of them in their careers. There are numerous teachers already practicing who are a product of a traditional K-12 school system that lacked resources, technology, and many of the career ready skills needed for their own success, let alone a college education that appropriately prepared them to teach a 21st century education to their students. Colleges and universities themselves are struggling with retraining professors and modernizing their curricula to reflect the teaching methodologies, technology tools, and modern skills needed to instruct today’s learner.

This researcher suggests that a focus on practicing teachers, with long careers still ahead of them, is an essential step in moving school toward global education initiatives. From Dewey (1938) to Kolb (1984) to Moon (2005)—an understanding of the impact of experiential learning has continued to develop and expand. This study serves to focus attention on an effective professional development approach, which incorporates the power of an experiential opportunity embedded with several other educationally sound practices known to enrich learning. These practices include opportunities to engage with others, to share ideas, to be challenged both personally and professionally, to reflect, to explore new content and skills, and to develop curriculum as part of a sustained program. Perhaps other researchers will investigate short-term international study tours using other theoretical frameworks to bring a greater understanding of the most beneficial aspects of a study tour and the impact on global perspective. For example,
writing reflections not in journals, but rather with the use of a blog or perhaps a web tool more like a wiki, which allows for a free exchange of ideas or comments; as opposed to a journal which is one-sided and does not foster a dialogue. Moon’s work on the use of reflection, along with research currently underway on the use of blogs and wikis, could serve to shed a different light on this component of the study tour program.

Other approaches to frame this study include the following perspectives: Do destinations impact global mindedness and global perspective? Does previous travel experience influence extent of impact of the study tour? To what extent does the pre-tour experience impact the on-tour experience?

A final area of interest to be examined is in the concept of how one engages during an international experience. Travel as an educational tool for teachers and administrators has been controversial at times, such that over the years, even the Internal Revenue Service tightened restrictions on deductions in this area. However, as Damiran (1996) points out, there is a difference between travel and vacations. A tourist and traveler may visit a city and have a very different experience. Framing a study around this concept and comparing the experiences of two groups to the same region but engaged in different activities and with varying degrees of contact with locals could prove enlightening in helping to develop meaningful study tour experiences that maximize a shift in global-mindedness and global perspectives.

**Measurement.**

With respect to the global mindedness scale, the researcher has concerns as to whether this survey is the most appropriate instrument that could have been used. This concern does not stem from the tool itself, but rather whether global-mindedness should have been a major focus,
as opposed to global perspective on its own. Global-mindedness is defined as “a worldview in which one sees oneself as connected to the global community and feels a sense of responsibility to its members. This commitment is reflected in the individual’s attitudes, beliefs, and behaviors” (Hett, 1993, abstract). Global perspective on the other hand is, “An understanding of the interdependency of nations and peoples and the political, economic, ecological, and social concepts and values that affect lives within and across national boundaries. It allows for the exploration of multiple perspectives on events and issues (Stephen F. Austin State University, 2011). Accepting the above definitions of global-mindedness and global perspective, the researcher would like to offer discussion regarding how these two concepts are distinct and important when considering their role in seeking to prepare educators in providing a more global education for students. For example, consider an American who has traveled, perhaps even lived in another country and is well read on global matters and may truly understand the perspective of other nationals around the world. However, having that global perspective does not necessarily mean that person shares their beliefs, feels connected to them, feels a responsibility to them, or that they have an ecological world view etc. In other words, a person can have a global perspective, but not be globally-minded. As educators, it is important to provide a global perspective to students without imposing on them to develop a particular attitude or belief.

Hett’s definition of global-mindedness is rather deterministic and points towards the idea that becoming more knowledgeable and sensitized to how others around the world live and see things should lead to a sense of obligation and unity. However, the researcher contends that effective education raises awareness and causes people to ask thoughtful questions and to be reflective.
If the goal of a study tour program is to impact educators in such a way that they become better suited to provide a global education, perhaps research of study tours should strive to measure global perspective, not global-mindedness. Rather than the dimensions offered by Hett for global-mindedness, one could consider the widely cited dimensions of global perspective offered by Robert Hanvey (1982): “perspective consciousness, state of the planet awareness, cross-cultural awareness, knowledge of global dynamics, and awareness of human choices” (as cited in McCabe, 1997).

Future researchers should perhaps explore the literature in search of an effective tool to measure global perspectives or, consider conducting a study to design this type of tool. This discussion can be summed up by McCabe (1997), “While our goal as educators might be to move people along the continuum towards such qualities as openness, cross-cultural awareness, and globalcentrism, we first have to identify where students are on the continuum and then create education experiences which can move them forward towards an enhanced global perspective” (p. 45). Therefore, research conducted on study tours designed to impact an educator’s ability to provide a more global education should focus on measuring the degree to which an educator views world matters with a global perspective.

**Research.**

This research study was limited to the short-term international study tour program offered by the SEM School District. It is recommended that the research be replicated over a larger population in order to increase the validity. However, due to the nature of study tour programs, it is likely that the aspect of self-selection will remain a limiting factor.
Similar study tour research could be conducted focusing more on global perspective as opposed to determining the impact on global-mindedness. Global mindedness focuses on a worldview in which one sees oneself as connected to the global community to the point of feeling a sense of responsibility to its population (Hett, 1993). Whereas, “Developing a global perspective involves taking a broader, more critical view of experience, knowledge and learning and includes seeking to understand the links between our own lives and those of people throughout the world (Bournemouth University, 2011, paragraph 2). This distinction is important. The researcher was struck by a comment made by an educator during the China focus group interviews, who described herself as someone who is quick to jump to the defense of other cultures to the point that friends are careful about what they say in front of her. But she explained how this trip at times left her thinking negatively towards parts of a culture. This seemed to be something that really caught her by surprise about her own feelings. The researcher was reminded that a person could score high on a global perspectives survey, but not on a global-mindedness survey. In other words, for example, an educator could have participated in this study tour experience and completed the program with a greater understanding of world issues, a more critical eye for global challenges and solutions, an appreciation of the globalization of business and industry, and a deeper understanding of the interconnectedness of a global society. However, the educator could walk away from the experience feeling less of a responsibility to help others. They could feel that the United States should isolate itself more from other countries. They in fact could have feelings that are counter to many dimensions of global-mindedness, yet have enhanced their global perspective considerably.
As educators, teachers and administrators should, to the greatest extent possible, present different points of view and encourage students to collect data, formulate ideas and questions, and be critical of what they take in, thus allowing them to draw their own conclusions and develop their own views and perspectives. Teaching with a global perspective is likely to foster an environment where the student takes more responsibility for their own learning, rather than teaching with purely global-minded views, without necessarily having a true global perspective.

Given the results of the data specific to pre-tour activities, another area of interest to be studied would be the impact of pre-tour activities on study tour programs by comparing one group of study tour participants who receive the intervention and a control group that does not. Similarly, research could be conducted on the use of journaling or blogging during study tour programs. Research in these two areas could lead to more meaningful and targeted professional development study tour programs.

Finally, the ultimate goal of study tour programs should be viewed. This researcher focused on the impact of study tours on global-mindedness with supporting questions that examined study tour activities and the extent to which educational views and global perspectives are altered. However, the statement of the problem pointed to a lack of quality professional development programs that adequately prepare educators in the teaching of a more global education. This research clearly suggests changes in both global-mindedness and global perspectives, but the next step is to determine to what extent this translates into impacting the actual teaching of a more global education. To that end, conducting these recommended studies would validate the importance of short-term international study tours as a viable option for professional development geared at enhancing global education.
Practice.

It is recommended that professional development programs include the opportunity for short-term international study tours. These programs should provide pre-tour activities, quality on-tour experiences, time for reflection, and a variety of venues in which to share the experience. The following sections provide a discussion of these components from the perspective of both the practitioner and the researcher.

Pre-tour activities.

One outcome that came as a surprise to the researcher was the encouraging input around the pre-tour activities. The response was overwhelmingly positive that the pre-tour experiences had been an enriching aspect of the study tour program in that the knowledge acquired prior to the on-tour experience served to improve the ability to recognize, absorb and synthesize all the various aspects of the experience. Educators explained that they were able to reflect on information gained from guest lecturers, films, and museum visits, and then apply that learning to what they were experiencing while on tour. These results align with results found in a study for the European Commission involving educators traveling within Europe. The study found that those who had prepared well for the program most often reported an improvement of knowledge and skills in their own subject area, and intercultural knowledge and competency increased (Maiworm, Kastner, & Wenzel, 2010). Although acquiring prior knowledge was certainly the goal behind providing pre-tour activities, the degree to which these activities were expressed as being beneficial was not an anticipated outcome.

As a result, this researcher feels a renewed commitment to the power of pre-tour activities in order to sufficiently prepare participants for the study tour experience. Part 1 of the
post-tour Activity Impact Survey (AIS) posed the question, “To what extent did you find the following activities to be an important part of your study tour experience?” to which educators ranked *pre-tour guest speakers* and *pre-tour readings/films* in the 7th and 8th positions respectively out of 32 possible activities. Educators reported that the pre-tour activities provided a foundation from which they generated more questions and conducted more of their own inquiries prior to departure. The pre-tour lectures and films provided a pre-teaching component to the study tour program opening doors for greater impact while on-tour. For example, the Costa Rica participants referenced the increased number of flora and fauna that they were able to recognize and identify during the on-tour experience as a result of the guest speakers who taught them naturalist observation skills for basic recognition of leaf structures, root systems, habitats, climate zones, and specific to birds—identifiers such as beak shape, wing shape, nest design, and overall bird size. Discussion of these topics provided a foundation from which field observations were enhanced and the processing of on-tour experiences were maximized by engaging the mind in recognition and recall skills in an authentic environment, thus enriching the learning. Similar examples were cited by China participants, acknowledging the benefit of the book clubs and history lessons in providing valuable pre-tour information that improved the on-tour experience. Moon (2005) describes the goal of workshops and courses as programs geared toward the improvement of the impact of those activities, and as such, the aim is not for knowledge and skill alone, but rather a relevant change in practice. The evidence from this study indicates changes in educator perspectives and the acquisition of new knowledge and skills; however, the research did include a lengthy post-tour component from which to claim a change in practice, but the researcher merely suggests that some degree of change is likely.
The pre-tour activities proved important in maximizing the on-tour experience, but an underlying benefit also surfaced. Educators, through their own experience in the role of the student, were reminded of the value of pre-teaching prior to some experiences in order to heighten the benefits gained from the experience. In other words, although some activities are best experienced in a purely inquiry-based manner, when time for lengthy self-discovery is limited as is the case in a short-term study tour, some pre-teaching can heighten the field experience. As emphasized previously, had the first exposure to rainforest birds, for example, occurred in Costa Rica rather than during pre-tour sessions, the extent of the observations and identifications would have been limited in comparison.

**On-tour experience.**

The Activity Impact Survey section of the post-tour survey was comprised of three sections designed to measure the perceived impact of various activities of the study tour program with a particular focus on the on-tour experience. The results of the study tour clearly show that educators ranked the *visit to the schools* as the most important component of the tour. As evidenced by the impact of various activities in the study tour program, it is important that careful attention be given to the selection of activities to maximize the on-tour experience. Activities that are challenging, engaging, and somewhat outside the comfort zone of educators are more likely to stretch the thinking and views of participants. Perhaps this explains why the school visits ranked so highly. The educators were engaged directly with the students and teachers while they were placed in school settings that were quite different from their own experiences. The schools’ environments contained unfamiliar and sometimes uncomfortable surroundings including: teaching and learning with minimal resources; impoverished settings; a
lack of special services; unsanitary conditions, minimal housing accommodations; inadequate
nutrition; and various environmental concerns. Yet, these environments pushed the participants
to observe, analyze, process, reflect, question, and converse with one another to gain a greater
understanding of the experience. The challenges, the discomfort, and the reflection served to
maximize the experiential learning provided by the study tour experience.

Reflection.

Another aspect of the study tour program which was reported by educators as being
valuable were the required reflection assignments which included journaling and KWL (Know,
Want to know, and Learned) charts. Educators were required to write a 500 word reflection
following each pre-tour activity and at the conclusion of each on-tour day. Although this
journaling was not a focus of this study, it is an area that study tour participants reported as
beneficial and thus, would perhaps prove insightful as a focus for future study tour research.

During the qualitative component of the study, educators also reported benefits from the
requirement to develop KWL charts in which, prior to the on-tour experience, they were asked to
complete the what I know and what I want to learn columns of the chart. Educators were asked
to complete three KWL charts on different topics such as education, government, arts, culture,
environment, industry, expansion, role of women, etc. Upon return from the on-tour experience,
educators completed the what I learned column of the chart, thus providing an additional
reflection component to the tour.

The pre-tour activities, in combination with the various reflection methods, afforded
participants more time for pre-tour learning and processing of the experience, thereby permitting
them to maximize retention of information, while generating resources from which they could
share their experiences. It is recommended that opportunities for pre-tour learning and reflection be integrated into short-term international study tour programs in order to maximize professional growth.

Sharing.

One final component to be considered for future study tour programs are opportunities to share the experience with others. Students, colleagues, parents, and community organizations can all benefit for the knowledge, skills, and perspective acquired through the study tour experience. Yet this is important not only for the audience, but also for the presenter because sharing affords the study tour participant with additional opportunities for reflection during both the preparation and presentation of the experience. As educators share their study tour experience, they relive their visit, and therefore continue to rethink their views and perceptions. Thinking can be stretched even further if presentations are planned with colleagues, thus allowing for additional conversations and reflection. Similar benefits may be obtained through journaling as it connects action with thought. Merryfield (2008) explains that reflection can provoke curiosity about knowledge, beliefs, and people from other cultures; therefore ongoing reflection can continue to enhance one’s global perspective. As such, opportunities should be created for educators to share their experience with others, including the possibility of conducting their own study tour to be offered to students, colleagues, or parents.

In summary, the implications of the findings in this study include recommendations for future study tours conducted within the SEM School District, which the researcher feels could extend to other districts based on their local and state goals. The core recommendation for those educators directing professional development to enhance global education initiatives is to
consider offering short-term international study tours. The study tour program should have ample pre-tour activities to pre-teach and prepare the participant for the experience. The on-tour component should include visits to schools and be conducted by a highly capable local tour guide who understands the history, culture, government, environment, and dynamics of the country. The tour leader should be organized and capable in providing ongoing assurances and updated information to the study tour group. Additionally, educators should be required to reflect on their experiences through journaling, blogging, conversations with colleagues, and presentations.

Finally, all educators should be encouraged to engage with one another. This can be accomplished by creating group conversations during the pre-tour activities and by requesting that educators sit with different people on bus rides and at dinner during the on-tour experience. The tour leader can also foster collegiality by ensuring that the trip is open to educators of various grades and disciplines, thus providing a catalyst for interdisciplinary and across-grade engagement.

**Summary**

Any study tour program has a considerable number of variables that cannot be controlled therefore, this researcher is cautious in making sweeping generalizations. However, the data indicated that the international study tours had a small, but significant, impact on global-mindedness; and an even stronger case can be claimed from the qualitative data that the study tour experience impacted educators’ global perspectives. The data from this study, particularly the qualitative data which allowed for deeper understanding of educator perspectives, provided a solid case for the benefit of short-term international study tour programs as an important
professional development option for PK-12 public school educators in the SEM School District, with suggested implications for generalization to other districts.

The quantitative data produced from the Activity Impact Survey (AIS) was essential in informing the researcher about the most valuable components of the study tour as perceived by the participants. As such, the results of the AIS sections of this study should prove useful for organizers of international study tours in developing and planning other future study tour programs. Additionally, the instrument could provide study tour organizers with a beneficial tool to be used to assess the impact of their own program designs.

The quantitative results generated from the GMS revealed a significant change in global-mindedness, however the changes seemed small in comparison to the plethora of information garnered from the qualitative data. The evidence acquired during the focus group interviews revealed changes in global perspectives related to how educators viewed the host country and their own country. Additionally, educators reported developing relationships with colleagues across all grade levels in instances where they had not known each other prior to the start of the program. They were excited about the knowledge they acquired during both the pre-tour activities and the on-tour program. Educators discussed changes in teaching approaches as they reported encouraging their students to embrace differences in cultures and used their personal on-tour experience to reinforce their message. Some educators also reported an increased interest from their colleagues who had not participated in the study tour program, thus providing an opportunity for them to share some of their newly acquired skills and knowledge with their colleagues.
Educators participating in the professional development study tours also reported an increase in self-confidence to try new things, to challenge themselves, and to travel without the comfort and security provided by their partners and families. They expressed confidence in their ability to present lessons to their students having acquired a greater understanding of content, diversity issues, environmental issues, and historical events. They also expressed an increased understanding of classroom strategies revolving around the areas of experiential learning, the use of artifacts and stories in teaching, and the value of rigor and relevance in the classroom.

Finally, educators presented valuable suggestions for improving the study tour experience including providing a daily itinerary with times and activities as schedules sometimes changed due to weather, interests, etc. Another suggestion was made to provide small fact sheets or overviews of each activity to read prior to the activity each day, which could serve as a valuable resource during their reflection writing, as well as in the development of lessons for their students. However the most resounding suggestion came as a cry for more time in classrooms at the host schools. Educators wanted more engagement with the students and teachers to observe classes, gain insight into the curriculum, and to perhaps participate in a shared lesson.

The research revealed several areas in which educators perceived changes in their global-mindedness and global perspectives, as a result of the short-term international study tour experience. Wieber (1982) and Wilson (1993) reported parallels between travel abroad and a teacher’s performance on a global knowledge test following participation in short-term travel. This researcher cannot claim similar results without administration of a global knowledge test; however, the evidence is clear that study tour participants’ perceptions point to an increase in
knowledge, an expansion of global views, and a shift towards higher levels of global-mindedness.
References


http://www.qualres.org/index.html


Zhai, L. (2000). *The influence of study abroad programs on college student development in the College of Food, Agricultural, and Environmental sciences at the Ohio State University.*


Zhao, Y. (2009). *Catching up or leading the way.* Alexandria, VA: ASCD.
Appendix A

Permission Letters

1. Permission to Use GMS

2. Permission to Conduct Research in SEM School District
Permission Letter: Use of Hett Survey

January 8, 2011

Dallas B. Boggs
University of San Diego
Founders Hall 173
5998 Alcalá Park
San Diego, CA 92110

Dear Dr. Boggs,

I am currently enrolled in a doctoral program at Northeastern University in Massachusetts. I am writing to ask your permission to utilize and adapt the survey instrument *Global Mindedness Scale* developed by your late wife E. Jane Hett.

The above referenced survey instrument will be used for administration to K-12 educators as part of a research project to investigate the impact of international study tour experiences in developing globally-minded educators.

In addition to the survey, I am also requesting permission to quote from her dissertation. All information obtained from the dissertation paper will be appropriately credited and cited.

My dissertation proposal and final dissertation will be submitted to Northeastern University’s College of Professional Studies in partial fulfillment of the requirements of a doctoral project. Submission is expected some time in 2011. The final dissertation project may also be submitted for copyright protection and research results may be submitted for publication in the future.

Thank you and I look forward to your response.

Sincerely,

Mary Ann DeMello
144 Titicut Road
Raynham, MA 02767
508-396-1045 Home
508-272-8787 Cell
781-335-1460 x 308 Work

On behalf of my late wife, E. Jane Hett, I agree to the use of her dissertation and survey instrument as indicated in this letter.

Signed: [Signature]

Date: [Date]
Office of the Superintendent

MEMORANDUM

To: Institutional Review Board, Northeastern University

From: [Southeastern Massachusetts School District]

Date: January 30, 2011

Re: Research Project

I have discussed the research project, "The Impact of Study Tours in the Development of Global-Mindedness Among K-12 Educators", with Ms. Mary Ann DeMello. I understand that Ms. DeMello is conducting this study as part of her doctoral dissertation in Educational Leadership. I am delighted to support her in this valuable endeavor. She may have access to school personnel in the [SEM School District] for the purpose of survey and use of any necessary facilities for meetings or as data collection sites.

It is a pleasure to be of assistance in supporting this research project and it is my hope that her work will increase our collective understanding of global education.

Sincerely,

Superintendent of Schools

Strong Schools     Strong Community
Appendix B

Study Tour Itineraries

1. *Costa Rica Itinerary*

2. *China Itinerary*
Costa Rica Itinerary

Day 1 Flight
Flight to San José – Relax on your flight to San José.

Arrive in San José – Welcome to San José, capital of Costa Rica. Meet your bilingual Tour Director, who will remain with you throughout your stay.

Day 2 San José · Tortuguero
Brasilio Carrillo National Park – This morning, stop at a beautiful national park, boasting majestic forests and a spectacular array of flora and fauna. Also stop at a banana plantation before reaching Tortuguero.

Day 3 Tortuguero
National Park – With a guide, hike through Tortuguero National Park. The park’s beaches are vital to the green sea turtle’s survival—they lay more eggs on this beach than anywhere else in the Caribbean.

Boat Excursion – Howler monkeys, toucans and caimans are waiting to meet you around every twist of the Tortuguero canals.

Day 4 Transfer to Sarapiquí
Named for the Sarapiquí River, it lies at the foot of the Cordillera Central mountain range. Spend a half day at La Selva, one of the 3 Science stations run by OTS – Organization for Tropical Studies.

Day 5 Sarapiquí School Visit
Enjoy time with Costa Rican teachers and students as you have a chance to compare curricula and instruction. This afternoon transfer to the Arenal Region. You will have time to enjoy the hot springs.

Arenal Hot Springs – These hot springs, heated by nearby Arenal Volcano, provide the perfect spot to relax after the day’s activities.

Day 6 · Arenal
Visit La Fortuna Waterfall – La Fortuna is located within the thick jungle of the Arenal Rainforest. Walk to the top of the waterfall, and later enjoy a dip in the natural pool located at the bottom.

Kayaking on Lake Arenal – Enjoy a breathtaking view of the Arenal Volcano as you kayak across the lake.

Day 7 Arenal · Monteverde
Transfer to Monteverde – Today, travel through one of Costa Rica’s most beautiful jungles. Founded by a group of Alabama Quakers in 1951, the area is now a biological reserve.

This afternoon enjoy a canopy tour. Make like the birds and the monkeys who call the cloud forest home. Special trails and zip lines unveil one of the planet’s most fascinating ecological systems from a unique perspective—the tops of the trees.

Day 8 Monteverde School Visit
Spend time at another school, where you will interact with Costa Rican students and learn more about the country’s educational system.

Santa Elena Cloud Forest Preserve – Explore this spectacular forest, a paradise rich in diverse plant and animal life, situated near the Continental Divide.

Day 9 Monteverde · San José
Return to San José – Your full-day transfer begins via picturesque Sarchi, a town known for the brightly painted designs and colorful wheels that adorn local occurs.

Coffee Plantation – Your next stop is Café Britt, world famous purveyor of coffee. Here, you’ll enjoy a tour of the coffee plantation and a coffee tasting.

Dinner and Folklore Evening – After returning to the capital, enjoy an evening of Costa Rican culture. Marimba music and traditional dancing and costumes highlight the country’s artistic heritage.

Day 10 Flight
Return Home – Transfer to the airport, where you’ll check in for your return flight to the US.
China Itinerary

Your 10-day tour will include:
- Round-trip airfare
- Hotel
- Transfers
- Breakfast and dinner daily
- EF Tour Director
- Guided sightseeing tours
- Entrance fees to select attractions
- Walking tours

Day 1 • Flight
Overnight flight • Your adventure begins as you fly through the night to Beijing.

Day 2 • Beijing
Arrival in Beijing • Touch down in Beijing. Meet your tour director and transfer to your hotel.

Day 3 • Beijing
Guided sightseeing of Beijing • An expert local guide introduces you to the Chinese capital's most famous sights, including Tiananmen Square, the Forbidden City and the Summer Palace.
Peking duck dinner • Enjoy Peking Duck, one of northern China’s most famous dishes.

Day 4 • Beijing
Excursion to the Great Wall of China at Mutianyu • Travel north to view one of the most intriguing, unrestored sections of the Great Wall of China.
School visit • This afternoon, visit a local school, where you’ll gain insight into the Chinese educational system. Learn about teaching practices in China while meeting teachers and students.

Day 5 • Beijing - Xi’an
Morning Tai Chi exercise • Start your day as the locals do with a gentle series of stretching exercises in a local park led by an experienced practitioner.
Temple of Heaven Park • Enjoy time today at the 15th century Temple of Heaven before heading to the airport for your flight to Xi’an.
Flight to Xi’an • Travel to Xi’an, once the largest city in the world and capital of 11 Chinese dynasties.
Visit the Xi’an City Wall • After arriving in Xi’an, visit the ancient city walls.

Day 6 • Xi’an
Guided sightseeing of Xi’an • Explore ancient Xi’an with a local guide. See the 7th century Big Wild Goose Pagoda, the Bell Tower and the Great Mosque, one of China’s oldest Muslim temples.
Visit to the Shaanxi Provincial Historical Museum • See artifacts from the Han and Tang dynasties at this museum, which was built on the site of a former Confucian temple.
Visit to the Museum of the Terracotta Warriors • See the life-size warriors and horses of the Terracotta Army today.
Introduction to Calligraphy • Participate in a demonstration into one of China’s most well-known art forms.

Day 7 • Xi’an - Shanghai
Flight to Shanghai • Travel to Shanghai, China’s largest and most cosmopolitan city.
Visit the World Financial Center • After your arrival, visit the 88-story skyscraper in the Pudong District for incredible views of Shanghai and the surrounding area.
Visit the Bund • Enjoy time on the Bund, once known as “Wall Street of the East.” Enjoy beautiful views of the city as you walk along the waterfront promenade.

Day 8 • Shanghai
Guided sightseeing of Shanghai • With a local guide, visit the Jade Buddha Temple and the beautiful Yu Garden before spending some time on colorful Nanjing Lu.

Day 9 • Shanghai
School visit • Learn more about the Chinese educational system as you visit a school in Shanghai and speak with your Chinese counterparts.
Free time in Shanghai • Spend time exploring one of China’s most popular cities at your leisure.
Acrobatics show • Enjoy one of China’s most well-known theatrical experiences at this evening performance.

Day 10 • Flight
Return home • Transfer to the airport, where you’ll check in for your return flight home.
Appendix C

Survey Instruments

1. *Pre-Tour Survey*

2. *Post-Tour Survey*
Study Tour Impact Survey

Pre-Tour Survey Questionnaire:

Part I: Global-Mindedness Scale

Part II: Background Demographics

The College of Professional Studies, Northeastern University

Spring 2011
Global-Mindedness Study Tour Impact Survey

The College of Professional Studies, Northeastern University

The following pages contain a series of statements. Please read each statement carefully and circle the number that corresponds to your most recent level of agreement for each statement.

Key:

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<td>1. I generally find it stimulating to spend an evening talking with people from another culture.</td>
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<td>2. I feel an obligation to speak out when I see our government doing something I consider wrong.</td>
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<td>3. The United States is enriched by the fact that it is comprised of many people from different cultures and countries.</td>
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<td>4. Really, there is nothing I can do about the problems of the world.</td>
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<td>5. The needs of the United States must continue to be our highest priority over needs of other countries.</td>
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<td>6. I often think about the kind of world we are creating for future generations.</td>
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<td>7. When I hear that thousands of people are starving in an African country, I feel very frustrated.</td>
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<td>8. Americans can learn something of value from all different cultures.</td>
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<td>9. Generally, an individual’s actions are too small to have a significant effect on the ecosystem.</td>
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<td>10. Americans should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment.</td>
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<td>11. I think of myself, not only as a citizen of my country, but also as a citizen of the world.</td>
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<td>12. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.</td>
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<td>13. I enjoy trying to understand people’s behavior in the context of their culture.</td>
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<td>My opinions about national policies are based on how those policies might</td>
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<td>affect the rest of the world as well as the United States.</td>
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<td>It is very important to me to choose a career in which I can have a</td>
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<td>positive effect on quality of life for future generations.</td>
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<td>American values are probably the best.</td>
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<td>In the long run, America will probably benefit from the fact that the</td>
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<td>world is becoming more interconnected.</td>
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<td>The fact that a flood can kill 50,000 people in Bangladesh is very</td>
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<td>depressing to me.</td>
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<td>It is important that American schools, universities, and colleges provide</td>
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<td>programs designed to promote understanding among students of different</td>
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<td>ethnic and cultural backgrounds.</td>
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<td>I think my behavior can impact people in other countries.</td>
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<td>The present distribution of the world’s wealth and resources should</td>
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<td>be maintained because it promotes survival of the fittest.</td>
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<td>I feel a strong kinship with the worldwide human family.</td>
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<td>I feel very concerned about the lives of people who live in politically</td>
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<td>repressive regimes.</td>
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<td>It is important that we educate people to understand the impact that</td>
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<td>current policies might have on future generations.</td>
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<td>It is not really important to me to consider myself as a member of the</td>
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<td>global community.</td>
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<td>I sometimes try to imagine how a person who is always hungry must feel.</td>
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<td>I have very little in common with people in underdeveloped nations.</td>
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<td>I am able to affect what happens on a global level by what I do in my</td>
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<td>own community.</td>
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<td>I sometimes feel irritated with people from other countries because they</td>
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<td>don’t understand how we do things here.</td>
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<td>Americans have a moral obligation to share their wealth with the less</td>
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<td>fortunate peoples of the world.</td>
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II. Demographic Data

31. Your identity: ____________ American Indian or Alaskan Native
    ____________ African American
    ____________ Asian or Pacific Islander
    ____________ Hispanic
    ____________ White
    ____________ Other, please specify ____________________

32. Your age range is:
    ______ 20 – 25 years
    ______ 26 – 30 years
    ______ 31 – 35 years
    ______ 36 – 40 years
    ______ 41 – 45 years
    ______ 46 – 50 years
    ______ 51 – 55 years
    ______ 56 – 60 years
    ______ 60+ years

33. Your highest level of education.
    ______ Bachelors Degree
    ______ Masters Degree
    ______ Masters Degree plus 30
    ______ Masters Degree plus 60
    ______ Doctoral Degree
    ______ Other: ___________________

34. Please estimate the number of college courses (including this quarter) you have taken which deal with global issues or in which you have learned a great deal about countries besides the United States.
    ______ None
    ______ 1-2 courses
    ______ 3-4 courses
    ______ 5-6 courses
    ______ 7-8 courses
    ______ More than 8 courses
35. What grades have you taught? Check all that apply.

- [ ] Pre-K
- [ ] Kindergarten
- [ ] Grade 1
- [ ] Grade 2
- [ ] Grade 3
- [ ] Grade 4
- [ ] Grade 5
- [ ] Grade 6
- [ ] Grade 7
- [ ] Grade 8
- [ ] Grade 9
- [ ] Grade 10
- [ ] Grade 11
- [ ] Grade 12

36. How many years have you been teaching?

- [ ] 1-5 years
- [ ] 6-10 years
- [ ] 11-15 years
- [ ] 16-20 years
- [ ] 21-25 years
- [ ] 26-30 years
- [ ] 30+ years

37. What are your major sources of information about other countries? (please check the 3 most frequently used sources)

- [ ] Books
- [ ] Television
- [ ] Internet
- [ ] Newspapers/magazines
- [ ] Radio news
- [ ] Family/relatives
- [ ] Friends
- [ ] Other, (please specify)

38. Have you been to another country other than your own for any reason?

- [ ] No (If you checked “No”, continue to item #40)
- [ ] Yes, please indicate type of experience below

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      | No. of Months | Country | Age |
|---------------|---------|-----|
| Living        |         |     |
| Attending School |     |     |
| Working       |         |     |
| Tourist       |         |     |
39. To what extent have you had contact with international people?

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<th></th>
<th>None</th>
<th>Occasional</th>
<th>Constant</th>
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</thead>
<tbody>
<tr>
<td>General contact</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>With international people</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Contact with multicultural students</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

40. How do you classify the place you are from? (check one)

- [ ] city
- [ ] small town
- [ ] rural are, but not on the farm
- [ ] on a farm
- [ ] other, please

specify___________________________________________________

41. Have you ever participated in a study abroad program?

- [ ] No
- [ ] Yes, please indicate the host country and the date of the study abroad program

   country and date

42. Which study tour are you participating in? (please check)

- [ ] Costa Rica
- [ ] China
- [ ] Both

You have now completed this survey.

Your participation is truly appreciated!!

THANK YOU!
Study Tour Impact Survey

Post-Tour Survey Questionnaire:

Part I: Global-Mindedness

Part II: Importance of Activities

Part III: Education

Part IV: Global Perspective

The College of Professional Studies, Northeastern University

Spring 2011
## Part I: Global-Mindedness (E. Jane Hett, 1993)

The following pages contain a series of statements. Please read each statement carefully and circle the number that corresponds to your most recent level of agreement for each statement.

### Key:

<table>
<thead>
<tr>
<th>Key</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>SD</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>2</td>
</tr>
<tr>
<td>U</td>
<td>3</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>SA</td>
<td>5</td>
</tr>
</tbody>
</table>

### Statement Table

<table>
<thead>
<tr>
<th>Statement</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I generally find it stimulating to spend an evening talking with people from another culture.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I feel an obligation to speak out when I see our government doing something I consider wrong.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. The United States is enriched by the fact that it is comprised of many people from different cultures and countries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Really, there is nothing I can do about the problems of the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. The needs of the United States must continue to be our highest priority over needs of other countries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I often think about the kind of world we are creating for future generations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. When I hear that thousands of people are starving in an African country, I feel very frustrated.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Americans can learn something of value from all different cultures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Generally, an individual’s actions are too small to have a significant effect on the ecosystem.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Americans should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. I think of myself, not only as a citizen of my country, but also as a citizen of the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. I enjoy trying to understand people’s behavior in the context of their culture.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Statement</td>
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<td>D</td>
<td>U</td>
<td>A</td>
<td>SA</td>
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<tr>
<td>--------------------------------------------------------------------------</td>
<td>----</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----</td>
</tr>
<tr>
<td>14. My opinions about national policies are based on how those policies might affect the rest of the world as well as the United States.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. It is very important to me to choose a career in which I can have a positive effect on quality of life for future generations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. American values are probably the best.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. In the long run, America will probably benefit from the fact that the world is becoming more interconnected.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. The fact that a flood can kill 50,000 people in Bangladesh is very depressing to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. It is important that American schools, universities, and colleges provide programs designed to promote understanding among students of different ethnic and cultural backgrounds.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. I think my behavior can impact people in other countries.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. The present distribution of the world’s wealth and resources should be maintained because it promotes survival of the fittest.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. I feel a strong kinship with the worldwide human family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. I feel very concerned about the lives of people who live in politically repressive regimes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. It is important that we educate people to understand the impact that current policies might have on future generations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. It is not really important to me to consider myself as a member of the global community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. I sometimes try to imagine how a person who is always hungry must feel.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. I have very little in common with people in underdeveloped nations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28. I am able to affect what happens on a global level by what I do in my own community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29. I sometimes feel irritated with people from other countries because they don’t understand how we do things here.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30. Americans have a moral obligation to share their wealth with the less fortunate peoples of the world.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Part II: Importance of Study Tour Activities - Post Study Tour Survey
The College of Professional Studies, Northeastern University

The following pages contain a list of statements related to your international study tour experience. Please read each statement carefully, then circle the number that corresponds to your feelings about the statement.

Key:

<table>
<thead>
<tr>
<th>N/A</th>
<th>0</th>
<th>Not Applicable (You did not participate in this activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UI</td>
<td>1</td>
<td>Unimportant</td>
</tr>
<tr>
<td>LI</td>
<td>2</td>
<td>Of little importance</td>
</tr>
<tr>
<td>MI</td>
<td>3</td>
<td>Moderately Important</td>
</tr>
<tr>
<td>I</td>
<td>4</td>
<td>Important</td>
</tr>
<tr>
<td>VI</td>
<td>5</td>
<td>Very Important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent did you find the following activities to be an important part of your study tour experience?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Domestic airport experience</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. International airport experience</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Airplane experience (In flight time)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. School visits in the host country</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Visits to Outdoor Markets</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Visits to Indoor Markets and Stores</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Visits to Parks</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Visits to Museums</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Boat trip experience(s)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Entertainment – performances, dance, local art, and music</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Dining / Restaurant Experiences (not the food, but the experience)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Food &amp; Drink- exploring food and beverages of the host country</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Lounges / Bars / Night Clubs</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Bus Rides - Observations traveling between locations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Bus Rides - Conversations during travel between locations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. Visits to places of worship</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Visits to government locations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>
### Importance of Study Tour Activities: Continued

**KEY:**

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<th>I</th>
<th>VI</th>
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</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>Unimportant</td>
<td>Of little importance</td>
<td>Moderately Important</td>
<td>Important</td>
<td>Very Important</td>
</tr>
</tbody>
</table>

**Statement**

*To what extent did you find the following activities to be an important part of your study tour experience?*

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Visits to famous historical sites</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. Visits to famous biological / natural sites</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. Transportation – observing or experiencing local modes of transportation such as bicycles, taxis, boats, buses, subways, and trains.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. Visit to financial district</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. Interactions with hotel staff.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. Visits to the bathrooms</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. Interactions with local nationals</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. Interactions with local official (police, bureaucrats, etc.)</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. The local tour guide(s) in each city / region</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. The EF tour director traveling with the tour</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28. The US based EF director coordinating the trip</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29. The study tour leader conducting the program</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30. The pre-trip guest speakers</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31. The pre-trip readings and/or films</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>32. Informal interactions with my fellow traveling educators</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>33. Other:</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>34. Other:</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>35. Other:</td>
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</table>
### Part III: Education

**KEY:**

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<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td>Not At All</td>
<td>Very Little</td>
<td>Somewhat</td>
<td>Much</td>
<td>A Great Deal</td>
<td></td>
</tr>
</tbody>
</table>

**To what extent did the study tour program extend your views and thinking about...**

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Education within the United States</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.</td>
<td>Education in your host country</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>Education in other countries</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Curriculum Content – What should be taught?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.</td>
<td>Teaching Methodologies – How should you teach?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.</td>
<td>Common Standards</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>National Testing of students</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.</td>
<td>International education comparisons and rankings of various subjects</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<tr>
<td>9.</td>
<td>Global Education – Teaching with a global perspective</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>10.</td>
<td>Use of Technology</td>
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<td>4</td>
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<tr>
<td>11.</td>
<td>World Literacy</td>
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<td>2</td>
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<td>13.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td>14.</td>
<td>Rigor in schools</td>
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<td>1</td>
<td>2</td>
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<td>15.</td>
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<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>Art and Music</td>
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<td>4</td>
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<td>17.</td>
<td>Length of the school day and year</td>
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<td>4</td>
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<td>20.</td>
<td>Professional development activities – What type of in-service training should teachers receive?</td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21.</td>
<td>Professional development time – How much time should educators receive?</td>
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<td>4</td>
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<tr>
<td>22.</td>
<td>Other:</td>
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<tr>
<td>23.</td>
<td>Other:</td>
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Part IV: Activity Impact on Global Perspective

**KEY:**

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<th>4</th>
<th>5</th>
</tr>
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<tr>
<td>Not Applicable</td>
<td>Not At All</td>
<td>Very Little</td>
<td>Somewhat</td>
<td>Much</td>
<td>A Great Deal</td>
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**Statement**

*To what extent did the following activities alter your views or thinking about the host country?*

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<th>4</th>
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<td>2. Visits to places of worship</td>
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<td>3. Visits through cities and towns</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Visits to government agencies</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Visits to non-profits / non-governmental organizations</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Visits to parks</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Visits to museums</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Visits to historical sites</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Visits to markets / shops</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Interactions with local nationals that were pre-arranged by the tour</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Interactions with local nationals that you arranged independent of the tour – including informal and spontaneous interactions.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Interactions with knowledgeable tour group participants</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>13. Experience with the medical system</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Travel through airports</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Travel within the country</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. Dining / Restaurant Experiences</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Entertainment – performances, dance, local art, and music.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. Readings shared and discussed during the trip</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. Other:</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. Other:</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Appendix D

Focus Group Interviews

1. Interview Questions

2. Educator Worksheets
Focus Group Interview Questions

Moderator: Mary Ann DeMello

1. What motivated you to participate in the study tour program to Costa Rica / China?

2. In what ways did the study tour experience change your views about the host country and the United States?

3. What specific knowledge and skills did you acquire from the study tour program? (i.e. knowledge about educational system, general travel skills, environmental issues, etc.)

4. In what ways did the study tour experience change your attitudes toward other cultures?

5. In what ways did the study tour experience make you feel more or less confident about your self?

6. What would you change about the on-tour experience?

7. What suggestions do you have to improve the study tour programs offered through the [SEM School District] and EF Tours?

8. In what ways has the study tour experience influenced your global perspective?

9. In what ways do you feel the study tour has impacted or will impact your ability to provide a more global education to your students?

10. What other benefits did you obtain that you would like to include in this research report?
Focus Group Interview Questions

Educator Worksheet

*Please use this worksheet to record your major points about each question.*

1. What motivated you to participate in the study tour program to Costa Rica / China?

2. In what ways did the study tour experience change your views about the host country and the United States?

3. What specific knowledge and skills did you acquire from the study tour program? (i.e. knowledge about educational system, general travel skills, environmental issues, etc.)
4. In what ways did the study tour experience change your attitudes toward other cultures?

5. In what ways did the study tour experience make you feel more or less confident about your self?

6. What would you change about the on-tour experience?

7. What suggestions do you have to improve the study tour programs offered through the [SEM School District] and EF Tours?
8. In what ways has the study tour experience influenced your global perspective?

9. In what ways do you feel the study tour has impacted or will impact your ability to provide a more global education to your students?

10. What other benefits did you obtain that you would like to include in this research report?
Appendix E

Survey and Focus Group Letters

1. Email Letter Prior to Pre-tour Survey Meeting
2. Pre-tour Survey Letter
3. Focus Group Letter
4. Signed Informed Consent Document
5. Post-tour Survey Letter
6. Post-study Thank You Letter
EMAIL LETTER:

Northeastern University, College of Professional Studies
Primary Investigator: Dr. Carol Young
Doctoral Candidate: Mary Ann DeMello

<Date: Prior to Pre-tour survey meeting>

Dear Costa Rica / China Study Tour Participant,

As a participant in the 2010-2011 [SEM School District’s] Study Tour programs, your input is being sought in helping to determine the impact of study tour experiences on developing globally-minded educators. As you know, this is the first year that this program is being offered and this study will help to determine the value of the program. Your assistance with this research will help inform the design, content, and pedagogy of future professional development offerings. I hope you will be of help by sharing your study tour experience.

At our next pre-trip meeting, I will explain the details of this research project both orally and in written format. Following my explanation, people will have an opportunity to ask questions about the project, the surveys, or any other aspect of the study. Please note that participation in the study is voluntary; however your participation would be greatly appreciated due to the small number of educators participating in the trip.

The pre-tour survey that will be administered to those who choose to participate should take approximately 10 minutes to complete. Please feel free to contact me at [xxx-xxx-xxxx] if you have any questions prior to our meeting.

Thanks!

~Mary Ann DeMello
Pre-tour Survey Letter

Northeastern University, College of Professional Studies
Primary Investigator: Dr. Carol Young
Doctoral Candidate: Mary Ann DeMello

<Date prior to trip departure>

Dear Costa Rica & China Study Tour Participant,

As a participant in the 2010-2011 [SEM School District’s] Study Tour programs, your input is being sought in helping to determine the impact of study tour experiences on developing globally-minded educators. As you know, this is the first year that this program is being offered and this study will help to determine the value of the program. Your assistance with this research will help inform the design, content, and pedagogy of future professional development offerings. I hope you will be of help by sharing your study tour experience.

This pre-tour survey will be administered today, at which time you will be provided with a paper and pencil survey. You will be asked to place a code in the upper right hand corner of the survey so that your pre-tour survey responses may be matched to your post-tour survey responses. To make coding simple, please use the last two digits of your social security number followed by the first two letters of your mother’s maiden name. (Ex. 34DE)

The survey will take approximately 10 minutes of your time. If you would like to participate, but are unable to complete the survey today, please contact me at [xxx-xxx-xxxx] if you would like to make arrangements for a different time.

Participation in the study also includes focus group interviews for 6-8 participants from each study tour. These participants will be determined before concluding the meeting today.

Due to the small number of educators participating in this unique study tour, all participants are being asked to participate in this study. Participation in this study is voluntary and you may withdraw from the study at any time. All participants will be asked to sign a consent form. I would ask that you read this form carefully and ask any questions before signing the form.

Results of the study may be published, however, individual information obtained during the course of the study will remain confidential.

Thank you in advance for your assistance. Your input is genuinely appreciated! Results will certainly be available to those of you who are interested.

Sincerely,

Mary Ann DeMello, Doctoral Candidate
Dear Costa Rica / China Study Tour Research Participant,

As a participant in the 2010-2011 [SEM School District’s] Study Tour programs, you have agreed to participate in a study that is being conducted to determine the impact of study tour experiences on developing globally-minded educators. Beyond your participation in the survey component of the study, your further participation is being sought to participate in a focus group with the goal of acquiring a deeper understanding of the impact of various aspects of the study tour.

Post-tour focus group interviews will include 6-8 participants from each study tour. The session will last for one hour in which you will be asked a series of ten questions. You will be provided with a worksheet of the questions so that you may collect your thoughts as others are speaking.

The interview sessions will be digitally recorded (voice) and transcripts will be developed from the recordings. Once transcription has been completed, all audio recordings will be destroyed. Transcripts will be retained until the completion of the research, at which time all transcripts will also be destroyed.

Results of the study may be published, however, individual information obtained during the course of the study will remain confidential.

Thank you in advance for your assistance. Your input is genuinely appreciated! Results will certainly be available to those of you who are interested.

Sincerely,

Mary Ann DeMello, Doctoral Candidate
Signed Informed Consent Document – Teachers and Administrators

Northeastern University, College of Professional Studies, Ed.D. Program

Investigator Name:  Mary Ann DeMello
Title of Project:  The Impact of Study Tours in Developing Global-Mindedness Among K-12 Educators

Informed Consent to Participate in a Research Study

We are inviting you to take part in a research study. This form will tell you about the study, but the researcher will explain it to you first. You may ask this person any questions that you have. When you are ready to make a decision, you may tell the researcher if you want to participate or not. You do not have to participate if you do not want to. If you decide to participate, the researcher will ask you to sign this statement and will give you a copy to keep. Please be aware that any decision to participate, or not to participate, will have no bearing on your standing and employability in the school district.

Why am I being asked to take part in the research study?

We are asking you to take part in this research project because you are enrolled in the international study tour programs being offered by the [SEM School District’s].

Why is this research study being done?

Today, the world is undergoing dramatic changes occurring at a significantly rapid pace. Globalization has taken hold and it is changing the lives of people all over the world. The primary goal of education is to prepare students for work and citizenship within this global society, a goal that requires a global perspective more encompassing than that provided in a 20th century education. Research has shown that long-term international experiences impact global-mindedness, but such lengthy experiences are not practical for most in-service educators. The purpose of this study is to explore international study tours as a professional development option for fostering global-mindedness in educators.

What will I be asked to do?

If you decide to take part in the study, we will ask you to take a pre-tour survey (approximately 10 minutes for 42 questions) and a post-survey (approximately 15 minutes 101 questions). Additionally, we will be seeking 6-8 participants from each study tour to participate in a one-hour focus group meeting 2-3 weeks after you return from the study tour.
Where will this take place and how much of my time will it take?

This project will take place within the [SEM School District]. The survey may be taken during the previously scheduled pre-tour meeting and post-tour meeting. The focus group interviews will be scheduled separately on the following dates:

- Costa Rica: Monday, March 21, 2011 from 4:00 – 5:00pm
- China: Tuesday, May 3, 2011 from 4:00 – 5:00pm

Will there be a risk of discomfort to me?

There is no foreseeable risk to you for participating in this project.

Will I benefit by being in this research?

There is no direct benefit to you for participating in this research project; however, the information learned from this study may help you or others who may participate in future study tour programs.

Who will see the information about me?

All survey data will be kept confidential. Some survey data, accessibly only to the researcher, may be matched to responses in the focus group sessions. Data collected during the focus groups cannot be anonymous due to the nature of the design. Quotes from the interviews will be recorded anonymously when reporting the data. No reports or publications will use information that can identify you in any way. Conclusions drawn from the study will be used to design and develop future professional development programs.

Surveys: Throughout the research process, all surveys will be kept in a locked cabinet. All data entered into a laptop will be kept in the researchers’ locked office and home. At the conclusion of the research process, all surveys will be destroyed.

Focus Groups: Audiotape recording of the focus group sessions will occur and a transcription of the sessions will be produced. Once transcription has been completed, all audio recordings will be destroyed. Transcripts will be retained until the completion of the research, at which time, all transcripts will also be destroyed.

All consent forms will be retained in a locked cabinet in the researcher’s home office for the required three year period.

Can I stop my participation in this study?

Your participation in this study is completely voluntary. Once the study has begun, you will still have the option of withdrawing from the study at any time. If you decide to withdraw, you will not lose any rights, benefits, or services that you would otherwise receive as an employee.

Who can I contact if I have questions or problems?

You may contact the researcher, Mary Ann DeMello by phoning [xxx-xxx-xxxx] or via email at [maryann.demello@xxxxxxxxxxxx.org]
Who can I contact about my rights as a participant?

If you have any questions about your rights as a participant, you may contact:
Nan C. Regina, Director, Human Subject Research Protection, 960 Renaissance Park,
Northeastern University, Boston, MA 02115 tel. 617-373-7570, email: irb@neu.edu

Calls may be made anonymously if you wish.

Will I be paid for my participation?

There is not payment for participating in this project. However, to encourage attendance at the
pre-tour survey meeting, a drawing will be held and one Flip camera will be awarded to a
participant of the Costa Rica trip and one Flip camera will go to a participant of the China trip. A
similar drawing will be held at each post-tour survey meeting for a chance to win an iPevo
document camera.

Will it cost me anything to participate?

There is not cost to you for participating in this research project.

I agree to take part in this research.

___________________________  _________________________
Signature of the person agreeing to take part      Date

___________________________
Printed name of person above

___________________________  _________________________
Signature of person who explained the study to the participant above and obtained consent      Date

___________________________
Printed name of person above
Post-Tour Survey Letter

Northeastern University, College of Professional Studies  
Primary Investigator: Dr. Carol Young  
Doctoral Candidate: Mary Ann DeMello

<Date following each study tour>

Dear Costa Rica / China Study Tour Participant,

I hope you enjoyed your study tour experience! As a participant in the 2010-2011 [SEM School District’s] Study Tour programs, your continued input is being sought in helping to determine the impact of study tour experiences on developing globally-minded educators.

This post-tour survey will be administered at a meeting at which time you will be provided with a paper and pencil survey. The survey will take approximately 15 minutes of your time. The following meeting times are available for completing the survey:

1. <TBD – timeline: three weeks following the study tour>
2. <TBD – timeline: three weeks following the study tour >

Please contact me at [781-xxx-xxxx] x 308 if you would like to make arrangements for a different time.

Due to the small number of educators participating in this unique study tour, all participants were asked to participate in this study. Participation remains voluntary and you may withdraw from the study at any time. Results of the study may be published, however, individual information obtained during the course of the study will remain confidential.

Once again, I thank you for your assistance. I am truly appreciative!

Sincerely,

Mary Ann DeMello, Doctoral Candidate
Dear Costa Rica & China Study Tour Participant,

Thank you for your participation in the study of the SEM School District’s Study Tour Programs. I have already begun to tabulate the responses and analyze the data. As explained in my initial consent letter to you, the results of the study will be available for those of you who are interested. Please contact me if you would like me to share the results.

A reminder that results will be confidential, and that all surveys, audio recordings, and transcripts will be destroyed at the completion of the research project.

Once again, I thank you for your time and effort in sharing your unique experience with me for the purposes of this study. Your thoughtful input will be used to help improve the effectiveness of future study tour programs. Please know that I genuinely appreciate your time and commitment.

Sincerely,

Mary Ann DeMello
### Repeated Measures Analysis of Variance Summary Table

*The Impact of Short-term International Study Tours on the Five Dimensions of Global-Mindedness for Between Subjects Effects*

<table>
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<th>Dimension of Global-Mindedness</th>
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<th>MS</th>
<th>F</th>
<th>p</th>
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<td>Time</td>
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<tr>
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<td>Interconnectedness</td>
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<td>.91</td>
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</tbody>
</table>

*p < .01 level

The data did not reflect a significant difference between the Costa Rica group and the China group within the five dimensions of the Global-Mindedness Scale (GMS).
Appendix G

Table A.2

Mean Score of Importance of Study Tour Activities by Destination and Combined

<table>
<thead>
<tr>
<th>Importance of Activities</th>
<th>CR</th>
<th>China</th>
<th>Combined</th>
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<tr>
<td>School visits</td>
<td>5</td>
<td>4.97</td>
<td>4.99</td>
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<tr>
<td>Local tour guide</td>
<td>4.84</td>
<td>5</td>
<td>4.92</td>
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<td>Informal interaction with fellow traveling educators</td>
<td>4.74</td>
<td>4.75</td>
<td>4.75</td>
</tr>
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<td>Study tour leader</td>
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<td>4.66</td>
<td>4.69</td>
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<tr>
<td>Visits to Parks</td>
<td>4.68</td>
<td>4.66</td>
<td>4.67</td>
</tr>
<tr>
<td>Visits to famous biological/natural sites</td>
<td>4.84</td>
<td>4.16</td>
<td>4.50</td>
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<td>Pre-trip guest speakers</td>
<td>4.53</td>
<td>4.47</td>
<td>4.50</td>
</tr>
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<td>Pre-trip readings/films</td>
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<td>4.34</td>
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<td>Entertainment</td>
<td>4.53</td>
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<td>Visits to Outdoor Markets</td>
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<td>Bus Rides - Observations</td>
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<td>4.5</td>
<td>4.23</td>
</tr>
<tr>
<td>EF tour director</td>
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<td>4.20</td>
</tr>
<tr>
<td>Food &amp; Drink</td>
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<td>4.13</td>
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<td>Dining/Restaurant Experience</td>
<td>4.05</td>
<td>4.06</td>
<td>4.06</td>
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<td>Interactions with local nationals</td>
<td>3.53</td>
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<td>3.86</td>
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<td>Visits to famous historical sites</td>
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<td>US base EF director</td>
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<tr>
<td>Visits to Indoor Markets</td>
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<td>3.68</td>
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<td>Visits to bathrooms</td>
<td>3.37</td>
<td>3.72</td>
<td>3.55</td>
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<tr>
<td>Visits to Museums</td>
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<td>3.20</td>
</tr>
<tr>
<td>International airport experience</td>
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<td>2.88</td>
<td>3.00</td>
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<td>Interactions with hotel staff</td>
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<td>2.56</td>
<td>2.78</td>
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<tr>
<td>Airplane experience</td>
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<td>2.69</td>
<td>2.72</td>
</tr>
<tr>
<td>Visits to places of worship</td>
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<tr>
<td>Domestic airport experience</td>
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<td>2.30</td>
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<tr>
<td>Lounges/Bars/Nigh Clubs</td>
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<td>2.41</td>
<td>2.29</td>
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<tr>
<td>Visits to government locations</td>
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<td>Visit to financial district</td>
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### Appendix H

Table A.3

Mean Score of Impact of Study Tours on Educational Topics

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<th>Educational Topics</th>
<th>CR</th>
<th>China</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education in host country</td>
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<td>4.78</td>
<td>4.81</td>
</tr>
<tr>
<td>Learning other languages</td>
<td>4.79</td>
<td>4.22</td>
<td>4.50</td>
</tr>
<tr>
<td>Education within the US</td>
<td>4.26</td>
<td>4.63</td>
<td>4.44</td>
</tr>
<tr>
<td>Global Education</td>
<td>4.16</td>
<td>4.69</td>
<td>4.42</td>
</tr>
<tr>
<td>Rigor in school</td>
<td>4.21</td>
<td>4.41</td>
<td>4.31</td>
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<tr>
<td>Special Education services</td>
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<td>4.03</td>
<td>4.20</td>
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<tr>
<td>World Literacy</td>
<td>4.32</td>
<td>4.03</td>
<td>4.17</td>
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<tr>
<td>Curriculum Content</td>
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<td>4.22</td>
<td>4.00</td>
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<tr>
<td>Education in other countries</td>
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<td>3.97</td>
<td>3.96</td>
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<tr>
<td>Art and Music</td>
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<td>3.59</td>
<td>3.93</td>
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<tr>
<td>Extra curricular activities</td>
<td>4.05</td>
<td>3.69</td>
<td>3.87</td>
</tr>
<tr>
<td>Length of day and year</td>
<td>3.68</td>
<td>4.03</td>
<td>3.86</td>
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<tr>
<td>International education</td>
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<td>4.09</td>
<td>3.84</td>
</tr>
<tr>
<td>Use of Technology</td>
<td>3.63</td>
<td>4.00</td>
<td>3.82</td>
</tr>
<tr>
<td>Teaching Methodologies</td>
<td>3.58</td>
<td>3.97</td>
<td>3.77</td>
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<tr>
<td>Professional development activities</td>
<td>3.79</td>
<td>3.66</td>
<td>3.72</td>
</tr>
<tr>
<td>Professional development time</td>
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<tr>
<td>Common Standards</td>
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<td>National Testing</td>
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<td>3.32</td>
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<tr>
<td>Licensure requirements</td>
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<td>3.22</td>
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<td>Merit pay</td>
<td>2.05</td>
<td>1.91</td>
<td>1.98</td>
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## Appendix I

Table A.4

Mean Score of Impact of Study Tour Activities on Global Perspectives

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<thead>
<tr>
<th>Educational Topics</th>
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<th>China</th>
<th>Combined</th>
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</thead>
<tbody>
<tr>
<td>Schools</td>
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<td>4.75</td>
<td>4.80</td>
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<tr>
<td>Participant Interactions</td>
<td>4.42</td>
<td>4.66</td>
<td>4.54</td>
</tr>
<tr>
<td>Cities and Towns</td>
<td>4.42</td>
<td>4.58</td>
<td>4.50</td>
</tr>
<tr>
<td>Parks</td>
<td>4.58</td>
<td>4.34</td>
<td>4.46</td>
</tr>
<tr>
<td>Markets/Shops</td>
<td>4.05</td>
<td>4.28</td>
<td>4.17</td>
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<tr>
<td>Pre-arranged Interactions</td>
<td>4.22</td>
<td>3.97</td>
<td>4.10</td>
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<tr>
<td>Entertainment</td>
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<td>3.56</td>
<td>3.84</td>
</tr>
<tr>
<td>Within Country Travel</td>
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<td>3.56</td>
<td>3.84</td>
</tr>
<tr>
<td>Independent Interactions</td>
<td>3.47</td>
<td>4.03</td>
<td>3.75</td>
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<tr>
<td>Dining</td>
<td>3.68</td>
<td>3.81</td>
<td>3.75</td>
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<tr>
<td>Readings during Trip</td>
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<tr>
<td>Historical Sites</td>
<td>1.95</td>
<td>4.66</td>
<td>3.31</td>
</tr>
<tr>
<td>Airport Travel</td>
<td>2.47</td>
<td>2.53</td>
<td>2.50</td>
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<tr>
<td>Museums</td>
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<td>3.81</td>
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<tr>
<td>Non-profits</td>
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<td>2.47</td>
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<tr>
<td>Places of Worship</td>
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<td>3.47</td>
<td>2.10</td>
</tr>
<tr>
<td>Govt. Agencies</td>
<td>0.42</td>
<td>2.52</td>
<td>1.47</td>
</tr>
<tr>
<td>Medical systems</td>
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<td>0.31</td>
<td>0.45</td>
</tr>
</tbody>
</table>
Appendix J

Pre-Tour Activity Schedule

1. *Costa Rica Workshop Series*

2. *China Workshop Series*
Costa Rica Workshop Series

COSTA RICA WORKSHOP SERIES

December 2010 – February 2011

MANDATORY MEETINGS FOR TEAM COSTA RICA*

Wednesday, December 8th:
Susan MacCallum, Massachusetts Audubon Society
“Flora and Fauna of Costa Rica”
3:45pm – 5:45pm Library (Back Section)

Wednesday, January 19th:
Joe Levine, Biologist and
“China’s Economic Miracle”
5:00 – 8:00 pm EF Tours, Cambridge

Tuesday, January 25th:
Barrett Larson, Author
“Birding in Costa Rica”
5:00 - 7:00 pm Library (Back Section)

Tuesday, February 8th:
Scott Shumway, Wheaton College
“Plants of Costa Rica”
4:00 – 6:00pm Library (Back Section)

Thursday, February 10th: (Rescheduled Date)
Families of Costa Rica, award winning film
4:00 – 6:00pm Library (Back Section)
China Workshop Series

CHINA SERIES
January – March 2011

MANDATORY MEETINGS FOR TEAM CHINA
3:45 – 5:45 in the High School Humanities Center

Tuesday, January 11th:
John Watt, Primary Source
“Geography, Ecological Challenge, Changing Political Scene”

Monday, February 7th:
Shiping Zheng, Bentley University
“China’s Economic Miracle”

Monday, March 7th:
Kongli Liu, Bryant University
“Education, Modernization and Urban Life”

Wednesday, March 23rd:
Gail Wang, Boston Schools, former museum educator Boston Children’s Museum
“China’s Rich Culture”

Beijing Bird’s Nest for Olympics