Exploring Student Experiences Emerging from Global Citizenship Education: An

Interpretive Phenomenological Analysis

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Abstract

The need to develop global citizens is an essential task increasingly recognized by higher education institutions (HEIs). The problem is HEIs within the United States are not delivering effective global citizenship education (GCE) and are uncertain how to bridge the theoretical understanding and pedagogical practices of GCE because the defining characteristics of GCE remain contested. A gap in the literature defining GCE from the experiences of those who have undergone an educational experience with global citizenship exists, specifically to address the need for HEIs to develop globally-minded students. The purpose of the qualitative interpretive phenomenological analysis (IPA) study was to explore the experiences of individuals who were matriculated in a GCE program from a United States HEI to better understand the phenomenon of global citizenship. The theoretical underpinnings of David Kolb's (1984) experiential learning theory and Lev Vygotsky's (1978) sociocultural theory provide a foundation to explore the development of global citizenship of students. The research questions used to guide the focus of the study explored students' experiences, the perceived impact of the program, and significant components of the program. The journey of a global citizenship program, as understood by 21 purposefully selected participants, was investigated through an interpretive phenomenological analysis. Questionnaires and semi-structured interviews reviewed by three subject matter experts were utilized. More than 649 unique codes formed 62 child themes and seven parent themes through inductive coding. Participants developed a holistic worldview through the influence of others and came to associate global citizenship as an identity as opposed to global exploration.

Keywords: global citizenship education, international education, GCE, GCED, globalization, global citizen, global social justice, global development, higher education internationalization, travel abroad

Dedication

I dedicate this research to my dear friend, Peter Robertson, who has continued to motivate and encourage me during my doctoral journey even as he shares in his own Ed.D. odyssey. We have been able to celebrate our successes, commiserate together during our challenges, and laugh together during most other moments. His many years of support, companionship, and guidance have made me feel confident as a leader in education and guided me to this moment. Thank you for being my cicerone and confidant. Bonus intra, melior exi.

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Chapter 1: Introduction

Globalization has affected all aspects of human life and continues to lower the cultural barriers around the world and bring together the collective consciousness of the global village (Auh & Sim, 2018; Barrow, 2017; Zahabioun et al., 2012). While globalization is often understood as a recent phenomenon, the process of globalization has existed as long as humankind (Auh & Sim, 2018; Canli & Demirtas, 2017; Clayton, 2004). The recent rise of technological advances has paved a path for more immediate connection and communication around the world, however. The signing of the Declaration of Human Rights by the United Nations in 1948 has acted as a catalyst for equal access to education (Article 26), medical care (Article 25), freedom of thought (Article 18), and liberty (Article 3) for individuals everywhere (United Nations, 2020). Globalization may be understood as "the concentration of global intercommunal relations induced by modernism" (Canli & Demirtas, 2017, p. 80) and a phenomenon with heightened significance since the 1980s. In response to the phenomenon, industries everywhere continue to seek novel approaches to remain current and ensure the mission of the organization continues to achieve success during a shifting paradigm.

Recent changes have placed globalization at the forefront of minds across industries and cultures (Auh & Sim, 2018; Canli & Demirtas, 2017; Schippling, 2020). Within education, a call to keep pace with global change has been made through global engagement (Bourn, 2015), training facilitators for global learning (Büker & Schell-Straub, 2017), and increased international educational programs (Canli & Demirtas, 2017). To meet such a call, leaders within the education sector must consider how leadership styles and approaches can be used to deepen engagement and learning in a globalized society.

Globalization has introduced the concept of citizenship at a global level. Citizenship has traditionally been confined, and understood as bound, to the nation-state level (Schippling, 2020). Membership to a nation-state, as a citizen, results in a symbolic community. Political participation, social interaction, and membership as a citizen within a nation-state have traditionally given meaning and developed a sense of belonging among groups (Schippling, 2020). Global citizenship challenges the paradigm of nation-state membership as no member is excluded.

The birth of global citizenship education (GCE) arose from the need for culturally dexterous and dynamic individuals to enter the workforce (Divir et al., 2018). Where once speaking a second language or studying abroad qualified identified individuals as being culturally aware, notions defining culturally dexterous individuals have changed and the development of international schools has experienced a 140-fold increase, expanding from roughly 50 international schools in 1960 to over 7000 international schools in 2018 (Divir et al., 2018). The number of international students within the United States surpassed one million in 2015 and continues to represent five percent of all students within the United States in higher education (Wang & BrckaLorenz, 2018).

By understanding the classroom as a microcosm of the global stage, higher education institutions harness the potential to inform the progress and development of the global consciousness (Varadharajan & Buchanan, 2017). With the increase of international schools, traveling the world became a significant theme for students. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) defined the requirement and outlined criteria for developing global citizenship education programs (UNESCO, 2018a). Every college and university now focus on preparing students as global citizens (Connell, 2016). Further study of

GCE may allow educators to better prepare students entering an increasingly interdependent and interconnected global society. Effectively engaging students to enter the changing and dynamic global community can provide knowledge, and act as an impetus, to tackle unknown issues in a dynamic environment (Slimbach, 2014).

      The next sections present the background of the problem, as well as the problem itself, the purpose of the research study, and the significance of the study. The approach taken for the study is outlined through the research questions and theoretical framework. Definitions, assumptions, delimitations, and limitations are provided before a summary of the research highlights relevant and significant points reviewed.

Background of the Problem

      Since the inception of higher education in the mid-17th century, relatively little has been altered during the subsequent four centuries (Ford, 2017). While the purpose of higher education has transformed from a religious and civilizational institution into one spurred by politics, industrial needs, and research (Ford, 2017), the delivery and dissemination of knowledge have remained unchanged despite the evolving needs and demands of higher education. As societies around the world discover an increasingly hyper-globalized setting, higher education institutions have begun to respond to the need of delivering cross-cultural competencies (Schippling, 2020; Wang & Hoffman, 2016). Higher education institutions are being called to action to prepare youth for global labor markets and societies (Buckner, 2019), while also addressing the global social disparities developing around the world (Tarozzi & Mallon, 2019). The global educational community is responding to the call to prepare emerging minds of the world to enter into such a paradigmatic shift with global citizenship education (GCE) resulting in one such solution.

The term *global citizen* remains an elusive and contested concept with varying

definitions. Oxley and Morris (2013) developed a differentiated typology distinguishing eight

forms of global citizens, four understood as cosmopolitan types and four as advocacy types. The

four forms related to cosmopolitan global citizens include: (a) political, (b) moral, (c) cultural,

and (d) economic; while the four forms related to advocacy include: (a) social, (b) critical, (c)

environmental, and (d) spiritual. Despite the fluidity and uncertainty in recognizing a common

definition, global citizenship is understood to impact all individuals across all industries.

Global education began to gain popularity and be realized as an important focus as early

as the 1970s (Shulsky et al., 2017). As the result of gaining popularity, competing definitions and

understandings have developed. Certain scholars have begun to conceptualize the development

of global citizens as creating marketable individuals who can be employed globally (Oxley &

Morris, 2013; Schippling, 2020; Shultz, 2007). Other scholars view global citizens through a

neoliberal lens while some contest the ability to adequately define global citizenship by asserting

the concept cannot be applied equally to individuals around the world (Kopish, 2017; Shultz,

2007; Tarozzi & Mallon, 2019). While competing definitions continue to develop around global

citizenship, a collective agreement on the value of global citizens has been widely recognized.

Multiple competing approaches to defining global citizenship education exist resulting in

inconsistent pedagogical practices in delivering and assessing GCE (Barrow, 2017; Shultz, 2007;

Tsegay, 2016; Wang & Hoffman, 2016; Zahabioun et al., 2012). Both the specific components

necessary to qualify an individual as a global citizen as well as how these components might be

taught within the United States higher education remain ambiguous (Barrow, 2017). While

formal definitions and standards for global citizens are still widely contested, three pillars are

often attributed toward global citizenship and global citizenship education, including social

responsibility, global competence, and civic engagement (Tsegay, 2016; UNESCO, 2018a). The

social, economic, geographic, and cultural boundaries have never been so intertwined, and at

times, dissipated, around the world (Shulsky et al., 2017). As the need for globally-minded

citizens continues to be felt, the field of education continues to search for an agreed-upon and

recognized path toward developing global citizens.

A gap in literature defines GCE from the experiences of those who have undergone an

educational experience to global citizenship, specifically to address the need for higher education

institutions within the United States to develop globally-minded students (Barrow, 2017). The

current research seeks to better understand the various meanings, definitions, and perceptions of

global citizenship through the experiences of students who have attended programs designed to

deliver global citizenship education outcomes from the United States higher education

institutions. As a result, institutions may better understand how to prepare students to enter into

an increasingly culturally dynamic global society through more effective program policies and

enhance student readiness.

Statement of the Problem

The problem is higher education institutions (HEIs) within the United States are not

delivering effective global citizenship education (GCE) and are uncertain how to bridge the

theoretical understanding and pedagogical practices of GCE because the defining characteristics

of GCE remain contested (Barrow, 2017; Engel & Siczek, 2018; Tarozzi & Mallon, 2019; Thier,

2017). In an increasingly hyper-globalized society, better understanding the experience of

students emerging from GCE programs within higher education may provide insight into the

importance of such programs, as well as the role of GCE within higher education and the

implications on the students (Barrow, 2017). Incorporating GCE into the experience of higher

education has been identified as a strong need, especially in an age of increasing connectedness between communities and cultures around the world, even as researchers differ on the appropriate means to achieve an effective process for developing global citizens (Barrow, 2017; Han, 2017; Tsegay, 2016).

While organizations around the globe have begun to study what global citizenship means and how to deliver GCE, a coherent and cohesive process outlining requirements for bestowing the title remains elusive (Miedema & Bertram-Troost, 2015; Shultz, 2007). The extent of the problem is succinctly highlighted by Barrow (2017) who perceived GCE as not tying an individual to the citizenship of a country but is instead concerned with the world's shared humanity. Addressing the literature gap by interpreting the experiences of students who have undergone comprehensive global citizenship programs provides novel perspectives to the efficacy, impact, and components of citizenship education curricula and may inform future pedagogical approaches.

Purpose of the Study

The purpose of the qualitative interpretive phenomenological analysis (IPA) study was to explore the experiences of individuals who were matriculated in a GCE program from a United States HEI to better understand the phenomenon of global citizenship. The research may help determine significant rewarding and influential components of GCE. Developing a consciousness of global connectivity and responsibility for students may provide the tools to act as effective leaders in a diverse global environment (Zahabioun et al., 2012).

Difficulties remain in aligning the concept of global citizenship and the development of global citizens, as well as the connections between the pedagogical practices, theory, and measurements of effective approaches in GCE programs (Wang & Hoffman, 2016). If the

research is not conducted, a continued lack of in defining the critical elements of GCE may

persist. Similarly, the sparse offerings of effective GCE stem from inconsistent or variant notions

of what global citizenship entails (Shultz, 2007). Approaches to addressing a more diverse and

globally-minded student population are needed and have been identified as lacking within

education (Connell, 2016; Kopish, 2017). The opinions are echoed across academic voices

detailing global citizenship literature, even as the definitions of global citizenship vary

drastically across researchers and regions (Kopish, 2017; Oxley & Morris, 2013; Shultz, 2007;

Thier, 2017; Zahabioun et al., 2012).

Addressing the problem of better understanding the characteristics and impact of GCE

programs may contribute to the knowledge base by providing data on actual experiences of

individuals who have undergone GCE programs from a U.S. higher education institution and

then emerged into a post-college society. A need to firmly identify global citizenship and the

elements of GCE persists, as well as creating connections between the theory and pedagogical

practices of effective global citizenship education. The world is increasingly interdependent,

therefore developing a consciousness of global connectivity and responsibility for future students

could provide the tools to act as effective leaders in a diverse global environment (Zahabioun et

al., 2012). Citizenship education may support students to understand their future role in the

world community and help students develop clarified global identities.

Significance of the Study

Globalization has transformed economic, political, and social cultures around the world

(Canli & Demirtas, 2017). Education has been influenced by these changes and has started to

respond to them. The need for students to develop intercultural competencies, comprehend other

cultures, develop intercultural communication skills, and understand a shared role within the

context of global society are just a few of the areas demanding attention within education as a result of the shift (Canli & Demirtas, 2017). To address the growing need, a want for international educational programs, global citizenship development for students, global learning curriculums, and training for educators to become global learning facilitators has been felt across borders (Bourn, 2015; Büker & Schell-Straub, 2017; Canli & Demirtas, 2017).

Researchers have started to dispute the ability to define the features of a global citizen, as the term is based on a fluid concept of citizenship (Zahabioun et al., 2012). The lack of GCE within U.S. higher education institutions immediately disadvantages students failing to receive such education and should be promoted across all disciplines to promote empathy for the global village (Barrow, 2017; Thier, 2017). Higher education institutions may continue to implement GCE programs without assessing or being aware of the efficacy of such programs. Simply acknowledging the need for global citizens in an increasingly interdependent and connected global society does not solve the need to develop global citizens properly and effectively.

Research Questions

An exploration into the perspectives of students who have undergone a GCE experience can provide meaningful information to better understand global citizenship and relevant educational pedagogies. The phenomenological method allows students to express an individual and unique story. To achieve the purpose of the interpretive phenomenological analysis, the following research questions guided the study:

Research Question 1: What are the experiences of students who were matriculated in a 4-year global citizenship education program as part of a United States higher education institution curriculum?

Research Question 2: What impact has the enrollment in a global citizenship education program at the United States higher education institution had on students at the end of a 4-year program?

Research Question 3: What components of the global citizenship education program at the United States higher education institution did students perceive as significant and beneficial after completion of the program?

Theoretical Framework

The research is grounded in the conceptual framework of experiential learning by David Kolb (1984) and sociocultural theory by Lev Vygotsky (1978). Experiential learning theory posits learning as a multi-stage process consisting of concrete experiences, reflective observation, abstract conceptualization, and active experimentation (Aggarwal & Wu, 2019). Kolb's model provides insight into the process by which students absorb information and develop information into knowledge. Kolb's model builds upon the works of John Dewey, Kurt Lewin, and Jean Piaget and provides insight into the development of students undergoing GCE through a unique understanding of traditional learning and real-world experiences (Stirling et al., 2017; Weinstein, 2019). Understood through the lens of Kolb's model, experiential learning provides deep and meaningful transfer of information to develop learning and impacts life-long behaviors (Aggarwal & Wu, 2019; Kolb, 1984).

Vygotsky's sociocultural theory introduces learning as a social process existing within social events and reinforced through continued interaction (Javadi & Tahmasbi, 2020). The model asserts learning may be more quickly acquired through others who already possess certain information (Vygotsky, 1978). Individuals who provide knowledge are known as move-knowledgeable-others and the distance, or zone, between the ability for an individual to learn on

their own and the ability to learn with the assistance of a more-knowledgeable-other (MKO) is the zone of proximal development. Vygotsky's approach to learning supports the understanding of GCE as it reinforces a contributory nature existing between cultures, social interactions, and learning.

In examining the two theories together, a unique symmetry exists in the relationship to support an understanding of GCE. The space existing between the phases of Kolb's model may be understood as a zone of proximal development and reduced with the assistance of more-knowledgeable-others. Social interactions taking place during GCE provide an opportunity for MKOs to achieve effective learning around global identities (Auh & Sim, 2018), global social injustice (Kang et al., 2017), and global impact to take place (Canli & Demirtas, 2017).

Definition of Terms

Defining terms and phrases specific to the research regarding global citizenship education can help to facilitate comprehension. The following definitions are provided to establish foundational knowledge and provide clarity. Providing clear descriptions of the terms allows for a better understanding of the concepts to which the terms are applied.

Collective (Global) Consciousness. Collective or global consciousness has been described as the development of awareness among members of the global community responding to a global imperative to become responsible members of the world (Auh & Sim, 2018).

Global Citizen. Global citizens belonging to the global community. Being a global citizen entails a feeling of belonging, or perceiving oneself, as part of a community beyond nation and state (Schippling, 2020).

Global Citizenship. Global citizenship moves citizenship away from a city-state and nation-state understanding to a wider perception on identifying a member as part of the global

community (Osler & Starkey, 2005; Schippling, 2020; Zahabioun et al., 2012). Global

citizenship continues to be regarded as an ambiguous concept determined by a tension between

different features (Schippling, 2020). The term may best be understood as extending beyond

regional and national borders to belonging to a broader community and common humanity

(Basarir, 2017; UNESCO, 2018a).

Global Competence. Global competence is a multidimensional capacity allowing for an

understanding and appreciation of different perspectives and worldviews from local, national,

and global perspectives (OECD, 2018). Actions representing global competence can be

represented in the ability to recognize and respond to issues of global significance (Boix

Mansilla & Chua, 2016; Kopish, 2017).

Global Social (In)Justice. Global social justice may be understood as applying the

principles of social justice to factors and considerations influencing any significant portion of the

global community. Social justice constitutes an inherent part of sustainable development and

may be seen as working alongside global sustainable development goals (Langhelle, 2000).

Fraser (2010) highlighted the difficulty in applying social justice within a global context as social

justice is associated with social life and universal values are often vague abstractions removed

from social reality. Topics of global social justice may include, but are not limited to, global

poverty, quality of educational resources, access to education, cost of living, and access to

essential resources (Hodgkinson-Williams & Trotter, 2018).

Global Village. The phrase global village gained popularity in Marshall McLuhan's *The

Gutenberg Galaxy* published in 1962 (O'Byrne & Hensby, 2011). The term is understood as

having been born from the phenomenon of globalization (Bagceli Kahraman, & Onur Sezer,

2017; Cheney & Munshi, 2017)**.** The global village has become a term used to shape the picture

of the world as one system, and the term has been applied within a national and international

context (Sepers, 2017).

Globalization. Globalization may be viewed as a movement toward global economic

integration (Clayton, 2004). Waks (2006) extended the definition to also include an

understanding of the world unified by a common humanity and the development of a collective

humanitarian pursuit despite continuing differentiation in the face of cultural diversity (Dare,

2011). Understanding globalization through a critical intercultural lens posits all lives as being

fundamentally interconnected with others around the world (Dare, 2011). As a process of

change, globalization has been attributed as transforming the world into a global village (Bagceli

Kahraman, & Onur Sezer, 2017).

More-Knowledgeable Other. A term developed by Lev Vygotsky (1978) to identify

individuals who are more knowledgeable than others and facilitate the process of learning.

Vygotsky asserted more-knowledgeable-others are necessary for learning to take place with

children and may be viewed as teachers, adults, or peers (Abtahi et al., 2017).

Zone of Proximal Development (ZPD). A term developed by Lev Vygotsky (1978) is

defined as "the distance between the actual developmental level (independent problem solving)

and the level of potential development (problem-solving under adult guidance or in collaboration

with more capable peers)" (p. 86).

Assumptions

Assumptions are extremely basic foundational principles yet often outside the ability to

be controlled (Leedy & Ormrod, 2010). One assumption includes GCE will continue to play an

important role within education and requires continued research. The assumption here should be

regarded as true due to the continued role and effect of globalization on all global industries,

including education. The increase in international education and calls for continued research into GCE support the plausibility of the assumption (Divir et al., 2018; Wang & BrckaLorenz, 2018).

A second assumption resides within the nature of the study, namely the understanding of global citizenship. The assumption is the belief that participants who matriculated from a comprehensive 4-year GCE program while living and traveling in seven countries have direct knowledge of the phenomenon under investigation. A relationship between the lived experiences of participants who underwent such a program is accepted as providing insight into the broader understanding of global citizenship and effective approaches to GCE within HEIs. The acceptance of the assumption is due to the robust approach of the program which provided participants opportunities for cultural immersion, civic engagement, social responsibility, and supported global competence, each proposed, albeit contested, elements of global citizenship (Morais & Ogden, 2011; Tsegay, 2016; UNESCO, 2018b).

A qualitative approach was assumed to be the most effective research method approach given the exploratory nature of the study. Qualitative approaches are the preferred research method when investigation into multiple interpretations is necessary, as the interpretivist paradigm facilitates the creation of multifarious meanings to explore dynamic and novel concepts (Creswell, 2013; Kelly et al., 2018). Interpretive phenomenological analysis (IPA) was specifically utilized to uncover meaning through the experiences of others and affords the possibility for research to be conducted with relatively small sample sizes. The flexible nature of IPA allows for a fluid process to provide the capability of exploring differences in experiences across participants (McLeod, 2011).

A final assumption is socio-cultural and experiential learning as critical foundational concepts in forming effective GCE. Although the assumptions cannot be proven true, a natural

inclination to understand the assumptions as valid takes place by acknowledging knowledge as a cultural process and gained more quickly through the interaction of others, a critical understanding of Vygotsky's approach to sociocultural theory (Javadi & Tahmasbi, 2020). Similarly, experiential learning has been extensively investigated and understood as an adaptable theory able to receive all learners during any given point of the four-stage learning process (Kolb & Kolb, 2013).

Scope and Delimitations

The scope and delimitations may be understood as the range of the setting and definitions established as boundaries to a research process to make the work both feasible and procurable (Theofanidis & Fountouki, 2019). The study was comprised of 21 students who underwent semi-structured interviews through the interpretivist paradigm to share personal experiences during a 4-year GCE program. Qualitative research was the preferred method for investigating social inquiries and allows for multiple truths and understandings (Arghode, 2012; Creswell, 2013). Purposeful selection of students who had engaged in at least five of the seven global city experiences was a vital criterion for eliciting experiences from students who had fully embraced the global citizenship experience. Students who did not meet the threshold of living and studying in at least five of the seven designated countries during the active operation of the institution's program were not eligible for participation. Experiencing five cities of seven was determined a reasonably high enough threshold to take advantage of the purpose and intention offered by the program during the 4-year experience as it retained more than two-thirds of diverse cultural settings.

To assess the proper qualifications, purposive sampling was utilized based on the information from a demographic questionnaire. Purposive sampling is a qualitative approach

used to deliberately select the participants and sites to explore the rich, lived experiences of the phenomenon (Creswell, 2013). All students attended the same higher education institution and graduated within 2 calendar years from the date of the interview or planned to graduate within 4 months of the date of the interview.

Limitations

Constraints or difficulties within a study are considered limitations (Creswell, 2013). As all students attend the same institution, transferability of findings may be difficult to achieve. Creswell (2014) highlighted transferability may be achieved using rich descriptions and diverse perspectives during open-ended questions. Open-ended questions may also help achieve transferability as an open-ended interview process allows for deep exploration of experiences (Lewis, 2015). The interpretivist phenomenological approach of interpretive phenomenological analysis may or may not reflect the experiences of students around the world. While students with backgrounds and nationalities from all around the world participated in the study and participants were required to have lived and studied in five global locations around the world, the study has a limitation of investigating only students attending an institution based out of the United States.

Dependability and bias implications are important factors within research studies. An awareness of conflicts of interest was maintained to help bracket and prevent bias (Dörfler & Stierand, 2020). Bias may arise when a relationship of power dynamics exists between parties. Confidence, respect, and rapport were developed to help mitigate the effect and ensure the verification of reliable data. A continued process of reflexivity, a process to identify potential influences throughout research, helped maintain continued awareness of ethical issues by examining the values and interests, which may impinge upon findings (Chan et al., 2013). The

dependability of data was ensured through thorough documentation and the use of subject matter experts to validate the research instrument (Korstjens & Moser, 2018).

Chapter Summary

The impact of globalization has catalyzed a paradigm shift in global consciousness and revealed a need for change. The education sector has felt the shift and begun to respond to the demand to develop culturally connected, aware, and caring global citizens. Developing global citizens is a novel undertaking. The concept of global citizenship remains contested, and approaches to global citizenship education are even more uncertain (Barrow, 2017; Shultz, 2007; Tsegay, 2016; Wang & Hoffman, 2016; Zahabioun et al., 2012). The need to investigate current approaches of GCE to understand the impact of such approaches and build upon the body of knowledge contributing towards a more comprehensive understanding of how to develop global citizens has been presented. Clarifying terms and definitions were outlined, as well as a theoretical framework through which the study of GCE may take place. The next section, Chapter 2, presents the current body of literature on global citizenship and GCE, including the development, growth, current understanding, and approaches to developing global citizens.

Chapter 2: Literature Review

Preparing emerging generations for complex global demands as a result of an increasingly globalized society is a difficult task. To address such calls, higher education institutions (HEIs) around the globe have recognized, and are responding to, the need to develop global citizens (Connell, 2016; Kopish, 2017). The problem is HE institutions within the United States are not delivering effective global citizenship education (GCE) and are uncertain how to bridge the theoretical understanding and pedagogical practices of GCE because the defining characteristics of GCE remain contested (Barrow, 2017; Engel & Siczek, 2018; Tarozzi & Mallon, 2019; Thier, 2017). Understanding the role and significance of global citizenship has become a point of contention among scholars and researchers yet is necessary to identify to prepare students to become effective leaders in a global setting (Goren & Yemini, 2017; Slimbach, 2014; Tarozzi & Mallon, 2019).

A gap in literature defines GCE from the experiences of students who have undergone experiences of global citizenship, specifically to address the need for higher education institutions within the United States to develop globally-minded students (Barrow, 2017; Bourdon, 2018). The researcher seeks to better understand the various meanings, definitions, and perceptions of the global citizenry through the experiences of students who have attended programs designed to deliver global citizenship education outcomes from United States higher education institutions. An exploration of the experiences of students who have undergone a GCE program may provide insight into the importance of such an educational experience and contribute to the growing body of literature looking to identify notable, salient components of GCE. The purpose of the qualitative interpretive phenomenological analysis (IPA) study was to

explore the experiences of individuals who were matriculated in a GCE program from a United States HEI to better understand the phenomenon of global citizenship.

Higher education institutions continue to respond to the emerging demands of globalization. As part of these demands, developing global citizens remains a growing need to support the transformational global agenda and pursuit of establishing dignity and respect for all people (Tarozzi & Mallon, 2019). Contested notions regarding privilege (Auh & Sim, 2018), access and travel (Slimbach, 2014), culture versus geography (Varadharajan & Buchanan, 2017), citizenship (Basarir, 2017; Hartung, 2017; Zahabioun et al., 2012), and cultural immersion have forced GCE to remain amorphic in perception for many scholars (Zahabioun et al., 2012). Further research is required to develop a sense of firm understanding as it relates to the nature and components of GCE (Barrow, 2017; Engel & Siczek, 2018; Tarozzi & Mallon, 2019; Thier, 2017; Zahabioun et al., 2012). The need for additional research into GCE as it relates to HE institutions in the United States has been called upon by numerous scholars (Basarir, 2017; Thier, 2017).

The literature review is an outline of the literature search strategy and theoretical framework of the research before providing a focus on canonical and current literature relevant to GCE. Studies pertaining to the construct of GCE will be reviewed, key concepts and phenomena under investigation will be explained, and competing arguments will be detailed before presenting a concise summary of the major themes. The information in the literature review collectively works to identify a gap in the literature and emphasize a need for continued study into exploring the composition and importance of GCE.

Literature Search Strategy

Several databases were utilized in the research for global citizenship education (GCE). The Athens Library through the American College of Education was the principal research tool, primarily relying on EBSCO Discovery Service. Database services from the Claremont Library of Keck Graduate Institute and open articles in SAGE Journals were also utilized. The Google Scholar search engine acted as an additional research tool. Global Citizenship Education has been referenced by many names (Bourn, 2015), and the research strategy applied all relevant names and keywords into consideration. Names, keywords, and key search terms used for research on relevant topics including (a) global citizenship education, (b) global citizen, (c) global citizenship, (d) GCE, (e) GCED, (f) global learning, (g) globalization, (h) global social justice, (i) world-systems theory, (j) global development, (h) global development education, and (j) international education.

Theoretical Framework

The conceptual framework guiding the research study includes David Kolb's (1984) theory on experiential learning and Lev Vygotsky's (1978) sociocultural theory. The research seeks to investigate the lived experiences of students who were matriculated in a global citizenship educational experience. The theories by Kolb and Vygotsky were utilized as a framework to deepen the exploration of lived experiences and provide the opportunity to realize the impact, benefits, and characteristics of global citizenship education.

Experiential Learning Theory

Kolb dedicated his life to understanding the process by which students absorb information and translate information into knowledge. Kolb's (1984) experiential learning theory framework positions individuals through a four-stage learning model: (a) concrete experience,

(b) reflective observation, (c) abstract conceptualization, and (d) active experimentation (Aggarwal & Wu, 2019). Learners may enter the model at any phase of the cycle. McLeod (2017) noted the impetus for the development of new concepts for learners, as understood by Kolb, is provided through new experiences. Kolb (1984) asserted learning is a process whereby knowledge is created through the transformation of experience. The perception of learning as taking place through novel experiences supports the need for GCE in a climate seeking new solutions to global problems. Experiences should stimulate meaning to be purposeful within education (Aggarwal & Wu, 2019). In Kolb's four-stage experiential learning theory, experiences take place followed by a process of reflection allowing students time to make sense of the experiences before engaging in conceptualization linking the experience to broader contexts which lead to new experiences (Kolb, 1984; Kolb & Fry, 1975).

Kolb's experiential learning module has grown in popularity. Since the year 2000, research in experiential learning theory has more than quadrupled (Kolb & Kolb, 2013). The experiential learning model has been applied to more than 30 disciplines but is utilized prominently within education. Research on experiential learning has shown enhanced motivation and a consolidated learning experience (Chiu & Lee, 2019), better alignment with online and face-to-face learning (Patil et al., 2020), and an overall significant positive regression between learning outcomes and Kolb's learning theory (Biabani & Izadpanah, 2019).

Contribution to Global Citizenship Education Research

Understanding the dimensions of David Kolb's theory on experiential learning supports the development of GCE in a hyper-globalized society. Kolb's experiential learning theory expands from the work of prominent scholars such as John Dewey, Kurt Lewin, and Jean Piaget to approach the affective, cognitive, behavioral, and perceptive dimensions of learning (Stirling

et al., 2017). Bridging in-class learning with real-world practical experiences has been shown to develop higher-order thinking skills for students and support student engagement and development within higher education (Stirling et al., 2017; Weinstein, 2019). Experiential learning has a deep, meaningful contribution on learning by allowing students to translate lessons to their value systems and become life-long behaviors (Aggarwal & Wu, 2019).

The experiential learning module has been studied extensively since its first statement by Kolb in 1971 (Kolb & Kolb, 2013). As a holistic approach, experiential learning is highly interdisciplinary and allows all learners to enter the learning cycle at the point of resonating with the learning style of each individual. Experiential learning theory is flexible and provides the opportunity for learners to become more adaptable during the stages of the four-cycle process, increasing learning comprehension and retention. The approach has furthermore been acknowledged as an adaptable theory to address the continually changing dynamics of the global community (Kolb & Kolb, 2013). Applying experiential learning to GCE deepens the foundational learning taking place through reflection and abstract conceptualization (Kolb, 1984). Kolb's theory further reinforces the need for engaging experiences, such as global citizenship education programs to transform into the learning and reliable knowledge required to address the demands of globalization and global social injustice.

Criticisms of Experiential Learning Theory

Some scholars contend experiential learning theory may not be the best approach within education. As a stage-based theory, Kolb's approach has been criticized for failing to view multiple learning processes happening simultaneously (Stirling et al., 2017). Additionally, scholars critique experimental learning theory for not taking cultural, social, and historical aspects of the learner into consideration (Beard & Wilson, 2013). Experiential learning

pedagogies can be expensive and time-consuming to implement, and often require a skilled

practitioner to execute the learning (Aggarwal & Wu, 2019). Such factors may make experiential

learning practices difficult or impractical to implement in all learning environments.

Sociocultural Theory

Lev Vygotsky is regarded as the father of sociocultural theory. Vygotsky's understanding

of sociocultural theory may have been heavily influenced by his identity as a Russian and Soviet

psychologist during the early 20th century (Eun, 2019). While much of Vygotsky's research was

developed during the 1920s and 1930s before his death in 1934, the works of Vygotsky were not

circulated within Western research until the 1970s when translations of his writings became

available to Western psychologists (Ardila, 2016).

Stemming from the seminal work of Lev Vygotsky (1978), sociocultural theory posits

human learning as largely being a social process. The theoretical approach regards learning and

development as existing within social events, and further stimulated through interaction and

collaboration with other people, objects, or events (Javadi & Tahmasbi, 2020). In addition,

Vygotsky (1978) argued knowledge is gained more quickly from others, identified as more-

knowledgeable-others (MKOs). According to Vygotsky, the distance, or zone, between the

ability for an individual to learn on their own and the ability to learn with the assistance of a

MKO is the zone of proximal development. The zone identifies a gap in actual versus potential

development (Vygotsky, 1978) and has been interpreted as the teachable space for student

learners (Matusov, 2015).

Contribution to Global Citizenship Education Research

In considering the reciprocal contributory nature existing between people and cultures

which takes place during global citizenship programs, sociocultural theory can be applied to

understand the learning and developmental impact. The sociocultural theory focuses not only on how people influence individual learning but on how cultural beliefs and attitudes shape the learning process (Cherry, 2019). Vygotsky believed each culture exists distinctly from others. Due to the differences existing between cultures, the intellectual developments and opportunities within each culture are unique, indicating GCE programs offer exposure to different environments and similarly provide increased learning opportunities (Cherry, 2019).

Lev Vygotsky's understanding of knowledge transfer highlights the importance of GCE as a process of creating learning opportunities between individuals from different backgrounds concerning cultural exploration. Based on Vygotsky's (1978) theory, MKOs may be teachers, adults, or peers with more knowledge, or peers who understand concepts not yet understood by others (Abtahi et al., 2017). Learning, such as in classroom settings or with a tutor, gives direction to development through social interaction (Demirbaga, 2018; Vygotsky, 1978).

The process of cultural exploration and learning introduces MKOs into the lives of learners, either through geographic-cultural exploration and interactions, or textual and conceptual learning opportunities. Sociocultural theory understands the role of MKOs as reducing or closing the zone of proximal development during these moments. Providing GCE experiences allows students the opportunity to benefit from interactions with MKOs. Developing such opportunities for student models, "the artificial mastery of natural processes of development" defined by Vygotsky (1978, p. 88) within the specific context of education, where the natural learning process is enhanced with the assistance of MKOs who transfer special knowledge

Criticisms of Sociocultural Theory

Some criticisms have developed regarding sociocultural theory. Demirbaga (2018) noted Vygotsky's theoretical approach does not target individuals but addresses individuals in social and cultural settings. Researchers have further questioned Vygotsky's theory due to a lack of experimentation and a vague description of social interactions (Kurt, 2020).

Bridging Two Theories

Merging Kolb's experiential learning theory and Vygotsky's sociocultural theory provides an opportunity to address learners as individuals. The combined approach can be understood by applying Kolb's exploration of learning while incorporating the necessary environmental settings to develop enhanced learning through the introduction of MKOs and reducing the zone of proximal development (see Figure 1). Whereas, experiential learning theory has been criticized for not taking cultural, social, or historical aspects of the learner into consideration (Beard & Wilson, 2013), sociocultural theory acknowledges the environment and cultural interaction supporting the learning and development process. Similarly, while Vygotsky's theory has received criticism for providing overly vague definitions of social interactions (Kurt, 2020), Kolb's model more concretely expresses interactions through concrete experience and active experimentation. The two theories work together to provide a single theoretical framework through which GCE may be understood and applied within the study.

As two distinct theoretical approaches, experiential learning theory and sociocultural theory can be incorporated into a focused framework to realize the development of students transforming into global citizens within specific educational settings. Hermeneutical theoretical understanding, or consistent implementation of interpretation, may provide insight into the transformative process (Gabidullina et al., 2018). While often applied to textual analysis,

hermeneutics may be useful when investigating problems arising when dealing with meaningful human actions (Mantzavinos, 2016). Applied hermeneutics of the two theories always positions the learning process as existing within a culture and environment. A combination of the two theoretical approaches understands global citizens as being more readily achieved with the assistance of more-knowledgeable-others to span the zone of proximal development while undergoing the experiential learning cycle of experience, reflection, abstract conceptualization, and implementation of learning.

Figure 1

Diagram of the Two Theoretical Frameworks Working Together
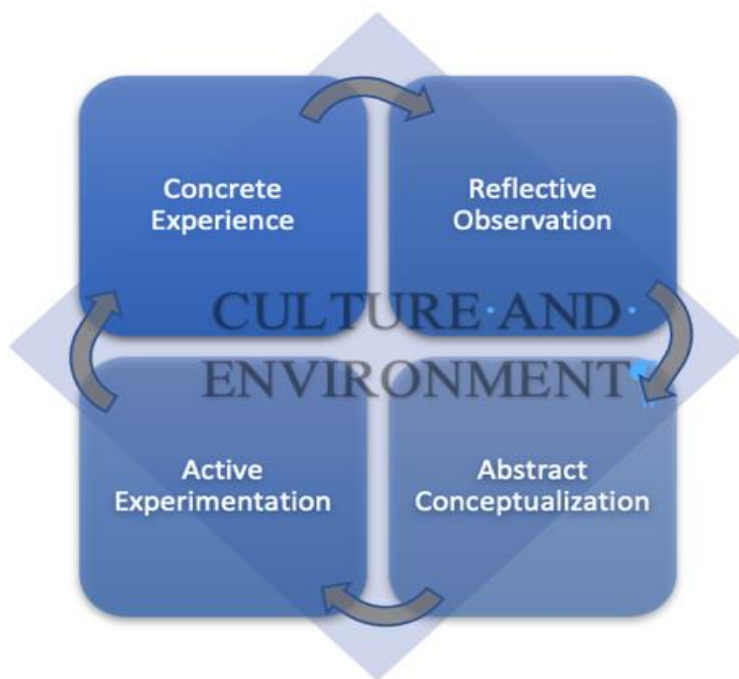
The space between phases of Kolb's model may be understood as a zone of proximal development which can be reduced with the assistance of MKOs. Concerning GCE, the zone may be closed, or more easily crossed, with the assistance of MKOs. The role of MKOs in GCE

development is imperative as developing global citizens requires an understanding of global

identities (Auh & Sim, 2018), global social injustice (Kang et al., 2017), and recognition as to

how the role of the individual influences the global community (Canli & Demirtas, 2017).

<div align="center">**Research Literature Review**</div>

Significant scholarly literature pertaining to the topics of globalization, international

education, and global citizenship education has been added to the growing body of literature

developing throughout recent years. Related literature to global citizenship education is provided

in the following sections divided into five sections of (a) development of global citizenship, (b)

the emerging need for global citizenship education, (c) perceptions and understandings of global

citizenship education, (d) global social justice, and (e) education as global. The related literature

supports the understanding of topics surrounding global citizenship education through a

comprehensive review of current literature.

Development of Global Citizenship

The term global citizen can be traced back to ancient Greece with the notion of

'cosmopolitan' meaning 'citizen of the world' when Diogenes declared himself a citizen of the

world, and the Mahaupanishads of ancient India conceived the world as one family (Center for

Universal Education, 2017; Hartung, 2017; Lettevall & Klockar, 2008; Schippling, 2020). The

concept of citizenship itself has moved from a city-state membership in the ancient Greek era to

a nation-state membership during the enlightenment and more recently has become affiliated

with a transnational and global membership (Zahabioun et al., 2012). Osler and Starkey (2005)

criticized any model of citizenship not extending beyond national borders. The notion of

citizenship as extending beyond the border of a country provided the groundwork for global

citizenship to emerge as a concept and entails a sense of belonging to a broader community and

common humanity (Basarir, 2017; UNESCO, 2018a). While national citizenship continues to receive support as a central part of the formal education framework, GCE has begun to appear within the curricula of many countries (Goren & Yemini, 2017; Hahn, 2015).

Global education began to gain popularity and be realized as an important focus as early as the 1970s (Shulsky et al., 2017). The need to develop students as global citizens began in the late 20th century as technology brought people around the world closer at a pace and in a manner as never before. By 1999, Howard Community College asserted people of the 21st century are inherently global citizens and as such should develop global competencies, appreciate the interconnectedness between societies and cultures, and accept change. Global citizenship garnered increased interest during the 1980s and 1990s as a result of four factors: (a) the growing pressure of global problems requiring common solutions, (b) the general phenomenon of globalization, (c) revived interest in the idea of citizenship itself, and (d) a renewed focus in the perennial approach of cosmopolitanism, often referred to as the global ethnic (Zahabioun et al., 2012).

Global citizenship education strongly entered the pedagogical philosophies of international organizations by the start of the 21st century. As a philosophy and practical educational approach, the need to develop global citizens and the focus on GCE continues to expand. Global citizenship was identified as one of the three foci within the United Nations Global Education First Initiative (Engel & Siczek, 2018). The United Nations emanated after World War II in response to a growing desire for global peace. Delegations from 50 nations gathered and signed the charter establishing the existence of the United Nations in 1945 (United Nations, 2020). Global citizenship education makes up a core part of the United Nations Educational, Scientific, and Cultural Organization's (UNESCO's) educational mandates

(UNESCO, 2018a) and in 2013 was defined as one of the fastest-growing educational reform movements (Dill, 2013). Global citizenship has been identified and articulated as a specific actionable target in the United Nations 2030 Agenda for Sustainable Development Goals (SDGs) (Schippling, 2020).

The Emerging Need for Global Citizenship Education

Allowing GCE and global citizenship to remain vague and speculative terms diminishes the progress in establishing a clear GCE curriculum. The amorphic nature in conceptualizing GCE can be viewed in the multiple definitions and approaches applied to the concept (Barrow, 2017; Engel & Siczek, 2018; Tarozzi & Mallon, 2019; Thier, 2017; Wang & Hoffman, 2016). Gaudelli (2016) observed it as unsurprising a dominant notion of global citizenship or global GCE does not exist because the terms global, citizen, and education continue to remain contested. Global citizenship education remaining as an uncertain concept has resulted in researchers struggling to engage critically with the pedagogical and theoretical framework of the approach (Gaudelli, 2016). In addition, lacking clarity in being able to define GCE may provide the opportunity for individuals in power to co-opt the term to serve private and self-serving agendas (Biccum, 2010).

Developing a Global Identity

Zahabioun et al. (2012) identified GCE as a growing need to provide a deeper understanding of self and others. In citing Brigham (2011), the authors positioned GCE as allowing for an exploration into "how the world works, links between our own lives and those of people throughout the world. A way of seeing-social justice and equity, other people's reality, diversity, interconnectedness, and the way that people can make a difference" (p. 195). Citizenship education may support students to understand their future role in the global

community and help students develop clarified global identities. Understanding GCE as an approach of equity and social justice can provide insight to meaningfully recognizing and addressing disparities across identities, religions, cultures, politics, spiritualities, ethnicities, societies, and foreign relations in the 21st century (Zahabioun et al., 2012).

Developing Global Competencies

Even as the precise characteristics of GCE continue to be examined, research from all around the world has shown a heightened need to ensure the capacity of higher education students to think and act globally to effectively challenge and address the political, socio-economic, and environmental problems on a global scale (Kopish, 2017; Stoner et al., 2018; Thier, 2017; Tsegay, 2016). Barrow (2017) reinforced the need to develop a global mindset within the emerging educational leaders of the world and focused on the need for GCE within the curriculum of the United States higher education system. Research revealed cultural and emotional intelligence enables international students to integrate socially more fully and become culturally dexterous (Thompson, 2018). Incorporating GCE into the educational curriculum stimulates the growth of a society with more receptive cultural perceptions and acts as a tool to combat a climate with heightened nationalism and closed-mindedness to other cultures and ways of life (Barrow, 2017).

Understanding Global Impact

In an increasingly interdependent world, it is possible to understand how the actions of individuals in one space are likely to have an influence on the lives of others across the globe. As a result, developing pathways to allow students to develop a consciousness of global connectivity and responsibility is critical to their success as leaders in a diverse global environment (Zahabioun et al., 2012). Zahabioun et al. (2012) argued citizenship education represents a

unified global effort as education is understood as developing the children today to become the adults of tomorrow (Oxfam, 2006). Global citizenship education approaches should be a primary consideration for governments in educating students due to the impact GCE may have on allowing students to better understand their future contributions to a global community (Zahabioun et al., 2012). Higher education institutions must not wait for governmental intervention to begin the necessary and critical process of developing GCE curricula, however.

Perceptions and Understandings of Global Citizenship Education

The need to develop global competencies and global awareness has increasingly continued to emerge in a hyper-globalized environment. The rise and proliferation of international schools have expanded dramatically since the 1960s, from roughly 50 to over 7,000 in 2015 (Divir et al., 2018). Although the understanding of GCE remains under debate, the notion of GCE cannot be considered a novel one. The concept of global citizenship is no longer reserved for small groups of scholars and philosophers. The recognition of all members across nations being part of a shared global community has penetrated national borders and entered into all industries (Engel & Siczek, 2018), including education.

A Dual Agenda

Global citizenship education continues to be viewed through many lenses. In addition to the three, widely accepted pillars of social responsibility, global competence, and global civic engagement (Morais & Ogden, 2011; Tsegay, 2016; UNESCO, 2018b), perceptions of global citizens have begun to necessitate active political participation and engagement in public decisions with a global approach (Cabrera, 2010; Peters et al., 2008; Schippling, 2020). Oxley and Morris' (2013) differentiated typology of global citizenship distinguished between cosmopolitan global citizens and advocacy global citizens. The cosmopolitan global citizen

affiliates with concerns of political, moral, economic, and cultural forms of global citizenship, while the advocacy global citizen relates to social, critical, environmental, and spiritual forms of global citizenship (Oxley & Morris, 2013; Schippling, 2020).

Although various approaches to GCE contain a series of overlapping concepts, such as peace education, human rights education, democratic education, global education, and development education, the purpose of global education has been divided into two separate agendas (Schippling, 2020). Dill (2013) has come to identify the distinguishing approaches as a global consciousness approach and a global competencies approach. The global consciousness approach to global citizenship entails a global moral consciousness in understanding how individual actions influence the rest of the global community, a vision of oneself as part of the global community, and a sense of belonging and participation within a global context. Globally conscious citizens can easily embrace an identity as a citizen of the world, instead of an identity tied to a single nation.

The contrasting approach to global consciousness and global competency resonates with Shultz's (2007) interpretation involving the acquisition of skills and knowledge to overcome challenges in a global market (Schippling, 2020). A focus to enhance global competencies seeks to develop the entrepreneurial self and does not immediately embrace an inclusive worldview (Bröckling, 2016). Approaches focusing on global competencies development have been criticized for supporting the self and social reproduction of global elites and has grown in popularity through strategies of select international and International Baccalaureate (IB) schools (Keßler et al., 2015). The concern is global competency approaches may support elite classifications of individuals and contribute to reinforcing structures of social inequality (Schippling, 2020).

Goren and Yemini (2017) identified 762 peer-reviewed articles and books on the topic of GCE between 2005 and 2015 and revealed similar findings. Goren and Yemini (2017) highlighted growing confusion in understanding GCE but differentiated the two main approaches through which the goals may be understood: an approach of global competencies, looking to equip students with the necessary skills in a global society; and an approach of global consciousness, seeking to provide humanistic values and assumptions with cultural sensitivity and empathy. Although many institutions foster a common pursuit of developing global citizens, pursuing GCE with different underlying goals has resulted in a fractured and fragmented understanding of the aim to develop global citizens. The embraced philosophy of global consciousness or global competence global citizenship informs the approach and understanding of GCE.

Competing Definitions of GCE

Competing definitions and understandings of GCE have continued to emerge. Certain scholars have begun to support the conceptualization and development of global citizens as creating marketable individuals who can be employed globally (Kopish, 2017). Goren and Yemini (2017) have presented arguments advocating for a neoliberal approach towards GCE, and still, others contest the ability to adequately define global citizenship by asserting it cannot be applied equally to individuals around the world (Shultz, 2007; Tarozzi & Mallon, 2019).

Even as agreed-upon criteria in executing GCE remains contested (Basarir, 2017), the need for new skillsets to develop intercultural competencies and identities in global citizens is widely recognized (Wang & Hoffman, 2016). United Nations Educational, Scientific and Cultural Organization (UNESCO) succinctly divided GCE into three learning domains including cognitive, socio-emotional, and behavioral, although others are not prepared to accept such a

direct explanation of GCE (Schippling, 2020; Shultz, 2007). Global citizenship education, according to UNESCO (2018b), strives to face the interconnected world problems of human rights violations, inequity, and poverty which threatens peace and sustainability.

The understanding of GCE as exhibited by UNESCO (2018b) echoes one of the dominant competing views. While the search to better understand and develop GCE is underway, Tsegay (2016) acknowledged the inability to define globalization and global citizenship uniformly and adequately within the context of higher education. Tsegay (2016) noted three interrelated pillars of global citizenship which have come to be commonly accepted and utilized within the Global Citizenship Scale as developed by Morais and Ogden (2011), defining the pillars as (a) social responsibility (concern for others, for society at large, and the environment), (b) global competence (understanding and appreciation of one's self in the world and of world issues), and (c) civic engagement (active engagement with local, regional, national and global community issues). Tsegay's (2016) three defining features of global citizenship are regarded as the greatest widely accepted commonalities in GCE and supported by numerous, albeit not all, scholars and researchers (Morais & Ogden, 2011).

Oxfam, an international organization dedicated to combating global poverty and injustice, is one of the key organizations tasked with creating GCE curriculum. Oxfam is a unique international group spread throughout the world which includes 20-member organizations in more than 90 counties (Ungvarsky, 2020). Oxfam (2006) defined the six components of a global citizen as someone who: (a) respects and values diversity; (b) has an understanding of how the world operates; (c) is passionately committed to social justice; (d) participates in the community at a range of levels, from the local to the global; (e) works with others to make the world a more equitable and sustainable place; and (f) takes responsibility for their actions. The characteristics

as provided by Oxfam have been critiqued as overly broad and vague, and studies reveal teacher and student participants did not traditionally associate the abilities of empathy, cooperation, creative thinking, critical thinking, and communication as part of global citizenship (Basarir, 2017), all characteristics defined by Oxfam (2006).

Despite the extensive scholarship of global citizenship, GCE has come to be interpreted in many ways. The varied approaches and understandings to GCE hinder an agreed-upon theory and practice, as both global citizenship, and by extension GCE, continue to be perceived differently across geographical, theoretical, and cultural arenas (Basarir, 2017; Shultz, 2007). Many scholars relate to a fluid characterization for GCE, as individuals and societies continue to approach the concept of a global citizen from within the limited understanding of national and cultural paradigms. In doing so, scholars argue GCE may alter personal perceptions of personhood through national school cultures as well as an individual's culture (Wang & Hoffman, 2016).

Stoner et al. (2018) approached GCE from a perspective of compromise, noting the contention in defining the concept but accepting the three general features commonly found: global awareness, social responsibility, and civic engagement (Tsegay, 2016; UNESCO, 2018b). The approach proposing compromise in conceptualizing GCE continues to gain traction as it creates spaces to consider each learner as a unique individual. Flexible approaches to GCE embrace an emphasis on the themes of value-based learning, active learning, interactive learning, and allowing students to voice specific educational needs (Miedema & Bertram-Troost, 2015).

Brownlie (2001) posited global citizenship must not only focus on global issues but require an investigation into the global dimensions of local issues existing in the lives of all people. Brownlie's method examined the impact on the global community through jobs worked,

clothing worn, food consumed, water utilized, or personal activities of any single person, and how such everyday decisions might be felt in other parts of the globe or contribute towards growing global injustice. The approach focusing on how the immediate decisions of an individual's everyday life can play a role in the broader scheme of the global village parallels the concerns from the social justice approach of other scholars and resonates with a global consciousness approach to GCE development (Schippling, 2020).

Pursuit of a Common GCE Agenda

Engel and Siczek (2018) noted significant disparities in recognizing the need for approaches such as GCE including the pursuit of education for (a) collaboration versus competition (UNESCO, 2014), (b) market-based/neoliberal versus social transformation (Torres, 2015), and (c) threat versus empathy (Ortloff & Shonia, 2015). Wang and Hoffman (2016) conceptualize GCE as developing change agents working towards a better future in the pursuit of the common good. In an analysis of IB schools in Chicago, the Netherlands, Hong Kong, and the United Arab Emirates, Divir et al. (2018) identified three major foci of the institutions: globally acknowledged quality, moral global citizenship, and neoliberal global citizenship (Divir et al., 2018). The parallel, yet competing, conceptualizations applied to the singular expression of GCE reveal a need for further study to achieve harmony between the dissonance of interpretations.

A 2017 study by Engel and Siczek (2018) comparing the national strategies of five countries with highly developed economies—Australia, Canada, Ireland, the United Kingdom, and the United States—sought to provide indicators as to why nations may pursue an agenda supporting global education and GCE programs. The national strategies reveal a distinction in motivation by highlighting the interest in international education for competitive and economic purposes versus socio-cultural motives. In all strategies, the national interest of the nation was

prioritized over the humanistic notions of global citizenship to serve the broader global

community through social responsibility (Tsegay, 2016). Removing the humanistic

understanding of global citizenship raises concerns of GCE not being pursued in the

humanitarian endeavor of improving the lives of others and contributing toward an equitable and

socially just global society.

Continued Development of GCE Policy

The need for continued policy development surrounding GCE was exhibited in the

diverse understandings of GCE and the findings of relevant studies. Thier (2017) identified the

necessity for developing GCE within the United States educational curriculum. Despite research

showing the value for GCE and the notable lack within the western higher educational

curriculum, particularly the United States higher education, GCE has been continuously

overlooked by decision-makers (Barrow, 2017; Thier, 2017).

The acceptance of global citizenship continues to become more relevant with the increase

of nationalistic rhetoric (Barrow, 2017). Nationalistic rhetoric has been viewed as a retreat from

accepting the value and impact of GCE and an approach towards national interests and

isolationism. In an international assessment of national GCE strategies, the United States was the

only nation to recurringly perceive the social cohesion of international education as a domestic

enterprise (Engel & Siczek, 2018). The inward-looking focus of international education as a

domestic enterprise may indicate a hurdle for the United States to understand the role of GCE

within the larger global context and the impact on the global community.

Understanding Self as Global Stakeholder

Incorporating GCE within the United States curriculum can more fully equip students

with empathy within and across cultures and promote critical thinking about the world students

inhabit (Thier, 2017). Stoner et al. (2018) similarly addressed the growing need for GCE within education at the post-secondary level. A shift from 'personal responsibility' to 'global responsibility' is necessary and may be achieved by incorporating GCE into everyday learning environments (Stoner et al., 2018).

Allowing students into the process of conceptualizing GCE remains an essential component to the success of future global citizenship development. In a study including more than 1,200 Canadian youth, students have represented an understanding of global citizenship as a process of responding to the inequalities of the world and provided valuable feedback for future policy development as seen in The National Youth White Paper on Global Citizenship (2015). Scholars have noted the importance of bringing students' voices and experiences into the developing dialogue of the GCE curriculum as students become the transformative agents enacting global change (Shultz et al., 2017). Allowing youth to be included in intentional conversations of understanding global citizenship brings students into a process being done *with* them as opposed to being done *to* them (Shultz et al., 2017). In addition, the need to bring young minds as stakeholders into the process of GCE development responds to UNESCO's call to incorporate multiple stakeholders and resist assumptions within mainstream discourse while pursuing a model dedicated to developing global citizens (UNESCO, 2014).

Global Social Justice

With the increase of globalization, global social justice issues began to be recognized as a growing concern (Polack & Chadha, 2018). Polack and Chadha (2018) identified some of the issues as Third World debt, the legacy of colonialism, and the significance of free trade. In understanding global social justice, a focus on the inherent human work of all people can be appreciated, as well as the concomitant right of all persons to live with dignity and respect

(Polack & Chadha, 2018). Global citizenship education should recognize the growing impact of globalization and support educational work to begin to assume a more empathetic global perspective.

Understanding global social injustices act as an important component within global citizenship (Polack & Chadha, 2018; Tarozzi & Mallon, 2019). The pursuit of developing global citizens relies on the ability to support an agenda promoting global social justice (Tarozzi & Mallon, 2019). Despite the contested notions of how to best approach global learning, international education, and global citizenship education, combating global social injustice will be vital for the future (Tarozzi & Mallon, 2019). Kang et al. (2017) asserted valuing diversity and social justice are necessary for enacting GCE in all forms. Social justice can help to emphasize the contributions to both local and global communities through an exploration of privilege.

Failing to acknowledge and pursue an agenda for global social justice may have dire consequences (Auh & Sim, 2018; Tarozzi & Mallon, 2019). Tarozzi and Mallon (2019) advocated pursuing global citizenship requires supporting global social justice, otherwise, students may think of themselves as global citizens yet fail to recognize the disparities and need for a better future, resulting in doing more harm than good. As the understanding of global citizens continues to develop, all people need to be included in the consideration. The ethos of global citizenship consistently reflects the need for individuals to consider citizenship as extending beyond themselves (Bullard, 2016). In the pursuit of recognizing oneself as part of a larger community, global citizens inherently become part of something greater than themselves and will need to work towards global social justice to assist the entire global community.

Contrasting yet significant disparities in GCE exist as a result of the wealth or development of a nation. World-systems theory positions peripheral or semi-peripheral countries, perhaps better known as developing countries, as continually exploited by the core, or developed, nations (Grinin, 2017). The economy of educational advancement and opportunity can be understood as shaping GCE development as well.

After examining 105 of articles related to GCE, Goren and Yemini's (2017) analysis revealed low-income countries often translate GCE into little more than English language education so students may access opportunities for mobility offered by globalization. The comparative GCE literature analysis further highlighted core countries' focus, particularly the United States and China, on serving national interests through GCE (Goren & Yemini, 2017), consistent with findings from a comparative analysis of GCE national strategies conducted by Engel and Siczek (2018). The internal, national focus of GCE detracts from the cultural, moral, and humanistic foci expressed throughout other parts of the world.

Education as Global

Globalization and global expansion continue to alter how people interact revealing an increasing importance to address the demands of the global community from a unified effort. As the constraints on geographic limitations and distance are reduced and interdependency forms between economic, cultural, and political change, nation-states must begin to comprehend how the challenges facing a country can be understood as a global threat (Canli & Demirtas, 2017). The educational industry has been influenced by the constant changes of globalization and started to respond through the internationalization of education.

Globalization versus Internationalization

While globalization and internationalization are related, distinguishing between the two is important to not conflate the phenomena. Globalization may be understood "as the economic, political, and societal forces pushing 21st century higher education toward greater international involvement" (Altbach & Knight, 2007, p. 290). Globalization is largely outside the control of individual human activity and understood as unalterable, while internationalization is the result of continued decision-making processes. Internationalization relates to the development of policies and procedures within the global environment (Altbach & Knight, 2007). The internationalization of higher education relates to internationally focused policies, structures, and enhancements to the curriculum within academic environments.

The need for students to develop intercultural competencies, understand other cultures, advance intercultural communication skills, and recognize the shared role within the context of a global society are some of the areas demanding attention within education as a result of such a shift derived from globalization (Canli & Demirtas, 2017). To address the growing needs, a want for international educational programs, global citizenship development for students, worldwide learning curriculums, and training for educators to become globally-minded learning facilitators has been felt around the world (Büker & Schell-Straub, 2017; Canli & Demirtas, 2017). Global education and global learning are two concepts working alongside, and at other times encompassing, GCE as a philosophy.

Global Education

Global education has been identified as a necessary approach for balanced teaching (Omidvar & Sukumar, 2013). The four aims of global education include (a) knowledge of the world countries, cultures, and global problems; (b) critical thinking skills to cooperatively

problem solve and resolve conflict; (c) developing attitudes of global awareness, cultural appreciation, and respect for diversity; and (d) acting locally while thinking globally (Basarir, 2017; Cates, 2000). Global education proponents argue for the approach to develop the skills, attitudes, and knowledge of students to engage actively in a global climate increasingly characterized by cultural pluralism, collaboration, competing for economic interests, interdependence, and inequality (Canli & Demirtas, 2017).

Pedagogical approaches to global education are pivoting to preparing students to address the issues of the future which cannot yet be imagined by providing students with a flexible and adaptable mindset to respond to unforeseen future needs (Slimbach, 2014). Strategies used include cultural introduction and immersion through global travel, acknowledging the consequences of human actions on the sustainability of the earth, considering how individuals address problems to support the bottom 2 billion living in poverty, and recognizing the malleability of the future (Slimbach, 2014). Continuing to ignore the role of people on the planet is no longer an option as the impact becomes increasingly significant and collective action is seen as a necessary response (Omidvar & Sukumar, 2013).

A measured approach to global development education provides knowledge and understanding so students may become agents of transformative change, in their own lives and the lives of others (Varadharajan & Buchanan, 2017). The rise of global learning can be viewed in the nearly one million international students in the United States, as well as the increased interest in the United States higher education students seeking educational experiences abroad (Connell, 2016). An increase in international education policy development further supports a changing environment for global education, as seen in China, Japan, the United States, Ireland,

the Philippines, Botswana, Vietnam, Canada, Australia, and other nations (Engel & Siczek,

2018; European Parliament, 2015; Ilieva & Peak, 2016).

Global Learning

Global learning has been defined as a pedagogical approach preparing individuals to

engage with complex global systems and realize individual impacts on the sustainability of the

Earth (Whitehead, 2015). The philosophy of global learning echoes, and even overlaps, the goals

of global citizenship education. Global learning positions students to reflect thoughtfully and

enter into the expanding global dialogue to deepen knowledge of self and understand the role of

each individual in the world (Lang-Wojtasik et al., 2020). Scholars identify global learning is not

meant to reproduce information about development but should act as a fluid process engaged in

learning to allow individuals to recognize different approaches and different world viewpoints

(Bourn, 2015; Dalby, 2016).

Global learning supports the need for GCE experiences as global learning attempts to

develop learning opportunities fostering the abilities of individuals to think and act as well-

informed and critically minded global citizens (Whitehead, 2015). As a contextual framework,

global learning may be useful for GCE since the approach advocates for educational practices to

be shaped dynamically. Dynamically shaping educational opportunities allows for educational

practices to meet the unique needs of an individual's learning style, specific culture, and

historical and political context (Büker & Schell-Straub, 2017). Global learning approached in

such a manner can be understood as a context-oriented conceptualization of the learning process.

Counterarguments and Criticisms of Global Education and Global Citizenship

As with most phenomena, the change brought about by globalization and an emerging

global educational pedagogy was as burdensome for some as it was exciting for others. Global

citizenship education has received criticism for representing a nebulous concept, divorced from the realities and challenges of education existing outside the western world, notably in the Global South and eastern cultures (Jooste & Heleta, 2017). Global citizenship has similarly been viewed as imperceptive to gender relations and inaccessible to those with fractured or insecure national identities due, to global identities build from a national concept (Tarozzi & Mallon, 2019). Scholars have gone so far as to assert GCE cannot be understood as a recognizable or singular approach given the disparate views and varying approaches across cultures and traditions (Shultz, 2007).

Global education has placed pressure on certain nation-states to keep pace with the changes or feel left behind in the wake of globalization. The fear of being left behind has spurred feelings of being forced to conform or assimilate to another's culture, a loss of identity, and a sense of otherness (Canli & Demirtas, 2017). Inflexible rubrics and objective standards set by international assessments, such as the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS), are used to compare the quality of education across nations without consideration for any factors except numbers on a test (Basar & Genc, 2018). Schools lacking technology cannot satisfy the immediacy of engaging with the rest of the world due to limited funding or resources as neighboring communities move forward with an advanced educational agenda (Canli & Demirtas, 2017). The disproportionate impact on developing countries quickly becomes clear. As international education advances, it is important to consider equitable approaches for all students to engage in important experiences.

Literature Gap

Literature explicating the complex role of GCE to bridge cultures, develop empathy, and act as an effective peacebuilding tool remains scarce (Goren & Yemini, 2017; Tarozzi & Mallon,

2019). The call for continued research into global citizenship and global citizenship education has continued to echo through scholastic research within the 21st century. Zahabioun et al. (2012) asserted the global imperative seeks for global mindedness to become part of the educational curriculum so students may develop a consciousness of global connectivity and responsibility. Such a process allows individuals to realize their place within the larger global context as being bound to all other human beings by ties of concerns and understanding instead of simply citizens of a local region.

A gap in the literature defining GCE from the experiences of students who have undergone experiences of global citizenship exists, specifically within higher education in the United States (Barrow, 2017). Bourdon (2018) called for continued research to address the gap in asserting a lack of research exists from organizations aiming to develop active global citizens. The research investigates the lives of students who were matriculated in a comprehensive 4-year GCE program and may address the gap in the current literature as it explores the meanings, definitions, and perceptions of GCE through the understanding of these students. In an empirical study analyzing GCE literature and research from the past 10 years, Goren and Yemini (2017) identified a lack of GCE research tied to a theoretical framework. Goren and Yemini similarly noted a significant portion of GCE literature focused on homogenous populations while ignoring social differences.

A gap in the literature is addressed through the study by utilizing a heterogeneous sample of students participating in the research who come from multiple countries around the world. Additionally, the research study fills a gap in the literature through the framing of a unique theoretical lens. Finally, the study contributes to the growing body of GCE literature by seeking to adequately define a global citizen, a term which has evaded understanding and retained fluid,

and at times amorphic identity (Wang & Hoffman, 2016), as well as distinguish relevant components of GCE, a concept under continued debate.

Chapter Summary

Global citizenship education can be understood as a powerful tool to equip the emerging minds of the world with the knowledge and understanding to tackle unknown future challenges while remaining aware of the impact which decisions in one part of the world may have upon others. The major topics within the literature review examined the historical shift of citizenship as moving from a nation-bound definition to a more holistic understanding through the inclusion of the entire global community. The need for GCE in a hyper-globalized society as expressed by numerous scholars is cogently presented, with an emphasis on higher education institutions within the United States.

Foundational concepts of GCE are presented to highlight the inconsistent and variable understandings of global citizenship. United Nations Educational, Scientific and Cultural Organization (UNESCO) remains an authoritative voice in defining GCE, although many scholars have resisted the prescriptive and at times limiting definition of UNESCO and others. Competing understandings of GCE are presented, as well as the important role global social justice should play within any approach to GCE. The emerging need for GCE is detailed and framed within the larger context of global education and global learning.

Despite the varied opinions and understandings of GCE, the need for GCE is well accepted across literary voices. David Kolb's experiential learning theory supports the need to further understand the experience of students who have undergone GCE programs to realize how such experiences may impact learning, while Lev Vygotsky's sociocultural theory advocates for cultural influences on individuals even as individuals shape cultures. Global citizenship can be

viewed as closing the zone of proximal development through the experiences of GCE and MKOs. The underpinnings of Kolb and Vygotsky's research shape the theoretical framework of the study attempting to fill a gap in the literature on GCE by analyzing the experiences of individuals who have undergone a GCE program and may contribute to the future understanding of GCE development (Aggarwal & Wu, 2019; Büker & Schell-Straub, 2017; Demirbaga, 2018; Javadi & Tahmasbi, 2020).

A gap in the literature defines GCE from the experiences of students who have undergone experiences of global citizenship, specifically within higher education in the United States (Barrow, 2017). The study addresses a current gap in the literature by viewing GCE through the experiences of students who were matriculated in a 4-year GCE curriculum. Exploring such shared lived experiences may allow for a deeper understanding of the contested notions of GCE and global citizenship.

Chapter 3 is a discussion of the research design of the study. Research questions are presented in the next chapter, as well as a rationale for the chosen methodology to address the questions. The role of the researcher and ethical considerations relevant to the study are detailed.

Chapter 3: Methodology

The need to effectively deliver a global citizenship education (GCE) to developing students within education, to develop globally-minded leaders, continues to be recognized as a growing demand (Stoner et al., 2018; Thier, 2017; Wang & Hoffman, 2016). Despite the widespread acknowledgment in support of GCE within higher education institutions (HEIs), a lack of consensus surrounding how to deliver effective GCE persists (Tsegay, 2016). The problem is HE institutions within the United States are not delivering effective global citizenship education (GCE) and are uncertain how to bridge the theoretical understanding and pedagogical practices of GCE because the defining characteristics of GCE remain contested (Barrow, 2017; Engel & Siczek, 2018; Tarozzi & Mallon, 2019; Thier, 2017). The purpose of the qualitative interpretive phenomenological analysis (IPA) study was to explore the experiences of individuals who were matriculated in a GCE program from a United States HEI to better understand the phenomenon of global citizenship.

An exploration into the perspectives of students who have undergone a GCE experience may provide meaningful information in better understanding global citizenship and relevant educational pedagogies. Such shared experiences may contribute to the growing body of literature looking to identify notable, salient components of GCE. The phenomenological method allows students to express an individual and unique story. To achieve the purpose of the interpretive phenomenological analysis, the following research questions guide the study:

Research Question 1: What are the experiences of students who were matriculated in a 4-year global citizenship education program as part of a United States higher education institution curriculum?

Research Question 2: What impact has the enrollment in a global citizenship education program at the United States higher education institution had on students at the end of a 4-year program?

Research Question 3: What components of the global citizenship education program at a United States higher education institution do students perceive as significant and beneficial after completion of the program?

The research design and rationale are presented to justify the chosen methodology necessary to address the research questions. The role of the researcher is explained. To outline the research process, the instrumentation, data collection, data analysis, reliability and validity, and ethical procedures are detailed, and a summary is provided.

Research Design and Rationale

A qualitative research methodology was used to investigate the lived experiences of individuals who have been through GCE programs to better understand the impact of GCE programs. Qualitative methodology is the preferred approach of investigation when the nature of a problem requires exploration (Creswell, 2013). Exploring the perceived understanding and experience of participants may help achieve a comprehensive understanding of GCE. A qualitative approach was utilized as the interpretivist paradigm allows for multiple interpretations. Successful implementation of the interpretivist paradigm provides a unique perspective by understanding a phenomenon or process as shaped by others to uncover meaning (Alharahsheh & Pius, 2020; Kelly et al., 2018).

Qualitative research attempts to discover and build an understanding of the social world by examining experiences (Bansal et al., 2018). Phenomenology was an appropriate approach to understand the individual experience, or perceived impact of an event. Similar to qualitative

interpretivist research, phenomenology uses an approach in which (a) statements from participants or summarized notes from researchers are analyzed, and (b) themes are identified (Creswell, 2014). The phenomenological process allowed the experience of individuals to be recounted and themes to be developed to help identify the characteristics of GCE.

The study incorporated an interpretive phenomenological analysis (IPA) research design. Jonathan Smith developed the IPA approach through an iterative process of phenomenology in the mid-1990s (Smith & Osborn, 2015). The interpretive phenomenological analysis encompasses three theoretical underpinnings as defined by Smith and Osborn (2015). The first theoretical underpinning is phenomenology as the central philosophical approach to uncover and explore the essence of lived experiences (Christensen et al., 2017; Creswell, 2013).

Hermeneutics, the method of continued interpretation, acts as the second theoretical underpinning (Smith & Osborn, 2015). A process of continued interpretation allows for experiences as understood by one individual to be translated to another, passing through an additional layer of exposition (Smith & Osborn, 2015). The application of analyzing perceived experiences through others is what has allowed IPA to emerge as a strong approach to psychological research (Smith et al., 2009).

The final theoretical underpinning of IPA is the idiographic nature of the approach and "its commitment to examining the detailed experience of each case in turn, before the move to more general claims" (Smith & Osborn, 2015, p. 4). An idiographic framework provides a case-based emphasis. Successful praxis of the IPA approach allows for a deeper and more fluid understanding of issues within a specific context to translate to broader phenomena (McLeod, 2011; Valsiner, 2016).

Other research designs were considered for the study. A case study and narrative research design were under consideration to explore the lived experiences of students. Narrative research was deemed unsuitable as the focus is on the chronology of the experience. Narrative research emphasizes the individual and the shared stories, not the issue itself (Creswell et al., 2007). The case study research design was deemed unsuitable as the research study cannot be adequately bound in time or place (Creswell et al., 2007). A case study heavily emphasizes the setting of the research, similar to ethnographic research, and does not align appropriately with the research questions under investigation in the proposed research (Creswell, 2013).

Interpretive phenomenological analysis (IPA) is recognized as an approach used to investigate how people make sense of life experiences (Smith et al., 2009). Due to the desire to explore the lived experiences of students who were matriculated in a 4-year GCE program, IPA affords special advantages in comparison to other research design approaches. The approach is suitable for addressing specific research questions as semi-structured interviews with individuals are conducted and transcribed before analyzing themes and categories (McLeod, 2011). McLeod (2011) highlights the ability of IPA research to be conducted with relatively small sample sizes and the flexible nature allows for a fluid process to provide the capability of exploring differences in experiences across participants. The features of IPA created an ideal research design to investigate the three research questions exploring the impact and experiences of students were matriculated in a 4-year GCE program at a United States HEI.

Role of the Researcher

As the researcher, I acted as an observer and was distinguished in the method of interpreting and translating the data through unique experiences. As a unique approach, the essence of IPA provides the benefit of closely exploring lived experiences through amplification

(Alase, 2017). The focus during the research collection process was to interact with subjects to understand the experiences of the GCE program without influencing the understanding of the experience. A critical component of the process was to explore and share the experiences of participants without fear of prosecution or distortion (Alase, 2017).

The epistemological assumptions of qualitative research necessitate entering the field of study to better comprehend the experience of participants without influencing the understanding of perceived experiences (Creswell, 2013). Participants who took part in the data collection process included students who were expected to graduate within four months or had graduated within the previous 24 months from the site location, an institution where the researcher was professionally affiliated. No relationship involving power existed between the two parties, researcher and participant, and participants were notified that all data would remain confidential and not be shared outside of the research process (Creswell, 2014). To avoid ethical concerns of power dynamics or forced participation, the participants were provided the opportunity to exit the study at any time without issue or perceived repercussion (Kılınç & Fırat, 2017). Participants were aware that respect and privacy would always be maintained, and participants were allowed the opportunity to skip any question during the data collection process.

A possibility for bias existed due to my role within the institution as an administrator. To prevent bias, a process of bracketing was utilized. Bracketing is an intentional process of separating personal opinions and beliefs of the phenomenon under investigation to eliminate bias in research findings (Dörfler & Stierand, 2020). Validity and reliability are of equal importance in qualitative research (Osborn & Smith, 1998). The Hawthorne effect, a change in participant's behavior as a result of being observed, may take place (Sujatha et al., 2019). Confidence, respect, and rapport were developed and maintained to help mitigate this effect and ensure the collection

and interpretation of reliable data. A personal diary was also kept for the purpose of personal reflection to bring reflexivity into consciousness and become aware of potential personal biases. The reliability and validity of data were further protected through secure housing of all data and research information.

Research Procedures

The following research procedure sections outline the identification of the target population, purposeful selection of sample population, instrumentation, data collection, data analysis, and ensuring the validity and reliability of the study. The phenomenon of interest includes the experience, perceived impact, and significant components of the GCE program. Semi-structured interviews were used to identify various themes and categorize each into subcategories via exploration of the lived experiences of all participants.

Population and Sample Selection

All participants were undergraduate students who took part in the same global education experience, an important component of the HEI the students attended. The institution was based in California and was a regionally accredited 4-year private college focusing on critical wisdom and intercultural competency. Undergraduate students who were enrolled in the institution travel and live together as a class, residing and immersing in seven countries during a 4-year educational experience. The target population included approximately 405 students who graduated from the 4-year undergraduate institution and participated in the GCE program, or who were expected to graduate within four months during the time of data collection. In identifying a target population for phenomenological studies, Creswell (2013) asserted the importance of finding only individuals who have experienced the phenomenon and can articulate the lived experience.

Twenty-one individuals constituted the sample size for the phenomenological research to ensure saturation and account for potential participant attrition (Weller et al., 2018). Small sample sizes allow for a clearer examination of convergence and divergence across participant experiences (Smith et al., 2009). Achieving data saturation is important to gather reliable data findings. Data saturation occurs once the repetition of themes is present (Saunders et al., 2018). Repetition of themes from participants during the interviews indicates saturation of findings and is useful for data analysis.

Qualitative research collects detailed information from several individuals to explore experiences (Creswell, 2013). As the IPA tradition works best with homogenous sample pools, a non-statistical, purposeful homogenous sampling strategy was utilized (Alase, 2017; Smith et al., 2009). Diverse characteristics within the target population and participants may result in difficulty uncovering common themes and experiences (Creswell, 2009), resulting in the need for a homogenous selection of participants. Purposeful sampling from a homogeneous sample pool provided an opportunity to create an awareness of the lived experience of students from a HEI within the United States providing a GCE curriculum. A homogenous sample pool allows for deeper investigation into the research subject matter (Alase, 2017), while purposively selected participants provide deeper insights into an experience (Smith et al., 2009).

Specific criteria were required to participate in the study. Purposive sampling allowed the selection of information-rich individuals from the target population (Creswell, 2013). The target population sought for study inclusion consisted of any student who had graduated within two years of the interview date or current students who were expected to graduate within four months of the interview date. Each participant must have lived in no less than five of the seven assigned global locations during the 4-year program, each for the entire semester. Experiencing five cities

of seven was determined a reasonably high enough threshold to take advantage of the purpose and intention offered by the program during the 4-year experience as it retained more than two-thirds of diverse cultural settings. The seven designated global locations part of the program, identified as the global rotation, included (a) San Francisco, United States (b) Seoul, South Korea, (c) Hyderabad, India, (d) Berlin, Germany, (e) Buenos Aires, Argentina, (f) London, England, and (g) Taipei, Taiwan. San Francisco was repeated for two semesters, while every other city was experienced for one semester during the 4-year period.

Roughly 405 currently enrolled students or graduates satisfied the criteria at the time of recruitment. A requirement of having lived in at least five of the seven cities was determined so alignment between the institution's program and the participants' experiences could be established. In reinforcing the homogenous selection of participants, each participant should possess similar lived experiences for the phenomenon to be studied across all individuals (Creswell, 2013). Criterion sampling for the listed conditions narrowed the selection of research participants (Creswell, 2013).

Consent had been requested from the institution to ensure transparency. It is important to receive consent from both participants and the organization related to a study (Creswell, 2013). The institution received a proposal of the research questions and purpose of the study before signing a site permission request. An email was sent to the acting president and the chief academic officer on May 14, 2020, with a request to potentially conduct a study with current or former students of the institution. Approval to involve students from the institution by the senior leadership and the chief academic officer was tentatively granted via email on May 14, 2020, and formally granted on January 16, 2021, by the Acting President (see Appendix A).

It is important to ensure alignment between the research questions and the data collection method (Creswell, 2013). Outreach by email was sent to students enrolled during their final semester with the institution, as well as to students who had graduated within the last 24 months (see Appendix B). Individuals who expressed interest were asked to complete a demographic questionnaire to determine eligibility (see Appendix C), based on graduation date and how many cities the individual lived in as part of the 4-year global citizenship program. Selected participants were contacted by email and informed of the requirement of a 60-minute interview. The potential for an additional interview of 45 minutes was also communicated and would be conducted only if clarification within data findings is necessary. The follow-up 45-minute interview was not necessary for any of the participants (see Appendix D).

To safeguard participants' rights, informed consent was provided via electronic communication before any data collection began (see Appendix D). All individuals participating in the study understood the data would be securely stored, participation was voluntary, and could be withdrawn at any time without repercussion, and the purpose of the research was to understand the lived experience of the GCE program. Acquiring participants' written permission was an important process before beginning any research with participants (Creswell, 2013)

Instrumentation

Patton (2002) defined six categories in qualitative exploration. The instruments used for the study incorporated five of the six categories. The first instrument, a questionnaire, incorporated demographic questions to collect background information and determine participation eligibility. The second instrument, semi-structured interviews, incorporated four categories: experiential and behavioral, opinions and values, feeling, and knowledge to address the research questions of the study. The instruments were self-developed for the unique purposes

of the study and verified by three subject matter experts (see Appendices E, F, and G). The three subject matter experts consisted of an Intercultural and Global Learning Leadership Assessment Consultant, the Chief Visionary Executive at Cultural Global Labs, and a member of the Vice Presidents' Office of Global Citizenship for Campus, Community, and Careers at AAC&U.

A Survey Monkey questionnaire (see Appendix C) was utilized to gather demographic information of interested participants after informed consent was acquired (see Appendix D). The questionnaire asked for information including the name, date of birth, major, ethnicity, gender, country of citizenship, country of origin, native language, religion, graduation date, and countries lived in during the GCE program of everyone to be used to conduct purposeful sampling of participants. Purposeful sampling is used in qualitative research to select the appropriate individuals concerning the central phenomenon under investigation (Creswell, 2013; Gaus, 2017).

Interviews allow for an examination to take place at length and are the most useful approach in understanding individuals' experiences and the meaning derived from such experiences (Creswell et al., 2007). Consistent with phenomenology, interview questions were open-ended to gain deep exploration into the phenomenon (Creswell, 2013). Open-ended interviews obtain important themes and ideas (Weller et al., 2018)

The open-ended, semi-structured interviews were conducted with participants to fully understand their lived experiences while retaining the flexibility to explore emerging topics during the interview (Smith et al., 2009). Semi-structured interviews are the primary data collection source for phenomenology because the approach allows for an exploration of lived experiences (Creswell, 2013; Smith et al., 2009). The interview questions were developed to gather information-rich data of the phenomenon to address the research questions. Semi-

structured interviews act as a guide to explore areas relating to the phenomenon and may deviate from the questions to further investigate relevant experiences (Osborn & Smith, 1998).

Content validity of the instruments was satisfied through a review of the semi-structured interview questions by subject matter experts. Requests for review by subject matter experts were emailed (see Appendices E, F, and G). The semi-structured interview questions were reviewed by subject matter experts through an iterative process similar to a Delphi model in which the instrument was reviewed and updated based on feedback from one expert before being presented to the next.

The rigor of qualitative interviews is directly related to the qualitative study's trustworthiness (Christenbery, 2017). Trustworthiness of the study and research questions was established by having the research questions reviewed by three third-party subject matter experts to assess whether the interview questions were appropriately addressing the research questions of the study (Kallio et al., 2016). Feedback from one subject matter expert was incorporated before being presented to the next subject matter expert, with notes of historical changes being documented and distributed to each subject matter expert, providing a process of continued refinement.

Data Collection and Preparation

Approval from the Institutional Review Board (IRB) was sought before beginning any research (see Appendix H). Institutional review boards ensure the protection of human participants and support studies to develop a scientific process whereby new knowledge can be rigorously acquired (Balon et al., 2019). Authorization was provided by submitting the dissertation proposal and informed consent form to the IRB. The ethical principles of human research, including beneficence, justice, and respect for persons as set forth by the Belmont

Report were assessed by the IRB. Permission from the institution, or site location, involved in

the research process was acquired before the research took place (see Appendix A). Informed

consent forms were signed and returned by 25 individuals.

Questionnaires

After receiving informed consent, demographic questionnaires (see Appendix C) were

sent to the 25 potential participants via electronic communication. Each email contained a link to

a Survey Monkey form to collect demographic data (see Appendix I). Online data collection

provides a comfortable and nonthreatening environment to collect data (Creswell, 2013). Since

its inception in 1838 by the Statistical Society in London, the questionnaire has become the

primarily used data collection instrument in applied research for the assessment of inputs (Singh,

2017). The questionnaire responses were used to organize participant background information

and were developed with the research purpose in mind (Singh, 2017). The responses were

password protected and were utilized during data analysis to see if any emerging patterns or

themes existed in relation to demographic data and interview findings. The questionnaires also

determined the eligibility requirements. The sample size consisted of 21 participants. Out of the

25 individuals who completed the informed consent form, four did not submit the demographic

questionnaire and were not included in the interview process.

Interviews

The semi-structured interviews were conducted using a private, password-protected

interview on the Zoom platform. Participants selected an interview time slot from several digital

calendar appointments. Calendar invites with the Zoom conference link were sent to each

individual for the respective time and day selected. The video calls were recorded through the

Zoom software and an external recording device was used as a backup measure to ensure the

interview conversation were preserved (Alase, 2017). Individual interviews took place with no observers or additional participants. Participants were given the option to withdraw from the study at any time without repercussion (Creswell, 2009).

A fluid process of questioning allowed for the semi-structured interview questions to guide the flow of the conversation (see Appendix J). As an exploratory investigation, the direction of questioning was allowed to alter as inductive probing takes place to explore relevant issues (Guest et al., 2012). Each interview was planned to take 45 to 60 minutes but took up to 90 minutes as gathering lived experiences may take variable amounts of time across different participants (Alase, 2017). Participants consented to a potential second follow-up interview which would have occurred within three weeks of the original interview; however, the follow-up interview was not necessary for any research participants.

Data Preparation

While the process for properly gathering and interpreting data from a qualitative study can be laborious (Alase, 2017), maintaining accurate data is important to the overall validity and reliability of the study. Data collection involves a series of interrelated activities to collect comprehensive and reliable information to emerging questions (Creswell, 2013). Each component of the process is important to guarantee comprehensive data collection.

How the data is stored reflects the type of information collected (Creswell, 2013). Data was collected and transcribed into a text document before being stored on a personal password-protected computer and backed up on a secure cloud server, OneHub (Creswell, 2013). OneHub was utilized as both size capacity as well as privacy concerns relating to the platform terms and conditions were considered (Sloan & Quan-Haase, 2016). Data was organized by participant number and does not reveal the identity of individuals. Text and cloud-based documents are

stored for 3 years as defined by the Office for Human Research Protections (2019) and then will be permanently deleted.

At the end of the semi-structured interview, participants were thanked for participating and informed about a possible follow-up interview to investigate specific themes from the data (Price et al., 2016). A timeframe window of no more than 3 weeks was provided to set reasonable expectations with the participants if a follow-up interview should be necessary. After the data had been fully transcribed by Zoom software the transcription was reviewed for accuracy and each interview was read several times allowing large themes to be identified as the first layer of coding took place as suggested by Alase (2017).

Data Analysis

Transcriptions were reviewed for accuracy. Data was initially stored in one folder, with separate subfolders for each participant and hard copies were used for reading and notetaking. All texts were reviewed to generate general ideas, tones, and meanings from the data (Creswell, 2014). Tesch's (1992) Eight Steps in the Coding Process (see Appendix K) were utilized as a guiding framework for the coding process (Theron, 2015).

Identifying emerging themes and codes from the data requires specific steps (Creswell, 2009). The transcribed textual data allowed for easy analysis and comparison of data. The data were analyzed using inductive thematic analysis. Thematic analysis results in understanding the relationship between important themes and the phenomenon under investigation (Cassol et al., 2018; Nowell et al., 2017). Themes were identified by carefully reading and rereading the data as patterns formed (Williams & Moser, 2019). Inductive approaches reinforced the exploratory nature of the study and allowed for codes to develop from the data instead of preconceived themes being prescribed to the data set (Guest et al., 2012; Williams & Moser, 2019).

Each transcript was read three times to properly identify themes and develop a state of mind for participants lived experiences (Alase, 2017; Guest et al., 2012; Williams & Moser, 2019). Emergent themes acted as buckets or categories for sub-themes to emerge. Achieving empathy and understanding of the experiences at such a level reveals the meaning unit. The meaning unit is an understanding of the central meaning of lived experiences as expressed by participants (Graneheim & Lundman, 2004). The software NVivo was used to help identify themes, categories, and repetitive topics within the data sets.

Moving data into thematic directions allowed the data to be analyzed. Identification of initial themes is part of the open coding process. Open coding focuses on arranging data in a systematic order to consolidate meaning (Williams & Moser, 2019). Axial coding proceeded with the process of open coding, in which relationships between open codes are identified to identify major codes. NVivo software was used alongside the manual review, also known as natural coding (Manning, 2017), to identify codes methodically and consistently with rigor (Williams & Moser, 2019).

Reliability and Validity

Reliability and validity, often referred to as credibility and dependability in qualitative studies (Guest et al., 2012), are two criteria necessary when conducting research. The two measures are assessed differently in interpretivist methods than in positivist methods (Osborn & Smith, 1998). Providing reliable and valid findings is important in qualitative research as the process involves understanding a phenomenon through subjective human experiences. (McLeod, 2011). Qualitative research is considered reliable and valid through the criteria of credibility, transferability, dependability, and trustworthiness (Korstjens & Moser, 2018; McLeod, 2011).

Credibility

Credibility pertains to the truthfulness of findings and if correct interpretations are drawn from the data (Korstjens & Moser, 2018). Osborn and Smith (1998) identify internal coherence and consistency of argument as two criteria for credible qualitative data findings. Internal coherence can be represented by an understood relationship developing between the argument presented in the study and the findings of the data. Consistency of argument may be noted through similar findings across several participants, including verbatim statements (Osborn & Smith, 1998). Identifying relationships between data sets and consistent themes between participants were satisfied through the saturation of findings (Saunders et al., 2018).

Transferability

Transferability relates to the extent findings may take place in different settings and contexts (Creswell, 2014; Korstjens & Moser, 2018). The use of thick descriptions to provide detailed descriptions of settings may offer diverse perspectives of experiences and increase transferability (Creswell, 2014; Lewis, 2015). Offering many perspectives about themes to provide realistic and richer results also achieves transferability (Creswell, 2014). Transferability was achieved through the application of an open-ended, semi-structured interview process which allowed for deep exploration into specific phenomena.

Dependability

Dependable findings rely on transparent and well-documented research practices (Korstjens & Moser, 2018). Consistency during the study assisted with dependable data findings. Detailed records for each process of the study were documented and maintained to increase dependability through thorough record-keeping and research notes.

Delete extra spacing

Trustworthiness

Trustworthiness ensures data findings can be trusted. Openness and transparency to risks and ethical issues with participants may help establish trustworthiness (McLeod, 2011). The goal was to maintain and constantly build confidence, respect, and rapport with participants to ensure verification of consistent and reliable data to increase and maintain trustworthiness.

To reduce bias, implementing a process of bracketing was necessary. Bracketing is an intentional process of separating personal opinions and beliefs of the phenomenon under investigation to eliminate bias in research findings (Dörfler & Stierand, 2020). Bracketing supported awareness of the need to remain unbiased of personal experiences through a process of reflexivity (Dörfler & Stierand, 2020). A continued process of reflexivity, a process to identify potential influences throughout research, helped maintain continued awareness of ethical issues by examining the values and interests that may impinge upon findings (Chan et al., 2013). A reflective diary was kept and securely maintained to bring reflexivity into consciousness and establish transparency.

<div align="center">

Ethical Procedures

</div>

Every effort necessary was taken to protect, preserve dignity, and maintain the privacy of all participants. The three ethical principles of the Belmont Report were maintained during the study. The ethical principles of the Belmont Report are respect for persons, justice, and beneficence (Farrugia, 2019). Participants were provided with an informed consent form (see Appendix D) after the recruitment stage but before the data collection began. Data collection began only after informed consent forms had been signed. Site approval from the intuition was collected before reaching out to sample selection participants (see Appendix A).

Data has been securely stored on a password-protected computer with exclusive access

and backed up on a secure cloud database (Creswell, 2014). No one outside of the data collection process has access to personal identification information about participants. Text and cloud-based documents are stored for three years as defined by the Office for Human Research Protections (2019) before being permanently deleted.

No known conflicts of interest existed between participants and the researcher. A collaborative institutional training initiative has been completed to provide foundational knowledge in working with research participants. The collaboration institutional training initiative educates on the topics of ethical principles, informed consent, privacy, confidentiality, and conflicts of interest in human subject research. An awareness of conflicts of interest was maintained to help bracket and prevent bias (Dörfler & Stierand, 2020). A continued process of reflexivity helped maintain continued awareness of ethical issues.

Chapter Summary

Alignment between the purpose, research questions, and qualitative methodology has been established. The need for an IPA research design has been strongly rationalized to investigate the lived experiences of participants. A target population was identified to help achieve the purpose of the research and investigate the research questions. Data collection and data analysis techniques are outlined in detail.

The reliability and validity highlight safeguards for the accuracy of the study. The essential need to protect participants and data is provided in detail and was continually monitored throughout the research study. Ethical considerations were addressed to maintain a professional research study. The results of the research will be presented in Chapter 4.

Chapter 4: Research Findings and Data Analysis Results

Approaches within higher education have been resistant to change since first being implemented in the 17th century (Ford, 2017). As the global village continues to become increasingly interconnected and interdependent (Auh & Sim, 2018), preparing students to readily enter into such a globalized setting has become a mandate for all higher education institutions (Connell, 2016). Developing a consciousness of global connectivity and responsibility for students may provide the tools to act as effective leaders in a diverse global environment (Zahabioun et al., 2012). Global citizenship education has emerged as an educational philosophy and approach to developing globally-minded students (Schippling, 2020; Tsegay, 2016).

Being able to effectively deliver global citizenship education (GCE) to students within the educational arena continues to face struggles as a result of contested and amorphic conceptualizations of global citizenship. The problem is HEIs within the United States are not delivering effective GCE and are uncertain how to bridge the theoretical understanding and pedagogical practices of GCE because the defining characteristics of GCE remain contested (Barrow, 2017; Engel & Siczek, 2018; Tarozzi & Mallon, 2019; Thier, 2017). The purpose of the qualitative interpretive phenomenological analysis (IPA) study was to explore the experiences of individuals who were matriculated in a GCE program from a United States HEI to better understand the phenomenon of global citizenship. Exploring such experiences may help define the characteristics of global citizens. To achieve the purpose of the interpretive phenomenological analysis, the following research questions guided the study:

Research Question 1: What are the experiences of students who were matriculated in a 4-year global citizenship education program as part of a United States higher education institution curriculum?

Research Question 2: What impact has the enrollment in a global citizenship education program at a United States higher education institution had on students at the end of a 4-year program?

Research Question 3: What components of the global citizenship education program at a United States higher education institution do students perceive as significant and beneficial after completion of the program?

The following sections highlight the research process which took place during data collection and data analysis processes. The data collection process and the approach to the data analysis are clearly explained, including any deviations from the planned procedures. The results derived from the data are visually and descriptively explicated before clarifying the process of confirming reliability and validity.

Data Collection

No data collection took place before informed consent was gathered from participants. Electronic communication of the proposed research study was electronically communicated to the target population with the informed consent form attached (see Appendix D). Individuals were asked to review and sign the informed consent form if interested in taking part in the study. Informed consent forms were signed and returned from all individuals within nine days of the initial notice of the research. A total of 25 individuals signed and returned the informed consent documentation. A follow-up email was sent to all 25 participants with two links (see Appendix I). The first link enclosed in the email provided access to a demographic questionnaire form (see Appendix C), to be filled out before accessing the second link which provided the opportunity for participants to sign up for a 90-minute interview time slot.

Participants Information

Twenty-two individuals filled out the demographic questionnaire and signed up for an interview slot. Of the 22 individuals, 21 completed the process by attending the designated interview time and completing the interview process. The 21 participants who fully took part in the study were closely divided across self-selected gender identification with 11 female and 10 male participants. As represented in Figure 2, of the 21 participants, 11 were currently enrolled fourth-year students with an expected graduation date within 4 months, while 10 were students who had graduated within the preceding 24 months.

Figure 2

Participants' Graduation Year
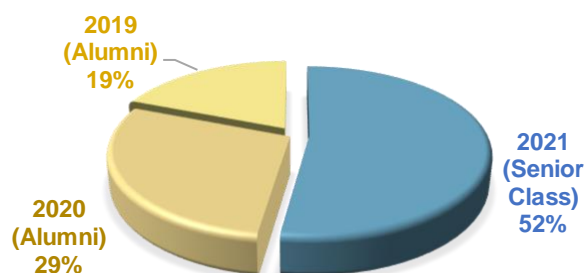
The target population consisted of individuals who originated from more than 50 different countries, globally. Figure 3 represents the participant's country of citizenship across regions of the world. The regional geographic choices associated with participants derive from Caitlin Finlayson's (2019) *Typical World Regional Geography Map,* which includes: (a) North America, (b) Middle and South America, (c) North Africa and Southwest Asia, (d) Sub-Saharan Africa, (e) Europe, (f) Russia, (g) South Asia, (h) East and Southeast Asia, and (i)Australia and the Pacific. Finlayson's map was also used to identify which countries belonged within each region. While the research site institution from which participants attended is located in the

United States, more than 70% of the research participants identified both a country of birth and citizenship outside the United States.

Figure 3

Participants' Country of Citizenship
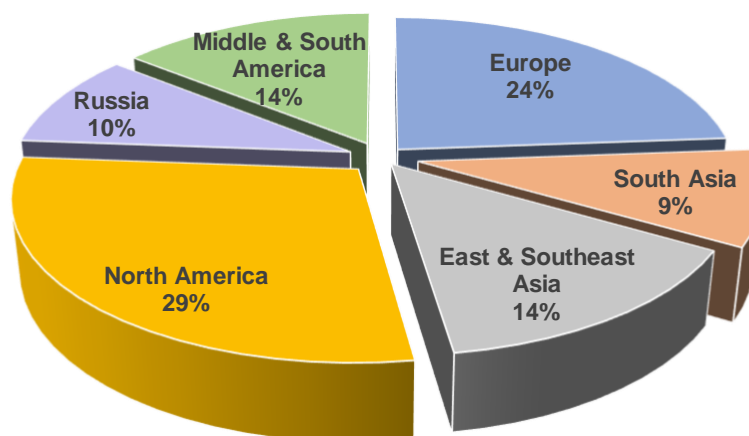
Note. Two participants identified as dual citizenship and were designated placement based on country of birth.

The breakdown of participant participation is largely consistent with the student population of the research institution which contains a student body of roughly 80% of students from outside the United States. All members of the target population had equal access to partake in the research study. An account of the data collection instruments reveals the process for collecting information from participants.

Data Collection Instruments

Data collection tools and the organization of the data collection process must be rigorous to maintain the value of outcomes (Williams & Moser, 2019). Data collection for the demographic questionnaire (see Appendix C) and the semi-structured interviews (see Appendix

J) were completed online. The questionnaire was offered through a SurveyMonkey form. Online data collection provided a comfortable and nonthreatening environment to collect data (Creswell, 2013), allowing participants time to consider whether to contribute to the study or not, mitigating pressure faced from time-bound constraints or individuals.

Interviews were held using a private, password-protected Zoom account. Participants signed up for a time slot not to exceed 90 minutes and were informed the semi-structured interview was anticipated to last roughly 60 minutes. As represented in Figure 4, the shortest interview lasted 43 minutes and the longest interview lasted 87 minutes, with a mean interview time of 67 minutes across the participants. No unusual events took place during the data collection process, although several participants during the interview identified the interview process as providing a unique opportunity for introspection. Participant 13 noted the semi-structured interview offered a "very valuable reflection" while Participant 1 observed the interview questions were "all so deep… I feel like this conversation with you helps me to process a lot of experiences I've been through, and I think we're helping each other. I'm grateful for helping you, but I am grateful for you helping me." Delete extra spacing

Approaches to qualitative data analysis have continued to evolve since the inception of their usage. As qualitative approaches are not based on a single theoretical or methodological approach, deciding on the correct data analysis strategy is essential in properly analyzing the data (Williams & Moser, 2019). The data provided by participants in the demographic questionnaire and semi-structured interview informed the findings of the research.

Figure 4

Duration of Interviews

Data Analysis

Interview Time (in minutes)
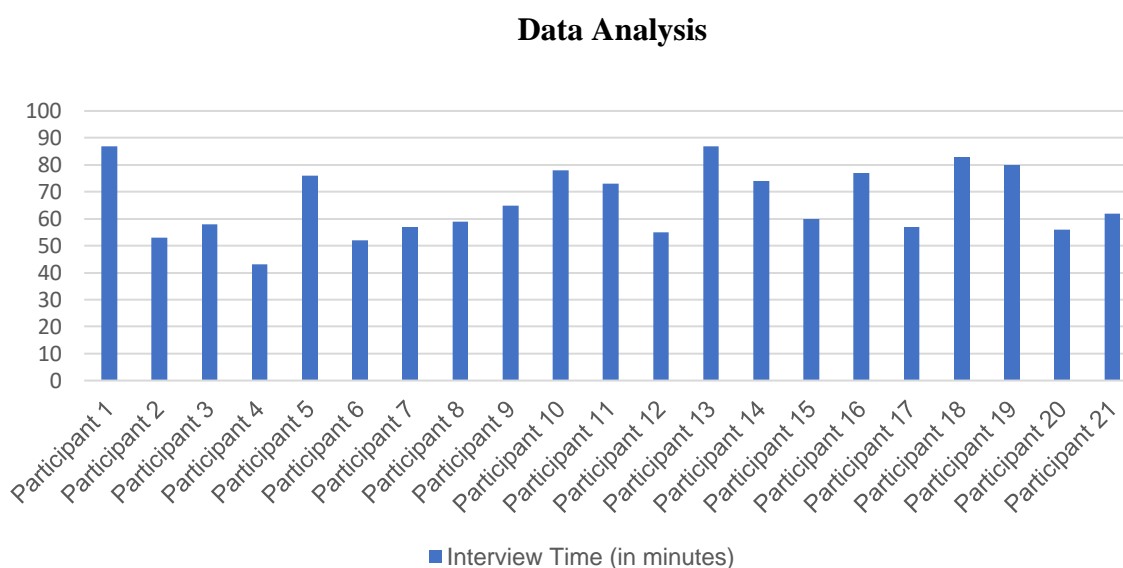
Demographic Questionnaire

Data analysis of the demographic questionnaire necessitated ensuring the conditions for

participation in the study had been met by each potential participant (Gaus, 2017). All

individuals who completed the questionnaire satisfied the inclusion criteria of having lived and

studied in at least five of the seven global cities during the appropriate time of the global rotation

experience. Additionally, every potential participant had graduated from the research institution

within the previous 24 months or planned to graduate within the next 4 months. The

questionnaire was used to determine the distribution and variability of participants' background

and identity, including gender, major, religion, country of birth, country of citizenship, and other

identifiable factors concerning emerging codes and themes. Relationships between emergent

themes and codes pertinent to demographic questionnaire information as discovered during the

semi-structured interviews are discussed below.

Semi-Structured Interview

The data analysis of the semi-structured interviews involved a lengthy process of transcription review, coding, and thematic assignment. The process of data analysis moved along parallel yet bifurcated avenues. One process involved the review of notes and physical transcripts through a process of data analysis outlined by Tesch (1992), while the parallel process proceeded with the utilization of NVivo software. Inductive approaches supported the exploratory nature of the study and allowed for codes to develop from the data rather than preconceived themes being prescribed to the data set (Guest et al., 2012; Williams & Moser, 2019). Both processes outlined below supported and influenced the other and utilized an inductive thematic approach.

Tesch's Process

Notes were recorded during the interview process which supported the development of consistent themes (Creswell, 2014). Handwritten notes, including quotes, recurring key themes, significant words, emotions, and expressions conveyed by participants were recorded during the interview process. As detailed with Tesch's (1992) steps in the coding process (see Appendix K), transcripts were reread to get a sense of the whole dialogue, edit transcription errors, and record additional notes. Tesch (1992) noted the importance of focusing on the underlying meaning of qualitative data rather than thinking about the substance of surface-level information. Six broad major themes resulted from the process of theme identification while rereading transcripts and making notes through Tesch's process of clustering similar topics. The six broad themes included: (a) development and growth, (b) reflection, (c) cultural inquiry, (d) challenges, (e) exploration and adventure, and (f) other.

In determining the overall impact and perception of the experience from the participants, an intended outcome of Research Questions 1 and 2, interview question number 1a (see

Appendix J) asked participants to list four adjectives to best describe the 4-year global experience. Each adjective was assigned to one of the six emergent themes. As shown in Figure 5, the words describing the overall experience were most heavily associated with the categories of development and growth (24%) and challenges (21%). From the 84 provided terms, the most common descriptive words utilized by participants were, in descending order: exciting (7), challenging (6), and eye-opening (5), while the terms enriching, transformational, exhausting, overwhelming, adventure, and humbling were all used at least three times.

Figure 5

Descriptive Words Used to Define Experience

Notes. The utilized categories developed as a result of the themes provided by participants through an inductive process and were not pre-defined. NVivo Coding Process

After all the interviews were conducted and transcriptions reviewed in the process described above, a line-by-line process of inductive coding took place using the NVivo software. An inductive approach to coding was utilized instead of a deductive style as inductive research

focuses on generating theories useful in analyzing new phenomena (Williams & Moser, 2019).

The process provided continued awareness of the dynamic nature of the data, thematic

connectivity, intersectionality, and emergence towards addressing the research questions.

Interview transcripts were coded individually. Consistent with an inductive strategy, the

codes used to categorize the emerging data were not developed ahead of time but were instead

identified and assigned during the transcript review process. As represented in Figure 6, the

largest number of unique codes to emerge from a single transcript was 66 from Participant 13,

while the highest number of individual codes identified within one transcript was 157 from

Participant 18. An average of 110 codes were recorded with a mean of 54 unique codes per

transcript. The codes were used to develop a thematic analysis and answer the research questions

to better understand the phenomenon under investigation.

Figure 6

Codes that Emerged from Each Participant
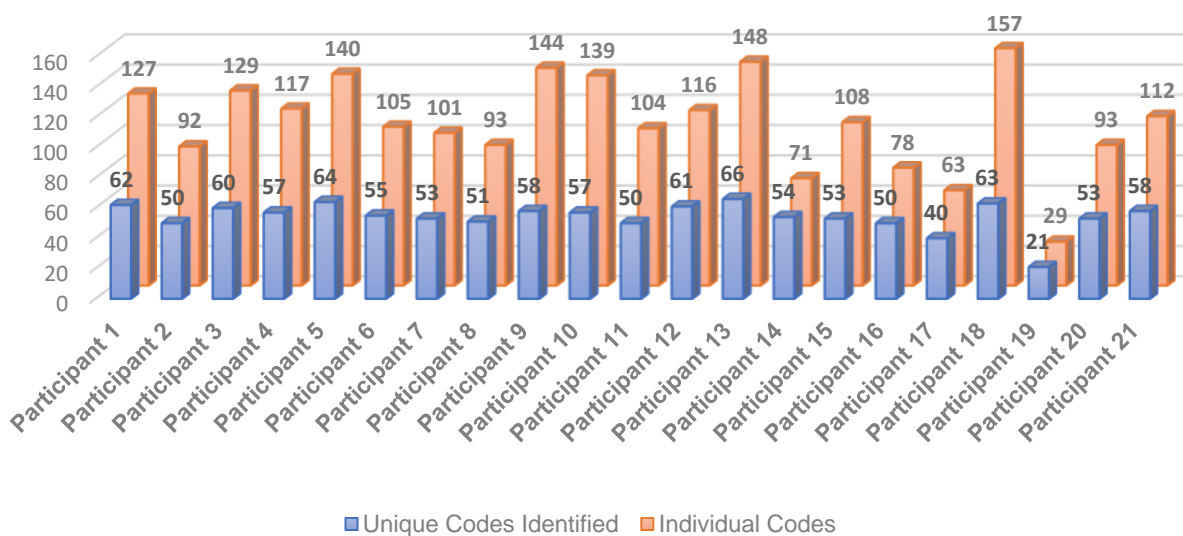
Notes. Individual Codes refer to the total number of codes developed through the coding process, while Unique Codes Identified refer to the number of unique codes assigned to the participant transcript.

Results

The transcripts from the 21 interviews were closely analyzed and carefully coded as outlined in the procedures detailed above. The codes were carefully grouped into categories and developed into themes. As seen in Table 1, seven broad themes, labeled as parent themes, evolved from the various code-groupings which helped to address the research question topics of understanding students' experiences (RQ1), assessing the impact of the program (RQ2), and identifying significant and beneficial components of the program (RQ3). All parent and sub-themes, or child themes are italicized when mentioned in the following sections. An exploration into the three research questions is presented in the following sections.

Table 1

Themes Identified by Unique Participants and In Total

Parent Themes	Unique Participants	Across all Participants
Conceptualization of Global Citizens	17	58
Evaluations of the experience	21	89
Challenges of the experience	21	110
Impact of the program	21	171
Significant and rewarding moments and activities	20	117
Influencing factors of the experience	19	108
Advice (given by participants)	19	34

Notes. Unique Participants refers to the number of unique participants who identified the theme during the interview process, while Across All Participants refers to the number of times the theme was recurringly identified among all participants.

Experiences of Students

Research Question 1 sought to more deeply understand the experiences of students who were matriculated in a 4-year GCE program as part of a United States HE curriculum. The seven parent themes represent the identification of 649 individual codes and 62 child themes across all 21 participants, distilled from more than 2300 individual codes. The experiences of students who were matriculated in a 4-year GCE program were identified through the investigative process of the semi-structured interviews. As indicated in Table 2, the single most common *evaluation of the experience* was identified as *challenging, overwhelming, and exhausting*. Interestingly, considering relocation to different locations around the world is a core component of the experience, *relocating too often was* highlighted as the most shared challenge. Some participants such as Participant 11 found it "unfair to do it so often," as Participant 12 noted "moving so often is overwhelming" and Participant 16 explained, "Four months is nowhere near enough for you to become a full citizen." Participant 19 reflected the "burnout from just moving and then moving into places so many times" and Participant 17 reinforced "whenever we move to a new place, I kind of felt like I was recovering from the last place we were going to."

Relocating too often led to the second most frequently mentioned challenge of *not fitting in and being an outsider*. Participant 17 expressed feeling "I wasn't rooted anywhere," similar to participant 10 describing "being conscious of the fact that you're not from there" and participant 15 experiencing a sort of culture shock where it was "hard to, you know, adapt to different cultural norms." Eight participants expressed difficulty with the intersection of moving too often and not fitting in, with Participant 5 noting, "You're not really living in that environment fully, you're just like halfway there, halfway out, which is a very tough spot to be in" and Participant 3 observing, "We had a timed investment. It was easy to ignore the bad."

Despite challenges, the next most frequent *evaluations of the experience* included *life-changing and transformational, exciting, humbling*, and *eye-opening* and did not seem possible to achieve without being introduced to the previously mentioned difficult situations. The overall experiences articulated by participants were overwhelmingly positive, transformational, and rewarding. Participant 14 reflected the value of traveling as "we got to learn about ourselves as people. And I think those experiences are much harder to have being in one place or one culture only." Participants described the transition of moving from location to location as contributing to what Participant 18 detailed as "reinventing yourself each semester," and as Participant 13 discovered, an exploration where "I was learning more about myself. I was getting a chance to redefine who I am," underscoring some of the impacts of the program.

Impact of the Program

Exploring the impact of enrollment in a 4-year GCE program at a United States higher education institution was a key focus of Research Question 2. Participants stressed the *impacts of the program* more recurrently than any other parent theme. As demonstrated in Table 2, *developing cultural awareness* was by far the most discussed impact. Although participants rarely referred to it as such, reflections about the mind shifts and changes in perceptions the participants have undergone were interpreted as an indication of increased cultural awareness. In expressing the impact of the experience, Participant 13 noted gaining a "deep awareness [that] language is a tool [that] can unite or divide people in very significant ways" and Participant 20 learned "how different life can be in different…parts of the world."

The program allowed for participants to *develop an open mind and sense of freedom, develop empathy and caring for others*, and *changed their perception of the world as a whole* at significant and consistent rates (see Table 2). These changes allowed for participants to

recognize the relationship existing between each other and the global community. Participant 10 chronicled the relationship between personal identity and the global community as, "it really changed how I see my place in the world, how I see the role of my identity in the world."

The program allowed for a deep shift in perception. Participant 8 reflected, "I was a person I didn't even want to be anymore because I've come to a greater understanding of what the world is like. What the problems are, and then what I'm capable of doing." Accessing different views of those within the global village took place for participants consistently, and Participant 4 outlined, "I really believe now that human life is of equal value, it doesn't matter your country of origin or socioeconomic status, and that's something I want to emphasize in my life too."

Participants recognized a shift in understanding themselves and their own identity via a process of *becoming self-aware and understanding identity*, *becoming more humble,* and *rethinking concepts of home and belonging*. Participant 1 noted, "It's a very personal change, but I don't think of it as such, because it feels less about my internal identity…I'm testing a lot of ideas and assumptions I had growing up and doing away with them." Becoming humbler arose as a recurring theme. Participant 16 represented the theme by stating the experience "really taught me how to stay humble because, you know, other people might have valid and more than valid opinions, but maybe sometimes their communications is not as impactful," further echoed by Participant 12 who translated a moment of learning by describing "the idea of being humble enough to be in a country which, like, people are not acting the way that you think they should be, and be open to the idea that you're bringing these expectations." The impacts of the program support and are analogous to the significance and benefits of the overall program.

Table 2

Parent and Child Themes Addressing the Research Questions

Themes	Unique Participants	Across All Participants
Evaluations of the experience	21	89
Challenging, overwhelming, & exhausting	13	16
Life-changing & transformational	12	15
Exciting	10	13
Humbling	10	12
Eye-opening	8	9
Unique	7	7
Adventurous & unpredictable	7	6
Colorful & vibrant	5	5
Other	4	6
Challenges of the experience	21	110
Relocating too often	15	25
Not fitting in & being an outsider	11	22
Culture shock	9	16
Not being able to form social ties	7	11
Health & mental health issues	6	9
Language	6	8
Isolation	5	9
Lacking community support or staff support	5	7
Other	2	3
Impact of the program	21	171
Develop cultural awareness	20	57
Develop an open mind & sense of freedom	13	20
Develop empathy & caring for others	12	22
Become self-aware & understand identity	12	22
Changed perception of the world as a whole	12	18
Become more mature, resilient & independent	11	13
Become more humble	9	10
Rethink concepts of home & belonging	7	9
Significant & rewarding moments/activities	20	117
Learn about everyday life, culture, & habits	17	29
Interact & form social ties with the locals	16	26
Learn about the history of a place	9	24
Interact with arts & develop new interests	8	21
Find a common "language" with new people	5	8
Engagement in civic projects/contributing locally	4	6
Become integrated into the local society	2	3

Note. Unique Participants refers to the number of unique participants who identified the theme during the interview process, while Across All Participants refers to the number of times the theme was recurringly identified among all participants.

Significant and Beneficial Components of the Program

Research Question 3 explored the significance and benefit of the GCE program. Participants outlined *influential and rewarding moments and activities* featuring significant and beneficial components of the program. The ability to *learn about everyday life, culture, and habits* and *interact and form social ties with the locals* in different cultural settings were acknowledged by more than 75% of participants as being especially important. Interacting with locals to learn, as Participant 10 depicted, "What the view is like from their window and what kind of food they serve for breakfast and what their holiday traditions are" acted as "some of the most impactful experiences that stuck with me." Locals provided an opportunity for participants to engage more deeply with the local cultural experience. The role of locals facilitating deeper engagement supported the assumption that such individuals might act as more-knowledgeable-others (MKOs) to support learning in Kolb's model of experiential learning (Abtahi et al., 2017). Participant 12 detailed a shift between several of Kolb's phases in stating:

> The most important [element] was the people, I learned so much from the locals. Meeting new people taught me to leave expectations behind, to develop empathy, and understand the global context…It became a reflective process, by being taught these are important requires encounters and reflection, which was possible due to locals.

The impact of locals acting as MKOs is further expounded upon in Chapter 5.

Fifteen participants discussed the role of the GCE program offering unique experiences and connecting students to the local cultures. Such experiences were detailed regularly across

participants. Participant 14 highlighted, "The most rewarding experiences were extremely small ones where we interacted with people from the city and felt like I finally understood something," while Participant 4 noted the experience allowed students to "go deeper" and beyond "touristy things." Participant 6 described completing a "location-based assignment about Earth Systems [where] they have a very beautiful museum that explained every single of those things that I had just learned about in class," developing connections between the curricular and experiential components of the program.

Eleven participants mentioned support structures of the program accompanying the experience, such as the role of *learning about the history of a place*. Various individuals posited historical knowledge as playing a special role in deeper engagement with the cities. Participant 2 advocated, "History is usually a really important part to get right about each of the cities," and four participants described learning about the history of Berlin as an impactful experience in understanding and engaging with the city. Civic projects also acted as an experience that provided additional support and growth opportunities. Participant 9 noted, "Meeting with certain civic partners turned into a meal, or getting a drink, or walking around, and I think it was in those less programmatic moments, made possible by programming…which really helped." In addition to themes identified through the research questions, the experiences, impact, and significance of the program as described by participants provided additional insight.

Development of Global Citizens

Although not a direct focus of the research questions, through an exploration of the impact of a GCE experience, themes emerged to define important components, characteristics, and definitions of a global citizen. As shown in Figure 7, *being culturally aware and open-minded*, *humble*, and *empathetic* were most commonly mentioned by participants. Expressions of

the three characteristics concerning global citizenship were repeatedly identified in statements

such as, "There is a link between being a global citizen, and just being privileged enough to go to

a lot of places… global citizenship is really this aspect of accepting people for their differences

and trying to understand these differences," by Participant 11, and "global citizens must

have…this emotional intelligence to understand…where people are coming from, especially

when it's so different in contract to your own opinions or your own believes in your culture" by

Participant 15. Six participants discussed the role of a global citizen as leading by example and

understanding the impact of one's actions on the rest of the global community, and seven made

special mention asserting a global citizen should not be falsely associated with a global traveler.

Figure 7

Participants' Definitions and Conceptualization of Global Citizenship
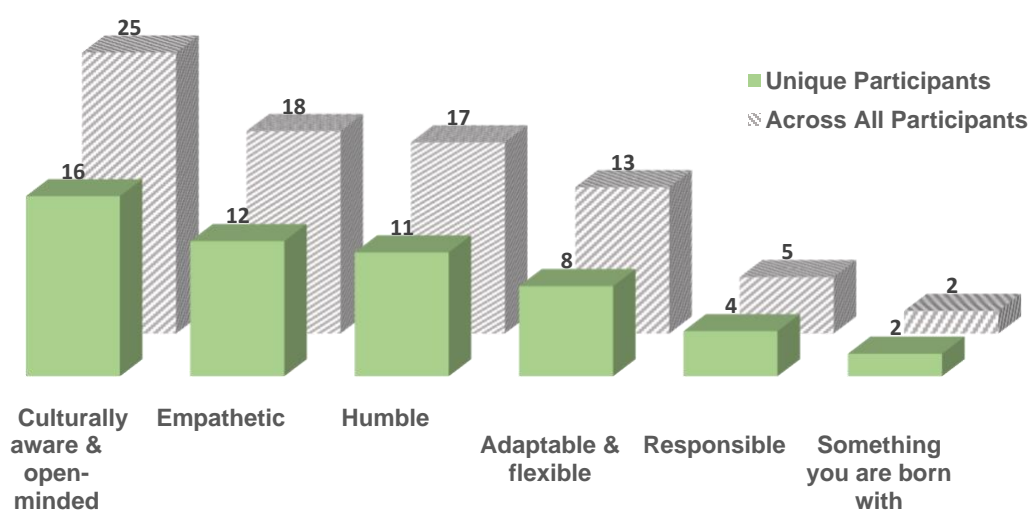
Notes. Unique Participants refers to the number of unique participants who identified the theme

during the interview process, while Across All Participants refers to the number of times the

theme was recurringly identified among all participants.

Beyond understanding the conceptualization of global citizenship, participants were also asked the degree to which they identify as a global citizen in the context of the defining features they provided and in consideration of their 4-year experience. Figure 8 represents the response from participants when asked, "To what degree would you describe yourself as a global citizen?" Although responses varied by the participant, seven of the participants described themselves as identifying more with attaining the characteristics and conceptualizations than not (participants who identified from 50% – 100% as a global citizen), and two more noting everyone is inherently a global citizen, leading to 9 of the 21 participants strongly or somewhat strongly identifying as a global citizen. Four participants stated global citizenship was an unattainable concept and should be considered a life-long journey, while 4 others believed no such thing as a global citizen existed but did recognize characteristics and qualities exist, which allow individuals to connect and engage with the global village more deeply.

Figure 8

Participants' Self-Identification as a Global Citizen

Additionally, various *influencing factors of the experi*ence represented in Figure 9 emerged which played an import role across all aspects of the data findings. Language acted as a special barrier or catalyst to accessing the local culture for many of the participants. Fifteen participants highlighted the significance of completing the program with other students from around the world. Participant 10 reflected, "We were experiencing all of these things together, and then we would come back to our rooms and talk about it" and "the fact you always have the same people…as your close connections were shaping the global experience a lot" was echoed by Participant 11. Others noted the continued support and social network of the student community, such as Participant 18 who assessed, "The cultural immersion came so much more from my peers than it was from the cities, and I've talked to other people who agree with that, because for me at least I feel like I engaged much more with my peers and with academics than the city."

Figure 9
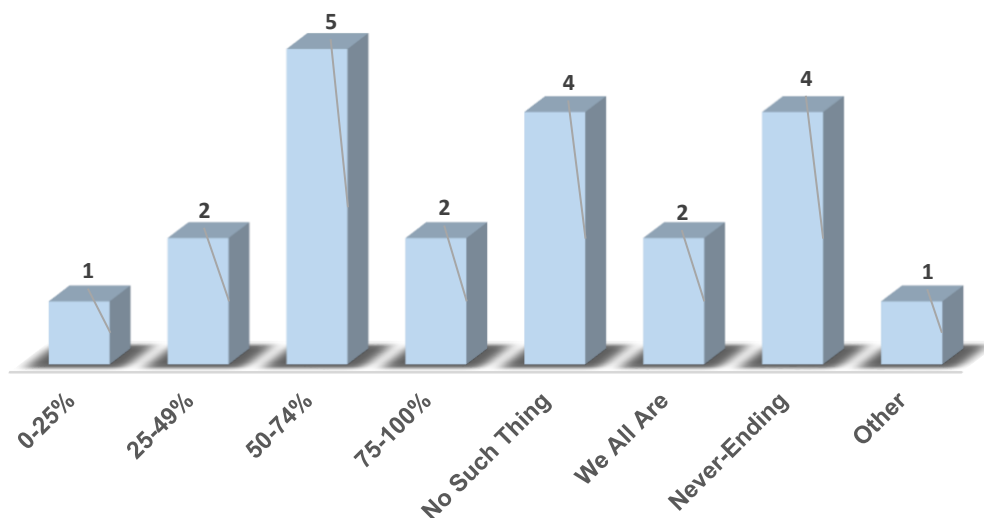
Influencing Factors of the Experience
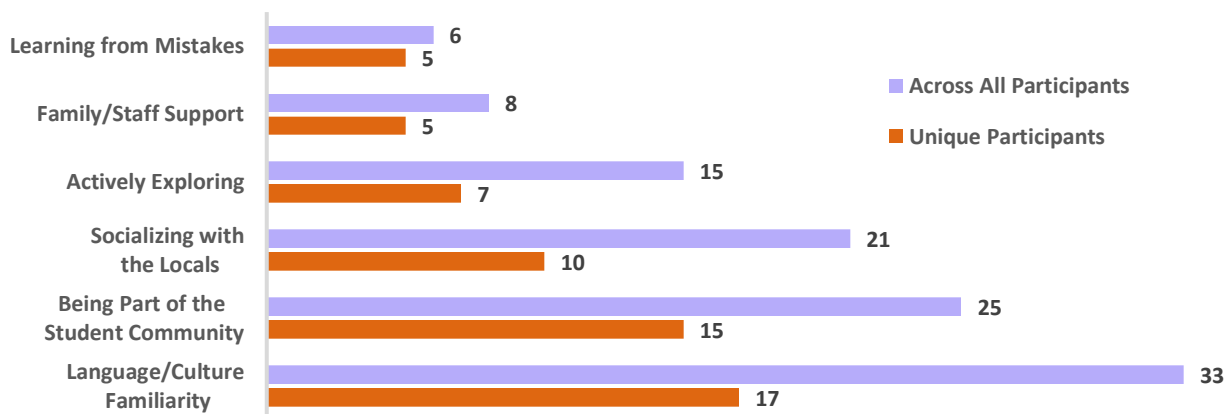
Notes. Unique Participants refers to the number of unique participants who identified the theme during the interview process, while Across All Participants refers to the number of times the theme was recurringly identified among all participants.

Reliability and Validity

Determining reliability and validity is vital for the proper interpretation of data findings. Rooted in the interpretivist paradigm, phenomenological research relies on reliable and valid data to properly underhand the phenomenon expressed during subjective human experiences (McLeod, 2011). Qualitative research is considered reliable and valid through the criteria of credibility, transferability, dependability, and trustworthiness (Korstjens & Moser, 2018; McLeod, 2011).

Trustworthiness and Dependability

Trustworthiness relates to the quality criteria within qualitative research (Korstjens & Moser, 2018). Within the data findings, trustworthiness was preserved through openness and transparency to risks and ethical issues with participants (McLeod, 2011). As a component of trustworthiness, dependability was safeguarded through transparent and well-documented practices during the data collection process (Korstjens & Moser, 2018). Data analysis remained consistent to ensure dependability. Consistent and dependable data certifies an analysis process is in line with the accepted standards of the relevant design (Korstjens & Moser, 2018). Confidence, respect, and rapport were actively developed and established among all participants to maintain trustworthiness.

Credibility

Credibility assures accurate data findings and pertains to the truthfulness of findings and if correct interpretations are drawn from the data (Korstjens & Moser, 2018). The establishment of internal coherence and consistency of argument confirmed the credibility of findings (Osborn & Smith, 1998). Consistent themes were identified in the relationships between data sets, representing saturation of data findings as themes appeared repeatedly until no novel data

findings developed (Saunders et al., 2018).

Transferability

Transferable data allows research findings to be applied to different settings and contexts. The data was gathered using thick descriptions which provided detailed settings across diverse perspectives and supported transferability of findings (Creswell, 2014; Lewis, 2015). Transferability was achieved through the application of an open-ended, semi-structured interview process which allowed for deep exploration into the specific phenomena.

Confirmability

Confirmability addresses evaluating the outcomes with a set of criteria (Haven & Van Grootel, 2019). Strong levels of confirmability are also present when other researchers can confirm similar findings (Korstjens & Moser, 2018). Haven and Van Grootel (2019) noted the process of assessing confirmability can be achieved by providing a complete picture of the methods and procedures. Detailed and accurate descriptions of all data collection instruments, and analysis procedures, supported the transferability and credibility of the research process allowing for continued assessment for the confirmability of findings.

Chapter Summary

The process for data collection and analysis has been outlined, including an explanation of the instrumentation used. The data analysis process has analogously been detailed. Research Question 1 was answered through the thematic findings revealing the experiences of students. Research Question 2, which investigated the impact of GCE education, was addressed in the described development and shift in perception adopted by participants. The third research question was answered in the specific examples of the program highlighted by participants which influenced the experiences. The emergent data findings presented allow for a deeper discussion

of the research findings provided in Chapter 5.

Chapter 5: Discussion and Conclusion

The purpose of the qualitative interpretive phenomenological analysis (IPA) study was to explore the experiences of individuals who were matriculated in a global citizenship education (GCE) program from a United States higher education institution (HEI) to better understand the phenomenon of global citizenship. A need to identify global citizenship and the elements of GCE persists, as well as to create connections between the theory and pedagogical practices of effective global citizenship curricula. The study aimed to determine significant rewarding and impactful components of GCE. Developing a consciousness of global connectivity and responsibility for students may provide the tools to act as effective leaders in a diverse global environment

Approaches to global education continue to evolve in an increasingly hyper-globalized society. Although previously restricted to a nation-state level, citizenship has expanded to a global identity as a result of globalization. The concept of global citizenship has come to be continually reinforced through a shared concern in the world's shared humanity. The need to deliver effective GCE to develop globally-minded leaders continues to be recognized as a growing demand. Three research questions guided the investigation of the study which set out to explore the experiences of students who were matriculated in a 4-year global citizenship education program as part of a United States higher education institutional curriculum, assess the impact of the program, and determine the significance and benefits of the program.

The aim of the first research question sought a deeper understanding of participants' experiences. Findings related to participants' experiences revealed five themes regarding (a) evaluations of the experience, (b) challenges of the experience, (c) impact of the program, significant and rewarding moments of the experience, (d) influencing factors of the experience,

and (e) advice given by participants. Despite noted challenges, the overall experiences articulated by participants were overwhelmingly positive, transformational, and rewarding.

The second research question assessed the impact of the program and was addressed through the identification of eight child themes. The eight themes identified through inductive coding outlining the impact of the program included (a) developing cultural awareness, (b) developing an open mind and sense of freedom, (c) developing empathy and caring for others, (d) becoming self-aware and understanding identity, (e) changing perception of the world as a whole, (f) becoming more mature, resilient, and independent, (g) becoming humble, and (h) rethinking concepts of home and belonging. Eight themes contributed to participants recognizing a shift in their identity, both as an individual and within a global context.

The final research question explored the significance and benefits of the experience. The seven emergent child themes relating to participants' understanding of the significance and benefits of the experience were (a) learning about everyday life, culture, and habits, (b) interacting and forming social ties with locals, (c) learning about the history of a place, (d) interacting with art and developing new interests, (e) finding a common "language" with new people, (f) engaging in civic projects and contributing locally, and (g) becoming integrated into the local society. All themes related to the significance and benefits of the experience alligned with participants' ability to connect with the global village and bridge the global divide across cultures.

Five themes encompass the essence of the lived experiences of students. The five themes include (a) a shifting mindset, (b) the impact of external more-knowledgeable-others (MKOs), (c) the student community, (d) identity formation, and (e) global citizenship development. Findings, interpretations, and conclusions drawn from the research study are presented in the

subsequent section. Research findings are placed within the context of the current body of literature relating to GCE before the limitations of the study are addressed. Recommendations and implications for leadership are provided, followed by a conclusion.

Findings, Interpretations, and Conclusions

The synthesized peer-reviewed literature revealed the need for continued investigation into global citizenship education to distinctly define the core characteristics and inform effective pedagogical approaches for the development of global citizenship. As detailed through the semi-structured interviews, analyzing the experiences of students who were matriculated in a 4-year GCE experience extended the knowledge within the discipline. Scarce amounts of literature exist explicating the importance of GCE to bridge cultural boundaries, develop empathy, and act as an effective peacebuilding tool, especially from the perception as revealed by students (Goren & Yemini, 2017; Tarozzi & Mallon, 2019). As a result of all participants hailing from the same 4-year institution with a unique approach to GCE, a deeper exploration was able to take place within previously under-researched and highly contested themes such as language fluency, the need to travel, shifting identities, cultural immersion, and privilege related to global citizenship (Auh & Sim, 2018; Shultz, 2007; Slimbach, 2014; Zahabioun et al., 2012). Various findings, interpretations, and conclusions within the context of the research questions and theoretical framework are expounded in subsequent sections.

The theoretical framework of the study applied a hermeneutical interpretation of Lev Vygotsky's sociocultural theory and David Kolb's experiential learning theory. Sociocultural theory focuses not only on how people influence individual learning but also on how cultural beliefs and attitudes shape the learning process (Cherry, 2019). Experiential learning theory is a highly interdisciplinary approach bridging in-class learning with real-world practical

experiences. The process develops higher-order thinking skills for students and supports student engagement and development within higher education (Stirling et al., 2017; Weinstein, 2019). The merged frameworks within the study apply Kolb's exploration of experiential learning with the critical environmental elements reinforced in Vygotsky's sociocultural theoretical approach. Combining the philosophies positions MKOs throughout Kolb's four-phase model within a specific cultural context to reduce the zone of proximal development required to establish learning and connections (see Figure 1).

The theoretical framework supported the findings of the research. Kolb's model represents a space between phases, which may be recognized as a zone of proximal development. The role of MKOs in GCE development is imperative as developing global citizens requires an understanding of global identities (Auh & Sim, 2018), global social injustice (Kang et al., 2017), and knowing how the role of the individual impacts the global community (Canli & Demirtas, 2017). As detailed in the following sections, the study found the zone may be closed, or more easily traversed, with the assistance of MKOs. The following five themes apply the essence of the phenomenon through the theoretical framework to deeply understand students' experiences (Cilesiz, 2010; van Manen, 1990).

Theme One: A Shifting Mindset

The expansion of a global mindset to recognize fully the political, socio-economic, and environmental problems of the global village has been consistently identified as a foundational component for the development of global citizenship, even among competing philosophies of GCE (Barrow, 2017; Kopish, 2017; Stoner et al., 2018; Thier, 2017; Tsegay, 2016; Zahabioun et al., 2012). In detailing the experiences and the impact of the program, each of the 21 participants identified moments when a shift in mindset or perception takes place. Cultural awareness, as well

as new perceptions and interpretations of the global community, developed, coupled with a

recognition of freedom allowing students to redefine identities, shifting from a national to a

global and humanitarian sense of belonging. The effect of the transformation should not be

understated and was noted by Participant 11 who reflected they had "become citizens that are

much bigger than each of these places."

While the need to establish a global mindset has received consensual agreement for the

development of global citizens, approaches to achieving a global mindset remain contested and

were addressed by participants. Over 80% of participants attributed the shifting mindset to the

benefits of being able to learn about everyday life, culture, and habits outside their own through

an exploration of others. Interacting with local cultures and forming social ties was highlighted

by 76% of participants while learning about the history of a place and establishing interests

related to the local culture was significant for 40% of participants. Ergo the program provided

students with the opportunity to learn more deeply about diverse parts of the global community

to develop cultural awareness and an open mind. The experience as understood by students

supports the role of GCE as providing emotional and cultural intelligence to integrate into a

global society and become culturally dexterous (Thompson, 2018).

Theme Two: Impact of External More-Knowledgeable-Others

Eighty-six percent of participants described the roles of others who guided their

experiences as playing a critical role during the 4-year experience. From developing

relationships with tuk-tuk drivers to sharing meals with local families while discussing politics,

and working in professional settings with local organizations, participants noted the significant

part played by members of the local community. The stories and knowledge shared by

individuals met throughout the experience developed a global consciousness during the 4-year experience which transformed participants into globally-minded leaders

Locals had a profound impact on cultural engagement. The locals within the various cultural settings and changing environments may be understood as MKOs who facilitated a deeper and more expeditious engagement with the local culture. All 21 participants described the four components of Kolb's experiential learning theory of concrete experience, reflective observation, abstract conceptualization, and active experimentation during the sharing of their experiences (Aggarwal & Wu, 2019). More-knowledgeable-others, a role often filled by locals, bridged the zone of proximal development during each transition. Examples included creating a local network, providing different views, allowing for the acquisition of different perceptions, sharing a set of shifting priorities around the world, acting as a mirror for self-reflection, and the dissemination of factual information.

The transition between Kolb's stages of experiential learning theory took place with the help of MKOs who imparted cultural-specific knowledge, developed a deepening sense of empathy and connection, and provided space for reflection through challenging assumptions. Kolb's theory asserts learning takes place through new experiences, and learners may enter the four-stage process at any phase (McLeod, 2017). A shift from the concrete experience to a reflective process was more easily acquired as a result of MKOs who provided greater understanding into the initial experience and allowed for deep reflection.

Theme Three: The Student Community

While participants identified numerous external agents as supporting their learning during the 4-year experience (see Figure 9) being part of the student community was identified by participants as the second most important influencing factor of 4-year experience. The student

community was represented as playing a significant role as undergoing the experience with peers provided a unique and important type of learning for participants. Moving through the journey as a collective allowed a shared vulnerability to foster among members of the community and supported learning. An understanding of self-perceptions, biases, and deeper understanding was made available through interactions with other students. The process provided a shift from 'personal responsibility' to 'global responsibility' as defined by Stoner et al. (2018).

The Transparent Mirror

A recurring pattern of the student community being identified as an important structure for support and learning across participants resulted in the phenomenon being labeled *The Transparent Mirror*. *The Transparent Mirror* effect took place during moments when participants relied on other students during the program to reflect on individual experiences while seeing beyond individual learning moments as a result of sharing them with another person. As argued by Brigham (2011), links were created between the lives of individuals to shape perceptions of the global community and develop a way to see others' realities.

Sharing the experience with others provided moments to offer support and share stories, allowing the adoption of "seeing frame and reframes," as noted by one participant. Participants in the program hailed from more than 50 countries, and consequently the student community was identified by participants as a global community within the internal student community, which traveled and lived together. *The Transparent Mirror* moments highlighted the roles of peers acting as MKOs who were able to share experiences to allow for deeper realization and reflection of participants' own experiences (Abtahi et al., 2017). Human connection became increasingly important as sharing stories with friends and experiencing moments together shaped

powerful and lasting moments. The sense of belonging to a common humanity has been noted as a key component of global citizenship by several scholars (Basarir, 2017).

Theme Four: Identity Formation

A new sense of identity developed during the program. Thirty-eight percent of the participants expressed a realization that "the world is now so small" and a new appreciation for the interconnectedness across the global community. Ninety-five percent of the participants were able to create connections and discuss similarities across the locations around the world, and several reinforced the sentiment that people are much more similar than different. A realization of connection, similarity, and unity blossomed as a result of the experience through a process understood at *The Inverted Window*.

The Inverted Window

A recurring impact of connectivity and similarity within a global setting allowed participants to redefine their own identities. The process took place through the identification of and learning with others. The phenomenon reappeared consistently and came to be referred to as *The Inverted Window*, where participants looked out to see a broad world and instead found a smallness among the global community that connected all people and allowed them to better understand their place among the community. National identities became arbitrary through global recognition of something more important, described by Participant 6 who was surprised "as I moved to the places I didn't lose my identity, it expanded. I feel expansion in the way I see myself, I feel connection easily." An awakening into a new identity through interactions with other individuals, in which participants fleetingly stepped into other identities and saw the world through their window, took place, and allowed for a sense of global empathy and connectivity to become established.

Theme Five: Global Citizenship Development

While not a direct inquiry of the research questions, an exploration into the development and conceptualization of global citizenship was presented through participants' responses. Nineteen percent of participants did not believe in a concept of global citizenship, but all 21 assigned demarcations to the concept with culturally aware and open-minded, empathetic, and humble representing the three most common features attributed to global citizenship (see Figure 8). One noteworthy finding revealed most participants did become what may be described as a global citizen, as assessed by the features of global citizenship defined by participants and personal experiences elucidated during the semi-structured interviews.

Embracing Humility

A greater sense of humility matured during the experience and emerged as an unexpected characteristic. While excitement, empathy, cultural awareness, and open-mindedness were characteristics strongly identified with global citizenship outlined by previous scholars, humility was rarely noted (Ortloff & Shonia, 2015; Thier, 2017). Advocation for social justice and social responsibility most closely resonates with the strong association between humility and GCE.

Participants associated humility with the ability to reanalyze what is experienced in the world instead of prescribing assumptions, developing a higher tolerance for the unknown, and recognizing a personal sense of privilege. Discovering a greater sense of humility supports the incorporation of GCE into traditional education curricula to combat heightened nationalism and stimulate the growth of a society with more receptive cultural perceptions (Barrow, 2017). The embracing of values impacting the moral and humanitarian wellness of the global community expands the body of knowledge already in place advocating for an approach of moral consciousness for GCE (Dill, 2013).

Travel: A Barrier and Opportunity

The necessity to travel has been widely disputed among scholars working to clarify how to deliver impactful GCE curricula (Slimbach, 2014). Experiencing the global community firsthand was initially acknowledged as an important component for global learning but has continued to come under scrutiny as a result of logistical challenges of visiting the entire globe as well as social justice concerns in consideration with equitable approaches to GCE (Polack & Chadha, 2018). Continued reinforcement of the lack of importance for traveling was relayed by participants, although such a dynamic and diverse experience may not have been possible without traveling around the world. The shift towards the identity as a global citizen while moving away from the need for global exploration expands on the work of several scholars who continue to advocate for global citizenship through the collection of shared experiences, identities, and consciousness.

Limitations

Potential weaknesses related to the research, which are out of the control of the study are considered limitations (Theofanidis & Fountouki, 2019). Limitations are often related to the chosen research design and present constraints (Creswell, 2013). Rooted in the interpretivist paradigm, phenomenological research relies on reliable and valid data to understand the phenomenon expressed during subjective human experiences (McLeod, 2011). Qualitative research is considered reliable and valid through the criteria of credibility, transferability, dependability, and trustworthiness (Korstjens & Moser, 2018; McLeod, 2011).

Credibility and Confirmability

Credibility assures accurate data findings and pertains to the truthfulness of findings and if correct interpretations are drawn from the data (Korstjens & Moser, 2018). The establishment

of internal coherence and consistency of argument confirmed the credibility of findings, established through the consistent recurrence of codes across data sets (Osborn & Smith, 1998). Themes were identified in the relationships between data sets, representing saturation of data findings (Saunders et al., 2018). Haven and Van Grootel (2019) noted the process of assessing confirmability can be achieved by providing a complete picture of the methods and procedures (see Appendix J). The procedures were outlined in detail to provide access to confirmability.

Transferability

Open-ended questions helped achieve transferability as an open-ended interview process allows for a deep exploration of experiences (Creswell, 2014; Lewis, 2015). The interpretivist approach of interpretive phenomenological analysis may or may not reflect the experiences of students around the world. While students with backgrounds and nationalities from diverse parts of the world participated in the study and participants were required to have lived and studied in five global locations during the program, the study has a limitation of investigating only students attending an institution based out of the United States. Greater transferability was established through rich descriptions and many viewpoints on similar topics which offered varied perspectives of experiences (Creswell, 2014; Korstjens & Moser, 2018).

Trustworthiness and Dependability

Trustworthiness relates to the quality criteria within qualitative research (Korstjens & Moser, 2018). Within the data findings, trustworthiness was preserved through openness and transparency to risks and ethical issues with participants (McLeod, 2011). Participants were allowed the option to exit the study at any time through an Informed Consent form (see Appendix D). All data collection procedures were documented, recorded, and securely stored to establish trustworthiness (Korstjens & Moser, 2018).

Dependability and bias implications are important factors within research studies. An awareness of conflicts of interest was maintained to help bracket and prevent bias (Dörfler & Stierand, 2020). Bias may arise when a relationship of power dynamics exists between parties and does not appear present in the research study. Confidence, respect, and rapport were established to help mitigate the effect and ensure the verification of reliable data. A continued process of reflexivity, a process to identify potential influences throughout research, helped maintain continued awareness of ethical issues by examining the values and interests which could impinge upon findings (Chan et al., 2013).

Recommendations

All student participants detailed the positive impacts of the 4-year global citizenship education program, as well as challenges related to the experience. The research process, as well as the experiences shared by participants, may provide valuable information for future studies. The following sections provide recommendations specific to continued research within the field of global learning, global citizenship education, and intercultural competence, as well as recommendations specific to the program participants underwent.

Efficacy Assessment of Internal More-Knowledgeable-Others

A distinctive component of the research was the uniqueness of the 4-year institution students attended. As a result, novel findings related to the impact of traveling and living with a global student community during the 4-year experience became significant. After language and cultural familiarity, being part of the community of students was the second-most important influencing factor for 71% of participants, while 24 % of participants noted the opportunity of undergoing the program as part of a diverse student community as the most consequential component of the program. The transparent mirror effect took place during such moments and

allowed participants to reflect on individual experiences while seeing beyond individual learning moments, into shared moments. Opportunities to undergo experiences related to the transparent mirror effect were a result of celebrating the experiences with other individuals who lived similar moments. Given the contention regarding the ability or necessity of traveling to achieve effective GCE, scholars should continue to investigate how student communities may enhance future pedagogical approaches to GCE, with specific consideration to supplementing or replacing travel requirements.

Market-based versus Neoliberal Agendas

Recent discourse from scholars has begun to position a focus for GCE as responding to a demand to develop marketable individuals who can be employed globally; a mandate that has pushed for the development of hard skills within GCE (Kopish, 2017; Oxley & Morris, 2013; Schippling, 2020; Shultz, 2007). Much of the research advocating for a marketable approach bifurcates the identity of GCE into competing theories, positing the approaches as opposing (Torres, 2015). Findings of this study uncovered the benefits and impact of the experience that supported the development of empathy, humility, open-mindedness, and global cultural awareness as a result of the program (see Table 2). The focus on such values exhibited a neoliberal approach for GCE pedagogical development, revealing a lack of emphasis related to a global-competencies approach as put forth by Dill (2013). Scholars should research further to understand the needs of GCE for the development of globally marketable skills and global competencies to help extend practical applications, and identify or eliminate contested approaches, to effective GCE.

The Role of Traveling

The requirement of traveling as an essential component to effective GCE approaches has received much criticism. Where once going "abroad" or studying "oversees" and to "distant lands" were necessary phrases to entice parochial minds to the benefits of global learning, the effects of globalization and internationalization have impacted the global community enough to highlight the false dichotomy established between the near and far (Slimbach, 2014). While global travel cannot be seen as a curse, neither is it a panacea for the development of a global mindset and global understanding. Relocating too often was the most significant challenge of the 4-year experience as expressed by student participants, and a critical assessment of the need to travel, or travel as frequently, may be worth exploring. While traveling may help facilitate cultural understanding, Participant 10 summed up "travel can be good, but it is not required, and not sufficient for global citizens." Programs necessitating travel should more closely examine alternatives that may provide similar benefits while reducing the global hardship associated with travel. Decoupling global learning from global travel has revealed a process to keep the world accessible to all individuals, addresses the affordability and inequity the cost of travel poses to individuals, and responds to the desire to utilize environmentally sustainable solutions.

Implications for Leadership

The results of this research are meant to inform and expand on the body of knowledge dedicated to the pedagogical approaches of GCE and global learning, as well as establish firmer comprehension of what a global citizen is to help provide educational opportunities to develop such characteristics. Leaders inside and outside of the school system may benefit from the experiences and insights of individuals who have undergone an effective GCE 4-year educational program from the United States. The contributions gleaned from such participants may be

applied to nascent scholars, administrators developing policies, and educators seeking to better inform pedagogical strategies.

Preparing Leaders for the Unknown

The continued development of global citizens and the need for effective GCE can effulgently be seen as impacting the readiness of future leaders to respond to the dynamic, diverse, and emerging global issues which continue to require solutions. In consideration to preparing student leaders, Slimbach (2014) asserted educators must ready students to address problems which cannot yet be known, with knowledge not yet produced, using tools not yet created. The dynamicity of the ecological, social, political, and cultural global systems requires the emerging minds of the world to readily address novel concerns as they arise. Global citizenship education produces adaptable and thoughtful leaders ready to respond to the emerging societal, cultural, and political global issues.

Facing Challenges and Developing Empathy, Care, and Humility

The 4-year academic program posed numerous challenges for participants not experienced at traditional higher education institutions. The continued discomfort and challenges support the development of modern-day leaders, and difficult moments are most often recognized as those shaping individuals into leaders (Van Camp, 2020). John Maxwell noted leaders do not rise to the top, but instead grow to the top (Grace, 2020). Maxwell also posited strong leadership is grounded in humility, a unique characteristic uncovered during the data analysis process which emerged in approximately half of all participants. Effective approaches to GCE which can develop empathy, care for others, and humility provide much promise to the progress of future leaders.

Conclusion

Global knowledge can build global power. The mantra echoes the sentiments of Francis Bacon's "knowledge is power." The classroom setting continually adapts to act as a microcosm of the global stage and education has begun to reflect and indicate the progress and development of the global consciousness (Varadharajan & Buchanan, 2017). Experiences divulged by participants who underwent a unique GCE as part of the 4-year higher education curriculum provided insight into the continued need for clarity, understanding, and consensus on how to develop effective GCE, as well as better understand the characteristics of a global citizen.

Shared stories, anecdotes, reflections, and insight from participants highlighted the impact of what was described as a challenging, transformational, life-changing, exciting, and humbling experience, each identified by more than half of all participants. Although uncertainty remains in how to implement curricula applicable to all settings, cultures, and identities, the shared, lived experiences of participants moved the conception of global citizenship from amorpha to recognizable features. Addressing the need to develop globally-minded leaders to respond to and support an increasingly globalized community for all members of the global village can wait no longer. The research has shown the power of GCE to create connection, community, and empathy across global communities. Global citizenship was widely recognized by participants as a privilege earned, and a responsibility fulfilled.

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Appendix A

Approval to Conduct Research

MINERVA INSTITUTE

1145 Market Street, Ninth Floor, San Francisco, CA 94103, USA

www.minervainstitute.org

January 16, 2021

Dr. Tiffani Bateman
American College of Education

Via Email

Re: Jason Lindo Dissertation: **Exploring Student Experiences Emerging from Global Citizenship Education: An Interpretive Phenomenological Analysis.**

Dear Dr. Bateman:

On behalf of Minerva Schools at KGI and Minerva Institute, I am providing informed consent for Ja███████████████████████████earch, to conduct interviews with Minerva students. I acknowledge that that safeguards are in place to protect the priva████████dent data.

If you have any questions, please feel free to contact me at teri@minerva.kgi.edu.

Sincerely,

Teri Cannon

The Minerva Institute for Research and Scholarship is a not-for-profit 501(c)(3) organization.

1

Appendix B

Recruitment Email for Study

Hello Alumni Students,

I hope this email finds you well.

As some of you may or may not know, I have been working on my Doctoral Degree in Educational Leadership with an emphasis on International Education.

I am entering the final phase of my doctoral program and have begun working on my dissertation research. My dissertation research is interested in exploring the experiences of higher education students who have recently emerged from global citizenship programs.

The research is a qualitative phenomenological study.

I am seeking at least 20 students interested in undergoing a video interview, that will be recorded, to assist me in my dissertation research. If you think you may be interested, I have attached an Informed Consent Form, which has been approved by the Institutional Review Board, which has more information and should be reviewed.

I appreciate any assistance with this process, and hope some of you will be interested in taking part. Please feel free to reach out to me with any questions. If you **are** interested in hearing more or potentially being part of the study, please sign and return the attached document.

Respectfully,
Jason Lindo

📄 Informed Consent ...

Appendix C

Demographic Questionnaire

WUFOO
by SurveyMonkey

Demographic Questionnaire
Please enter your information below so we can be in touch.

1. Last Name *

2. First Name *

3. Date of Birth *
MM / DD / YYYY

4. Gender *

5. Ethnicity *

6. Country of Origin *

7. Country of Citizenship *

8. Native Language *

9. Second Language

10. Third Language

11. Religion

12. College Major *

13. College Concentration *

14. College Graduation Date, or Expected Graduation Date *
MM / DD / YYYY

15. Cities Lived-In as Part of the Global Rotation Experience While a Student *
☐ San Francisco, United States
☐ Seoul, South Korea
☐ Hyderabad, India
☐ Berlin, Germany
☐ Buenos Aires, Argentina
☐ London, United Kingdom
☐ Taipei, Taiwan

Submit

Appendix D

Informed Consent Form

Informed Consent Form

American College of Education

Prospective Research Participant: Read this consent form carefully and ask as many questions as you like before you decide whether you want to participate in this research study. You are free to ask questions at any time before, during, or after you participate in this research.

Project Information
Project Title: Exploring Student Experiences Emerging from Global Citizenship Education: An Interpretive Phenomenological Analysis

Researcher: Jason Lindo
Organization: American College of Education
Email: ████████████   **Telephone:** ████████

Researcher's Dissertation Chair: Dr. Tiffani Bateman
Organization and Position: American College of Education, Core Faculty
Email: ████████████████

Introduction

I am Jason Lindo, and I am a doctoral candidate student at American College of Education. I am doing research under the guidance and supervision of my Chair, Dr. Bateman. I will give you some information about the project and invite you to be part of this research. Before you decide, you can talk to anyone you feel comfortable with about the research. This consent form may contain words you do not understand. Please ask me to stop as we go through the information, and I will explain. If you have questions later, you can ask them then.

Purpose of the Research

You are being asked to participate in a research study. The purpose of this study is to explore the 'lived experiences' of students who have undergone a global citizenship education program from a United Stated higher education institution. An exploration of the experiences from students who have undergone this type of program may provide insight into the importance of such programs and may contribute to the growing body of knowledge looking to identify the most salient components of global citizenship education.

Research Design and Procedures

The study will use a qualitative methodology and interpretive phenomenological analysis research design. Semi-structured interviews will be disseminated to specific participants within the study. The study will comprise of 20 participants, purposefully selected, who will participate in a questionnaire and a semi-structured interview. A second semi-structured interview will be offered to individuals if there is a need for additional clarifying questions.

Participant Selection and Eligibility

You are being invited to take part in this research because of your experience as a current or recent student of a global citizenship education program offered by ████████████████ which meets the criteria for this study. You can contribute to the exploration of global citizenship education outcomes and benefits by participating in this research.

You are eligible to participate in this study if you have attended a global citizenship education program and graduated within the last 24 months or will graduate within the next four months. Eligible participants must have lived in at least five of the seven global rotation cities with their class cohort during the four-year experience.

You should not participate if you do not meet the above criteria, or if you feel uncomfortable sharing your lived experiences as they relate to the global citizenship education program during your four-year higher education experience.

To determine if you are eligible, we will ask you to verify that you have graduated within the last 24 months, or plan to graduate within the next four months. Additionally, we will confirm you have lived in five of the seven global cities and are comfortable sharing your lived experiences from that time.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate. If you choose not to participate, there will be no punitive repercussions and you do not have to participate. If you select to participate in this study, you may change your mind later and stop participating even if you agreed earlier.

Procedures

We are inviting you to participate in this research study. If you agree to participate, you:

→ Will be asked to fill out a demographic questionnaire form online, which will be sent by e-mail

→ Will be asked to undergo an interview, to not last more than 60 minutes. The interview will consist of eight to ten semi-structured questions and will focus on your lived experience and understanding of the global citizenship education program

→ May possibly be asked to undergo a second interview, to not last more than 45 minutes. This interview will only be necessary as a follow-up if additional questions arise during the data analysis of the first interview and is not expected to be necessary for most participants. This second interview will take place within three weeks' time of the first interview

→ Understand that interview(s) will be recorded with video and audio capabilities. Only the primary researcher who is conducting the interview will have access to recordings

→ Understand that interview(s) will be transcribed and securely stored on an encrypted software that will not be associated with the names of participants

Duration

Your participation will last for the following periods:

→ You will be asked to complete an online questionnaire about your background and demographic information that should take about 20 minutes

→ You will be asked to undergo an in-person, one-on-one semi-structured interview that will last between 40 – 60 minutes

→ You may be asked to undergo a second in-person, one-on-one semi-structured interview that will last 30 – 45 minutes, if clarification is required for any portion of previously provided information

Risks

The researcher will ask you to share personal and confidential information, and you may feel uncomfortable talking about some of the topics. You do not have to answer any question or take part in the discussion if you don't wish to do so. You do not have to give any reason for not responding to any question. Interviews will be recorded with audio and video capabilities and securely stored on encrypted software and not associated with the names of participants.

Benefits

While there will be no direct financial benefit to you, your participation is likely to help us find out more about the components and benefits of global citizenship education. It is hoped that the information gained in this study will benefit society by helping to better identify the impact and salient components of global citizenship education programs.

Confidentiality

I will not share information about you or anything you say during the research process. The data collected will be kept in a locked file cabinet or encrypted computer file. Any information about you will be coded and will not have a direct correlation, which directly identifies you as the participant. Only I will know what your number is, and I will secure your information. During the defense of the doctoral dissertation, data collected will be presented to the dissertation committee.

Sharing the Results

At the end of the research study, the results will be available for each participant in an anonymized fashion. It is anticipated to publish the results so other interested people may learn from the research.

Right to Refuse or Withdraw

Participation is voluntary. At any time, you wish to end your participation in the research study, you may do so without repercussions.

Questions About the Study

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact Jason Lindo at ⬛⬛⬛⬛⬛⬛⬛⬛ This research plan has been reviewed and approved by the Institutional Review Board of American College of Education. This is a committee whose role is to make sure research participants are protected from harm. If you wish to ask questions of this group, email IRB@ace.edu.

Certificate of Consent

I have read the information about this study, or it has been read to me. I acknowledge why I have been asked to be a participant in the research study. I have been provided the opportunity to ask questions about the study, and any questions have been answered to my satisfaction. I certify I am at least 18 years of age. I consent voluntarily to be a participant in this study.

Print or Type Name of Participant: _____

Signature of Participant: _____

Date: _____

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily. A copy of this Consent Form has been provided to the participant.

Print or type name of lead researcher: _____

Signature of lead researcher: _____

Date: _____

PLEASE KEEP THIS INFORMED CONSENT FORM FOR YOUR RECORDS.

Appendix E

Field Testing Content Validation by Subject Matter Expert

Connecting You Inbox ×

12:39 PM (1 hour ago)

Hi ____ hope you are doing well and staying safe, healthy and busy in Oregon! Crazy times, right? I want to introduce you to Jason Lindo, who is our Directo

Jason Lindo

1:38 PM (20 minutes ago)

Thank you so much for introducing me to Chris. Moving you to bcc to help free-up your inbox.

I won't take much of your time and appreciate having the opportunity to be connected with you here. I am inspired by the work you have conducted and your background with intercultural competence framing and inclusive diverse leadership approaches.

I am beginning my dissertation work and will be conducting an interpretive phenomenological analysis of ____ students who have gone through the experience of traveling and living in at least six countries during four years to investigate salient elements of global citizenship education. I will be conducting semi-structured interviews with a number of individuals and will need these questions to be reviewed by subject matter experts, and would like to know if you might be interested and have the time to review these questions once they have been developed, to assess if they are investigating the research question appropriately?

I am respectful of constraints and the ask on the time of others, and believe this review should be very straightforward and (hopefully) quite quick. I also understand if this would not be possible for you. The questions should be developed in the coming months as I work through my methodology and theoretical framing.

Thank you again and look forward to hearing from you.

With respect,
Jason

Thu, Jul 23, 2:36 PM (3 days ago)

to me ▾

Hi Jason: Wonderful to meet you & oh bot am I thrilled to see your research agenda = fabulous idea - bound to learn something new!!!

I am more than happy to help - truly, I am. I am in the middle of writing 3 Journal articles ... on topics related to yours & they are due next Fri., July 31st ... can it wait until the 1st week of August, please?

All the best!

C2

Thu, Jan 28, 3:47 PM (6 days ago)

to me ▾

Hi Jason; Oh, it was such fun talking to you - I'm glad I was able to be of support. You have a fantastic campus system to work with & a very rich research agenda!

You nailed my feedback on the interview/survey protocol.

As for the people, this who they are -- check them out & let me know if you want me to introduce you to them (electronically):

Appendix F

Field Testing Content Validation by Subject Matter Expert

AC Sat 1/30/2021 6:52
To: Jason Lindo

Please be cautious
This email originated from outside of ACE organization

Hi Jason,
sorry for the delay in getting back to you but a series of things demanded my attention over the last week.
Please see the comments I have added. I have marked in red what I think or appears to be a mistake, but perhaps I am wrong.
If any of my comments don't make sense let me know and I can elaborate. Also, okay if they don't apply because I don't fully understand the intricacy of your project as you do.

Thanks

Semi-Structured Open Ended Interview Questions

Appendix G

Field Testing Content Validation by Subject Matter Expert

to me ▾   Fri, Feb 12, 8:34 AM (2 days ago)

Good Morning, Jason,

I hope you are doing well! Thank you for your willingness to share your questions. I thought they were all very clear and connect well to your research purpose and questions. I made some stylist questions that are likely most closely connected with our qualitative training and specific approaches. I've made some suggestions using track changes, so you can feel free to take or leave. I usually like to start with "Could you tell me about" before going directly to the question, so you'll notice my additions are of that nature.

I'm happy to talk if that is helpful as well, and I think this is going to be a great study! I look forward to learning what you find!

...

W Semi-Structured In...

Appendix H

IRB Approval Letter

March 22, 2021

To : Jason Lindo
    Tiffani Bateman, Dissertation Committee Chair

From : Institutional Review Board
        American College of Education

Re: IRB Approval

"Exploring Student Experiences Emerging from Global Citizenship Education: An Interpretive Phenomenological Analysis"

The American College of Education IRB has reviewed your application, proposal, and any related materials. We have determined that your research provides sufficient protection of human subjects.

Your research is therefore approved to proceed. The expiration date for this IRB approval is one year from the date of review completion, March 22, 2022. If you would like to continue your research beyond this point, including data collection and/or analysis of private data, you must submit a renewal request to the IRB.

Our best to you as you continue your studies.

Sincerely,

Becky Gerambia
Assistant Chair, Institutional Review Board

Appendix I

Instruction Email to Participants

Dear [Participant Name],

It is great to hear from you.

Thank you again for making time to contribute to my research. I very much appreciate your help, and I know that the various student perceptions will provide depth and saturation of topics as I seek to explore the importance of global citizenship education programs. I truly am excited to speak with you and hear about your experiences.

This email is to confirm I have received a signed Informed Consent from you and you are willingly taking part in my research study: **Exploring Student Experiences Emerging from Global Citizenship Education: An Interpretive Phenomenological Analysis**.

If you can please fill out this questionnaire [link embedded] (it should take less than 90 seconds), this will help me with my first step.

Once you have done that, please pick an interview time slot [link embedded]. I have tried to offer a variety of time and day options, as I know people are currently all over the world, although many of the slots may have been picked already.

If none of the time options work for you, please let me know, and I am happy to accommodate a time/day that will. The interview slots are during the next two weeks, and are labeled "Research Interview Slot." Interviews will likely take between 60 - 90 minutes and will take place on a recorded Zoom call. All data will be anonymized and participant information securely protected; only the researcher will have any access to participant information.

Please let me know if you have any questions and I very much look forward to talking with you.

Warmly,
Jason Lindo

Appendix J

Semi-Structured Open-Ended Interview Questions (Data Instrument)

Part I: General Questions about Living and Studying in Seven Countries Over Four Years

1. How would you describe your global experience of living and studying in seven

   difference countries over four years? How would you describe these experiences?

   a. What four adjectives would best describe your four-year experience?

2. How would you describe some of the most rewarding experiences of living and studying

   in multiple different countries over four years?

   a. How did these experiences change anything in the way you see the world?

3. How would you describe the most challenging experiences of living and studying in

   multiple different countries over four years? Please describe them.

Part II: Experiences with the living, learning, and/or curricular experiences in different

countries/settings

4. Now I want to talk to you able your experience with the living, learning and/or curricular

   experiences in different settings. Tell me about your experiences understanding other

   people and cultures. How has the living, learning, or curricular experience allowed you to

   understand other people and cultures during your first year in San Francisco, United

   States?

5. Tell me about your experiences during your second year in Seoul, South Korea and/or

   Hyderabad, India. How did the living, learning, or curricular experience in those

   locations allow you to better understand other people and cultures?

6. Tell me about your experiences during you third year in Berlin, Germany and/or Buenos Aires, Argentina. How did the living, learning, or curricular experience in those locations allow you to better understand other people and cultures?

7. Tellme about your experiences during you fourth year in London, England, and/or Taipei, Taiwan. How did the living, learning, or curricular experience in those locations allow you to better understand other people and cultures?

Part III: Differences and Similarities

8. How would you describe your understanding of the differences between different cultures, places, and/or people in the world? What experiences during the program most allowed you to understand the differences existing between different cultures, places, or people in the world?

9. What experiences during the program most allowed you to understand the similarities existing between different cultures, places, or people in the world?

    a. How would you describe these similarities?

Part IV: Characteristics of GC and Transformation

10. How would you describe the key characteristics of a GC, and why?

    a. Where did you learn these characteristics? How did the program support this?

11. How would you describe your experiences becoming a citizen in different places around the world? How would you describe these experiences as becoming a citizen in different places around the world?

12. How would you describe your transformation as an individual during the four-year global experience?

    a. What moments most impacted the(se) change(s)?

      b.   When did you first become aware of the(se) change(s)?

13. To what degree would you describe yourself as a global citizen?

      a.   How do you plan to engage or enact your GC?

14. How will the experiences of the global citizenship education program continue to inform how you understand people and cultures around the world?

15. How would you describe the benefits of the global experience through the living, learning, and curricular experience of the program?

16. What recommendation do you have for others who are ready to consider a similar experience? What would prepare them for a deeper learning experience or for a less shocking one?

Appendix K

Tesch's Eight Steps in the Coding Process (1992)

1. Get a sense of the whole. Read all the transcriptions carefully. Perhaps jot down some ideas as they come to mind as you read.

2. Pick one document (i.e., one interview)—the most interesting one, the shortest, the one on the top of the pile Go through it, ask yourself, "What is this about?" Do not think about the substance of the information but its underlying meaning. Write thoughts in the margin.

3. When you have completed this task for several participants, make a list of all topics. Cluster together similar topics. Form these topics into columns, perhaps arrayed as major, unique, and leftover topics.

4. Now take this list and go back to your data. Abbreviate the topics as codes and write the codes next to the appropriate segments of the text. Try this preliminary organizing scheme to see if new categories and codes emerge.

5. Find the most descriptive working for your topics and turn them into categories. Look for ways of reducing your total list of categories by grouping topics that relate to each other. Perhaps draw lines between your categories to show interrelationships.

6. Make a final decision on the abbreviation for each category and alphabetize these codes.

7. Assemble the data material belonging to each category in one place and perform a preliminary analysis.

8. If necessary, recode your existing data (pp. 142-149).