

الجامعة  
البريطانية في  
دبي



The  
British University  
in Dubai

**The Impacts of Implementing Education for International  
Mindedness on Students' Global Mindset in Dubai's  
American Curriculum Schools**

تأثير تطبيق التعليم للعقلية الدولية على العقلية العالمية للطلبة في مدارس المنهاج  
الأمريكي في دبي

by

**AZZA MAHMOUD GAMAL EL DIN**

**A thesis submitted in fulfilment  
of the requirements for the degree of  
DOCTOR OF PHILOSOPHY IN EDUCATION**

at

**The British University in Dubai**

**September 2021**

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**Thesis Supervisor**

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## **Abstract**

In the current age of globalization, schools are required to develop global leaders who are internationally minded to live, work and compete at an international level. International mindedness has three main pillars: multilingualism, intercultural understanding and global engagement. International schools can set a model of educating students towards international mindedness by enhancing their knowledge of other world cultures and engaging them in global environmental issues. The study was supported by Vygotsky's social constructivist theory, Wilber's integral theory and Mezirow's transformative learning theory. The main purpose of the study was to investigate the impact of implementing education for international mindedness on students' global mindset in Dubai's American curriculum schools. Three international accredited schools were targeted for the research. Sequential mixed methods design has been utilised in this study in three stages. Document analysis of the participating schools' vision, mission statement, core values as well as lesson plans were conducted in the first stage of the study. In the second stage, the study explored school leaders and teachers' perceptions of international mindedness through the Global Mindedness Scale (GMS), which was distributed to 100 school leaders and teachers. Furthermore, students' awareness of globalization and global citizenship questionnaire was distributed to 682 high school students. The final stage of the study was the semi-structured interviews, which were conducted with 10 school leaders and 11 teachers and 3 focus groups, consisting of around 6 to 8 students in each group from grades 9 to 12.

The findings revealed that school leaders and teachers demonstrated high perceptions of international mindedness with no significant differences between the three schools. Results also highlighted a significant relationship between school leaders and teachers' international mindedness and students' global mindset. Based on Wilber's integral theory, students' experience of international mindedness can be identified by the development of intercultural identity, the ability to take alternative perceptions starting from students' direct environment presented in the school, to the local and then the global level. The study identified several school practices and initiatives that helped in promoting students' intercultural understanding and global engagement. As for multilingualism, it has been developed through the different clubs at school and the languages taught at the three schools. Based on the findings, the study provides a set of recommendations for school leaders and teachers as well as a roadmap for developing international mindedness and students' global mindset.

## ملخص البحث

في عصر العولمة الحالي، يُطلب من المدارس تطوير قادة عالميين ذوي تفكير دولي للعيش والعمل والمنافسة على المستوى الدولي. للعقل الدولي ثلاث ركائز رئيسية: التعددية اللغوية، والتفاهم بين الثقافات، والمشاركة العالمية. يُمكن للمدارس الدولية أن تضع نموذجاً لتعليم الطلبة نحو العقلية الدولية من خلال تعزيز معرفتهم بثقافات العالم الأخرى وإشراكهم في القضايا البيئية العالمية. وقد كانت الدراسة مدعومة بنظرية البنائية الاجتماعية، ونظرية ويلبر المتكاملة، ونظرية التعلم التحويلية لميزيرو. إنَّ الغرض الرئيسي من الدراسة هو التحقيق في تأثير التعليم للعقلية الدولية على عقلية الطلبة العالمية في مدارس المنهاج الأمريكي في دبي. استهدفت ثلاث مدارس دولية معتمدة للبحث. استُخدمت طريقة الخط المتسلسلة في هذه الدراسة على ثلاث مراحل. في المرحلة الأولى من الدراسة، تم إجراء تحليل المستندات لرؤية المدارس والقيم الأساسية بالإضافة إلى خطط الدروس. في المرحلة الثانية، استكشفت الدراسة تصورات قادة المدارس والمعلمين للعقلية الدولية من خلال استبانة قياس الفكر العالمي والتي تم توزيعها على 100 من قادة المدارس والمعلمين. بالإضافة إلى ذلك، تم توزيع استبانة وعي الطلبة بالعولمة والمواطنة العالمية على 682 من طلبة المدارس الثانوية. وفي المرحلة الثالثة والأخيرة من الدراسة أُجريت المقابلات مع 10 من قادة المدارس و11 معلماً و3 مجموعات تركيز، تتكون من حوالي 6 إلى 8 من الطلبة من صفوف التاسع إلى الثاني عشر في كل مجموعة.

كشفت النتائج أن قادة المدارس والمعلمين قد أظهروا تصورات عالية للعقلية الدولية مع عدم وجود فروق ذات دلالة إحصائية بين المدارس الثلاثة. كذلك أبرزت النتائج أيضاً العلاقة المهمة بين قادة المدارس والعقلية الدولية للمعلمين وعقلية الطلبة العالمية استناداً إلى نظرية ويلبر المتكاملة، يمكن تحديد خبرة الطلبة في التفكير الدولي من خلال تطوير الهوية متعددة الثقافات، والقدرة على اتخاذ تصورات بديلة بدءاً من البيئة المباشرة للطلبة المقدمة في المدارس، إلى المستوى المحلي ثم المستوى العالمي. حددت الدراسة العديد من الممارسات والمبادرات المدرسية التي ساعدت في تعزيز فهم الطلبة للثقافات المختلفة والمشاركة العالمية. أما بالنسبة للتعددية اللغوية فقد تم تطويرها من خلال النوادي المختلفة في المدرسة واللغات التي يتم تدريسها في المدارس الثلاث. بناءً على النتائج، أخيراً تقدم الدراسة مجموعة من التوصيات لقادة المدارس والمعلمين بالإضافة إلى خارطة طريق لتطوير العقلية الدولية وعقلية الطلبة العالمية.

## **DEDICATION**

### **To the Memory of my Father**

Who inspired and taught me that education was the greatest instrument to support me in facing life challenges and complexities

### **To my Mother**

For all her prayers day and night and whom I can still hear her voice praying for me to succeed in this long journey

### **To my Beloved Husband**

For all his support, patience and encouragement  
For being my source of encouragement and strength

### **To the Love of My Life Ibrahim, Abdul Rahman and Hoor**

Thank you for always being there for me, encouraging and believing in me

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**ABBREVIATIONS:**

<b>CIS</b>	Council of International Schools
<b>CP</b>	Cultural Pluralism
<b>GA</b>	Global Awareness
<b>GC</b>	Global Centrism
<b>GMS</b>	Global Mindedness Scale
<b>KHDA</b>	Knowledge and Human Development Authority
<b>IM</b>	International Mindedness
<b>NEASC</b>	New England Association for Schools and Colleges
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>RESP</b>	Responsibility
<b>SPSS</b>	Statistical Package for Social Sciences
<b>UAE</b>	United Arab Emirates
<b>ZPD</b>	Zone of Proximal Development

## Chapter One: Introduction

### 1.1 Overview of the Chapter

In the interrelated global world, boundaries are fading, several nationalities are more conventional, immigration has reached the highest level, and we have faced the decrease of distance (Walker, 2010). Unsurprisingly this ‘shrinking’ of the world brings changes to the economy with many employees now globally moveable and their children demanding education wherever they move with their families (Stagg, 2013). The world is growing smaller and the nations have become almost one community. Educators are gradually required to cross national boundaries at different levels; at the macro-level highlighted in a school’s values, vision, and mission statements as well as strategies, at the instruction level pragmatics revealed in teaching practices and curriculum design, at the micro-level practices echoed in the daily communications between varied people (Mitchell, 2014). Plotkin (2013) points out that:

*Many, if not most, of this planet’s citizens are living gradually globally interrelated lives. Our goals and products originate in all corners of the world. Actions taken by those in countries other than our own affect us in small and insightful ways. We live in an age of easy travel, perpetual news and endless communication that makes it hard if not impossible to live a life of segregation, And in all of that, one might think that we should be internationally motivated, predisposed or minded (p.7).*

21<sup>st</sup> century education must equip students with ample knowledge regarding world countries, cultures, and universal concerns, and the skills and personalities to take responsibility and be involved efficiently in an international environment. By integrating such content into the classroom, the school will be nurturing a worldwide knowledgeable student and future global citizens (Gigliotti-Labay, 2010). Bristowe (2013) points out that teachers play a vital role in facilitating, opening doors, and passing on the spark and they should not hide from the fact that they influence students’ lives. Each child should be given the opportunity of assistance with the development to learn, reflect, and start to understand the issues that shape the world.

Globalization is increasing around the world; countries are set, and borders are disappearing. The globalization procedure directed by technological advances has transformed social connections. With the scope of technology offered today, everybody is in trace with the broader world. Teachers and students can have live chats with students in schools and classrooms in other parts of the world

or even just have email ‘pen pals’ (Lockhart, 2013). Teachers integrate technology in all aspects of the curriculum, which reflects that students can have close interaction with other nations; this is seen as incorporating all curricula (Hall, 2013). The incorporation of technology into instruction and learning has enforced both educators and learners to be equipped with new skills. Although technology can offer teachers a novel encounter, school principals trust it can also provide them with a substantial opportunity (Sutherland, 2015). Communications are now at low or zero expenses around the world. International schools bring together students from different families, cultures, and economic backgrounds (Dewey, 2017). School leaders and teachers are responsible for developing students’ thinking to embrace social resemblances and dissimilarities on a national and international level to equip them with the required knowledge and skills for the 21<sup>st</sup> century world (Van Vooren & Lindsey, 2012). The presence of a global dimension in teaching and learning allows students to value resemblances between people around the world, and to appreciate diversity. They will mature to recognise their own lives in a global setting and be able to identify injustice, discrimination and prejudice (Bristowe, 2013).

The increasing speed of globalization has resulted in the internationalization of education change. According to Zajda (2015) and Zajda and Rust (2016), there is a link between globalization and education reforms. There are leading philosophies implanted in globalization that govern the political and economic command, the power and social classification which function both locally and globally. They discreetly direct policy and education changes (Zajda, 2015). This insightful change has recently become more noticeable as schools and educational institutions react to the requirements of a more unified world and compete for comparative advantage in a gradually competitive global marketplace (Fielding & Vidovich, 2016). Recent perceptions on the internationalization of education highlight the procedure of incorporating a universal, intercultural and global element into education in reaction to a vibrant external environment (De Haan, 2014). Menand (2013) argue that as students are competing in a global job market, schools must provide them with the necessary skills for jobs that do not exist in the present time but might be available in the near future. Lee (2018) indicates that working at the crossing of internationalization and multiculturalism, implementing both sides in programs and teaching pedagogies inside and outside of the classroom, provide students with transformative opportunities to perceive the world as it is, entirely varied and inventive. Through the struggles to cross-national and global borders, students

will become more effective in reacting to the complications of the world and developing practical resolutions for addressing some of the most perplexing matters of our time.

“There have been two key incentives to the growth of ‘international education’ and ‘international schools.’ One is ‘pragmatic’ and the other ‘ideological’ and they are both intertwined. ‘International understanding,’ ‘international mindedness,’ ‘intercultural awareness,’ ‘respect for difference,’ ‘tolerance,’ ‘equality,’ ‘education for peace,’ ‘global engagement,’ ‘the grand mission [of] shaping world citizens have been consistent aims from the beginning for international schools. These aims capture both the potentials in young people that international education is intended to develop the features of a better world order that is being aimed at” (Tate, 2016, p. 22). In addition to providing students with the necessary knowledge, schools are also diverse communities with extensive resources ranging from physical (books and buildings), human (teachers with knowledge and skills), and social (connections and relations) (Roffey, 2012). Skelton (2016) argues that what is at the core of any effective *international* aspect is a refined and accomplished *sense of the other*. The term *international education* because it is a value-laden term encompassing education, forces us to assess the past and numerous substitutes for future generations. The world of change offers the investigation of novel pathways, viewing things from a new perspective. Nonetheless, predominantly when changes are fast and choices about the unidentified must be made, we require a strong vision regarding what is vital in the novel pathways of life as well. Values provide reliability and course for education; they are the scope for navigation in varying contexts (Räsänen, 2007). The goal of international education is to prepare internationally minded students, who have global awareness and are active citizens of the world (O’Dell, 2017).

Penny (2019) argues that some educators ‘look at international mindedness as a set of subject-specific curricula that would lead to global competencies and a global mindset in the learners’ (p. 13). Furthermore, developing global mindsets necessitates learning that is genuinely embedded as several traditional teaching methodologies and pedagogies are of indeterminate effectiveness in developing global mindsets, as they are not simply attained, and teaching students to attain global mindsets is challenging for teachers, students and academic administrators (Aggarwal & Zhan, 2018). Lilley, Barker and Harris (2015) argue that “reflexivity, rationality, criticality and the social imaginary are the “tools and fuels” of the global mindset for moral and transformative reasoning” (p. 242). Zakaria and Panggabean (2019) suggest that a global mindset should be fostered for

young people to equip them with the required skills for global challenges, since building global proficiencies is vital for young people. It is worth mentioning that for international mindedness to be established, a school first is required to make choices concerning its targets, values, and working methods and the school leadership holds the key in defining the philosophy of the school (Ranger, 2013). Enlightening future global leaders should consequently go further than just gaining global awareness and understanding but developing a mindset that is flexible enough to accommodate the dynamic environment in the global environment (Chan, Fung, Fung, & Yau, 2018).

A person does not become *internationally minded* because he has simply lived and studied in a country other than his homeland. Harwood and Bailey (2012), claim that international mindedness is an expression used to seize a set of aptitudes, understanding, mindfulness, and activities believed to be essential for developing a respectable national and international citizen. International mindedness can be viewed as a stage-based growth procedure. Several researchers have defined international mindedness as a procedure of developing broad perceptions (Beek, 2019). Internationally minded students will be more critical, less inward-looking and more substantial in their attitude to life. They will develop awareness and insight. The worth of their lives will take a significant leap (Fannon, 2013). Several competencies are integral to international mindedness, which made the definition and evaluation of the concept challenging. (Cook, 2016; Plotkin, 2013; Savva & Stanfield, 2018; Tarc & Beatty, 2012). Hall (2013) claims that international mindedness can take various forms. She provides an overview of her experience of international mindedness in three countries around the world. For example, in Dubai, acquiring an additional language was perceived as one of the essential ways of demonstrating it. However, in Tokyo, a shared emphasis is local community contribution, whereas in New Zealand it is perceived as a significant part of the curriculum. However, Hill (2012) claims that any school community can guide and assist students in developing their international mindedness as long as it attempts to deal with global matters, and diverse cultural viewpoints by implementing critical thinking skills, including self-reflection and action to study and recommend answers to cultural and political dissimilarities and simplify multicultural understanding. As the concept of international mindedness becomes gradually significant in education, it is necessary to recognize how concepts of international mindedness evident in written, documented curricula become implemented in teaching and learning contexts (Lai, Shum & Zhang, 2014).

Service-learning provides a stimulating, pioneering approach to experiential learning that can bring together international mindedness, global citizenship and critical pedagogy, and participation in it can lead to the types of significant student engagement (Wasner, 2016). Societies in diverse backgrounds around the world become places of learning for students as they contribute to programmes that endeavour to resolve *bigger than self-problems* linking to poverty and social injustice (Bamber, 2014). Researchers and practitioners have claimed that, although there might be methods of implementing international mindedness in schools, there is a common structure, and this should be used as a foundation for an official area of learning (Harwood & Bailey, 2012). Rodriguez (2018) points out that learning becomes meaningful when it is experimental and when it is related to the student in some way, whether it be individually, locally, nationally, universally, or globally. Furthermore, Sutherland (2015) mentions that “meaningful learning is associated with a social constructivist learning environment” (p. 192). In addition, Muller (2012) agrees that students from diverse backgrounds and different parts of the world learning from each other and engaging with each other will grow up more exposed to dissimilarities, and more able to conduct themselves properly in a background that is foreign to their own.

International schools, schools with an international stance, and schools with diverse cultures are all subject to explicit circumstantial effects. Consequently, leadership within these schools must be likewise restricted and function within the certainties of the setting. Leading to accomplish international mindedness has ambitious potentials specific to those leading while remaining earthed in the details of the people who form the community (Bell, 2013). However, as globalization changes students’ population, students from diverse cultural backgrounds have become the standard in not only international schools, but in national schools as well (Walker, 2011). However, Muller (2012) argues that international schools cater for transcultural students with international mobility seeking economic, social, educational, and cultural opportunities. He adds that international schools signify an example of taking the lead in educating students toward international mindedness, through an education that lessens ethnocentrism, develops an understanding of different cultures, and stimulates interest in universal problems.

## 1.2 Background of the Study

Obtaining quality education is the fourth goal for the United Nations to achieve sustainable development. The goal highlights the importance of providing inclusive and equitable quality education to equip students with the necessary tools to develop inventive solutions to the world's hardest problems (United Nations, 2015). Sutherland (2015) indicates that countries across the world are starting their global education programs in alignment with 21<sup>st</sup> century skills. The United Arab Emirates (UAE) population has increased radically, from an expected 90,000 residents in 1960 to the present population of 9.89 million (The World Bank 2020). It is evident that the nation's population has developed more varied and its lively emigrant community [which forms around 80% of the community] has had an insightful influence on the country's culture. UAE is evolving as a global authority with a growing say and influence in world matters (UNITED ARAB EMIRATES POPULATION STATISTICS, 2020). In its efforts to maintain a position in the global education rankings, the UAE has participated in international assessment. However, the 2018 Program for International Students Assessment (PISA) results highlighted that high school students in the UAE underperformed in reading, mathematics and science as compared to high school students in other countries. Around 54% of students in the UAE attained Level 2 or higher in mathematics where the Organization of Economic Co-operation and Development (OECD) average is 76%. (OECD, 2018). These results reveal a precise weakness in the area of assessing applicable problem-solving approaches for dealing with them. Standardized tests have shown that young adults in the UAE are achieving low scores in problem-solving. Therefore, educators are required to explore and apply new strategies for developing students' problem-solving skills to prepare them for the 21<sup>st</sup> century job market (Briones, 2016). Education nowadays is experiencing a shift from traditional learning contexts towards more motivating and engaging environments. This has been stimulated by the demand for schools to equip students with the required skills that are recognized as the 21<sup>st</sup> century competencies, like problem-solving and independent learning (Wang, Victor & Neo, 2019).

Wagner (2014) highlights the *Seven Survival Skills* he considers necessary for success both at the university and in the 21<sup>st</sup> century workforce. These include critical thinking and problem solving, collaboration across networks and leading by influence, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing

information, and curiosity and imagination. Universities and employers are progressively addressing a requirement for graduates to have a knowledgeable and global *mindset* beyond disciplinary capabilities and nationwide borders (Lilley, Barker & Harris, 2015). Engaging and linking students internationally in cooperative problem solving might be the required techniques for developing the proficiencies for future accomplishment (Cook, 2016). Oxley & Morris (2013) claim that Global Citizenship has occurred as a goal of education in many countries highlighting a shift from the national towards the global concept of citizenship. The eminence of education as a mediator for nurturing a country's global competitiveness has conveyed educational leadership to attention as a matter of great prominence (Iskander, Pettaway, Waller & Waller, 2016).

The world nowadays is interrelated; consequently, people are required to develop global perceptions and enlightened values to deal with global challenges. Thus, international education to develop international mindedness has become a vital requirement as it confirms advancement for attaining harmony and unity for peace (Metli, 2018). Dewey (2017) points out that our neighbours are the people whom we encounter in our journey and not only the people of our interwoven communities. They deserve respect and decency regardless of their religion, race or colour. We should understand the requirements of others and have the resolution to reach across the cultural boundary and act. The growth of movement and migration among countries have produced varied cultural and racial communities with a necessity for sympathy, cultural understanding, and multilingualism. With industries progressively crossing boundaries, a workforce that is proficient in universal cooperative problem solving and communication is essential (Wagner, 2012). International mindedness as a concept has not been defined clearly in the literature and remains an understudied feature of education and programmes (Belal, 2017; Cause 2011; Harwood & Bailey, 2012; Lineham, 2013; Sriprakash, Singh, & Qi, 2014). Consequently, as a predominant concept, international mindedness does not have a curricular framework or evaluation instrument to assess the efficiency of the different school practices. The fundamental challenge with evaluating international mindedness is that there is an absence of agreement on how to define it. Schools may consider international mindedness as a concept that is hard to understand, as there is no common definition or agreement on a particular definition (Hayden & Thompson, 2013).



Plotkin (2013) claims that he has never met any person or read anything that provided him with an explanation of the term *international mindedness* in a way that could be used firmly in his professional life as an educationalist and school administrator. Researchers have attempted to provide different definitions for the term *international mindedness*. For example, Hill (2012) defines international mindedness as a beneficial characteristic: by utilizing knowledge and skills to improve society through understanding, consideration and honesty – to the numerous ways of thinking that enhance and complicate our world. The International Baccalaureate (IB) define international mindedness and relate it to morals, approaches, knowledge, understanding and abilities demonstrated in intercultural understanding, global engagement and multilingualism (Sing & Qi, 2013). The development of international mindedness is defined as nurturing individual consciousness of expressiveness, worldview, and the interrelation of human connections with open-mindedness, sympathy and eagerness (Thompson, 2019).

Education has become the focus of the UAE after the launching of the UAE National Agenda 2021 by His Highness Sheikh Mohammad Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE, and Ruler of Dubai. In an effort to propel the UAE to the forefront of high-quality education, the National Agenda was developed with six national priorities. One of these priorities is linked to education and is entitled *First Rate Education*. The vision of the Ministry of Education in the UAE is to provide pioneering education for a well-informed, innovative and international society. The UAE has a cosmopolitan nature and students with diverse cultural backgrounds as well as the schools' community. Thus, educational systems should embrace a culture of international mindedness to cover the whole world (Syeda, 2017). In addition, empowering students to gain the proficiencies they need to be effective citizens is one of the chief aims of Abu Dhabi Educational Council (ADEC, 2015). Schools must provide students with the opportunity to develop a sense of mutual obligation, global correspondence and diversity to enable the progress of a *global mindset* (Hersey, 2012). They need to comprehend the relationship between national and universal matters, to be able to cooperate well with people from mixed cultural backgrounds and to perform efficiently in a diverse world. Cultural learning takes place through direct or lived experience and connections with people from diverse cultural backgrounds. It does not occur without social communication. Culture exists in the actions, approaches, and ethics of people who contribute to the same cultural standards (Cushner, 2012).

Researchers have studied international mindedness from different perspectives; schools' culture and climate, curriculum implementation, teachers and educational leadership (Dewey, 2017; Duarte, 2012; Guffey, 2012; Hersey, 2012 Lewis, 2015; & Muller, 2012). Leadership is broadly assumed as the second most significant element influencing students' outcomes (Bush, 2018). Nonetheless, little research has been conducted regarding international school leaders' preparation for their roles; this might be due to inadequate understanding of the type of international school leadership, and how it is different from the essence of school headship in national contexts (Bailey & Gibson, 2019). The industry of international schools has been growing rapidly. People who have senior leadership roles in these schools encounter substantial challenges (Keller, 2015). Although several elements contribute to international mindedness, my interest in the topic of international mindedness stems from the fact that as an educational evaluator, the researcher visits schools to evaluate different aspects such as the teaching and learning processes and the school leadership. When attending lessons and observing the teaching strategies implemented in classes, the researcher notices the significant role that teachers and leaders play in shaping the minds of the future generation. As a parent, I observed my children grow in a place that was not their original home country. They were manoeuvring between languages and traditions and always called themselves *Third Culture Kids*. Thus, studying students' knowledge and understanding of international mindedness, the way they view themselves, the people around them and the role they might play in their small society, as well as the global world, is an area that requires further exploration.

Implementing education for international mindedness to develop students' global mindset is considered essential to equip students with the required 21<sup>st</sup> century skills. Thus, it raises several questions: how do teachers design their lesson plans to embed the concept of international mindedness in them? How does it lead to developing students' problem solving and independent learning skills? Do school practices lead to increased awareness of the significance of international mindedness? How do students demonstrate this awareness in the way they deal with each other?

### **1.3 Statement of the Problem**

International mindedness, as a notion, has gained prominence in educational discussions. Educators have considered the growing demand to respond to the 21<sup>st</sup> century requirements and

prepare educators to be world citizens, who are proficient at living and working in a speedily changing and globalized world and at the same time possess critical thinking to develop their pedagogical practices, intercultural competency and international mindedness (Gigliotti-Labay; Hill, 2012; Samara & Fox, 2013). School leadership and teachers who embrace a culture of international mindedness are required to nurture the development of students with positive moral values, who demonstrate self-confidence and self-esteem. Many researchers have pointed out the importance of international mindedness for school leadership to ensure that students view the world from different perspectives and have developed respect and understanding for diverse cultures and religions (Hacking, Blackmore, Bullock, Bunnell, Donnelly & Martin, 2018; Hill, 2014; Slough-Kuss, 2014; Wright & Buchanan 2017; Van Vooren & Lindsey, 2012). According to Bell (2013), leading obliges us to yield, progress, diverge, backtrack and move from place to place. It requires engagement with others. Leadership is best co-established in a reproductive space where each manager is open to novel means of existence.

As international mindedness is included in the accreditation standards for internationalism from the protocol of the Council of International Schools (CIS), a clearer understanding of the meaning and definition of it is required (Harwood & Bailey, 2012; Muller, 2012). However, as researchers and educators have pointed out that international mindedness is gaining significant importance, the understanding and implementation of international mindedness in the curriculum and classrooms nowadays are not similarly defined (Cause, 2012; Harwood & Bailey, 2012; McGowan, 2016). As the school curriculum is mainly designed to equip younger generations for the world, encouraging cosmopolitanism and global social responsibility progressively become the emphases of curriculum studies (Cambridge 2012; Tate, 2013). Gigliotti's-Labay (2010) conducted a study and the results revealed that even when teachers understood international mindedness, they were applying it in their pedagogical practices in the classroom in a shallow way. Another reason why research into international mindedness has not been clearly defined could be that varied schools in diverse surroundings may have different methods to implement international mindedness (Metli, 2018). Consequently, assessing international mindedness in any formal sense and holding teachers accountable for its implementation in the curriculum, focusing not only on approaches of mind but also on actions arising from those approaches of mind, is probably to be a complex procedure. It

requires good planning and discussion before it could be applied with any validity (Cook, 2016; Gigliotti-Labay, 2010; Hayden & Thompson, 2013).

If real change is to take place in the field of education, an understanding of the perceptions, skills, features, and mindsets required for life in a global world must be acknowledged and understood (Hill, 2015). In addition, previous studies highlighted teachers' struggle with incorporating international mindedness in the classrooms (Bayliss, 2013; Gigliotti-Labay, 2010; Lai, Shum and Zhang, 2014). Furthermore, it is noteworthy to mention that it is not sufficient to have as a greater model the idea of international understanding if it is not in some way intertwined into the everyday practices of the school through the effort of its students and teachers inside their classrooms (Lockhart, 2013). Additionally, Bayliss (2013) recommends that people should have the ability to model their standards of citizenship and the positive features of *global responsibility* effectively and sincerely within themselves and in their direct setting. Consequently, they will be laying the basics for what they believe should be demonstrated by all, regardless of what their background is, regardless of what nationality or culture they belong to. Our actions and interactions should constantly reflect common principles of courtesy and respect, owed to and deserved by everyone (p. 53).

Aggarwal and Zhan (2018) claim that nowadays businesses require graduates with global mindsets, who can achieve the organization's objectives at the local as well as the international level. However, these global mindsets do not form on their own and several traditional teaching pedagogies and methods are of ambiguous efficiency in developing global mindsets. Developing a global mindset necessitates learning that is genuinely embedded. Given the crucial role school principals play in nourishing and developing a vision and stimulating change within a school community, it is vital to study international mindedness as it is related to educational leadership. If school principals are expected to develop a global educational context, they must be able to exhibit the morals and considerations required to manage the forces of stability, transformation and inequity that are being aggravated by globalizing forces (Sutherland, 2015). Previous studies have opened the doors for further exploration into the understanding of international mindedness and its implementation in the school context to develop students' global mindsets. Therefore, research that investigates the impact of implementing education for international mindedness on students' global mindset is valuable.

## 1.4 Objectives and Research Questions

The main purpose of the study is to explore schools' practices and initiatives implemented by the school leaders and teachers and their impact on students' global mindset in Dubai's American curriculum schools. The current research has five objectives:

- ❖ To explore practices that permit schools to outline their programmes to utilise the promotion of international mindedness,
- ❖ To explore the school initiatives that promote students' international mindedness,
- ❖ To investigate the school leaders and teachers' perceptions of international mindedness,
- ❖ To examine the relationship between school leaders and teachers' demographic variables and their international mindedness,
- ❖ To measure the impact of implementing education for international mindedness on students' global mindset.

The study builds on existing research on international mindedness by examining it in American Curriculum Schools. In the current study, the researcher seeks to answer the following main question:

What are the impacts of implementing education for international mindedness on students' global mindset in Dubai's American Curriculum Schools?

The following sub-questions will guide the study and help to answer the main question:

- ❖ **RQ1:** How are the pillars of international mindedness conceptualized in the school's vision and mission statements, core values, curriculum implementation, pedagogical practices, climate and culture?
- ❖ **RQ2:** What are school leaders and teachers' perceptions of international mindedness?
- ❖ **RQ3:** To what extent do school leaders and teachers' demographic variables influence their international mindedness?
- ❖ **RQ4:** What are students' perceptions of global awareness and attitudes towards global social issues?

- ❖ **RQ5:** What are the initiatives implemented by the school to promote students' international mindedness?

### **1.5 Significance and Rationale of the Study**

There is a robust plea for school leaders to change the prevailing culture of their schools to enable the paradigm transference in education. In the school setting, it involves transforming a school's cultural profile in terms of vision, mission statements, values and behaviour standards and confirm that school personnel are proficient in applying the paradigm transference and further changes in instruction to equip students with the required skills for the 21<sup>st</sup> century (Cheng, Ko & Lee, 2015). The current world situation requires leaders to create a discourse with the world community and that leadership practices should be assessed in terms of their influence beyond nationwide frontiers (Muller, 2012). Mansilla and Jackson (2011) point out that in the new global era, students will require capabilities that consist of but go further than reading, mathematics and science. They require being extremely knowledgeable and interested in world regions and global matters, accustomed to varied perceptions, able to connect across cultures and in different languages, and willing to act toward the mutual benefit. The plea for a global-minded methodology to education highlights the demand for exploring international mindedness as a vital leadership aptitude or trait (Sutherland, 2015).

Habib (2018) called for globally minded and intercultural mindful teachers due to their importance in today's international situation. Neumerski (2013) recommends that there should be a cohesive knowledge base on instructional leadership to provide insight into leadership actions and characteristics as well as school culture. The rapid changes that are taking place require governments and educational systems to prepare students who are knowledgeable, competent and equipped with 21<sup>st</sup> century skills to collaborate with others in creative ways, to take the lead or be decent team members when required. These are the skills needed in the present *flat* world as all the work cannot be computerized and subcontracting can be performed by the most efficient and reasonable people, entities or countries, irrespective of their location (OECD, 2010).

Many parents and professionals are required to travel and live away from their homeland exposing their children to different cultures (Poonosamy, 2018). International schools are usually

characterized by numerous cultures and nationalities in students as well as in the school staff and personnel. These schools are responsible for educating students concerning citizenship beyond the boundaries of the direct community (Muller, 2012). Holmes & VanAlstine (2014) assure that education is a powerful element in developing students' international mindedness and might be the only one. The social experiences during schooling, as well as international topics, become prevailing tools in the growth of international mindedness. Nonetheless, endorsing international mindedness through internationalized curriculum does not have direct processes, guidelines or approaches for support to implementing and evaluating international mindedness (Metli, 2018). The current study provides an in-depth exploration of the development, application and evaluation of international mindedness through the various school contexts, providing the readers with a better interpretation of the concept, applications and practices regarding international mindedness.

The number of schools that are entitled *International* are developing exponentially. In addition, numerous schools are examining the concept of *International Mindedness* and its significance in the modern world of globalization (Bates, 2011). International schools are in a continuous endeavour to provide education for international mindedness for many decades, creating a perfect field to explore the phenomenon (McGowan, 2016). In literature, the subject *International Mindedness* is embedded in *International Education* (Cause, 2009; Savva & Stanfield, 2018; Tate, 2013; Wright & Buchanan, 2017). However, most of the previous studies investigated international mindedness in International Baccalaureate schools from different perspectives; leadership, teachers' characteristics, students' perceptions and curriculum (Beek, 2016; Hersey, 2012; Joslin-Callahan, 2018; O'Dell, 2017). Very limited studies were conducted in American curriculum schools, some of which explored educational leaders' global mindedness on students' achievement (Sutherland, 2015). Limited studies have investigated the implementation of education for international mindedness as an integrated aspect in schools' daily operations to investigate international mindedness from different perspectives psychological, behavioural, social and cultural. Carano (2010) claims that if teachers educate from a global outlook, then students are expected to develop the knowledge, skills and awareness required to live in a globalized world. Previous studies have not investigated this connection. Future studies should investigate whether internationally minded teachers plan and implement their lessons differently, use diverse resources, ask varied questions and assign divergent tasks. In addition, there were no studies

conducted in the UAE that are related to the topic of international mindedness. The current study will fill in the gap in the literature, as it is new to the gulf area and will link the impact of the psychological, behavioural, social as well as cultural aspects on students' global mindset in American curriculum schools in Dubai.

As we pursue to produce globally competitive citizens, our schools must prepare globally conscious citizens who not only compete but also recognise how to cooperate at a global level. Evidence recommends that the world now is mutually dependent and interrelated. Therefore, our students should be able to cooperate through counties and nations (Menand, 2013). Furthermore, the researcher is interested in highlighting how the focus on international mindedness influences the curriculum, pedagogy, school vision, mission statements and values as well as the overall culture and climate of a school. Globalization has been acquiring impetus in the conventional curriculum. Thus, students should understand this global correspondence if they want to be provided with the opportunity to achieve their full potential. Consequently, they need the support of experienced teachers who will empower their sustained development in international mindedness (Carano, 2010; Joslin-Callahan, 2018; Tye, 2009). Lai, Shum & Zhang (2014) claim that previous research studies focusing on the depiction of international mindedness have recommended that it is not always given importance in lesson planning and teaching. Therefore, it is of great importance to ensure that our students are ready and well prepared to compete in the global workforce (Ferreira, 2011).

Wiggan (2012) emphasizes the need for further research in the area of globalization and education. The demand to teach and study a more internationally minded approach highlights the significance of exploring international mindedness and reflecting on the scope to which it is developed and implemented in the written, taught, and assessed curriculum (Lope, 2014). The results from the current study will help in providing evidence of how students in American curriculum schools are prepared for taking their places in the world market. It will also help school leaders and teachers recognise the extensive applicability of international mindedness through varied school settings. It will guide them to develop their understanding of international mindedness for precision on its conceptualization and implementation. Hence, improving pedagogical practices that enhance international mindedness.



## 1.6 Structure of the Dissertation

The study consists of five chapters: introduction, literature review, methodology, data analysis and findings, discussion and conclusion.

**Chapter One – Introduction:** presents the background of the study, problem statement, purpose and research questions and potential significance of the study and finally an overview of the thesis.

**Chapter Two – Literature Review:** The chapter includes the conceptual framework, theoretical framework, literature review and the situated literature. The conceptual framework consists of the independent variable (international mindedness), the moderator variables (vision, mission statements, curriculum implementation and pedagogical practices) impact on the dependable variable (Students' global mindsets). The theoretical framework discusses the three theories that underpin the study, Vygotsky's social constructivism theory, Ken Wilber's integral theory and Mezirow's transformative learning theory. After that, the literature review covers internationalization and globalization, the necessity for international mindedness, measures of international mindedness, international schools, leadership in international schools and challenges facing the development of international mindedness. Finally, situated literature, which mainly focuses on the recent studies that investigated international mindedness from different perspectives.

**Chapter Three – Methodology:** This chapter includes the methodology implemented to answer the research questions. It provides a detailed description of the research design, population, site, instrumentation, data collection method, validity and reliability of the research, pilot study and ethical considerations. The study implements the mixed methods approach because using one or more data collection approaches whose validity and reliability problems balance each other, provides the researcher with the opportunity to triangulate based on the real results (Albowitz and Toole, 2010).

**Chapter Four – Data Analysis and Findings:** The chapter starts with the qualitative analysis, which will be collected from a variety of sources including the school's vision, mission statements, curriculum, lesson plans documents and community service projects to answer the first research question. The second stage, the quantitative data analysis of the captured data using graphs and

tables to answer the second, third and fourth research questions. The final stage of the study consists of qualitative data analysis. It includes school leaders' and teachers' semi-structured interviews as well as students' focus group to support the findings from the quantitative data and to answer the fifth research question. All interviews with school leaders, teachers and students are summarized and coded. Samples of their answers are included in the analysis to provide the reader with a vivid picture of the lived experiences of the participants and the way they share their stories.

**Chapter Five - Discussion and Summary of Findings, Conclusion, Limitations of the Study and Recommendations for Further Research:** It presents the practical and academic findings of the current research for diverse stakeholders, concerning the existing body of literature as well as the theoretical framework. It also highlights the study's contribution to the broader context of existing research and offers strong links.

## **Chapter Two: Literature Review**

### **2.1 Overview of the Chapter**

The purpose of the current study is to explore schools' practices and initiatives implemented by the school leaders and teachers and their impact on students' global mindsets in Dubai's American curriculum schools. It digs deeper into school leaders and teachers' practices to promote international mindedness in an international education context to equip students with the required skills to be active participants in a global era. The current chapter provides an overview of the reviewed literature that is related to international mindedness, its main constructs, and how it is implemented through the school's vision, mission statements and values, curriculum implementation, pedagogical practices and school culture and climate (the conceptual framework) and the theoretical framework. Some studies have been conducted to investigate the impact of international mindedness from different perspectives; approaches to teaching international mindedness and its relationship to student academic performance, teacher candidate experiences, children's perceptions, pedagogical practices, forms of support and challenges facing international mindedness (Castillo-Clark, 2018; Gigliotti-Labay, 2010; Higginson, 2019; Joslin-Callahan (2018); Kaiser, 2019; Lope, 2014; Metli, 2018; Muller, 2012, Pitre, 2015). The themes that emerged from the literature review are organized into four sections: the first section is the conceptual framework. The second section introduces the theoretical framework on which the conceptual framework is built on. The third section is the bodies of relevant literature and the last section is the situated literature.

The conceptual framework is based on previous studies that are related to the theories discussed in the theoretical framework. The theoretical framework provides a vivid picture of the relation between the different theories and the main concepts in the study. Vygotsky's Social constructivism, Wilber's integral theory and Mezirow's transformative learning theory are the three frameworks that supported the foundation of the current research study. Since the study is exploring the impact of implementing education for international mindedness on students' global mindset, students' interaction, discussion, and communication in the classroom act as a basis for constructing the different concepts of international mindedness. Consequently, Vygotsky's social constructivism theory is one of the foundation blocks that support the study (Amineh & Asl, 2015;

Olusegun, 2015; Mvududu & Thiel-Burgess, 2012). The current study investigates the process through which education for international mindedness is implemented; the integral theory is the second theory that forms the core blocks of the study (Esbjörn-Hargens, 2009; Wilber, 1997). Moreover, Mezirow's transformative learning theory is the last block of the theoretical framework. The transformative learning theory includes a shift in students' perceptions of the world around them (Heddy & Pugh, 2015).

The section that follows the theoretical framework includes a review of the relevant literature related to the different concepts and constructs of international mindedness. The first section provides a broad description of the topics of internationalization and globalization (Belal, 2017; Cambridge & Thompson, 2004; De Hann, 2014). Secondly, the necessity for international mindedness is discussed in detail to provide the reader with further insight into its significance in our globalized era. The third section is dedicated to presenting the various measures of international mindedness with two sub-sections: school accreditation and Hett's Global Mindedness Scale (GMS) (Ibrahim, 2014; Singh & Qi, 2013; Sutherland, 2015). After that, the implementation of international mindedness in international schools through the school vision, mission and values (Allen, Kern, Vella-Brodrick & Waters, 2017; Gurley, Peters, Collins & Fifolt, 2014), curriculum implementation (Cheng, Ko & Lee, 2015; Rotherham & Willingham, 2009; Wang, Victor & Neo, 2019) and pedagogical practices (Alvarez, 2013; Lockhart, 2013; Thapa, Cohen, Guffey & Higgins, 2013) is discussed. The next section is about leadership in international schools to identify the main characteristics of effective leadership (Bailey & Gibson, 2019; Charles & Pennywell, 2018; Gardner-McTaggart, 2018; Jenkins, 2012; Zahran, Pettaway, Waller & Waller, 2016). Finally, challenges facing the development of international mindedness are presented (Frangie, 2017; Hacking et al, 2018; Metli, 2018). The last section of the chapter is the situated literature review. It is mainly about key studies underpinning the study's purpose (Cause, 2012; Hersey, 2012; Joslin-Callahan, 2018; Lope, 2014; Muller, 2012; Sutherland, 2015).

## **2.2 Conceptual Framework**

International mindedness embraces understanding about global concerns and their relationship, cultural dissimilarities and critical thinking skills to examine and suggest solutions. It is about utilizing the knowledge and skills to create a better world through sympathy, kindness and

openness to the various ways of thinking which enhance and confuse our planet (Hill, 2012). The current study delves into concepts such as international mindedness, internationalization and globalization, the necessity for international mindedness, measures of international mindedness, international education, international schools, international mindedness in schools' vision, mission statements and values, curriculum implementation, pedagogical practices, international schools and leadership in international schools.

### **2.2.1 International Mindedness**

International mindedness is the main concept that is connected to international education (Hill, 2012). Saito (2010) states that *cosmopolitan education* should enable students by providing them with prospects to experience themselves as dynamic members in the world who can influence international conversions. Hill and Ellwood (2013) state that the concept of international education dates back to the 17<sup>th</sup> century and that international mindedness is the outcome and a fundamental aspect of effective international education (Bunnell, 2019; Savva & Stanfield, 2018). Thus, it became predominant as a term in the 20<sup>th</sup> century precisely through the growth of international schools; it was used to refer to “intercultural understanding, language learning, human rights, education for peace, international cooperation, awareness of global issues and sustainable development (Hill, 2015). “International Mindedness, Global Citizenship, and Education for Sustainable Development stem from a similar ethos and all have comparable aims and objectives,” (Hacking et al, 2018, p.13). International mindedness signifies the most multifaceted development of the connection between *self* and *others*. It is not, of itself, about the environment, peace, globalization or future work. It is a vigorous constituent of each of these and any other modern subjects, but it is different from them (Skelton, 2015). McGowan (2016) has synthesized a definition of international mindedness for research purposes, which is in line with Skelton's (2015) definition; “international mindedness is an ongoing journey that begins with self-reflection and understanding of one's own culture and identity. This journey can lead to awareness of, and respect for, other people, cultures, and nations to inform one's understanding of different perspectives and ways of life” (p. 27). International mindedness has three main pillars: intercultural understanding, multilingualism, and global engagement (Belal, 2017; Hill, 2014; Metli, Martin, & Lane, 2019; Lacarate, 2018; Singh & Qi, 2013).

In his reflection on the nature and manifestation of international mindedness, Haywood (2007) mentions that we should progress outside our present thinking and its broad references to a kind of international mindedness factor to disclose the manifold and diverse forms in which international mindedness might reveal itself. He differentiates between multiple aspects of international mindedness that could include diplomatic, political, economic and commercial, spiritual, multicultural, human rights, pacifist, humanitarian, globalization and environmentalist. Singh and Qi (2013) state that key concepts relating to international mindedness identified in the international education literature include common humanity, cosmopolitanism, cultural intelligence, global citizenship, global competence, global mindedness, intercultural understanding, omniculturalism, multiliteracies, and world mindedness (p. 5). Duckworth, Levy and Levy (2005) use the term *international mindedness* and *global mindedness* interchangeably in their study. Bourn (2014) states that providing background and target for learning is a crucial principle of international mindedness.

Another definition that the researcher took into consideration while articulating her own is that of Walker. International mindedness is defined as an education designed to remove the obstacles of race, conviction and social class; an education that praised the welfares of cultural multiplicity; and most importantly, an education for harmony (Walker 2011, cited in Ranger 2013, p.178). Walker's (2011) definition has been supported by several researchers. For example, Muller (2012) states that internationally minded people respect and appreciate cultural diversity in the world. They display individual concern for people across the world, and this is demonstrated in their sense of moral responsibility towards other people, and an obligation to the community ethics and principles. They are conscious of the impact of human behaviour on the environment and humanity. Furthermore, Fannon (2013, p. 162) claims that "internationally minded students will be more critical and generous in their attitude to life. They will be more knowledgeable and will grow as self-reliant and thoughtful people. They will gain the abilities to navigate efficiently and compassionately through diverse cultures and will develop their aptitude to manage relationships. They will respect other cultures, will be enthusiastic to take a standpoint for the wellbeing of the whole world rather than for any specific nation." Likewise, the Asia Society (2013) points out that internationally minded students can explore the world further than their immediate environment, identify perceptions, transfer ideas efficiently with varied audiences, and act to improve situations.

Plotkin (2013) suggests that to be internationally minded indicates a predisposition towards some degree of cross-boundary thinking. According to Muller (2012), an internationally minded student recognises practices that motivate or enable the association of societal or national differences. An internationally minded individual indirectly trusts that a person can make a difference through his deeds (Duckworth, Levy & Levy, 2005).

Researchers approve that an internationally minded school stimulates and recognises diverse cultures across the world, rather than only the cultural standards and civilizations of a home country. It recognises diversity and dissimilarities among countries and stimulates the concept that diversity is desirable (Cause, 2012). It confirms that students have a global perception of proceedings and international matters and that they can accept various perceptions, respect social and religious dissimilarities, acquire another language, and be conscious of the dependent nature of the world about natural resources, distribution of capital, trade, science, technology, environmental issues, violence and civil fight (Hill, 2014). Carlin (2013) highlights a significant aspect of internationally minded leaders, which is the fact that they should engage their staff dynamically in reflective practices. The educational leader must model reflective practice with staff and students by signifying the value of engaging in the practice of constant learning, eventually helping them to react to change. Haywood (2007) recommends some fundamentals that are crucial to any educational procedure for international mindedness:

- *curiosity and interest in the world around us based on knowledge of the earth and on its human and physical geography,*
- *open attitudes towards other ways of life and a predisposition to tolerance as regards other cultures and their beliefs systems,*
- *knowledge and understanding of the scientific basis that identifies the earth's environment as a common entity of value to everyone,*
- *recognition of the interconnectedness of human affairs (in place and time) as part of the holistic experience of life,*
- *human values that combine respect for other ways of life with care and concern for the welfare and wellbeing of people in general (p. 87).*

As educational systems have gradually pursued preparing young people for future citizenship in a globalized and interrelated world, the features seized in the paradigms of international mindedness, global citizenship, and cosmopolitanism are now regarded as significant outlooks to nurture in national educational authorities (Fielding & Vidovich, 2017; Lai et al., 2014). Harwood and Bailey

(2012) develop a definition for international mindedness from their discussion with educators, “International mindedness (global consciousness) is an individual’s ability to surpass boundaries of a worldview learnt by a particular involvement of nationality, belief, ethos or philosophy and identify in the abundance of diversity a wealth of methods of engaging with the world” (p.79). Taylor (2017) views international mindedness from a different perspective, he suggests that when discussing the topic of international mindedness, it is always linked with the concept of global citizenship. Global citizenship requires networks between the local and the international and a curriculum that will prepare students to comprehend and get involved with universal matters in a spirit of acceptance to dissimilarity.

Reviewing the literature related to the topic of international mindedness, we can identify its main constructs and characteristics. Although diverse scholars have provided their own definitions of international mindedness, the researcher has consolidated a working definition for the purpose of the current study: International mindedness is a constant expedition that starts with an understanding of a person’s own community, culture and traditions. This expedition can expand to include awareness of and appreciation for other cultures, traditions and nations to enlighten a person’s understanding of the prosperity of diversity in providing multiple ways of engaging with the world and an understanding of various perspectives and behaviours (Harwood & Bailey, 2012; McGowan, 2016; Taylor, 2017). For the current study, the researcher explores how school leaders and teachers implement education for international mindedness through the following features: intercultural understanding, multilingualism and global engagement.

### **2.2.1.1 Intercultural Understanding**

The term ‘intercultural’ emphasizes diffusion at the social level. It demands a conversation between people of diverse groups with a stress on the building of relations to enable cooperation, appreciation of national ethics and principles as well as of others’ nature of values and beliefs, respect among varied cultures and the resolution of mutual problems (Cushner, 2015; Metli, 2018). Walton, Priest and Paradies (2013) agree that intercultural understanding can be defined as a permanent critically reflexive procedure encompassing the advancement of skills, approaches and understanding, required for cooperating with people from varied cultural backgrounds. Intercultural understanding includes discourse at the cultural level. It covers beyond nationality



and policies to embrace informed problem solving, and community actions that require an appreciation of the variety of matters, including the standards and principles of everyone involved. It generates the prospective to go beyond the interest in a culture to a profound understanding of others that helps us to live and work together as global citizens (Corapi & Short, 2015).

Intercultural understanding plays a dynamic role in education in confirming that we benefit from cultural diversity and stimulate international mindedness. It does not substitute a feeling of nationhood with something 'bigger' or 'better' but relatively uses and constructs on a feeling of one's own national identity to appreciate and work with the national identities experienced and sensed by others. Furthermore, language, history, politics and power can be of assistance or prevention to understanding (Alyusuf, 2015). Vickers, McCarthy and Zammit (2017) propose that better intercultural understanding occurs when emphasising the construction of significant, transactional interactions among culturally diverse students within a supportive educational setting. Byram (2015) supports that idea by pointing out that designing a framework for intercultural education will be a kind of revelation for students regarding the certainties of the world around them as well as raising their awareness of a world of better justice, equity, human privileges for all, peace and struggle prevention, interculturality, and social responsibility. It will boost their commitment to cultural diversity and the significance of intercultural understanding and recognition of differences (p. 184). It seems that addressing intercultural understanding in education is associated with the idea of constructing global citizenship; it outlines cultural similarities and differences between people who form the societies (Cabedo-Mas, Nethsinghe & Forrest, 2017). Wright and Lee (2014) view intercultural understanding from a different perspective. They highlight the importance of service-learning experiences for the development of students' intercultural understanding. Thus, supporting Walton et al (2013) findings that highlight significant features of effective intercultural understanding like assisting students to participate in positive cross-group and intercultural connections over a long period, as a vital methodology to improve their intercultural understanding.

The United World Colleges (UWC) have explicitly stimulated the development of international mindedness, as has been exemplified in one of its seven guiding principles that refer to education demanding "active promotion of intercultural understanding and the development of genuine concern for others founded on shared life experiences and cooperative and collaborative living"

(UWC, 2013). Perry and Southwell (2011) suggest that intercultural understanding incorporates both cognitive and affective domains. The cognitive domain includes understanding one's own as well as other cultures. It also contains information about the resemblances and differences between cultures. Hill (2006) points out that the affective domain includes compassion, respect and open-mindedness to recognise the existence of other cultures and perspectives.

Another concept that is related to intercultural understanding is intercultural competence. There are two methods by which this can be applied in education: through the curriculum, and the extra-curricular activities. This is usually labelled *internationalizing* the site, which means conveying an intercultural and universal aspect to students' educational understandings (Deardorff, 2011). The place of language learning as a method to developing intercultural understanding is given somewhat different prominence. The notion of intercultural competence is derived partially from the area of foreign language learning and connects to another difficult notion, intercultural communication, as well. (Williams-Gualandi, 2019). Intercultural competence is defined as "a set of intellectual, emotional and interactive skills and features that support effective and suitable communication in a range of cultural settings" (Bennett, 2008b, p.95). Intercultural competence is more than simply visiting another culture; it is about becoming incorporated into the culture by interactions, insightful practices, and engagement into the culture (Barrett, Byram, Lázár, Mompoin-Gaillard & Philippou, 2013; Guffey, 2012). Barrett et al (2013) point out that intercultural competence is a continuous developing procedure and there is not any point at which an individual achieves *full* intercultural competence. Hornbuckle (2013) conducted a study in an international school in Asia and the results revealed that intercultural competence can be developed in students through collaboration with diverse nationalities, curriculum implementation, school environment supportive of cultural diversity and language proficiency.

### **2.2.1.2 Multilingualism**

Multilingualism is one of the main pillars of international mindedness. According to Singh and Qi (2013), critical language awareness can develop intercultural mindfulness. Intercultural understanding is essential for international understanding and collaboration, which leads to becoming globally engaged by taking responsibility for your actions in dealing with humankind's utmost challenges, accordingly international mindedness. Multilingualism can be defined as:

*Multilingualism is a term whose definition can range from the description of someone who can speak more than two languages at its most straightforward, to one which recognizes that the speaker, subject, context and place are all closely connected to language and most importantly, that language cannot be separated as an entity from those who are using it, the context within which they are using it, and the purposes for which they are using it (Castro, Lundgren & Woodin, 2013, p. 23).*

Globalization, international mobility of people, and the spread of novel technologies are extremely influential in various political, societal, and scholastic contexts (Cenoz, 2013). Joslin-Callahan (2018) states that multilingualism is a prominent concept, although plurilingualism has developed as the ideal term to express the association with intercultural competence. Tarc (2018) suggests that multilingualism can be understood as a means of developing the communications between cultures and moving from a Western/Anglo-focused exemplary of education. Petrossian (2020) defines multilingualism as the ability to speak three or more languages. Numerous elements have added to the existing prominence of multilingualism. Multilingualism enriches an unconscious understanding and gratitude to cultural morals. The skills attained from learning diverse languages inevitably change people's attitudes, abilities, and views and generate the development of worldview (Okal, 2014). Kourova and Modianos (2013) claim that learning about a different culture stimulates students to reflect on their own culture because they utilise their cultural awareness to understand the meaning of linguistic information of the new language. Students who study a foreign language are often required to talk about their own culture and associate it with a target culture as they continuously compare the dissimilarities and similarities and discover novel concepts.

Multilingualism serves as an additional skill in the current globalized world. Global education, through language learning, stimulates consciousness of social justice, understanding of identity and cultural diversity in developing intercultural understanding (Petrossian, 2020). Castro, Lundgren and Woodin (2015) argue that multilingualism should support self-knowledge, not just communications, and should further highlight the connection to global engagement. Furthermore, Dewaele and Botes (2020) conducted a study on 671 participants to investigate the impact of multilingualism on shaping a person's personality. The findings suggest that multilingualism certainly shape personality to a certain extent. They also add that knowing extra languages offer

positive qualities to people, and that multilingualism is an advantage to societies in which these multilingual live. In addition, the reviewed studies declare a positive link between multilingualism and open-mindedness. Mensah (2015) declares that a variety of languages should be incorporated and encouraged as the ability to communicate in several languages is the underpinning standard of international mindedness. After reviewing the various definitions and connotations with the term “Multilingualism,” the researcher believes that it is not only about speaking different languages, but it can also be related to speaking different dialects of one’s own language.

### **2.2.1.3 Global Engagement**

In discussions within the broader literature, the term global engagement is associated more closely with global citizenship, which all people share and for which all individuals must take responsibility (Castro et al, 2015). Tawil (2013) argues that *global citizenship* is hard to functionalize in education literature because of numerous, regularly disputed, explanations and perceptions. However, according to UNESCO (2015, p. 14), global citizenship has been defined as a “sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global”. Veugelers (2011) distinguishes between three types of contemporary global citizenship; open global citizenship, which recognizes the interdependence between areas of the global world and the potentials for cultural diversification. Moral global citizenship is based on morals like equity and human rights and recognizes global responsibility, and social-political global citizenship, which is aimed at shifting the power of political relations to stimulate equity and cultural diversification. The OECD (2018) defines global competence that implies engagement as the capacity to study national, global and intercultural matters, to recognise and appreciate the perceptions and worldviews of others, to participate in open, suitable and effective interactions with people from diverse cultures, and to act for shared well-being and sustainable development. Inugai-Dixon (2018) points out that the ultimate outcome of global competence, one anticipates, is a capability based on broad skills, knowledge and standards to take action for mutual wellbeing and sustainable development.

Global engagement is thoroughly linked to the examinations of global and local concerns, together with suitable features of the environment, improvement, struggles, privileges, collaboration and authority (Lacarate, 2018). Paige, Fry, Stallman, Josic and Jon (2009) conducted a study about the impact of studying abroad on students' global engagement. The study hypothesises global engagement as a complex phenomenon entailing five fundamental dimensions. They are examined in extensive detail and offer the reader a novice and richer understanding of the methods in which global engagement is demonstrated. These dimensions are civic engagement, voluntary simplicity, knowledge production, philanthropy and social entrepreneurship. Castro et al (2015) declare that global engagement necessitates taking action outside the school premises and the curriculum, engaging more widely with local and other communities. Nonetheless, McGaha and Linder (2014) argue that researchers have highlighted the dimensions of global citizenship that include social responsibility, global competence, and global civic engagement, claiming that each is a crucial element of global citizenship. Reysen and Katzarska-Miller (2013, p. 866) identify global citizens as the ones who are “globally aware, express caring and empathy for others, embrace cultural diversity, promote social justice and environmentally sustainable living, and feel a responsibility to act to help others”. Mansilla and Jackson (2011) outline four key competencies required for global engagement. They confirm that globally minded students explore the world outside their direct surroundings, identify perceptions, of other people as well as their own, convey ideas efficiently with varied listeners and take action to develop environments. Hyter, Roman, Staley and McPherson (2017) propose a framework for global engagement competencies (Figure 2.1).

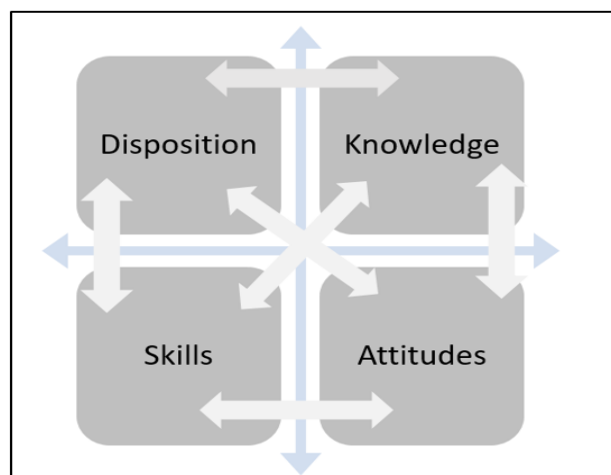


Figure (2.1): Global Engagement Competencies (Hyter et al, 2017, p.12).

Four concepts guide the framework for global engagement competencies (Hyter et al, 2017). The arrows in the above figure signify the active and collaborative nature of the framework. The three main pillars of international mindedness are interconnected in the sense that discussing topics and themes that are related to global significance is a pedagogical approach to global engagement. Consequently, such a globally engaging approach will inevitably enhance the development of intercultural understanding. Furthermore, multilingualism will serve also to promote students' intercultural understanding. This highlights the fact that intercultural understanding is central to the development of international mindedness, while multilingualism and global engagement are ways to a fundamental component of intercultural understanding (Singh & Qi, 2013).

The study's conceptual framework highlights the independent variable (International Mindedness), the moderator variables' (vision and mission statements, curriculum implementation, pedagogical practices, climate and culture) impact on the dependent variable (global mindset) (Figure 2.2).

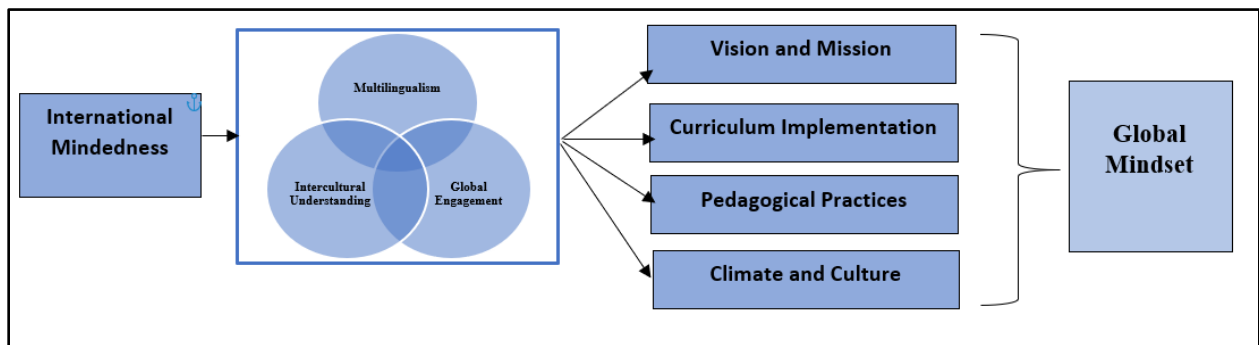


Figure (2.2): Conceptual Framework

The *Conceptual Framework* highlights that international mindedness has three main pillars: Multilingualism, Intercultural Understanding and Global Engagement. For the school to be implementing education for international mindedness, these pillars should be embedded in all its practices including school vision, mission statements, curriculum implementation, pedagogical practices, climate and culture. Therefore, their impact on students' global mindset could be measured.

## 2.3 Theoretical Framework

To address the research questions and to achieve a comprehensive understanding regarding the implementation of education for international mindedness, the following framework highlights all the relevant theories and related concepts (Figure 2.3). The theoretical framework designed for the current study is constructed based on Vygotsky (1978) social constructivism theory, Ken Wilber (2006) integral theory, and Mezirow (1997) transformative learning theory.

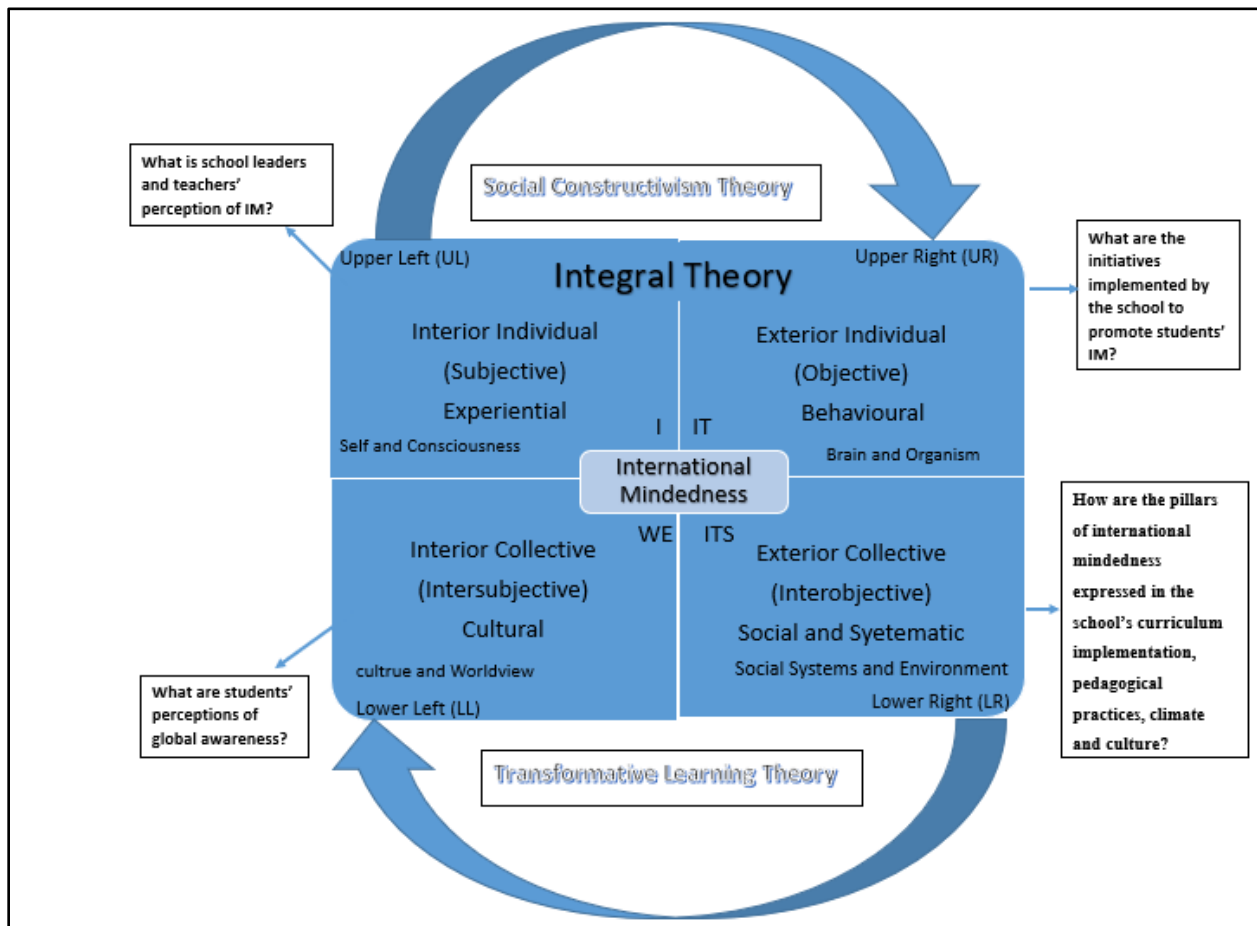


Figure (2.3): Theoretical Framework

Figure 2.3 depicts the relationship between the theories that underpin the current research study. They are strongly linked; social constructivism forms the background of the study in which the focus on students and how their social interactions help them to deepen their understanding, to view the world from different perspectives as they work with students from different backgrounds and practise their skills while learning with others (Mvududu & Thiel-Burgess, 2012). The integral

theory forms the core of the study as it presents the process of learning through its different parts starting from the individual and moving through the different practices and activities to reach the cultural aspect. It reflects the procedures and practices for implementing education for international mindedness. Finally, the last stage highlights the impact of all these practices in transforming students' learning and helping them achieve a global mindset.

### **2.3.1 Social Constructivism Theory**

Constructivism has two main historical components of constructive perception, cognitive constructivism, an individualistic perspective of Jean Piaget (1896-1980), and social-cultural constructivism (socio-constructivist perspective) of Lev Vygotsky (1896-1934) (Kanselaar, 2002). Constructivism has several origins in the psychology and philosophy of this era: the developmental perception of Jean Piaget (1969), the rise of cognitive psychology under the leadership of people as Jerome Bruner and Ulrick Neisser, the constructivist perception of philosophers such as Nelson Goodman (Perkins, 1991). Peggy and Timothy (2013) claim that as stated by the rationalists of Plato's time, the mind is supposed to be the basis of all meaning, yet like the pragmatists, personal, direct experiences with the surroundings are considered crucial. Constructivism crosses both classifications by stressing the communication between these two variables. McMahon (1997) constructivism goes beyond studying the way the brain saves and reclaims information to inspect the methods in which students make sense from experience. Learning is an inner process of interpretation rather than the dispersal of knowledge. Kukla (2000) claims that constructivism starts to become thought-provoking when they declare that characteristics of reality have this robust form of human reliance and that they stop occurring without the sustained existence (and proper behaviour) of human agents. Bhattacharjee (2015, p. 66) states, "Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences." Thus, learning is fundamentally the process of regulating our mental representations to accommodate new practices.

Constructivism as a concept has been widely used in the field of education, Vygotsky (1978) believes that people learn by interacting with those around them. They construct knowledge when they participate in discussions and cooperate with others. Vygotsky (1978) claims that social



interaction paves the way for the growth of human proficiencies. He highlights the importance of culture in the construction of knowledge; constructivism is recognized as the most common method for teaching and learning in many schools (Powell & Kalina, 2009). Vygotsky considered education not only as fundamental to cognitive development but also as the ideal sociocultural activity. This implies that he viewed the ability to teach and to benefit from education as a central feature of human beings (Moll, 1990). There are several kinds of constructivism like radical, social, physical, evolutionary, post-modern and information-processing (Karagiorgi & Symeou, 2005).

The sociocultural theory emphasizes the social nature of learning and the cultural contexts in which interactions take place. Thus, teacher-student interactions and the relationships that are promoted through these interactions play a fundamental role in student learning. The classroom setting provides a context for growth and development for all students. It is necessary to mention that there should be some teacher training programs to expand teachers' vision in collaborative teaching. Private speech, mediation and scaffolding form the basic construction of the way learners benefit in the classroom (Ohta, 2001). The sociocultural theory has also influenced educational thinking about curriculum and instruction. Social constructivists' approaches can include reciprocal teaching, peer collaboration, cognitive apprenticeships, problem-based instruction, WebQuests, anchored instruction and other methods that include learning with others (Schunk, 2012). Interactions between and among multiple individuals shape individual as well as cultural identities. (Lincoln & Guba, 2013).

Social constructivism is grounded on explicit assumptions about reality, knowledge and learning. To recognise and apply models of teaching that are embedded in the perceptions of social constructivists, it is vital to identify the principles that underpin them (Kim, 2001). "Social constructivism is a theory of knowledge in sociology and communication theory that examines the knowledge and understandings of the world that are developed jointly by individuals" (Aminah & Asl, 2015, p.13). Green and Gredler (2002) point out that social constructivists interpret Vygotsky's considerations of the creation of knowledge by cultures as a classroom necessity. Thus, the classroom is regarded as a community assigned with the mission of developing knowledge. To social constructivists, learning is a social process and significant learning happens when people are involved in social actions (McMahon, 1997). Social constructivists believe that knowledge

must be practical not only personally, but also in the social setting in which activities happen (Tobin & Tippings, 1993). Social constructivism is based on the social interactions for students in the classroom along with an individual critical thinking process (Powell & Kalina, 2009). Furthermore, Lineham (2013) declares that social constructivism is beneficial in problem-solving in innovative situations and in issues where there is not a particular right solution. Appreciating that there is more than one solution to a problem is part of developing an international viewpoint. Vygotsky emphasizes that human intellectual activity is a specific case of social experience. Consequently, human thinking, knowledge as well as the power of the cognitive process are derived from an understanding of social experience. Thus, Vygotsky considers cognitive development as a function of external elements of cultural, historical and social collaboration (Amineh & Asl, 2015). Furthermore, based on Vygotsky's theory, the researchers presented four main social constructivist interpretations: (1) Social constructivist view of learning, (2) Social constructivist view of teaching, (3) Social constructivist view of the learner, (4) Social constructivist view of teacher (Amineh & Asl, 2015).

Social constructivist researchers regard learning as a dynamic process where learners should learn to realise values, ideas and realities for themselves, therefore they inspire and stimulate reasoning and instinctive thinking in learners (Brown, Collins & Duguid, 1989). Palinscar (1998) highlights that social constructivists believe that it is impossible to isolate the personal from social impacts. The sociocultural settings in which teaching and learning take place are regarded as critical to learning itself, and learning is seen as culturally and contextually explicit. According to Monzó and Rueda (2008), a sociocultural framework promotes the comparison of cultural practices through settings and the examination of social conversions as they facilitate learning. In particular, Vygotsky (1962) considers that learning within the social constructivist paradigm depends on the role that people take within a person's construction of knowledge in specific settings (Pitre, 2015).

The notion of diversity is a multifaceted one influencing teaching and learning (Zapata, 2013). Without discovering its inferences deeply and in relation to precise content in the curriculum, teachers and learners are left to disentangle these complications on their own. "Social constructivist view of teaching considers the teaching approach as a major factor that allows collaboration among learners" (Lara, 2018, p. 47). "Social constructivist teaching methods, such as problem-based learning, case-based instruction or collaborative projects require learners to

construct or create knowledge proactively by engaging with realistic problems” (Hanson & Sinclair, 2008, p.169). Thus, it is the teaching and learning processes that help and guide students to collaborate and formulate a broader perspective on real-life problems.

There is not one accurate way to comprehend or explain international mindedness. The constructivist approach provides educators with the opportunity to promote a broad predisposition to international mindedness that gives sufficient space for students to build their answers and channels of communication. In addition, educators are warned from guiding students towards a particular model of international mindedness. (Haywood, 2007). Adams (2006) suggest that when supporting learners in their efforts to build understanding and meaning, they should be offered different opportunities that require the interpretation of opinions within the community. Consequently, instead of asking them about their opinions and the reasons behind them, learners must be stimulated to explain their opinions, and the way such variations seem to fit with the necessities of the socio-cultural setting. Social constructivism highlights the significance of the learner’s social communication with educated members of society (Amineh & Asl, 2015).

Social constructivism indicates that the teacher nurtures an environment in the classroom that supports critical and creative inquiry (Beck & Kosnik, 2006). Amineh and Asl (2015) declare that the learner plays a passive role when the teacher takes control of the lesson, however, the learner becomes engaged and participates in the learning process when the teacher acts as a facilitator and guides learners to learn. Secore (2017) states that the teacher’s ability to construct and nurture an environment appropriate for open, appealing, and significant interaction, together with their capability to rapidly evaluate and establish a combining epistemological basis and curriculum design genuine to the *real-world* application are vital to student accomplishment.

Social constructivism theory is connected to the current study because international mindedness is mainly about the development of social connections among individuals in diverse contexts. It is how students develop their global mindsets (the learning) through communication and collaboration in the classroom. In addition, social communication and interaction with groups outside one’s connections are necessary to gain intercultural understanding. Sociocultural perspectives are implemented to clarify how the participants describe and recognise international mindedness through their diverse backgrounds and the mutual experiences in the school context

and classrooms. Thus, the social constructivism theory as stated by Vygotsky (1978) starts at the social level and then internally. He points out that students' Zone of Proximal Development (ZPD) is what students can learn when they work collaboratively with more proficient peers. Cole, John-Steiner, Scribner and Souberman (1978) suggest that an important feature of learning produces the ZPD, as learning promotes a range of inner developmental processes that are capable of functioning only when the child is communicating with people in his environment and collaborating with his peers.

### 2.3.2 The Integral Theory

Integral means integrative, broad, and well adjusted; the idea is to relate this integral orientation to the various fields of human knowledge and actions (Wilber, 1997). Integral theory is a means of knowing that supports one struggle for a sufficient understanding of any phenomenon (Marquis, 2007). Conveyed over the preceding three eras by the American philosopher Ken Wilber, "integral theory is both a meta-theoretical and transdisciplinary framework" (Du Plessis, 2014, p. 38). Integral theory explicitly pursues to incorporate concerns at all levels individual, team, organisation and societal (Cacioppe & Stace, 2009). "Integral theory claims that a complete worldview is possible only when all four quadrants are integrated" (Haigh & Clifford, 2011, p. 574). The Integral Model is sometimes shortened to "All quadrants, all levels or AQAL, which is also the short form of all quadrants, all levels, all lines, all states and all types (Wilber, 2005). When implemented in education, the integral approach is planned to provide effective methods of both conventional and alternative approaches in a specific form of Integral Education (Esbjörn-Hargens, 2007).

According to integral theory, there are at least four fundamental perspectives: (a) subjective, (b) intersubjective, (c) objective, and (d) interobjective that must be discussed when seeking to fully understand any matter or feature of reality. It conveys the simple recognition that everything can be considered from two fundamental divergences: 1) an inside and an outside perspective and 2) from a singular and plural perspective (Oral, 2013). Wilber (1997) posits that human experience can be divided into equal quarters—the inside of the individual (**Self**-the "I"), the outside of the individual (**Body**-the "it"), the inside of the group (**Culture**-the "We"), and the outside of the group (**Society**-the "its"). It is exemplified by the acronym AQAL "all-quadrants, all-levels"

(Figure 2). The Integral theory offers an effective outline to design pedagogy, classroom activities, evaluations and curriculum (Esbjörn-Hargens, 2009; Haigh, 2013). An Integral methodology to education identifies that any educational minute includes four complex scopes: educational behaviour, educational experiences, educational cultures and educational systems. Within each scope, Integral Education identifies three comprehensive levels of difficulty that can be roughly associated with body, mind and soul. (Esbjörn-Hargens, 2007).

The four quadrants are classified as follows: (1) Upper Right (UR): International Mindedness as Stage-based Development (Beek, 2019): The UR individual external view regards the objective study of inner realities with attention drawn to the behavioural. It includes the comparatively objective, positivistic perception of individual structures, actions, proceedings and progressions that can be precisely described in “it” language (Marquis, 2007). Further insight was provided by studying the development of human concepts similar to international mindedness. Harwood and Bailey (2012) designed a conceptual framework to monitor and assess the growth of international mindedness in students that develops from the individual forwards to the wider world. Singh and Qi (2013) offer the expanding circle model, which signifies the different levels of engagement with oneself and the immediate environment. It starts with the individual located at the centre surrounded in increasing circles that progress from the school as the direct environment to the local and then finally the global highlighting that the global is also part of the local. Thus, the individual exterior opinion of the UR quadrant supports the idea that international mindedness can be viewed as a stage-based and predominant procedure of development whereby the individual can take numerous perceptions (Beek, 2019).

Context and the experience of student international mindedness represent the Upper Left (UL): The UL individual inner view considers the subjective study of inner truths with attention drawn to what is empirical or intended. It contains remarkable scopes of individual awareness- all experiences, feelings, perspectives, approaches, and beliefs that can be defined in “I” language (Marquis, 2007). Ricks (2014) conducted a study to investigate the impact of a blended international partnership on global mindedness and perceptions of learning in an international high school. The findings revealed that insights of learning and global mindedness were influenced by contribution in the international partnership. Students’ learning was viewed to be improved through higher levels of involvement and a deeper understanding of educational content. Global

mindedness increased as participants gained a complex understanding of and gratitude for “self and others”. Furthermore, students and teachers spoke of the transformative essence of the partnership. Consequently, the individual inner opinion of the UL quadrant supports the concept that context plays an important role in the student experience of international mindedness (Beek, 2019).

As for the third quadrant, Education for international mindedness represents the Lower Left (LL): the LL regards the inter-subjective study of inner truths with attention drawn to the interpersonal or cultural features of phenomena. The LL opinion acknowledges that contextual effects form the experience of international mindedness. It involves a considerate resonance shared only by associates of a given community, common worldviews, customs, language semantics, morals, collective principles and activities that are mutually understood by members of a given culture and are subjectively labelled in "you/we" language (Marquis, 2007). Hill (2012) defines education for international mindedness as “the study of issues which have application beyond national borders and to which competencies such as critical thinking and collaboration are applied to shape attitudes leading to action which will be conducive to intercultural understanding, peaceful co-existence and global sustainable development for the future of the human race” (p. 259). To develop internationally minded students, education for international mindedness can be defined in various ways. Consequently, explanations of international mindedness can change that are distinctive to each educational context (Beek, 2019).

As for the fourth quadrant and the current research purpose it will be classified as (4) Lower Right (LR): International education and the future of international mindedness: the LR shared external opinion considers the inter-objective truths of education for international mindedness with attention drawn to the social and political realities, systematic factors in classrooms and organisations (Murray, 2009). It addresses features of societies like financial structures, public capitals (educational systems, work prospects and existing transportation), governmental systems, and city development. The social experience is defined in the objective, third-person, plural “its” language (Marquis, 2007). Plotkin (2013) points out that the commonly valuable exchange between national systems and international education is becoming ordinary making absolute differences between the two increasingly challenging.

The Integral theory clarifies the enormous overlap among the principles. The four quadrants interrelate presenting the four sides of the same coin. The four-quadrant model can be implemented as an analytical instrument for measuring whether there are absent components in an educational situation (Murray, 2009). The main purpose of integral theory is to nurture the acknowledgement that dissimilar features of reality like biological composition, cultural worldviews, a sense of selfhood, and social systems are all critically significant to any knowledge mission and hence, are incorporated (Marquis, 2007). Wilber (2006) declares that an “integrally informed path will therefore take all of those dimensions into account, and thus arrive at a more comprehensive and effective approach- in the “I” and the “we” and the “it”- or in self and culture and nature” (p. 24).

All quadrants show growth, development, or evolution, thus, demonstrating stages or levels of development (Wilber, 2006). In the UL or “I,” **the self** develops from the body to mind to spirit. In the UR physical energy phenomenologically grows from gross to subtle to causal. In the LL, the different stages of consciousness in the individual’s moral development expands from “me” (egocentric) to “us” (ethnocentric) to “all of us” (worldcentric). A simple example is of an infant’s awareness, which is largely self-absorbed, as it is not yet accustomed to the culture’s morals and conventions. This is called the pre-conventional stage (egocentric). After the child learns its culture’s rules and customs, it matures into the conventional stage (ethnocentric). It focuses on the child’s specific group, clan, family, or country eliminating care for those not of one’s group. However, in the post-conventional state, the person’s identity develops again to embrace care and concern for people irrespective of race, colour, gender, or religion, and that is why this stage is called worldcentric. In the LR, this development of group consciousness allows social systems to grow from simple groups to multifaceted systems like nations and ultimately even global systems. The three different stages in each quadrant are represented in (Figure 2.4).

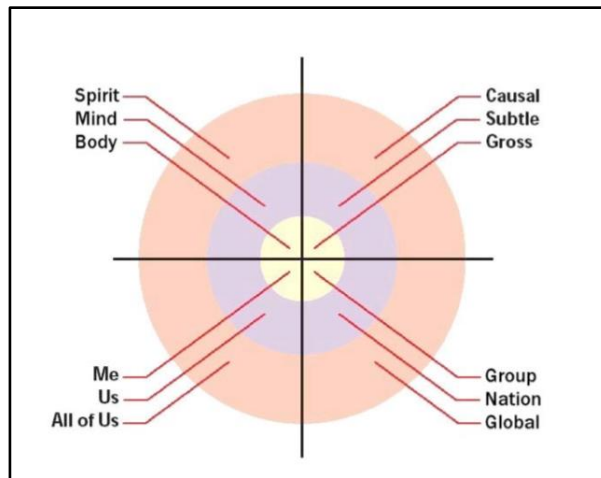


Figure (2.4): “The AQAL” (Wilber, 2006)

Figure 2.4 represents the different stages or levels of development. Stages signify the real milestone of growth and development. The idea is that each stage offers a level of organisation or complication. Any of the above stages can be implemented according to the situation.

Moving from the stages to the lines. The developmental lines occur in all four quadrants, but since we are focusing on personal development, the focus will be on the UL quadrant. Wilber (2006) declares that there are numerous multiple intelligences or developmental lines. The important ones consist of the cognitive line (or consciousness of what it is), the moral line (consciousness of what should be), emotional line, the interpersonal line (how I socially relate to others), the self-identity line, the psychosexual line (gross to subtle to causal), the spiritual line and the values line. As for the different types in the quadrants, the focus will be on two types only: the masculine and the feminine. Male reason tends to be based on independence, integrity and privileges whereas female reason is based on terms of relationship, attention and accountability.

The “Integral Theory” is linked to the current study in the fact that the AQAL model has four dimensions that can be used to investigate the implementation of education for international mindedness at schools. In this approach, the diverse perspectives linked with each quadrant are focused on a specific reality, which is located at the heart of the diagram (Esbjörn-Hargens, 2007). The “Integral Theory” provides the researcher with the opportunity to investigate international mindedness from different perspectives: psychological, behavioural, social and cultural. The upper left quadrant is related to individual human experiences that are informed by psychological



structures, which can be linked to participants' perceptions of international mindedness and how they experience it. Furthermore, this quadrant can provide the researcher with further insight on how the participants have moved from the egocentric stage to the ethnocentric and then finally to the world-centric stage, in which they can embrace different cultures and people regardless of their colour or religion. The upper right quadrant is about the brain chemistry as well as behavioural activities that accompany this experience whether at the community or the global level. The lower right quadrant is about environmental, social and educational systems that contribute to international mindedness. These may be reflected in the school's daily practices. Finally, the lower-left quadrant can be considered as the outcome of the cycle and it is about the cultural aspect of international mindedness, which can be measured through students' global mindset and how all these practices have influenced their worldview perspective. Thus, we can place the study's topic *International Mindedness* at the centre and then measure how all the quadrants participate in delivering education for international mindedness.

Four aspects that facilitate personal transformation are identified: fulfilment, dissonance, insight and opening (Wilber, 2001). Fulfilment means that the person has achieved the simple tasks of a given phase or trend. When this takes place, the individual is open to transformation, which is enabled by dissonance. The individual is wavering between the old trend, which is struggling to persevere and the new trend, which is struggling to arise. Ultimately, insight comes into the scene - insight of what the person desires and what reality provides. Finally, an inaugural to the next trend of awareness becomes possible (Wilber, 2001).

### **2.3.3 Transformative Learning Theory**

The transformative learning theory is the procedure of implementing change in a 'frame of reference.' Adults have obtained a comprehensible body of knowledge in the form of concepts, standards, associations, approaches and conditioned responses. These frames of reference describe their real-life experiences. People transform their frames of reference through critical thinking on the norms upon which their understandings, principles and awareness or opinions are based (Mezirow, 1997). Criticism mentioned against transformative learning theory is that the theory as hypothesized by Mezirow refutes the role of setting outside official education (Alfred, Cherrstrom, Robinson & Friday, 2013). Mezirow (1997) points out that to simplify transformative learning;

teachers must assist learners to recognize frames of reference and use their imagination to interpret problems from diverse perceptions. Teachers need to support learners to contribute effectively in discussions, which is essential to confirm what and how they comprehend or reach a judgment concerning a belief. As stated by Heddy & Pugh (2015) transformative learning is defined as including an ultimate move in students' worldviews, awareness of others and identity, thus, it is a challenging goal for educators to achieve. It engages them in meaningful discussions that require them to use their critical thinking skills to interpret problems from different perspectives. Lilley et al (2015) research identify the powerful prospective of the relationship that occurs between the teacher and students to guide them out of their "comfort zone in learning" and develop their global mindset.

Critical thinking refers to self-reflection as well as awareness of others (Owen, 2016). Terzuolo (2016) point out that Mezirow has no control over the concept that self-reflection is a vital element of the learning process, and even research that does not explicitly refer to the transformative learning theory can attribute precise significance to reflection. To participate in critical reflection, we must recognise both our experiences in the social context and how to use this knowledge to improve our practices in the future (Hickson, 2011). "The emancipatory lens for transformative learning recognises the interaction between critical reflection and social context, and the transforming ontological shift in 'being'" (Lilley et al, 2015, p. 228). To enable transformative learning, teachers must help students become conscious and critical of their own as well as others' beliefs. Students require training in identifying frame of reference and using their mind to redefine problems from a diverse perspective (Mezirow, 1997). It is within the medium of sensible discourse that experience and critical reflection are incorporated. Discourse becomes the channel by which critical reflection can be utilised, where experience is reflected upon and expectations and beliefs are examined, and where novel or reviewed explanations of experience occur. (Taylor, 2011). Mezirow (2003) states that communicative learning refers to recognising what people imply when they communicate with you. This understanding includes becoming conscious of the assumptions, purposes and experiences of the person communicating, which is an important aspect of communicative learning. Active learning opportunities for critical reflection and discourse made the personal transformation more obvious to students. Furthermore, purposeful curriculum design provided an additional contribution to the transformative learning of students (Provident, Salls,

Dolhi, Schreiber, Mattila & Eckel 2015). Mezirow (1997) distinguishes between instrumental learning and communicative learning. He points out that in instrumental learning, the reality of a declaration may be recognised through experiential testing. However, communicative learning necessitates that students become critically reflective of the conventions underlying intentions, standards, principles and approaches.

Transformative learning theory is exclusively mature, intellectual, ideal and grounded human communication. It pursues to clarify how adults' anticipations enclosed with cultural assumptions and beliefs directly impact the meaning people originate from their experience (Taylor, 2000). Transformative learning is a worthy goal of educators endeavouring to influence their students' lives. It encompasses a deep vital shift in one's perspective (Heddy & Pugh, 2015). By shifting classroom practices to stimulate significant internal changes, the individual transformation of learners can be facilitated. A transformative learning approach has the prospective to inspire students to reflect critically on their expectations and beliefs and increasingly develop their approaches and behaviour from a globally minded perception (Kaowiwattanakul, 2020). Transformative learning is an alternative term for independent thought. It aids us to evaluate our thought procedures, our opinions and the grounds that formed them, whether they are family, associates, media, educational disciplines or organisations. Transformative learning enhances other forms of structured learning by assisting us to frequently re-evaluate the validity of our learning and facilitate the application of what we learn in unpredicted circumstances (Christie, Carey, Robertson & Grainger, 2015). It is fundamental to highlight that transformative learning cannot be taught. Learning is an internal procedure, and an instructor or educator can only attempt to arrange the environment, circumstances, processes, content, and teaching in methods that enhance or stimulate the prospect of transformative learning (Illeris, 2015).

Transformative learning is developed through three main concepts: encouraging inclusion (providing a voice to those who are silenced), supporting empowerment (not self-reflection but possessions and justice as a cultural supporter), and learning how to negotiate efficiently among and through cultures (Taylor, 2008). Heddy and Pugh (2015) distinguish between transformative learning and transformative experience. Pugh (2011) points out that people undertake transformative experience when they actively apply a concept, discover that it provides them with the opportunity to view different aspects of the world from a new perspective and appreciate this

perspective. The crucial criterion of a transformative experience is that it includes the application of learning by students in their daily lives in a way that produces value and an extended perspective. A transformative experience is an incorporated event, one that is recognised by a distinctive collaboration of social, intellectual, and emotional components (Pugh, Linnenbrink-Garcia, Koskey, Stewart & Manzey, 2010). The objective of teaching for transformative experience would be to build an environment where specific methods of experiencing the world through concepts are demonstrated and appreciated and to guide students to contribute more centrally in these experiences (Pugh, 2011). Thus, the transformative experience can be considered as a *micro* form of transformative learning that is related to a specific concept and does not lead to a complete shift in a person's worldview. It concentrates on smaller changes in perception tied to the knowledge of certain content concepts (Heddy & Pugh, 2015).

The individual develops the 'right' reasons through involvement, thinking and transformation; thus, the learning is seized in the individual who then transfers it into the real world, developing a logic of what to do (Jarvis, 2009). Pooley (2015) provided an outline of four generalizations that assist in transforming students' learning. The first generalization is named *the deep end* is based on the idea that learning how to swim is done by being thrown at *the deep end* of the swimming pool. A person learns from experience, to choose either drowning or swimming. As Dewey (1938) stated that experiencing learning in a sharp learning curve, being fully engaged in the learning process and immersed in real problem solving is a rewarding learning experience that has a long-lasting personal impact. The second generalization *part of who I am* is based on the fact that a person draws on values and motivation when learners are interested in the work they are doing and have a strong connection to it (Pooley, 2015). The third generalisation is named *like-minded people* where students create a sense of teamwork, mutual ambition, tolerance and being part of a community of practice in an interdisciplinary learning environment (Pooley, 2015). "Usually the ones who can tell the story are the people involved in networking and communities. They are the ones who have both done the learning and taken it into practice," (Wegner, Trayner & De Laat, 2011, p. 34). The fourth generalisation is called *doing the right thing* where the moral and ethical concerns are critical in students' choices (Pooley, 2015). Transformative learning theory is linked to the current study as the outcome of the international mindedness learning process in which students identify the shared humanity they have with others and they transform their way of

thinking and become different from what they were previously. This is a transformative learning progression to developing their global mindsets.

## **2.4 Literature Review**

### **2.4.1 History and Development of the Term *International Mindedness***

Early backgrounds of the current notion of international mindedness include the explorations long ago of some people who left to learn more about the formerly unknown areas of the world (Hayden & Thompson, 2013). Thus, we could acknowledge the great European pioneers of the fifteenth and sixteenth centuries (Age of Discovery) or the Vikings of the eighth to eleventh centuries, or the Romans over 2000 years ago to be examples of internationally minded people. Their international mindedness might be to our current thinking completely practical.

In his article *Evolution and History of International Mindedness*, Hill (2012) points out that the beginning of international education dates back to a Czech pedagogue philosopher and humanist named Comenius who lived in the 17<sup>th</sup> century. During that time, girls hardly went to school and only boys of wealthy families had the opportunity of receiving an academic education. He was a liberal scholar and his notion of children moving through an international system of education has some similarities with the organisational domain of international schools, which allow students to transfer across the world while experiencing compatible education. He also wished to provide international textbooks for students in one mutual language and integrate several viewpoints within classrooms that are encompassing of every child irrespective of their social position or family earnings.

In the 18<sup>th</sup> century, the work of the French philosopher and writer Rousseau stimulated significant developments in educational procedures for enabling international mindedness in students. Rousseau's thesis was that learning should be experiential, originating from normal curiosity and individual understanding; rather than conveying facts, teachers should nurture self-reflection, which is considered an important educational procedure for promoting international mindedness. This belief can be recognised as the philosophy underpinning constructivism, as it is known nowadays (Vadeboncoeur, 1997).

The term *international mind* is the “habit of thinking of foreign relations and business, and that habit of dealing with them, which regards the several nations of the civilized world as free and co-operating equals in aiding the progress of civilization, in developing commerce and industry, and in spreading enlightenment and culture throughout the world” (Butler, 1917, p. 17). According to (Kaiser, 2019), Butler’s definition of the term *international mind* reflects a robust imperialistic and financial connotation. However, the use of the words like *free*, *co-operating*, *equals* and *aiding* suggest honesty and the promising development of wider mindfulness. Furthermore, using the words *habit of thinking* suggest that individuals must develop a way of thinking when it is related to the *international* or *global* which is the originator of today’s concept of international mindedness and the role of education in nurturing international mindedness as a *habit of thinking*.

The Great War has left the nations with the need for international mindedness (Mead, 1929). The ethical equivalent of war is present in both the brainpower and the determination to realise the mutual benefits between competing nations and to make them the foundation for the explanation of the prevailing differences and for the shared life, which they will make happen. He adds that the idea that national mindedness and international mindedness are completely entangled. People could not achieve international mindedness unless they had achieved a developed level of national mindedness.

After World War 2 (1939-1945), the United Nations Educational, Scientific and Cultural Organisation (UNESCO) was concerned with the common appreciation of several cultures and was anxious that development should take place in this direction. In 1948, Kees Boeke, director of the Werkplaats International Children’s community in Bilthoven, Holland, persuaded the education department of UNESCO of the significance of support for an international school. Consequently, UNESCO organised a *Conference of Principals of International Schools*, in 1949 and invited several distinguished internationally minded educators like Kees Boeke, Dr Kurt Hahn, Madame Hatinguais and Monsieur Roquette. Hill and Hayden (2010) state that before the idea of globalization came into our shared awareness [Kurt Hahn and his associates] spread the seeds of a system of education promoting the international mindedness of young people, to reflect beyond their national boundaries, and to feel the sense of responsibility for the international and not only the local surroundings. Kees Boeke wrote to the Assistant Director-General of UNESCO recommending a world school with branches in several countries so that children of different

nationalities could be educated for world citizenship through global relations. An outcome of this plea was the *Conference of Internationally-Minded Schools* in 1951, attended by 20 representatives from nine countries, including representatives from Hong Kong' (Hill 2010, cited in Kaiser 2019, p. 13).

Sampson and Smith (1957) have motivated research into and assessment of intercultural and educational practices that are directed at the growth of world minded approaches. They developed a scale to measure *world mindedness attitudes*. They also identified the difference between 'world mindedness' and 'international mindedness.' They associated 'world mindedness' with value alignment or frame of reference, and 'international mindedness' with interest in or knowledge about international matters (p. 99).

In 1962 Bob Leach, Head of History at Ecolint, was appointed as a consultant by the International School Association (ISA). He was assigned the task of visiting several international schools and writing a report about them. He visited schools in Africa, Asia and Europe. In his report, Leach stated that the conceptual mission of international schools is to unite people of different cultural backgrounds and to prepare students for world citizenship. He highlighted the need for an international curriculum. It was then in the 1960s that a curriculum for international mindedness was designed in the system of the IB Diploma Program (Hill, 2012).

#### **2.4.2 Internationalization and Globalization**

"The terms 'internationalization' and 'globalization' are often used interchangeably" (Rensburg, Motala & David, 2015, p. 186). Nonetheless, Joslin-Callahan (2018) declares that internationalization and globalization are two disputed concepts that frame the field of international education. The response to globalization within the field of education is mainly reflected in the growth in international schools and the modifications to the curriculum as educational organizations and schools consider reforms to address social and financial changes. A detailed review of the literature highlights four dominant factors that are approved by the huge majority of researchers and inspire a shared definition of internationalization. These factors are: (1) internationalization is related to globalization, (2) internationalization is process-driven, (3) internationalization involves a series of institutional choices and (4) internationalization is

inherently contextual in nature (Mitchel, 2014, p. 22). Internationalization is a response to globalization, this implies that internationalized programs in the educational field are planned to address our interrelated globalizing universe (Belal, 2017). De Haan (2014) highlights the appearance of the term internationalization in the education literature since the 1990s. After examining the prevailing definitions of internationalization, the following developments can be distinguished. It is a change from an action-focused to a policy-focused perception. An expansion from the individual institutional level to the zone/nationwide/provincial level. Progress from disjointed studies from varied perceptions to an artificial interpretation of internationalization.

Under the impact of accelerating globalization, schools and educational institutions have witnessed a transformation in the way they perform their work. This great shift has lately become more evident as educational institutions react to the requirements of a more unified world as well as compete for comparative advantage in a progressively competitive international marketplace (Fieldling & Vidovich, 2016). As for globalization, the novel technological reality has outlined our lives and the world in general and has decided the development of the globalization procedure. The phenomenon has influenced society and the people themselves and generated new cultural identities (Capucho, 2014). Globalization as a phenomenon has increased in significance due to the introduction of new communication technologies and larger movement of people across borderlines, which together generate an impression of a disappearing world (Teodorczuk & Morris, 2019). A relationship occurs between globalization, education and policies created by organizations at the global or universal level and the application of these policies at the regional level (Menand, 2013). As educators, we have a moral responsibility to structure our discourses and programs to best meet the requirements of the people future workforces will fulfil (Teodorczuk & Morris, 2019). Morgado (2013) claims that theoretically, globalization means that decisions taken in one place will certainly influence other places, in terms of the natural environment, illegal action, tax avoidance, safety measures, migration actions and wellbeing. Education can be the required power. However, people today have a bewildering sense of being ripped between globalization whose signs they can see and sometimes must tolerate, and their pursuit for their origins and a sense of belonging. Bates, Schrewe, Ellaway, Teunissen and Watling (2019) state that globalization depends on the infrastructure and systems that it utilises. Nonetheless, its consequences have also provoked a strong push between international, national and local cultures.



As a result, in a global world, the conflict that occurs between the universal and the local necessitates constant mediation.

Internationalization is a value formation procedure, motivated by forces of globalization, through which educational institutions pursue to build larger global value to their different regions. Thus, becoming international is a growth procedure through which the institutions constantly pursue the formation of extra value in the global context (Maringe, Foskett & Woodfield, 2013). Identifying the need for a new approach to education (more talented, knowledgeable and skilled) to face the complication and multiplicity of the world by becoming more flexible and attentive to reality, and fundamentally more inventive, Cookson (2009) categorises four main elements of the 21<sup>st</sup> mind that could be the foundation for a novel approach to education. These elements are critical reflection, empirical reasoning, collective intelligence, and metacognition. Cambridge and Thompson (2004) identify different approaches to international education; they suggest that one of these approaches adopts opposing methods in reaction to principles of internationalization and globalization. These variants are recognised as *internationalist international education* or *internationally minded education*, and *globalised international education*. The current *internationalist* philosophy of international education may be acknowledged with an enlightened interpretation of education that is focusing on the individual's moral development by endeavouring to impact the development of positive approaches towards peace, global empathy and accountable world citizenship. The practical *globalist* approach to international education may be recognised with the procedures of financial and national globalization, expressed in terms of sustaining expanding needs for educational credentials that are transferrable between schools and exchangeable between educational organizations and the growth of global quality criteria through quality assurance procedures such as accreditation. One feature of global education involves understanding perceptions that have formerly been unfamiliar or are not apprehended by that individual or culture (Carano, 2010).

In an age of globalization, the communication of local and global perceptions is crucial in constructing a well-rounded curriculum that meets the needs of a flourishing global political society, communities and individuals (Duwyn, 2013). Friedman (2005) identifies three eras for globalization; in which he claims that in the first globalization era (1492-1800) the world dropped from a large size to medium size, and the globalizing power in that era was countries globalizing

for resources and imperial victory. In the second globalization era (1800-2000) the world dropped from medium size to a small size, and it was directed by multinational companies globalizing for marketplaces and labour. The third globalization era (started in 2000) is decreasing the world from a small size to a tiny size and the force that gives it its distinctive nature is the new power for individuals to cooperate and participate globally. Hayden and Thompson (2013) point out that “In that sense, it could be argued that the emphasis in our current globalization era is on the international mindedness of individuals. With a pragmatic emphasis on communication systems that can be used to facilitate both pragmatically - and ideologically - focused dimensions of their interaction with others” (p. 189). Stagg (2013) summarises by declaring that internationalization advocates the value of *being* international surrounded by an overall environment and personality evident when you go into the school. It incorporates the one-for-all organization ideologies that signify a global community concern, and a generally positive approach between varied cultures and countries.

### **2.4.3 Global Citizenship**

As the world has become gradually interconnected and responding to the need for global citizenship education, educationalists and policy makers are required to reconsider social values surrounding education. They need to produce a school system that entirely prepares the youth to develop responsible citizens of an international, wider community (Burnside & Mackesy, 2015). “Global citizenship is defined as awareness, caring, and embracing cultural diversity while promoting social justice and sustainability, coupled by a sense of responsibility to act” (Reysen & Katzarska-Miller, 2013, p. 858). Global citizenship is “a political concept, an active commitment to the world, which all living beings have in common and for which all humans must take responsibility” (Castro et al, 2015, p. 193). The building of global citizens has become a dominant aim for many international schools, which presumably offer an *international education* and are viewed as exclusively placed to promote global citizenship (Clark & Savage, 2017).

*Education for Global Citizenship* is a model or perception that expresses a shared resolution of education. It highlights an indispensable purpose of education linked to the development of citizenship in a progressively interconnected and interdependent world urged on by the numerous procedures connected to globalization (Barkatsas & Bertram, 2016; Tawil, 2013). The concept of

citizenship in education is not a novel phenomenon. Education has always played a vital role in the preparation of youth to plan an effective role in society (Veugelers, 2011). Bertram (2016) points out that education practices are required to support students to be world citizens, not just of their locale. These scholars are our future leaders; thus, they need excellence and pertinent education to provide them with diverse skills that they might need for accomplishment. According to Oxfam (2015, p. 5):

*Education for global citizenship is a framework to equip learners for critical and active engagement with the challenges and opportunities of life in a fast-changing and interdependent world. It is transformative, developing the knowledge, understanding, skills, values and attitudes that learners need both to participate fully in a globalised society and economy and to secure a more just and sustainable world than the one they have inherited.*

A global citizen simultaneously embraces his global individuality together with, if not above, his native, provincial or provincial memberships. He declares kinship, membership, and contribution in the world (Koyama, 2016). (Reysen & Katzarska-Miller, 2013) claim that “inherent in the content of global citizen identity is the notion of valuing diversity and multiculturalism that is absent in human identity content” (p. 866). Oxfam is a leading organization in the United Kingdom that provides teachers with resources and support to foster understanding of global and development matters inside schools. Oxfam defines the global citizen as someone who:

- *is aware of the wider world and has a sense of their own role as a world citizen;*
- respects and values diversity;
- has an understanding of how the world works
- is outraged by social injustice
- participates in the community at a range of levels, from the local to the global;
- is willing to act to make the world a more equitable and sustainable place;
- takes responsibility for their actions (Oxfam 2006 cited in Bourn 2015, p. 21).

Research indicates that the cultivation of global awareness requires that young people 1) experience a caring environment, 2) have opportunities to engage in decision making and prosocial action, 3) see prosocial behaviour modelled by adults, 4) develop skills such as perspective-taking and conflict resolution, and 5) have opportunities to confront injustice (Carlsson-Paige & Lantieri, 2005, p. 107). Gibson, Rimmington & Landwehr-Brown (2008) point out that global awareness refers to familiarity with globalization and the subsequent matters and difficulties that disturb

everyone's lives. It refers to an understanding of how the world is interconnected and interdependent. A person's global awareness and the acceptance of global citizenship assumed by people in one's direct neighbouring setting are expected to anticipate the person's future recognition with global citizens. Consequently, knowledge about the world's concerns and one's association with others pave the way to recognition with the global community (Lenkaitis, Loranc-Paszylk & Hilliker, 2019).

#### **2.4.4 The Necessity for International Mindedness**

Several factors in our world have increased the need to develop the skills for international mindedness in our students. In this new era, the requirements and prospects for schools and teachers have changed due to globalization. The nature of the teacher's job has changed as well. It is worth mentioning that teachers' preparation programs and current teachers' professional development programs must change if our students and schools want to thrive in this innovative world. Global education will set the ground for international mindedness, understanding and collaboration among people around the world (Levine, 2010; Gigliotti-Labay, 2010). The need to develop students' skills of international mindedness has increased due to several factors. First, students come from diverse backgrounds providing the teacher with the opportunity to explore, share and enjoy the abundance of diverse cultures and student understandings through pedagogy and curriculum that enhances international mindedness. Students from diverse backgrounds can share their experiences from their homeland and participate in concepts related to global themes. Second, novel technologies like social media and online learning have shaped international mindedness in the classroom. Third, the expanding world economy and the association between countries' achievements and failures to the worldwide economy. Finally, developing students' skills and knowledge in international mindedness raises their awareness of issues related to the environment and world peace (Habib, 2018; Van Vooren & Lindsey, 2012).

It has been claimed that international schools are only inclined to bring together children from nations who, to some degree, are compatible, usually sharing commerce and financial benefits. Consequently, students in these schools are from different backgrounds who are the offspring of business managers dealing and expanding collaborations on their nations' or corporations' behalf. International mindedness is vital to the success of such firms and as this feature develops in their

agents, so this will enable the nations to collaborate, communicate and recognise common interests while acknowledging differences and principles (Fannon, 2013). Furthermore, developing a sense of international mindedness can aid as an incentive for overcoming some ethnocentric perspectives, actions and ways of presence in the world that can impact not only a teacher's effectiveness in the socially and linguistically diverse classroom but also his or her capability to thrive in a progressively diverse world (Duckworth, Levy & Levy 2005). Thus, educators should understand the importance of living in an interconnected world and as a result develop international mindedness in their students (Hill, 2012).

Within the rapidly changing socio-political and economic context, the objective of many educational institutions and schools is to develop students' international mindedness and global awareness. The social and personal development of students is considered by many public and private educational institutions as an essential aspect in educational provision (Harwood & Bailey, 2012). All the unpredictable developments of financial and social globalization and the broad collaborations involved in our diverse cultures, the growing prominence placed on citizenship and international mindedness in our students is part of the wider perspective of what the schools aim to accomplish for their students (Harwood & Bailey, 2012). As the concept of international mindedness turns out to be progressively significant in education, it is necessary to comprehend how concepts of international mindedness evident in written, verified curricula become presented in teaching and learning settings (Lai et al, 2014). "Education for international mindedness is the study of issues which have application beyond national borders and to which competencies such as critical thinking and collaboration are applied in order to shape attitudes leading to action which will be conducive to intercultural understanding, peaceful co-existence and global sustainable development for the future of the human race" (Hill, 2012, p. 259).

International mindedness may have the ability to change education systems to incorporate and appreciate the gifts of conventionally underserved learners. Intercultural understanding, one indicator of international mindedness, can promote cultural competence (Cook, 2016). Culturally competent educators utilise the standards of international mindedness and develop culturally appropriate instruction to nurture learners' academic accomplishment, cultural competence, and understanding of the prevailing social order (Van Vooren & Lindsey, 2012). Furthermore, the nature of global citizenship and international mindedness should be that these things propel the

whole school; it is hard for a teacher to work in isolation in attempting to establish a culture. It is not only enough for the school mission to include discourse as a constant entity, but teachers and learners can make the mission livelier through a common collaboration of critical understanding (Wasner 2016). Teachers and students should be provided with the opportunity to explore those who surround them in their learning communities, or otherwise, they are not living up to the principles of an internationally minded education (Wasner, 2016).

#### **2.4.5 Review of Some Instruments to measure International Mindedness**

Measuring in any official sense features such as international mindedness linking both attitudes and behaviour of the mind is expected to be a complex procedure which would necessitate good planning and discussion before it could be applied with any validity (Hayden & Thompson, 2013). However, this does not mean that it should not be attempted, but maybe we should consider as the main concern the promotion and meaning of international mindedness. In the extensive range of research studies that were reviewed, there are few well-built tools, scales, surveys and questionnaires that were encountered for measuring international mindedness. Nonetheless, there is a variety of existing instruments to measure some associated concepts. These tools might be formal or informal, formative or summative, internal or external, in the forms of self and peer-assessment (Singh & Qi, 2013, p. 46). The reconceptualization of international mindedness to incorporate intercultural understanding, multilingualism and global engagement offers a variety of assessment tools that have been created and have validity outside the international baccalaureate framework (Joslin-Callahan, 2018).

##### **2.4.5.1 International Mindedness in School Accreditation**

In the field of education, accreditation can be defined as the procedure by which an organization evaluates an educational institute and officially distinguishes it as having met or surpassed specific determined requirements and benchmarks or criteria of educational quality. These organizations set basic criteria intended to reveal the potentials of a rigorous educational program. The organizations then develop processes to determine if the educational programs and institutes meet these criteria or not. They are responsible for visiting and assessing the institutions and granting accreditation to the programs and institutes that meet the standards (Ibrahim, 2014, p.107). The

development of global mindedness in learners is now a requirement for effective accreditation, so schools need to have a solid understanding of what is meant by *an internationally minded teacher or student* (Fannon, 2013). CIS has recently included international mindedness pillars in its evaluation framework, thus, establishing a strong and assessable definition of international mindedness (Table 2.1).

Domain	Questions
<b>A. Purpose and Direction</b>	How do the guiding statements promote global citizenship and the development of intercultural learning?
<b>B. Governance, Leadership and Ownership</b>	To what extent does the leadership have the intercultural competencies and perspectives implicit in the CIS Code of Ethics?
<b>C. Curriculum</b>	How well is intercultural learning planned for in the curriculum?  How well is language learning and the development of mother tongue/home languages developed to contribute to the students' intercultural learning?
<b>F. Staffing</b>	How do the staff's experience, knowledge, skills and perspectives provide the basis for educating the students for global citizenship?

Table (2.1): CIS International Accreditation Standards

The above table highlights the domains in the accreditation standards from the protocol of the CIS. One of the characteristics of the CIS accredited schools is their commitment to the development of students' international mindedness and global citizenship. As part of the CIS framework, every domain is explained by a group of guiding questions. The guiding questions that are related to international mindedness and global citizenship are found in four domains: purpose and direction, governance, leadership and ownership, curriculum and staffing.

Furthermore, CIS has identified seven themes to measure international mindedness:

***Ethical practice:** effective programs that model the ethical practice in their relationships with a diverse set of stakeholders.*

**Global literacy:** opportunities that schools provide for students to understand the histories, geographies, beliefs and values of a range of nations and cultures, including their own.

**Linguistic fluency:** opportunities that schools provide for students to attain fluency in the medium of instruction, their mother tongue, and another language.

**Global issues:** opportunities that school provide for students to understand current global issues from multiple perspectives, including issues of environmental impact and socio-political conflict.

**Learning access:** opportunities to learn, supported by strong programs that address learning needs.

**Service-learning:** opportunities provided by the school for students to engage in meaningful service-learning.

**Student leadership:** opportunities provided by schools for students to acquire and practice leadership skills in authentic contexts (Council of International Schools, 2011 cited in Muller, 2012).

Each of the above themes has linked precise and measurable standards. Consequently, CIS is aspiring to provide a better description of the concept of international education and succeed in holding international school responsible for their distinctive and diverse identity (Muller, 2012). Hayden and Thompson (2013) point out that the CIS evaluation and accreditation procedure for international and national schools, although its criteria for accreditation concentrates – among others – on a dedication to internationalism and interculturalism to nurture global citizenship. Once more, its focus is on offering an appropriate climate for fostering international mindedness in students, instead of making judgements about the degree to which international mindedness can be noticed in any person.

#### **2.4.5.2 Lentz (1950) Attitudes of World Citizenship**

Lenz (1950) developed a scale to measure attitudes of world citizenship. The survey consisted of three sections: world mindedness, racial or inter-group tolerance and conservatism-radicalism. The themes that were covered in the survey were related to the United Nations, the atomic bomb, national patriotism, science, education, economics, religion, other individual preferences. The study was conducted on 200 world citizens and 150 national citizens. The selection was based on the consistent response to the same two major items: (1) I would prefer to be a citizen of the world rather than a citizen of one country, (2) Should world patriotism be second to national patriotism? The ones who were categorised as world citizens were the ones who replied positively to the



statement: *I would prefer to be a citizen of the world rather than a citizen of one country.* Participants who replied positively to the statement: *World patriotism should be classified second to national patriotism* were classified as national citizens (Hett, 1993). Lenz (1950) concluded that the world citizen appeared to be not only more global but more self-governing, rational and social-minded; these are some traits expected of world citizens nowadays as well (Ferreira, 2011).

#### **2.4.5.3 Sampson and Smith (1957) World mindedness Scale**

Sampson and Smith (1957) differentiate between international mindedness and world mindedness. “International mindedness refers to an interest in or understanding about international matters; factual and topical statements frequently serve as items in scales that measure international mindedness. The concept of world-mindedness, in contrast, designates purely a value orientation, or frame of reference, apart from knowledge of, or interest in, international relations (Sampson & Smith, 1957, p. 99). They identify highly world minded people as the ones who consider the problems of humanity and keeps the human race as their main reference group rather than one ethnic group (Sampson & Smith, 1957). The questionnaire consisted of 32 statements and it was Likert-scale. The statements covered the following dimensions of world mindedness: religion, immigration, government, economics, patriotism, race, education and war. It was administered to college students. Hett (1993) declares that the world mindedness scale is somewhat restricted by the standards and concerns of the time. Several of its items refer to a world authority or a worldwide police power. In addition, world mindedness and nationalism are viewed as opposites and the attitudes, beliefs and behaviours of a world-minded individual at the end of the twentieth century may be different than they were after World War II.

#### **2.4.5.4 Silvernail (1979) Future World Perspectives Scale**

The future world perspectives scale measures four value constructs (Sivernail, 1979). These constructs highlight an individual’s beliefs regarding economic growth, technological development, the act of international relations and world economic justice. The final scale consists of 20 items on a six-point response continuum ranging from strongly agree to strongly disagree. Ferreira (2011) points out that the study included different categories; preservice teachers, in-service teachers and students, who had the lowest representation. The study referred to the global

educationalists or advocates of global education as *futurists* (Ferreira, 2011). The findings of the study revealed that both students and teachers recognised transformational world perspective values. However, the study findings do not make any connection between those values and teachers' behaviour. Silvernail implies that research in the area of links between attitude and behaviour would be a suitable subsequent step in assisting educators and students obtain future world perspectives (Hett, 1993).

#### **2.4.5.5 Barrows, Bennett, Braun, Clark, Harris & Klein (1981) Global Understanding Survey**

Global Understanding Survey measured student interest in global expansion and other cultures, and their feelings of empathy with distant nations (Barrows et al, 1981). The survey statements are clustered around 13 global issues including environment, food, health, population, international monetary and trade arrangements, energy, race and ethnicity, human rights, war and armaments, arts and culture, religion, relations among states, and national geography (Muller, 2012). "The survey includes a series of measures of cognitive and attitudinal dimensions of global awareness. Its stress is on global issues and problems, and it is therefore of potentially wide applicability" (Torney-Purta, 2001, p. 200). The results revealed that there is a correlation between students' knowledge and the affective domain. This indicates that if students scored high on the knowledge section of the instrument, they would score high on the affective measures of global awareness (Hett, 1993). The research indicates the level of global awareness among undergraduate college students.

#### **2.4.5.6 Hett's Global Mindedness Scale (GMS)**

The development of internationalization has been prevalent and insightful (Hett, 1993). The utmost hope for a world that is able of destroying itself in a couple of hours is to teach its citizens for global mindedness to envision themselves as an integral part of a superior world structure, free from the limitations of blind nationalism and well-informed about diverse cultural backgrounds. She designed an instrument to measure and identify five constructs of global mindedness: cultural pluralism, efficacy, interconnectedness, global centrism and responsibility (Sutherland, 2015, p.7). They are defined as follows:

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

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

*(3) Efficacy: A belief that an individual's actions can make a difference and that involvement in national and international issues is important.*

*(4) Global Centrism: Thinking in terms of what is good for the global community, not just what will benefit one's own country. A willingness to make judgments based on global, not ethnocentric, standards.*

*(5) Interconnectedness: An awareness and appreciation of the interrelatedness of all peoples and nations which results in a sense of global belonging or kinship with the "human family" (Hett, 1993, p. 143).*

After a critical examination of the previous instruments (Lentz, 1950, Sampson & Smith, 1957) it was evident that they reflected a different time frame and thus were not suitable for the current study. Silvernail (1979) students' sample was the lowest. Barrows et al (1981) the study was conducted on undergraduate college students and the instrument implemented tested the political, cultural and economic understanding of the world. In addition, according to Hett (1993), nothing of the above-mentioned instruments covers the depth and scope of the construct of global mindedness. Some of the above instruments interpret global mindedness and nationalism as opposed. The literature suggests that this contradiction is misleading. Hett (1993) built the global mindedness scale by developing the already existing instruments. The study sought to define global mindedness from high school students' perspectives as related to their future in the workforce. Furthermore, Hett's GMS was implemented in several studies like Carano, 2010; Cook, 2016; Ferreira, 2011; Lope, 2014; Ricks, 2014; Sutherland, 2015; Tucker, 2018. Thus, the current study implements Hett's GMS to measure its school leaders and teachers' international mindedness.

#### **2.4.6 International Education**

International education can be viewed from different perspectives by different people. Hoping for a peaceful world founded on international understanding is one of the permanent features, which

has continuously infused the growth of international education to the present time (Hayden & McIntosh, 2018). Since international education is focusing on both theory and practice, it is broad enough to encompass both education for international understanding and education for world citizenship (Sylvester, 2015). International education may be inferred to as contributing to the *deterritorialised cosmopolitanism and diversity* in which students in geographically detached schools have mutual experiences facilitated through a shared curriculum, which is independent of the country within which they are currently situated (Cambridge & Thompson, 2004). Globalization, the major perception for explaining the contemporary world system, has insightful associations for international education. International education programs and schools are perfectly positioned to prepare youth to make sense of the complications of present world certainties by learning about globalization, as it gets slight attention within most national authorized curriculum (Myers, 2010). Effective international education is an advantage to both international and national students by raising the international critical insight, diverse culture, and novelty in the globalization of education. It is worth mentioning that leadership is a crucial factor in international education (Bu, 2019). International education is based on instruction, which favours critical and interdisciplinary philosophy, constructivism (by providing students with the opportunity to discover things through involvement and dialogue), developing lifelong learning skills, compassion and admiration for humanity (Hill, 2014).

Global education is defined as international education devoted to promoting cosmopolitan recognition, collaboration and understanding (Centre for Global Education, 2015). Global education is often mistaken or used interchangeably with international education. Some of this misunderstanding is because they both surpass national borders. (Lourenço, 2018). Furthermore, in the literature, the terms *international education* and *international school* are frequently used, and it appears to be implicitly presumed that they are linked together. On the Contrary, there also appears to be little agreement as to what each classification signifies and what their relationships are precisely (Cambridge, 2012). Lourenço, (2018) identifies two ways to promote international education. One way is through international schooling, Crossley and Watson (2003) recognize the role of international education in the preparation of students for work anywhere in the world and the development of an appreciation for diverse countries as well as decent relationships with people of various nationalities and languages. The second way to promote international education

is through nurturing educational experiences in other countries, for example, through short-term exchange programs. Phillips and Schweisfurth (2008, p. 44) declare these kinds of exchange programs play a major role in *creating the international scholar*, as they not only enhance students' educational and professional lives but also develop language learning, academic skills, autonomy and self-awareness. In this regard, international education has been identified as leading to international mindedness and international understanding. International mindedness is about "pursuing knowledge and understanding of cultural differences and global issues and how they affect us all. It is also about being able to critically analyze those issues to propose solutions" (Lourenço, 2018, p. 65).

The idea of cosmopolitanism and the development of a broad morality is a theme that echoes with the principles of international education in terms of the development of an individual with an intercultural view (Lineham, 2013). The capability of a school to stimulate the principles of international education necessitates a mixture of various factors. These factors are a balanced curriculum, cultural diversity and organizational qualities (Thompson, 1998). Tate (2013) suggests that there are two fundamentals in the philosophy of international education which need to be prominent: a distinguishing principle that is exclusive to international education and is focused on a vision of a better world; and a set of beliefs about the features that people ought to have, and the best ways to inspire these features to mature through education, that is often felt to be more or less vital to the notion of international education but is not exceptional to it. Furthermore, there is usually another feature that is often said to describe international education and that is the type of education that is felt to be most suitable in inspiring both the development of these principles and the kinds of human beings expected to help produce this healthier and more peaceful world (Tate, 2013). Hill (2014) points out that international education is based on a pedagogy that supports critical and interdisciplinary thinking, constructivism (children learning through experience and dialogue), developing permanent learning skills, and compassion and admiration for humanity.

#### **2.4.7 International Mindedness and International Schools**

The rise of international schools in substantial numbers throughout the globe requires examination of their aims, strategies and results and an analysis of their influences on global financial, social, and national activities (Bates, 2011). International schools are independent, private organizations

that cater to the globally privileged. They lie on a spectrum ranging between ideas of international and global; reasonable and market orientation (Gardner-McTaggart, 2018). Two different groups of students attend international schools, global travellers who move around changing their home and friendships and have a limited environmental notion of *home*. The other group are the wealthy nationals in the host country who pursue a reasonable advantage for their children. They have not experienced that mobility in their life, but they move in and out of their family culture setting into the school *international* setting experiencing a system of education adjusted to develop them for a globalised future. These changes occurred in international schools as they previously used to serve expatriate children only, but now they have a high percentage of host country natives (Hayden, 2011). However, Bailey & Gibson (2019) conducted a study in 12 schools in Malaysia and the results revealed, that individuals take various paths to leadership in international schools and that there is no clear leadership channel in these schools. Individual leaders follow their leadership preparation programs and some school leaders believe that they received insufficient preparation.

International and culturally diverse schools bring together cultures and personalities in distinctive combinations (Bell, 2013). Hayden and Thompson (2008) differentiate between national and international schools in four major areas: curriculum, students, teachers and administrators as well as their management leadership and governance. Hill (2014) highlight that national schools are normally teaching the curriculum of the country in which they are situated and have a comparatively similar mix of student cultures associated with international schools, but migration and international flexibility are still increasing, so that most national schools nowadays encompass representatives from other nationalities. In many cases, international schools and international education are connected in the perspective of those responsible for education provision, and the anticipations of many parents contributing to such organizations (Hayden & Thompson, 1995). Sears (2011) argues that students going to international schools may not have a complete understanding of their cultural identity because of their various experiences and exposures.

The CIS clarifies from the beginning that a CIS accredited school is not simply a school that encompasses students from several nations, but is a school within which students are stimulated to celebrate their cultural origins and to bring their cultural prosperity into the school community (Fannon, 2013). An international school is one that most often serves many expatriate students, taught by many expatriate teachers, teaching a curriculum (in any language that is chosen by the

school) other than the national spoken language. It is most expected to be administered by a private board, either by an organization, parent association or proprietary management, with or without direct control or assistance from the host country board of education. It most often serves non-nationals (Stagg, 2013). However, Hayden (2011) claims that apart from the curriculum and parental preference, an additional prominent feature of international schools is the lack of any central legalizing international organization that can decide whether the school may be classified as such. The fact that no central benchmarks occur on which to ground such a decision means that it is hard to know the exact number of international schools at any time, nonetheless, global estimations point with little uncertainty to the assumption that they are expanding.

An internationally minded school does not depend on being in a specific geographical location, having students and staff from diverse cultural backgrounds, or being an expatriate school in a foreign country. It is a mindset translated into behaviours within the school. An internationally minded school provides international education; it guarantees that students have an international perception of events and universal matters and that they can accommodate several perceptions, respect cultural and religious differences, learn at least another language and be conscious of the interdependent nature of the world concerning natural resources, distribution of prosperity, history, trade, science, technology, Internet, environmental matters and air travel (Hill, 2014).

#### **2.4.8 International Mindedness in School Vision, Mission Statements and Values**

The schools provide clear and valuable information about their priorities through the vision and mission statements, which provide them with clear directions towards achieving their goals and objectives (Allen, Kern, Vella-Brodrick & Waters, 2017). The difference between a school's vision and mission is that the vision statement does not express the purpose, but the organization's desired future. Each organization should have four fundamental statements (vision, mission, values, and goals). Agreeing on the school's mission provides an organization with the techniques by which its members can work collaboratively to achieve its set goals. The absence of a clear and well-articulated school mission may cause educators to understand their purpose in different ways (Gurley, Peters, Collins & Fifolt, 2014).

One way of investigating the multiplicity of private schools is to analyze their vision/mission statements. The school mission articulates a set of values that respond to important questions about the aim of education and the way the educational programs should be implemented (Boerema, 2006). Boerema (2006) declares that “The school mission provides the context for governance, decision making, and the way the school is managed” (p. 182). The organizational mission encompasses the identity and the core competence of the firm and indicates its reason for existence, for who it exists, why it exists, what its primary goal is and who its most important stakeholders are (Rampersad, 2001). Private schools can select the qualities of schooling that are connected to their mission, giving them a stronger coupling of curriculum, teaching, socialization experiences, and the school community’s principles (Boerema, 2006). As acknowledged by most accrediting boards, mission statements exemplify an important outline or image of an organization’s primary goals represented by brief and straightforward statements that convey comprehensive themes. In addition, school mission statements are one of the written records defining purpose that almost all schools have (Stemler, Bebell & Sonnabend, 2011).

The school’s internal capacity in driving school improvement and development through ensuring that the school’s vision concentrates on learning; learner, teacher and school learning is of great significance (Stoll, 1999). Ensuring that society members are fully engaged in the development and sharing of the vision and their emotional reaction to changes arising from the application of the vision is appreciated. Building through the common vision, as optimistic a school climate as possible that is conducive to development endeavours. Thus, it is evident that Stoll regards a school’s vision as a continuous, steady power that creates coherence and significance to school improvement procedures (Alvarez, 2013). Setting a few ambitious goals, giving first importance to the development of professional training, and making all students’ learning a common responsibility of everybody throughout the system are vital aspects of such a vision (Fullan, Rincón-Gallardo & Hargreaves, 2015). Kose (2011) conducted a study to re-investigate pertinent data from two qualitative studies of school principals who were nominated by their peers for excellent transformative practices. The findings revealed that “at least three vision statement dimensions appear to support transformative school practices and especially transformative teaching and learning: specific, manageable and coherent ideas; emphasis on student learning; and transformative language” (p. 127).



The least recognised and employed of the four foundational statements might be the statement of core values. Core values statements convey the common beliefs of an organization. They add that for statements of organizational values to be efficient and significant to a school community, they must be translated from ambiguous statements of stakeholder beliefs into clear and concise statements of discernible actions (Gurley et al, 2014). Calder (2011) broadened the understanding of the values statements by arguing that values statements offer an essential foundational pillar for how business is to be organized.

Designating units to concentrate on international understanding will not stimulate a whole school culture of international understanding. These are instruments that will support with knowledge and understanding but the actual key to nurturing international mindedness in the whole school approach is to develop an entire school philosophy, values and aims to foster international understanding in the daily collaborations with school personnel, learners as well as all stakeholders within the school (Lockhart, 2013). A school's strategic plan must reflect its long-term objectives and then decide the appropriate methods to achieve these objectives. International mindedness and the significance of internationalism requires to be recognised in a school's strategic plan, this, in turn, means that the School Board has approved its significance and hence should provide the required support for the school to implement it (Hall, 2013). "One of the major drivers of both membership and accreditation is the school's internationalism emanating from its mission and vision and developed through its educational provision for the students in its care" (Ranger, 2013, p. 170).

#### **2.4.9 Curriculum Implementation**

The achievement of a school's procedures and performance is usually determined by its efficiency in strategic practical domains such as recruitment, curriculum development, planning, students' policies, assessment, and teaching (Cheng, Ko & Lee, 2015). School-Based Curriculum Development can make a remarkable contribution to nurturing students 21<sup>st</sup> century competencies (Wang, Victor & Neo, 2019). Rotherham and Willingham (2009) declare the significance of applying 21<sup>st</sup> century curriculum and teaching in schools to equip students with the necessary skills to be able to deal with difficult challenges of our era. International mindedness is not only about the practices in the curriculum, but also about teachers' ability to be internationally minded while

planning and implementing the curriculum that plays a vital role in developing students' international mindedness (Cause, 2009). Ranger (2013) points out that the simplest methods of categorizing a school with an intention towards internationalism are through the curriculum it delivers to its students.

School curriculum is crucial for grasping how imaginaries of the international are represented in daily ways and how the youth view their position in the world (McLeod, 2019). Kelly (2009) highlights that international mindedness should be supported through international curriculum programmes. It should also be documented that the reference is to the issued curriculum and, to the scope, the intended curriculum (as envisioned by curriculum designers) matches the curriculum *delivered* by the teachers and that practised by students can differ depending on aspects including the teacher's understanding. Nonetheless, for international mindedness to be fostered more broadly, policy makers and developers at the highest levels will therefore need to be persuaded of the necessity for a more international emphasis to the curriculum: a challenge certainly when education policy is thoroughly tied to and inclined by political differences in society (Hayden & Thompson, 2013). The general fundamental theme in international curricula worldwide is the necessity for students to be ready for a progressively diverse and globalised world (Räsänen, 2007). However, Wells (2011) states that it appears gradually to be the case that curriculum content and the values fostered in schools appears to be less and less a foundation on which to obtain a distinction between *national* and *international* education.

There is a need “for a curriculum for global citizenship in which the curriculum is an approach to learning, not an addition to the curriculum” (Davy, 2011, p. 3). Curriculum elements for global awareness include “cultural and perspective awareness, additional language learning, explicit teaching of the concepts, skills, knowledge and attitudes of international mindedness, critical thinking skills and research and IT skills” (Davy, 2011, p.6). The concept of international mindedness is set in a social, economic, political, and national perspective. It does not matter how well curriculum documents' designers approve of its meaning, it will always be recognised and presented in classrooms according to a particular cultural background (Castro et al., 2015). According to Bourn (2014), global learning needs to be pertinent to the curriculum. It needs to have a strong knowledge base that is situated within discussions around international growth. It needs to acknowledge the significance of critical thinking. Most importantly, it needs not to be

viewed as the simple application of a sequence of themes, but rather as an approach to learning that requires reflection on the part of the teacher and the student.

Over the past era, there has been growing awareness to recognizing, promoting, and strengthening international mindedness in the explicit and official curriculum of international schools (Beek, 2016). The pedagogical approach of international mindedness could be similarly applied to any national curriculum lacking international content. Understanding, commitment, and honesty could be restricted to people, experiences, and the environment within any nation. They would still be reasonable, and students would learn a lot that is valuable, however, that would not represent an education for international mindedness (Hill, 2015). According to Dimmock and Walker (2000), the schools' curricula could be compared based on several characteristics: goals and purpose, curriculum breadth, curriculum depth, integration, differentiation, and relevance. Despite the claim that education for international mindedness is not limited to particular contexts, research indicates that its application is extremely inspired by context (Beek, 2016). "Curriculum enactment exists within a network of socio-educational contexts with unique social systems, norms and values, and involves the active negotiation of teachers with the curriculum and the locale" (Lai et al., 2014, p. 79).

#### **2.4.10 Pedagogical Practices**

The thoughtful use of the term 'pedagogy' covers a broader variety of teaching characteristics than instruction and embodies a different perspective of looking at teaching and learning practices (McNeill & Silcox, 2003). Teaching utilises global and local knowledge from the real world, as well as classroom diversity. It classifies the knowledge around important subjects and issues, allowing for analysis that is interdisciplinary (Muller, 2012). School leaders and teachers should attempt to outline the sets of standards, objectives and morals that form the teaching and learning environment (Thapa, Cohen, Guffey & Higgins-D'Alessandro, 2013). The vision and resulting goals must be supported by obvious, interesting, and evidence-based descriptions of effective pedagogy, cooperation, and leadership (Fullan & Hargreaves, 2015). Teachers use various methods to confirm that all students learnt most beneficially and effectively relating it to real-world and significant student experiences. For example, personalized learning, project-based learning, learning outside the classroom, learning related to passion and personal interests, and

providing transformative learning experiences (Sharples, De Roock, Ferguson, Gaved, Herodotou, Koh, Kukulska-Hulme, Looi, McAndrew, Rienties, Weller & Wong, 2016). Furthermore, in nowadays fast-moving and technology-driven world, school leaders and teachers should ensure that students are provided with a meticulous and broad global education (DeMello, 2011).

There are various ways to promote international mindedness in the classroom without offending any cultural compassion (Lockhart, 2013). The most significant factor is that teachers should set up their classroom to inspire and facilitate international inquiry. For example, inviting keynote speakers or parents to spare an hour of their time and act as a “Living Book” to the students in which they introduce their own culture to students, who in turn develop their interview questions. In addition, with the advanced technology in the classroom, teachers and students can team up with teachers and students in other parts of the world and share their experiences and views of the different cultures. Alvarez (2013) conducted a comparative case study in three international schools to investigate the link between the school’s philosophical statements and its developmental planning. The study also explored the different practices implemented at these schools and the results revealed that in one of the schools (ISC), teachers developed specific courses to broaden students’ knowledge of global issues. Furthermore, implicit and explicit support that teachers gave to students, parents and each other in funding clubs, activities and mindfulness campaigns intended to develop different worldviews followed by the cautious process that the teachers implemented when choosing the teaching materials planned to explore global issues.

It is of great importance to provide teachers with professional development programs and support to help their students to mature to participate in the shaping of their world and the potential world of their children and their grandchildren (Bristowe, 2013). Teachers should not be diminishing violets; they should be prepared to do a tough job. Teachers should accelerate and enhance students’ way of thinking, provide growth opportunities, and take on the responsibility that they are a major influence in students’ lives (Bristowe, 2013). Teachers are active people and their actual work goes beyond the school timings to prepare lessons that are effective and stimulating. It is hard for teachers to add the aspect of international mindedness into their already crammed curriculum. They only need recognition of the concept of international mindedness when doing their lesson plans and asking the questions differently or modifying the activities in a way that integrates unique cultural perceptions (Lockhart, 2013). However, Bayliss (2013) claims that many

teachers are challenged regarding discovering relevant and reliable opportunities for nurturing an international viewpoint within their classrooms and in their students' minds. He states that this is specifically evident in the Early Years where there are barely any practical ideas or literature written on the topic.

Internationally minded students will be more critical and more generous in their attitude to life. They will be knowledgeable and wise (Fannon, 2013). By having an international outlook beyond the physical and cultural borders they will become more confident and vital. They will view the world from different perspectives as they become more efficient and more respectful to other cultures. Furthermore, they will be more enthusiastic to take a stance for the wellbeing of the whole world rather than for any specific country. In addition, the teacher might be an essential connection in the growth of intercultural competence in youth, but here we must think of both sides of the two-edged sword. On the one hand, educators must become well-informed of the impact of culture in their own lives and how it influences their connections with others. At the same time, they must become skilled and assured in their capability to transmit this knowledge to the learners in their command (Cushner, 2012).

#### **2.4.11 Climate and Culture**

Culture and climate are closely related concepts (Duarte, 2012). Organizational culture is the culture that occurs in an organization, something like a community culture. It is comprised of several subtle phenomena, such as principles, beliefs, expectations, perceptions, behavioural standards, artefacts, and models of behaviour. It is the hidden and the unobservable power that is always behind the organizational events that can be viewed and noticed (Shafritz, Ott & Jang, 2015). Barth (2001) declares that eventually a school's culture has considerably more impact on life and learning in the school than the state department of education, the director, the school governance, or even the headmaster can ever have. As for the school climate, it includes comparatively permanent patterns of behaviour and communication in the school environment (Miron, Jones & Kelaher-Young, 2011). Zullig, Koopman, Patton and Ubbes (2010) highlighted five key domains of school climate: order, safety and discipline, academic outcomes, social relationships, school facilities and school connectedness. Cohen et al (2009) suggest that school climate refers to the value and character of school life. School climate is based on forms of people's

experiences of school life and signifies standards, objectives, principles, social relationships, teaching and learning methods, and organizational structures. A balanced, optimistic school climate promotes youth development and learning essential for a dynamic, promoting and rewarding life in a democratic society. Duarte (2012, p. 9) defines school climate as “the relationship among students and teachers as well as by academic orientation, guidance and behavioural values. Climate in schools can be defined by the idiom “how we feel about what goes on here.”

The first step would be to look at students’ different nationalities and ensure that everything feasible is being done to make the classroom and department environment are pitched towards making them feel *at home*, secure and protected in each other’s company (Bayliss, 2013). Other noticeable strategies that help bring an all-encompassing *feel* into the school setting involve maps and country labels emphasizing where students come from, and posters on doors in various languages accompanied by pictorial images. Furthermore, many schools set up a current affairs board in a central place where matters of common world concern or accomplishment can be exhibited and offer topics for discussion (Bayliss, 2013). On the contrary, Lockhart (2013) believes that a display that is created by the school librarian may provoke some students’ interest but a display studied and created by the students, as part of an entire unit, will stimulate greater understanding for the students engaged in that activity.

Internationally minded classrooms have specific characteristics (Lockhart, 2013). These classrooms will have a real respect for various cultures, concepts, and individuals, which could be noticed in the vision and mission of the school displayed on the walls. It may be obvious in the important agreements or class rules that are displayed around the classroom, but even more so it will be evident in the way students behave towards each other, in the type of questions that they ask and the answers that they receive from their teachers. Students will have the chance to examine and relate different perceptions of opinions and ideas. Teachers and students will capture the opportunities to make actual connections wherever possible (Lockhart, 2013).

Effective leadership and developing a unified organizational culture of a school associate directly with how effective international mindedness is implemented in a school’s daily operations. No matter how comprehensive a strategic plan is, the school leaders, staff and learners must model it,

and this is reflected in the school culture (Hall, 2013). Goldring (2002) highlight six key traits of culture: shared vision, traditions, collaboration, shared decision-making, innovation, and communication. Halim, Abu Bakar and Mohamad (2014) point out that those who are resilient and flexible can simply understand the variations in the new cultural environment and adapt themselves to the situation. Compassion toward cultural variations and the capability to be more receptive towards these variances can help expatriates to adapt themselves to the new working environment, where they must contact people of varied cultural background. Hacking et al (2017) conducted a research study in nine case study schools and two pilot schools. The key messages delivered from the study highlight the significance of fostering an inclusive school environment by involving and respecting everyone in the school community, irrespective of background or culture or position.

#### **2.4.12 Leadership in International Schools**

Globalization has enforced shareholders to reconsider global leadership proficiencies and re-examine decision-making (Jenkins, 2012). School leaders must have a considerable understanding regarding the following essentials to have rigorous and active delivery of international education: leading comprehensive internationalization with the curriculum as a driver, strategic planning for internationalization, developing a profile of an international education centre, hiring practices, supporting professional development, pursuing diversity and campus internationalization (Charles & Pennywell, 2015). Zahran, Pettaway, Waller & Waller (2016) conducted a study examining the significance of educational leadership to the UAE future and the numerous aspects manipulating the country's continuous improvement of its educational sector. The results revealed that the UAE's future economy depends to a great extent on the power and visionary reaction of the country's educational leadership as they prepare a skilled labour force that has the potential to compete in a contemporary global economy. However, there are some key challenges facing school leaders in international schools, isolation; anxiety; cultural variances; authority; business components; and handling school arrangement (Bailey & Gibson, 2019; Gardner-McTaggart, 2018). Globally, leadership effectiveness is enabled by acquiring a truly global mindset (Cohen, 2010). School leadership, mainly in internationally minded schools, entails investigation of, profound reflection on, consideration regarding the experiential certainties of life, and broad-mindedness to various perceptions and different ways of thinking (Hill, 2014).

School leadership plays a major role in enabling global competence development. School leaders immediately and implicitly influence the learning culture in schools and are a crucial factor for guaranteeing the profound, sustainable application of instructional methods that enhance student results (Tichnor-Wagner, Harrison & Cohen-Vogel, 2016). There is an increasing number of schools and regions that support global education. Nonetheless, schools that embed global competence into their ethos, curriculum and teaching remain the exception rather than the standard. Thus, leaders who wish to convert their schools into sites of global learning necessitate implementing leadership styles that incorporate instructional change and the multiplicity of people and perceptions on our globe (Tichnor-Wagner, 2019). However, Leithwood, Louis, Anderson and Wahlstrom (2004) claim that certain leadership styles are not as significant in understanding leadership effectiveness as linked to the practices that encompass them. They acknowledged three sets of practices that structure the fundamental aspects of successful leadership: a) setting the direction to grow common considerations of the organization and its actions and objectives, b) developing people through building capacities and inspirations, c) redesigning the organization by reinforcing region and school cultures, adapting organizational structures and building cooperative procedures.

International and multicultural schools draw together cultures and people in distinctive combinations. Leading these distinctive combinations involves an awareness of the personal world within each individual and the worlds that are created between us in our daily lives (Bell, 2013). A mixture of normative and critical literature indicates that the development of a transformative vision is a hypothetically crucial characteristic of transformative leadership (Kose, 2011). International schools, schools with an international stance, and culturally diverse schools are all subject to contextual impacts. Consequently, leadership within these schools must be equally bounded and manage with the certainties of the provided context. Leading to attain international mindedness has ambitious attributes specific to those leading while remaining earthed in the details of the people who form the society (Bell, 2013).

International mindedness as a primary institutional value orientation and as a capability to be educationally developed in students is especially prominent for leaders of international schools in three basic ways (Tarc, 2018). First, international mindedness arises within the historical path of the international schools' division (Hill, 2015) and therefore is circumstantially relevant to the



global or hybrid character of several recently developed and well-founded international schools across the world (Tarc, 2018). Second, the precise aspects of international mindedness (intercultural understanding, global engagement and multilingualism) and the concept of being mission-driven are both associated with mingling expressions of best practices for school leadership and 21<sup>st</sup> century school leadership (Hallinger & Heck, 2002; Wright & Lee, 2014). Third, under-heightened cross-border movements of teachers, learners, curricula, and systems, leaders of international and national schools are believed to be internationally minded (Dimmock & Walker, 2000).

#### **2.4.13 Characteristics of Global Mindset**

A global mindset is defined “as the ability to step outside one’s base culture and to understand that there is no universally correct way to do things” (Ranker, Huang & McLeod, 2015, p. 23). They add that developing a global mindset means acknowledging that our principles and our ways of doing business have different meaning, or perhaps even work, for our colleagues in other cultures. “Global mindset is the capability to influence others unlike oneself and is critical to global leadership effectiveness” (Zakaria & Panggabean, 2019, p. 147). Bao and Yin (2020) point out that research on global mindedness has focused on three main areas: its impact and importance, dimensions or components, and its antecedents and development. Furthermore, they add that the global mindset is connected tightly to decision-making in selecting options and policy formulation. Cohen (2010) states that the pursuit for a global mindset may seem endless. Global mindset has come to represent everything global or multinational, from individual attitudes, skills, abilities, and actions, to organizational training, structures and approaches to policies and procedures (Levy, Beechler & Taylor, 2007). Mathews (2017) defines a global mindset that combines the concepts connected to the composition of the mindset and the spirit of the global. Consequently, a global mindset may be well-defined as a multifaceted intellectual interactional state of the composition and procedures of knowledge, character, inspiration, passion and approaches that are depending on the international business at multilevel processes categorized by strategic complication, worldwide policy and multiculturalism.

Developing a global mindset entails not only acknowledging when it is valuable to establish a coherent global standard, but also strengthen the awareness of regional and cultural differences,

intersecting cultures and changing contexts. It necessitates simultaneously acknowledging circumstances in which requests from both global and local aspects are persuasive while merging an openness to and understanding of diversity throughout cultures and markets with an inclination and aptitude to synthesize across this diversity (Cohen, 2010). Aggarwal (2011) suggests that as business schools guide students in developing a global mindset, they have to concentrate on preparing students with leadership skills, work morals, and the capabilities to continuously learn to survive in an undefined future for the dynamic forces of globalization- specifically demographics, sustainability and technology. Developing a global mindset should be fostered in young people to prepare them for global challenges, since developing global skills is essential for young people (Zakaria & Panggabean, 2019).

There are five outcomes of global mindset: global identity, global strategy, flexibility, sustainable approach to business, and diversity appreciation (Ananthram & Nankervis, 2014). Lilley et al (2015) conducted a study to investigate the development of knowledge on the procedure of global citizenship education and students' mindset. The findings of the study resulted in a model that identifies *“reflexivity, relationality, criticality, and the social imaginary as “the tools and fuels” of the global mindset for moral and transformative reasoning”* (p. 242). Javidan and Bowen (2013) highlight three core capitals and nine underlying building blocks of a global mindset. The core capitals are Global Intellectual Capital, Global Psychological Capital, and Global Social Capital. Aggarwal and Zhan (2018) believe that skill is a significant aspect in the development of global mindsets. They mention language skill and communication skill as some of the few examples. They confirm that sufficient language skill supports in understanding cultural differences across borders. In addition, Pless, Maak and Stahl (2011) confirm that the overseas experience helps students develop a global mindset, cultural intellect, self-consciousness, and crucial skills for accountable global leadership.

The global mindset implies the capability to acknowledge diverse cultures and markets and to examine common forms that, because of their complication, lead to the recognition of prospects (Rogers & Blonski, 2010). “The global mindset can be thought of as both a facilitator and a manifestation of student change and is conceptualized as the generating centre of global citizen learning” (Lilley et al, 2015, p. 236). Behaviour (openness to fresh ideas and cultures, natural inclination to work in a foreign country, and inclination to design actions in the long term) and

knowledge (global business experience) are the aspects that best signify a personal global mindset. To a less significant scope, the personal global mindset correlates with manager reasoning elements (curiosity, eagerness to listen to and motivate others, and eagerness to work in cooperation) (Felício, Caldeirinha & Ribeiro-Navarrete, 2015).

A person who demonstrates high levels of global mindedness shares a profound concern for people all around the world and has an ethical responsibility to attempt to improve circumstances. People who are globally minded believe that they as individuals can influence the world and that each person has something to give. They appreciate diversity and differences and are aware of and appreciate the interconnectedness of the world (Hansen, 2010).

#### **2.4.14 Challenges Facing the Development of International Mindedness**

Metli (2018) conducted a study to explore international mindedness in three schools in Istanbul and the results highlighted internal and external factors that face international mindedness development. The external factors were the social and political environment, authority, and resources. The internal factors were about the school processes and provision. The existence of discrete value schemes can posture challenges. The outside community culture can be powerful for native students who are not ‘drifting through’ a culture as an immigrant student, but they are expected to adopt it as their own and eventually commit towards it. Consequently, native students going to foreign international schools may end up conveying values encouraged on the school premises, on one hand, contrary to family or public values on the other hand. Thus, parents’ engagement poses extra challenges when dealing with a bicultural setting where the school and home share different values (Frangie, 2017; Savva & Stanfield, 2018). Hacking et al. (2018) conducted a study in one of the International Baccalaureate schools and the results highlighted some challenges facing international mindedness at three different levels: the society, the school and the individual. At the national level: tension and cultural conflict with the native background and between school strategy and state directives, create a comprehensive and non-disruptive environment. At the school level, informing the parents and keeping them involved in all practices and activities, preparing socially sensitive instructors, taking international mindedness above superficiality and being genuine in methodology and purpose. At the individual level, integrating international mindedness with national mindedness and dealing with sensitivity and students’

discomfort. The researchers point out that these challenges might be contextual, however, they provide food for the thought.

As businesses are expanding and they are pursuing to develop their processes across borders, there is an increasing demand for graduates with global mindsets, who can support organizations to accomplish their goals at all levels locally and internationally. This creates a crucial additional challenge for international education, as global mindsets unluckily do not develop on their own. Teaching students to acquire global mindsets is a challenge for all school personnel: students, teachers as well as academic administrators (Aggarwal & Zhan, 2018). In addition, many conventional teaching methodologies and pedagogies like class discourses and discussions are of doubtful effectiveness in creating global mindsets, as developing global mindsets entails learning that is genuinely rooted. Teaching pedagogies for developing global mindsets require the involvement of student intelligence more intensely and to have a cross-border and cross-cultural collaborating element as possible, which present another challenge as they are more expensive in time and resources (Aggarwal & Zhan, 2018). Furthermore, Tate (2012) recommends that schools should provide sufficient curriculum time to permit deep engagement into the unique cultures of the nation-state. If schools neglect to provide due acknowledgement to national uniqueness, besides internationalism, our educational program may result in diminishing the world's cultural diversity while at the same time declaring a dedication to its advancement.

Lee, Hallinger and Walker (2011) conducted a study to identify the challenges facing the school leadership in five International Baccalaureate Schools in the Asia Pacific regions. They classified the challenges into environmental and organizational factors. There are two factors in the environment of international schools that outline the role and challenges for leaders: parent and community context and external assessment. As for the organizational factors, the researchers concentrated on four features of the international school framework. "These are their private self-funded status, structural organization, human resource systems, curriculum, teaching and learning structures and processes" (p. 11). Metli, Martin and Lane (2019) explored perspectives of international mindedness within two case study schools in Istanbul. The first school was a Turkish school with mainly national students and the second school was an international school with students from various nationalities. The challenges facing multilingualism were lack of opportunities to develop skills in their first language and engagement in languages besides English

was inadequate, whereas in the national school the problem was time as they had to follow the national curriculum and did not have time for a third language. Regarding intercultural understanding, in the international school, the challenges faced were the school's cultural diversity and shortage of curricular support. On the other hand, limited resources were the main challenge facing the national school. As for global engagement, in the international school, the challenges appeared to correlate significantly with a few teachers' predispositions toward being positively critical to how the school might get better. On the contrary, the challenges faced by the national school were focused on external constraints such as limited participation in extracurricular activities (Metli, Marti & Lane, 2019).

## **2.5 Summary**

Few studies that are conducted in the field of education have similar features to the current study. For example, Cause (2012) conducted a case study in an Australian Primary School using semi-structured interviews to explore how teachers interpret and describe international mindedness. The study findings revealed that teachers depend on natural opportunities that arise during the school day to develop international mindedness. Nonetheless, this is because teachers do not know any other method to develop international mindedness, which makes them feel angry and confused. Furthermore, Cause (2012) highlights that in schools implementing PYP, it is of great importance that the school leadership support teachers with continuous professional development programs. The findings of the study suggest that the core values, perceptions and history of a specific culture are developed through the national curriculum, extended efforts and a cooperative approach for reaching beyond the national setting is vital. Thus, international mindedness should not be an additional subject, it needs to be rooted in all learning and assessment procedures.

Another quantitative study was implemented in an international primary school using Hett's (1993) GMS to investigate the development of school leadership global mindedness. The study emphasised the demand for school leaders who recognise the significance of developing an analytical and international perception of education (Hersey, 2012). Consequently, it is necessary to provide current leaders with the educational tools and experiences that enable prospects for mindfulness, reflection and the growth of global mindedness. The findings acknowledged the occurrence of the global mindedness five constructs and the association between variables like

travelling, language aptitude and teaching experience. The findings confirmed a significant relationship for age, gender, years of experience, years of work with International Baccalaureate and second language speaking proficiency. Thus, it recommended that school leaders should discover prospects for language acquisition to increase communication, discover travel opportunities whether personally or professionally and contribute to cross-cultural events. The study also identified the relationship between global mindedness and the ten attributes of the International Baccalaureate learner profile (balanced, communicator, inquirer, risk-taker, thinker, reflective, caring, open-minded and knowledgeable).

A study examined contextual explanations of international mindedness by International Baccalaureate Diploma students in a national and an international school in the Czech Republic (Beek, 2016). He concluded that the experience of international mindedness can be described by the development of intercultural identity, the capacity to take different perceptions and the ability to solve disengagement from important others. Contextual components of privilege, parent impact and exposure to diversity also described the experience of student international mindedness. Beek (2016) implemented the integral methodological multiplicity, a type of mixed methods approach, quantitative and qualitative data were collected and analysed. The results revealed that there are certain shared aims in the experience of international mindedness. In acknowledging and accepting the diversity of human experiences and worldviews, we must preserve hope that the aspiration of human harmony and peaceful collaboration can be accomplished.

A case study was conducted to depict expatriate leaders' perspectives of how they and their colleagues show the skills of sympathetic, emotionally self-controlled, or interculturally sensitive when accomplishing a school's global-minded strategic plan (Lewis, 2015). The researcher concluded that expatriate leaders exhibited sympathy through social responsibility, emotional self-control through individual and professional expertise and intercultural sensitivity through dynamic community commitment. The results of the study could offer a direction to faculty members' professional capabilities toward applying instructional programs that aim at developing global citizens. Furthermore, social change could result from international expatriate schools utilizing depicted models of distributed leadership regarding a cohesive and socially just objective.

Shetty (2016) conducted a study with the existing sample of 85 teachers from two schools (44 Art teachers and 41 Science teachers). Hett's 1993 tool was implemented in the study. The survey results revealed that the Art teachers displayed a higher level of global mindedness than the Science teachers. Nonetheless, both groups of teachers demonstrated a minimal level of global centrism, therefore, implying that teachers are required to think of the global benefit over provincial or state benefit. Thus, there needs to be determined endeavours to recognise and improve global awareness among the teachers so that they in turn model this attitude among learners. This was confirmed by Pitre (2015) "teachers' global awareness necessitates cultural self-awareness, self-efficacy to teach students how to reflect on their cultural make-up and understanding of pluralism" (p. 160). In addition, self-management skills confirm that the student develops independence and self-efficacy (Joslin-Callahan, 2018).

Mitchel (2014) conducted a qualitative study to investigate teaching and learning in an international school. The required data was collected from a variety of resources: classroom observation, document analysis and interviews. The results revealed four emerging themes: 1) personalised learning in which the student is placed at the centre of the learning experience; 2) creative professionalism of teachers as the school considers it as one of the highest advantages in offering a high quality education ; 3) contemporary community and the researcher confirms that the kind of community existing at the international school has been created and preserved with decisive intent; 4) international mindedness at the international school is about trusting that goes beyond borders and state welfares, everyone has shared goals, ambitions and a common sense of humankind that can be enhanced and reinforced through the teaching and learning environment. Pitre (2015) points out that the school context influences the ways that teachers are capable of teaching students to become more culturally conscious and internationally minded.

Previous studies also measured the different aspects of international mindedness like the impact of global mindedness on students' academic performance (Lope, 2014; Sutherland, 2015), students' perceptions of international mindedness (Joslin-Callahan, 2018), and characteristics of international schools that promote international mindedness (Muller, 2012). The current study is contributing to the existing knowledge as well as adding to the literature. The literature highlighted a limited number of studies conducted to investigate the impact of school practices on students' global mindset. Therefore, the current empirical study aims at providing the readers with a holistic

picture of all the school practices in implementing education for international mindedness from different perspectives (school leadership, vision and mission statements, pedagogical practices and curriculum implementation), and its impact on students' global mindset. Furthermore, there is also a gap in the literature; previous studies were carried out in International Baccalaureate schools and very limited studies were conducted in American curriculum schools. Thus, the current study is conducted in American curriculum schools in Dubai to fill in that gap in the literature.

Education plays a key role in the 21<sup>st</sup> century and persists to develop together with the fast-expanding multi-dimensional powers of globalization (Lope, 2014). Educators are challenged by these rapid changes in preparing and equipping students with the required skills. Chapter two presented a review of the literature related to the definition of international mindedness and its impact on students' global mindset. Furthermore, it highlighted the three main pillars of international mindedness: multilingualism, intercultural understanding, and global engagement (Belal, 2017; Hill, 2014; Metli, Martin, & Lane, 2019; Lacarate, 2018; Singh & Qi, 2013). Researchers who contributed to the current literature review have studied international mindedness from different perspectives. Education for international mindedness can be applied through the school's vision, mission, and values (Kose 2011; Lockhart, 2013; Stemler, Bebell & Sonnabend, 2011), curriculum implementation (Beek, 2016; Davy, 2011; Wang, Victor & Neo, 2019), pedagogical practices (Alvarez, 2013; Bristowe, 2013), and climate and culture (Hacking et al, 2017).

Vygotsky's social constructivism forms the foundation block that supports the study (Amineh & Asl, 2015; Olusegun, 2015; Mvududu & Thiel-Burgess, 2012). The researcher highlights the significance of social interactions in helping to deepen students' understanding and enhance their social skills and communication in the classroom. The integral theory is used as the core of the study, it is constructed around the four integral quadrants to provide a broader view of contextual explanations of international mindedness as well as a focus for the research questions. The upper left presents the school leaders and teachers' perceptions of international mindedness. The upper right presents the school's initiatives to promote students' international mindedness. The lower right is mainly about how the pillars of international mindedness were investigated through the curriculum implementation, pedagogical practices and the school's climate and culture. The lower left highlights students' views of international mindedness. The transformative learning theory



presents the actual transformation in students' learning, after all the school's practices and initiatives, in achieving a global mindset.

Furthermore, research studies indicate the significant role of school leadership in promoting education for international mindedness as well as effective change in an organization (Jenkins, 2012; Tichnor-Wagner, Harrison & Cohen-Vogel, 2016). However, they are faced with some challenges due to internal and external factors (Metli, 2018) and at different levels: the society, the school, and the individual (Hacking et al. 2017). For example, some of these challenges include pedagogical practices like classroom discussion and discourse are of uncertain effectiveness. In the last section of the chapter, the researcher presents a review of some of the studies that addressed international mindedness from different perspectives.

For international mindedness to be developed seriously, it is necessary to have an approved paradigm methodology. It is noteworthy mentioning that empirical research is lacking in areas related to the nature of international mindedness, its main constructs and ways of developing it. Thus, more research is required regarding notions of international mindedness to provide rich considerations which can add to this developing field of study. More research adding to the literature base of international mindedness would permit researchers to identify possible relationships between the different constructs, enabling the current vague ideas on international mindedness to become beneficial significant developing ideas.

## **2.6 Conclusion**

Informed by the findings of the literature review, the researcher believes that international mindedness appears to be a new implication associated with globalization. The development of global environmental and economic issues have also played a role in the evolution of international mindedness. It has emerged along the same lines as concepts related to intercultural awareness and sensitivity about cultural, social and religious differences. Wilber's integral theory with its four quadrants has provided a vivid overview of the implementation of international mindedness in the field of education supported by Vygotsky's social constructivism theory and Mezirow's transformative learning theory. The UR individual external view regards international mindedness as a stage-based development whereby the individual can adopt various perspectives. Vygotsky's

(1978) social constructivism theory can be applied to highlight the importance of social interactions and collaboration with others in constructing knowledge. The UL individual interior view investigated school leaders and teachers' perceptions of international mindedness based on their personal experiences. The LL collective interior view emphasized that the development of education for international mindedness is not limited to specific place or context and can exceed any school setting; thus, highlighting its universality. As for the LR collective exterior view, it was revealed that the organization possess the vision, mission statements and core values and is held responsible in the sustained development of international mindedness. This could be achieved through its curriculum implementation as well as pedagogical practices. As globalization is increasing around the world and boundaries are disappearing, Mezirow's transformative learning theory (1997) emphasizes that implementing education for international mindedness must be reactive in order to sustain broadminded transformation.

The next chapter presents the mixed methods research methodology and the tools implemented to gather the required data, analyse it, and interpret the findings to answer the research questions. The chapter includes the research approach, research methods including the sampling and the participant selection, data collection and instrumentation, and data analysis.

## Chapter Three: Methodology

### 3.1 Overview of the Chapter

The current study used a sequential mixed methods approach. Choosing the appropriate methodology is considered as one of the most important stages in conducting a successful research study (Cause, 2012). It aims at exploring the school's practices and initiatives implemented by the school leaders and teachers and their impact on students' global mindset. The researcher is interested in determining how the advancement of international mindedness is implemented and monitored within a school context. As individuals become more interrelated, students need to gain an understanding of the world surrounding them. However, there are still some people who reveal limited consciousness of individuals and places outside the direct physical setting of their everyday lives (Carano, 2010). Internationally minded people were formerly defined as those who have a natural worldview, who trust the independence of humankind on an international measure and act in humankind's best welfares (Muller, 2012).

This chapter outlines the methodology implemented in the current study explaining the research approach and the rationale behind it, research methods, site, sampling and participant selection as well as data collection, pilot study and ethical considerations. The current research is a sequential mixed methods study carried out in private schools in Dubai. It implements the mixed methods approach. The collected data was the researcher's endeavour to answer the following questions:

- ❖ **RQ1:** How are the pillars of international mindedness conceptualized in the school's vision and mission statements, core values, curriculum implementation, pedagogical practices, climate and culture?
- ❖ **RQ2:** What are school leaders and teachers' perceptions of international mindedness?
- ❖ **RQ3:** To what extent do school leaders and teachers' demographic variables influence their international mindedness?
- ❖ **RQ4:** What are students' perceptions of global awareness and attitudes towards global social issues?
- ❖ **RQ5:** What are the initiatives implemented by the school to promote students' international mindedness?

### **3.2 Research Approach**

At the core, research methods are planned to produce reliable and precise knowledge. They support researchers in shedding practical light on multifaceted phenomena by providing paths to best inspect and explore a topic under study. They also describe parameters for the organised collection of data, offer researchers ethical restrictions, and guide academic activity (Brent & Kraska, 2010). Research nowadays is becoming progressively interdisciplinary, multifaceted, self-motivated; hence, many researchers need to balance one method with another, and all researchers need a strong understanding of numerous methods used by other researchers to simplify communication, to encourage partnership and to offer greater research (Johnson & Onwuegbuzie, 2004).

In the current study, a sequential mixed methods design is applied in which the qualitative section precedes the quantitative component (Tashakkori & Teddlie, 2010). The first stage of the study is based mainly on qualitative data collection from document analysis. It helps the researcher explore the way international mindedness was promoted and implemented through the schools' various practices and activities. The second stage of the study depends on quantitative data gathered from the GMS for school leaders and teachers to gain further insight into their perceptions of international mindedness. In addition, the students' Global Awareness (GA) questionnaire measures the impact of these practices on students' global mindset. Finally, the last stage of the study is based on qualitative data gathered from the school leaders and teachers' interviews and students' focus groups to provide the participants with the opportunity to share their own stories and help the researcher to dig deeper into specific concepts of international mindedness and global awareness.

Mixed methods design is defined as “the collection of analysis of both qualitative and quantitative data, mixing the two forms of data, giving importance to one or both, using processes in a single study or manifold phases of a program of study” (Creswell & Plano Clark, 2011, p. 410). This design is suitable for the exploration of new phenomenon (Cabrera, 2011). It refers to pragmatic philosophy that lies in gathering a considerate mixture of qualitative and quantitative data that assist and address the study's main purpose (Johnson & Christensen, 2014). Pragmatism is commonly viewed as the philosophical partner for the mixed methods approach, which can be realised as providing a third paradigm for social research by joining qualitative and quantitative

methodologies based on pragmatism and a practice-driven requirement to mix methods (Denscombe, 2008). The paradigm move to the mixed methods is due to the attack that was launched by the social scientists on the positivist paradigm as they were supportive of the qualitative research and recommending constructivism (Reichhardt & Rallis, 1994). According to Pasick, Burke, Barker, Joseph, Bird, Otero-Sabogal, Tuason, Stewart, Rakowski, Clark, Washington, and Guerra (2009), qualitative methods, which are mainly inductive, allow for identification of formerly unidentified procedures, clarifications of why and how phenomena happen, and the range of their effects. Quantitative methods, which are mainly deductive, are perfect for measuring the prevalence of 'known' phenomena and fundamental patterns of connotation, including implications of causality. Indeed, a mixed methods design addresses the numerical data (the 'what') and the qualitative types of research (the 'how or why') (Cohen, Manion & Morrison, 2011).

Sequential mixed methods design was implemented in the current study to avoid the drawbacks of using a single research approach and to benefit from the advantages of using both worlds. The fundamental argument for a mixed-methods design is that the mixture of both methods of data offers an enhanced understanding of a research problem than having either quantitative or qualitative data (Creswell, 2012). According to Ayiro (2012), the advantages of a mixed methods approach are mainly about the fact that using multiple methods in research helps the researcher to study the problem of the process from different perspectives. Using a variety of approaches helps to concentrate on a single procedure and approves the data accuracy. A mixed methods research balances the findings from one type of research with another one. Thus, the research does not miss any existing data.

The researcher's rationale for using a mixed methods design is to employ a triangulation design to combine the strengths of qualitative and quantitative methods while decreasing the flaws of both (Creswell & Plano Clark, 2007; Gorard & Taylor, 2004). Another reason for using the mixed methods design is that it has a better opportunity of seizing the complications of the study's context than using one method. This is because international schools and the topic of international mindedness is still an underdeveloped field; researchers need various sources of evidence to inform their work (Creswell & Plano Clark, 2007). Mixing methods offers the researcher the opportunity of merging the strengths of some methods while lessening the weaknesses of others to produce a

more complete and vigorous study that can be transferred to broader audiences (Ross, 2012). Furthermore, “a mixed methods approach of gathering and evaluation can increase the validity and accuracy of the information” (Ayiro, 2012, p. 491).

With the assumed conditions that described the study, a mixed methods approach was implemented to broadly explore the implementation of education for international mindedness and its impact on students’ global mindset through qualitative and quantitative tools to gain further understanding (Creswell, 1998) and to measure diverse conditions that gave increase to precise conclusions and insights (Yin, 1994). As stated by Creswell (2012, p. 543) “The purpose of an exploratory sequential mixed methods design involves the procedure of first gathering qualitative data to explore a phenomenon, and then collecting quantitative data to explain relationships found in the qualitative data”. This implies that the data collected from the document analysis was used to provide the researcher with an insight into the ways international mindedness was implemented at the school through its daily practices. It also highlighted how it was embedded in the curriculum implementation, pedagogical practices and school initiatives. After that, it was followed by a quantitative tool for school leaders and teachers. The second stage was the quantitative data using (Hett’s 1997; Hansen’s, 2010; Hersey, 2012; Guffey, 2012; Lope, 2014; Sutherland, 2015) GMS for school leaders and teachers and (Ferreira, 2011) GA Questionnaire for students. The third stage was the qualitative data collected from the school leaders and teachers’ interviews and students’ focus group. The interviews and focus groups helped in providing the researcher with the opportunity to have a deeper insight into how participants perceive international mindedness and how the school practices help in developing it. The main purpose of using this method is to capture the dynamics and trends of the research as well as to gain a deeper insight into the conceptualisation of international mindedness and the school practices that are promoted to develop students’ global awareness. Below is a diagram of the research approach (Figure 3.1):

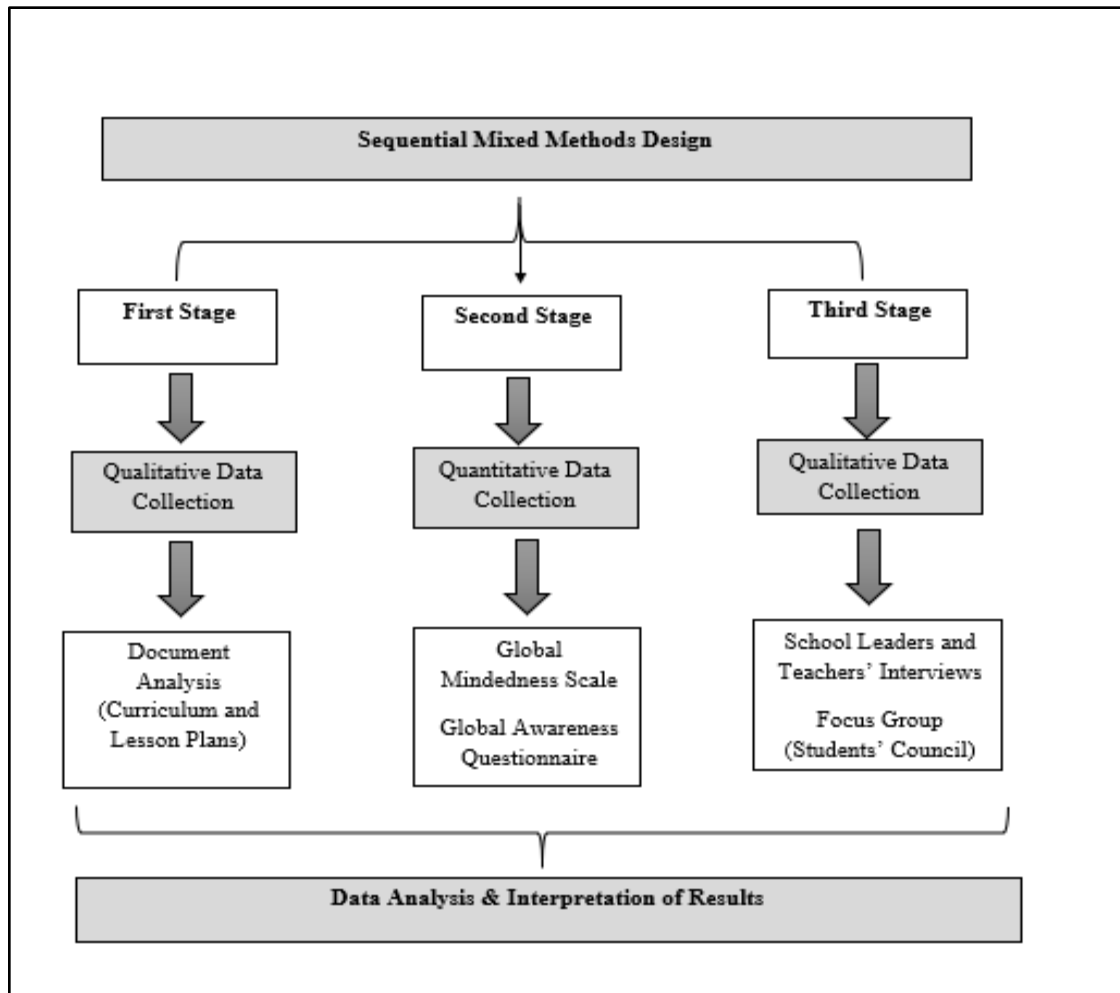


Figure (3.1): Sequential Mixed Methods Approach

The study's research approach is depicted in Figure 3.1, which is a sequential mixed methods design and highlights the data collection methods. The first qualitative stage primarily focused on document analysis, which had been collected and analysed in one month (Appendix D). The gathered data was used to answer the first research question. The schools' vision, mission statements, lesson plans and community service projects were analysed to align the school practices with the three main pillars of international mindedness. The next stage includes the quantitative data; a modified version of GMS (Hett, 1997; Hansen, 2010; Hersey, 2012; Guffey, 2012; Lope, 2014; Sutherland, 2015) was implemented to examine participants' perceptions across the five constructs of global mindedness as well as the modified version of Ferreira (2011) GA Questionnaire to examine high school students' perceptions of global awareness (Appendices H & I). The data collected from both questionnaires provided all the required information to answer

the second, third and fourth research questions. Quantitative research could sometimes address the serious concerns that require our thoughtfulness in the educational field (Crawford & Impara, 2001). The third stage of the study included an analysis of the qualitative data collected from school leaders and teachers' interviews as well as students' focus groups. The qualitative part of the study answers the fifth research question and it is aligned with the descriptive phenomenological approach, where the researcher hopes to gain further insight into the world of his or her participants and describe their perceptions or reactions (Fraenkel & Wallen, 2009).

In summary, the current research problem focuses on having a deeper and vivid understanding of how school practices and initiatives support in implementing education for international mindedness and investigate its impact on students' global mindset. Furthermore, the study examines the phenomenon of international mindedness from various perspectives (school leaders, teachers and students) based on the analysis and interpretation of the data gathered from the qualitative and quantitative tools. Therefore, the present study chose pragmatism as the philosophical rationale that holds the strengths of both worlds of research (the qualitative and quantitative).

Pragmatism is applied as the philosophy underpinning the current research. It highlights the significance of both quantitative and qualitative research and that they should be considerably mixed in single research studies (Johnson & Christensen, 2014). Dewey's pragmatism is a method of acting and thinking depending on inquiry in circumstances (Dewey, 1909). The surroundings of the problem at hand demand the method of inquiry, thus, responding randomly or self-referenced sequences of action (Dewey, 1938, cited in Thayer, 1981). Globalization has caused a growing consciousness of our interrelated and inter-reliant human experience. Thus, education for international mindedness is an important requirement in a diverse school community. Pragmatism holds in high regard the reality and influence of the inner world of human experience in action. Knowledge is regarded as being both built and grounded on the authenticity of the world we experience and live in (Johnson & Christensen, 2014).

Pragmatists give more significance to the research question rather than the method they use or the worldview that is supposed to inspire the method. Most respectable researchers choose to address their research questions with any accessible methodological instrument, using the pragmatist



principle of “what works” (Cohen, Manion & Morrison, 2011; Creswell, 2013; Johnson & Christensen, 2014; Tashakkori & Teddlie, 1998). Pragmatism, when viewed as an alternative paradigm evades the argumentative topics of reality and truth, accepts, theoretically, that there are singular and manifold realities that are exposed to empirical investigation and positions itself toward solving real-world problems (Creswell & Plano Clark, 2007; Dewey, 1925). Consequently, pragmatism provides the researcher with the opportunity to be mentally and practically free from any restraints imposed by the opposition between postpositivist and constructivism (Creswell & Plano Clark, 2007), and researchers should not be limited to a specific research method or procedure (Robinson, 1993).

Pragmatism is a matter-of-fact approach to life, concentrating on the solution of real-world problems in the practical world. Cohen, Manion and Morrison (2011) point out that pragmatism prefers value, applied consequences and results, and heuristic over the search for the most precise depiction of truth. “Some educational pundits interpreted pragmatism as advocating the practical over the intellectual” (Hall, 1996, p. 11). According to Hoshmand (2003), pragmatism suggests a direction of thought regarding choosing the right method, based on the verified effectiveness and values of approaches in practice. The most stimulating inference of a pragmatist view of our research practice is that it provides the opportunity of developing a metamethodological understanding that can critically evaluate and develop the methods implemented by researchers in their work. For example, when a specific technique does not produce a meaningful set of findings, can be recognised and shared with associated researchers and scholars in the field (Hoshmand, 2003).

The rationale for adopting pragmatism, as the philosophical approach underpinning the current research is its flexibility to include different contexts when studying a phenomenon. It focuses on communication and commonly lived experience to produce useful solutions to social problems (Creamer, 2018; Shannon-Baker 2016). Ghenea (2015) argues that pragmatists are representatives and creators of reality. Therefore, it is evident that pragmatism has a solid philosophical position in mixed methods. According to Hickman (2007, p. 46), “Pragmatism can contribute to the development of global citizenship and global publics by advancing its central claims. Among these claims, is an insistence that the meaning of a concept lies in its consequences for behaviour, and therefore that when a judgement is true, then it is one that “we can assimilate, validate, corroborate,

and verify.” In addition, the concept of international mindedness explored in the current study could be promoted through different social contexts and people lived experience. Fraenkel, Wallen and Hyun (2014) point out that pragmatists recommend that researchers should seek whatever assists the purpose of their study to find answers to their research questions. Thus, the current study has implemented the appropriate tools that met its needs to answer the research questions (Fraenkel, Wallen and Hyun, 2014).

Pragmatism is not associated with any structure or philosophy. The researchers are provided with the opportunity to apply both qualitative and quantitative approaches; the crucial point is to discover the appropriate methods and research process that answer the problem statement (Rahi, 2017; Subedi, 2016). According to Hendren, Luo and Pandey (2018), they agree with the assessments of the prospective of mixed methods to add value by validating evidence, revealing perceptions, and balancing the biases integral in using qualitative and quantitative approaches only. The current study has many purposes; consequently, it requires a mixed methods approach to address these purposes from a variety of perspectives.

For the researcher to explore the topic of international mindedness and the way it is implemented in schools in Dubai through the various practices, a qualitative approach is applied where several queries are required to be answered by gathering qualitative data from the document analysis (Frankael & Wallen, 2012). Thus, the researcher is provided with the required data to answer the first research question. Furthermore, to have a further insight that can explain school leaders, teachers and students’ perceptions of international mindedness and global awareness, two close-ended questionnaires are distributed to the different groups of participants (school leaders and teachers/students). The questionnaires help in gathering numerical data to answer the second, third and fourth research questions. At the final stage of the study, the researcher conducts interviews with the school leaders, teachers, and focus groups with students to answer the fifth research question. Richards (2003) points out that a qualitative inquiry can lead to “transformative potential for the researcher” (p. 9).

### 3.3 Research Methods

The following section highlights the different aspects that are dealing with site selection, sampling, participants, data collection and instruments as well as ethical considerations. Table 3.1 clarifies the study’s organization: the approach, research tools, participants and sampling used to answer the research questions.

Research Questions	Approach	Instrument	Participants	Sampling	Data Analysis
Q1 How are the pillars of IM conceptualized in the school’s vision and mission, curriculum implementation, pedagogical practices, climate and culture?	Qualitative	Document Analysis  Checklist/ Observation Walk	72 lesson plans	Systematic Random Sampling *lesson plans *School Website  Displays & Bulletin Boards	Thematic Content Analysis
Q2 What are the school leaders and teachers’ perceptions of IM?	Quantitative	Hett’s Global- Mindedness Scale (GMS) Closed- ended items	School leaders & Teachers (n1=100)	Comprehensive Purposeful Sampling	Descriptive and Inferential Statistics
Q3 To what extent do school leaders and teachers’ demographic variables influence their IM?	Quantitative	Hett’s Global- Mindedness Scale (GMS) Close-ended items	School leaders & Teachers (n1=100)	Comprehensive Purposeful Sampling	Descriptive and Inferential Statistics
Q4 What are students’ perceptions of global awareness and attitudes	Quantitative	Global Awareness Close-ended items	Students (n3 = 682)	Systematic Sampling	Descriptive and Inferential Statistics

towards global social issues?					
Q5 What are the initiatives implemented by the school to promote students' IM?	Qualitative	Interviews	School leaders & teachers (n4= 21)	Convenience Sampling	Thematic Content Analysis
		Students' Focus Groups	Students (n3 = 24)	Heterogeneous Selection	

Table (3.1): Research Methods and Participants' Size

Table (3.1) depicts the study's organization including the research questions, approach, instruments, participants, sampling and data analysis. It also highlights the association between the research questions and the instruments used for the study. The study design utilises the "Sequential Mixed Methods" where the qualitative data was gathered at the first stage of the study through document analysis. After that, participants' perceptions were investigated through quantitative instruments. Finally, a qualitative instrument was utilised to provide the researcher with a deeper insight into the quantitative results.

### 3.4 Context

With the rapid growth of the UAE, there was a significant demand for schooling for the children of expatriate employees. Private schools cater to the expatriate population by offering curricula matching the home countries of the expatriate employees, nonetheless, Emirati students also make up a significant part of the student population in the private school sector. The current study investigates the implementation of education for international mindedness in American curriculum schools in Dubai. They all integrate the MoE core values in its Arabic, Islamic, Social Studies and Moral Education subjects. As for the core subjects (Mathematics, Science and English), some schools follow California Common Core Standards, while others follow Massachusetts (NGSS, CCSSM, CCSSE) correspondingly. Two of the participating schools in the study have received New England Association for Schools and Colleges (NEASC) accreditation, while the third school has received both NEASC and CIS accreditation. The three participating schools promote international mindedness in all aspects of the education they provide. This notion revolves around celebrating diversity and understanding that people from around the world convey languages and

cultures that are rich contributions to humankind. They endeavour to develop students who perceive themselves associated to a global community and have a sense of responsibility to its members. They explore, integrate and identify the cultural diversity within the classrooms. They have a population from diverse backgrounds who speak different languages and have different cultures and traditions. However, being together under the same roof has taught them a real-life lesson of how people should live in harmony and accept their cultural resemblances as well as differences. In the three participating schools, students participate in internal and external competitions.

### **3.5 Sites Selection**

School inspection and school evaluation are interconnected terms. They are both linked to measuring the effectiveness of a school's performance. There are different entities for school evaluation in the UAE according to the emirate. There is Abu Dhabi Educational Council (ADEC) for public and private schools in Abu Dhabi. Knowledge and Human Development Authority (KHDA) for private schools in Dubai. Sharjah Private Education Authority (SPEA) for private schools in Sharjah. As for the public schools in Dubai and the northern emirates, they are evaluated by the Evaluation and Quality Directorate at the Ministry of Education.

Private schools are also evaluated and accredited by different entities according to the curriculum that they implement. Schools that implement the American curriculum are accredited by either the CIS or NEASC. Through their work with schools around the world, the CIS have developed schools' understanding of global citizenship and the schools have committed to developing it in education. Schools that are members of the CIS have developed that through ethics, diversity, global issues, communication, service, leadership and sustainable lifestyle. Gleeson and O'Flaherty (2016) argue that teaching includes far more than the communication of information and exam marks. NEASC is another body of accreditation that attests to a school's excellence and integrity. It has introduced ACE Learning, which is a new approach to learning. "Learning' remains largely de-personalized, is often confused with high stakes test results, and does not equip our children with the understandings, aptitudes, dispositions, values, and competencies needed to deal with the global dilemmas and challenges of our times" (NEASC, 2021). Thus, the researcher focused mainly on American curriculum schools that are accredited by either CIS or NEASC.

The total number of schools that are accredited by CIS are 7 schools and they are located in Abu Dhabi and Dubai. Schools that are accredited by NEASC are around 34 and they are located in Abu Dhabi, Dubai and Sharjah. The study included three schools that are either accredited by CIS or NEASC. They are located in Dubai. English, Mathematics and Science are core subjects. The study focuses on the core subjects in addition to Social Studies, Moral Education and Humanities. Meindl, Quirk and Graham (2017) define Moral Education as the beliefs, needs or activities that overwhelm a person's interest for the sake of supporting the concern of others whether as persons, groups or communities.

The researcher addressed the school principals via emails and explained the study's objectives and the study's process in details and the required documents for analysis. Several emails were sent to the school principals replying to the inquiries regarding different aspects of the study. After the researcher has clarified the whole process, access was granted to these schools. Each school principal nominated a designated person to communicate with the researcher to facilitate and organise the data collection process.

The school principal signed the consent letter to provide the researcher with access to the schools. The first stage of the study started directly by collecting the required documents from the schools; lesson plans for core subjects as well as Social Studies, Moral Education and Humanities. Furthermore, the schools' vision, mission statement and values were also analysed. This stage took around one month; it started on 20<sup>th</sup> December 2020 and was completed by 20<sup>th</sup> January 2021. This was followed by the second stage, which was conducted through school leaders, teachers as well as students' questionnaires. Questionnaires were sent to the schools on 25<sup>th</sup> January and closed on 25<sup>th</sup> February 2021. Regarding the questionnaires, they were sent to all students in grades 9 – 12 in all participating schools, and all school leaders and teachers teaching grades 9 – 12. After analysing the questionnaire, the researcher started conducting the interviews and the focus groups.

Figure 3.2 shows the distribution of the accredited American Curriculum Schools by emirate according to the NEASC website (<https://cie.neasc.org/cie-school-directory>).

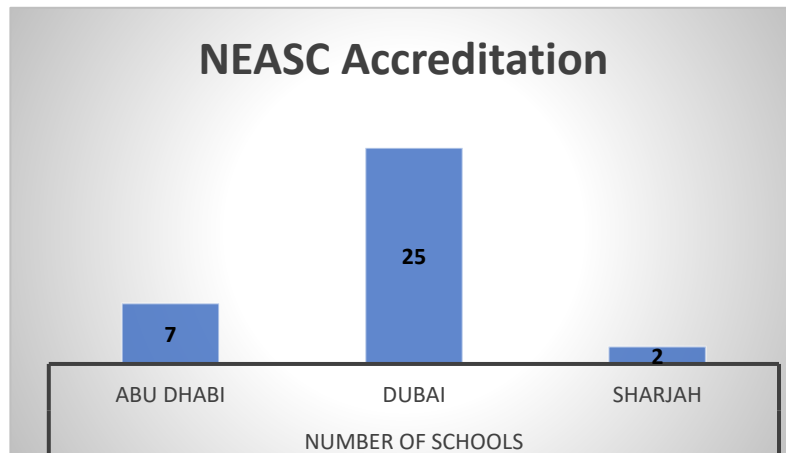


Figure (3.2): Distribution of Accredited American Curriculum Schools

Figure 3.2 highlights that there are 34 accredited American Curriculum Schools by NEASC. The schools are in three emirates only: Abu Dhabi, Dubai and Sharjah. Most of the schools are in Dubai with a total of 25 schools. Sharjah has the least number of schools (only 2 accredited schools).

Figure 3.3 shows the distribution of accredited American Curriculum Schools by emirate according to the CIS website (<https://www.cois.org/membership-directory>)

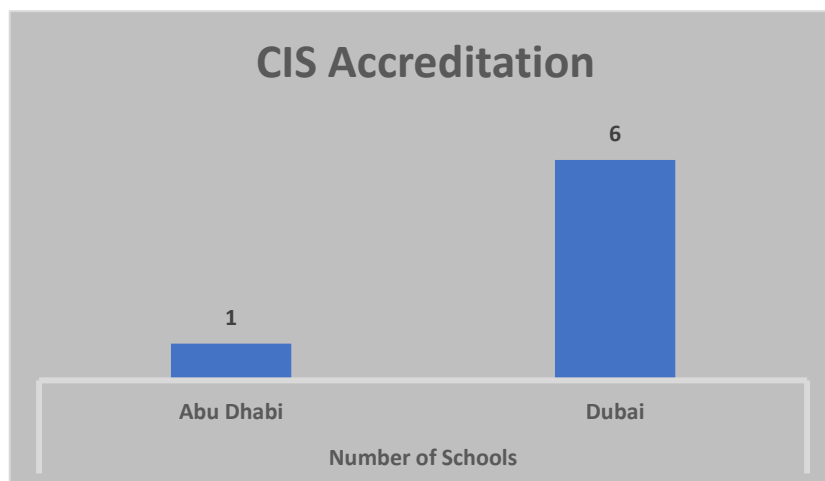


Figure (3.3): Distribution of Accredited American Curriculum Schools by CIS

Figure 3.3 indicates that 7 schools are accredited by CIS. Dubai has more schools that received CIS accreditation (6 schools) whereas Abu Dhabi has 1 school only.

As the research topic is about international mindedness, different schools with participants from diverse backgrounds are included in the study. The three sites were selected in Dubai as it has the highest number of accredited schools (25 schools).

### **3.6 Population of the Study and Samples Selection**

A sample population is a group of people who share similar characteristics. According to Johnson & Christensen (2014), the population is a combination of people that the researcher selected for the study. The current study includes three different groups of participants: school leaders, teachers and students. The school leaders (principals and Heads of Sections/Departments) as members of the senior leadership that sets the school's vision and mission statements. Teachers are the ones who implement the curriculum through their lesson plans. High school students (grades 9 to 12) from both genders (males and females) age ranging from 15 to 18. The researcher chose this age group of students because they are on the verge of making cutting-edge choices (Ferreira, 2011). The reviewed literature has highlighted that some studies were conducted in primary and middle schools (Josllin-Callahan, 2018; Lope, 2014, Melliger, 2008); however, the majority of studies have focused on high school students (Beek, 2016; Ferreira, 2011; Kaiser, 2019; Metli, 2018; Sutherland, 2015; Yates, 2017).

The first stage of the sequential mixed methods design (document analysis and observation walk) is based on qualitative data. The evidence was collected by conducting document analysis after signing the letter of consent from all school principals (Appendix B). The sample selected for qualitative data is a criterion-based selection where the researcher sets the selection criteria of the sample (Johnson & Christensen, 2014). In the current study, the sample selected for document analysis is "Systematic Random Sampling," where the sample is acquired by defining the sampling interval, selecting an arbitrary starting point and then selecting every kth element in the sampling frame (Johnson & Christensen, 2014). It includes the analysis of schools' vision, mission and values, curriculum documents, lesson planning, schools' websites, as well as community service projects. The researcher collected around 72 documents from the three participating schools that were analysed for the current study. The document analysis process consisted of examining these critical documents for the key terms of the international mindedness pillars: multilingualism,



intercultural understanding and global engagement. The qualitative data was also collected from the overall school culture which was done using an audit form (Appendix C). The audit form was modified from Hacking et al research (2018). It was utilised to observe the overall school environment including displays on the bulletin boards in the corridors and inside the classrooms to gather data regarding the school's vision, values and philosophy in terms of international mindedness. However, one of the main challenges that was faced by the researcher was the current situation of Covid-19, which made it impossible for the researcher to have physical access to any of the participating schools.

For the quantitative part, which is the second stage of the sequential mixed methods design (school leaders and teachers' perceptions), the sample size includes 100 teachers of core subjects (English, Mathematics and Science) as well as Moral Education, Humanities and Social Studies and participants in leading positions including the school principals and heads of departments (Heads of English, Mathematics, Science, Social Studies, Moral Education, Humanities, Curriculum and Assessment) and heads of sections from the three schools. They participate in the GMS. Teachers and head of departments are chosen as they work closely together to do the curriculum mapping and prepare the lesson plans. They are responsible for incorporating objectives related to implementing education for international mindedness in their curriculum and lesson plans. This research uses comprehensive purposeful sampling for participants in leading positions as well as teachers. Comprehensive sampling means that all related cases are surveyed in the research study. Thus, it guarantees a representation of the population because everybody is involved in the study (Johnson & Christensen, 2014). To ensure that all participants are meeting the study's required criteria, the researcher explained each participant's demographic information (Johnson & Christensen, 2014) in the first section of the questionnaire. This step helped the researcher in recognising the participants' main characteristics. An online GMS was sent to the three participating schools in the study for school leaders and teachers through the JotForm link, which is a website that provides researchers with the opportunity to build online forms and the completed forms are directly forwarded to their creators. In addition, to the quantitative part of the sequential mixed methods, a GA Questionnaire was sent to around 682 (male and female) students (grades 9 - 12), they represent a sample population that is familiar with international mindedness and its

main pillars. They were chosen based on a systematic sampling to investigate the impact of implementing education for international mindedness on students' global mindset.

The last stage of the sequential mixed methods design is related to the qualitative data. Data was gathered from conducting semi-structured interviews with school leaders and teachers and focus groups with students. Convenience sampling is for the leaders and teachers' semi-structured interviews based on their availability and readiness to participate in the study (Cohen, Manion and Morrison, 2013). School leaders and teachers have to answer the questions that are related to the initiatives and practices that they implement at school to develop students' intercultural understanding, multilingualism and global engagement. Furthermore, they identify and discuss the challenges that they face in implementing education for international mindedness. As for the focus groups, the sample selected is called "heterogeneous sample selection". Researchers usually use this process with a small heterogeneous group that consists of six or seven participants to gain a deeper understanding of how group individuals perceive a topic (Johnson & Christensen, 2014). The sample selected is three heterogeneous groups that consist of 21 students (n=21), six to eight students in each group. Students explain the projects that they worked on and were related to community service or global engagement and the school initiatives that helped in promoting their international mindedness and global awareness.

### **3.7 Instrumentation**

The following section explains the major instruments and the purpose of using them in the study. The qualitative part of the study included document analysis, school audit form, semi-structured interviews and focus group. The document analysis and the school audit form are implemented in the first stage of the study. However, one of the main challenges that was faced by the researcher was the current situation of Covid-19, which made it impossible for the researcher to have physical access to any of the participating schools. Consequently, the researcher was not able to explore the impact of implementing education for international mindedness on the schools' climate and culture.

The GMS and the GA Questionnaire, which represent the quantitative part, were used in the second stage of the study. The semi-structured interviews and the focus groups were conducted at the final

stage of the study. The semi-structured interviews and focus groups questions were prepared in alignment with the seven stages of an interview and the areas of examination (Kvale & Brinkmann, 2009). The interview and focus groups questions ranged between 8 to 10 questions exploring areas related to international mindedness. For example, the definition and significance of international mindedness and its pillars, curriculum implementation and extracurricular activities, challenges faced in fostering international mindedness by school leaders and teachers. In addition to students' discussion of some of the projects that they participated in for community service or global engagement. Bowen (2009) points out that when there is a merging of information from a variety of sources, research report readers usually have more confidence in the reliability (trustworthiness) of the findings.

Regarding the qualitative data trustworthiness, some issues were highlighted during the preparation stages of the study. For example, the method of data collection and analysis as well as sampling. Thus, the researcher followed an adapted version of Metli (2018) document analysis rubric (Appendix E) to ensure document analysis trustworthiness in each stage of the study (Elo, Kääriäinen, Kanste, Pölkki, Utriainen & Kyngäs, 2014).

### **3.7.1 Document Analysis**

Document analysis is the first tool implemented in the study. It is defined as a method used to study behaviours, practices and insights of participants in an indirect way through examining their documents (Fraenkel, Wallen & Hyun, 2014). Document analysis should rely on numerous sources of evidence to pursue combination and validation by using several data processes and sources (Bowen, 2009). Documents provide information that is used and analysed without touching or altering their content. According to Fraenkel, Wallen and Hyun (2014), the document analysis has specific features by which the descriptive information should be characterised. It is the role of the researcher to identify these categories previously or after examining the documents.

In the current study, the analysed documents provide evidence of school practices that took place before the research was conducted. It is done by using an adapted rubric (Metli, 2018) to check the implementation of the three pillars of international mindedness (intercultural understanding, multilingualism and global engagement) in the school initiatives and practices. Bowen (2009)

highlights some of the purposes for using document analysis. First, documents can offer data on the setting where research participants work (school's vision, mission and values). Documents can offer contextual evidence as well as historical perception. Second, data attained from documents can recommend some questions that require to be addressed and conditions that involve observation as part of the research (curriculum and lesson plans). Third, documents offer additional research data. Information and perceptions derived from documents can be valued additions to a knowledge base. Fourth, documents offer ways of pursuing variation and progress. Fifth, documents can be studied to validate findings or verify evidence from other sources. (Bowen, 2009). Based on the purpose of the study, the sample chosen for document analysis is a systematic random sampling where initial sample point of the lesson plans are selected randomly and then the selection follow regular intervals. For example, the initial random selection was lesson plans for grade 9/2 and then the selection will be systematic like 10/3, 11/4 and 12/5. As for data analysis, there are several ways to analyse the data gathered from the selected documents and understand the results. These ways include frequencies, counting, narrative descriptions, or descriptive statistics (Fraenkel, Wallen and Hyun, 2014). The types of document analysis should be understandable and clear to another academic who can use them to study similar material (Fraenkel, Wallen and Hyun, 2014). They were utilised to support the triangulation of other data collection methods. The scope of the analysed data included the schools' vision, mission statements and values, lesson plans schools' websites and community service projects.

There are some advantages and limitations to document analysis as mentioned below (Bowen, 2009). First, it is an efficient method in the sense that it is less time consuming and less expensive than other research approaches. It entails data selection rather than data gathering. Second, many documents are available in the public province, and they are attainable without the author's consent. Third, documents are 'unobtrusive' in that they are not affected by the research procedure and documents are stable as they are not influenced by the presence of the researcher. As for the limitations, documents are produced for other purposes rather than research, thus, they sometimes do not provide sufficient details to answer the research questions. Furthermore, it is sometimes hard and challenging to retrieve the required documents. Finally, an inadequate collection of documents suggests 'biased selectivity' (Bowen, 2009).

In the current study, a large amount of text-based data was collected for analysis based on the attached rubric (Metli, 2018), (Appendices D & E). A total of 72 documents were selected for the analysis from the schools' official documents including the school's vision, mission statements and values, lesson plans of core subjects in addition to Humanities, Moral Education and Social Studies and community service projects. It also included schools' website as well as students' projects. These documents are expected to reflect the different practices applied at the school to enhance students' international mindedness. The gathered data assisted in answering the first research question that is related to the conceptualization of international mindedness in the curriculum and pedagogical practices as well as the school's vision, mission statements, values as well as community service projects.

Qualitative document analysis encompasses examining language with the determination of categorising text into groups (Hsieh & Shannon, 2005). Document analysis is a process that provides the researcher with a method to analyse written, verbal, or visual communication messages (Cole, 1988).

### **3.7.2 Semi-structured Interviews**

According to Denzin and Lincoln (2008), qualitative researchers “pursue answers to questions that highlight how social experience is shaped and given significance” (p. 14). Miller & Glassner (2004) point out that according to their personal experience interviewees are mainly concerned with the consequences of the interview: “Those concerns extend beyond matters such as the protection of confidentiality. Interviewees want to know that what they have to say matters” (p.131). Qualitative researchers conduct interviews to provide participants with the opportunity to share their stories without following a planned format (Lichtman, 2006). Kim (2014) suggests that social constructivism focuses on building meaning in relation to the social, cultural and historical dimensions of knowledge to make sense of human participation. Social constructivist theorists classify qualitative research as defining significance and conception through the researcher's lively participation in the building of meaning (Kim, 2014). Hence, it is the role of the researcher to interact socially with key participants (school principals, teachers, heads of departments/sections and students) to gain further insight and explore the impact of school practices in implementing education for international mindedness on students' global mindset. (Appendices F & G).

A semi-structured interview can be described as an interview that aims at gaining explanations of the participants' real life to understand the gist of the defined phenomena (Kvale & Brinkmann, 2009). According to Kvale and Brinkmann (2009), there are seven stages for an interview:

- 1. **Thematizing:** Expressing the aim of the interview and the origin of the topic to be examined before starting the interviews.*
- 2. **Designing:** Planning the processes and methods of the interview.*
- 3. **Interviewing:** Conducting the interviews following the guidelines and with an insightful approach to the information pursued.*
- 4. **Transcribing:** Preparing the interview material for analysis; transforming it from the verbal to the written form.*
- 5. **Analyzing:** Deciding on the approaches of analysis that are appropriate for the interview based on the purpose and the nature of the interview material.*
- 6. **Verifying:** Determining the reliability, validity and generalizability of the interview data.*
- 7. **Reporting:** Communicating the interview's findings in a scientific way, ethical manner, and finally presenting it in the form of a report.*

Thus, the researcher implemented these seven steps to organise the interviews. Kvale and Brinkmann (2009), point out that when thematizing it is essential for the researcher to initially explain the aim of the study. After that, it is vital to gain knowledge of the topic under investigation before commencing with the interviews. Finally, the interviewer should become familiar with various interview procedures. The researcher conducted semi-structured interviews to offer the participants the chance to express their own opinions and provide some insights into the quantitative responses. To gain further insight into the implementation of education for international mindedness, the researcher needs to dig deeper into school leaders and teachers' understanding and implementation of international mindedness. Thus, this required conducting semi-structured interviews with school leaders and teachers (21 participants) to cover the qualitative research design requirements: nine teachers, two school principals, seven heads of sections and two heads of departments as well as the director of assessment in one of the schools who were chosen as a convenience sample.

Within the framework of semi-structured interviews, Kvale and Brinkmann (2009) highlighted three kinds of interviews that have features of what the researcher was expected to achieve in the interviews. The conceptual interview investigates the participants' conception of a phenomenon, which the researcher focused on regarding their perception of international mindedness. The

second kind of interview, the narrative interview, and focuses on the participants' stories shared during the interview. The researcher has analysed the transcript for emergent themes from the discourse. The last kind is the discursive interviews, this kind of interview is mainly about how knowledge about the topic is shaped during the discourse. An important feature of this interview is that the interviewer is viewed as a dynamic participant in the discourse rather than an inactive viewer.

An academic professor has reviewed all the interview questions to approve their content validity (Johnson & Christensen, 2014) and the required modifications were implemented based on the constructive feedback received from the professor. According to Newman & McNeil (1998), "Content validity does not provide a numerical number, just an indication of general agreement by experts in the content area" (p. 40). In addition, to ensure the trustworthiness of the interview questions, they were sent to two academic experts in the field of education as well as a non-academic expert. The researcher used their feedback to modify and change some of the interview questions that might be unclear for the participants. Furthermore, the interview questions were implemented on two students as a pilot scheme after receiving the expert feedback. Students' responses were analysed and the questions that were hard for the students to understand were restructured (Belet Boyaci & Güner, 2018).

Emerson, Fretz and Show (2011) point out that the production of a strong study necessitates a rich record of serious facts by tracking all the gathered data. The researcher wrote down some notes during the interview to have a basis for any further questions. The interview gathered information about school leaders and teachers' perceptions of international mindedness. The interviews were analysed and coded to identify the emergent themes that are related to the research topic. An interview is a procedure to discover what is in the thoughts of the participants, and how they feel regarding the issue under investigation. In addition, the interviews can enable the researcher to examine how school leaders and teachers implement education for international mindedness. According to Fraenkel, Wallen and Hyun (2014), interviews offer the researcher the opportunity to check the precision of data collected about the topic under investigation. They confirm that an interview is a procedure to discover what is on the participants' minds, their thoughts and points of view regarding a topic.

The interviews were conducted online through Zoom due to the current situation of COVID-19. The schools included in the study were implementing Distance Learning. Some of the schools were implementing Hybrid Learning; however, the researcher was not allowed to conduct any physical meetings at the school. Each interview took approximately one hour. The interview protocol was shared with the participants one week before the planned interview and the meeting link was sent to them via email. It followed the research guidelines, which started by asking some demographic questions about the participants, and then explaining the purpose of the interview and finally by asking the interview questions. Cohen et al (2000) state that the researcher should ask interview questions in an appropriate sequence to be able to conduct effective interviews. Melles (2005) adds that in gathering qualitative data, interviews are the most familiar tool because it supports the researcher to gather extra reliable data that are linked to the participants' knowledge and opinions about certain issues better than other kinds of data gathering. All interviews were recorded and later transcribed.

### **3.7.3 Focus Group Discussion**

Three focus groups interviews were conducted with around 21 students from grades 9 to 12 to dig deeper and understand students' perceptions of international mindedness through the open-ended questions. Johnson and Christensen (2014) state that the focus group aims at understanding the group's insight and impression of products or courses. The focus group is a kind of interview where the facilitator is directing several participants and offers them chances to discuss the questions while listening to others' opinions. The focus group is utilised as an elaboration of the quantitative data (students' GA Questionnaire) where it provides detailed information in a rather short period (Johnson and Christensen, 2014). There are many advantages to using focus groups; they can provide visions and beliefs that motivate behaviour and by providing setting and perception that allow practices to be understood more broadly. Focus groups can *give voice* to members of susceptible populations whose voice might not reach as well as other methods. In community-based research, focus groups are particularly valuable when the technique of argument is appropriate to the national culture (Carey & Asbury, 2016). The open-ended questions should all be discussed and there should be flexibility for adding or adjusting questions to moderate the discussion effectively (Johnson and Christensen, 2014).



Each group consisted of around 6 to 8 students. “Heterogeneous Sample Selection” was the focus groups selection sample. The more heterogeneous the group is, the more varied views and opinions will appear. Heterogeneous is the most significant distinguishing of this type of qualitative methodology. The main drive is to record the thoughts and outlook of the group (Oliveira, Schwartz, Costa, Maia, Ribeiro, Guerreiro, Acosta & Rocha, 2018). The researcher conducted the focus group discussion with the students’ council as they are representatives of all students and elected by them. Furthermore, the researcher ensured that the focus groups included both males and females, and students from different social backgrounds (Metli, 2018). The focus groups interviews were conducted through Zoom. They were conducted at the final stage of the study to be able to measure the impact of implementing education for international mindedness and all the schools’ practices on students’ global mindset.

### **3.7.4 School Leaders and Teachers’ GMS**

To address the second and third research questions for the current study, a validated GMS was modified for school leaders and teachers (Appendix H). *What are the school leaders and teachers’ perceptions of international mindedness? To what extent do school leaders and teachers’ demographic variables influence their international mindedness?* The study describes statistically school leaders and teachers’ perceptions of international mindedness through the closed-ended statements. In addition, it further investigates the relationship between participants’ demographic variables (nationality, travel experience, age, gender, languages spoken, qualifications and experience in the field of education/in American Curriculum Schools and subject area) and their international mindedness. The modification of the survey was mainly related to reducing the risk of cultural bias by removing the identification of precise countries.

Hett’s (1993) GMS was designed to provide measurements of various actions, attitudes, principles related to the development of global mindedness and has been implemented through several empirical studies to measure levels of global mindedness for undergraduate students, educational leaders, teachers, university faculty and students’ academic performance (Guffey, 2012; Hansen, 2010; Hersey, 2012; Lope, 2014; McGowan, 2016; Sutherland, 2015; Tucker, 2018). One of the main advantages of implementing the quantitative methods is that the questionnaire can be anonymous, has constant procedures and simple features to be recorded (McMillan and

Schumacher, 2010). The sample is a comprehensive purposeful sampling in which “researchers intentionally select individuals and sites to learn or understand the central phenomenon” (Creswell, 2012, p. 206).

The GMS consists of two sections: demographic information and 29 closed-ended items on a Likert scale. The demographic information consists of closed-ended questions that collect data about the participants like nationality, gender, academic qualifications, experience and specialisation, international travel experience and languages spoken. A primary working definition of global mindedness was developed by Hett (1993) as it progressed through the instrument development procedure. “Global mindedness is a worldview in which one sees oneself as connected to the world community and feels a sense of responsibility for its members. This commitment is reflected in attitudes, beliefs and behaviours” (Hett, 1993, p. 142). The Global Mindedness Scale is scored on five fundamental dimensions. They are defined by Hett (1993) as follows:

- *Responsibility: A deep personal concern for people in all parts of the world which surfaces as a sense of moral responsibility to try and improve conditions in some way.*
- *Cultural Pluralism: An appreciation of the diversity of cultures in the world and a belief that all have something of value to offer. This is accompanied by taking pleasure in exploring and trying to understand other cultural frameworks.*
- *Efficacy: A belief that an individual’s actions can make a difference and that involvement in national and international issues is important.*
- *Global Centrism: Thinking in terms of what is good for the global community, not just what will benefit one’s own country. A willingness to make judgements based on global, not ethnocentric, standards.*
- *Interconnectedness: An awareness and appreciation of the interrelatedness of all peoples and nations which results in a sense of global belonging or kinship with the “human family” (p. 143).*

The second section of the questionnaire includes the Likert scale items and it was utilised mainly to examine school leaders and teachers’ perceptions of international mindedness. Duckworth, Levy and Levy (2005) state that international mindedness and global mindedness are similar in essence and intention. The results of the questionnaire confirm or disconfirm the document analysis results. The questionnaire is designed to use a five-point Likert scale ranging across five choices from 5 = strongly agree to 1 = strongly disagree. The overall probable scores of the tool range from 30 to

150. The higher the number, the higher the predictable level of international mindedness. The modification of the GMS included the use of more objectively phrased items to stimulate a wider reply set (Hett, 1993). Hett (1993) distributed the GMS to students at the University of California and 396 completed the questionnaire. The internal reliability of the GMS was .90 using Cronbach's coefficient alpha. Furthermore, as for the content validity index (CVI), a board of four context judges produced a total CVI of .88 (Sutherland, 2015). The current research explored participants' perceptions of international mindedness and the relationship between these perceptions and their demographic information. Hersey (2012) and Lope (2014) implemented the GMS in their studies to provide extra validation of the tool.

The GMS was sent through JotForm link to school leaders and teachers in three different private schools in Dubai, to provide the researcher with further insight into the vital fundamentals that will support the actual preparation of forthcoming generations living in a globalised world. The questionnaire link was mainly sent to Moral Education, Humanities, Social Studies, Mathematics, Science and English teachers as well as school leaders including heads of curriculum and assessment departments. The questionnaire was sent by the 20<sup>th</sup> of December and the participants were given around one month to complete it.

Descriptive statistics are used to present the findings of the questionnaire, which includes the mean (the average of the numbers), variance (a measure of variability from the average or mean): standard deviation (a measure of how close the numbers are to the mean): and frequency of responses in percentage (Cohen, Manion & Morrison, 2007). The GMS had around 9 items that required a re-coding as they were identified as negative items and were linked to the development of global mindedness. The statements are number 3, 4, 8, 9, 15, 20, 23, 25 and 27.

According to Johnson and Christensen (2014), a questionnaire is a self-reported data gathering that collects information about the participants' opinions, feelings, principles, standards, practices and insights. One of the most significant principles is utilizing various approaches when examining abstract concepts (Johnson and Christensen, 2014). The pilot study is implemented to ensure that the questionnaire is appropriate before using it in the research study (Johnson and Christensen, 2012). The questionnaire is implemented after the document analysis to examine the school leaders and teachers' perceptions of international mindedness.

### 3.7.5 Students' Questionnaire

A modified version of Ferreira (2011) is implemented to address the fourth research question of the study: *What are students' perceptions of global awareness and attitude towards global social issues?* (Appendix I). The students' questionnaire is conducted to measure the impact of internationally minded education on students' global mindset, awareness and attitude towards global social issues. The questionnaire starts with a demographic section that includes questions about gender, parents' nationality, languages spoken, travel and years spent in an international school. The second section of the questionnaire includes 24 closed-ended items with three main domains: global education, global citizenship and their significance to their future in the global workforce using Likert scale items ranging across four choices from 1 =strongly disagree to 4 = strongly agree. The overall probable scores of the tool range from 24 to 96. The higher the number, the higher the predictable level of students' global mindset and global awareness. The questionnaire used a 4-point response format because according to Doyle (1975, p. 23), "The absence of a neutral point will often force a little more thought and result in ratings that are correspondingly more precise" from the participants. Ferreira (2011) distributed the questionnaire to 704 students from 14 high schools. Cohen, Manion and Morrison (2007) indicate that the Likert scale is statistical data that provides the researcher with valued feedback about the results. The internal reliability of the GA Questionnaire was .825 for factor 1 (self-perceptions of global awareness-14 items) and .723 for factor 2 (attitudes towards global social issues-16 items) using Cronbach's coefficient alpha. According to George and Malley (2003), .723 is acceptable to estimate reliability.

According to Cohen, Manion and Morrison (2007), the independent variable is the input variable that has an impact on the dependent variable, which is the outcome variable. The independent variable in the current study is the internationally minded education reflected in the school's vision, mission and values, curriculum implementation and pedagogical practices. On the other hand, the dependent variable that is the outcome of the independent variable is students' global mindset (Cohen, Manion & Morrison, 2007). The dependent variable here is the transformation that occurs in students' frame of references that includes their global awareness, attitudes and mindset.

The independent variable arises as a result of exposing students to different pedagogical practices and school initiatives that promote students' international mindedness and global awareness. The study was conducted in three private schools in Dubai. They all follow the same American curriculum standards and requirements. Fraenkel, Wallen and Hyun (2014) state that questionnaires and surveys are instruments utilised to learn the opinions of a huge group of individuals on a specific subject. The preliminary step of designing a questionnaire is identifying the problem and adjusting the questionnaire items to the study's objectives by reviewing the literature linked to the study. Therefore, it is of great significance to identify the participants of the study and how they are selected (Fraenkel, Wallen & Hyun, 2014). In the current study, the participants are grades 9 to 12 and the sample is systematically selected. The students' questionnaire is created using the JotForm website. The questionnaire is piloted to ensure its validity and reliability. Furthermore, it is sent to academic and non-academic experts for content validity.

According to Johnson and Christensen (2012), some important principles should be considered while designing a questionnaire. First, the questionnaire should be designed based on the review of the prevailing literature and any correlated tools that can be utilised for the same research. It should also be aligned with the research objectives. Second, it is significant to recognise the way participants think and interpret things to design a questionnaire that is appropriate for their age and competence. It is also vital to use ordinary and simple language that is clear to participants. Third, the questionnaire items should be specific, clear and quite brief to avoid misunderstanding for the participants. Finally, the researcher should not use questions that recommend a specific answer or questions with negative words so as not to influence the respondents' answers.

### **3.8 Validity, Reliability and Trustworthiness of Data**

The literature is saturated with various kinds of validity that are applied in research (Cohen, Manion & Morrison, 2007; Oluwatayo, 2012). Indeed, Cohen, Manion and Morrison (2007) mentioned several types of validity like content validity, construct validity, concurrent validity, internal validity, external validity, face validity and criterion-related validity. "A more accurate definition of validity revolves around the defensibility of the inferences researchers make from the data collected through the use of an instrument" (Fraenkel & Wallen, 2009, p. 111).

The study implemented the mixed methods approach associated with the utilization of various tools as well as a precise process of collecting the data to achieve a high level of validity. To assess the questionnaires' validity, the researcher implemented a variety of techniques. As for the questionnaires face validity, which is the extent to which the questionnaire seems to be linked to the study's concepts, the researcher shared it with a colleague who does not have a background in the field of education, to ensure that the statements are clear, and that the questionnaire is efficient. The researcher sent the questionnaire to the doctoral supervisor for constructive feedback on the appropriateness of the instrument that is recognised as 'content-related evidence' (Fraenkel, Wallen & Hyun, 2014) for additional validity. It was also sent to three colleagues who work in the field of education and have good experience in assessment as well as evaluation to assess the questionnaire content. The research questions and study's objectives were explained to them to provide them with background information of the study to be able to assess its content validity. The feedback that the researcher received after the reviews were completed was used to modify some statements in the questionnaire as well as some questions in the participants' demographic information. As for the qualitative instruments for the semi-structured interviews and focus groups, they were sent to two academic experts as well as a non-academic expert to confirm their validity.

Reliability refers to dependability and to the extent to which research findings can be replicated (Merriam, 2009). It mainly refers to the extent a measurement tool provides consistent results. As for the questionnaires' reliability, Cronbach's Alpha through the Statistical Package for Social Sciences (SPSS) was used to measure the internal consistency of the statements. Some of the statements in the students' GA Questionnaire were modified to make them clearer and easier to understand.

Furthermore, it is noteworthy to mention that the study implemented multiple data collection instruments. Through the three stages of the study, the researcher used document analysis, questionnaires for school leaders and teachers as well as students in addition to semi-structured interviews. Furthermore, designing and implementing various instruments like document analysis, questionnaires, semi-structured interviews and focus groups to collect the required data was supportive to frame solid credibility that reinforced the study's results and increased its validity and reliability (Johnson & Onwuegbuzie, 2004; Johnson & Christensen, 2008). Moreover, the

researcher also utilised participants' triangulation. Data was collected from different groups of participants: school leaders, teachers, heads of sections/departments and students.

It is argued that measuring the trustworthiness in qualitative studies is complex. However, Lincoln and Guba (1985) recommended four criteria to establish the study's trustworthiness. The first criterion is the credibility of the study's internal validity, it can be defined as the veracity of the research findings (Macnee and McCabe, 2008). Lincoln and Guba (1985) identified several techniques to establish the study's credibility: prolonged engagement, persistent observation, triangulation, peer debriefing, negative case analysis, referential adequacy, and member checking. The study was conducted over twelve weeks during which samples of lesson plans were collected, questionnaires were distributed, and interviews were conducted. The researcher contacted the schools on weekly basis for data collection and filling in some of the missing information. Hence, the researcher was able to build rapport with the participating schools as the communication with them was frequent and substantial. The second trustworthiness criterion is the transferability of the study's findings. "By describing a phenomenon in sufficient detail one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations, and people" (Amankwaa, 2016, p. 436). Transferability was achieved in the present study as the researcher provided the readers with a detailed description of the context, sites, participants as well as data collection process.

The third trustworthiness criterion is dependability that is related to the process of inquiry and accuracy of data. Methods for dependability incorporate the support of a review path of progression logs and peer examination with a colleague (Amankwaa, 2016). The researcher always referred to an independent researcher for feedback on the whole process of the study to ensure that the trustworthiness criteria have been implemented. In addition, all the instruments that were utilised in the study and the data collection procedures were firmly aligned. The fourth trustworthiness criterion is confirmability, which refers to "the neutrality or the degree findings are consistent and could be repeated" (Amankwaa, 2016, p. 435). It is mainly about the researcher's objectivity. In the current study, all the lesson plans that were received and analysed by the researcher were saved and kept in a separate folder for any double-checking that might be required. In the data analysis section in Chapter 4, exact quotes from the participants' transcripts

were highlighted to provide a precise and accurate picture of their perceptions of international mindedness as well as the researcher’s interpretation.

The following (Table 3.2) clarifies the instruments implemented in the study and the validation steps for each instrument:

No.	Instrument	Validation
1	Document Analysis	<b>Document Analysis Rubric</b> (Adapted from Metli, 2018) (Appendix E).
2	Semi-structured Interviews Focus Groups	<b>Peer evaluation</b> (another researcher checked the researcher’s interpretations).
3	Global Mindedness Scale	<p><b>The internal reliability:</b> .90 using Cronbach’s coefficient alpha.</p> <p><b>The content validity index (CVI):</b> a board of four context judges produced a total CVI of .88 (Sutherland, 2015).</p> <p><b>Content, construct and face validity</b> were ensured by consulting academic professionals in the educational field. A written definition of international mindedness, alongside the instrument and a description of the intended sample, were given to two academic professionals to ensure the content validity of the GMS. They also checked the GMS construct validity to ensure the suitability of the tool to measure the participants’ IM. (Fraenkel &amp; Wallen, 2009).</p> <p><b>A pilot study</b> is conducted, and the internal consistency of the GMS is examined using Cronbach Alpha reliability (GMS = 0.842 and the GA Questionnaire = 0.817)</p>

Table (3.2): Instruments and Validation

Table (3.2) highlights each instrument implemented in the study in both the qualitative and quantitative parts and the validation procedures for each one. Some of the validation procedures are supported by previous studies (Metli, 2018; Sutherland, 2015), and some are implemented in the current research reinforced by the pilot study.

### 3.9 Pilot Study

Piloting is a vital tool to avoid methodological problems, and researchers who use this research method argue that it powerfully increases the research reliability and validity. Doing a pilot study often supports the researcher to concentrate and modify the research well to the national condition, nonetheless, all research can be enhanced (Gudmundsdottir & Brock-Utne, 2010). Thus, a pilot study should be regarded as a critical part of a research design (Kim, 2010). However, the main



aim is not basically to state that this has been conducted or to justify the methods deployed without making any details explicit, relatively, the focus should be to recognise the need to adjust questions or other measures that do not provoke suitable answers or allow the researchers to get valuable data (Gudmundsdottir & Brock-Utne, 2010; Kim, 2010).

Cohen, Manion and Morrison (2007) point out that reliability is one of the most desirable practical advantages in educational research. They claim that within a specific border of investigational error or random error if the same methods are implemented with the same sample, then the results should reflect consistency and stability. As for validity, it is defined as the ability of a test or instrument to measure what it intends to measure (Johnson and Christensen, 2014). A pilot study of the school leaders and teachers' questionnaire, as well as students' questionnaire, is conducted for validity and reliability purposes as suggested by Fraenkel, Wallen and Hyun (2014). According to Cohen, Manion and Morrison (2007), Cronbach alpha is a measure of reliability as internal consistency. "It is a coefficient of inter-item correlations, which is the correlation of each item with the sum of all the other relevant items" (Cohen, Manion and Morrison, 2007, p. 148). Cronbach alpha test is implemented in the current study to demonstrate the consistency between the school leaders and teachers' questionnaire items as well as the students' questionnaire items. Cohen, Manion and Morrison (2007) confirm that the alpha coefficient "> 0.9 very highly reliable; 0.80-0.90 highly reliable; 0.70-0.79 reliable; 0.60-0.69 marginally reliable; and <0.60 unacceptable". The pilot study is administered to 21 school leaders and teachers and 33 high school students. Necessary changes and modifications were applied.

### **3.9.1 Piloting for the Instruments**

#### ***Pilot for School Leaders and Teachers' Questionnaire***

School leaders and teachers' questionnaire has been tested for its validity and reliability by numerous previous studies (Hansen's, 2010, Hersey, 2012; Guffey, 2012; Lope, 2014; Sutherland, 2015). The researcher piloted the questionnaire on 21 participants from different private schools in different emirates before conducting the actual study. Convenience sampling was used for the pilot study as the researcher contacted some school leaders and teachers that she knew and asked them to complete the questionnaire and to forward it to other leaders and teachers that they know. The total number of participants in the study is 100 school leaders and teachers. Consequently,

20% of the total number of participants represented as an appropriate size for conducting effective piloting (Kotrlík & Higgins, 2001).

The sample included Social Studies and Humanities teachers (19%), Science teachers (9.5%), Mathematics teachers (23.8%), English teachers (47.6%). 85.7% of the participants speak two languages, and 9.5% speak three languages and more, whereas only 4.7% speak one language. (Table 3.2)

**Sample Demographic Information**

Gender	Frequency	Percentage
	Male (6)	28.6%
	Female (15)	71.4%
Languages Spoken	One language (1)	4.7%
	Two languages (18)	85.7%
	Three and more (2)	9.5%
Subjects	English (10)	47.6%
	Mathematics (5)	23.8%
	Social Studies & Humanities (4)	19%
	Science (2)	9.5%
Nationality	By Birth	By Passport
	British (2)	British (2)
	Canadian (1)	Canadian (1)
	Tunisian (1)	Tunisian (1)
	Jordanian (7)	Jordanian (6)/ American (1)
	Emirati (3)	Emirati (3)
	Egyptian (2)	Egyptian (2)
	Palestine (1)	Palestine (1)
	India (1)	India (1)
	Lebanese (1)	Canadian (1)
	Iraqi (1)	Iraqi (1)
	Syrian (1)	Syrian (1)

Table (3.3): Sample Demographic Information - N =21

Table (3.3) presents the demographic information of the participants included in the pilot study. The majority of participants were females (71.4%) while the male respondents were a minority (28.6%). Participants were of different nationalities: British, Canadian, Jordanian, Palestinian, Egyptian, Lebanese, Indian, Iraqi, Emirati and Tunisian. However, two of the participants have different nationalities by passport.

***Reliability Analysis for the Pilot Survey***

The questionnaire internal consistency was measured using reliability coefficient Cronbach alpha (a). The questionnaire reported an overall reliability level of  $\alpha = .842$ , which indicates high reliability and consistency in the questionnaire items, with a total number of 29 items (Appendix J).

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.842	.863	30

Table (3.4): Reliability Test Result for Teachers' Questionnaire

***Pilot for Students' Questionnaire***

The students' questionnaire was piloted with (33) students of grades 9 to 12 from other private schools that are not included in the study. The majority of respondents were females (57.5%), whereas the male participants were (42.4%). 75.7% of the respondents speak two languages, whereas 24% speak three languages and more.

***Sample Demographic Information***

	Frequency	Percentage
Gender	Male (14)	42.4%
	Female (19)	57.5%
Languages Spoken	Two (25)	75.7 %

	Three and more (8)	24 %
Travel Experience	33	100%

Table (3.5): Sample Demographic Information – N = 33

Table (3.5) presents the demographic information of the participants included in the pilot study. 100% of the respondents have travel experience.

### ***Reliability Analysis for the Pilot Survey***

The overall questionnaire achieved a Cronbach’s value of 0.701 for the 23 items. The researcher reviewed the statements, modified them to make them clearer and simpler for the students and added one more statement to the questionnaire and re-piloted it to 33 high school students. The questionnaire reported a Cronbach’s value of 0.817 for the 24 items (Appendix K).

<b>Reliability Statistics</b>	
<b>Cronbach's Alpha</b>	<b>N of Items</b>
.817	24

Table (3.6): Reliability Test Result of Students’ Questionnaire

### **3.10 Data Analysis**

The current study is designed to apply sequential mixed methods that include three different stages and hence collects various kinds of data that necessitate various data analysis techniques. The required data was collected in each stage in an explicit sequence, analysed and interpreted to provide the evidence required to explore the impact of implementing education for international mindedness on students’ global mindset. After that, the results of the collected data were compared and integrated to answer the current study research questions.

The first stage of the study covered the qualitative data, which was collected using document analysis, whereas the second stage of the study collected the quantitative data using the GMS

questionnaire as well as the GA Questionnaire. The final stage of the study analysed the results of the qualitative data gathered from the semi-structured interviews and focus groups. The following section presents the different kinds of data analysis.

### **3.10.1 Qualitative Data Analysis**

The study's conceptual framework informed the analysis undertaken. The qualitative data was obtained from three different sources: document analysis, semi-structured interviews and focus groups. It provided the researcher with the opportunity to analyse patterns and identify practices related to the development of international mindedness. The first stage starts by exploring and analysing the qualitative data from the document analysis. In the final stage of the study, the data was gathered from the school leaders and teachers' interviews as well as students' focus groups. Four steps were implemented to produce the required qualitative data. First, is the data immersion, recurrent reading and interpretation of interview transcripts and related data and listening to interviews' recordings. Second, coding is implemented to ensure that the researcher is getting the required information from the analysed transcript. Third, a detailed examination of the data to create coherent categories. Finally identifying themes (Green, Willis, Hughes, Small, Welch, Gibbs & Daly, 2007). According to Charmaz (2006), coding is the key analytic procedure in grounded theory. This includes asking investigative questions of the data, classifying sections of data with a short title (a code) and using these codes to comprehend the case in the social situation being examined.

As for the qualitative data, Richards (2003) declares that transcription is the preliminary stage towards interview analysis, to offer the structure of the analysis. The researcher analysed the interviews using 'narrative analysis.' This would help the researcher to be familiarized with the data and identify the emergent themes among it. The narrative analysis focuses on stories shared by participants (Grbich, 2013).

The second part included the analysis of the gathered data and linking it to the research questions that are related to the way international mindedness pillars are highlighted in the schools' vision, mission statements and values, lesson plans, curriculum implementation and pedagogical practices. Furthermore, the analysis from the qualitative data (lesson plan analysis) was used to

modify and change the quantitative tools (GMS and the GA Questionnaire) based on the themes that were highlighted in the analysis.

### **3.10.2 Quantitative Data Analysis**

The second stage in the current study involved administering the GMS questionnaire to the school leaders and teachers and the GA Questionnaire to students. As for the GMS questionnaire (Hansen's, 2010, Hersey, 2012; Guffey, 2012; Lope, 2014; Sutherland, 2015), it has been tested for its validity and reliability by numerous previous studies. The responses to both questionnaires are collected through a website entitled "JotForm" and then it is analysed using SPSS software. Muijs (2004) states that SPSS is the most frequently used statistical analysis instrument. The quantitative data of school leaders and teachers' questionnaire as well as students' questionnaire were analysed using descriptive as well as inferential statistics. The current study used descriptive statistics to find the mean, standard deviation and frequency of responses. "Inferential statistics are certain types of procedures that allow researchers to make inferences about a population based on findings from a sample" (Fraenkel & Wallen, 2009, p. 216). This kind of analysis has been conducted on the closed-ended items of the questionnaires and the results were compared and assessed. At the final stage, the researcher recognises and highlights the integral shared qualitative and quantitative elements that already exist in the data and analyses implemented to answer the research questions and report the conclusions (Bazeley, 2016). In addition, the reliability and validity tests were applied to evaluate the internal consistency as well as the trustworthiness of the gathered data from the questionnaires. Lincoln & Guba (1985) recommended four criteria to establish the study's trustworthiness: the credibility of the study's internal validity, transferability of the study's findings, dependability that is related to the process of inquiry and accuracy of data, and confirmability, which is mainly about the researcher's subjectivity.

As the study implemented the "Sequential Mixed-Methods" where it started with the analysis of the qualitative data and its findings. The findings from the qualitative data (Document Analysis) were used as the foundation for the quantitative data, which was used to answer the second, third and fourth research questions. The quantitative data was related to school leaders and teachers' perceptions of international mindedness, which was measured using the GMS questionnaire. In addition, the GA Questionnaire was used to measure the impact of the school practices and

initiatives that were associated with international mindedness on students' global mindset. In the process of analysing the data of the questionnaires, the researcher created a database to measure the descriptive statistics. It included the mean, standard deviation, percentages and frequencies for all the questionnaires items (29 items in GMS and 24 items in the GA Questionnaire). Furthermore, tables and bar charts were used to present the analysed data.

Moreover, as part of the inferential statistics, the one sample *t-test* was conducted by utilizing SPSS to determine any substantial variances to compare the mean scores of two different or independent groups like participants' gender and their perceptions regarding international mindedness. Frequencies of specific responses are presented as percentages and the data is demonstrated using tables and bar charts. In addition, the one sample *t-test* is linked to the *p-value*. If the *p-value* is  $< 0.05$ , this indicates an important statistical variance in the mean in the current study.

As for the analysis of the demographic information in the first section of the questionnaires. In the school leaders and teachers' questionnaire, the researcher examined the differences between the seven key variables. These variables include the participant's gender, age, nationality by birth or passport, travel experience, languages spoken, years of teaching experience and subject area. The researcher conducted a *t-test* and *One-Way ANOVA* test for the findings of the examination of differences to compare mean scores among different groups of participants. A two-sample *t-test* was used to find substantial variances between participants who had a travelling experience and those who did not, males and females, and participants who spoke more than one language and those who do not. As for the *One-Way ANOVA*, it was used to find substantial variances between participants' groups in terms of years of experience, academic qualifications and experience in American curriculum schools.

Data was collected from several sources including document analysis, semi-structured interviews and GMS and GA Questionnaire that were given to three groups of participants for methodological triangulation. Triangulation is the procedure of implementing two or three methods for data collection while studying some features of human behaviours (Cohen, Manion & Marrison, 2000). Triangulation improves the quality of the collected data as well as the researcher's interpretations (Fraenkel & Wallen, 2009). The analysis of both the quantitative and qualitative data is presented

in chapter four. Multiple instruments were utilised to collect the data, and the analysis of both the qualitative and quantitative data provided the researcher with plentiful information regarding the research topic.

### **3.11 Ethical Considerations**

Approval for conducting the study was sought from the Ethics Advisory Committee of the British University in Dubai (BUiD) (Appendix A). After that, the researcher sought approval from the participating schools' directors in Dubai to provide the researcher with access to the schools. The school principals were guaranteed that they would be often informed of the progress throughout the study, and they were encouraged to ask the researcher if they have any queries. According to Cohen, Manion and Morrison (2007), comprehension is an ethical consideration that refers to the fact that participants should be informed of the nature of the study even if it is complex. The researcher ensured that an explanatory letter was sent to all participants informing them of the research objectives and purpose as well as the significant role of each participant alongside a written consent form (Appendix B). Cohen, Manion & Morrison (2013), point out that informed consent is a vital principle that sets the basis of an academic assured connection between the researcher and the participant. This formed the base on which subsequent ethical considerations can be designed. The participants were informed that the current study was for educational purposes and the collected data would be used in the researcher's thesis. School leaders including the school principal, heads of departments and teachers who participated in the current study signed the consent form.

As for students, to seek their support, the researcher explained to them the significance of the research and their role in it, not from the individual perception of a researcher gathering data, but as an investigator of international mindedness who is keen to learn more about their opinions and experiences. Alderson and Morrow (2011) point out that the researcher should have the ability to explain clearly and accurately the research aims so that the participants can provide informed consent. Moreover, Franks (2011) claim that children should recognise how the research will be beneficial for them or their peers, under similar conditions, and how their opinions and ideas will be utilised in the study. Therefore, the researcher explained to students participating in the current study to consider their part as a broader community of learners within American Curriculum



Schools. Their participation in the study may help the researcher, as well as the school leaders and teachers, understand their perspectives regarding international mindedness with ultimate benefits to their learning in their school and to students in other similar schools.

Voluntarism is another kind of ethical consideration that indicates that participants have the freedom to participate voluntarily in the study (Cohen, Manion & Morrison, 2007). According to Barrett (2006), the recruitment of participants for the study depends upon specific main persons or ‘gate keepers’ who give the final agreement for the participants to cooperate and work collaboratively with the researcher. As for the current study, the ‘gate keepers’ were the school principals. Furthermore, regarding anonymity, all the participants’ identity was protected. All data was kept confidential. Personal or sensitive information was not recorded in any of the interviews’ transcriptions. Any information that led to the disclosure of their identity was removed from the transcription. In addition, a clear description regarding the processes of gathering the evidence required for the study and its confidentiality was explained to the participants. The researcher demonstrated full respect for all participants involved in the study. Furthermore, participants were not asked any personal questions. According to Zeni (2001), “Ethical dilemmas seem very complicated by the very nature of the practitioner-researcher role. The insider has responsibilities and relationships that are fundamentally different from those of an outsider doing research in schools” (p. xii).

Another aspect of the ethical considerations is during the preparation phase, the sample size and the availability of the participants should be checked (Barrett, 2006). Consequently, the sample size of the school leaders and teachers was 100 participants and for students 682 to ensure the researcher is provided with enough data gathered from the sample to offer the required evidence for the generalization of the results.

According to Savin-Baden & Major (2013), positionality is the position the researcher has selected to implement within a certain research study like the selected topic, the participants included in the study and the selected context for the study as well as the research process. In addition, the researcher has selected the pragmatic philosophy to avoid bias by implementing a single research method only, instead a varied and comprehensive methodology has been utilised. Accordingly, the

researcher has been positioned as an insider-outsider who studies the views of both the participants (emic views) and the researcher (etic views).<sup>1</sup>

Privacy is an important ethical concern; children and adults are concerned about the privacy and confidentiality of their information. Children have some similar rights to confidentiality that adults have (Alderson & Morrow, 2011). However, group discussions are not as beneficial as interviews for revealing intimate information, they can be very beneficial for promoting common views and opinions (Alderson & Morrow, 2011). Thus, the researcher implemented some important procedures to protect the privacy and confidentiality of the participants. Firstly, the researcher replaced the names of the schools included in the study with letters (School A, B & C). Secondly, all participants' responses were saved anonymously and were not exposed under any circumstances.

During the interviews, the researcher followed the ethical code of conduct to avoid any issues related to the participants' specifics or subtle information that might be revealed during the data collection stage. The participants were provided with the opportunity to review their transcriptions and the researcher's interpretations of the data related to that individual contributor to confirm that the transcript and interpretation are faithful to the declarations made. To ensure privacy, consider the consequences of their contribution, and any pressure that could arise due to contribution, participants were informed that they can withdraw from the study anytime. Finally, all interviews' transcripts/audiotapes, as well as returned questionnaires, are all saved on the researcher's laptop which has its password.

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<sup>1</sup> Emic views are the views of the studied social group (inside perspective)  
Etic views are the views of the observer or the researcher (outside perspective).

## Chapter Four: Data Analysis and Results

### 4.1 Overview of the Chapter

The current chapter presents the analysis and interpretation of the collected data. It consists of four sections: a) qualitative data findings related to how the pillars of international mindedness are reflected in the school vision, mission statements, values and lesson plans, b) questionnaires' demographic data analysis, c) quantitative data analysis and findings related to school leaders and teachers' perceptions of international mindedness and students' perceptions of global awareness, d) qualitative data analysis from the interviews and focus groups highlighting challenges facing the implementation of international mindedness as well as community service projects that enhance students' global engagement and intercultural understanding.

The study has three stages, and each stage has its method of data collection, analysis and interpretation. The chapter consists of two kinds of data analysis: qualitative and quantitative data results followed by a summary of the key findings for each data analysis conducted. The main purpose of the study is to explore schools' practices and initiatives implemented by the school leaders and teachers and their impact on students' global mindset. The current research has five objectives:

- ❖ To explore practices that permit schools to outline their programmes to utilise the promotion of international mindedness,
- ❖ To explore the school initiatives that promote students' international mindedness,
- ❖ To investigate the school leaders and teachers' perceptions of international mindedness,
- ❖ To examine the relationship between participants' demographic variables and their international mindedness,
- ❖ To measure the impact of implementing education for international mindedness on students' global mindset.

A sequential mixed methods approach was implemented using both qualitative and quantitative instruments to achieve the research objectives. The researcher seeks to answer the following main question:

What is the impact of implementing education for international mindedness on students' global mindset in Dubai's American Curriculum Schools? The following sub-questions guided the study and helped answer the main question:

- ❖ **Q1:** How are the pillars of international mindedness conceptualized in the school's vision and mission statement, curriculum implementation, pedagogical practices, climate and culture?
- ❖ **Q2:** What are the initiatives implemented by the school to promote students' international mindedness?
- ❖ **Q3:** What are school leaders and teachers' perceptions of international mindedness?
- ❖ **Q4:** To what extent do school leaders and teachers' demographic variables influence their international mindedness?
- ❖ **Q5:** What are students' perceptions of global awareness and attitudes towards global social issues?

Consequently, the researcher ensures that the collected data provide answers and a clear explanation to the above-mentioned research questions and address the research problem.

## **4.2 Stage 1: Qualitative Data Analysis Results**

This section presents the first part of the sequential mixed methods approach, which starts with the qualitative part. It presents the results of the document analysis and it covers the schools' vision, mission statements, values, policies, lesson plans, as well as community service projects.

### **4.2.1 Stage 1: Document Analysis**

This section provides the data analysis and results for the first research question: *“How are the pillars of international mindedness reflected in the school's vision, mission statement, curriculum implementation, pedagogical practices, climate and culture?”* In this respect, the researcher conducted document analysis, which provided insight into the way education for international mindedness was implemented in the participating schools. The document analysis process provided a systematic procedure for classifying, examining and originating independently verifiable data from a diversity of prevailing electronic documents. According to Bowen (2009), document analysis is a procedure of assessing documents in such a way that empirical data is

generated, and understanding is established. Hsieh and Shannon (2005) point out that there are several approaches for document analysis research. The current study implemented a directed content analysis approach, which includes identifying codes before data collection based on previous research findings (Cooper, Mitchel Jr., Eckerle &, Martin, 2016; Hsieh & Shannon, 2005). In the present study, the codes were predefined by the international mindedness pillars highlighted within the literature.

#### **4.2.1.1 Selection of Documents for Document Analysis**

The first step to answer the first research question is document analysis. A thematic content analysis was conducted in which the researcher looked for common themes and differences across the school documents (Braun & Clarke, 2006). The researcher analysed the schools' vision, mission statements and core values that were shared and communicated through the schools' websites. The next step was based on choosing lesson plans for grades 9 to 12 that covered the core subjects (English, Mathematics and Science) as well as Social Studies, History, Geography and Moral Education. The documents were systematically selected. The researcher implemented Greene et al. (2007) four steps of data analysis to produce the best qualitative evidence. The initial step is immersion in the data to be familiarised with each document content and how it is related to the international mindedness pillars. Second, coding is implemented to ensure that the researcher is getting the required information from the analysed transcript. Third, a detailed examination of the data to create coherent categories. Finally identifying themes.

#### **4.2.1.2 Schools' Vision, Mission Statement and Core Values**

The researcher analysed the three schools' vision, mission statements and core values that were published on the schools' websites. The three schools had common features that support and foster international mindedness. First, a global perspective was rooted in each of the participating schools' mission statements. For instance, **School A** programs aimed at "promoting lifelong learners who display self-discipline, ability to work effectively and respectfully with diverse teams, display tolerance and acceptance of others, whilst encouraging them to become global citizens who stay true to their heritage." The school's vision was mainly about "creating a generation of heritage guardians and global thinkers." School values were also shared on the

website. The school's core values were tolerance, compassion, resilience, innovation, honesty, respect and collaboration.

**School B** aimed at “developing students’ 21st century skills and building students to become well-rounded, goal-driven and holistic individuals who are advocates of multiculturalism and are capable of solving global, local, and environmental issues.” The school’s vision focused on providing excellent education in a caring and respectful environment. The core values were centred on family, commitment, responsibility, respect and tolerance.

**School C**, the mission statement described the school’s commitment to providing a first-rate education and applying a distributed leadership model that will encourage students to embrace responsibility, autonomy, and teamwork in their daily lives. It also emphasizes the implementation of a challenging curriculum that will challenge students to take personal responsibility for their learning and to apply their learning to a diverse and changing world. The school’s vision highlighted the implementation of educational programs that are dedicated to the wellbeing and happiness of all students. Their core values were related to leadership, excellence, care, acceptance and honesty.

In general, all three schools highlight two main pillars of international mindedness in their vision, mission statements and core values. The two main pillars are intercultural understanding and global engagement. For example, the themes that are stated are global thinkers, develop the skills and disposition of global citizenship, responsibility, leadership skills for the 21<sup>st</sup> century, innovation, creativity and sustainability, students who are capable of solving global, local and environmental issues. All these themes promote students’ global engagement. As for intercultural understanding, the themes are developing lifelong learners who demonstrate self-discipline and can work effectively and respectfully with diverse teams, display tolerance and acceptance of others, advocates of multiculturalism, can apply their learning to a diverse and changing world. As for the schools’ core values, they are mainly related to intercultural understanding as they include values like honesty, compassion, respect, collaboration, self-disciplined, resilience, tolerance and acceptance. Some values are also related to global engagement like global thinkers, innovation and lifelong learners. Nonetheless, there has not been any reference to the multilingualism pillar in the schools’ vision, mission statements and values.

Second, regarding the school policies, each of the participating schools had child protection and safeguarding policy as well as an anti-bullying and cyberbullying policy in place. The three schools hold themselves responsible for ensuring their students’ safety and wellbeing. These policies and procedures influenced the way students were implicitly learning to accept each other and mature as global citizens. Consequently, these policies intermingled with the global engagement pillar of international mindedness.

#### 4.2.1.3 Document Analysis Results as per the Three Pillars of International Mindedness

This section reports data gathered from document analysis of lesson plans of core subjects (English, Mathematics and Science), Moral Education, Social Studies, History and Geography. A total of 72 lesson plans were collected from the three participating schools (Table 4.1). Thematic analysis was conducted to highlight the three pillars of international mindedness in the lesson plans: multilingualism, intercultural understanding and global engagement (Table 4.2).

	<b>English</b>	<b>Math</b>	<b>Science</b>	<b>SS/Geo/ History</b>	<b>Moral Education</b>	<b>Community Service Projects</b>	<b>% of IM Pillars in the LPs</b>
<b>School A</b>	<b>9</b>	<b>7</b>	<b>11</b>	<b>4</b>	<b>3</b>	<b>-</b>	<b>(34) (29%)</b>
<b>School B</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>(17) 53%</b>
<b>School C</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>(21) 33%</b>

Table (4.1): Total number of lesson plans analysed and the percentage of IM pillars in each school

Table (4.1) provides the number of analysed lesson plans from each school. Lesson plans were collected from different grade levels (9 – 12). The last column highlights the percentage of international mindedness pillars found in the analysed lesson plans.

School	Subject	Intercultural Understanding	Global Engagement
A	English	<p><b>Grade11: Mending Wall by Robert Frost.</b> The learning outcome was to interpret the concept of boundaries through discussion and reflection draw conclusions related to real-life and compare and contrast the advantages and disadvantages of boundaries.</p> <p><b>Grades 11-12:</b> the lesson was about the poets' endeavours to stop slavery and discrimination. In one of the groups, students had to devise a plan that might help the less privileged people to have better living conditions. A challenging question was raised: <i>Do you think with the advancement of technology, we as humans might be enslaved by Artificial Intelligence?</i></p>	<p><b>Grade 12:</b> Identify three important issues that affect your community, country or the world</p>
	Math		<p><b>Grade 12:</b> The learning outcome was about applying markup rules. Problem-solving activities were related to real-life situations like being the manager of Midtown Hardware/Speedy Supermarket.</p>
	Science		<p><b>Grade 9:</b> the learning outcomes were about evaluating data and information regarding the impact of human activities on the environment. Presenting arguments regarding the impact of building dams on agriculture, ecosystems, population dynamics and biodiversity.</p> <p><b>Grade 9:</b> students evaluate the density-dependent and independent factors that modify population growth and carrying capacity. Activities are related to population in India (factors that will modify density and change carrying capacity in the given habitat) and the UAE (the drop in</p>



			the population growth after 50 years).
	Social Studies/ Geography/ History	<b>Grade 11 Social Studies:</b> the learning outcome is about exploring the main internal and external causes of inequality in societies.	<b>Grade 9 Geography:</b> the learning outcome is about understanding the term ‘earthquake ready’ and its positive and negative impacts on human beings. Students discuss what can be done to reduce the impacts of earthquakes before it happens. <b>Grade 10 History:</b> the learning outcome is about exploring the Schlieffen Plan, its significance for the German War effort and explains why the plan was not successful. Students swap roles according to the country that they choose: <i>Belgium France, Russia, Germany, Austria, Hungary.</i> <b>Another lesson</b> was about describing the effects of new economic policies on European society and compare them to the UAE in the present. Questions are related to the difference between Mercantilism and Capitalism.
B	English	<b>Grade 9:</b> the lesson was about Rosa Parks and the teacher included several questions in the discussion like <i>“How can you connect this lesson to the values of UAE? (Tolerance/ Respect for heritage and cultural diversity)?</i> <b>Grade 12:</b> the learning outcome was to identify and discuss the historical, political, philosophical and ethical influences on the historical period. In the guided practice, the teacher identifies the way Jonathan Swift fought injustice.	
	Social Studies/ History/	In the World History lesson: the learning outcomes were about four of the seven new developments in	

	Geography	painting and to tell the difference between Medieval and Renaissance painting.	
	Moral Education	<p><b>Grade 9:</b> the learning outcome was about the potential benefits and dangers of tourism.</p> <p><b>Grade 10:</b> the learning outcome was about the benefits of learning about cultures, interpreting the meaning of cultural diversity, social cohesion, social and synergy, evaluating the approaches to an understanding about cultures and finally relating these approaches to the Expo 20 theme. One of the main questions in the lesson is asking students to provide examples of how the world is becoming flat.</p> <p><b>Grade 11:</b> the lesson was about defining push-pull factors of migration, identifying the factors of immigration, and evaluating the impact of immigration.</p>	
	Community Service Projects	<p><b>Grades 9 – 12: Because We Care</b> (an initiative to promote inclusive education). Students mingled and interacted with people of determination.</p> <p><b>Developed Skills:</b> Acceptance and awareness of others’ needs.</p> <p><b>-Grades 5 – 12: International Kindness Day</b> (A random act of kindness for the nannies).</p> <p><b>Developed Skills:</b> Tolerance, Leadership and Care.</p> <p><b>Grades 5 – 12: For You Initiative:</b> students donate stationery, hygiene material and toys. Those were delivered to The Red Crescent.</p> <p><b>Developed Skills:</b> Commitment to serving the community, raise awareness to others’ needs.</p>	

C	English	<p><b>Grade 9:</b> the learning outcome is about the use of rhetoric to advance a point of view or purpose. The lesson is about Civil Rights Movement and its key figures. Keywords to be used by students: Segregation, Racism, Discrimination and Oppression.</p> <p><b>Grade 10:</b> students read “Letter to a Young Refugee from Another,” in which the author starts the essay with a picture of a young Albanian refugee holding his mother’s hand.</p> <p><b>Grade 11:</b> students read Dickinson’s “Success is counted Sweetest,” and Whitman’s “I Hear America Singing.” They research the situation of slaves during Realism and deduce the themes that slaves wrote about.</p>	
	Moral Education	<p><b>Grade 10:</b> learning outcomes were about showing a clear understanding of concepts like ‘visible’ and ‘invisible’ context, ‘ethnocentrism’ and ‘stereotyping.’ Students identify three personal core values and the effect of at least two personal core values on intercultural understanding and communication in the UAE.</p>	
	Community Service Projects	<p><b>Grades 5 – 12: Covenant for Million Tolerant</b> (recognise the importance of tolerance, patience and acceptance).</p>	<p><b>KG1 and KG2: No Plastic Campaign</b> (Helps students understand the impact of plastic pollution on human and ecosystem health and how everyday actions can lessen the problem.</p> <p><b>Grades 4. 5 &amp; 6: DP World – Sustainability Goal 14 “Life below Water”</b> (Global education program focusing on Protecting our Oceans).</p>

Table (4.2): Lesson plans and community service projects analysis to highlight international mindedness pillars

Table (4.2) provides a descriptive analysis of the international mindedness pillars that were highlighted in the lesson plans gathered from the three schools (intercultural understanding and global engagement). The analysis also included community service projects that were implemented at the schools. School (A) did not present any community service projects. As for the multilingualism pillar, it was not highlighted in the lesson plans. However, the three schools teach English as a second language and two of them teach French as well.

From the above analysis, several themes emerged as they were related to two of the main pillars of international mindedness: intercultural understanding and global engagement. For example, themes that were highlighted as related to intercultural understanding:

- boundaries among countries
- Racism, segregation, oppression, ethnocentrism, slavery, and discrimination
- internal and external causes of inequality among societies,
- cultural diversity and social cohesion
- tolerance, acceptance, care & awareness of others' needs
- the factors of immigration and its impact
- benefits and dangers of tourism
- intercultural understanding

As for global engagement themes that were highlighted in the lesson plans' analysis:

- issues that might affect the community, country, and the world
- impact of human activities on the environment
- density factors that modify population growth
- positive and negative influences of earthquakes on human beings
- effects on new economic policies on European society
- protecting our oceans

It is evident that the schools' vision, mission statements, values and lesson plans support the implementation of education for international mindedness. The lesson plans also reflect teachers' abilities in strengthening and nurturing students' global mindset through classroom discussion and activities. Furthermore, the community service projects in schools (B) and (C) further supported students' intercultural understanding and global engagement.

### **4.3 Stage 2: Quantitative Data Analysis Results**

In the second stage of the research study, GMS was employed to investigate school leaders and teachers' perceptions of international mindedness. In addition, quantitative data was collected from students' GA Questionnaire. The questionnaire was given to students in grades 9 to 12. Data collected and analysed from both questionnaires is presented in this stage of the study. The main purpose of the study was to explore schools' practices and initiatives implemented by school leaders and teachers and their impact on students' global mindset in Dubai's American curriculum schools. Thus, as school leaders and teachers plan and implement the school's curriculum, activities as well as initiatives, it was of great significance to include them in the current study to measure the impact of all these practices on students' global mindset. The questionnaires were sent to 3 different schools in Dubai.

The following section presents the results and findings of the quantitative data analysis of the research instruments – the questionnaires – using statistical techniques performed in SPSS 26.0. School leaders and teachers' questionnaire analysis is presented first, followed by students' questionnaire analysis. The analysis begins with a descriptive summary of the sample, followed by reliability analysis, and finally, research hypothesis testing to answer associated research questions. The analysis was performed based on the comparison between the three schools participating in the study. Hence, in the descriptive analysis section, Chi-square tests were performed to compare the three schools in terms of demographic characteristics, and one-way ANOVA and paired-samples t-tests were performed for comparison in terms of participants' responses. The GMS questionnaire was completed by 100 school leaders and teachers. As for the students' GA Questionnaire, it was completed by 682 students. The analysed data in the second stage was utilised to answer the three research questions:

- 1- What are the school leaders and teachers' perceptions of international mindedness?
- 2- To what extent do school leaders and teachers' demographic variables influence their international mindedness?
- 3- What are students' perceptions of global awareness and attitudes towards social issues?

### **4.3.1 Descriptive Analysis of School Leaders and Teachers' GMS Questionnaire**

The GMS questionnaire was distributed to all grades 9 to 12 teachers as well as school leaders using JotForm. After gathering the required data, the responses for each participating school were saved on Microsoft Excel to be transferred to SPSS. Descriptive statistics are regarded as the foundation of quantitative analysis. This kind of analysis has several advantages; it provides the researcher with the opportunity to define, summarize or match a particular set of data (Johnson & Christensen, 2014). Thus, the current data analysis is utilised to offer the researcher insight into the school leaders and teachers' perceptions of international mindedness. The descriptive analysis presented in this section includes information about frequencies, percentages, means and standard deviations. As for the inferential statistical analysis, both paired-samples t-test and One-Way ANOVA were implemented (Muijs, 2011).

### **4.3.2 School leaders and Teachers' Questionnaire**

The close-ended questionnaire statements were analysed to highlight school leaders and teachers' perceptions of international mindedness. The questionnaire is divided into five sub-sections that are related to Cultural Pluralism (8 statements), Efficacy (5 statements), Global Centricism (6 statements), Interconnectedness (5 statements) and Responsibility (5 statements). The main aim of the study was to explore the impact of implementing education for international mindedness on students' global mindset. Thus, the researcher sought to examine school leaders and teachers' perceptions of international mindedness. Teachers are the transmitters of knowledge and they communicate with students on daily basis. School leaders are the planners of the whole school activities and initiatives and they are role models for students. Consequently, their participation in the study was considered significant to highlight the impact of all the school practices and initiatives on students' global mindset.

#### **4.3.2.1 Results of Demographic Data Analysis**

The total number of participants in the school leaders and teachers' questionnaire is 100 (English, Mathematics, Science, Humanities, Social Studies and Moral Education teachers). An overview of the participants' nationality by birth and nationality by passport, age, gender, travelling

experience, languages spoken, qualifications, experience in education as well as experience in American curriculum schools is displayed in (Table 4.3).

	Participating Schools				Chi-square Test	
	School A (n=35)	School B (n=29)	School C (n=36)	Total	$\chi^2$	p-value
<b>Nationality by Birth</b>					<b>10.082</b>	<b>0.609</b>
African	4 (11.4%)	3 (10.3%)	2 (5.6%)	9 (9.0%)		
American	0 (0.0%)	0 (0.0%)	1 (2.8%)	1 (1.0%)		
Asian	3 (8.6%)	2 (6.9%)	6 (16.7%)	11 (11.0%)		
Australian	1 (2.9%)	0 (0.0%)	0 (0.0%)	1 (1.0%)		
European	2 (5.7%)	0 (0.0%)	1 (2.8%)	3 (3.0%)		
Middle Eastern/Gulf	23 (65.7%)	22 (75.9%)	21 (58.3%)	66 (66.0%)		
Other	2 (5.7%)	2 (6.9%)	5 (13.9%)	9 (9.0%)		
<b>Nationality by passport</b>					<b>15.317</b>	<b>0.357</b>
African	4 (11.4%)	3 (10.3)	2 (5.6%)	9 (9.0%)		
American	0 (0.0%)	1 (3.4)	1 (2.8%)	2 (2.0%)		
Asian	3 (8.6%)	2 (6.9)	6 (16.7%)	11 (11.0%)		
Australian	1 (2.9%)	0 (0.0%)	0 (0.0)	1 (1.0%)		
Canadian	3 (8.6%)	0 (0.0%)	0 (0.0)	3 (3.0%)		
European	2 (5.7%)	0 (0.0%)	2 (5.6)	4 (4.0%)		
Middle Eastern/Gulf	20 (57.1%)	20 (69.0%)	19 (52.8)	59 (59.0%)		
Other	2 (5.7%)	3 (10.3%)	6 (16.7)	11 (11.0%)		
<b>Age</b>					<b>2.813</b>	<b>0.832</b>
26-30 years	2 (5.7%)	4 (13.8%)	4 (11.1%)	10 (10.0%)		
31-40 years	20 (57.1%)	17 (58.6%)	24 (66.7%)	61 (61.0%)		
41-50 years	10 (28.6%)	6 (20.7%)	6 (16.7%)	22 (22.0%)		
51-60 years	3 (8.6%)	2 (6.9%)	2 (5.6%)	7 (7.0%)		
<b>Gender</b>					<b>0.204</b>	<b>0.903</b>
Female	23 (65.7%)	19 (65.5%)	22 (61.1%)	64 (64.0%)		

Male	12 (34.3%)	10 (34.5%)	14 (38.9%)	36 (36.0%)		
<b>Number of Languages Spoken Fluently</b>					<b>0.470</b>	<b>0.976</b>
One	4 (11.4%)	2 (6.9%)	4 (11.1%)	10 (10.0%)		
Two	21 (60.0%)	18 (62.1%)	21 (58.3%)	60 (60.0%)		
Three or more	10 (28.6%)	9 (31.0%)	11 (30.6%)	30 (30.0%)		
<b>Have you Travelled Outside the Country of Birth</b>					<b>1.327</b>	<b>0.515</b>
No	1 (2.9%)	1 (3.4%)	3 (8.3%)	5 (5.0)		
Yes	34 (97.1%)	28 (96.6%)	33 (91.7%)	95 (95.0)		
<b>Qualifications</b>					<b>2.408</b>	<b>0.661</b>
Bachelor	19 (54.3%)	20 (69.0%)	25 (69.4%)	64 (64.0%)		
Master's	15 (42.9%)	8 (27.6%)	10 (27.8%)	33 (33.0%)		
PhD	1 (2.9%)	1 (3.4%)	1 (2.8%)	3 (3.0%)		
<b>Experience in Education</b>					<b>1.558</b>	<b>0.816</b>
1 – 5 Years	2 (5.7%)	1 (3.4%)	2 (5.6%)	5 (5.0%)		
6 -10 Years	10 (28.6%)	8 (27.6%)	14 (38.9%)	32 (32.0%)		
More than 10 Years	23 (65.7%)	20 (69.0%)	20 (55.6%)	63 (63.0%)		
<b>Experience in American Curriculum Schools</b>					<b>4.607</b>	<b>0.330</b>
1 – 5 Years	5 (14.3%)	4 (13.8%)	9 (25.0%)	18 (18.0%)		
6 -10 Years	16 (45.7%)	10 (34.5%)	17 (47.2%)	43 (43.0%)		
More than 10 Years	14 (40.0%)	15 (51.7%)	10 (27.8%)	39 (39.0%)		
<b>Subject Area</b>						
English	8 (22.9%)	12 (41.4%)	7 (19.4%)	27 (27.0%)	4.390	0.111
Humanities	7 (20.0%)	7 (24.1%)	12 (33.3%)	26 (26.0%)	1.713	0.425
Mathematics	16 (45.7%)	7 (24.1%)	6 (16.7%)	29 (29.0%)	7.741	0.021*
Moral Education	4 (11.4%)	1 (3.4%)	5 (13.9%)	10 (10.0%)	2.067	0.356
Science	7 (20.0%)	7 (24.1%)	8 (22.2%)	22 (22.0%)	0.160	0.923
Social Studies	2 (5.7%)	3 (10.3%)	0 (0.0%)	5 (5.0%)	3.676	0.159



\*. *Significant at  $\alpha = 0.05$*

Table (4.3) Demographic Information: Leaders & Teachers' Sample Frequencies & Percentages (N=100).

A hundred teachers from three schools (A, B & C) participated in the study. Table (4.3) presents the frequencies and percentages of participants' characteristics across the three schools, which constitutes the sample profile. Chi-square ( $\chi^2$ ) tests were performed to compare the distribution of teachers in all demographic variables across the three schools. No significant differences were found between the three schools' demographic categories, except for the high school subject areas that teachers teach/lead, which is Mathematics subject; where there was a significant difference between the three schools concerning this subject,  $\chi^2 = 7.741$ ,  $p = 0.021$  (Table 4.3). School (A) significantly has more Mathematics teachers who participated in the study (45.7%) than school (B) (24.1%) and school (C) (16.7%).

#### 4.3.2.2 Questionnaire Reliability

Cronbach's alpha was used to measure questionnaire internal consistency (Table 4.4). The results demonstrated that the overall Cronbach's alpha measure based on the three schools' responses combined is  $\alpha = 0.838$ . indicating a high-reliability level of the questionnaire (Cohen, Manion & Morrison, 2007). The results also indicated that the questionnaire is significantly reliable across schools, where  $\alpha$  is equal to 0.812, 0.857, and 0.841, for the three participating schools (A, B & C) respectively. Overall, investigation of the 29 items of the questionnaire showed that all items are correlated with item-total; all Corrected Item-Total Correlation (CITC) values presented are not zero (Table 4.4).

Items	Participating Schools						Total	
	School A		School B		School C			
	$(\alpha = 0.812)$		$(\alpha = 0.841)$		$(\alpha = 0.857)$			
	CITC	$\alpha_a$	CITC	$\alpha_a$	CITC	$\alpha_a$	CITC	$\alpha_a$
1. I generally find it stimulating to spend an evening talking with people from another culture.	.663	.796	.233	.840	.233	.857	.330	.834
2. The world is enriched by the fact that it is comprised of many	.403	.805	.583	.831	.642	.848	.548	.829

people from different cultures and countries.								
3. We can all learn something of value from all different cultures.	.251	.810	.663	.832	.361	.854	.427	.833
4. I enjoy trying to understand people's behavior in the context of their culture.	.463	.803	.608	.830	.457	.852	.501	.830
5. My opinions about national policies are based on how those policies might affect the rest of the world.	.018	.816	.244	.840	.277	.856	.172	.839
6. It is important that schools provide activities and clubs designed to promote understanding among students of different ethnic and cultural backgrounds.	.249	.809	.477	.835	.426	.852	.405	.833
7. It is important that we educate people to understand the impact that current policies might have on future generations.	-.150	.819	.479	.834	.637	.846	.411	.832
8. I have very little in common with people in underdeveloped countries. <sup>R</sup>	.461	.800	.287	.839	.176	.858	.318	.835
9. There is nothing I can do about the problems of the world. <sup>R</sup>	.709	.792	.466	.832	.462	.851	.535	.827
10. Generally, an individual's actions are too small to have a significant effect on the ecosystem. <sup>R</sup>	.598	.791	.741	.821	.325	.855	.496	.828
11. It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations.	.375	.805	.497	.833	.498	.850	.455	.831
12. I think my behaviour can impact people in other countries.	.259	.809	.376	.836	.281	.855	.284	.835
13. I am able to affect what happens on a global level by what I do in my own community.	.409	.804	.489	.832	.261	.857	.355	.833
14. I feel the needs of my country of birth must be the highest priority in negotiating with other countries. <sup>R</sup>	.339	.806	.204	.841	.256	.857	.233	.838
15. People should be permitted to pursue the standard of living they	.286	.809	.122	.846	.175	.860	.201	.840

can afford if it only has a slight negative impact on the environment. <sup>R</sup>								
16. The values of my country of birth are probably the best. <sup>R</sup>	.266	.810	.188	.843	.291	.856	.242	.838
17. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest. <sup>R</sup>	.526	.796	.482	.832	.278	.857	.401	.832
18. I sometimes feel irritated with people from other countries because they do not understand how we do things in my country of birth. <sup>R</sup>	.156	.815	.109	.845	.372	.853	.209	.839
19. By exploring concepts of global significance rather than only those concepts related to local or national ideals, people acquire in-depth knowledge.	.318	.807	.367	.836	.329	.854	.342	.834
20. I often think about the kind of world we are creating for future generations.	.514	.799	.461	.834	.638	.847	.516	.829
21. I think of myself, not only as a citizen of my country, but also as a citizen of the world.	.342	.806	.670	.824	.660	.845	.542	.827
22. In the long run, my country of birth will probably benefit from the fact that the world is becoming more interconnected.	.256	.809	.602	.829	.402	.852	.427	.831
23. I feel a strong connection with the worldwide human family.	.319	.807	.519	.832	.539	.848	.486	.829
24. It is not really important to me to consider myself as a member of the global community. <sup>R</sup>	.126	.816	.356	.837	.667	.844	.415	.831
25. When I hear that thousands of people are starving in another country, I feel very frustrated.	.495	.801	.304	.839	.395	.852	.394	.832
26. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.	.426	.803	.253	.839	.460	.851	.392	.832
27. The fact that a flood can kill 50,000 people in another country is very distressing to me.	.103	.815	-.101	.855	.376	.853	.146	.840

28. I sometimes try to imagine how a person who is always hungry must feel.	.376	.805	.163	.843	.309	.855	.281	.836
29. People have a moral obligation to share their wealth with the less fortunate peoples of the world.	-.015	.818	.260	.840	.368	.853	.264	.836
[CITC: Corrected Item-Total Correlation, $\alpha_d$ : Cronbach's Alpha if Item Deleted] <i>R: Reversely Coded Item.</i>								

Table (4.4): Reliability Statistics for Teachers' Questionnaire (Overall  $\alpha = 0.838$ ) across 3 schools

#### 4.3.2.3 School Leaders and Teachers' Perceptions of International Mindedness (IM)

In this section, school leaders and teachers' responses are summarized and analysed for each school, separately, then a comparison is made to determine the significant differences between schools. International mindedness constructs are summarized separately for each school, by reporting frequencies, means, standard deviations, relative agreement, and rank of each construct and item of the questionnaire. Frequencies are graphically represented in stacked bar charts in form of percentage to present school leaders and teachers' responses.

##### School A

A descriptive summary of IM constructs is presented, including counts of school leaders and teachers' responses, means, standard deviations, relative agreement, and rank (Table 4.5). Responses are presented graphically in terms of percentage (Figure 4.1). The sample of surveyed school leaders and teachers consisted of a total of 35 participants in school (A).

Construct	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b>Cultural Pluralism</b>	3	4	27	109	137	4.33	.322	86.6	2
<b>Efficacy</b>	2	7	25	76	65	4.11	.581	82.3	4
<b>Global Centrism</b>	14	53	45	77	21	3.18	.637	63.6	5
<b>Interconnectedness</b>	1	10	11	95	58	4.14	.470	82.7	3
<b>Responsibility</b>	0	1	21	69	84	4.35	.503	87.0	1
<b>International Mindedness</b>	20	75	129	426	365	4.02	.334	80.5	

\*. Numbers are counts of each construct item scores, SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.

R. Reverse coded item, RA%: Relative agreement (=mean/5), R: Rank

Table (4.5): Descriptive Summary in School A (N = 35)

The descriptive summary shows that the most supported IM construct by school (A) participants is “Responsibility” with a relative agreement of 87%, mean of 4.35, and a standard deviation of 0.503. School (A) leaders and teachers supported “Cultural Pluralism” in second place, with a relative agreement of 87%. “Interconnectedness” and “Efficacy” came in third and fourth place, with the relative agreement of 83% and 82%, respectively. “Global Centrism” came in the last place, with a relative agreement of 64%.

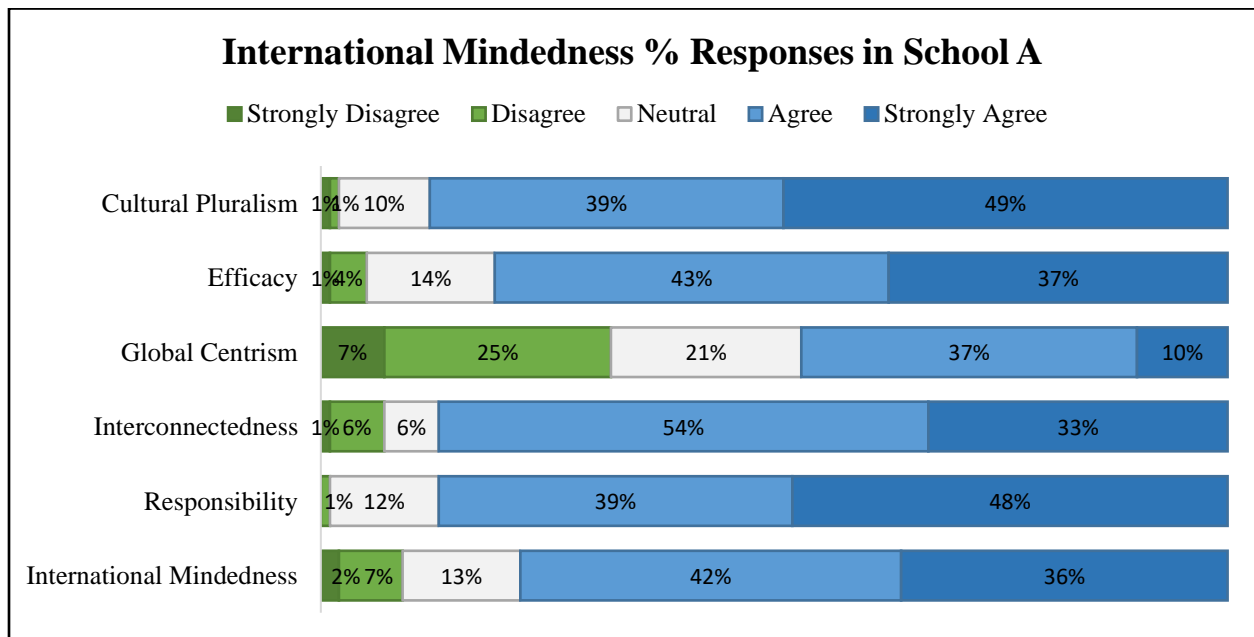


Figure (4.1): School leaders and teachers’ perceptions of international mindedness in School A

### 1. Cultural Pluralism (CP) in School A

A descriptive summary of the CP construct is presented, including counts of school leaders and teachers' responses, means, standard deviations, relative agreement, and rank (Table 4.6). CP construct has a general mean score of 4.33, which is a very high value. The results presented in (Table 4.6) are confirmed by the bars plotted in (Figure 4.2).

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b>Cultural Pluralism</b>	<b>3</b>	<b>4</b>	<b>27</b>	<b>109</b>	<b>137</b>	<b>4.33</b>	<b>.322</b>		
1. I generally find it stimulating to spend an evening talking with people from another culture.	0	0	3	19	13	4.29	.622	85.8	6
2. The world is enriched by the fact that it is comprised of many people from different cultures and countries.	0	0	2	11	22	4.57	.608	91.4	4
3. We can all learn something of value from all different cultures.	0	0	0	6	29	4.83	.382	96.6	1
4. I enjoy trying to understand people's behaviour in the context of their culture.	0	0	1	13	21	4.57	.558	91.4	4
5. My opinions about national policies are based on how those policies might affect the rest of the world.	0	1	11	21	2	3.69	.631	73.8	7
6. It is important that schools provide activities and clubs designed to promote understanding among students of different ethnic and cultural backgrounds.	0	0	0	12	23	4.66	.482	93.2	2
7. It is important that we educate people to understand the impact that current policies might have on future generations.	0	0	1	11	23	4.63	.547	92.6	3
8. I have very little in common with people in underdeveloped countries. R	3	3	9	16	4	3.43	1.092	68.6	8
* SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.									
R: Reversely coded item, RA%: Relative Agreement (=mean/5), R: Rank									

Table (4.6): Cultural Pluralism Descriptive Summary for School A (N = 35)

The descriptive summary of CP demonstrates that 100% of leaders and teachers in school (A) strongly agreed and agreed that they can all learn something of value from all different cultures, with a relative agreement of 97% and a mean score of 4.83. In the second place, 100% of

participants supported that “it is important that schools provide activities and clubs designed to promote understanding among students of different ethnic and cultural backgrounds”, with a relative agreement of 93% and a mean score of 4.66. In the third place, 97% of participants supported that it is important to educate people to understand the impact that current policies might have on future generations with a relative agreement of 92.6% and a mean score of 4.63. In the last place, 57% of leaders and teachers don’t believe that they have little in common with people in underdeveloped countries, with a relative agreement of 69% and a mean score of 3.43.

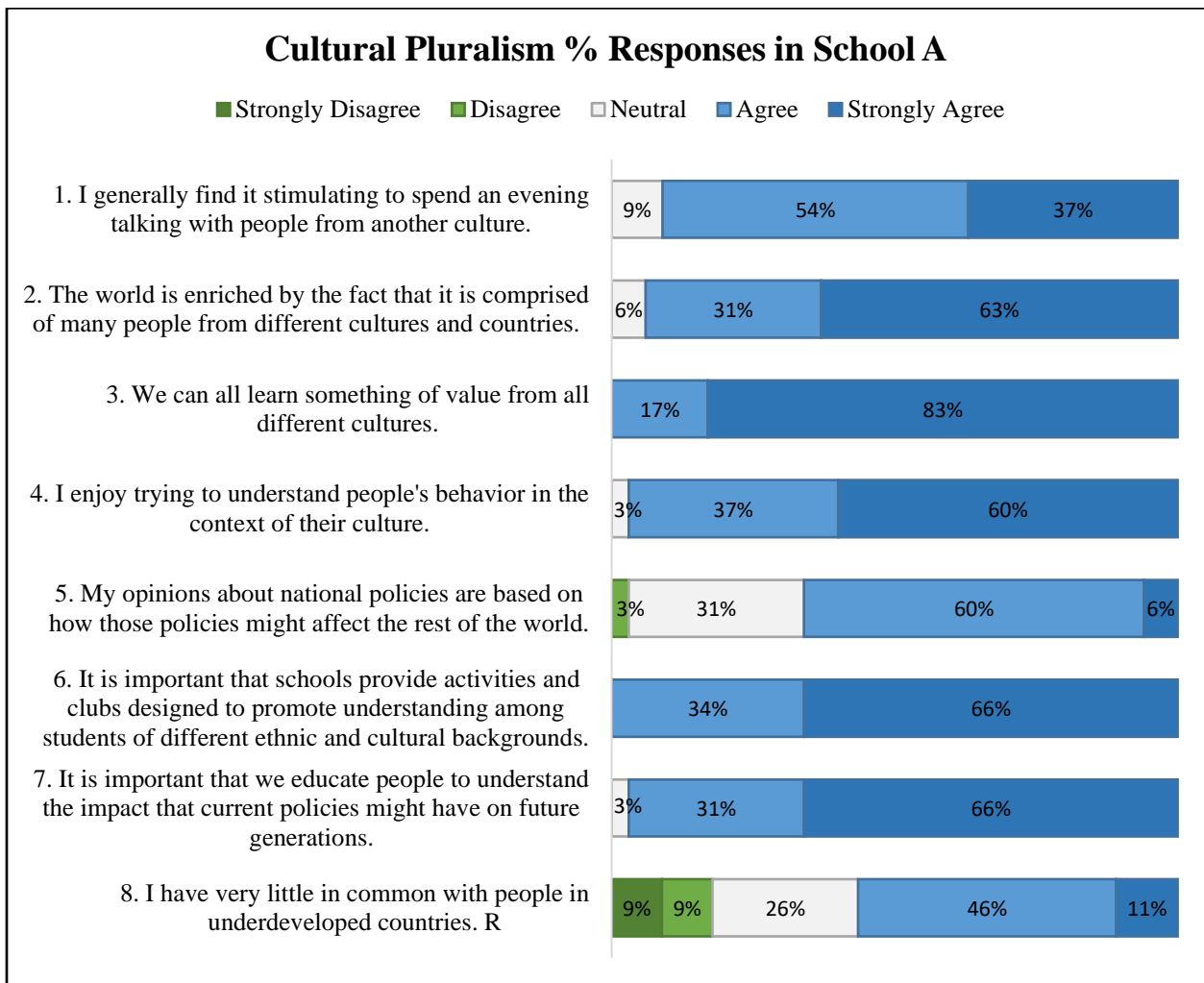


Figure (4.2): School leaders and teachers’ perceptions of cultural pluralism in School A

## 2. Efficacy in School A

A descriptive summary of the Efficacy construct is presented, including counts of school leaders and teachers' responses, means, standard deviations, relative agreement, and rank (Table 4.7). The Efficacy construct has a general mean score of 4.11 which demonstrates school leaders and teachers' high agreement. See all ranks of items in (Table 4.7), and response percentages in (Figure 4.3).

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b><u>Efficacy</u></b>	<b><u>2</u></b>	<b><u>7</u></b>	<b><u>25</u></b>	<b><u>76</u></b>	<b><u>65</u></b>	<b><u>4.11</u></b>	<b><u>.581</u></b>		
9. There is nothing I can do about the problems of the world. R	0	1	6	19	9	4.03	.747	80.6	4
10. Generally, an individual's actions are too small to have a significant effect on the ecosystem. R	2	5	5	11	12	3.74	1.245	74.8	5
11. It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations.	0	1	2	11	21	4.49	.742	89.8	1
12. I think my behaviour can impact people in other countries.	0	0	6	17	12	4.17	.707	83.4	2
13. I <u>am able to</u> affect what happens on a global level by what I do in my own community.	0	0	6	18	11	4.14	.692	82.8	3
<p>*. SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.</p> <p>R. Reverse coded item, RA%: Relative Agreement (=mean/5), R: Rank</p>									

Table (4.7): Efficacy Descriptive Summary for School A (N = 35)

With regard to Efficacy, 91% of leaders and teachers in school (A) strongly agreed and agreed to the statement “it is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations,” with a relative agreement of 90% and a mean score of 4.49. In the second place, 83% of participants agreed and strongly agreed that their behaviour can impact people in other countries, with a relative agreement of 83% and a mean score of 4.17. Similarly, 82% of school leaders and teachers believed that they can affect what happens on a global level by what they do in their own country with a relative agreement of 83% and a mean score of 4.14. In the last place, 65% of participants don't believe that an individual's actions are



too small to have a significant effect on the ecosystem, with a relative agreement of 75% and a mean score of 3.74.

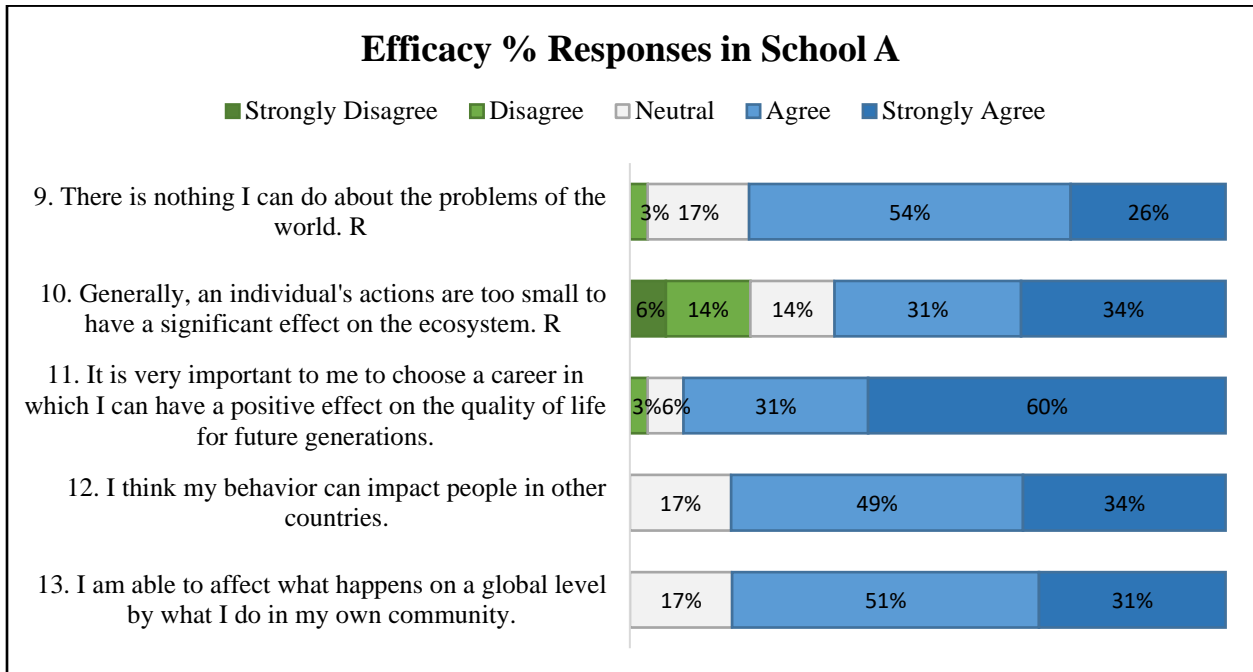


Figure (4.3): School leaders and teachers' perceptions of efficacy in School A

### 3. Global Centrism (GC) in School A

A descriptive summary of the Global Centrism (GC) construct is presented, including counts of school leaders and teachers' responses, means, standard deviations, relative agreement, and rank (Table 4.8). School leaders and teachers gave this construct's statements the least support. This construct has a mean score of 3.18 with a standard deviation of .637. Ranks for all items are displayed in (Table 4.8). The response percentages are represented in the bar chart (Figure 4.4).

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	StD	RA%	R
<b>Global Centrism</b>	<b>14</b>	<b>53</b>	<b>45</b>	<b>77</b>	<b>21</b>	<b>3.18</b>	<b>.637</b>		
14. I feel the needs of my country of birth must be the highest priority in negotiating with other countries. R	5	16	8	5	1	2.46	1.010	49.2	6
15. People should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment. R	3	10	7	13	2	3.03	1.124	60.6	5
16. The values of my country of birth are probably the best. R	2	6	11	14	2	3.23	1.003	64.6	3
17. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest. R	2	12	7	7	7	3.14	1.264	62.8	4
18. I sometimes feel irritated with people from other countries because they do not understand how we do things in my country of birth. R	2	7	7	18	1	3.26	1.010	65.2	2
19. By exploring concepts of global significance rather than only those concepts related to local or national ideals, people acquire in-depth knowledge.	0	2	5	20	8	3.97	.785	79.4	1
* SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree. R: Reversely coded item, RA%: Relative Agreement (=mean/5), R: Rank									

Table (4.8): Global Centrism Descriptive Summary for School A (N = 35)

The statement that 80% of leaders and teachers in School (A) agreed and strongly agreed for GC is “by exploring concepts of global significance rather than only those concepts related to local or national ideals, people acquire in-depth knowledge”, with a relative agreement of 79% and a mean score of 3.97. In the second place, 54% of leaders and teachers didn’t agree that they sometimes feel irritated with people from other countries because they do not understand how they do things in their country of birth, with a relative agreement of 65% and a mean score of 3.26. In the third place, 46% of participants didn’t agree that the values of their country of birth are probably the best with a relative agreement of 65% and a mean score of 3.23. In the fifth place, 43% of participants didn’t agree that people should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment, with a relative agreement of 61% and a mean score of 3.03.

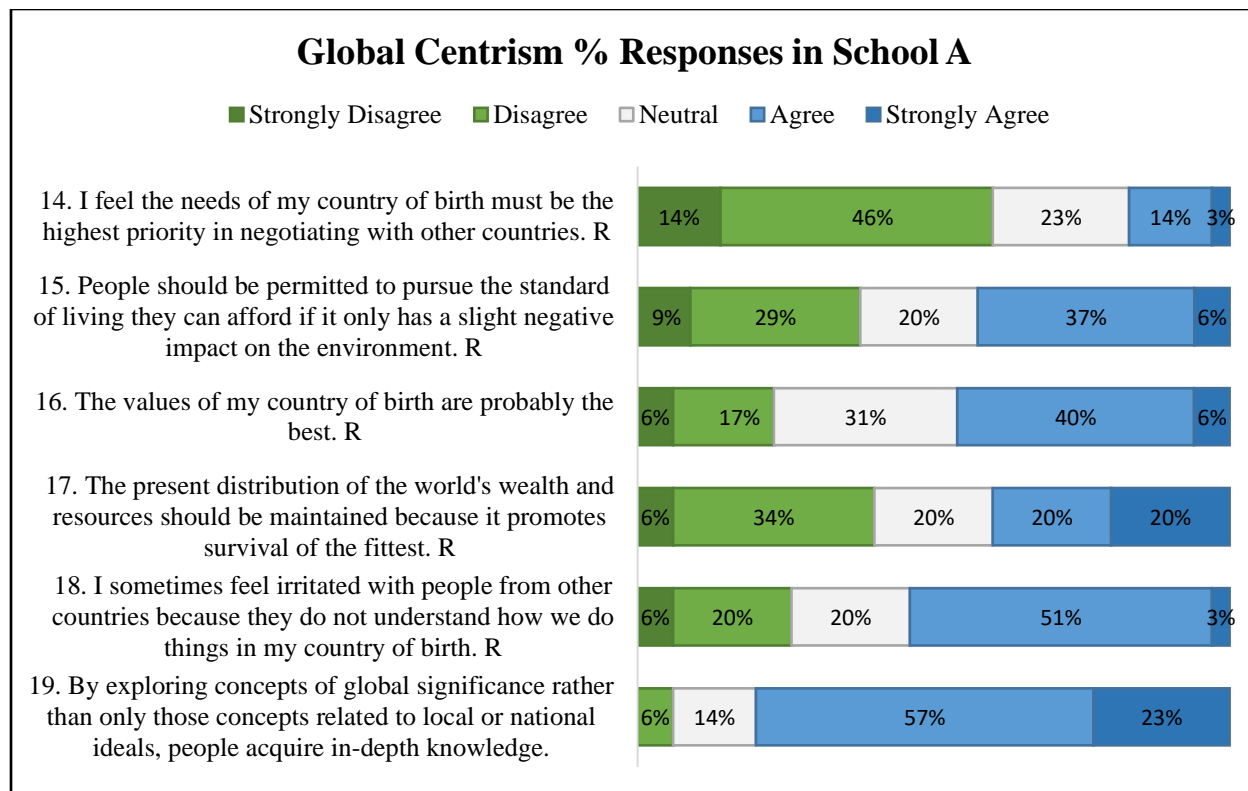


Figure (4.4): School leaders and teachers' perceptions of global centrism in school A

#### 4. Interconnectedness in School A

Overall, 83% of school leaders and teachers provided a relative agreement to this construct statements with a general mean score of 4.14 and standard deviation of .470. All statements relative agreement and rank are displayed in (Table 4.9). Statements are ranked based on their relative agreement and response percentages are displayed in (Figure 4.5).

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	StD	RA%	R
<b><u>Interconnectedness</u></b>	<b><u>1</u></b>	<b><u>10</u></b>	<b><u>11</u></b>	<b><u>95</u></b>	<b><u>58</u></b>	<b><u>4.14</u></b>	<b><u>.470</u></b>		
20. I often think about the kind of world we are creating for future generations.	0	2	3	19	11	4.11	.796	82.2	4
21. I think of myself, not only as a citizen of my country, but also as a citizen of the world.	0	2	2	19	12	4.17	.785	83.4	3
22. In the long run, my country of birth will probably benefit from the fact that the world is becoming more interconnected.	0	1	4	16	14	4.23	.770	84.6	1
23. I feel a strong connection with the worldwide human family.	0	1	2	20	12	4.23	.690	84.6	1

24. It is not really important to me to consider myself as a member of the global community. R	1	4	0	21	9	3.94	.998	78.8	5
<i>*. SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.  R. Reversely coded item, RA%: Relative Agreement (=mean/5), R: Rank</i>									

Table (4.9) Interconnectedness Descriptive Summary for School A (N = 35)

91% of leaders and teachers in school (A) indicated that they feel a strong connection with the worldwide human family and 86% believe that, in the long run, their country of birth will probably benefit from the fact that the world is becoming more interconnected with a relative agreement of 85% and a mean score of 4.23. 88% of participants strongly agreed and agreed that they think of themselves not only as citizens of their country but also as citizens of the world with a relative agreement of 83% and a mean score of 4.17. In the last place, 86% of participants didn't agree that it is not really important to consider themselves as members of the global community, with a relative agreement of 79% and a mean score of 3.94.

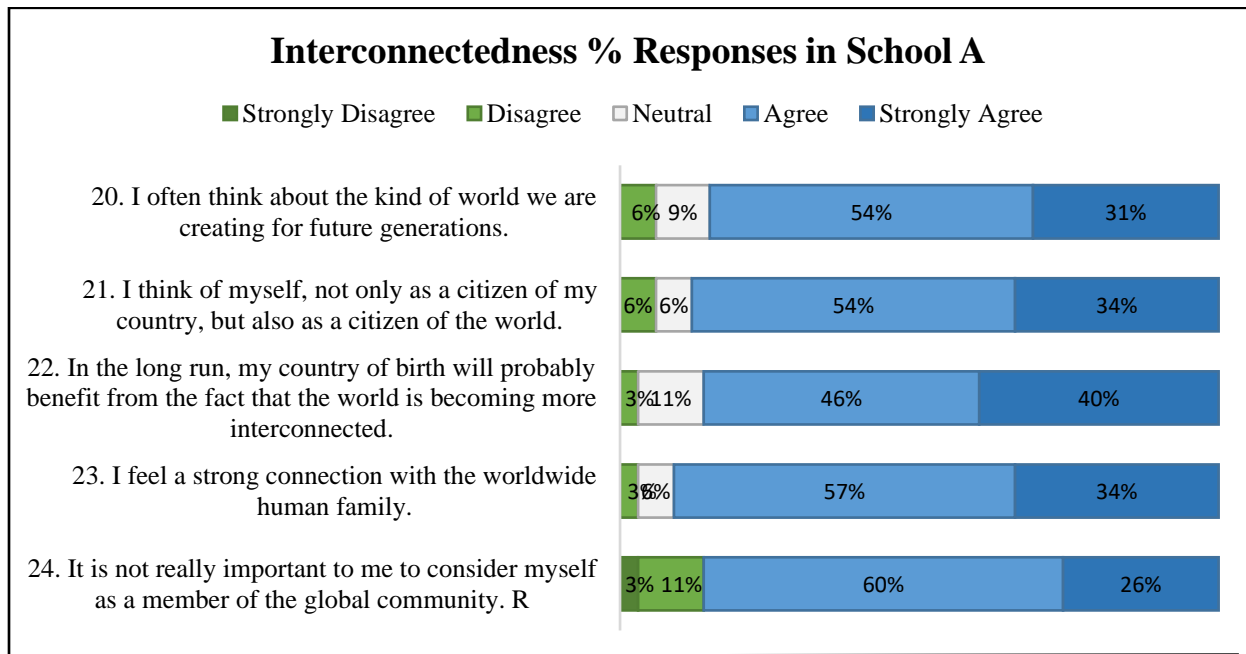


Figure (4.5): school leaders and teachers' perceptions of interconnectedness in school A

## 5. Responsibility in School A

Five statements were used to measure this construct, demonstrating a general high predisposition of an agreement by teachers of 87% and a general mean score of 4.35. Based on relative agreement reported in (Table 4.10), “Responsibility” is the most supported construct by leaders and teachers in school (A). Statistics reported in (Table 4.10) reveal that all items of responsibility are relatively important, indicating that teachers in school (A) have a high sense of responsibility.

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b>Responsibility</b>	<b>0</b>	<b>1</b>	<b>21</b>	<b>69</b>	<b>84</b>	<b>4.35</b>	<b>.503</b>		
25. When I hear that thousands of people are starving in another country, I feel very frustrated.	0	0	3	11	21	4.51	.658	90.2	1
26. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.	0	0	7	15	13	4.17	.747	83.4	5
27. The fact that a flood can kill 50,000 people in another country is very distressing to me.	0	1	4	15	15	4.26	.780	85.2	4
28. I sometimes try to imagine how a person who is always hungry must feel.	0	0	3	18	14	4.31	.631	86.2	3
29. People have a moral obligation to share their wealth with the less fortunate peoples of the world.	0	0	4	10	21	4.49	.702	89.8	2
* SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.									
R: Reversely coded item, RA%: Relative Agreement (=mean/5), R: Rank									

Table (4.10): Responsibility Descriptive Summary for School A (N = 35)

91% of school leaders and teachers agreed and strongly agreed that when they hear that thousands of people are starving in another country, they feel very frustrated, with a relative agreement of 90% and a mean score of 4.51. In the second place, 89% of participants strongly agreed and agreed that people have a moral obligation to share their wealth with the less fortunate peoples of the world, with a relative agreement of 90% and a mean score of 4.49. In the third place, 91% of participants stated that they sometimes try to imagine how a person who is always hungry must feel with a relative agreement of 86% and a mean score of 4.31. On the last place, 80% of leaders

and teachers strongly agreed and agreed that when they see the conditions some people in the world live under, they feel a responsibility to do something about it, with a relative agreement of 83% and a mean score of 4.17.

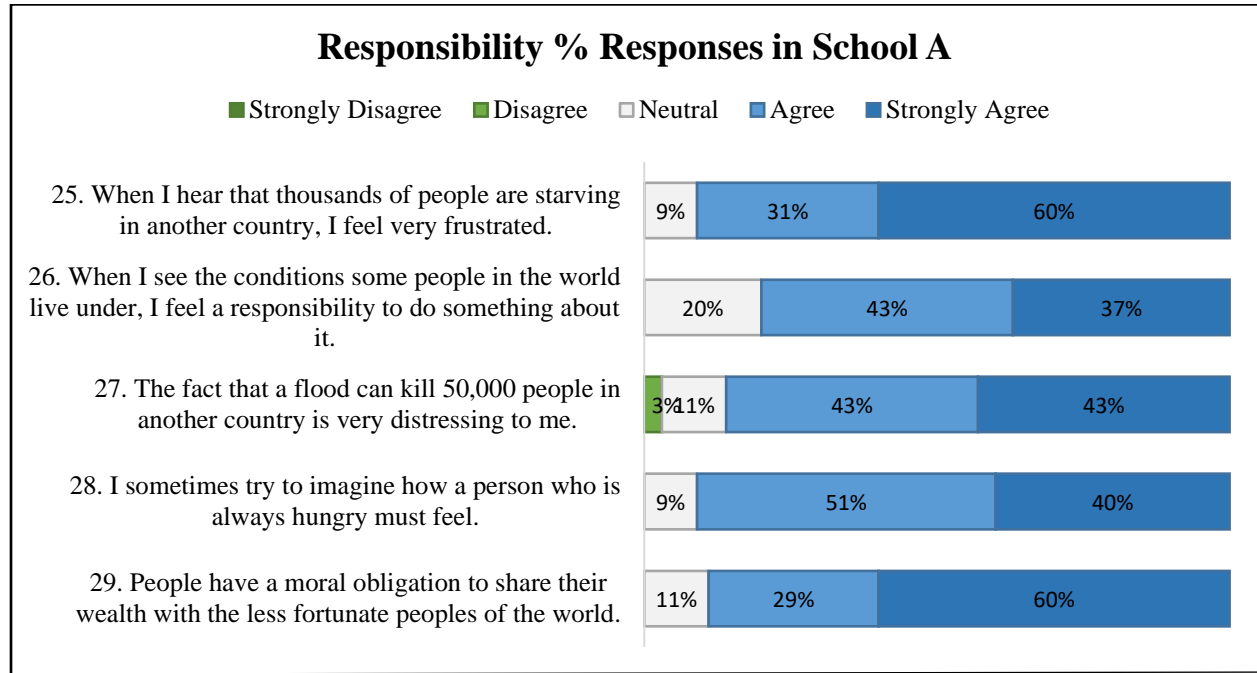


Figure (4.6): School leaders and teachers’ perceptions of responsibility in school A

### School B

A descriptive summary of IM constructs is presented, including counts of school leaders and teachers’ responses, means, standard deviations, relative agreement, and rank (Table 4.11). Responses are presented graphically in terms of percentage (Figure 4.7). The sample of surveyed school leaders and teachers consisted of a total of 29 participants in school (B).

Construct	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b>Cultural Pluralism</b>	1	7	24	92	108	4.29	.388	85.8	2
<b>Efficacy</b>	0	13	23	66	43	3.96	.633	79.2	4
<b>Global Centrism</b>	14	45	48	42	25	3.11	.461	62.2	5
<b>Interconnectedness</b>	1	7	29	65	43	3.98	.564	79.6	3
<b>Responsibility</b>	3	1	6	52	83	4.46	.456	89.1	1
<b>International Mindedness</b>	19	73	130	317	302	3.96	.365	79.2	

\*. Numbers are counts of each construct item scores, SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.  
R. Reversely coded item, RA%: Relative Agreement (=mean/5), R: Rank

Table (4.11): International Mindedness Descriptive Summary in School B (N = 29)

For school (B) leaders and teachers, IM relative agreement is 79% and a mean score of 3.96. The descriptive summary of IM constructs presented shows that the most supported IM construct by school (B) teachers is “Responsibility” with a relative agreement of 89%, a mean score of 4.46, and a standard deviation of .456 (Table 4.11). School (B) teachers supported “Cultural Pluralism” in the second place, with a relative agreement of 86%. “Interconnectedness” and “Efficacy” came in third and fourth place, with the relative agreement of 80% and 79%, respectively. “Global Centrism” came in the last place, with a relative agreement of 62% (Figure 4.7).

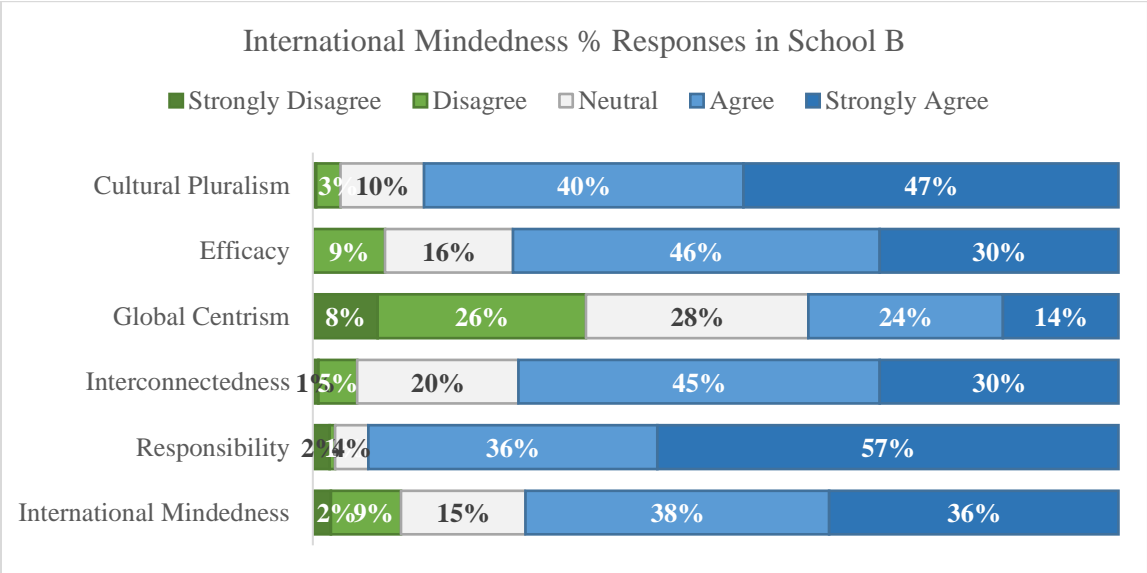


Figure (4.7): International Mindedness Descriptive Summary in school B

### 1. Cultural Pluralism in School B

A descriptive summary of the CP construct is presented, including counts of school leaders and teachers' responses, means, standard deviations, relative agreement, and rank (Table 4.12). CP construct has a general mean score of 4.29, which is a high value. Responses are presented graphically in terms of percentage (Figure 4.8).

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b><u>Cultural Pluralism</u></b>	<b><u>1</u></b>	<b><u>7</u></b>	<b><u>24</u></b>	<b><u>92</u></b>	<b><u>108</u></b>	<b><u>4.29</u></b>	<b><u>.388</u></b>		
1. I generally find it stimulating to spend an evening talking with people from another culture.	1	0	1	15	12	4.28	.841	85.6	6
2. The world is enriched by the fact that it is comprised of many people from different cultures and countries.	0	0	2	11	16	4.48	.634	89.6	4
3. We can all learn something of value from all different cultures.	0	0	0	9	20	4.69	.471	93.8	1
4. I enjoy trying to understand people's behaviour in the context of their culture.	0	0	3	11	15	4.41	.682	88.2	5
5. My opinions about national policies are based on how those policies might affect the rest of the world.	0	1	5	17	6	3.97	.731	79.4	7
6. It is important that schools provide activities and clubs designed to promote understanding among students of different ethnic and cultural backgrounds.	0	0	1	8	20	4.66	.553	93.2	2
7. It is important that we educate people to understand the impact that current policies might have on future generations.	0	0	2	10	17	4.52	.634	90.4	3
8. I have very little in common with people in underdeveloped countries. R	0	6	10	11	2	3.31	.891	66.2	8
* SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.									
R: Reverse coded item, RA%: Relative Agreement (=mean/5), R: Rank									

Table (4.12): School Leaders and Teachers' Perceptions of Cultural Pluralism in School B (N = 29)



The descriptive summary of CP demonstrates that 100% of leaders and teachers in school (B) highly believed that they can all learn something of value from all different cultures, with a relative agreement of 94% and a mean score of 4.69. In the second place, 97% of participants strongly agreed and agreed that “it is important that schools provide activities and clubs designed to promote understanding among students of different ethnic and cultural backgrounds”, with a relative agreement of 93% and a mean score of 4.66. Similarly, 93% of participants strongly agreed and agreed that it is important to educate people to understand the impact that current policies might have on future generations, with a relative agreement of 90% and a mean score of 4.52. In the last place, 45% of leaders and teachers don’t believe that they have little in common with people in underdeveloped countries, with a relative agreement of 66% and a mean score of 3.31.

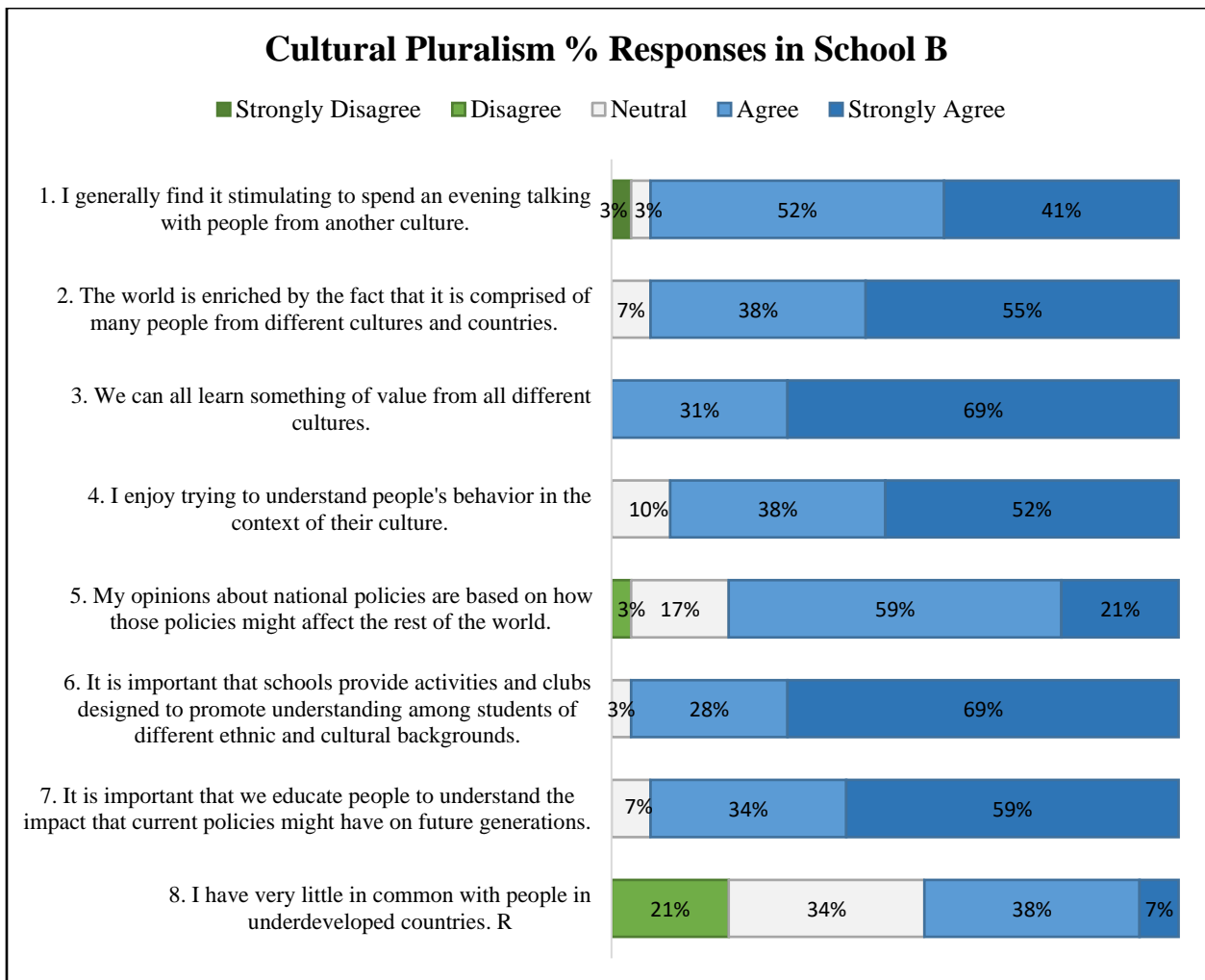


Figure (4.8): Cultural Pluralism Descriptive Summary in School B

## 2. Efficacy in School B

A descriptive summary of the Efficacy construct is presented, including counts of school leaders and teachers' responses, means, standard deviations, relative agreement, and rank (Table 4.13). The Efficacy construct has a general mean score of 3.96 and a standard deviation of .633. All ranks of statements are displayed in (Table 4.13) and response percentages in (Figure 4.9)Figure (4.3).

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b>Efficacy</b>	<b>0</b>	<b>13</b>	<b>23</b>	<b>66</b>	<b>43</b>	<b>3.96</b>	<b>.633</b>		
9. There is nothing I can do about the problems of the world. R	0	5	4	14	6	3.72	.996	74.4	5
10. Generally, an individual's actions are too small to have a significant effect on the ecosystem. R	0	4	5	12	8	3.83	1.002	76.6	3
11. It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations.	0	0	2	10	17	4.52	.634	90.4	1
12. I think my behaviour can impact people in other countries.	0	2	7	15	5	3.79	.819	75.8	4
13. I <u>am able to</u> affect what happens on a global level by what I do in my own community.	0	2	5	15	7	3.93	.842	78.6	2
<p>*. SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.</p> <p>R: Reversely coded item, RA%: Relative Agreement (=mean/5), R: Rank</p>									

Table (4.13): School leaders and teachers' perceptions of Efficacy in School B (N=29)

With regard to Efficacy, 93% of leaders and teachers in school (B) strongly agreed and agreed with the statement "it is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations," with a relative agreement of 90% and a mean score of 4.52. In the second place, 76% of participants believed that they can affect what happens on a global level by what they do in their community, with a relative agreement of 79% and a mean score of 3.93. In the third place, 69% of participants didn't believe that an individual's actions are too small to have a significant effect on the ecosystem with a relative agreement of 77% and a

mean score of 3.83. Similarly, in the last place, 69% of participants didn't believe that there is nothing they can do about the problems of the world, with a relative agreement of 74% and a mean score of 3.72.

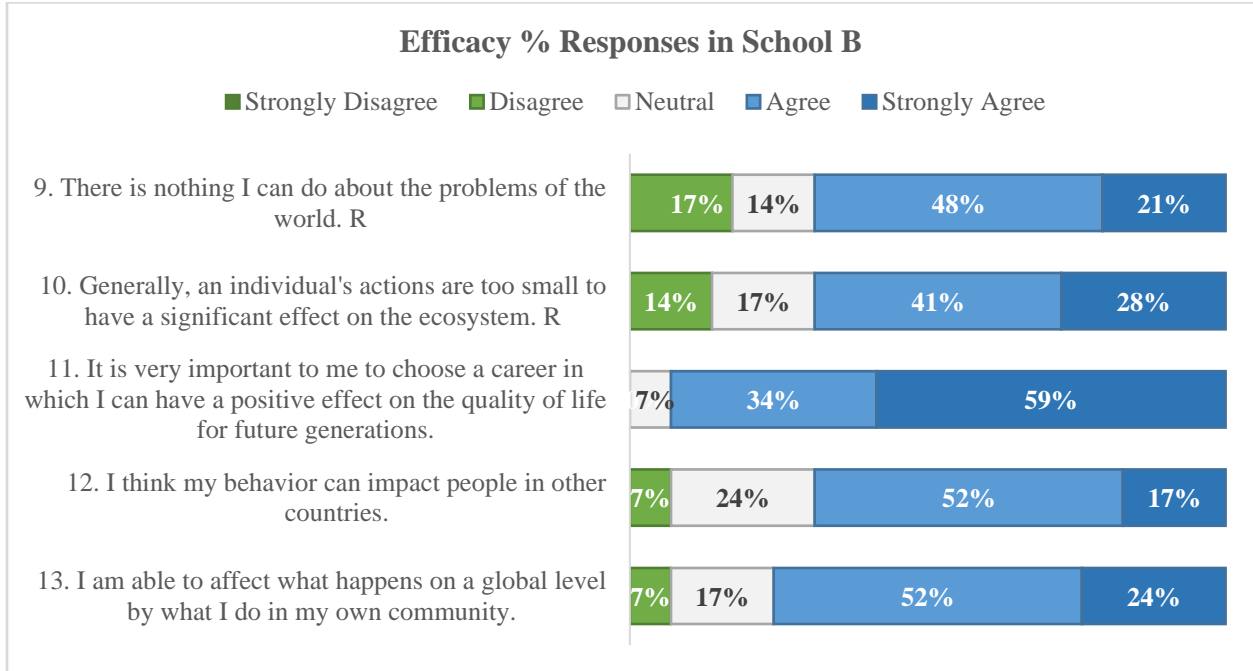


Figure (4.9): Efficacy Descriptive Summary in School B

### 3. Global Centrism in School B

A descriptive summary of the GC construct is presented, including counts of school leaders and teachers' responses, means, standard deviations, relative agreement, and rank (Table 4.14). In school (B), school leaders and teachers gave this construct's statements the least support. GC construct has a mean score of 3.11 with a standard deviation of .461. Ranks of all statements are displayed in (Table 4.14). The response percentages are represented in the bar chart (Figure 4.10).

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b>Global Centrism</b>	<b>14</b>	<b>45</b>	<b>48</b>	<b>42</b>	<b>25</b>	<b>3.11</b>	<b>.461</b>		
14. I feel the needs of my country of birth must be the highest priority in negotiating with other countries. R	8	16	4	1	0	1.93	.753	38.6	6
15. People should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment. R	2	7	10	9	1	3.00	1.000	60.0	5
16. The values of my country of birth are probably the best. R	1	7	14	3	4	3.07	1.033	61.4	4
17. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest. R	2	7	5	6	9	3.45	1.352	69.0	2
18. I sometimes feel irritated with people from other countries because they do not understand how we do things in my country of birth. R	1	7	10	10	1	3.10	.939	62.0	3
19. By exploring concepts of global significance rather than only those concepts related to local or national ideals, people acquire in-depth knowledge.	0	1	5	13	10	4.10	.817	82.0	1
* SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.									
R: Reversely coded item, RA%: Relative Agreement (=mean/5), R: Rank									

Table (4.14): School leaders and teachers’ perceptions of Global Centrism in School B (N=29)

79% of leaders and teachers strongly agreed and agreed with the statement “By exploring concepts of global significance rather than only those concepts related to local or national ideals, people acquire in-depth knowledge”, with a relative agreement of 82% and a mean score of 4.10. In the second place, 52% of participants didn’t agree that the present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest, with a relative agreement of 69% and a mean score of 3.45. In the last place, leaders and teachers didn’t agree that they feel the needs of their country of birth must be the highest priority in negotiating with other countries, with a relative agreement of 39% and a mean score of 1.93.

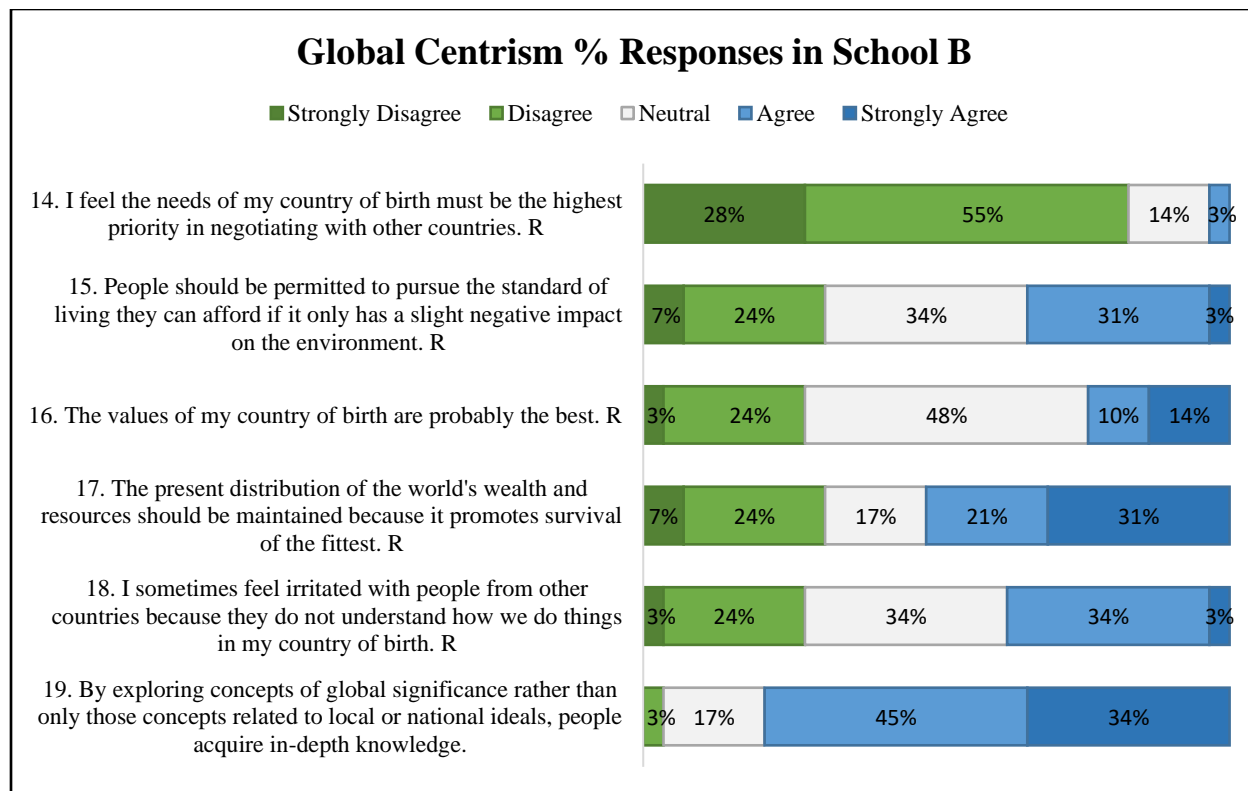


Figure (4.10): Global Centrism Descriptive Summary in School B

#### ***4. Interconnectedness in School B***

Overall, 80% of school leaders and teachers provided a relative agreement to this construct statements with a general mean score of 3.98 and standard deviation of .564. All statements relative agreement and rank are displayed in (Table 4.15). Statements are ranked based on their relative agreement and response percentages are displayed (Figure 4.11).

Construct/Item	Likert Scale (n) <sup>+</sup>					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b>Interconnectedness</b>	<b>1</b>	<b>7</b>	<b>29</b>	<b>65</b>	<b>43</b>	<b>3.98</b>	<b>.564</b>		
20. I often think about the kind of world we are creating for future generations.	0	1	1	15	12	4.31	.712	86.2	1
21. I think of myself, not only as a citizen of my country, but also as a citizen of the world.	0	3	6	9	11	3.97	1.017	79.4	3
22. In the long run, my country of birth will probably benefit from the fact that the world is becoming more interconnected.	0	0	8	11	10	4.07	.799	81.4	2
23. I feel a strong connection with the worldwide human family.	0	1	7	15	6	3.90	.772	78.0	4
24. It is not <u>really important</u> to me to consider myself as a member of the global community. R	1	2	7	15	4	3.66	.936	73.2	5

Table (4.15): School leaders and teachers' perceptions of Interconnectedness in School B (N=29)

As for Interconnectedness in school (B), 93% of school leaders and teachers strongly agreed and agreed that they often think about the kind of world they are creating for future generations, with a relative agreement of 86% and a mean score of 4.31. In the second place, 72% of participants think that in the long run, their country of birth will probably benefit from the fact that the world is becoming more interconnected, with a relative agreement of 81% and a mean score of 4.07. In the last place, 66% of participants didn't agree that it is not really important to consider themselves as members of the global community, with a relative agreement of 73% and a mean score of 3.66.

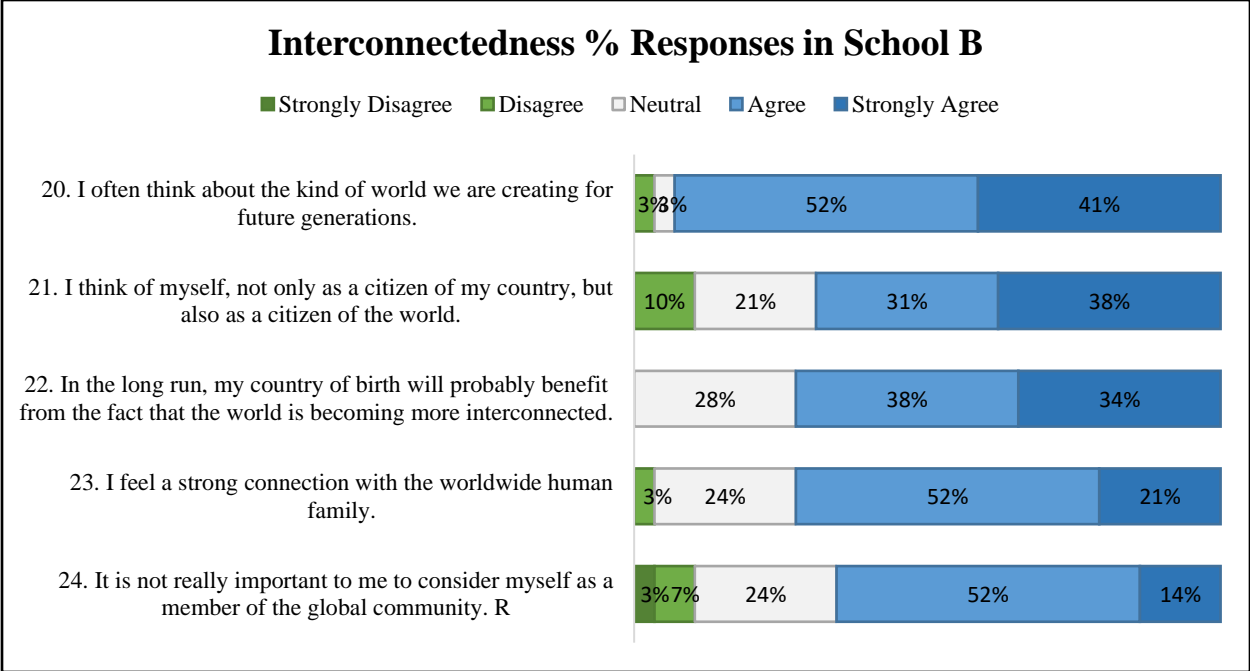


Figure (4.11): Interconnectedness Descriptive Summary in School B

**5. Responsibility in School B**

Five statements were used to measure this construct, indicating an overall high predisposition of an agreement by school leaders and teachers of 89% and a general mean score of 4.46 with a standard deviation of .456. Based on relative agreement reported in (Table 4.16), “Responsibility” is the most supported construct by leaders and teachers in school (B). Statistics reported in (Table 4.16) reveal that all statements of responsibility are relatively important, indicating that teachers in school (B) have a high sense of responsibility. The results presented are confirmed by the bars plotted in (Figure 4.12).

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b>Responsibility</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>52</b>	<b>83</b>	<b>4.46</b>	<b>.456</b>		
25. When I hear that thousands of people are starving in another country, I feel very frustrated.	0	0	0	8	21	4.72	.455	94.4	1
26. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.	0	0	2	12	15	4.45	.632	89.0	3
27. The fact that a flood can kill 50,000 people in another country is very distressing to me.	2	0	0	9	18	4.41	1.053	88.2	4
28. I sometimes try to imagine how a person who is always hungry must feel.	1	0	0	11	17	4.48	.829	89.6	2
29. People have a moral obligation to share their wealth with the less fortunate peoples of the world.	0	1	4	12	12	4.21	.819	84.2	5
<i>SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.</i>									
<i>R: Reversely coded item, RI%: Relative Importance (=mean/5), R: Rank</i>									

Table (4.16): School leaders and teachers' perceptions of Responsibility in School B (N=29)

On the top of statements, 100% of school leaders and teachers strongly agreed and agreed that when they hear that thousands of people are starving in another country, they feel very frustrated, with a relative agreement of 94% and a mean score of 4.72. In the second place, 97% of participants strongly agreed and agreed that they sometimes try to imagine how a person who is always hungry must feel, with a relative agreement of 90% and a mean score of 4.48. In the third place, 93% of participants strongly agreed and agreed with the fact that a flood can kill 50.000 people in another country is very distressing to them, with a relative agreement of 88% and a mean score of 4.41. In the last place, 82% of participants strongly agreed and agreed that people have a moral obligation to share their wealth with the less fortunate peoples of the world, with a relative agreement of 84% and a mean score of 4.21.



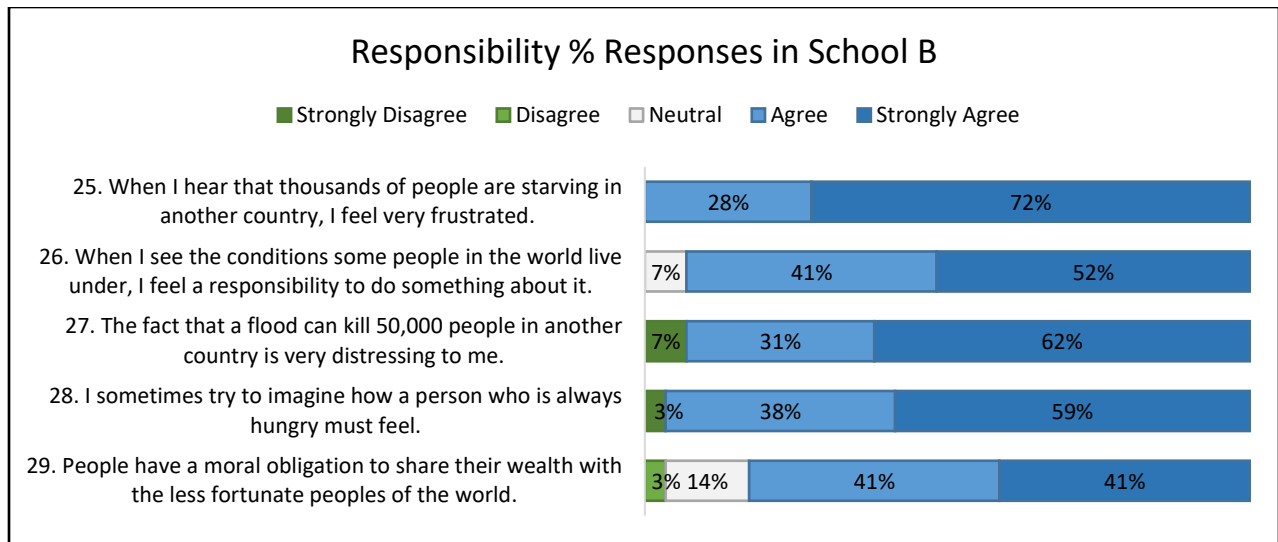


Figure (4.12): Responsibility Descriptive Summary in School B

### School C

A descriptive summary of IM constructs is presented, including counts of school leaders and teachers' responses, means, standard deviations, relative agreement, and rank (Table 4.17). Responses are presented graphically in terms of percentage (Figure 4.13). The sample of surveyed school leaders and teachers consisted of a total of 36 participants in school (C).

Construct	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b>Cultural Pluralism</b>	4	11	45	102	126	4.16	.446	83.3	1
<b>Efficacy</b>	6	5	23	84	62	4.06	.538	81.2	3
<b>Global Centrism</b>	16	42	65	67	26	3.21	.664	64.2	5
<b>Interconnectedness</b>	3	10	36	77	54	3.94	.676	78.8	4
<b>Responsibility</b>	2	11	30	59	78	4.11	.703	82.2	2
<b>International Mindedness</b>	31	79	199	389	346	3.90	.421	77.9	

\*. Numbers are counts of each construct item scores, SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.

R. Reversely coded item, RA%: Relative Agreement (=mean/5), R: Rank

Table (4.17): International Mindedness Descriptive Summary in School (C) (N = 36)

The descriptive summary demonstrates that the most supported IM construct by school (C) leaders and teachers is “Cultural Pluralism” with a relative agreement of 83%, and a general mean score of 4.16, and a standard deviation of .446. School (C) leaders and teachers supported “Responsibility” in the second place, with a relative agreement of 82% and a mean score of 4.11. “Efficacy” and “Interconnectedness” came in the third and fourth places, with the relative agreement of 81% and 79%, respectively. “Global Centrism” came in the last place, with a relative agreement of 64% and a mean score of 3.21.

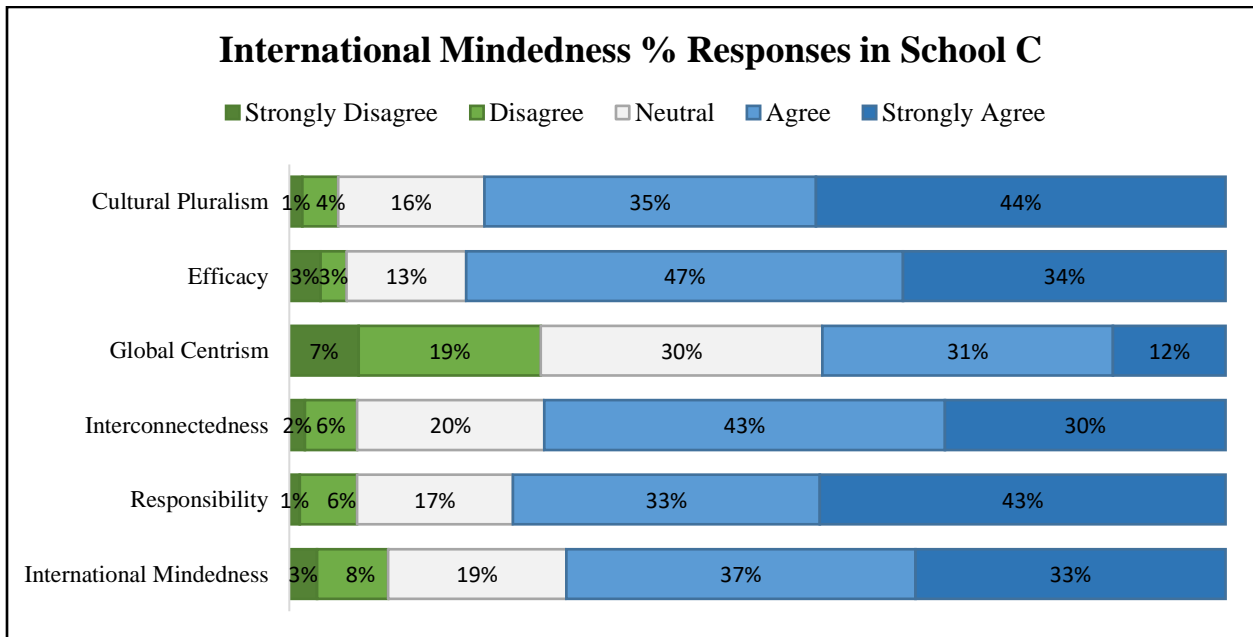


Figure (4.13): School leaders and teachers’ perceptions of international mindedness in school C

### 1. Cultural Pluralism in School C

A descriptive summary of the CP construct is presented, including counts of school leaders and teachers’ responses, means, standard deviations, relative agreement, and rank (Table 4.18). Based on relative agreement, CP is the most supported construct by leaders and teachers in school (C), with a relative agreement of 83% and a mean score of 4.16 and a standard deviation of .446. The results are reported in (Table 4.18)

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b>Cultural Pluralism</b>	<b>4</b>	<b>11</b>	<b>45</b>	<b>102</b>	<b>126</b>	<b>4.16</b>	<b>.446</b>		
1. I generally find it stimulating to spend an evening talking with people from another culture.	1	0	4	13	18	4.31	.889	86.2	5
2. The world is enriched by the fact that it is comprised of many people from different cultures and countries.	0	0	2	14	20	4.50	.609	90.0	2
3. We can all learn something of value from all different cultures.	0	0	2	10	24	4.61	.599	92.2	1
4. I enjoy trying to understand people's behaviour in the context of their culture.	0	0	3	12	21	4.50	.655	90.0	2
5. My opinions about national policies are based on how those policies might affect the rest of the world.	0	1	11	14	10	3.92	.841	78.4	7
6. It is important that schools provide activities and clubs designed to promote understanding among students of different ethnic and cultural backgrounds.	0	0	3	17	16	4.36	.639	87.2	4
7. It is important that we educate people to understand the impact that current policies might have on future generations.	1	0	4	14	17	4.28	.882	85.6	6
8. I have very little in common with people in underdeveloped countries. R	2	10	16	8	0	2.83	.845	56.6	8
* SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.									
R: Reversely coded item, RI%: Relative Importance (=mean/5), R: Rank									

Table (4.18): School leaders and teachers' perceptions of Cultural Pluralism in School C (N=36)

The descriptive summary of CP indicates that 95% of leaders and teachers in school (C) strongly agreed and agreed that they can all learn something of value from all different cultures, with a relative agreement of 92% and a mean score of 4.61. In the second place, 95% of participants strongly agreed and agreed with the statement "The world is enriched by the fact that it is

comprised of many people from different cultures and countries,” and 91% strongly agreed and agreed with the statement “ I enjoy trying to understand people’s behaviour in the context of their culture” with a relative agreement of 90% and a mean score of 4.50. In the last place, 22% of leaders and teachers didn’t believe that they have little in common with people in underdeveloped countries, with a relative agreement of 57% and a mean score of 2.83.

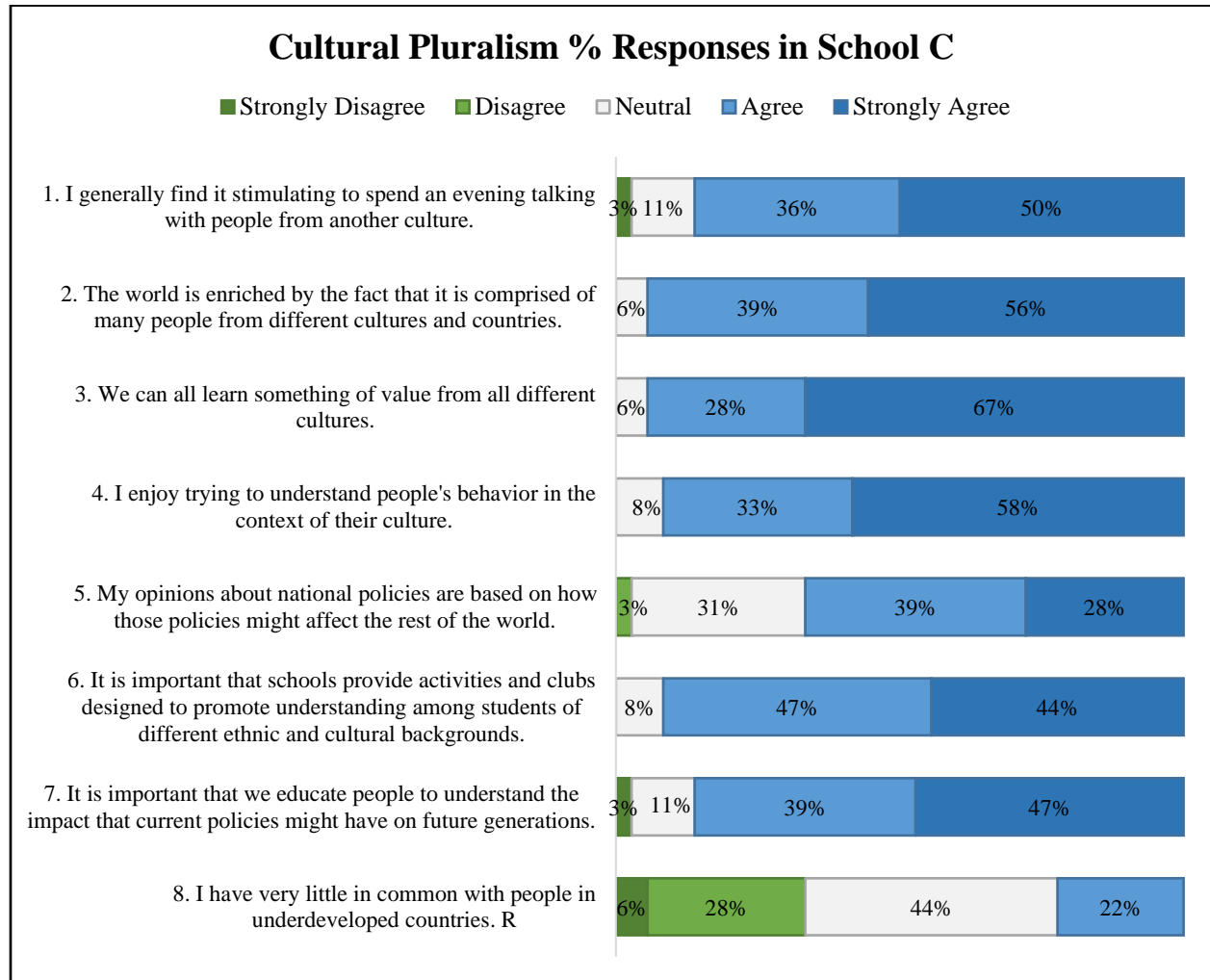


Figure (4.14): Cultural Pluralism Descriptive Summary in School C

## 2. Efficacy in School C

A descriptive summary of the Efficacy construct is presented, including counts of school leaders and teachers' responses, means, standard deviations, relative agreement, and rank (Table 4.19). The efficacy construct has a general mean score of 4.06 and a standard deviation of .538. All ranks of statements are displayed in (Table 4.19) and response percentages in (Figure 4.15)Figure (4.3.

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	STD	RA%	R
<b><u>Efficacy</u></b>	<b><u>6</u></b>	<b><u>5</u></b>	<b><u>23</u></b>	<b><u>84</u></b>	<b><u>62</u></b>	<b><u>4.06</u></b>	<b><u>.538</u></b>		
9. There is nothing I can do about the problems of the world. R	2	1	8	22	3	3.64	.899	72.8	5
10. Generally, an individual's actions are too small to have a significant effect on the ecosystem. R	2	1	4	19	10	3.94	1.013	78.8	4
11. It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations.	0	1	4	9	22	4.44	.809	88.8	1
12. I think my behaviour can impact people in other countries.	0	1	4	18	13	4.19	.749	83.8	2
13. I <u>am able to</u> affect what happens on a global level by what I do in my own community.	2	1	3	16	14	4.08	1.052	81.6	3
* <i>.SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.</i>									
<i>R: Reversely coded item, RA%: Relative Agreement (=mean/5), R: Rank</i>									

Table (4.19): School leaders and teachers' perceptions of Efficacy in School C (N=36)

In school (C), 86% of school leaders and teachers strongly agreed and agreed with the statement “It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations”, with a relative agreement of 89% and a mean score of 4.44. In the second place, 86% of participants strongly agreed and agreed that their behaviour can impact people in other countries, with a relative agreement of 84% and a mean score of 4.19. In the third place, 83% of participants believed that they can affect what happens on a global level by what they do in their community, with a relative agreement of 82% and a mean score of 4.08. In the last

place, 69% of school leaders and teachers didn't believe that there is nothing they can do about the problems of the world, with a relative agreement of 73% and a mean score of 3.64.

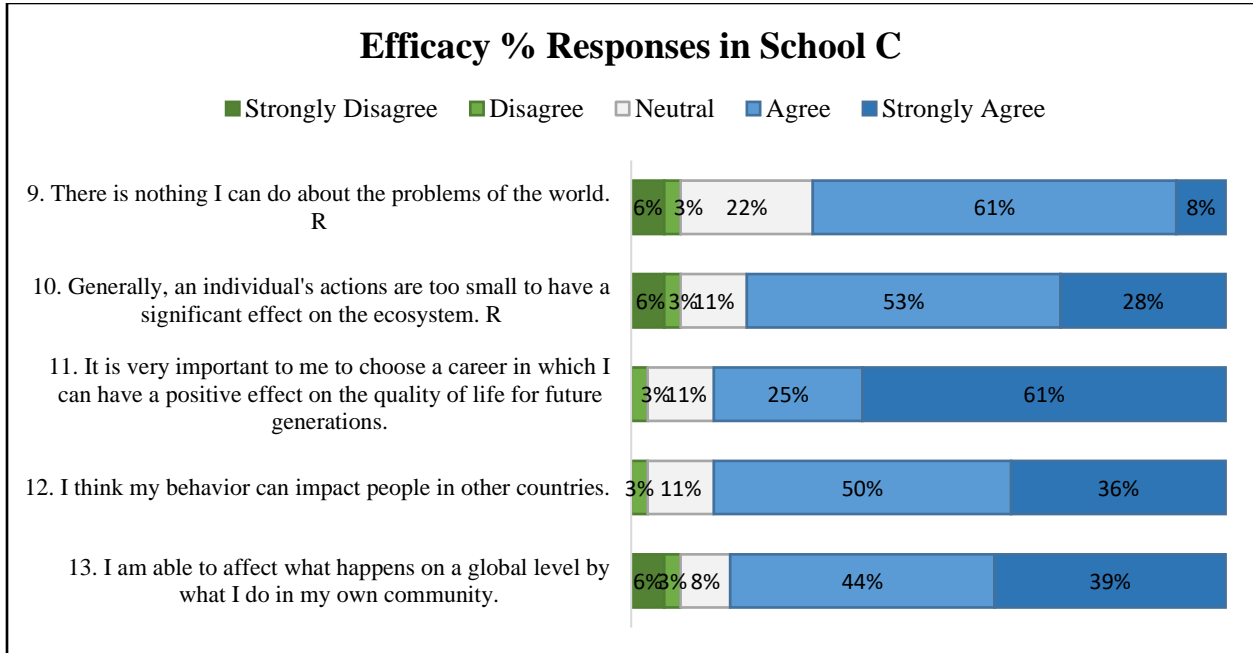


Figure (4.15): Efficacy Descriptive Summary in School C

### 3. Global Centrism in School C

A descriptive summary of the GC construct is presented, including counts of school leaders and teachers' responses, means, standard deviations, relative agreement, and rank (Table 4.20). In school (C), school leaders and teachers gave this construct's statements the least support. GC construct has a mean score of 3.21 with a standard deviation of .664. Ranks of all statements are displayed in (Table 4.20). The response percentages are represented in the bar chart (Figure 4.16).

Construct/Item	Likert Scale (n)*					Descriptives			
	SD	D	N	A	SA	M	StD	RA%	R
<b>Global Centrism</b>	<b>16</b>	<b>42</b>	<b>65</b>	<b>67</b>	<b>26</b>	<b>3.21</b>	<b>.664</b>		
14. I feel the needs of my country of birth must be the highest priority in negotiating with other countries. R	6	10	12	7	1	2.64	1.073	52.8	6
15. People should be permitted to pursue the standard of living they can afford if it	3	11	11	9	2	2.89	1.063	57.8	5

only has a slight negative impact on the environment. R									
16. The values of my country of birth are probably the best. R	2	4	14	13	3	3.31	.980	66.2	3
17. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest. R	4	7	10	10	5	3.14	1.222	62.8	4
18. I sometimes feel irritated with people from other countries because they do not understand how we do things in my country of birth. R	1	6	9	13	7	3.53	1.082	70.6	2
19. By exploring concepts of global significance rather than only those concepts related to local or national ideals, people acquire in-depth knowledge.	0	4	9	15	8	3.75	.937	75.0	1
* <i>SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree. R: Reversely coded item, RA%: Relative Agreement (=mean/5), R: Rank</i>									

Table (4.20): School leaders and teachers’ perceptions of Global Centrim in School C (N=36)

64% of leaders and teachers strongly agreed and agreed with the statement “By exploring concepts of global significance rather than only those concepts related to local or national ideals, people acquire in-depth knowledge”, with a relative agreement of 75% and a mean score of 3.75. In the second place, 55% of leaders and teachers didn’t agree that they sometimes feel irritated with people from other countries because they do not understand how people do things in their country of birth, with a relative importance of 71% and a mean score of 3.53. In the last place, 22% of participants didn’t agree that they feel the needs of their country of birth must be the highest priority in negotiating with other countries, with a relative agreement of 53% and a mean score of 2.64.

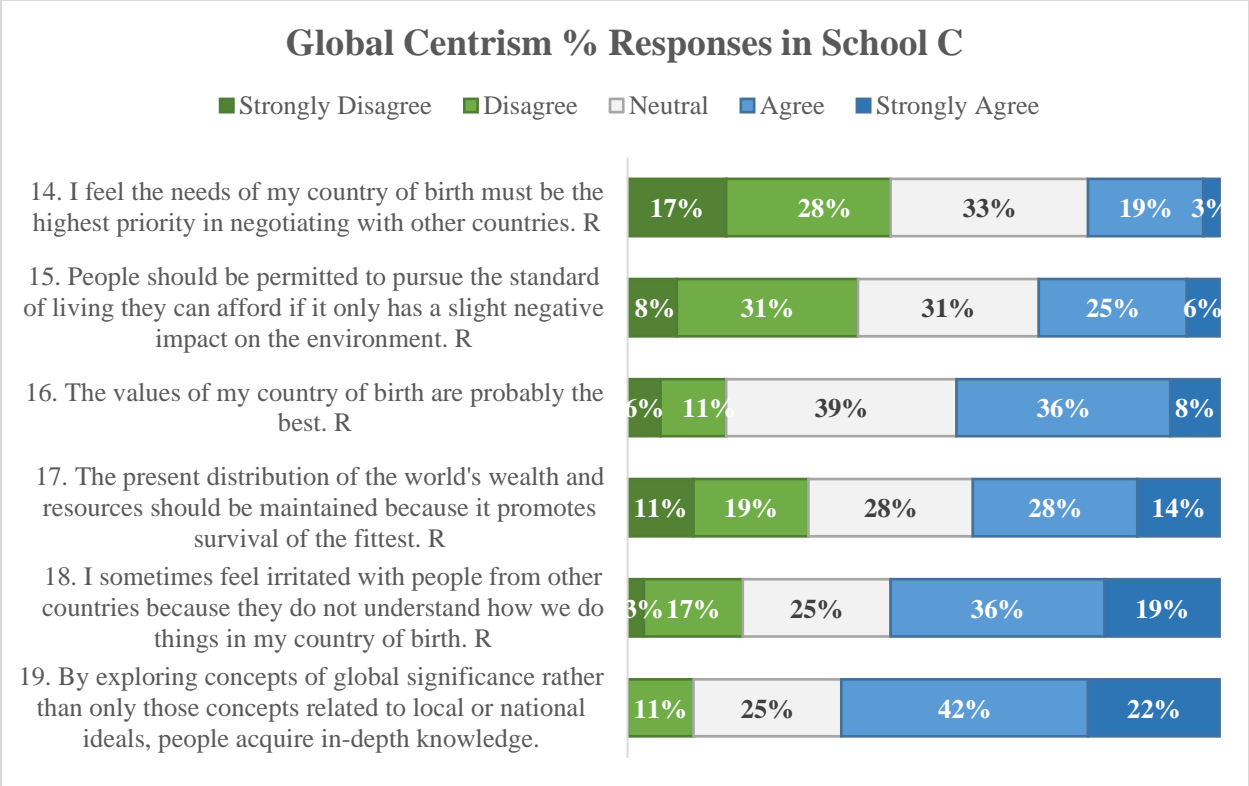


Figure (4.16): Global Centrism Descriptive Summary in School C

**4. Interconnectedness in School C**

Overall, 79% of school leaders and teachers provided a relative agreement to this construct statements with a general mean score of 3.94 and standard deviation of .676. All statements relative agreement and rank are displayed in (Table 4.21). Statements are ranked based on their relative agreement and response percentages are displayed in (Figure 4.17).

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	SA	M	StD	RA%	R
<b><u>Interconnectedness</u></b>	<b><u>3</u></b>	<b><u>10</u></b>	<b><u>36</u></b>	<b><u>77</u></b>	<b><u>54</u></b>	<b><u>3.94</u></b>	<b><u>.676</u></b>		
20. I often think about the kind of world we are creating for future generations.	0	0	5	16	15	4.28	.701	85.6	2
21. I think of myself, not only as a citizen of my country, but also as a citizen of the world.	1	0	3	15	17	4.31	.856	86.2	1



22. In the long run, my country of birth will probably benefit from the fact that the world is becoming more interconnected.	0	5	8	14	9	3.75	.996	75.0	3
23. I feel a strong connection with the worldwide human family.	1	1	12	16	6	3.69	.889	73.8	4
24. It is not really important to me to consider myself as a member of the global community. R	1	4	8	16	7	3.67	1.014	73.4	5
* <i>SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.</i> <i>R: Reversely coded item, RI%: Relative Importance (=mean/5), R: Rank</i>									

Table (4.21): School leaders and teachers’ perceptions of Interconnectedness in School C (N=36)

For Interconnectedness, in the first place 89% of leaders and teachers in school (C), indicated that they think of themselves, not only as citizens of their country but also as citizens of the world, with a relative agreement of 86% and a mean score of 4.31. In the second place, a large proportion of participants 86% often think about the kind of world they are creating for future generations, with a relative agreement of 86% and a mean score of 4.28. In the last place, 63% of the participants didn’t agree that it is not really important to consider themselves as members of the global community, with a relative agreement of 73% and a mean score of 3.67.

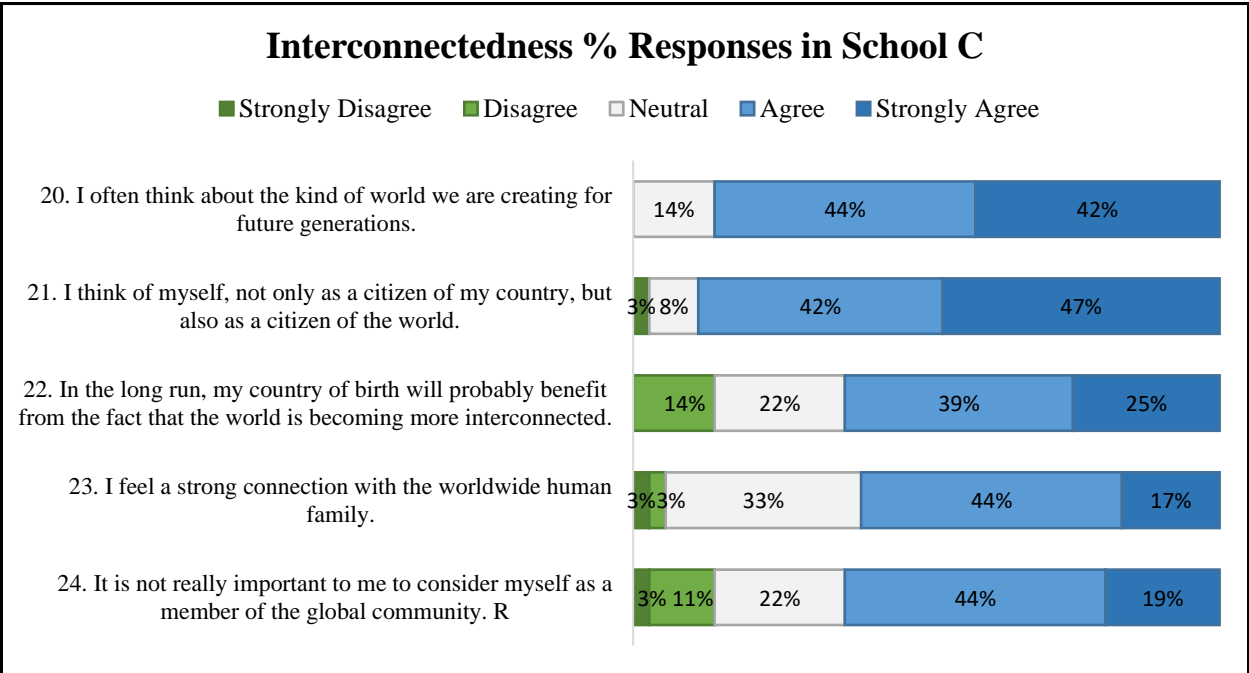


Figure (4.17): Interconnectedness Descriptive Summary in School C

## 5. Responsibility in School C

Five statements were used to measure this construct, indicating an overall predisposition of an agreement by school leaders and teachers of 82% and a general mean score of 4.11 with a standard deviation of .703. Statistics reported in (Table 4.22) are confirmed by the bars plotted in (Figure 4.18).

Construct/Item	Likert Scale (n)*					Descriptive			
	SD	D	N	A	S A	M	STD	RA%	R
<b>Responsibility</b>	<b>2</b>	<b>11</b>	<b>30</b>	<b>59</b>	<b>78</b>	<b>4.11</b>	<b>.703</b>		
25. When I hear that thousands of people are starving in another country, I feel very frustrated.	0	3	7	7	19	4.17	1.028	83.4	2
26. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.	0	3	5	14	14	4.08	.937	81.6	4
27. The fact that a flood can kill 50,000 people in another country is very distressing to me.	0	2	6	13	15	4.14	.899	82.8	3
28. I sometimes try to imagine how a person who is always hungry must feel.	0	2	5	11	18	4.25	.906	85.0	1
29. People have a moral obligation to share their wealth with the less fortunate peoples of the world.	2	1	7	14	12	3.92	1.079	78.4	5
* SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: Strongly Agree.									
R: Reverse coded item, RA%: Relative Agreement (=mean/5), R: Rank									

Table (4.22): School leaders and teachers' perceptions of Responsibility in School C (N=36)

On the top of statements, 81% of school leaders and teachers strongly agreed and agreed that they sometimes try to imagine how a person who is always hungry must feel, with a relative agreement of 85% and a mean score of 4.25. In the second place, 72% of leaders and teachers stated that when they hear that thousands of people are starving in another country, they feel very frustrated, with a relative importance of 83% and a mean score of 4.17. In the last place, 72% of leaders and teachers strongly agreed and agreed that people have a moral obligation to share their wealth with the less fortunate peoples of the world, with a relative agreement of 78% and a mean score of 3.92.

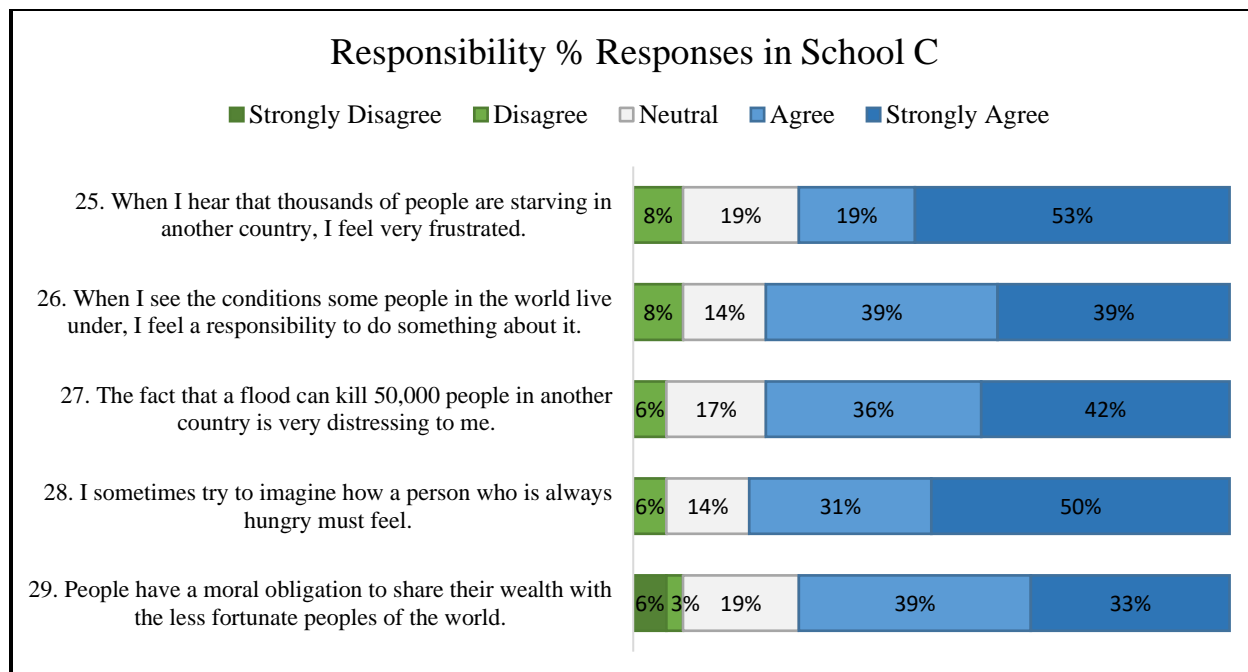


Figure (4.18): Responsibility Descriptive Summary in School C

#### 4.3.2.4 Significant Differences in International Mindedness Constructs Based on Leaders and Teachers' Responses in each School

Leaders and teachers' responses were compared between constructs across the three participating schools. A paired-samples t-test was performed to determine the significant differences in teachers' responses for the five IM constructs, and results are presented in (Table 4.23). For School (A), there were significant differences between IM constructs; CP mean score was significantly higher than Efficacy, GC, and Interconnectedness mean scores,  $p < 0.05$ . Efficacy mean score was significantly higher than GC mean score,  $p < 0.001$ . In addition, GC mean score was significantly lower than Interconnectedness and Responsibility mean scores,  $p < 0.001$ . Finally, the Interconnectedness mean score was significantly higher than the Responsibility mean score,  $p = 0.013$ .

For school (B), CP mean score is significantly higher than Efficacy, GC, and Interconnectedness mean scores,  $p < 0.01$ . Efficacy mean score was significantly higher than GC mean score,  $p < 0.001$ , while lower than Responsibility mean score,  $p = 0.001$ . GC mean score was significantly lower than Interconnectedness and Responsibility mean scores,  $p < 0.001$ , while Responsibility mean score was significantly higher than Interconnectedness mean score,  $p = 0.001$ .

Finally, for school (C), the t-test showed that CP mean score is significantly higher than GC and Interconnectedness mean scores,  $p < 0.05$ . Efficacy was found to have a significantly higher mean score than GC,  $p < 0.001$ ; while GC had a significantly lower mean score than Interconnectedness and Responsibility mean scores,  $p < 0.001$ .

Pairs	School A				School B				School C			
	MD	SD	t	Sig.	MD	SD	t	Sig.	MD	SD	t	Sig.
1 CP – Eff	.22	.486	2.75	.009**	.33	.550	3.24	.003*	.10	.511	1.20	.238
2 CP – GC	1.15	.588	11.59	< .001**	1.18	.396	16.05	< .001**	.95	.728	7.87	< .001**
3 CP – Inter	.20	.470	2.45	.019*	.31	.391	4.26	< .001**	.22	.573	2.35	.025*
4 CP – RESP	-.02	.580	-.17	.868	-.17	.555	-1.61	.118	.05	.670	.47	.644
5 Eff – GC	.93	.652	8.47	< .001**	.85	.625	7.32	< .001**	.85	.650	7.87	< .001**
6 Eff – Inter	-.02	.602	-.23	.823	-.02	.505	-.22	.827	.12	.618	1.19	.244
7 Eff – RESP	-.23	.683	-2.03	.050	-.50	.686	-3.90	.001**	-.05	.793	-.38	.708
8 GC – Inter	-.96	.732	-7.72	< .001**	-.87	.437	-10.73	< .001**	-.73	.789	-5.55	< .001**
9 GC – RESP	-1.17	.818	-8.45	< .001**	-1.35	.644	-11.26	< .001**	-.90	.957	-5.66	< .001**
10 Inter – RESP	.21	.475	-2.63	.013*	-.48	.698	-3.67	.001**	-.17	.659	-1.57	.126

Table (4.23): Paired-Samples t-test Statistics of IM Constructs in the three Schools<sup>2</sup>

#### 4.3.2.5 Comparing the Three Schools in Terms of School Leaders and Teachers' Responses

School leaders and teachers' responses were analysed on item basis and construct basis. In this section, participants' item responses analysis is presented. A descriptive summary of items and constructs is presented in (Table 4.24) reporting the mean and standard deviation for each questionnaire item and construct across schools. In addition, a one-way ANOVA was performed to compare leaders and teachers' responses across the three schools. Overall, the results showed

<sup>2</sup> \*. Significant at  $\alpha = 0.05$ .

\*\* . Significant at  $\alpha = 0.01$ .

that in all schools, teachers were less likely to support Global Centrism, while they were more likely to support the other four constructs of International Mindedness, (Figure 4.19).

Construct/Item	School						ANOVA	
	School A (n=35)		School B (n=29)		School C (n=36)		F	p-value
	M	SD	M	SD	M	SD		
<b><u>International Mindedness</u></b>	<b><u>4.02</u></b>	<b><u>.334</u></b>	<b><u>3.96</u></b>	<b><u>.365</u></b>	<b><u>3.90</u></b>	<b><u>.421</u></b>	<b><u>.997</u></b>	<b><u>.373</u></b>
<b><u>Cultural Pluralism</u></b>	<b><u>4.33</u></b>	<b><u>.322</u></b>	<b><u>4.29</u></b>	<b><u>.388</u></b>	<b><u>4.16</u></b>	<b><u>.446</u></b>	<b><u>1.791</u></b>	<b><u>.172</u></b>
1. I generally find it stimulating to spend an evening talking with people from another culture.	4.29	.622	4.28	.841	4.31	.889	.012	.988
2. The world is enriched by the fact that it is comprised of many people from different cultures and countries.	4.57	.608	4.48	.634	4.50	.609	.194	.824
3. We can all learn something of value from all different cultures.	4.83	.382	4.69	.471	4.61	.599	1.749	.179
4. I enjoy trying to understand people's behaviour in the context of their culture.	4.57	.558	4.41	.682	4.50	.655	.495	.611
5. My opinions about national policies are based on how those policies might affect the rest of the world.	3.69	.631	3.97	.731	3.92	.841	1.358	.262
6. It is important that schools provide activities and clubs designed to promote understanding among students of different ethnic and cultural backgrounds.	4.66	.482	4.66	.553	4.36	.639	3.166	.047*
7. It is important that we educate people to understand the impact that current policies might have on future generations.	4.63	.547	4.52	.634	4.28	.882	2.269	.109
8. I have very little in common with people in underdeveloped countries. <sup>R</sup>	3.43	1.092	3.31	.891	2.83	.845	3.858	.024*
<b><u>Efficacy</u></b>	<b><u>4.11</u></b>	<b><u>.581</u></b>	<b><u>3.96</u></b>	<b><u>.633</u></b>	<b><u>4.06</u></b>	<b><u>.538</u></b>	<b><u>.578</u></b>	<b><u>.563</u></b>
9. There is nothing I can do about the problems of the world. <sup>R</sup>	4.03	.747	3.72	.996	3.64	.899	1.893	.156
10. Generally, an individual's actions are too small to have a significant effect on the ecosystem. <sup>R</sup>	3.74	1.245	3.83	1.002	3.94	1.013	.302	.740

11. It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations.	4.49	.742	4.52	.634	4.44	.809	.080	.923
12. I think my behaviour can impact people in other countries.	4.17	.707	3.79	.819	4.19	.749	2.751	.069
13. I am able to affect what happens on a global level by what I do in my own community.	4.14	.692	3.93	.842	4.08	1.052	.481	.620
<b><u>Global Centrism</u></b>	<b><u>3.18</u></b>	<b><u>.637</u></b>	<b><u>3.11</u></b>	<b><u>.461</u></b>	<b><u>3.21</u></b>	<b><u>.664</u></b>	<b><u>.227</u></b>	<b><u>.798</u></b>
14. I feel the needs of my country of birth must be the highest priority in negotiating with other countries. <sup>R</sup>	2.46	1.010	1.93	.753	2.64	1.073	4.514	.013*
15. People should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment. <sup>R</sup>	3.03	1.124	3.00	1.000	2.89	1.063	.168	.846
16. The values of my country of birth are probably the best. <sup>R</sup>	3.23	1.003	3.07	1.033	3.31	.980	.456	.635
17. The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest. <sup>R</sup>	3.14	1.264	3.45	1.352	3.14	1.222	.598	.552
18. I sometimes feel irritated with people from other countries because they do not understand how we do things in my country of birth. <sup>R</sup>	3.26	1.010	3.10	.939	3.53	1.082	1.470	.235
19. By exploring concepts of global significance rather than only those concepts related to local or national ideals, people acquire in-depth knowledge.	3.97	.785	4.10	.817	3.75	.937	1.446	.241
<b><u>Interconnectedness</u></b>	<b><u>4.14</u></b>	<b><u>.470</u></b>	<b><u>3.98</u></b>	<b><u>.564</u></b>	<b><u>3.94</u></b>	<b><u>.676</u></b>	<b><u>1.146</u></b>	<b><u>.322</u></b>
20. I often think about the kind of world we are creating for future generations.	4.11	.796	4.31	.712	4.28	.701	.676	.511
21. I think of myself, not only as a citizen of my country, but also as a citizen of the world.	4.17	.785	3.97	1.017	4.31	.856	1.196	.307
22. In the long run, my country of birth will probably benefit from the fact that the world is becoming more interconnected.	4.23	.770	4.07	.799	3.75	.996	2.803	.066

23. I feel a strong connection with the worldwide human family.	4.23	.690	3.90	.772	3.69	.889	4.121	.019*
24. It is not really important to me to consider myself as a member of the global community. <sup>R</sup>	3.94	.998	3.66	.936	3.67	1.014	.926	.400
<b>Responsibility</b>	<b>4.35</b>	<b>.503</b>	<b>4.46</b>	<b>.456</b>	<b>4.11</b>	<b>.703</b>	<b>3.151</b>	<b>.047*</b>
25. When I hear that thousands of people are starving in another country, I feel very frustrated.	4.51	.658	4.72	.455	4.17	1.028	4.395	.015*
26. When I see the conditions some people in the world live under, I feel a responsibility to do something about it.	4.17	.747	4.45	.632	4.08	.937	1.805	.170
27. The fact that a flood can kill 50,000 people in another country is very distressing to me.	4.26	.780	4.41	1.053	4.14	.899	.736	.482
28. I sometimes try to imagine how a person who is always hungry must feel.	4.31	.631	4.48	.829	4.25	.906	.714	.492
29. People have a moral obligation to share their wealth with the less fortunate peoples of the world.	4.49	.702	4.21	.819	3.92	1.079	3.656	.029*
* Significant at $\alpha = 0.05$ .								
R: Reversely Coded Items.								

Table (4.24): Descriptive Summary of Leaders & Teachers' Responses | One-way ANOVA Results (by School)

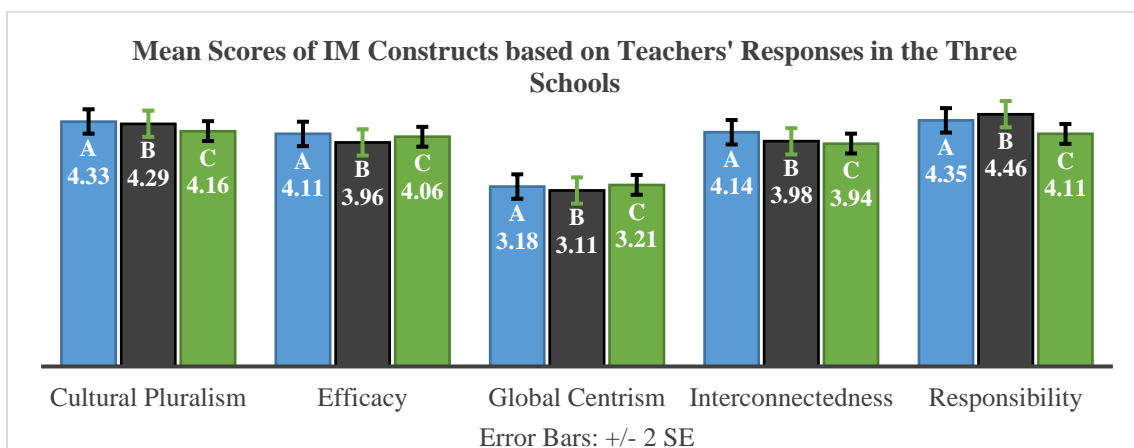


Figure (4.19): Mean Scores of International Mindedness Constructs based on Leaders & Teachers' Responses across Schools

#### 4.3.2.6 School Leaders and Teachers' Demographic Variables Influence on their International Mindedness

The school leaders and teachers' questionnaire measuring their perceptions about international mindedness, also collected their demographic characteristics, including their nationality by birth and by passport, gender, age, if they have ever travelled outside their country of birth, the number of fluently spoken languages, qualifications, experience in education and American curriculum schools, and high school subject areas they teach. Two-independent samples test and one-way ANOVA were used to find significant influences of demographic variables on leaders and teachers' international mindedness in each school. Results of the independent-samples t-test and one-way ANOVA are presented in (Table 4.25). The results highlighted the following insights.

Demographic Variable	Test	School A	School B	School C
<b>Nationality by birth</b>	One-way ANOVA	No significant influence	No significant influence	No significant influence
<b>Nationality by passport</b>	One-way ANOVA	Europeans have a higher GC mean than Asians and Other teachers, $F(5,28) = 2.712$ , $p = 0.04$ .	African teachers significantly have higher Efficacy mean than Other teachers, $F(3,24) = 3.105$ , $p = 0.045$ .	No significant influence
<b>Gender</b>	Independent-samples t-test	No significant influence	No significant influence	No significant influence
<b>Age</b>	One-way ANOVA	No significant influence	No significant influence	No significant influence
<b>Travelling outside country of birth</b>	Independent-samples t-test	The test didn't produce results because there is only one teacher who answered No.	The test didn't produce results because there is only one teacher who answered No.	Teachers who travelled outside their country of birth significantly have higher Efficacy mean than those who didn't, $t(34) = -2.091$ , $p = 0.044$ .
<b>Languages spoken fluently</b>	One-way ANOVA	Teachers who speak three or more languages fluently had significantly higher Responsibility mean than those who speak only one language, $F(2,32) = 4.412$ , $p = 0.02$ .	Teachers who speak three or more languages fluently had significantly higher Efficacy mean than those who speak only one language, $F(2,26) = 6.159$ , $p = 0.006$ . Teachers who speak three or more languages fluently	No significant influence



			<p>had significantly higher Interconnectedness mean than those who speak two languages, <math>F(2,26) = 9.212</math>, <math>p = 0.001</math>.</p> <p>Teachers who speak three or more languages fluently had significantly higher IM mean than those who speak only one language, <math>F(2,26) = 5.199</math>, <math>p = 0.013</math>.</p>	
<b>Qualifications</b>	Independent-samples t-test	No significant influence	No significant influence	No significant influence
<b>Experience in education</b>	One-way ANOVA	No significant influence	No significant influence (independent-samples t-test was used instead because there was only one teacher with 1-5 years of experience in education).	No significant influence
<b>Experience in American curriculum schools</b>	One-way ANOVA	Teachers who have more than 10 years of experience in American curriculum schools had significantly higher Responsibility mean than those who have 1-5 years, $F(2,32) = 3.61$ , $p = 0.039$ .	No significant influence	No significant influence
<b>High school subject areas that you teach/lead:</b>				
<b>English</b>	Independent-samples t-test	Teachers who teach/lead English significantly have higher GC mean than those who don't, $t(33) = -2.138$ , $p = 0.04$ .	Teachers who teach/lead English significantly have higher GC mean than those who don't, $t(27) = -2.941$ , $p = 0.007$ .	Teachers who teach/lead English significantly have higher GC mean than those who don't, $t(34) = -2.265$ , $p = 0.03$
<b>Humanities</b>	Independent-samples t-test	No significant influence	No significant influence	No significant influence
<b>Mathematics</b>	Independent-samples t-test	No significant influence	No significant influence	No significant influence
<b>Moral Education</b>	Independent-samples t-test	No significant influence	The test didn't produce results because only one of the teachers teaches/leads Moral Education.	No significant influence
<b>Science</b>	Independent-samples t-test	Teachers who teach/lead Science had significantly higher CP mean than those	No significant influence	No significant influence

		<p>who don't, <math>t(33) = -2.137, p = 0.04</math>.</p> <p>Teachers who teach/lead Science had significantly higher Efficacy mean than those who don't, <math>t(33) = -2.889, p = 0.007</math>.</p> <p>Teachers who teach/lead Science had significantly higher IM mean than those who don't, <math>t(33) = -2.059, p = 0.047</math>.</p>		
<b>Social Studies</b>	Independent-samples t-test	No significant influence	No significant influence	The test didn't produce results because none of the teachers teaches/leads Social Studies.

Table (4.25): Results of independent-samples t-Test and One-way ANOVA for the Three Schools

- Nationality by birth had no significant influence on teachers' IM in neither of the three schools.
- Nationality by passport had a statistically significant influence on teachers' IM in school (A) and school (B). In school (A), European teachers had a higher GC mean than Asian teachers and teachers from Other nationalities,  $F(5,28) = 2.712, p = 0.04$ . In school (B), African teachers had a significantly higher Efficacy mean than teachers from Other nationalities,  $F(3,24) = 3.105, p = 0.045$ .
- Gender had no significant influence on teachers' IM in neither of the three schools.
- Age had no significant influence on teachers' IM in neither of the three schools.
- Travelling outside the country of birth had a statistically significant influence on teachers' IM, only in school (C). Teachers who travelled outside their country of birth had significantly higher Efficacy mean than those who didn't,  $t(34) = -2.091, p = 0.044$ .
- Languages spoken fluently had a statistically significant influence on teachers' IM in school (A) and school (B). In school (A), teachers who speak three or more languages fluently had significantly higher Responsibility mean than those who speak only one language,  $F(2,32) = 4.412, p = 0.02$ . In school (B), teachers who speak three or more

languages fluently had significantly higher Efficacy mean than those who speak only one language ( $F(2,26) = 6.159, p = 0.006$ ), teachers who speak three or more languages fluently had significantly higher Interconnectedness mean than those who speak two languages ( $F(2,26) = 9.212, p = 0.001$ ), and teachers who speak three or more languages fluently had significantly higher IM mean than those who speak only one language ( $F(2,26) = 5.199, p = 0.013$ ).

- Qualifications had no significant influence on teachers' IM in neither of the three schools.
- Experience in education had no significant influence on teachers' IM in neither of the three schools.
- Experience in American curriculum schools had a statistically significant influence on teachers' IM in school (A). Teachers who have more than 10 years of experience in American curriculum schools had significantly higher Responsibility mean than those who had 1-5 years,  $F(2,32) = 3.61, p = 0.039$ .
- Teaching/leading English had a statistically significant influence on teachers' IM in all schools. In school (A), teachers who teach/lead English had significantly higher GC mean than those who don't ( $t(33) = -2.138, p = 0.04$ ). In school (B), teachers who teach/lead English had significantly higher GC mean than those who don't ( $t(27) = -2.941, p = 0.007$ ). In school (C), teachers who teach/lead English had significantly higher GC mean than those who don't ( $t(34) = -2.265, p = 0.03$ ).
- Teaching/leading Humanities, Mathematics, Moral Education, and Social Studies had no significant influence on teachers' IM in neither of the three schools.
- Teaching/leading Science had a statistically significant influence on teachers' IM only in school (A). Teachers who teach/lead Science significantly had higher CP mean than those who don't ( $t(33) = -2.137, p = 0.04$ ), had significantly higher Efficacy mean than those who don't ( $t(33) = -2.889, p = 0.007$ ), and had significantly higher IM mean than those who don't ( $t(33) = -2.059, p = 0.047$ ).

#### 4.3.2.7 Summary of the GMS Data Findings

Findings from the school leaders and teachers' questionnaire are summarized as follows:

- The overall Cronbach alpha of the questionnaire indicated that it is reliable (overall  $\alpha = 0.838$ ).
- The results also indicate that the questionnaire is significantly reliable across schools, where  $\alpha$  is equal to 0.812, 0.841 and 0.857 for schools (A), (B) and (C) respectively.
- 78% of school leaders and teachers in school (A) demonstrated a high perception of international mindedness, whereas they were 74% in school (B) and 70% in school (C).
- In schools (A) and (B), statistics reported reveal that all items of Responsibility are relatively important indicating that most school leaders and teachers demonstrate a high level of responsibility with 87% relative agreement in school (A) and 89% in school (B).
- In school (C) statistics reported reveal that the most supported construct is Cultural Pluralism with a relative agreement of 83%.
- School leaders and teachers gave the construct Global Centricism the least support with a mean score of 3.18, 3.11 and 3.21 with a relative agreement of 64% in schools (A) and (C) and 62% in school (B).
- 81% of school leaders and teachers in school (C) and 80% in school (A) demonstrated high levels of Efficacy.
- 87% of school leaders and teachers in school (A) demonstrated high levels of interconnectedness, whereas it was 73% in school (C).
- 100% of participants in schools (A) and (B) believe that they can learn something of value from other cultures.
- 69% of participants in school (B) did not agree that an individual's actions are too small to have a significant effect on the ecosystem.
- 93% of school leaders and teachers in school (B) and 86% in school (C) stated that they often think of the world they are creating for future generations.
- Demographic information analysis revealed that nationality by passport had a significant influence on leaders and teachers' international mindedness in schools (A) and (B),

whereas age, gender, qualifications and experience in the field of education did not have any influence across all three schools.

- Travelling outside the country of birth had a statistically significant influence on leaders and teachers' international mindedness in school (C) only, whereas speaking more than one language had an influence on leaders and teachers' IM in schools (A) and (B).
- Teaching/leading English had a statistically significant influence on leaders and teachers' international mindedness across the three schools, whereas teaching/leading Science had an influence on leaders and teachers in school (A).

#### 4.4 Descriptive Analysis of Students' GA Questionnaire

The questionnaire consisted of 24 close-ended statements, which were analysed to reflect the impact of implementing education for international mindedness on students' global mindset. The researcher conducted the study on high school students from grades 9 to 12 because they represent the schools' outcome after the implementation of all the initiatives and practices. Students are the future generation and they will represent their country nationally, internationally and globally. Thus, they should be equipped with the required skills to play an effective role in the era of globalization.

##### 4.4.1 Results of Demographic Data Analysis

The total number of participants in the students' questionnaire from the three participating schools was 682 (grades 9 to 12). The participants' demographic characteristics are summarized in (Table 4.26). From the students' sample descriptive summary and Chi-square test results, it can be seen that the students' samples are not identical in the three schools, in terms of father nationality, mother nationality, gender, age, place of birth, number of languages spoken, years in an international school, and favourite subject;  $p < 0.05$ .

Students Info	School n(%)				Chi-square Test	
	School A (n=120)	School B (n=292)	School C (n=270)	Total	$\chi^2$	p-value
<b>Father Nationality</b>					<b>25.761</b>	<b>0.012*</b>

African		17 (5.8%)	23 (8.5%)	40 (5.9%)		
American	1 (0.8%)	6 (2.1%)	1 (0.4%)	8 (1.2%)		
Asian	1 (0.8%)	8 (2.7%)	10 (3.7%)	19 (2.8%)		
Canadian		4 (1.4%)	1 (0.4%)	5 (0.7%)		
European		2 (0.7%)	5 (1.9%)	7 (1.0%)		
Middle Eastern/Gulf	113 (94.2%)	240 (82.2%)	213 (78.9%)	566 (83.0%)		
Other	5 (4.2%)	15 (5.1%)	17 (6.3%)	37 (5.4%)		
<b>Mother Nationality</b>					<b>23.388</b>	<b>0.025*</b>
African		24 (8.2%)	25 (9.3%)			
American			1 (0.4%)			
Asian	2 (1.7%)	10 (3.4%)	8 (3.0%)			
Canadian		5 (1.7%)				
European	2 (1.7%)	10 (3.4%)	6 (2.2%)			
Middle Eastern/Gulf	110 (91.7%)	226 (77.4%)	215 (79.6%)			
Other	6 (5.0%)	17 (5.8%)	15 (5.6%)			
<b>Gender</b>					<b>119.658</b>	<b>&lt; 0.001**</b>
Female	77 (64.2%)	148 (50.7%)	38 (14.1%)	263 (38.6%)		
Male	43 (35.8%)	144 (49.3%)	232 (85.9%)	419 (61.4%)		
<b>Age</b>					<b>59.585</b>	<b>&lt; 0.001**</b>
14	9 (7.5%)	101 (34.6%)	91 (33.7%)	201 (29.5%)		
15	44 (36.7%)	102 (34.9%)	72 (26.7%)	218 (32.0%)		
16	23 (19.2%)	58 (19.9%)	57 (21.1%)	138 (20.2%)		
17	44 (36.7%)	31 (10.6%)	50 (18.5%)	125 (18.3%)		
<b>Place of Birth</b>					<b>29.412</b>	<b>0.003*</b>
Africa		8 (2.7%)	16 (5.9%)	24 (3.5%)		
America		11 (3.8%)	3 (1.1%)	14 (2.1%)		
Asia		8 (2.7%)	8 (3.0%)	16 (2.3%)		
Canada		7 (2.4%)	4 (1.5%)	11 (1.6%)		
Europe	1 (0.8%)	3 (1.0%)	7 (2.6%)	11 (1.6%)		
Middle East/Gulf	116 (96.7%)	242 (82.9%)	221 (81.9%)	579 (84.9%)		
Other	3 (2.5%)	13 (4.5%)	11 (4.1%)	27 (4.0%)		

<b>Travelled Outside</b>					<b>4.492</b>	<b>0.106</b>
No	9 (7.5%)	11 (3.8%)	8 (3.0%)	28 (4.1%)		
Yes	111 (92.5%)	281 (96.2%)	262 (97.0%)	654 (95.9%)		
<b>Number of Languages Spoken</b>					<b>22.451</b>	<b>&lt; 0.001**</b>
One	3 (2.5%)	5 (1.7%)	9 (3.3%)	17 (2.5%)		
Two	97 (80.8%)	178 (61.0%)	195 (72.2%)	470 (68.9%)		
Three and more	20 (16.7%)	109 (37.3%)	66 (24.4%)	195 (28.6%)		
<b>Years in International School</b>					<b>20.714</b>	<b>0.002**</b>
8	36 (30.0%)	46 (15.8%)	53 (19.6%)	135 (19.8%)		
9	3 (2.5%)	22 (7.5%)	18 (6.7%)	43 (6.3%)		
10	6 (5.0%)	46 (15.8%)	42 (15.6%)	94 (13.8%)		
11	75 (62.5%)	178 (61.0%)	157 (58.1%)	410 (60.1%)		
<b>Favourite Subject</b>					<b>49.111</b>	<b>&lt; 0.001**</b>
Art	11 (9.2%)	20 (6.8%)	12 (4.4%)	43 (6.3%)		
English	13 (10.8%)	46 (15.8%)	28 (10.4%)	87 (12.8%)		
History	10 (8.3%)	9 (3.1%)	17 (6.3%)	36 (5.3%)		
Humanities	2 (1.7%)	2 (0.7%)		4 (0.6%)		
Mathematics	10 (8.3%)	72 (24.7%)	50 (18.5%)	132 (19.4%)		
Moral Education	2 (1.7%)	6 (2.1%)	11 (4.1%)	19 (2.8%)		
Psychology	10 (8.3%)	13 (4.5%)	15 (5.6%)	38 (5.6%)		
Science	23 (19.2%)	79 (27.1%)	80 (29.6%)	182 (26.7%)		
Social Studies	2 (1.7%)	3 (1.0%)	5 (1.9%)	10 (1.5%)		
Other	37 (30.8%)	42 (14.4%)	52 (19.3%)	131 (19.2%)		

Table (4.26): Students Sample Frequencies & Percentages (N = 682)<sup>3</sup>

In terms of nationality, students in school (A) have parents that are mainly from the Middle Eastern/Gulf (94%). (97%) of students are also born in Middle East/Gulf, however, in school (B)

<sup>3</sup> \* Significant at  $\alpha = 0.05$

\*\* Significant at  $\alpha = 0.01$

and school (C), some students were born in Africa, America, Asia, Canada, and Europe, and have also African, American, Asian, Canadian, and European parents more than students in school (A). Regarding the gender of students, in school (A), females represented the majority of the sample (64%), while in school (C), males represented the majority (86%). In school (B), females and males were almost equal, 51% and 49%, respectively. In school (A), students who are 14 years old represent the smallest proportion of the sample 7.5%, while in school (C), they represent the largest proportion (34%). In school (B), students who are 15 years old represent the largest proportion (35%). Students in school (B) speak more languages than students in schools (A) and (C), and students in school (C) speak more languages than students in school (A). In addition, students who spent 8 years in international schools are more in school (A) (30%), rather than in schools (C) (20%) and (B) (16%). Finally, students in school (A) favoured other subjects (31%) the most. In school (C), students favoured Science the most (30%), while in school (B), students favoured Science (27%) and Mathematics (25%). In school (C), none of the students favoured Humanities at all.

#### 4.4.2 Questionnaire Reliability

The reliability analysis results for the GA questionnaire items are presented in Table (4.27). The results revealed that the values of Cronbach's alpha in each school exceeded the standard cut-off of 0.70, with an overall alpha of 0.873 for the three schools gathered. Studying the CITC and alpha if an item is deleted, it can be seen that all items are contributing to the GA construct and none of the items should be removed.

Items	School						Total	
	A ( $\alpha = 0.888$ )		B ( $\alpha = 0.862$ )		C ( $\alpha = 0.834$ )			
	CITC	$\alpha_d$	CITC	$\alpha_d$	CITC	$\alpha_d$	CITC	$\alpha_d$
1. Teachers discuss global issues and problems in the Social Studies/History/Moral Education/Art/English classes.	.459	.884	.488	.854	.425	.827	.459	.884
2. Teachers help us understand our interdependence (depending on each other) by encouraging community service.	.484	.884	.549	.852	.469	.824	.484	.884



3. We learn that we do not depend on other countries for our manufactured goods (products we get from other countries) and services.	.408	.886	.385	.858	.246	.834	.408	.886
4. My teachers of history stress that cooperation among countries is required to maintain peace.	.457	.884	.478	.854	.506	.823	.457	.884
5. Learning about the environment is important.	.410	.885	.503	.854	.403	.828	.410	.885
6. Taking action and doing something about the environment is even more important.	.528	.883	.439	.856	.353	.829	.528	.883
7. As a global citizen, I learnt to respect cultural differences.	.461	.884	.456	.856	.410	.828	.461	.884
8. We practice saving our limited natural resources (recycling/switching off electricity/using less water) at school.	.594	.881	.544	.852	.528	.822	.594	.881
9. Reducing waste is everyone's duty as a global citizen.	.434	.885	.386	.857	.359	.829	.434	.885
10. Global warming is not a serious threat to our planet.	.140	.897	-.052	.874	-.040	.848	.140	.897
11. I learn to make value judgements on global affairs.	.369	.886	.456	.855	.461	.825	.369	.886
12. When I join a global workforce, it is important to express my views as a global citizen.	.544	.882	.471	.855	.460	.826	.544	.882
13. Being a global citizen means I must be prepared to take responsibility for my actions.	.480	.884	.598	.852	.492	.825	.480	.884
14. "Caring" is an important word for global citizens, and most teachers make sure we practice it.	.497	.883	.582	.851	.538	.822	.497	.883
15. Most teachers prepare us to be lifelong learners (keep learning) to stay competitive.	.623	.880	.625	.849	.561	.820	.623	.880
16. Teachers relate people's behaviour to their cultural background.	.401	.886	.152	.868	.207	.837	.401	.886
17. I am encouraged as a global citizen to always work towards peace.	.621	.880	.536	.853	.492	.825	.621	.880
18. The social activities at school help in preparing me to become a member of a global society.	.576	.881	.608	.850	.583	.819	.576	.881
19. Learning more than one language improves my job opportunities in the global workforce.	.493	.883	.413	.857	.351	.829	.493	.883
20. The curriculum I am taught at school helps me become more confident when I join the global workforce.	.509	.883	.612	.849	.521	.822	.509	.883

21. I do receive a global education in some/all my classes at school.	.232	.891	-.207	.880	-.274	.857	.232	.891
22. I must learn to work with others because I will be required to do so in the future.	.565	.882	.467	.855	.430	.827	.565	.882
23. My teachers prepare me to assume my role as a global citizen in the world.	.712	.877	.585	.851	.553	.821	.712	.877
24. My school provides me with global education in some/all classes.	.569	.881	.530	.853	.485	.824	.569	.881
R: Reversely Coded Item.								

Table (4.27): Reliability Statistics for Students' Questionnaire (Overall  $\alpha = 0.859$ ) across Schools

### 4.4.3 Students' Responses

#### 1. School A

In school (A), GA has a relative agreement of 62%; (Table 4.28) presents the frequencies, means, standard deviations, relative agreement percentage, and rank of GA statements. Ranks of all statements are displayed in (Table 4.28). The response percentages are represented in the bar chart (Figure 4.20).

Global Awareness Items	SD	D	A	SA	M	STD	RA %	R
1. Teachers discuss global issues and problems in the Social Studies/History/ Moral Education/Art/English classes.	2	13	64	41	3.20	.693	64.0	11
2. Teachers help us understand our interdependence (depending on each other) by encouraging community service.	4	26	61	29	2.96	.771	59.2	16
3. We learn that we do not depend on other countries for our manufactured goods (products we get from other countries) and services.	5	26	59	30	2.95	.798	59.0	17
4. My teachers of history stress that cooperation among countries is required to maintain peace.	3	24	73	20	2.92	.681	58.4	20
5. Learning about the environment is important.	2	3	41	74	3.56	.632	71.2	3
6. Taking action and doing something about the environment is even more important.	0	4	41	75	3.59	.558	71.8	2
7. As a global citizen, I learnt to respect cultural differences.	1	3	35	81	3.63	.579	72.6	1

8. We practice saving our limited natural resources (recycling/switching off electricity/using less water) at school.	6	20	57	37	3.04	.824	60.8	14
9. Reducing waste is everyone's duty as a global citizen.	3	5	45	67	3.47	.697	69.4	4
10. Global warming is not a serious threat to our planet.	68	17	21	14	1.84	1.092	36.8	24
11. I learn to make value judgements on global affairs.	2	23	68	27	3.00	.698	60.0	15
12. When I join a global workforce, it is important to express my views as a global citizen.	2	8	69	41	3.24	.648	64.8	10
13. Being a global citizen means I must be prepared to take responsibility for my actions.	2	6	54	58	3.40	.666	68.0	6
14. "Caring" is an important word for global citizens, and most teachers make sure we practice it.	1	8	55	56	3.38	.651	67.6	8
15. Most teachers prepare us to be lifelong learners (keep learning) to stay competitive.	10	11	62	37	3.05	.858	61.0	13
16. Teachers relate people's behavior to their cultural background.	5	29	64	22	2.86	.759	57.2	21
17. I am encouraged as a global citizen to always work towards peace.	2	9	57	52	3.33	.688	66.6	9
18. The social activities at school help in preparing me to become a member of a global society.	9	26	58	27	2.86	.853	57.2	21
19. Learning more than one language improves my job opportunities in the global workforce.	3	7	50	60	3.39	.714	67.8	7
20. The curriculum I am taught at school helps me become more confident when I join the global workforce.	7	24	60	29	2.93	.822	58.6	19
21. I do receive a global education in some/all my classes at school.	11	41	52	16	2.61	.833	52.2	23
22. I must learn to work with others because I will be required to do so in the future.	2	4	55	59	3.43	.644	68.6	5
23. My teachers prepare me to assume my role as a global citizen in the world.	5	25	61	29	2.95	.787	59.0	17
24. My school provides me with global education in some/all classes.	3	21	62	34	3.06	.748	61.2	12
<b>Total</b>	<b>158</b>	<b>383</b>	<b>1324</b>	<b>1015</b>	<b>3.11</b>	<b>.395</b>	<b>62.2</b>	
* . SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree. R. Reversely coded item, RA%: Relative Agreement (=mean/5), R: Rank								

Table (4.28): Descriptive Summary of Global Awareness in School A (N = 120)

At the top of the statements, and with a relative agreement of 73%, 97% of students strongly agreed and agreed that as global citizens, they learnt to respect cultural differences with a mean score Of 3.63. Students highly supported statements related to the environment. 97% of students strongly

agreed and agreed with the statement “Taking action and doing something about the environment is even more important” with a relative agreement of 72% and a mean score of 3.59. Furthermore, 96% of students strongly agreed and agreed with the statement “Learning about the environment is important” with a relative agreement of 71% and a mean score of 3.56. In the fourth place, the statement “Reducing waste is everyone’s duty as a global citizen,” 94% of students strongly agreed and agreed with it with a relative importance of 69% and a mean score of 3.47. 95% of students strongly agreed and agreed with the need to work with others because they would be required to do so in the future, 93% supported the statement “Being a global citizen, means I must be prepared to take responsibility for my actions,” and 92% strongly agreed and agreed that learning more than one language improves job opportunities in the global workforce.

However, lower support 56% was given to the statement “I do receive a global education in some/all classes at school,” with a relative agreement of 52% and a mean score of 2.61, and 30% strongly agreed and agreed with the statement “Global warming is not a serious threat to our planet”, with a relative agreement of 37% and mean score of 1.84 (Figure 4.20).

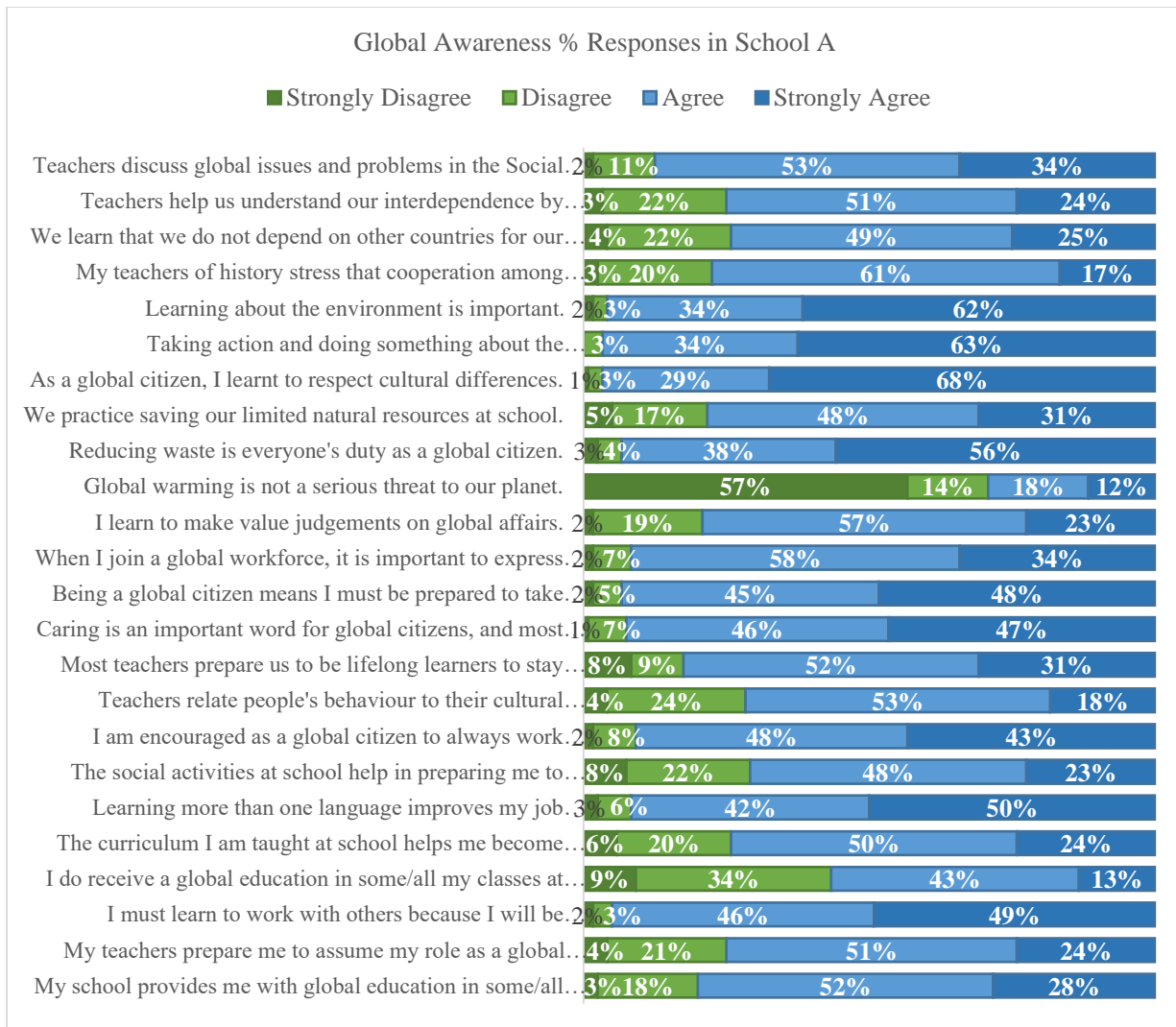


Figure (4.20): Global Awareness Percent Responses in School A

## 2. School B

In school B, GA has got a relative agreement of 63%. The descriptive summary with the frequencies, means, standard deviations, relative agreement percentage, and rank of GA statements are presented in (Table 4.29). The response percentages are represented in the bar chart (Figure 4.21).

<b>Global Awareness Items</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>M</b>	<b>STD</b>	<b>RA%</b>	<b>R</b>
1. Teachers discuss global issues and problems in the Social Studies/History/ Moral Education/Art/English classes.	6	24	172	90	3.18	.663	63.6	12
2. Teachers help us understand our interdependence (depending on each other) by encouraging community service.	6	43	165	78	3.08	.701	61.6	18
3. We learn that we do not depend on other countries for our manufactured goods (products we get from other countries) and services.	30	97	115	50	2.63	.885	52.6	21
4. My teachers of history stress that cooperation among countries is required to maintain peace.	6	32	166	88	3.15	.687	63.0	13
5. Learning about the environment is important.	3	9	104	176	3.55	.610	71.0	7
6. Taking action and doing something about the environment is even more important.	2	5	89	196	3.64	.554	72.8	2
7. As a global citizen, I learnt to respect cultural differences.	1	7	53	231	3.76	.502	75.2	1
8. We practice saving our limited natural resources (recycling/switching off electricity/using less water) at school.	6	37	143	106	3.20	.732	64.0	11
9. Reducing waste is everyone's duty as a global citizen.	3	9	81	199	3.63	.598	72.6	4
10. Global warming is not a serious threat to our planet.	204	59	14	15	1.45	.809	29.0	24
11. I learn to make value judgements on global affairs.	4	40	197	51	3.01	.606	60.2	19
12. When I join a global workforce, it is important to express my views as a global citizen.	1	31	164	96	3.22	.635	64.4	10
13. Being a global citizen means I must be prepared to take responsibility for my actions.	1	8	106	177	3.57	.567	71.4	5
14. Caring is an important word for global citizens, and most teachers make sure we practice it.	5	14	122	151	3.43	.668	68.6	9
15. Most teachers prepare us to be lifelong learners (keep learning) to stay competitive.	7	48	145	92	3.10	.753	62.0	15
16. Teachers relate people's behaviour to their cultural background.	37	103	111	41	2.53	.886	50.6	22
17. I am encouraged as a global citizen to always work towards peace.	3	9	128	152	3.47	.611	69.4	8
18. The social activities at school help in preparing me to become a member of a global society.	5	49	148	90	3.11	.731	62.2	14
19. Learning more than one language improves my job opportunities in the global workforce.	2	8	83	199	3.64	.572	72.8	2
20. The curriculum I am taught at school helps me become more confident when I join the global workforce.	8	47	145	92	3.10	.760	62.0	15

21. I do receive a global education in some/all my classes at school.	46	131	92	23	2.32	.831	46.4	23
22. I must learn to work with others because I will be required to do so in the future.	3	8	101	180	3.57	.602	71.4	5
23. My teachers prepare me to assume my role as a global citizen in the world.	6	51	169	66	3.01	.696	60.2	19
24. My school provides me with global education in some/all classes.	6	33	180	73	3.10	.661	62.0	15
<b>Total</b>	<b>401</b>	<b>902</b>	<b>2993</b>	<b>2712</b>	<b>3.14</b>	<b>.336</b>	<b>62.9</b>	
*. SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree. R. Reversely coded item, RA%: Relative Agreement (=mean/5), R: Rank								

Table (4.29): Descriptive Summary of Global Awareness in School B (N = 292)

The top three items with the highest support from students were “As a global citizen, I learnt to respect cultural differences,” (97%) “Taking action and doing something about the environment is even more important” (98%) and “Learning more than one language improves my job opportunities in the global workforce” (96%) with the relative agreement of 75%, 73%, and 73%. Students supported the items related to the environment; that is, 96% of students strongly agreed and agreed with the statements “reducing waste is everyone's duty as a global citizen”, with a relative agreement of 73%, and “learning about the environment is important” with a relative agreement of 71%. They also believe in responsibility; 97% strongly agreed and agreed that as global citizens, they must be prepared to take responsibility for their actions and that they must learn to work with others because they would be required to do so in the future, with a relative agreement of 71%. Around 40% of participants weakly supported the statements “I do receive a global education in some/all classes at school,” with a relative agreement of 46% and also 10% weakly supported the statement: “Global warming is not a serious threat to our planet”, with a relative agreement of 29% and a mean score of 1.45.

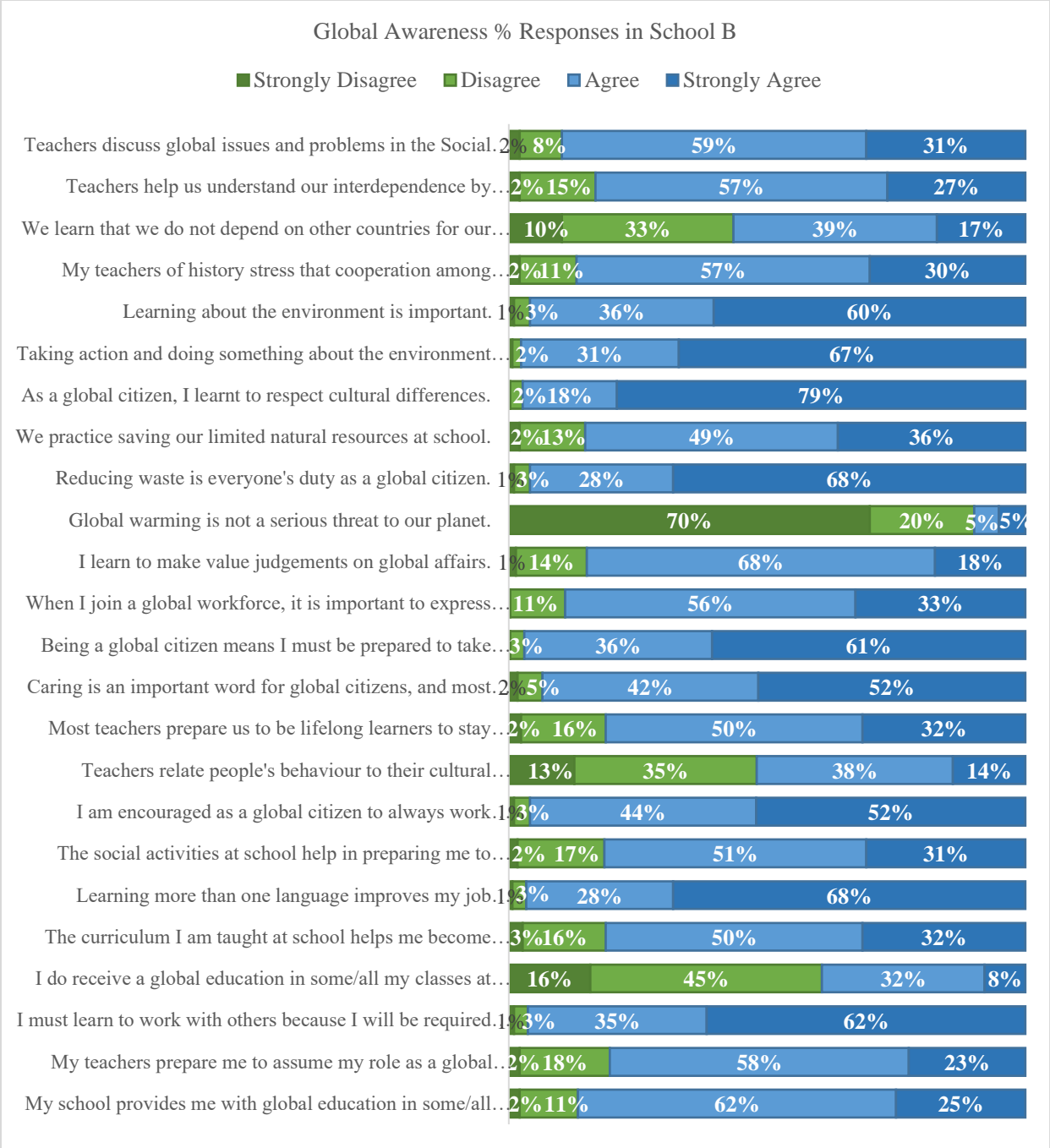


Figure (4.21): Global Awareness Percent Responses in School B



### 3. School C

GA in school C was supported by 61%. The descriptive summary with the frequencies, means, standard deviations, relative agreement percentage, and rank of GA statements are presented in (Table 4.30). The response percentages are represented in the bar chart (Figure 4.22).

Global Awareness Items	SD	D	A	SA	M	STD	RA%	R
1. Teachers discuss global issues and problems in the Social Studies/History/ Moral Education/Art/English classes.	4	24	164	78	3.17	.640	63.4	10
2. Teachers help us understand our interdependence (depending on each other) by encouraging community service.	16	46	164	44	2.87	.746	57.4	19
3. We learn that we do not depend on other countries for our manufactured goods (products we get from other countries) and services.	18	84	139	29	2.66	.757	53.2	21
4. My teachers of history stress that cooperation among countries is required to maintain peace.	8	48	152	62	2.99	.727	59.8	13
5. Learning about the environment is important.	0	6	109	155	3.55	.541	71.0	4
6. Taking action and doing something about the environment is even more important.	1	5	97	167	3.59	.549	71.8	3
7. As a global citizen, I learnt to respect cultural differences.	1	2	83	184	3.67	.510	73.4	1
8. We practice saving our limited natural resources (recycling/switching off electricity/using less water) at school.	10	42	160	58	2.99	.721	59.8	13
9. Reducing waste is everyone's duty as a global citizen.	0	5	99	166	3.60	.528	72.0	2
10. Global warming is not a serious threat to our planet.	168	67	25	10	1.54	.811	30.8	24
11. I learn to make value judgements on global affairs.	4	49	175	42	2.94	.628	58.8	18
12. When I join a global workforce, it is important to express my views as a global citizen.	2	26	178	64	3.13	.590	62.6	11
13. Being a global citizen means I must be prepared to take responsibility for my actions.	0	3	147	120	3.43	.518	68.6	7
14. Caring is an important word for global citizens, and most teachers make sure we practice it.	2	17	134	117	3.36	.633	67.2	9
15. Most teachers prepare us to be lifelong learners (keep learning) to stay competitive.	7	60	137	66	2.97	.756	59.4	15
16. Teachers relate people's behaviour to their cultural background.	37	98	112	23	2.45	.833	49.0	22

17. I am encouraged as a global citizen to always work towards peace.	2	7	136	125	3.42	.584	68.4	8
18. The social activities at school help in preparing me to become a member of a global society.	11	50	148	61	2.96	.758	59.2	16
19. Learning more than one language improves my job opportunities in the global workforce.	2	7	101	160	3.55	.587	71.0	4
20. The curriculum I am taught at school helps me become more confident when I join the global workforce.	16	39	156	59	2.96	.775	59.2	16
21. I do receive a global education in some/all my classes at school.	29	122	97	22	2.41	.789	48.2	23
22. I must learn to work with others because I will be required to do so in the future.	0	7	120	143	3.50	.550	70.0	6
23. My teachers prepare me to assume my role as a global citizen in the world.	9	78	138	45	2.81	.745	56.2	20
24. My school provides me with global education in some/all classes.	7	36	169	58	3.03	.673	60.6	12
<b>Total</b>	<b>354</b>	<b>928</b>	<b>3140</b>	<b>2058</b>	<b>3.07</b>	<b>.307</b>	<b>61.3</b>	
* . SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree. R. Reversely coded item, RI%: Relative Importance (=mean/5), R: Rank								

Table (4.30): Descriptive Summary of Global Awareness in School C (N = 270)

On the top, 99% of students supported the statement “As a global citizen, I learnt to respect cultural differences” with a relative agreement of 73% and a mean score of 3.67, 99% of participants strongly agreed and agreed that “Reducing waste is everyone's duty as a global citizen” with a relative agreement of 72% and a mean score of 3.60, 98% strongly agreed and agreed that “Taking action and doing something about the environment is even more important” with a relative agreement of 72% and a mean score of 3.59, 97% of participants strongly agreed and agreed that “Learning about the environment is important” and 96% supported that “Learning more than one language improves my job opportunities in the global workforce” with the relative agreement of 71% and a mean score of 3.55. In addition, 97% of students believe that they must learn to work with others because they would be required to do so in the future, with a relative agreement of 70% and a mean score of 3.50. Students weakly believed that global warming is not a serious threat to our planet, with a relative agreement of 31% and receiving a global education in some/all classes at school, with a relative agreement of 48%.

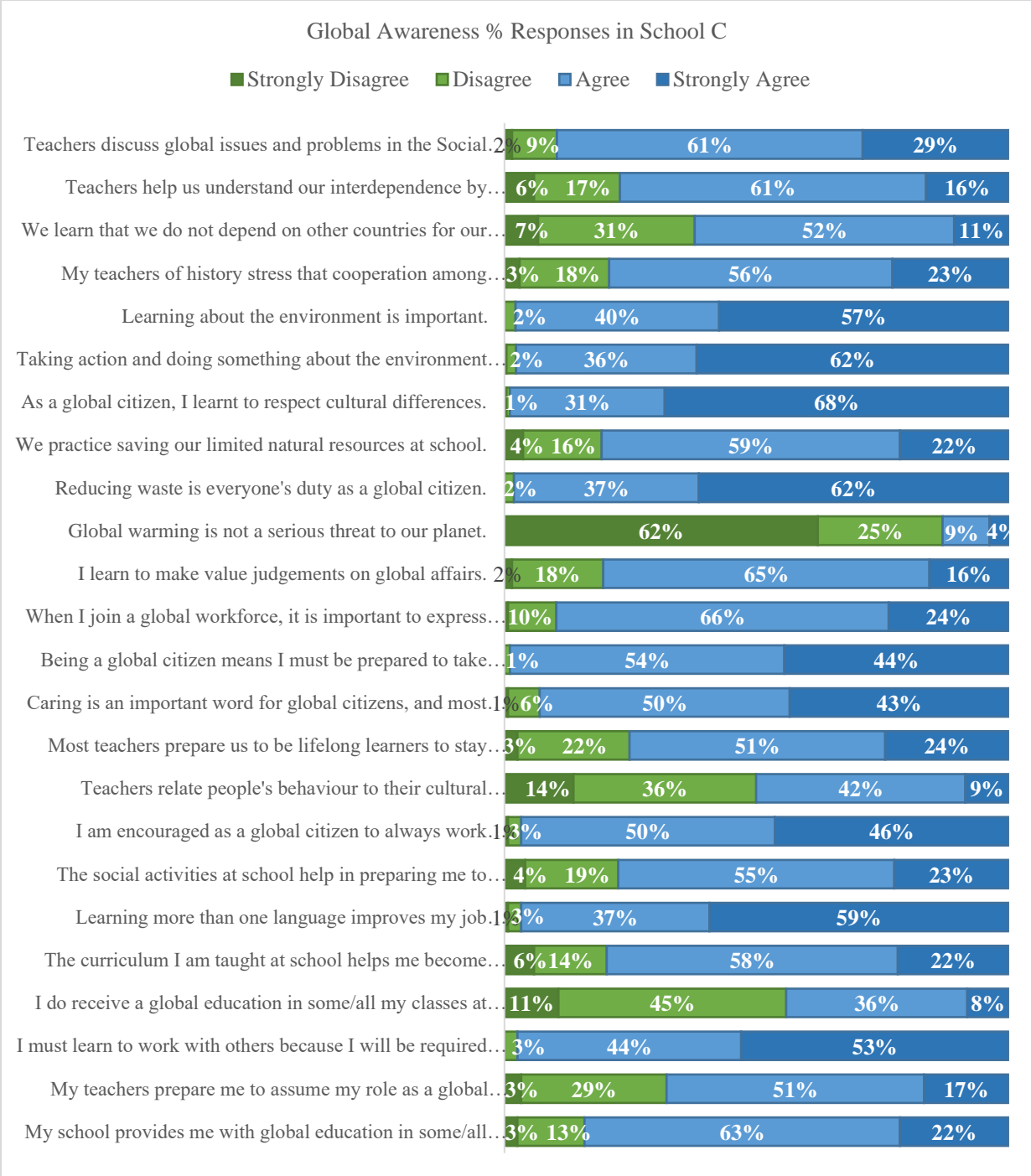


Figure (4.22): Global Awareness Percent Responses in School C

**4.4.4 Comparing the Three Schools in Terms of Students’ Responses**

A one-way ANOVA was conducted to find significant differences between the three schools in terms of GA and its items, and the results and differences in item mean scores are presented in (Table 4.31).

GA Items	School								One-way ANOVA	
	A		B		C		Total			
	(n=120)		(n=292)		(n=270)				F	P
	M	STD	M	STD	M	STD	M	STD		
1. Teachers discuss global issues and problems in the Social Studies/History/Moral Education/Art/English classes.	3.20	.693	3.18	.663	3.17	.640	3.18	.659	.090	.914
2. Teachers help us understand our interdependence (depending on each other) by encouraging community service.	2.96	.771	3.08	.701	2.87	.746	2.98	.737	5.532	.004**
3. We learn that we do not depend on other countries for our manufactured goods (products we get from other countries) and services.	2.95	.798	2.63	.885	2.66	.757	2.70	.828	6.792	.001**
4. My teachers of history stress that cooperation among countries is required to maintain peace.	2.92	.681	3.15	.687	2.99	.727	3.05	.707	6.066	.002**
5. Learning about the environment is important.	3.56	.632	3.55	.610	3.55	.541	3.55	.587	.007	.993
6. Taking action and doing something about the environment is even more important.	3.59	.558	3.64	.554	3.59	.549	3.61	.552	.633	.532
7. As a global citizen, I learnt to respect cultural differences.	3.63	.579	3.76	.502	3.67	.510	3.70	.521	3.511	.030*
8. We practice saving our limited natural resources (recycling/switching off electricity/using less water) at school.	3.04	.824	3.20	.732	2.99	.721	3.09	.750	5.825	.003**
9. Reducing waste is everyone's duty as a global citizen.	3.47	.697	3.63	.598	3.60	.528	3.59	.593	3.301	.037*
10. Global warming is not a serious threat to our planet.	1.84	1.092	1.45	.809	1.54	.811	1.56	.876	8.654	< .001**
11. I learn to make value judgements on global affairs.	3.00	.698	3.01	.606	2.94	.628	2.98	.632	.818	.442
12. When I join a global workforce, it is important to express my views as a global citizen.	3.24	.648	3.22	.635	3.13	.590	3.18	.621	2.085	.125

13. Being a global citizen means I must be prepared to take responsibility for my actions.	3.40	.666	3.57	.567	3.43	.518	3.49	.571	5.889	.003**
14. "Caring" is an important word for global citizens, and most teachers make sure we practice it.	3.38	.651	3.43	.668	3.36	.633	3.39	.651	1.063	.346
15. Most teachers prepare us to be lifelong learners (keep learning) to stay competitive.	3.05	.858	3.10	.753	2.97	.756	3.04	.775	2.063	.128
16. Teachers relate people's behaviour to their cultural background.	2.86	.759	2.53	.886	2.45	.833	2.56	.855	9.993	< .001**
17. I am encouraged as a global citizen to always work towards peace.	3.33	.688	3.47	.611	3.42	.584	3.43	.616	2.342	.097
18. The social activities at school help in preparing me to become a member of a global society.	2.86	.853	3.11	.731	2.96	.758	3.00	.769	5.248	.005**
19. Learning more than one language improves my job opportunities in the global workforce.	3.39	.714	3.64	.572	3.55	.587	3.56	.611	7.244	.001**
20. The curriculum I am taught at school helps me become more confident when I join the global workforce.	2.93	.822	3.10	.760	2.96	.775	3.01	.780	3.308	.037*
21. I do receive a global education in some/all my classes at school.	2.61	.833	2.32	.831	2.41	.789	2.41	.821	5.530	.004**
22. I must learn to work with others because I will be required to do so in the future.	3.43	.644	3.57	.602	3.50	.550	3.52	.592	2.638	.072
23. My teachers prepare me to assume my role as a global citizen in the world.	2.95	.787	3.01	.696	2.81	.745	2.92	.737	5.305	.005**
24. My school provides me with global education in some/all classes.	3.06	.748	3.10	.661	3.03	.673	3.06	.682	.666	.514
<b>Global Awareness</b>	<b>3.16</b>	<b>.372</b>	<b>3.25</b>	<b>.356</b>	<b>3.15</b>	<b>.330</b>	<b>3.19</b>	<b>.351</b>	<b>6.018</b>	<b>.003**</b>

Table (4.31): Descriptive Summary of Students' Responses | One-way ANOVA Results (by School)

The results revealed that, overall, there is a statistically significant difference in GA mean scores between the three schools,  $F(2,679) = 6.018$  and  $p = 0.003$ . Post-hoc multiple comparisons tests

revealed that school B significantly has higher GA mean score than the other two schools, (MD = 0.09,  $p = 0.043$ ) and (MD = 0.09,  $p = 0.004$ ) for school A and C, respectively (Table 4.32).

Construct/Item	Diff.	MD	Sig.
Global Awareness	B – A	.09	.043*
	B – C	.09	.004**
2. Teachers help us understand our interdependence (depending on each other) by encouraging community service.	B – C	.21	.003**
3. We learn that we do not depend on other countries for our manufactured goods (products we get from other countries) and services.	A – C	.29	.004**
	A – B	.32	.001**
4. My teachers of history stress that cooperation among countries is required to maintain peace.	B – A	.23	.006**
	B – C	.16	.021*
7. As a global citizen, I learnt to respect cultural differences.	B – A	.13	> .05
8. We practice saving our limited natural resources (recycling/switching off electricity/using less water) at school.	B – C	.21	.003**
9. Reducing waste is everyone's duty as a global citizen.	B – A	.16	.029*
10. Global warming is not a serious threat to our planet.	A – C	.30	.005**
	A – B	.39	< .001**
13. Being a global citizen means I must be prepared to take responsibility for my actions.	B – A	.17	.015*
	B – C	.14	.011*
16. Teachers relate people's behaviour to their cultural background.	A – B	.32	.001**
	A – C	.41	< .001**
18. The social activities at school help in preparing me to become a member of a global society.	B – A	.25	.008**
19. Learning more than one language improves my job opportunities in the global workforce.	C – A	.16	.042*
	B – A	.25	< .001**
21. I do receive a global education in some/all my classes at school.	A – B	.29	.003**
23. My teachers prepare me to assume my role as a global citizen in the world.	B – C	.20	.004**
* . Significant at the 0.05 level.			
** . Significant at the 0.01 level.			

Table 4.32 Post-hoc Tests: Multiple Comparisons (Method: Tukey HSD) of GA Items

#### 4.4.5 Summary of the GA Questionnaire Findings

Findings from students' GA Questionnaire are summarized as follows:

- The overall Cronbach alpha of the questionnaire indicated that it is reliable (overall  $\alpha = 0.859$ ) across schools.
- GA has a relative agreement of 63%, in school (B) 62% in school (A), and 61% in school (C).
- Students in school (B) demonstrated higher levels of global awareness and global mindset than students in schools (A) and (C).
- 99% of students in school (C) and 97% in schools (A) and (B) highly supported that as global citizens, they learnt to respect cultural differences with a relative agreement of 75% and 73%.
- 96% of students in schools (B) and (C) and 92% in school (A) supported that learning more than one language improves the job opportunities in the global workforce. Demographic information analysis highlights that students in school (B) speak more languages than students in schools (A) and (C).
- 98% of students in school (C), 97% in school (B) and 93% in school (A) strongly agreed and agreed with the statement “Being a global citizen means I must be prepared to take responsibility for my actions.”
- Students in the three participating schools gave the least support to the statement “Global warming is not a serious threat to our planet” with a relative agreement of 37% in school (A) and a mean score of 1.84 and 29% in school (B) and a mean score of 1.45 and 31% in school (C) and a mean score of 1.54.
- 82% of students in school (B), 80% in school (C) and 74% in school (A) strongly agreed and agreed with the statement “The curriculum I am taught at school helps me become more confident when I join the global workforce.”

#### 4.5 Stage 3: Qualitative Data Analysis Results

The following section presents the analysis and findings of the qualitative data for the sequential mixed methods design. It covers the results of the semi-structured interviews conducted with three groups of participants: school leaders and teachers and students' focus groups.

#### 4.5.1 Analysis of School Leaders' Interviews

To further investigate the results of the questionnaires, the researcher conducted semi-structured interviews. The objective of the interviews was to get a vivid and broader picture of school leaders and teachers' perceptions of international mindedness. Furthermore, the researcher wanted to dig deeper into the implementation of international mindedness inside the school community and to determine whether school leaders and teachers share a common vision of international mindedness. The interviews were conducted with 6 heads of sections and 2 school principals and the director of assessment from the three participating schools. The head of sections in school B were representatives on behalf of the school principal. Participants were requested to voluntarily participate in the study. Interviews were scheduled early in the morning before the participants get busy with their daily tasks and schedules. All school leaders were asked eight open-ended questions in addition to extra questions that were asked to get more details and elaboration regarding the various school practices. (Table 4.33).

Participating Schools	Job Title	Number of Participants	Gender	Nationality
<b>School A</b>	High School Principal	1	Female	European
	Director of Assessment	1	Female	Canadian
<b>School B</b>	Head of Elementary Section	1	Female	Middle Eastern
	Head of Girls' Section (Gr. 5-12)	1	Female	
<b>School C</b>	Head of Boys' Section (High School)	2	Female	Middle Eastern
	Head of Girls' Section (High School)		Male	
	Head of Boys' Section (Middle School)	1	Female	
	Head of Girls' Section (Middle School)	1	Female	
	School Principal	1	Male	

Table (4.33): Participating School Leaders in the Semi-Structured Interviews (N=10)

It is generally acknowledged that school leadership is subsequent only to classroom instruction in its impact on students' learning outcomes as well as performance. Thus, it is of great significance



to include them in the current study as school leaders usually inspire and motivate people to achieve their targets. Due to the current situation of Covid-19, schools did not allow the researcher to go on-site to conduct the interviews. Consequently, they were conducted via Zoom link that was shared with the participants a day before the interviews. At the beginning of the interview, the researcher took permission from the participants that the session will be videotaped to facilitate the interviews' analysis for the researcher. The interviews lasted around 45-60 minutes each.

❖ **Q1: What does the phrase “Multilingualism,” mean to you?**

All participants had a clear understanding of the term “Multilingualism.” Three main themes were extracted from the participants' responses: “speaking more than one language,” “cultural diversity” and “global citizenship.” In school (A), the high school principal noted that,

*“I grew up in a multilingual society; I am German Lebanese and I grew up with German, Arabic, English and in part of my schooling I had to learn French. Speaking the language means understanding the culture. I believe Multilingualism is a very important part of creating global mindedness and understanding.”*

In school (B), the head of the elementary section mentioned that it refers to the use of more than one language to express oneself as language is a bridge that connects different cultures. The female head of the boys' section in school (C) stated,

*“It means having students from different nationalities and they can speak more than one language, which highlights having diversity at the classroom or the school level. It prepares students for global citizenship.”*

Furthermore, the male head of the boys' section also emphasized that multilingualism is helpful in increasing the communication among students regarding various issues.

❖ **Q2: What does the phrase “Global Engagement” mean to you?**

All participants provided definitions to the phrase “Global Engagement” that were related to “working collaboratively,” “Commitment and responsibility,” and “volunteering.” In school (A), the high school principal stated that as an American curriculum school, the curriculum dictates from the beginning to have a global outlook. She added that many of the school's programs help

students build that global mindedness as well. For example, the Model United Nations (MUN) was started internally at the school and then later on students travelled to one of the most important conferences in Geneva and represented their school and country. Students study the country's social, political and economic strives and then present their findings as ambassadors in the MUN. From an accreditation perspective, the director of assessment added that although they are following the American curriculum, the school should fulfil the framework for the accreditation as they have joint accreditation from both CIS and NEASC. The main drivers in accreditation are global and digital citizenship. The school should come up with the definition of these terminologies and it usually does not come from the school side only, but it also involves stakeholders. During the accreditation visits, they ensure that these concepts are integrated within the curriculum. According to the school leader in School (B),

*Global engagement is a way to open to action between the individuals and the world around them. It opens the way for various opportunities for students to collaborate and work cooperatively together, to be aware of what is happening in the world around them and to have a sense of commitment and responsibility.*

She pointed out that the school always aims at creating a well-rounded individual who is aware of national as well as global issues. In school (C), the female head of the high school boys' section provided an example of global engagement and related it to volunteering like travelling to Africa to teach students. The researcher questioned if the school has such a volunteering program; however, the teacher stated that she had a Korean student who went to Kenya to teach for one week, but it was his initiative. The head of the middle school girls' section noted that,

*We have some students at school who collect pencils and donate them to other countries to help other students learn. In the Islamic department, they collect donations and then send them to Africa to build a well. School clubs include activities that are targeting global issues outside the country.*

❖ **Q3: What does the phrase “Intercultural Understanding” mean to you?**

School leaders' responses regarding the third interview question revealed three main themes: (1) Respect, (2) Acceptance and (3) Tolerance. In school (A), the school principal highlighted that any newcomer to the school needs to understand its vision, mission and everything that the country also stands for. Everything in the last ten years that brought around the “Treaties of Tolerance” and everything that is done inside the school brings with it interculturalism as well as

multiculturalism to bring under one umbrella “Respect.” The director of assessment added that teachers had to finish six compulsory courses from KHDA for their license and they had one module that focused on understanding Emirati culture and values as well as understanding other cultures. The head of the elementary section in school (B) mentioned:

*The key to intercultural understanding is stated in our core values and our beliefs which is acceptance. When people accept each other, welcome and learn about their cultures, it is when intercultural understanding takes place. It is something that we are trying to spread among our students through various venues and opportunities.*

As for school (C), the female head of the high school boys’ section highlighted that as an international school, they have students from different cultural backgrounds. The “Year of Tolerance” initiative also helped in the understanding of different cultures. The school holds an “International Day” in which students are assigned to represent and present about a certain country. Students share their traditions, clothes and famous food. The head of the middle school boys’ section mentioned that the school has a definition of “Internationalism/Interculturalism” and it states that:

*Internationalism/Interculturalism at school is perceived through collaborating effectively in a diverse and multinational community and preparing our students to face future challenges and become global citizens. To that end, we will create a culture of openness to and acceptance of the diverse views and beliefs emerging from our multicultural community.*

School (C) principal had a significant perspective regarding intercultural understanding. He emphasized that the school is well-known for promoting intercultural understanding. The school has more than 77 nationalities. He added that they are so proud that students take the initiative to learn about each other’s cultures. This is embedded in the school’s core values, as they promote respect, tolerance and understanding and this is highlighted through the different activities that take place at school. He added that global citizenship has been implemented at the school before the drive and it is not a new topic for them.

**❖ Q4: To what extent is international mindedness adopted at your school?**

The interviewees' responses confirmed that international mindedness is fully adopted at the school level starting from leaders moving down to staff members, teachers and then students. The school

principal in school (A) confirmed that international mindedness is fully adopted in the school's vision, mission, and curriculum. She addressed the curriculum from the American perspective as well as the UAE perspective and highlighted the importance of Moral Education, the Arabic language and Islamic Education. Discussions that take place in the classrooms are about reflecting, learning, understanding and then building your own opinion. The head of the elementary section in school (B) highlighted that:

*International mindedness is a means to build culture and relationships among all school personnel. It is part of all the school practices as students are urged to think internationally and to be aware of global issues.*

A significant point was raised by the head of the girls' section in school (B), she pointed out that:

*The school evaluates the impact of all these practices and initiatives through the class observation and the extracurricular activities' rubrics. The impact was positive and reflected in the way students were able to hold conversations inside the classrooms with each other with confidence and passion and understanding that they are in a safe environment to share each other's cultures and differences.*

In school (C), the head of the high school girls' section added that they strongly believe that international mindedness is a core value and that is why it is part of the school's mission and they promote different activities that target international mindedness. For example, the school has a research centre that is holding a conference in the coming month entitled "The Association of Knowledge." It is hosting professionals from across the world to discuss worldwide problems like the world economy after Covid-19, the environment and media and integrity. Furthermore, the school encourages having clubs to engage students in more activities. For example, they have the "Linguistic Fluency Club" in which students can teach each other different languages like the Japanese Language Club and the Chinese Language Club. Furthermore, another interviewee added that students are participating in the MUN which enhances students' engagement and awareness of international topics.

The international mindedness that was portrayed in the interviews and the examples that were provide reflect how schools addressed international mindedness from both the Emirati as well as the American perspective. It existed within the various clubs and revolved primarily around understanding and reflecting on your own culture and then building your own perceptions and

opinions. All schools considered having teachers and students from diverse backgrounds a key contributor in the promotion of international mindedness and a fundamental component of confirming that internationalism pervades the core values of the school.

❖ **Q5: How does the school encourage students' engagement in global affairs?**

To gain further insight into how the school encourages students' engagement in global affairs, the interviewees were asked about activities or projects implemented at the school. In school (A), the school principal mentioned that students participate in international competitions and "Think Science," which starts nationally and those who get selected travel abroad to represent the UAE. Students travel abroad for entertainment as well as educational purposes. They travelled to Korea, Japan, America, and Asia. All these practices are about creating this global mindset. In school (B), the head of the elementary section mentioned that school tries to build students' ability to be active members of the community by providing them with different opportunities internally as well as externally. For example, they contact different external agencies to be part of awareness campaigns and competitions. The school works collaboratively with Dubai Cares, Dubai Municipality and Health Care Authorities to spread awareness on global issues.

In school C, the female head of the high school boys' section confirmed that the curriculum includes topics that enhance students' intercultural understanding and citizenship. For example, in Moral Education and Social Studies, topics are about understanding other nationalities and how to be connected to them. The head of the middle school boys' section added:

*School internal activities like clubs and different initiatives also help students to work on activities that prepare them for bigger affairs to present their ideas properly regarding global issues.*

The male head of the high school boys' section added that there was another initiative led by the school alumni as they created a huge team and organized a campaign after the disaster that took place in Lebanon:

*They sent more than a thousand tons of goods and medical supplies to Lebanon. This example highlights how the school culture stimulates students to give importance to global issues happening around the world.*

❖ **Q6: Please provide examples of community service initiatives implemented at your school.**

Interviewees provided a variety of examples that were implemented at both the school and the community level to provide students with the opportunity to be active participants and play effective roles in society. In school (A), the school principal stated that community service projects are part of the graduation requirements that students should complete. Students should complete 70 hours of community service, which became also part of the culture of the school. For example, students participate in Ramadan as well as breast cancer initiatives. As for school (B), the head of the girls' section mentioned that they have internal and external community service projects. The internal initiatives are presented in the roles and responsibilities that students take inside the school. There are community service clubs including more than 45 students from high school and 25 to 30 students from middle school. These clubs are led by students. They create a schedule to help the workers, do duties in supervision as well as take over classes. They also have an annual initiative in which they collect money and buy gifts to distribute them among the school workers on special events such as "International Kindness Day." As for the external community service initiatives, students visit the Autism Centre and Elderly Home. They also invite students with learning disabilities into their school and they plan a whole day schedule for them in which they play games and do some painting together and present them some gifts. Students also participate in breast cancer and diabetes Walkathons as well as in any Red Crescent initiative.

In school (C), the head of the middle school boys' section added that students participated with DEWA in a clean-up campaign. Male students also provide support to the police department during national events like the flag day and the national day to organise the events. The school also has the food bank initiative. A group of students helped also in schools' renovation in Ajman.

The discussion with the school leaders implied that the community service projects were led mainly by students, which were related to humanitarian purposes. Less often, participants referred to administrative-led initiatives, which inclined to focus more on embracing diversity. It is evident that three participating schools in the current research study appreciate the structure and diversity of their student body and staff and seek to reflect this in the school's vision and mission statements.

❖ **Q7: Please explain how the school utilises the cultural diversity of its community to enrich students' education.**

To explain how the cultural diversity of the school community enriches students' education, the school principal in school (A) mentioned that before Covid-19, the school was opened to the community around them. For example, the school had intercultural visits from students coming from abroad. When the students went to Korea and visited a school there, the following year 100 boys and girls from Korea visited the school for two days. The head of the girls' section in school (B) highlighted that:

*Having more than 66 different nationalities and students living and communicating together with such harmony is a celebration of the school's efforts. They share their thoughts although they are coming from various cultural backgrounds. She added that it happens so smoothly and naturally that you do not even need to follow up on it.*

However, in school (C), the head of the high school boys' section stated that they mainly focus on teaching students about the culture of the UAE as they are living in Dubai and this is reflected in the posters around the school of The UAE rulers and its heritage. After that, they move to a broader level like they posted a video on Instagram in which students said "Good Morning" in different languages to celebrate students' mother language.

❖ **Q8: What are the challenges that you face in the implementation of education for international mindedness at the school? If any, how do you address these challenges?**

The challenges that were raised in schools (B) and (C) were mainly related to two themes "Covid-19" and its impact on the school activities as well as "students' academic performance." In school (A), the school principal believed that:

*The challenge is not in implementing education for international mindedness, but in maintaining the fact that they are heritage guardians. For students, the challenge lies in trying to be internationally minded, but they have also to remember that they are Emirati students.*

In-School (B), the head of the girls' section pointed out that sometimes parents are focusing mainly on students' academic performance and they are concerned when they participate in a variety of activities. However, the school addresses this issue through its partnership with the parents and

always encouraging them to allow students to be engaged in as many opportunities as possible. As for teachers, it is important to provide them with professional development as it is the main way to address any challenges if you want teachers to be ready with their mindsets.

In school (C), the interviewee mentioned that Covid-19 is the main challenge that the school is facing this year as on-ground activities are currently postponed.

#### 4.5.2 Analysis of Teachers' Interviews

The researcher began each interview by reviewing the purpose of the study and thanking the interviewees for their time and for agreeing to participate in the study. Teachers' interviews for Schools B and C were conducted in February, whereas school A interviews were conducted by the end of March due to some complications related to the current situation of Covid-19. Consequently, it took the researcher more time and effort to gather the required data from school A. All interviews lasted 45-60 minutes. The researcher informed each participant that the interview will be videotaped.

The interviews were conducted with 9 teachers and 2 heads of departments from the three schools. Participants were requested to voluntarily participate in the study. Interviews were scheduled early in the morning before the participants get busy with their daily tasks and schedules (Table 4.41).

<b>Participating Schools</b>	<b>Job Title</b>	<b>Number of Participants</b>	<b>Gender</b>	<b>Subject</b>	<b>Nationality</b>
School A	Teachers	3	Female	Science Mathematics English	Middle Eastern
	Head of Department	1	Female	Moral Education	Middle Eastern
School B	Teachers	3	Male	English	British
			Female Male	English Mathematics	Middle Eastern
	Head of Department	1	Female	English	Middle Eastern
School C	Teachers	2	Female	English	British American
		1	Female	Chemistry	Middle Eastern

Table: (4.34): Participating teachers and Heads of Departments in the Semi-Structured Interviews Demographic Information (N=11)



❖ **Q1: Please describe your role as an educator in the 21<sup>st</sup> century.**

Teachers and heads of departments' responses regarding their roles as educators in the 21<sup>st</sup> century highlighted three main themes: (1) Facilitators, (2) Incorporating Technology, (3) Developing Students' Research and Problem-Solving Skills. In school (A), the mathematics teacher mentioned that they focus on developing students' problem-solving skills and they try to connect them to global issues that are not related to their local environment. The female science teacher added that she advises her students to explore more articles that are related to global issues and international aspects to broaden their knowledge. She provided an example of the Amazon rain forest fire and how people around the world were raising money to stop the fire. Debates were held in class to discuss whether people should take care of the forest or donate money to other places. These activities have allowed students to explore more global aspects and dynamics.

In school (B), all interviewees agreed that their role as educators in the 21<sup>st</sup> century was mainly “facilitators” more than educators, setting up the environment in which students can discover and explore more about the world. One of the teachers of English said: *“My role is to guide and challenge them and ensure that they are staying on track.”* The head of the English department noted that:

*My role is on both sides; to train teachers to be 21<sup>st</sup> century educators to prepare students to be ready for the world to play their role whether nationally or globally. She mentioned that the school has adopted the Common Core State Standards, which develop students' problem-solving skills, prepares them to be global-minded and to work collaboratively.*

The mathematics teacher added that the 21<sup>st</sup> century has given them a big and essential role, he stated that was not limited to teaching the content in the textbooks only:

*I feel that we have to improve sustainable education for changing this globalized world, to inspire and guide every single student with all the digital tools that we have.*

In school (C), the British teacher of English described her role as a teacher of English in the 21<sup>st</sup> century:

*I am trying my best to work with technology, especially during the pandemic, and adapt to Distance Learning. As for the lessons, I do my best to engage all students and introduce them to relevant information.*

However, The American teacher of English noted that English literature does not seem as practical to students anymore. This is because most students want to become doctors, lawyers or work in the field of computer technology. She added in all these jobs students still need to know how to communicate and express themselves both verbally and in writing:

*Part of our role as educators is to show them how literature is important and relevant to their daily lives. For example, in the US elections, we took part in their speeches and the poetry that was spoken in the inauguration to show students how words are still important and can be used to take a political stance or to take a stance on a lot of things to express themselves.*

❖ **Q2: Can you provide examples of how you promote international mindedness in your pedagogical practices?**

Three main themes were extracted from the participants' responses to this question: "Researching other countries", "Reading different kinds of literature" and "Multicultural classes promoting acceptance." In school (A), the female English teacher noted that reading novels in the class is a way of promoting international mindedness as students choose the novel with the teacher. After reading the novel, they have literature circles, which is mainly as a book club. They lead the discussion and explore different aspects of the book like global themes, characters, setting or the plot and how the writer dealt with the problem. The teacher mainly asks questions that trigger students' critical thinking skills. As for the head of the Moral Education department, she had an interesting activity that is related to global education. She divides students into groups and gives each group four cards that include information about a specific country, like food, historical places, location, language spoken and currency. Each group search for more information about the assigned country and then present their findings to the whole class. As for the female science teacher, she added that students participate in the United Nations Program for Sustainable Development Goals, where there are 21 goals. They explore what each country does to achieve these goals and reach specific standards. They research and draw graphs to compare countries and standards of living.

In school (B), the British teacher of English pointed out that students study English and American literature of other countries, and students do some research about the place and the environment where the writer comes from. The Math teacher provided an example from the grade 10 lesson, it was about parameters and areas. After understanding the formula, students started talking about

the pyramids, different shapes and international buildings discussing the background of these buildings. The Middle Eastern teacher of English added that since the class is multicultural, she allows students to share things about their own culture with their classmates. This allows a kind of acceptance among students. The head of the English department stated that”

*The Common Core States Standards mandates that we are not limited to one resource for content. It has to be about research; researching global issues mandates that students develop their research skills to be aware of all these issues.*

In school (C), the British teacher of English pointed out the multicultural atmosphere in the classrooms:

*The classes consist of different nationalities and in the introduction to literature, they talk about their experiences with the various cultures and try to link them to the text itself. Part of the English curriculum in grades 11 and 12 is related to the historical backgrounds of different countries.*

The American teacher of English added that although they teach only the American and British literature, they always ask students to relate them to their literature:

*For example, when we talk about myths and students share their myths in class. It is interesting to see the similarities among the different cultures.*

**❖ Q3: How can international mindedness be incorporated in all areas of the curriculum?**

In school (A), the teacher of English confirmed out that when they plan the scope and sequence of the curriculum, they ensure that they include world literature and not only focus on specific authors like American or British. Nonetheless, they include Brazilian and Mexican authors to provide students with the opportunity to explore different cultures as well as resources. The Math teacher confirmed that students participate in international competitions like Kenken and DSIMO Competitions. They meet students, who are from the same age group, from all over the world, interact together. Although they did not make it to the top level, they were so excited to participate in the competition. Students use an application called “Achieve” that has a compilation of articles from all around the world. Students use this application to read different types of articles. The school also participated in the “Reading Challenge” competition and one of the classes (Grade 4) won first place in the competition.

In school (B), the British teacher of English mentioned they have a big advantage to incorporate international mindedness in terms of the English curriculum. Nonetheless, he stated that there is a huge bias towards the British and American writers and for it to be truly international, there should be scope to bring other writers from other parts of the world. The Middle Eastern teacher of English stated that the curriculum is a mix of both UAE and America, so it is diverse anyway. She added that Moral Education and Social Studies subjects are better at incorporating international mindedness and they are doing great in that.

In school (C), the Chemistry teacher gave an example of a project that students are working on; in which they are constructing a house and imagining that it is in their own country. The teacher asks them to talk about the climate, the city where they want to build the house and the culture of their own country. She added that in her Chemistry lessons, like a configuration lesson she connects it with the statue of liberty in the United States. She added that students are supportive, and this makes it easier to work with them. The teacher of English also added that they usually celebrate different days in other countries. Students usually write postcards to these countries and it is a whole school activity.

The teacher-led activities that were related to the implementation of international mindedness were related to precise curriculum activities and topics that were intertwined into their classrooms. The way this is virtually accomplished differs. It was inspiring to see the value that each school placed on the integration on internationalism in the curriculum. This ranged from participating in international competitions that aim to widen global perspectives to integrating international celebrations in their units of study.

❖ **Q4: What are the school initiatives that promote students' international mindedness?**

Four main initiatives were highlighted that promote students' international mindedness: "Multicultural/Cultural/International Day," "The Model United Nations (MUN)," "The Poetry/Reading Club" and "University Fairs." Participants from the three participating schools pointed out that they have initiatives like "The Cultural/International Day," in which students present different countries in terms of their traditional food, language, and clothes. Furthermore, they added that the school allows students to explore issues around the world. For example, some

students participate in the Model United Nations (MUN) and they search about different problems around the world and try to find solutions for them. In school (B) the head of the English department added:

*In the “Reading Club” students are allowed to tackle personal, national and international issues. They are given the platform to speak out and express how they view things. They tackle a topic using their own words and present it on stage to see how they view it.*

In school (C), both teachers of English added that the school holds the “Poetry Competition,” and students participate by writing both Arabic and English poetry. Girls were particularly successful in these competitions. The American teacher of English added that they hold “University Fairs” at their school. Different universities from all over the world join this event; however, as students grew in a multicultural environment, they were mainly interested in joining the Western Universities to explore more about that part of the world. They want to make the world a better place.

Teachers referred to students’ participation in the MUN when asked about school initiatives that promote international mindedness. This is definitely an appreciated contributory aspect to teaching global issues. However, not all students in the school participate in the MUN, only those who are elected and recommended. It is evident that all schools place a lot of value on the promotion of international mindedness and intercultural understanding utilizing the multiplicity of the community as a tool. All schools appreciated the value of having teachers from diverse backgrounds; thus, allowing students from a wide variety of nationalities to feel that they are being educated in a global mindset rather than towards a specific national way of thinking.

❖ **Q5: Think of an internationally minded student you know. Describe him/her in detail. How do you know that he/she is internationally minded? Why do you think he/she is internationally minded?**

In school (A), the female teacher of English pointed out that she has a student in grade 12 who reads a lot as she read Shakespeare, comic books and she also likes watching classical movies. As she teaches creative writing, any genre that is discussed in class, she brings more information into it. The teacher comments that developing students’ international mindedness does not depend on the school only, it also needs family support. This student has been encouraged and motivated by

her mother. She likes reading because her mother used to read with her. In school (B), one of the teachers mentioned that:

*Students were preparing for Sports Day and they had to choose a costume to wear on that day. The class wanted to wear native American costume and that student gave a speech in the middle of the class about cultural appropriateness. When a person can step out of his world and look at it from someone else's point of view in another country and can think deeply of how their actions are felt by people whom they have never met.*

The teacher of English defined internationally minded students as those who are well-read and keep up with the daily news and share their ideas in class. She mentioned that one of the students who is a member of the MUN tackles problems that happen around us and accepts others with all their cultural and personal beliefs. The Math teacher gave an example of a Canadian student who joined the school recently and it took him only two weeks to be surrounded by friends as if he has been in the school for the last five years. He shares a lot of stories about his background and he is so excited to live in Dubai. He adds that internationally minded students are always keen to help and work collaboratively with each other and in the way they want to serve the community.

In school (C), the Chemistry teacher stated that she had a Korean student who had a completely different learning style:

*I assign an AP Chemistry book whom they need to finish in around two months, and he completes it in two weeks only. If I assign homework, he submits it on the same day. Internationally minded students are those who are hard-working, push themselves more and like to do more research.*

The teacher of English provided an example of a student who had parents of different religions, one Muslim and the other one Christian. She was brought up in a home that was multicultural with different religions and she was so accepting of people from diverse backgrounds. She added:

*She is not the hardest working student academically, but she is interested in learning more about the world so she can understand it more and find her place in it. These international minded students develop more holistically, and they are more ready for the world rather than being ready only for the academic side of the world.*

❖ **Q6: What are the challenges that might hinder education for international mindedness at your school?**

As for school (A), both the Math and English teacher stated that “Parents” are the main challenge that might hinder education for international mindedness at school. They are always afraid that their kids might lose the Emirati culture, and that is why they have always been fighting that issue. As for schools (B) and (C) “The curriculum” was the main challenge that teachers in both schools agreed upon. In school (B), regarding the challenges both teachers of English mentioned that students sometimes feel reluctant to talk about issues because they confuse sensitive political issues with intercultural topics. The head of the English department confirmed that some topics are “taboos” because they are not culturally appropriate. For example, bullying was a prohibited topic ten years ago and then now they are gradually raising awareness towards bullying and acceptance. One of the teachers also pointed that the curriculum might be limited and therefore they are trying to embed some different topics that allow students to explore. The Math teacher noted that:

It is not easy for any teacher coming from another country to be involved in an international mindset. I believe that promoting ongoing professional development programs for teachers might help. It is essential for them because developing international minded teachers will easily be transferred to students.

In school (C), both teachers of English agreed that the curriculum is the main challenge, thus, they try to delve into topics that students are interested in and expose them to texts that they find more enjoyable.

### **4.5.3 Analysis of Students Focus Groups’ Interviews**

The third data set that provided the researcher with the actual outcome of all the school practices and initiatives was students focus groups’ interviews. These focus groups were not mainly concerned with definitions of international mindedness and its main pillars. They were more likely to provide examples and elaborate on how education for international mindedness is implemented at these schools.

Demographic information was collected from students participating in the focus groups. The gathered information is presented in (Table 4.35), it is about students' grade level, nationality and gender.

School	Number	Grade Level	Gender	Nationality
A	3	9/11/12	Female	Middle Eastern
	3	9/11	Male	Middle Eastern
B	4	9/11/12	Female	Middle Eastern Asian
	4	9/10/11/12	Male	Middle Eastern
C	3	12	Female	Middle Eastern
	4	11 & 12	Male	Middle Eastern

Table (4.35): Demographic Information of the Focus Groups' Participants

Table (4.35) demonstrates the demographic information of the focus groups' participants. Students are classified by grade level, gender and nationality. However, it is noteworthy mentioning that in school (A) one of the participants, who is in grade 9, was transferred this year to the school from another international school.

**❖ Q1: What do you see as an important social issue in the world today? What do you see as your role and responsibility in responding to this?**

According to the analysis of students' responses in the three schools, six main themes were identified: (1) Covid-19, (2) Racism, (3) Discrimination, (4) Sexual harassment, (5) Bullying and (6) Intolerance. In school (A), a grade 11 female student mentioned that Covid-19 can be considered a social issue nowadays as it is affecting people's mental health. In school (B), one of the male students in grade 11 added that it has caused a lot of financial issues and that their role and responsibility should be collecting donations to help people who suffered from this pandemic. Another female grade 9 student added that she thinks discrimination in general which includes



racism as well is another important social issue. It includes discrimination against people for their different religions, colours and gender. In school (C) a grade 12 female student noted that:

I don't see a lot of bullying happening around me; however, I would feel naïve to think that it is not common. I do realize that it is common, and we should raise awareness regarding that issue whether through school activities or assemblies.

Another female student in grade 12 raised an important issue regarding Arabic as a mother tongue and the problem that people are not speaking Arabic anymore:

*Most people are speaking English especially kids. Parents are responsible for that because they are speaking other languages with their kids other than Arabic. She suggested that one way to solve this problem is through clubs and encouraging kids to read books because this ameliorates our Arabic.*

**❖ Q2: What do you think an internationally minded person is like? What are the characteristics of this person that make you think he is internationally minded?**

Based on students' answers, several characteristics were highlighted for an internationally minded person. These were mainly about "open-minded," "technology savvy," "respects cultures and beliefs," "educated and intellectual," and finally "interactive." In school (A), both male and female students agreed that he/she is an open-minded person who is very welcoming, is more into technology and respects cultures and beliefs. In School (B), female participants mentioned that he/she is empathetic, understands, respects and values other cultures as well as a good listener who is also opened to learning about new things and not limited only to his/her culture and community. A Male student in grade 10 added that international minded people are usually educated and intellectual people, modest and embrace diversity. He added Sheikh Mohammad Bin Rashid is an example of an internationally minded person as he embraces diversity. A senior male student added that one of the main characteristics of an internationally minded person is that he embraces others' opinions, respects and values different cultures despite people's religion or the way they think. As for school (C), female participants claimed that internationally minded people are interested in learning more about people's cultures to become more knowledgeable about the world and gain more experience. These people are usually aware of how life is different in other places. Another male student stated that they are social and interactive with various people around the world.

Students associate international mindedness with the ability to interact with people from diverse backgrounds. They believe that these interactions help them to become more knowledgeable about the world and to practise intercultural communication. In addition, students identify education, developing an open-minded attitude and an expansive world view as significant factors that contribute to the development of international mindedness

**❖ Q3: What are the school initiatives that helped promote your international mindedness?**

All participants mentioned several initiatives that were implemented at their schools and helped in promoting their international mindedness. For example, “International/Culture Day,” “MUN,” and “Global Awareness Club,” “Antibullying Campaign,” “Travelling Trips” and “Tolerance Day.”

In school (A) both male and female students stated that in Moral Education lessons, students do research about different topics like “Racism,” and “Cyberbullying,” they discuss the topic in class and raise awareness in the society. In school (B) another female student provided an example of subjects like World History and History of Art in which they discuss the history of the world as well as the history of Arts and the different eras in which some countries grew and dominated the world. She added that this helped them to be more aware of the cultures of different countries. Another female student added that Art is always related to culture, and in each culture, there are different types of Art and as students, they are always relating to these types of things. In school (C), one of the female students provided a detailed description of the “International Day:”

*We used to have “International Day,” and “Culture Day” and students had to decorate the doors of the classrooms as per country, and then we had our passports and moved around the school to visit the other countries. That was fun.*

Another female added that there are several clubs at school such as “Global Awareness Club.” Many of these clubs aim at targeting issues around the world and introducing students to topics that are not usually discussed. She mentioned:

*Last time we discussed the topic of “Black History,” so it is a way that we can learn more about people and their backgrounds. We discuss issues happening around the world like “Women Rights,” and other topics that are related to the environment.*

In school (A), one of the male students added that the school arranged “Travelling Trips” to different countries like London for example in which students experienced different cultures, their food, and clothes. These trips were planned for educational as well as entertainment purposes. One of the female students highlighted that participating in the MUN helped them to develop their knowledge about other countries, their social, political and economic position in the world.

❖ **Q4: Is becoming internationally minded a good thing or do you think there are disadvantages involved in it?**

In general, all participants agreed that becoming internationally minded is a good thing; however, some of them highlighted that there are some disadvantages involved in it. In school (B), one of the female students confirmed that knowledge is power, and she doesn't think there are disadvantages to knowing, learning and experiencing something different than what a person is used to. One of the male students added that the advantages of being internationally minded outweigh the disadvantages if there are any. Another female student added that being internationally minded enhances your knowledge and the relationships between different people from different parts of the world.

However, in school (C). a grade 11 male student mentioned that being internationally minded might involve some disadvantages:

*When a person interacts with people from multiple cultures and learns new things on daily basis from them, this might affect a person's own culture. He adds that it has been proven in psychology that when people learn new things, they tend to forget old things.*

Another grade 12 male student added there are also some disadvantages when interacting and communicating with people from other cultures:

*when a person interacts with people from other cultures and goes deep with them, he might end up doing something against his own culture and his own beliefs.*

A female student agreed that being internationally minded is a good thing but to a certain extent. It always has its advantages and disadvantages:

*If a person is internationally minded by being brainwashed by other cultures, here comes the disadvantage. A person should be internationally minded but without forgetting his own culture.*

❖ **Q5: In terms of your own experience of international mindedness, how do you think it might be different if you attended a national school?**

Students from the three participating schools agreed that their experience of international mindedness might be different if they attended a national school except for one grade 9 female student in school (A). She mentioned that it wouldn't affect the way she thinks but interacting with students might be hard for her due to the language barrier as she cannot speak Arabic. Another grade 11 male student claimed that it would be different as they have different ways of thinking and the teaching techniques and strategies would be different. He also added that private schools have more activities.

In school (B), one of the female students argued that they spend most of their day at school; thus, it is very important to go to an international school where they can always meet new people, learn new things and understand different cultures:

*These things help shape us as human beings. A person in a national school will be less internationally minded than a person in an international school, he/she will be less exposed to new cultures, new experiences, and new countries. They will probably be segregated from the real world and real experience.*

A male student described international mindedness as a state of mind that does not depend on the school or the place whether it is national or international:

*Loving, understanding and caring are going to be the traits that I carry with me and they are not limited to a specific school.*

In school (C), both male and female students had the same point of view, which was similar to the one mentioned by the female student in school (B). One of the female students pointed out that:

*If we were in a national school, we wouldn't be able to participate in many activities as we do in an international school like the MUN and this requires a person to be able to interact with people from different backgrounds to understand them. We wouldn't be able to communicate with these people.*

Another female student described their experience in the MUN when they represent different countries:

*When we go as delegates to represent a certain country, we discuss political issues but we also need to understand its culture and learn about people in these countries so we can speak for them.*

One of grade 12 male students stated that 100% it would affect them as they wouldn't be exposed to different cultures and another female student agreed with him and added:

*As much as you research about these topics or see them on videos and movies, it is never the same coming authentically from a person specifically from that culture. You wouldn't have the same mindset and openness if you were to grow up in a national school.*

It was noted that most students agreed that being exposed to diverse backgrounds and multiple perspective thinking supported and fostered the development of international mindedness. In addition, students believe that international mindedness is not a topic that they will research about, on the contrary they have to be exposed to it authentically. They need to develop it through their surroundings, friends and teachers.

**❖ Q6: What are the learning opportunities that the school provided you with to help you accomplish intercultural goals (e.g. theatre, arts, books, field trips, journals)?**

Based on participant students' responses, it was evident that schools provided different learning opportunities that help students develop intercultural understanding. In school (A), one of the grade 12 female students mentioned that in Arabic, she had a project about Covid-19 and how it affected people worldwide. She interviewed some of her friends from other countries like Denmark and Portugal and asked them some questions regarding Covid-19 for her project.

In school (B), one of the female students raised a significant point stating that their school is trilingual and they learn three languages: English, Arabic and French. She added that they have "The Cultural Club" and student who join the club spread awareness around the school about different countries and they host activities. Furthermore, the school holds morning assemblies and during classes, teachers encourage them to do cross-cultural connections relating their lessons to

different cultures. Students also have electives like “World History” and “Arts” that expose students to different parts of the world and their history. Another male student noted that:

*The school held many campaigns that were related to “Tolerance,” “Antibullying” and “Antiracism,” and that we shouldn’t differentiate between people based on their appearance. We are all the same and we all have the same rights.*

In school (C), both male and female students shared the different activities that were implemented that the school that helped them accomplish intercultural goals like participating in the MUN, the Global Awareness club help enhance students’ understanding of cultural diversity. The “Torch Club” is the school magazine and students submit their writings about different topics and they are published on monthly basis. The school encourages students to look at the different issues faced by other countries and try to help them. For example, the school collects donations to dig wells in Africa and when the explosion happened in Lebanon, everyone was encouraged to donate to help people who were suffering from the explosion.

**❖ Q7: Do you think having a sense of your culture influences a person’s international mindedness? Why do you think so?**

Almost all students agreed that having a sense of your own culture doesn’t influence a person’s international mindedness. One of the male students in school (B) mentioned that it benefits both sides as it helps people to view things from different perspectives. One of the female students argued that it would be hard to understand other cultures if people don’t understand their own culture. People should be influenced by their own culture to know what is right and what is wrong. However, it will only impact people negatively if they invest in their own culture without exploring other cultures. Another female student added:

*When you know about your own culture you will be able to educate other people about it and consequently, they can understand, comprehend and connect to you through your culture. You will be able to connect to your differences, it increases your tolerance and acceptance towards other cultures. It spreads this sort of love towards other cultures, makes people have a great positive, influential and international mindset.*

On the other hand, one of the male students had a different point of view, he argued that having a sense of one’s own culture might have a negative impact on a person’s international mindedness:

*In another culture, you might not accept as much as you think you would. This is not because it is against your beliefs or anything, but it is the idea that it is something that you are not used to, you are more used to your culture so you would be less accepting of other cultures.*

❖ **Q8: Please provide me with examples of projects that you participated in for community service or global engagement.**

All participating students provided different examples of projects that they participated in for community service or global engagement. For example, in School (A), one of the grade 9 female students had a personal initiative. She mentioned that:

*I sign petitions for all kinds of different things, for example, “Black Lives Matter,” “Stop Hate Crimes” or any other topics that I think should be stopped.*

In school (B), male students mentioned that they participate in cleaning campaigns on the beaches, “Diabetes Day” in which they advise younger students regarding their health and the importance of physical activities. One of the female students added that they collect donations for refugees in Yemen and Syria and they also participate in walkathons where they walk for a specific cause like breast cancer survivals in a specific country. She also mentioned that they invite disabled children and they host a day full of activities for them. She argued:

*A misconception about being internationally minded is that it is about different cultures when it is actually about different communities that don’t involve you, but you are still engaged in.*

In school (C), girls hold “Bake Sale” to donate to people who suffer from breast cancer and as for the boys, they visit elderly houses. On “The Green Day” students learn how to take care of the environment as well as serve their community by planting seeds in the school garden. In addition, one of the female students pointed out:

*We learn three languages at school, and this helps us communicate with more people especially those who don’t speak Arabic or English. I have been able to communicate with people who speak French, and this is a good example of global engagement.*

❖ **Q9: What do you think the role of technology in international mindedness and global education?**

All participating students agreed that technology plays a major role in international mindedness and global education. For example, in School (A), female students mentioned that social media raises people's awareness of the problems happening around the world. It also helps in exploring other cultures and meeting people from other countries. Male students in school (B) added that technology provides easier means to share ideas, convince and persuade students to have a sense of acceptance, tolerance as well as embrace diversity. Teachers' use of technology makes it easier to deliver the message to students. However, one of the female students pointed out that technology has its advantages and disadvantages:

*I also believe that technology can negatively influence people's international mindedness. Good information about cultures are spread and you can learn more, but also offensive and wrong information, and so people can get the wrong idea. Thus, instead of learning to be open-minded towards these cultures, they become close-minded and discriminate against them.*

In school (C), one of the male students stated that technology helps in communicating with people from all over the world. He provided an example of the German language classes that he takes online as he plans to study in Germany and explained that while they are studying the language, they are also learning about the culture of the country. Another female student highlighted that:

*Google Earth allows you to view the country itself, you feel like you already travelled and experienced the world there. Technology develops respect and acceptance towards other nationalities and cultures.*

❖ **Q10: Are there specific practices or initiatives that you would like to participate in outside the school to become more internationally minded?**

In school (A), one of the female students noted that she would like to participate in "Stopping Domestic Violence Against Women" because recently there was a girl who was killed on her way back home. She added that she wants to spread awareness regarding that issue. One of the male students mentioned that he would like to join one of the programs where he could go to poor countries to help people there. One of the male students in school (B) informed the researcher that



he would like to enhance his public speaking skills to participate later in the MUN to discuss global issues in different countries. He added that it helps students and teaches them to gain a better sense of tolerance and understand the different circumstances that surround specific countries. Another female student stated that she would like more volunteering opportunities to help children in orphanages as well as people in elderly houses.

Both male and female students in school (C) had more suggestions one of the male students added that volunteering in Expo 2020 provides students with the opportunity to meet and interact with people from diverse cultural backgrounds. Another female student added that summer programs are actually very beneficial, and they are often international, so they could be outside the country. She pointed out that it would be a good experience to be part of these programs. Furthermore, one of the female students added that participating with the school during Ramadan to distribute food to people would be very interesting especially that you will be giving food to people from different countries. Another female participant added that she had an elective “Sustainability and Development” and the students chose an area that had soil at school, but did not have any plants or flowers in it and they planted and watered it on daily basis.

#### 4.5.4 Summary of Qualitative Data Results

Table 4.36 summarizes school leaders, teachers’ perceptions of international mindedness as well as students’ global awareness

<b>IM Constructs &amp; Themes</b>	<b>School leaders Interviews</b>	<b>School Teachers Interviews</b>	<b>Students’ Focus Group</b>
<b>International Mindedness</b>	All interviewees agreed that international mindedness is fully adopted at their schools through a variety of channels and activities - Vision, mission and curriculum. -Discussions held in the classrooms	* Teachers promote IM in their pedagogical practices by asking students to: - research other countries -Read different kinds of literature In addition, multicultural classes promote acceptance	Students define the characteristics of an internationally minded person as open-minded, technology savvy, respects cultures and beliefs, modest and embraces diversity, educated and intellectual, knowledgeable and

	<ul style="list-style-type: none"> <li>- “The Association of Knowledge” Conference</li> <li>- Clubs like “The Linguistic Fluency Club”</li> <li>- Participating in MUN</li> </ul>	<p>* Teachers incorporate IM in the curriculum through:</p> <ul style="list-style-type: none"> <li>- Studying world literature of different countries.</li> <li>- Participating in international competitions like Kenken and DSIMO as well as the “Reading Challenge” competition</li> <li>- Celebrating different days in other countries and writing postcards on these special occasions.</li> </ul> <p>* Internationally minded students are:</p> <ul style="list-style-type: none"> <li>- well-read, keep up with the daily news and share their ideas in class.</li> <li>- Can step out of their world and look at it from another person’s point of view</li> <li>- keen to help and work collaboratively with each other and in the way they want to serve the community.</li> <li>- Hard-working students who like doing research.</li> <li>- Self-motivated who like learning more about the world to find their place in it.</li> </ul>	<p>interested in learning more about the world and interactive.</p>
<b>Intercultural Understanding</b>	<p>School leaders’ responses revealed three main themes:</p> <ol style="list-style-type: none"> <li>(1) Respect,</li> <li>(2) Acceptance and</li> <li>(3) Tolerance.</li> </ol>	<p>Teachers incorporate IM in the curriculum through:</p> <ul style="list-style-type: none"> <li>- Studying world literature of different countries.</li> </ul>	<ul style="list-style-type: none"> <li>- In lessons students discuss topics that are related to World History and History of Arts and the different eras in which some</li> </ul>

	<p>Schools utilise the cultural diversity of their community to enrich students' education by:</p> <ul style="list-style-type: none"> <li>- Before Covid-19 the school had intercultural visits with students coming from abroad.</li> <li>- The way the school has 66 different nationalities with students living and communicating together with such harmony is a celebration of the school's efforts.</li> <li>- Schools raise students' awareness of the local culture as they are living in the UAE and then they move to the broader level.</li> </ul>	<ul style="list-style-type: none"> <li>- Participating in international competitions like Kenken and DSIMO as well as the "Reading Challenge" competition</li> <li>- Celebrating different days in other countries and writing postcards on these special occasions.</li> </ul>	<p>countries grew and dominated the world. This helped them to be more aware of the cultures of different countries.</p> <ul style="list-style-type: none"> <li>- Art is always related to culture, and in each culture, there are different types of Art and as students, they are always relating to these types of things.</li> <li>- Students who join "The Cultural Club" spread awareness around the school about different countries.</li> <li>- The school encourages students to look at what is happening in other countries and try to help them. For example, they collected donations to dig wells in Africa and support people in Lebanon after the explosion.</li> </ul>
<p><b>Global Engagement</b></p>	<p>All participants provided definitions to the phrase Global Engagement that were related to:</p> <ul style="list-style-type: none"> <li>- working collaboratively,</li> <li>- Commitment and responsibility,</li> <li>- volunteering.</li> </ul> <p>Students travel abroad to places like Korea, Japan, and America for</p>	<ul style="list-style-type: none"> <li>- Math teachers focus on developing students' problem-solving skills and they try to connect them to global issues that are not related to their local environment</li> <li>- Science teachers advise students to explore more articles that are related to global issues and international aspects to</li> </ul>	<p><b>Initiatives that promote international mindedness:</b></p> <ul style="list-style-type: none"> <li>- International/Culture Day</li> <li>- MUN</li> <li>- Global Awareness Club</li> <li>- Anti-bullying Campaign</li> <li>- Travelling Trips</li> <li>- Tolerance Day</li> </ul>

	entertainment as well as educational purposes. Students also contact external agencies and organize campaigns to solve global problems (e.g. the disaster that took place in Lebanon).	broaden their knowledge.  - Teachers' role is to improve sustainable education for changing this globalized world, to inspire and guide every single student with all the digital tools.	
<b>Multilingualism</b>	All participants had a clear understanding of the term "Multilingualism." Three main themes were extracted from the participants' responses: "speaking more than one language," "cultural diversity" and "global citizenship."	N/A	- Students acknowledged that in their schools they are learning more than two languages. This helps them to communicate with more people who don't speak Arabic or English. - Multilingualism is helpful in increasing the communication among students regarding various issues.
<b>School Community Service Initiatives/  International Mindedness Initiatives</b>	<b>Community Service Initiatives:</b>  -There is 70 hours of community service that students should complete before graduation. They participate in Ramadan and breast cancer initiatives. - Internal and external Community service clubs: Internally: students plan a schedule to help workers at the school, do duties in supervision	<b>International Mindedness Initiatives:</b>  - Multicultural/ Cultural/ International Day - MUN - The Poetry /Reading Club - University Fairs in which universities from around the world join this fair as a kind of orientation for the students.	<b>Community Service Initiatives:</b>  - Cleaning campaigns on the beaches. - Participating in Diabetes Day and raising awareness of healthy lifestyles. - Collecting donations for refugees in Yemen and Syria. Participating in walkathons for a specific purpose like breast cancer survivals. - Bake Sale to donate money to people who

	<p>as well as take over classes.</p> <p>Externally:</p> <ul style="list-style-type: none"> <li>- Visit Autism Centre and Elderly Home</li> <li>- participate in diabetes and breast cancer walkathons</li> <li>- Dewa clean-up campaign</li> <li>- male students participate with the police department during national events.</li> </ul>		<p>suffer from breast cancer</p> <ul style="list-style-type: none"> <li>- The Green Day to take care of the environment.</li> <li>- Personal Initiative: Signing petitions for specific topics like "Black Lives Matter," and "Stop Hate Crimes."</li> </ul>
<p><b>Challenges facing the implementation of international mindedness</b></p>	<ul style="list-style-type: none"> <li>- Covid-19 and its impact on the schools' activities</li> <li>- Being internationally minded, but also not forgetting their own culture</li> <li>- Parents and their concern about students' academic performance</li> <li>- Teachers' professional development to be able to address any challenges</li> </ul>	<ul style="list-style-type: none"> <li>- Parents are the main challenge as they are afraid that their children might lose their own culture</li> <li>- The curriculum might be limited, and teachers embed more topics and allow students to explore.</li> <li>- Students sometimes confuse sensitive political issues with intercultural topics</li> <li>- Teachers' professional development programs that might help them address any challenges.</li> </ul>	N/A

Table (4.36): Summary of school leaders and teachers' Interviews and Students' Focus Group

The above table highlights that school leaders confirm that international mindedness is fully adopted at their schools. It is incorporated in the various school practices and initiatives including the school's vision, mission statements, values, pedagogical practices and curriculum implementation. The cultural diversity of the participating schools' community is utilised to enrich students' education and participation in various school initiatives that promote international mindedness. In addition, the table mentions the various challenges that face the implementation of international mindedness.

#### 4.6 The Triangulation of All Data Findings

- All schools' initiatives, practices and community service projects allow students to become self-motivated and mindful contributors at the local, national and international levels. They develop students' mindfulness and acceptance of *Others*. The school community provides students with real-world experience through their classroom interactions, the multicultural environment and participation in the various activities, thus, they are capable of interpreting life through a global awareness lens.
- Technology plays a major role in developing students' international mindedness as well as global awareness. Social media helps in raising people's awareness of the problems happening around the world. It also helps in exploring other cultures, sharing ideas, convincing students to have a sense of acceptance and tolerance. Technology helps alter the pedagogical practices to eventually be more authentic and related to real-life situations.
- Students' experience in an international school enhanced their international mindedness and global awareness. It would have been different if these students went to a national school as they would not be exposed to different cultures and would not go through that authentic experience. Furthermore, students believed that the teaching strategies are different in a national school and they would not have been able to participate in all these activities that promote their awareness of other global concerns.
- Learning more than one language unlocks gates to a better understanding of foreign cultures. International schools provide their students with the opportunity to learn foreign languages, hence, promote the eminence of education that inspires international mindedness in their students.
- Some challenges hinder the implementation of education for international mindedness. First, parents are mainly concerned about students' academic performance and they are concerned when they participate in a variety of activities. Furthermore, they believe that schools implement various activities and projects to develop students' international mindedness. However, students should always remember their own culture, heritage as well as traditions. Second, professional development programs for teachers to ensure that they are ready with their mindsets as this will be easily transferred to students. Third, students sometimes confuse sensitive political issues with intercultural topics. Fourth, the

curriculum is another challenge that teachers face; hence, they search for topics that are more enjoyable and interesting for the students. Finally, Covid-19 was one of the recent challenges as all the on-ground activities have been postponed.

#### **4.7 Summary**

This chapter presented the findings which answered the five research questions introduced at the beginning of the study. The study implemented the sequential mixed methods approach and it included three stages. The first stage was primarily qualitative data collection. The second stage was the quantitative data collection using two instruments: the GMS and students' GA questionnaire and data was analysed using descriptive and inferential statistics. Finally, the third stage was qualitative data collection from the school leaders and teachers' semi-structured interviews and students' focus groups.

The study's main aim was to explore the impact of implementing education for international mindedness on students' global mindset in American curriculum schools in Dubai. The qualitative data analysis from the school's vision, mission statements, core values indicated that the concept of international mindedness is embedded in all the schools' practices as well as initiatives. As for the lesson plans, they included objectives that are related to intercultural understanding and global engagement. However, "Multilingualism" as an international mindedness pillar has not been highlighted in the school's vision, mission statements and core values. The quantitative data analysis revealed that there is an alignment in the findings attained from the data collection and analysis conducted in the study. The qualitative data analysis from the semi-structured interviews and focus groups highlighted that the three schools implement a variety of activities and practices that promote students' international mindedness and global awareness. The next chapter discusses the findings of the study in view of the literature review.

## Chapter 5: Discussion and Conclusion

### 5.1 Overview of the Chapter

Implementing education for international mindedness has a positive impact on students' global mindset. The current study is deliberately contextualized in a world perceiving the influence of the multifaceted, diverse, interrelated procedures of globalization, which consecutively may add to expanding disparities across the educational field. In return, the current research is outlined around the imperative of ensuring that school leaders and teachers are capable of developing a global perception of education. This chapter presents an extensive discussion of the findings, with reference to the research questions, theoretical framework and literature review. The chapter summarizes and discusses the results of each research question, which at the end aim at answering the main research question, in connection to the current knowledge and the study's theoretical framework. The chapter concludes with recommendations for further research, implications of the current research study, limitations of the study accompanied by a concluding note.

### 5.2 Discussion of the Study Findings

In this section, the findings of the current study are interpreted in relation to the research questions, the study's theoretical framework as well as previous studies in the literature review. The results of each research question are presented separately, which will by the end of the chapter lead to answering the main research question.

#### 5.2.1 Discussion of Findings of Research Question 1

- ❖ **RQ1:** *How are the pillars of international mindedness conceptualized in the school's vision, mission statement, core values, curriculum implementation and pedagogical practices?*

To answer the first research question, data was collected from the document analysis of the school's vision, mission statements, core values as well as lesson plans for grades 9 to 12.



### 5.2.1.1 Schools' Vision, Mission Statements, Core Values, Curriculum Implementation and Pedagogical Practices

The mission statements represent a rich diversity of schools, each with an exceptional history and each endeavouring to express the expectations and thoughts of a community in the daily practices and operations of its school. At the broadest level of analysis, the high schools' mission statements gathered from the three participating schools in the study's sample demonstrated agreement on around four major aims of education across the schools: (a) academic or intellectual development, (b) personal development, (c) cultural development and (d) global development. This emphasis on academic, personal, cultural as well as global development might highlight the schools' focus on developing multiple aspects of an individual (Boerema, 2006. Stemler et al, 2011). This finding corroborates Tate (2013) description of international education as the type of education that is felt to be most suitable in inspiring the development of the kinds of human beings expected to help produce this healthier and more peaceful world. It is also evident that two of the main pillars of international mindedness; intercultural understanding and global engagement, are highlighted in the schools' vision in words like "global thinkers," "caring and respectful environment," "wellbeing and happiness of all students."

The schools' core values are about tolerance, compassion, innovation, resilience, respect, collaboration, responsibility, leadership, excellence, acceptance, care and honesty. They are classified into three main categories: intercultural understanding, global engagement and 21<sup>st</sup> century skills. They mainly highlight the focus and aim of education and the educational programs implemented at the schools (Boerema, 2006). Polley (2015) claims that *part of who I am* is based on the fact that a person draws on values and motivation when learners are interested in the work they are doing and have a strong connection to it. This also fits with the social constructivist researchers who regard learning as a dynamic process where learners should learn to realize values, ideas and realities for themselves, therefore they inspire and stimulate reasoning and instinctive thinking in learners (Brown, Collins & Duguid, 1989). It was evident that the three schools translated these values into practice through the various school initiatives like donations to Lebanon after the explosion, visiting elderly houses and inviting the community for *Iftar in Ramadan*. These values were also reflected in the way students were accepting their differences and living in harmony although they are from diverse cultural backgrounds.

The American curriculum and pedagogical practices were illustrated in this study through the implementation of the lesson plans. The document analysis revealed that the concept of international mindedness with its two pillars: intercultural understanding and global engagement was highlighted in subjects like English, Science, Mathematics, Social Studies, History and Geography as well as Moral Education in the three participating schools. They develop students' problem-solving skills so that they contribute to tackling worldwide issues (Belal, 2017; Fieldling & Vidovich, 2016; Heddy & Pugh, 2015; Sckunk, 2012). The curriculum adopted support the schools' commitment to internationalism. The schools seem genuinely directed to integrating the advancement of international mindedness into their curriculum. Furthermore, global issues were predominant in the learning outcomes of almost all the lesson plans. However, one of the teachers of English stated that there is a bias towards the British and American literature in the school's curriculum and for it to be international there should be scope to bring other writers from other parts of the world. In school (A), students use the application *Achieve*, which has a compilation of articles from all over the world. As for schools (B) and (C), there was a reference to community service projects that promote students' international mindedness. Prominent among these was *International Kindness Day*, *Covenant for Million Tolerant* and *Life Below Water*. The value of the community service projects that plan to widen global outlook was recognized by students in the interviews in schools (B) and (C).

International mindedness topics were echoed in classroom practices. Teachers implemented a variety of teaching strategies in their lesson plans that enhance students' research skills. They research different topics that are related to global issues and present their findings in class. Students hold a debate in class, and they discuss topics like *Amazon Rain Forests* whether they should take care of them or donate the money to other places. School leaders also confirmed that discussions that take place in the classrooms are about reflecting, learning, understanding and then building your own opinion. As classes are multicultural, teachers provide students with the opportunity to share things about their own culture with their classmates. According to Vygotsky (1978), people learn by interacting with those around them. They construct knowledge when they participate in discussions and cooperate with others. Interactions between and among multiple individuals shape individual as well as cultural identities (Lincoln & Guba, 2013). Teachers also incorporate activities that promote students' higher-order thinking skills like comparing and contrasting,

designing a plan, presenting arguments and connecting the lessons to real-life application. Thus, providing students with a transformative learning experience (Sharples et al., 2016). Mezirow (1997) points out that teachers must assist learners to use their imagination to interpret problems from a diverse perception. Teachers need to support learners to contribute effectively in discussions, which is essential to confirm what and how they comprehend or reach a judgment concerning a belief. In addition, reading novels in English and holding literature circles, lead the discussion and explore different aspects of the book like global themes, the plot and how the writer dealt with the problem. Teachers confirmed that they usually ask questions that trigger students' critical thinking skills. It is noteworthy mentioning that international mindedness is not only about the implementation of the curriculum, but it is also about teachers' ability to be internationally minded while planning and implementing the curriculum that plays a major role in developing students' global mindset. Pedagogical practices in the three schools reflect teachers' solid understanding of cultural pluralism, responsibility and global engagement.

As for "Multilingualism," the third pillar of international mindedness, it is evident in the fact that school (A) teaches students two languages: Arabic and English, whereas schools (B) and (C) teach them three languages: Arabic, English and French. All three schools have language clubs in which students learn other languages like Chinese and Japanese. Multilingualism is an additional skill in the current globalized world. It stimulates understanding of identity and cultural diversity as well as intercultural understanding (Petrossian, 2020).

## **5.2.2 Discussion of Findings of Research Question 2**

### **❖ RQ2: *What are school leaders and teachers' perceptions of international mindedness?***

To answer the second research question, about school leaders and teachers' perceptions of international mindedness, data was collected from the GMS supported by school leaders and teachers' interviews.

#### **5.2.2.1 School Leaders and Teachers' Perceptions of International Mindedness**

Developing international mindedness is increasingly significant for professionals in a developing global context. This is particularly exact for educators who teach students and connect with families from a varied range of backgrounds (Shaklee & Baily, 2012; Zhao, Y. 2010). The research

explored school leaders and teachers' perceptions of international mindedness in the three schools participating in the study. To better incorporate international mindedness into the teaching and learning practices at high school, it could be valuable to explore how school leaders and teachers perceive international mindedness. An analysis of the findings for the second research question provides some preliminary understanding of school leaders and teachers' perception of international mindedness concerning the various school practices and initiatives.

GMS analysis indicated that almost all participating school leaders and teachers demonstrated high perceptions of international mindedness. This is in line with the interview results in which the school leaders confirmed that international mindedness is fully adopted in the schools' vision, mission statements, values, pedagogical practices and curriculum implementation. As American Curriculum schools, they address the curriculum from the American perspective as well as the UAE perspective. School leaders and teachers encourage students to think internationally and be aware of global issues. They nurture a culture in which students can hold conversations in the classrooms with each other with confidence and passion. They also understand that they are in a safe environment to share each other's cultures and differences. Furthermore, all three schools promote activities that target international mindedness like participating in the *MUN* and competitions to enhance students' engagement and awareness of international topics. These activities and practices are in line and consistent with (Tichnor-Wagner, 2019) who stated that leaders who wish to convert their schools into sites of global learning necessitate implementing leadership styles that incorporate instructional change and the multiplicity of people and perceptions on our globe.

As for teachers, all participants stated that their role as educators in the 21<sup>st</sup> century is mainly facilitators who try to incorporate technology in the classroom as well as develop students' research and problem-solving skills. Teachers mentioned that they develop students problem-solving skills by connecting them to global issues that are not related to their local environment. They encourage students to explore articles that are related to global issues and international aspects to broaden their knowledge (Alvarez, 2013; Aminah & Asl, 2015; Habib, 2018; Lockhart, 2013; Van Vooren & Lindsey, 2012). Teachers also confirmed that as educators in the 21<sup>st</sup> century, their role is to prepare students for their future roles whether at the national or the global level. They also highlighted the importance of technology in engaging and inspiring students with all

digital tools (Hall, 2013). This was also reflected in the way students' perceived technology's vital role in promoting international mindedness and global education. They believed that technology provides easier means of sharing ideas, convinces and persuades students to have a sense of acceptance, tolerance as well as embrace diversity (Alvarez, 2013; DeMello, 2011).

School leaders and teachers demonstrated high levels of intercultural understanding/cultural pluralism in the GMS. Almost all participants confirmed that they can learn something of value from all different cultures. According to school leaders' definition of *Intercultural Understanding*, all schools' practices and activities bring with them interculturalism and multiculturalism to bring under one umbrella *Respect* (Cushner, 2015; Metli, 2018). Participants highlighted the impact of the *Year of Tolerance* initiative in helping to understand and accept the different cultures. They also stated that intercultural understanding is stated in their core values and beliefs and presented in the word *Acceptance*. Interculturalism was perceived through effective collaboration in a diverse and multinational community that prepares students to face future challenges and become global citizens (Levine, 2010; Gigliotti-Labay, 2010). Students also confirmed that the schools implement a variety of activities that promote their intercultural understanding. For example, clubs that host activities and spread awareness around the schools regarding the different cultures, morning assemblies and the discussions held in the classrooms. They also added that teachers encourage them to do cross-cultural connections relating their lessons to different cultures.

The term global engagement is associated more closely with global citizenship, which all people share and for which all people must take responsibility (Castro et al, 2015; McGaha and Linder 2014; Reysen & Katzarska-Miller, 2013; Veugelers, 2011). However, this has not been consistent with the research findings. Although school leaders and teachers demonstrated high levels of responsibility in the GMS analysis, they demonstrated a minimal level of global engagement/global centrism. These findings are similar to Shetty (2016) in which the results implied that teachers are required to think of the global benefit over provincial or state benefit as they demonstrated a minimal level of global centrism. *Responsibility* is the most supported construct by almost all school leaders and teachers especially in schools (B) and (C), whereas they were less likely to support *Global Centrism*. Nonetheless, school leaders pointed out that as American curriculum schools, the curriculum dictates that schools should have a global outlook.

A lot of the school programs and activities help students develop that global outlook like participating in the *MUN* in which students study all countries' social, political and economic strives and present their findings. Furthermore, from an accreditation perspective, the main drivers in accreditation are global and digital citizenship. School leaders argued that the schools aim at creating a well-rounded individual who is aware of the national as well as the global issues. It was stated by one of the school leaders that global engagement opens the way for various opportunities for students to collaboratively work together, to be aware of what is happening in the world around them and to have a sense of commitment and responsibility. It was apparent that the three participating schools have developed a sense of responsibility in their students as they have different volunteering and donations initiatives implemented and led by the students. Nonetheless, these activities were mainly evident in schools (B) and (C), and their impact could be observed on the students; however, this has not been the case with school (A).

### **5.2.3 Discussion and Findings of Research Question 3**

❖ **RQ3:** *To what extent do school leaders and teachers' demographic variables influence their international mindedness?*

To answer the third research question regarding the influence of school leaders and teachers' demographic variables on their international mindedness, data was collected from the participants' demographic information in the GMS.

#### **5.2.3.1 The Influence of Demographic Variables on School Leaders and Teachers' International Mindedness**

The demographic variables included nationality by birth, nationality by passport, gender, age, travelling experience, languages spoken, qualifications, experience in the field of education and experience in American curriculum schools and subject area.

##### ***1. Nationality by Birth and Nationality by Passport***

Data analysis for the current study did not show a significant relationship between the five constructs of international mindedness and participants' *Nationality by Birth*. However, *Nationality by Passport* had a statistically significant influence on participants' international

mindedness in schools (A) and (B). These two schools demonstrated higher perceptions of international mindedness than school (C). European teachers in school (A) demonstrated higher levels of *Global Centrist* than other participants, whereas African teachers in school (B) demonstrated higher levels of *Efficacy* than other participants. However, the variance in the findings between nationality by birth and nationality by passport indicates that further research is required to better recognize the influencing factors.

## **2. *Gender and Age***

Data analysis for the current research did not indicate a significant relationship between the five constructs of international mindedness and participants' *Age and Gender*.

## **3. *Travelling Outside the Country of Birth***

Data analysis for the current study indicated a significant relationship between teachers' perceptions of international mindedness and their travelling experience outside their country of birth in school (C) only. When measuring each of the constructs of international mindedness individually and *Travelling Outside the Country of Birth*, teachers who travelled outside their country of birth had significantly higher Efficacy mean than those who did not ( $p = .044$ ). Although Kirkwood-Tucker (2009) and Hersey (2012) claim the importance of longer periods of travelling outside the country of birth when developing international mindedness perceptions, previous research argues that there was a low or weak correlation between time spent abroad and GMS score (Smith, 2008).

Travelling and living abroad away from a person's country of birth allow for further opportunities to connect with people from other cultures, thus gaining a better understanding of the local language, culture and backgrounds. Working in a multicultural environment like the one highlighted in the three participating schools with people from varied cultural backgrounds provides both teachers and students with similar opportunities to come across and cooperate with people from different cultures in several contexts.

#### ***4. Languages Spoken***

According to the data analysis from the current study, speaking more than one language had a statistically significant influence on participants' international mindedness in schools (A) and (B). Teachers who speak three or more languages demonstrated higher levels of *Responsibility* [ $p = .02$ ] in school (A), higher levels of *Efficacy* [ $p = .006$ ] and *Interconnectedness* [ $p = .001$ ] in school (B). Teachers who speak three or more languages demonstrated higher levels of *International Mindedness* than those who speak only one language [ $p = 0.013$ ]. The finding that the ability to speak more than one language has a significant impact on international mindedness is reinforced by research, which states that global education, through language learning, stimulates consciousness of social justice, understanding of identity and cultural diversity in developing intercultural understanding (Petrossian, 2020; Singh & Qi, 2013). Consequently, it is conceivable that speaking more than one language is a pertinent characteristic, which significantly correlates with the development of the different constructs of international mindedness.

These findings suggest that learning a language opens gates and provides opportunities for people to communicate and view things from a different perspective; thus, influencing one's perceptions of international mindedness. The very nature of language learning cannot be separated from the speaker, the subject, the context within which they are using it and the purpose for which they are using it (Castro, Lundgren & Woodin, 2013, p. 23). Multilingualism enriches an unconscious understanding and gratitude to cultural morals. The skills attained from learning diverse languages inevitably change people's attitudes, abilities, and views and generate the development of worldview (Okal, 2014). There are probably particular actions that teachers can do to develop their perceptions of international mindedness, such as learning a second or a third language.

#### ***5. Qualifications***

Data analysis for the current research did not indicate a significant relationship between perceptions of international mindedness and participants' *Qualifications*.



## 6. *Experience in the Field of Education and Experience in American Curriculum Schools*

Data analysis indicated that *Experience in the Field of Education* had no significant influence on teachers' perceptions of international mindedness. However, there was a statistically significant relationship between teachers' international mindedness, and the number of teaching years in American curriculum schools in school (A). These findings are supported in the literature, (Bell, 2013) argues that international and culturally diverse schools bring together cultures and personalities in distinctive combinations. Furthermore, when analyzing the five constructs of international mindedness, the data indicates that teachers who have more than 10 years of experience in American curriculum schools had significantly higher *Responsibility* mean than those who had 1-5 years [ $p = 0.039$ ]. This finding that teachers who have experience in American curriculum schools had higher scores on the GMS indicate that international mindedness perceptions among teachers who work at American curriculum schools are influenced by the various school practices and initiatives that promote intercultural understanding and global engagement as well as the multicultural environment that they are working in.

## 7. *Subject Area*

Teaching utilises global and local knowledge from the real world, as well as classroom diversity. It classifies the knowledge around important subjects and issues, allowing for analysis that is interdisciplinary (Muller, 2012). The relationship between international mindedness perceptions and subjects taught was statistically significant in English across all schools, indicating that the subjects taught predicted teachers' score on the GMS. In addition, analysis of international mindedness constructs revealed that teachers who taught English had significantly higher Global Centricism than those who don't in school (A) [ $p = 0.04$ ], in school (B) [ $p = 0.007$ ] and in school (C) [ $p = 0.03$ ]. However, teaching Science had a statistically significant influence on teachers' score on the GMS in school (A) only. Teachers who taught Science had higher *Cultural Pluralism* than those who don't [ $p = 0.04$ ], higher *Efficacy* [ $p = 0.007$ ] and higher *International Mindedness* [ $p = 0.047$ ]. The findings revealed that teachers of English and Science are more likely to be internationally minded. Nonetheless, teaching Mathematics, Humanities, Moral Education and Social Studies had no significant influence on teachers' international mindedness across the three schools.

## 5.2.4 Discussion and Findings of Research Question 4

❖ **RQ4:** *What are students' perceptions of global awareness and attitudes towards global social issues?*

To answer the fourth research question of the study which is about students' perceptions of global awareness and their attitudes towards global issues, data was collected from the Global Awareness Questionnaire. The findings from the questionnaire were supported by students' responses from the focus groups interviews and teachers' semi-structured interviews.

### 5.2.4.1 Students' Perceptions of Global Awareness and Attitudes towards Global Social Issues

Students at the three participating schools demonstrated similar levels of global awareness with slight differences. Students in school (B) demonstrated higher levels of global awareness than students in schools (A) and (C). Almost all participants stated that as global citizens, they learnt to respect cultural differences. This was supported by (Cohen, 2010; Rogers & Blonski, 2010) that developing a global mindset entails strengthening the awareness of regional and cultural differences. It necessitates merging an openness to and understanding of diversity throughout cultures. This was also supported by students' responses in the focus group discussion who mentioned that an internationally minded person embraces diversity, understands, respects and values other cultures and beliefs. They added that he/she is also opened to learning about new things, interested in learning more about people's cultures to become more knowledgeable about the world (Cushner, 2012; Fannon, 2013).

Almost all students stated that they should take action and do something about the environment. As global citizens, they have to reduce waste, be prepared to take responsibility for their actions and always work towards peace (Aggarwal, 2011; Bao & Yin, 2020; Hansen, 2010; Mansilla & Jackson, 2011). Global mindedness signifies the concept of making decisions and taking actions that serve global standards compared to what serves a person's specific culture. According to Wilber (2006), the different stages of consciousness in the individual's moral development expands from "me" (egocentric) to "us" (ethnocentric) to "all of us" (worldcentric). This has been evident in students' initiative and donations in schools (B) and (C) at all levels: the school level as

they helped the workers at school, the community level highlighted in the Elderly Houses' visits and the global level in the donations and medical supplies sent to Lebanon after the explosion as well as building wells in Africa.

Most of the participants across the three schools noted that learning more than one language improves their job opportunities in the global workforce. This was supported by (Aggarwal & Zhan, 2018; Tarc, 2008) who pointed out that skills are a significant aspect in the development of global mindsets. They added that sufficient language skills support understanding cultural differences across borders. In addition, the skills that students gain from learning different languages inevitably change their attitudes and views and generates the development of worldview as well as global engagement (Lundgren & Woodin, 2015; Mensah, 2015; Okal, 2014).

The findings from the sequential mixed methods study suggest that the various practices and initiatives implemented at the three participating schools consistently and significantly impact students' global mindset. It is significant to highlight that the level of school leaders and teachers across the three schools in GMS matches their students' levels in the Global Awareness Questionnaire (Figure 5.1). There are slight differences between the three schools. The findings also reveal that it is no longer an option for students to gain knowledge about the rest of the world - it is a requirement. In addition, this entails the need for internationally minded leaders and teachers to ensure that students are provided with sufficient opportunities to experience and develop global mindsets. If we can integrate the five constructs of global mindedness (cultural pluralism, efficacy, global centrism, interconnectedness and responsibility) into the pedagogical practices curriculum implementation as well as students' learning, we will succeed in developing an effective educational system that will develop students who can contribute as global citizens in the multifaceted and interrelated world.

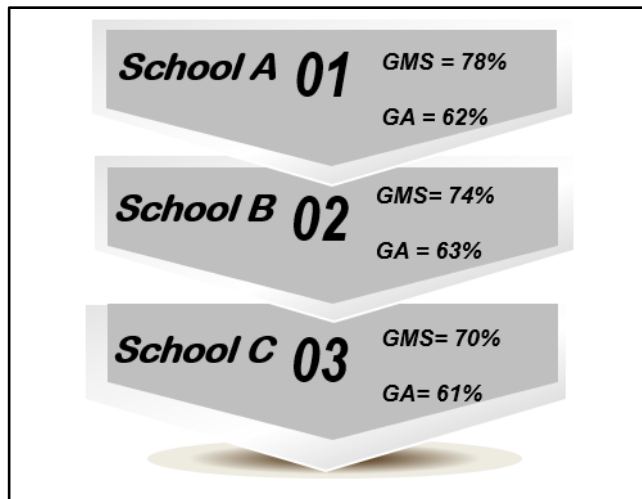


Figure (5.1): School Leaders and Teachers GMS results and students' GA

Figure 5.1 highlights the impact of school leaders and teachers' international mindedness on students' global mindset. School leaders and teachers in both schools (A) and (B) demonstrated high levels of international mindedness than school (C), their impact was evident on students' global awareness. As for participants in school (C), they demonstrated lower levels of international mindedness and this was reflected in their students' global awareness as well.

### 5.2.5 Discussion and Findings of Research Question 5

❖ **RQ5:** *What are the initiatives implemented by the school to promote students' international mindedness?*

To answer the fifth research question which was primarily about the various school initiatives that were implemented by the school to promote students' international mindedness, data was collected from the school leaders and teachers' interviews as well as students' focus groups.

#### 5.2.5.1 School Initiatives that Promote Students' International Mindedness

School leaders mentioned a variety of school initiatives that promote students' international mindedness. For example, students participate in competitions like *Think Science*, which starts at the national level and then the winners travel abroad to represent the UAE. They also participate in *Kenken and DSIMO competitions*, where they meet and interact with students from the same age group from all over the world. In addition, students travel abroad for entertainment as well as

for educational purposes. All these practices help in developing students' global mindset. Students are also provided with different opportunities internally as well as externally to play an active role in the community. They contact different external agencies like *Dubai Cares*, *Dubai Municipality* and *Health Care Authorities* to be part of awareness campaigns and spread awareness on global issues. In addition, in school (C), another initiative that was led by the Alumni students themselves in one of the schools after the disaster that took place in Lebanon. They sent more than one thousand tons of goods and medical supplies to Lebanon. This highlights that students' mindset is not only related to where they live, but they are also thinking globally and observing what is happening in the world around them. Global mindedness increased as participants gained a complex understanding of and gratitude for "self and others" (Rick, 2014). Beek (2019) refers to the integral theory and argues that the individual inner opinion of the UL quadrant supports the concept that context plays an important role in the student experience of international mindedness. Furthermore, in school (C), there is a research centre and it is holding a future conference entitled *The Association of Knowledge*. The school is hosting professionals from across the world to discuss worldwide problems like the world economy after Covid-19, the environment and media and integrity. The school has also *The Linguistic Fluency Club*, in which students can teach each other different languages like Japanese and Chinese.

As for the teachers and heads of departments, they highlighted four main initiatives that promote students' international mindedness: *Multicultural/International Day*, *The MUN*, *The Poetry/Reading Club* and *The University Fair*. On the *Multicultural/International Day*, each group of students are given a specific country and they have to do some research about its traditional food, clothes, language, currency and historical places. Students decorate their classes according to the country that is assigned to them and they present their findings of this country. On that day, they hold the passport of the country and use it to move between the different countries at school. Another initiative is participating in the MUN, which provides students with the opportunity to explore issues around the world, by searching and trying to find solutions to the different problems. As for the *Poetry/Reading Club*, students use language to express how they view things and to voice their concerns and feelings about local as well as global issues. At the *University Fair*, different universities from all around the world join the event. Teachers point out that as students grew in a multicultural environment, they were mainly interested in joining Western Universities.

As for the students' focus groups, they added to the abovementioned initiatives *Global Awareness Club* and *The Antibullying Campaign*. *The Global Awareness Club* aims at targeting issues around the world and introduces students to topics that are not usually discussed. Students discuss topics like *Black History*, *Women's Rights* and other topics that are related to the environment. As for the *Antibullying Campaign*, they research *Racism* and *Cyberbullying*, they discuss these topics in class with the teacher and also raise awareness about them in the society around them.

In the present study, it is evident that students participated in a variety of activities at both the national and the international level. These initiatives are some examples of the practices that help students become globally competent citizens. School leaders and teachers played an effective role in promoting students' international mindedness through a variety of school initiatives. Wasner (2016) believes that teachers and students should be provided with the opportunity to explore those who surround them in their learning communities, or otherwise, they are not living up to the principles of an internationally minded education. Students are engaged at different levels; they start first at the immediate environment around them presented in the school and the circle expands to include the local and finally the global highlighting that the global is also part of the local (Singh & Qi, 2013). This is in line with the individual exterior opinion of the UR quadrant supports the idea that international mindedness can be viewed as a stage-based and predominant procedure of development whereby the individual can take numerous perceptions (Beek, 2019).

### **5.3 Key Findings of the Study**

Table 5.1 presents key findings of the current study and how the research questions were addressed through the triangulation of data in the current study.

Research Questions		Analysis and Findings
Main	Sub	
What is the impact of implementing education for international mindedness on students' global mindset in Dubai's American Curriculum Schools?	1. How are the pillars of international mindedness conceptualized in the school's vision and mission statement, curriculum implementation, pedagogical practices, climate and culture?	<ul style="list-style-type: none"> <li>- The schools' vision, mission statements, core values and lesson plans through the document analysis highlight the implementation of two of the main pillars of international mindedness: intercultural understanding and global engagement.</li> <li>- They are also highlighted in the community service projects in schools (B) and (C).</li> </ul>
	2. What are school leaders and teachers' perceptions of international mindedness?	<ul style="list-style-type: none"> <li>- The GMS for school leaders and teachers answered this question:               <ul style="list-style-type: none"> <li>* School leaders and teachers demonstrated high levels of international mindedness, which was supported by findings from the participants' interviews.</li> <li>* They demonstrate a high sense of responsibility, cultural pluralism, efficacy and interconnectedness. However, global centrism had the lowest score on the GMS.</li> </ul> </li> </ul>
	3. To what extent do school leaders and teachers' demographic variables influence their international mindedness?	<ul style="list-style-type: none"> <li>This question was answered through the analysis of participants' demographic information in the GMS:               <ul style="list-style-type: none"> <li>* Age, gender, nationality by birth, qualifications and experience in the field of education did not have any significant influence on participants' international mindedness.</li> <li>* Nationality by passport, travelling outside the country of birth, languages spoken, experience in American curriculum school and the subject area had a statistically significant influence on participants' international mindedness.</li> </ul> </li> </ul>
	4. What are students' perceptions of global awareness and attitudes towards global social issues?	<ul style="list-style-type: none"> <li>This question was answered through the Global Awareness Questionnaire and supported by focus groups' interviews:               <ul style="list-style-type: none"> <li>* Students demonstrate global awareness across the three participating schools with very slight differences.</li> <li>* They respect cultural differences and are keen on learning more about the different cultures to have a broader worldview.</li> <li>* They demonstrate awareness of global issues and environmental problems.</li> </ul> </li> </ul>

		* They are keen on learning new languages as this will help them in the global workforce.
	5. What are the initiatives implemented by the school to promote students' international mindedness?	- The semi-structured interviews and the focus groups confirmed the implementation of several school initiatives like: * Participating in international conferences. * Contacting external agencies to participate in campaigns. * Donations and medical supplies to Lebanon. * Language clubs/Poetry and Reading clubs * Multicultural/International Day * The MUN

Table (5.1): Key Findings of the Study

All participating schools implemented education for international mindedness through their vision, mission statements, core values and community service projects. Furthermore, the schools' practices and initiatives also participated in developing students' global awareness and global mindset. Nationality by passport, travelling, speaking more than one language, teaching in American curriculum school and subject area were the main demographic variables that influenced school leaders' and teachers' international mindedness.

**5.4 Roadmap for Developing International Mindedness and Students' Global Mindset**

Based on the findings of the current study, the researcher designed a roadmap that can provide school leaders and teachers with some guidance regarding some of the procedures that can be implemented at school to promote international mindedness and develop students' global mindset (Figure 5.2).



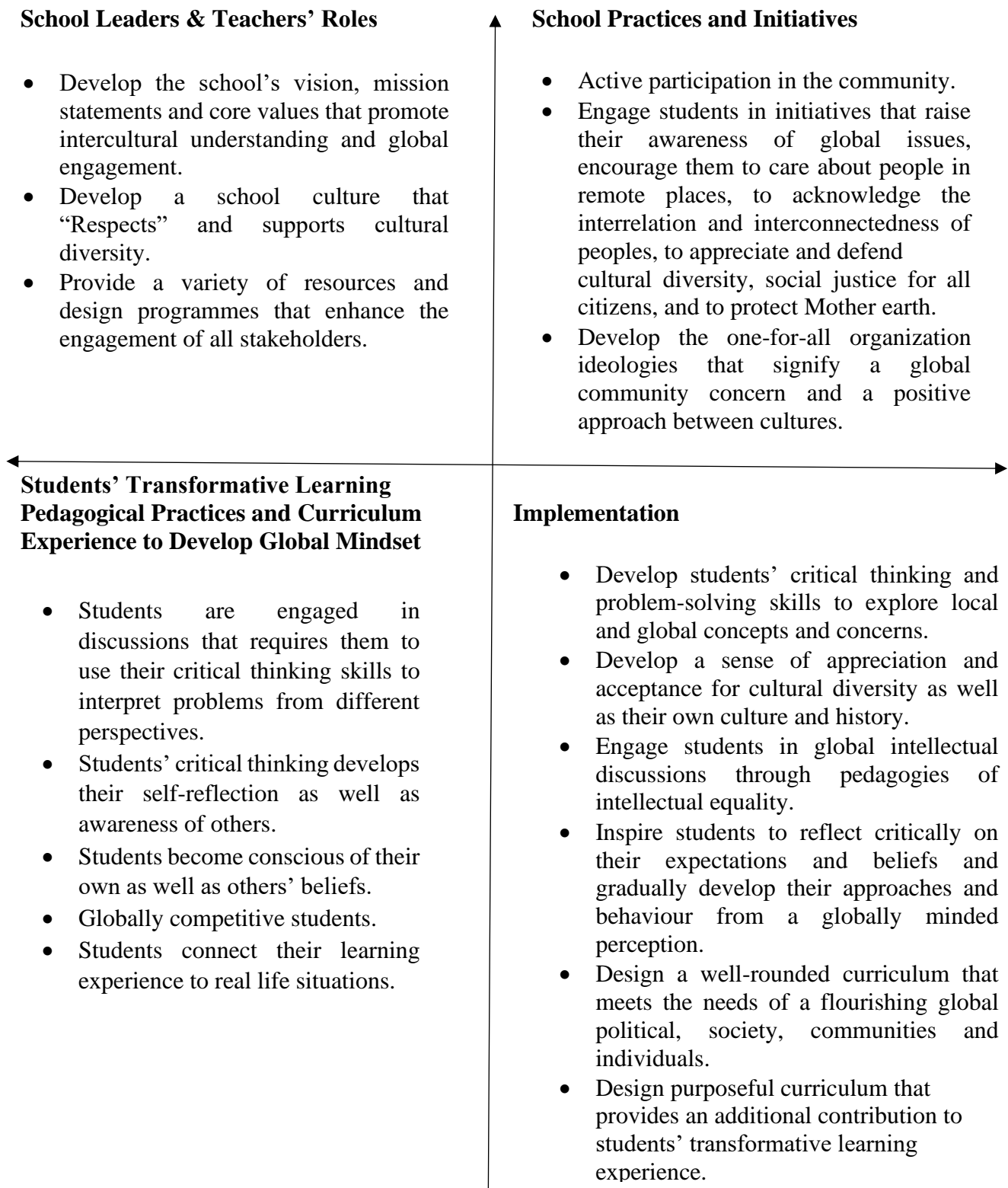


Figure (5.2): Roadmap for Developing International Mindedness and Students' Global Mindset

Figure 5.2 depicts a roadmap, which is the outcome of the current study, that could guide school leaders, teachers, curriculum designers as well as students in the implementation of education for international mindedness. The roadmap consists of some guidelines in each quadrant that address different roles, practices and initiatives. Applying these guidelines and practices can lead to the achievement of students' transformative learning experience.

## **5.5 Recommendations**

Investigating the implementation of education for international mindedness was the main aim of the current research study to highlight its impact on developing students' global mindset. Several recommendations that could be useful for policymakers and educators were developed to address issues related to the implementation of education for international mindedness.

- International schools have students and parents from diverse cultural backgrounds who moved from their home country due to work requirements and their children demand education wherever they move with their families (Stagg, 2013). One of the main concerns of parents and it has been highlighted by some of the students as well that becoming internationally minded might affect students' awareness of their own culture, beliefs and values. Thus, it is of great significance that educational experiences should promote high levels of self-reflection and understanding of one's own culture and identity and consequently lead to awareness and respect for other people and cultures (McGowan, 2016).
- Previous research highlighted that students who attend international schools develop a better profile for university life than students who attend national schools. In addition, they develop wider insights into the world, logical and critical thinking and constructive outlook regarding lifelong learning (Sagun, 2016, Wright, 2015). This has also been supported by students' perceptions that their international mindedness experience would have been different if they attended a national school. For international mindedness to be truly developed and reinforced through national education systems for all students, it will require that the channels achieve that penetrates legal national curriculum requirements. Otherwise, the promotion of international mindedness may remain limited to students who

attend international schools or to those self-motivated teachers who are keen on exposing their students to global educational experiences.

- In the globalization era, the demand to teach and study a more internationally minded approach highlights the significance of exploring international mindedness and reflecting on the scope to which it is developed and implemented in the written, taught, and assessed curriculum. Policymakers and curriculum designers will thus need to have a broader perspective of the necessity for a further international emphasis on the curriculum in national schools.

## **5.6 Implications**

The current research study yielded some key findings that have implications for different stakeholders such as American curriculum school leaders and teachers. The findings of the study highlight various school initiatives and practices that are implemented at the school level to promote students' global awareness and recognized support for intercultural understanding. There are still more steps that should be taken to maximize the promotion of international mindedness at all levels starting from the school leadership, teachers and ending with the students.

### **5.6.1 Implications for Policy Makers**

By incorporating the pillars of intercultural understanding, global engagement and multilingualism in defining international mindedness, schools have gestured transformation in their vision, mission statements and core values. International education promotes and enhances each one of these pillars; however, some areas should be taken into consideration.

- Languages are a predominant feature in the lives of students who join international schools. They play a vital role in the development of international mindedness. The connection between learning a new language and developing intercultural understanding towards developing international mindedness should be reinforced. The range of languages offered at schools should increase to support the development of students' international mindedness. If it is not possible to add more language programmes at schools, these languages could be offered as electives for students to choose from.

- Professional development programs should be designed for teachers and subject coordinators to develop their knowledge, skills and attitude. They can also provide them with ideas and tools to modify the way they plan the lessons and teach their students to situate their pedagogical practices through an international mindedness lens.

### **5.6.2 Practical Implications for School Leadership**

- International mindedness should be achieved at all levels of the school. The school's strategic plan should have measurable goals that are related to the development of international mindedness. These goals should be regularly monitored and evaluated.

- Teachers and students should be encouraged to learn new languages to facilitate the development of international mindedness.

- Recruiting teachers who speak a second language might be an indicator that they are internationally minded or more enthusiastic to teach international mindedness to students.

- Diversifying the teaching staff can provide opportunities for enhancing the international mindedness of students as well as teachers.

### **5.6.3 Practical Implications for Pedagogical Practices and Subject Teachers**

- Teachers should seek opportunities for self-development to broaden their prospects, such as attending seminars and conferences that are related to international mindedness.

- Join the language clubs at your schools and learn a new language with your students. You can hold conversations with them to practice the new language, which may also help in strengthening the bond with your students.

- Teachers should incorporate technology in all aspects of the curriculum. Teachers can design international experiences for their students. For example, they can have live chats with students in schools and classrooms in other parts of the world or even just have email 'pen pals' (Lockhart, 2013). Integrating technology into the teaching and learning processes will equip both teachers and students with new skills (Sutherland, 2015).

- From a pedagogical perspective, students recognize the benefit and worth of collaboration. Teachers should design group activities and tasks that encourage the sharing of diverse perceptions, which may build respect and inquisitiveness among students.

## 5.7 Limitations

Although researchers usually attempt to minimize the limitations, they usually encounter some challenges and limitations that might open gates for further research studies. One of the main limitations is related to the small sample size. The current research limited the distribution of online surveys to NEASC or CIS accredited schools. The purpose of including only accredited schools in the study was because international mindedness was measured through the accreditation standards in these schools. This limited the research by not including other international schools held in Dubai. Furthermore, although the sample size was gathered from three accredited American curriculum schools in Dubai, it was small due to the current situation of Covid-19 and almost all schools are implementing either Distance or Hybrid Learning. School leaders and teachers are overwhelmed by the teaching load and the Distance Learning requirements and not all of them responded to the GMS. As for students, in school (A) the questionnaire was sent to the Assessment Director and it took the school one month to share it with the students and only 120 students responded to the questionnaire.

In terms of interviews, although results from the questionnaire analysis indicate that students in school (A) demonstrated high levels of global awareness, this was not the case in the interviews. Students' participation in the focus group discussion was very limited, they could not elaborate on their answers or provide any examples of activities or projects that are implemented at the school. The only student who participated effectively in the discussion was transferred to the school from another well-known international school in Dubai. The researcher believes that her global awareness was from her previous school. Thus, it was hard for the researcher to measure the impact of all the school practices on students' knowledge, skills and understanding of global awareness.

The second limitation is related to the fact that previous studies on international mindedness were conducted at high schools. Research that studies the elementary stage is less popular (Sutherland, 2015), more studies should be conducted at the elementary stage to explore how students' knowledge, skills and attitudes are developed to equip them with the 21<sup>st</sup> century skills and prepare them for the next phase in their learning process. Thus, providing a broader depiction of developing citizens with global mindsets along an educational continuum.

The third limitation was the fact that it was difficult for the researcher to measure through the lesson plans analysis the extent to which the pedagogical practices and curriculum implementation helped in developing students' global awareness, critical thinking and problem-solving skills. Since a significant element of the current research involves measuring students' global awareness, this particular limitation must be acknowledged to obtain valid results. Examining students' global awareness, critical thinking and problem-solving skills through the lesson plan and in the lesson implementation. Classroom observation provides the researcher with an opportunity to evaluate whether or not the development of students' global awareness, critical thinking and problem-solving skills existed in the lesson as well as the quality of critical thinking opportunities offered to students.

### **5.8 Recommendations for Further Studies**

The current study investigated the implementation of education for international mindedness to shed light regarding its impact on students' global mindset. Based on the findings of the study, several areas that require further investigation were highlighted. The anticipated areas include but are not limited to the following:

The current study focused on investigating the impact of implementing education for international mindedness on students' global mindset in accredited American curriculum schools in Dubai. Future research is recommended to broaden the scope and include schools from around the UAE and integrate comparative features to evaluate if educators in national schools encounter the same conditions and implement similar school practices and initiatives as do educators in the international schools. The study could also include a comparison of the pedagogical practices that incorporate international mindedness constructs implemented in both types of schools; national and international, and how students develop their global mindsets.

The study focused on high school students in Dubai's American curriculum schools. Various school practices and initiatives were investigated to measure their impact on students' global mindset. However, the results could not be generalized to other schools in the UAE. To further explore the findings of the current study, it should be replicated in elementary schools to examine how teachers develop students' knowledge, skills and understanding of international mindedness.

Additionally, the research focused on data analysis of the lesson plans and semi-structured interviews with school leaders and teachers to explore the implementation of a variety of pedagogical practices that promote and enhance students' international mindedness. It is suggested that future research should include multiple classroom observations to entirely evaluate the pedagogical methods of teachers over time. Teachers discussed their roles as educators in the 21<sup>st</sup> century; however, it is of great significance to study whether or not current pedagogical practices demonstrate the foundation of a modern 21<sup>st</sup> century classroom.

## **5.9 Conclusion**

Teachers are the fundamental strength of a school; if teachers are supported in their daily teaching practices, they are expected to act as role models for the students and become more effective in the community. International mindedness is not achieved in the classroom where there are students of different nationalities in one place, it is achieved when teachers play their role as educators in the 21<sup>st</sup> century and act as facilitators and open new gates for their students to explore the authentic experience of sharing their cultural backgrounds, beliefs and values. It provides learning opportunities to students, teachers as well as parents. It is the school's vision, mission statements and values that regulate how internationally minded the school is and regulate what is delivered in the classrooms and the way students perceive the world around them. Similarly, school leaders play a vital role in enabling global competence development. These leaders convert their schools into sites of global learning through implementing leadership styles that incorporate instructional change and the multiplicity of people and perceptions of our globe (Tichnor-Wagner, 2019).

This field of study has great potential to provide ample and valuable guidance to any organization that aspire to develop globally minded students. The findings of the current study suggest that students' learning was considered to be enhanced through advanced levels of intercultural understanding and global engagement. This has been achieved through the various activities implemented at the schools as well as the productive discussions that took place in the classrooms. This supports the connection that Vygotsky (1954) made between the impact of social interaction and students' learning. With regards to the schools' initiatives and practices that promote

international mindedness, the findings highlight that the extracurricular activities, school clubs and community service projects provide the most effective prospect for nurturing intercultural understanding and global engagement. For example, participating in the MUN provides students with the opportunity to take multiple perspectives as they study the problems of different countries and discuss global issues. This corroborates Wilber's (1997) Integral methodology to education which includes four complex scopes: educational behaviour, educational experiences, educational culture and educational systems (Esbjörn-Hargens, 2007).

This study investigated the impact of implementing education for international mindedness on students' global mindset. It is through the educational practices that students can develop global awareness and an international mindset, which provides them with competence to exercise impact on challenges and problems facing the world. In the current research study, students have participated in several school initiatives that reflected their awareness of others. Additionally, the lesson plans highlighted that students were engaged in a variety of discussions that promoted their critical thinking and problem-solving skills. Students were encouraged to reflect critically on several matters which raised their awareness of different global concerns. These practices and initiatives helped in transforming students' way of thinking and viewing the world from different perspectives (Pugh, 2011).

The researcher planned that findings from the study would guide the school leaders and teachers in promoting education for international mindedness. They may support school leaders and teachers at all levels in recognizing and understanding the constructs of international mindedness as an initial step in the drive towards a global outlook of education to better address the 21<sup>st</sup> century challenges and complexities.

The world is becoming interrelated, thus; schools are required to graduate students who can think globally and are equipped with the required skills to live and work in a globalized world. It is vital that school leaders implement educational strategies, frameworks and practices that are internationally focused to promote the development of global perceptions. In the 21<sup>st</sup> century, it would be hard for students to cope with all the challenges and struggles if they are not provided with an education that is organized with a global framework in mind. This dictates that educational



leaders should acquire a deeper understanding of the type of learning required for the 21<sup>st</sup> century and the associated instructional practices that will best develop students with global mindsets. This research enlightens school leaders desiring to focus on education in an international setting, by acknowledging various factors that design a framework to delve into learning from a multitude of international perceptions. It inspires the promotion of cultural awareness and an optimistic approach towards global values, thus providing individuals with directions to be change agents for a better future.

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## Appendices

### Appendix (A) Consent Forms

  
www.buid.ac.ae

November 29, 2020

***To whom it may concern***

This is to certify that **Ms. Azza Gamal El Din** with student ID number **20170117** is a registered student on the **Doctor of Education** programme at **The British University in Dubai** since **September 2017**.

Ms. Gamal El Din is currently working on her assignment titled **"The Impact of Implementing Education for International Mindedness on Students' Global Mind-set in American Private Schools in the United Arab Emirates"**.

She needs your support in conducting surveys to complete the research.  
This letter is issued on student's request.

Yours sincerely,

**Amer Alaya**  
**Head of Student Administration**

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**Appendix (B)**  
**Consent Form for School Leaders and Teachers**

This letter is an invitation to participate in research to investigate how the school practices, pedagogical strategies and curriculum implementation help in fostering the development of students' international mindedness in terms of its main pillars: multilingualism, intercultural understanding and global engagement. Your participation in the study will provide the researcher with further insight into the development of international mindedness. Participation in this study is voluntary and you have the right at any time of the study to withdraw if you want to.

There are no foreseeable risks associated with the current study. In fact, the study will provide you with the opportunity to reflect on the practices implemented at the school. Several steps will be taken to protect your anonymity and identity.

**The purpose of the Study**

This study aims to investigate the role of the school leaders and teachers in delivering education for international mindedness in the United Arab Emirates and its impact on students' global mindset. Findings will assist the researcher in understanding how the school practices support students' multilingualism, intercultural understanding and global engagement. The main findings will be shared with all the schools included in the study, which may contribute to developing new strategies and policies to foster international mindedness in schools. The results may be published in an educational journal and presented at educational conferences.

**How long will the survey and interviews' discussion take?**

The international mindedness survey consists of 30 close-ended statements and it will take around 30 minutes. The interview will be recorded to ensure the accuracy of data collection. The interviews' discussion will take around 60 minutes.

Thank you for participating in the current research. Your effort and time are truly appreciated. If you have any queries regarding the research study, please contact me on the following email:

[20170117@student.buid.ac.ae](mailto:20170117@student.buid.ac.ae).

I agree to participate in the research.

Name: .....

Signature: ..... Date: .....

## Appendix (C)

### Audit Form

1. Is the school Mission Statement – or similar- visible? What location?
2. Is there a flag/ flags being flown at the school entrance? Nationality? Are there flags around the school? Which flags?
3. Is the history of the school evident and being told?

### COMMUNICATION/ LANGUAGE/TERMINOLOGY

1. Are there notices on the walls? What are they about and in which languages?
2. If there are Visual Display Units? what is displayed and in which languages?
3. Is there a 'Welcome' sign evident? What languages?

### CELEBRATING DIVERSITY

1. What artistic images are evident / on display?
2. What is the type/ origin? Art / Poetry / Literature / Music?
3. Do displays seem to celebrate diversity, e.g. positive examples of different cultures, genders, abilities and family groups?
4. Are there other cultural artefacts evident? Which cultures?
5. What type of food is served (cultural origins?) Is there information about meals/ food/ origins displayed?

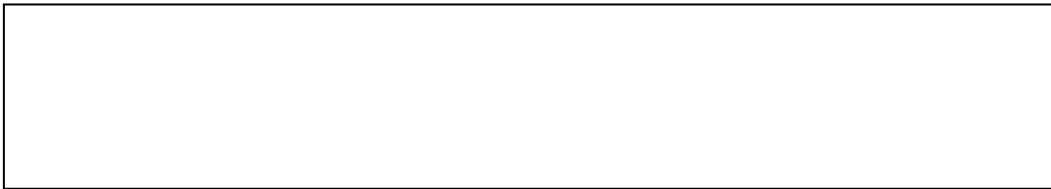
## **VIEWPOINTS AND GLOBAL/ LOCAL PERSPECTIVES**

### **1. Is there any evidence of:**

A. active global engagement on display around the school e.g. special events/ international links/ partnerships/charitable work etc.?

B. active local engagement on display around the school e.g. special events/ community links/ partnerships/charitable work etc.?

C. a commitment to sustainable development /care for the environment near and far e.g. signage about energy/ water use, waste?



Adapted from: Hacking, E, Blackmore, C, Bullock, K, Bunnell, T, Donnelly, M and Martin, S. (2017).

## **Appendix (D)**

### **School Documents Required for Analysis**

The researcher requests the following documents from the participating schools. These documents will provide the researcher with further insight into how the school fosters international mindedness through its daily pedagogical practices and extra-curricular activities.

1. School Vision, mission statements and values.
2. Samples of lesson plans for the core subjects as well as Moral Education, Humanities, Social Studies and Art.
3. Extracurricular activities and community service projects.
4. Participating Schools Websites

**Appendix (E)**  
**International Mindedness Document Analysis Rubric**

<b>IM Pillars</b>	<b>IM Pillars: Evidence gathered, and documents reviewed</b>	<b>Briefly explain evidence gathered</b>	<b>Other</b>
<b>Multilingualism (ML):</b> 1. School Policies that support learning more than one language 2. School practices and activities that enhance students' multilingualism 3. Other			
<b>Intercultural Understanding (IU):</b> 1. School Policies that encourage staff and students' IU 2. Curriculum mapping and lesson plans to promote IU in the school community 3. Extracurricular activities 4. Events that celebrate intercultural awareness or encourage learning about other cultures 5. Other			
<b>Global Engagement (GE):</b> 1. School Policies encourage students and teachers to engage in projects for improving native and international societies 2. Curriculum mapping and lesson plans to promote GE 3. Extracurricular activities 4. Other			

(Adapted from Metli, 2018).

## **Appendix (F)**

### **Interview Questions**

#### **Interview Questions (School Leaders)**

1. What does the phrase “Multilingualism,” mean to you?
2. What does the phrase “Global Engagement” mean to you?
3. What does the phrase “Intercultural Understanding mean to you?
4. To what extent is international mindedness adopted at your school?
5. How does the school encourage students’ engagement in global affairs?
6. Please provide examples of community service initiatives implemented at your school.
7. Please describe how the school utilises cultural diversity of its community to enrich students’ education.
8. What are the challenges that you face in the implementation of education for international mindedness at the school? If any, how do you address these challenges?

#### **Interview Questions (Teachers and Heads of Departments)**

1. Please describe your role as an educator in the 21<sup>st</sup> century.
2. Can you provide examples of how you promote international mindedness in your pedagogical practices?
3. How can international mindedness be incorporated in all areas of the curriculum?
4. What are the school initiatives that promote students’ international mindedness?
5. Think of an internationally minded student you know. Describe him/her in detail. How do you know that he/she is internationally minded? Why do you think he/she is internationally minded?
6. What are the challenges that might hinder education for international mindedness at your school?

## **Appendix (G)**

### **Focus Groups Questions**

1. What do you see as an important social issue in the world today? What do you see as your role and responsibility in responding to this?
2. What do you think an internationally minded person is like? What are the characteristics of this person that make you think he is internationally minded?
3. What are the school initiatives that helped promote your international mindedness?
4. Is becoming internationally minded usually a good thing or do you think there are disadvantages involved in it?
5. In terms of your own experience of international mindedness, how do you think it might be different if you attended a national school?
6. What are the learning opportunities that the school provided you with to help you accomplish intercultural goals (e.g. theatre, arts, books, field trips, journals)?
7. Do you think having a sense of your culture influences a person's international mindedness? Why do you think so?
8. Please provide me with examples of projects that you participated in for community service or global engagement.
9. What do you think the role of technology in international mindedness and global education?
10. Are there specific practices or initiatives that you would like to participate in outside the school to become more internationally minded?



**Appendix (H)**  
**Global-Mindedness Scale (GMS)**  
**School Leaders and Teachers**

A) Demographic Information

Please provide the following information regarding your personal and academic experience. All your responses will be kept confidential

School			Nationality by birth	
Name			Nationality by passport	
Gender	Male ( )	Female ( )		
Age	26 - 30 ( )	31 - 40 ( )	41 - 50 ( )	51 - 60 ( )
Have you travelled outside your country of birth?	Yes ( )	No ( )		
Have many languages do you speak fluently?	One ( )	Two ( )	Three and more ( )	
Academic Qualifications	Bachelor ( )	Master ( )	PhD ( )	
Experience in the field of education	1-5 ( )	6 -10 ( )	More than 10 years ( )	
Experience in American Curriculum	1-5 ( )	6 – 10 ( )	More than 10 years ( )	
High school subject areas that you teach (Teachers)	English ( )	Moral Education ( )	Social Studies ( )	Humanities ( )
	Maths ( )	Science ( )		

B) Please read the following statements and decide whether you agree or disagree with them.  
Then choose the response that best reflects your opinion.

Strongly Disagree (SD) =1	Disagree(D) =2	Neutral(N) =3	Agree(A) =4	Strongly Agree (SA) =5
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No.	Statement	1	2	3	4	5
1	I generally find it stimulating to spend an evening talking with people from another culture.					
2	The world is enriched by the fact that it is comprised of many people from different cultures and countries.					
3	There is nothing I can do about the problems of the world.					
4	I feel the needs of my country of birth must be the highest priority in negotiating with other countries.					
5	I often think about the kind of world we are creating for future generations.					
6	When I hear that thousands of people are starving in another country, I feel very frustrated.					
7	We can all learn something of value from all different cultures.					
8	Generally, an individual's actions are too small to have a significant effect on the ecosystem.					
9	People should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment.					
10	I think of myself, not only as a citizen of my country, but also as a citizen of the world.					
11	When I see the conditions some people in the world live under, I feel a responsibility to do something about it.					
12	I enjoy trying to understand people's behavior in the context of their culture.					
13	My opinions about national policies are based on how those policies might affect the rest of the world.					
14	It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations.					
15	The values of my country of birth are probably the best.					
16	In the long run, my country of birth will probably benefit from the fact that the world is becoming more interconnected.					

17	The fact that a flood can kill 50,000 people in another country is very depressing to me.					
18	It is important that schools provide activities and clubs designed to promote understanding among students of different ethnic and cultural backgrounds.					
19	I think my behavior can impact people in other countries.					
20	The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest.					
21	I feel a strong connection with the worldwide human family.					
22	It is important that we educate people to understand the impact that current policies might have on future generations.					
23	It is not really important to me to consider myself as a member of the global community.					
24	I sometimes try to imagine how a person who is always hungry must feel.					
25	I have very little in common with people in underdeveloped countries.					
26	I am able to affect what happens on a global level by what I do in my own community.					
27	I sometimes feel irritated with people from other countries because they do not understand how we do things in my country of birth.					
28	People have a moral obligation to share their wealth with the less fortunate peoples of the world.					
29	By exploring concepts of global significance rather than only those concepts related to local or national ideals, people acquire in-depth knowledge.					

(Modified version of Hett's 1993, GMS)

## Appendix (I)

### Students' Global Awareness Questionnaire

#### A) Demographic Information

Please provide the following information regarding your personal and academic experience. All your responses will be kept confidential

School			Father Nationality	
Name			Mother Nationality	
Gender	Male ( )	Female ( )		
Age	14 ( )	15 ( )	16 ( )	17 ( )
Place of Birth (Country)				
Have you travelled outside your country of birth?	Yes ( )	No ( )		
Have many languages do you speak fluently?	One ( )	Two ( )	Three and more ( )	
Years spent in an international school	8 ( )	9 ( )	10 ( )	11 ( )
What is your favourite subject	English ( )	Moral Education ( )	Social Studies ( )	Humanities ( )
	Mathematics ( )	Science ( )		

B) Please read the following statements and decide whether you agree or disagree with them.  
Then choose the response that best reflects your opinion.

Strongly Disagree (SD) =1	Disagree(D) =2	Agree(A) =3	Strongly Agree (SA) =4
---------------------------	----------------	-------------	------------------------

No.	Statement	1	2	3	4
1	Teachers discuss global issues and problems in the Social Studies/History/ Moral Education/Art/English classes.				
2	Teachers help us understand our interdependence (depending on each other) by encouraging community service				
3	We learn that we do not depend on other countries for our manufactured goods (products we get from other countries) and services				
4	My teachers of history stress that cooperation among countries is required to maintain peace.				
5	Learning about the environment is important.				
6	Taking action and doing something about the environment is even more important				
7	As a global citizen, I learnt to respect cultural differences.				
8	We practice saving our limited natural resources (recycling/switching off electricity/using less water) at school				
9	Reducing waste is everyone's duty as a global citizen.				
10	Global warming is not a serious threat to our planet.				
11	I learn to make value judgements on global affairs				
12	When I join a global workforce, it is important to express my views as a global citizen.				
13	Being a global citizen means I must be prepared to take responsibility for my actions.				
14	"Caring" is an important word for global citizens, and most teachers make sure we practice it.				
15	Most teachers prepare us to be lifelong learners (keep learning) to stay competitive				
16	Teachers relate people's behaviour to their cultural background				

17	I am encouraged as a global citizen to always work towards peace				
18	The social activities at school help in preparing me to become a member of a global society.				
19	Learning more than one language improves my job opportunities in the global workforce.				
20	The curriculum I am taught at school helps me become more confident when I join the global workforce.				
21	I do not receive a global education in some/all my classes at school				
22	I must learn to work with others because I will be required to do so in the future				
23	My teachers prepare me to assume my role as a global citizen in the world				
24	My school provides me with global education in some/all classes				

**(A modified version of Ferreira, 2011).**

## Appendix (J)

### Sample of Consent Letter from School Principal

#### Consent Form for School Leaders and Teachers

This letter is an invitation to participate in a research to investigate how the school practices, pedagogical strategies and curriculum implementation help in fostering the development of students' international mindedness in terms of the its main pillars: multilingualism, intercultural understanding and global engagement. Your participation in the study will provide the researcher with further insight into the development of international mindedness. Participation in this study is voluntary and you have the right at any time of the study to withdraw if you want to.

There are no foreseeable risks associated with the current study. In fact, the study will provide you with the opportunity to reflect on the practices implemented at the school. Several steps will be taken to protect your anonymity and identity.

#### The purpose of the Study

This study aims to investigate the role of the school leaders and teachers in implementing education for international mindedness in the United Arab Emirates and its impact on students' global mindset. Findings will assist the researcher in understanding how the school practices support students' multilingualism, intercultural understanding and global engagement. The main findings will be shared with all the schools included in the study, which may contribute in developing new strategies and policies to foster international mindedness in schools. The results may be published in educational journal and presented at educational conferences.

#### How long will the survey and interviews' discussion take?

The international mindedness survey consists of 30 close-ended statements and it will take around 30 minutes. As for students' questionnaire, it consists of 24 statements. The interview will be recorded to ensure accuracy of data collection

The interviews' discussion will take around 60 minutes.

Thank you for participating in the current research. Your effort and time are truly appreciated. If you have any queries regarding the research study, please contact me on the following email:

[20170117@student.huid.ac.ac](mailto:20170117@student.huid.ac.ac)

I agree to participate in the research.


Name: Omar Hatoum

Signature:  Date: 12/1/2021

## Appendix (K)

### Sample of Completed School Leaders and Teachers' GMS

Wednesday, January 13, 2021

 **Clone of MQ The Impact of Delivering Education for International Mindedness on Students' Global Mindset in American Private Schools in the United Arab Emirates**

#### The Global Mindedness Questionnaire for School Leaders and Teachers

The current study investigates how school practices, pedagogical strategies and curriculum implementation help in fostering the development of students' international mindedness in terms of its main pillars: multilingualism, intercultural understanding and global engagement. Your participation in the study will provide the researcher with further insight into the development of international mindedness. Participation in this study is voluntary and you have the right at any time of the study to withdraw if you want to.

There are no foreseeable risks associated with the current study. In fact, the study will provide you with the opportunity to reflect on the practices implemented at the school. Several steps will be taken to protect your anonymity and identity.

**Section A: Demographic Information**

Please provide the following information regarding your personal and academic experience. All your responses will be kept confidential.

<b>Nationality by birth</b>	Middle Eastern/Gulf
<b>Nationality by passport</b>	American
<b>Gender</b>	Female
<b>Age</b>	26-30 years
<b>Have you travelled outside your country of birth?</b>	Yes
<b>How many languages do you speak fluently?</b>	One
<b>Qualifications</b>	Master's
<b>Experience in the field of education</b>	6 - 10 years
<b>Experience in American curriculum schools</b>	6 - 10 years

1



**High school subject areas that you teach/lead**

English

Section B: Please read the following statements and decide whether you agree or disagree with them. Then choose the response that best reflects your opinion.

1) I generally find it stimulating to spend an evening talking with people from another culture

Agree

2) The world is enriched by the fact that it is comprised of many people from different cultures and countries.

Agree

3) We can all learn something of value from all different cultures

Agree

4) I enjoy trying to understand people's behavior in the context of their culture.

Agree

5) My opinions about national policies are based on how those policies might affect the rest of the world.

Agree

6) It is important that schools provide activities and clubs designed to promote understanding among students of different ethnic and cultural backgrounds.

Agree

7) It is important that we educate people to understand the impact that current policies might have on future generations

Agree

8) I have very little in common with people in underdeveloped countries

Disagree

9) There is nothing I can do about the problems of the world

Agree

10) Generally, an individual's actions are too small to have a significant effect on the ecosystem.

Neutral

11) It is very important to me to choose a career in which I can have a positive effect on the quality of life for future generations.

Strongly Agree

12) I think my behavior can impact people in other countries. Disagree

13) I am able to affect what happens on a global level by what I do in my own community. Disagree

14) I feel the needs of my country of birth must be the highest priority in negotiating with other countries. Strongly Agree

15) People should be permitted to pursue the standard of living they can afford if it only has a slight negative impact on the environment. Neutral

16) The values of my country of birth are probably the best. Disagree

17) The present distribution of the world's wealth and resources should be maintained because it promotes survival of the fittest. Neutral

18) I sometimes feel irritated with people from other countries because they do not understand how we do things in my country of birth. Neutral

19) By exploring concepts of global significance rather than only those concepts related to local or national ideals, people acquire in-depth knowledge. Neutral

20) I often think about the kind of world we are creating for future generations. Strongly Agree

21) I think of myself, not only as a citizen of my country, but also as a citizen of the world. Neutral

22) In the long run, my country of birth will probably benefit from the fact that the world is becoming more interconnected. Neutral

23) I feel a strong connection with the worldwide human family. Neutral

24) It is not really important to me to consider myself as a member of the global community

Neutral

25) When I hear that thousands of people are starving in another country, I feel very frustrated.

Strongly Agree

26) When I see the conditions some people in the world live under, I feel a responsibility to do something about it.

Strongly Agree

27) The fact that a flood can kill 50,000 people in another country is very distressing to me.

Strongly Agree

28) I sometimes try to imagine how a person who is always hungry must feel.

Agree


29) People have a moral obligation to share their wealth with the less fortunate peoples of the world.

Agree

## Appendix (L)

### Sample of Completed Students' Global Awareness Questionnaire

Sunday, January 17, 2021

 **Students' Awareness of Globalization and Global Citizenship**

The current study investigates how school practices, pedagogical strategies and curriculum implementation help in fostering the development of students' international mindedness in terms of its main pillars: multilingualism, intercultural understanding and global engagement. Your participation in the study will provide the researcher with further insight into the development of international mindedness. Participation in this study is voluntary and you have the right at any time of the study to withdraw if you want to.

There are no foreseeable risks associated with the current study. In fact, the study will provide you with the opportunity to reflect on the practices implemented at the school. Several steps will be taken to protect your anonymity and identity.

**Section A: Demographic Information**

Please provide the following information regarding your personal background. All your responses will be kept confidential

<b>Father's Nationality</b>	American
<b>Mother's Nationality</b>	Middle Eastern/Gulf
<b>Gender</b>	Male
<b>Age</b>	14
<b>Place of Birth</b>	Middle East/Gulf
<b>Have you travelled outside your country of birth</b>	Yes
<b>How many languages do you speak fluently?</b>	Two
<b>Years spent in an international school</b>	more than 11
<b>What is your favorite subject?</b>	Mathematics

1

Please read the following statements and decide whether you agree or disagree with them. Then choose the response that best reflects your opinion.

- |  |                   |
|--|-------------------|
| 1) Teachers discuss global issues in the Social Studies/History/Moral Education/English classes                                      | Strongly Agree    |
| 2) Teachers help us understand our interdependence (depending on each other) by encouraging community service                        | Agree             |
| 3) We learn that we do not depend on other countries for our manufactured goods (products we get from other countries) and services. | Strongly Disagree |
| 4) My teachers stress that cooperation among countries is required to maintain peace.  | Agree             |
| 5) Learning about the environment is important   | Strongly Agree    |
| 6) Taking action and doing something about the environment is even more important.   | Strongly Agree    |
| 7) As a global citizen, I learnt to respect cultural differences.  | Strongly Agree    |
| 8) We practice saving our limited natural resources (recycling/switching off electricity/using less water) at school.                | Agree             |
| 9) Reducing waste is everyone's duty as a global citizen.  | Strongly Agree    |
| 10) Global warming is not a serious threat to our planet.  | Strongly Disagree |
| 11) I learn to make value judgements on global affairs.  | Agree             |
| 12) When I enter the workforce, it is important to express my views as a global citizen  | Agree             |
| 13) Being a global citizen means I must be prepared to take responsibility for my actions.   | Strongly Agree    |

14) "Caring" is an important word for global citizens, and most teachers must make sure we practice it.	Agree
15) Most teachers prepare us to be lifelong learners (keep learning) to stay competitive.	Agree
16) Teachers relate people's behavior to their cultural background.	Disagree
17) I am encouraged as a global citizen to always work towards peace.	Agree
18) The social activities at school help in preparing me to become a member of a global society.	Agree
19) Learning more than one language improves my job opportunities in the global workforce.	Strongly Agree
20) The curriculum I am taught at school helps me become more confident when I join the global workforce.	Agree
21) I do not receive a global education in some/all my classes at school.	Disagree
22) I must learn to work with others because I will be required to do so in the future.	Strongly Agree
23) My teachers prepare me to assume my role as a global citizen in the world.	Agree
24) My school provides us with global education in some/all classes.	Agree

## Appendix (M)

### Sample of School Leaders Interviews' Transcript

1. What does the phrase “Multilingualism,” mean to you?  
One of the head of sections in school A defined “Multilingualism” as the use of more than one language to express oneself. She added that language is a bridge that connects different cultures together.
2. What does the phrase “Global Engagement” mean to you?  
It offers the way with various opportunities for students to work collaboratively together
3. What does the phrase “Intercultural Understanding mean to you?  
Acceptance is the core value of intercultural understanding/when people learn about each other’s cultures & there is a kind of understanding among them
4. To what extent is international mindedness adopted at your school?  
IM is fully adopted in the school at all its levels (students and teachers) it is part of the daily practices inside and outside the classrooms. It is a thread from leaders to teachers and then students in all areas of the school.
5. How does the school encourage students’ engagement in global affairs?  
The school tries to build students to be active members of the community.  
External agents for awareness campaigns like Dubai Care/Dubai Municipality  
Universities for debate opportunities like MUN  
Charity events do
6. Please provide examples of community service initiatives implemented at your school.  
Internal: roles and responsibilities that students take inside the school 45 high school and 25 middle school. The clubs are led by students. They create a schedule of roles and responsibilities. They have yearly initiative (they collect money for the workers)  
International Kindness day. Supervision before, during and after school  
External: Visit elderly centre/invite students with disabilities and students plan a whole schedule for them where they paint and play games/they collect donations/Alumni Association (Beirut Campaign- food and medical supplies that were sent to Beirut)  
Walkathon students participating and donating. Ushers and volunteers outside the school
7. What are the initiatives implemented by the school to promote students’ international mindedness?  
Celebrations of international days/opportunities to celebrate their own cultures
8. What learning opportunities does your school provide to accomplish intercultural goals and address intercultural issues?

Class observation rubric for evaluating extracurricular activities for the school to assess their impact on students. It is for the leadership team. It reflected positive impact from the reflection of the students and their ability to share each other's cultures and talk about their differences.

9. Please describe how the school utilizes cultural diversity of its community to enrich students' education.

Once students join the school, they are working in harmony together/ when they sit outside in break, they share their different food together. They listen to each other music. In the cultural day, it happens so smoothly and it is something that is so natural among students as well as staff.

Mission, vision and core values (interculturalism): guiding statements

10. What are the challenges that you face in the implementation of education for international mindedness at the school? If any, how do you address these challenges?
  1. PD for teacher to address the challenges that face the implementation of IM
  2. Parents are sometimes more concerned about the academia of the students Partnership with the parents to encourage students to be English



## Appendix (N)

### Sample of Teachers' and Heads of Departments Interviews' Transcript

#### Interview Questions (Teachers)

1. Please describe your role as an educator in the 21<sup>st</sup> century.

Teaching since 2004 trend towards students' cantered learning / setting up situations in which they can discover /facilitator/ setting the environment in which they can discover and find out things.

Facilitator more than educator/students know a lot of things about the world

The century gave us a big and essential role, we feel that we have to improve the sustainable education for the globalized world/ inspire and guide students with all the digital tools that we have.

2. Can you provide examples of how you promote international mindedness in your pedagogical practices?

The school encourages teachers to promote intercultural understanding. Research about the place/environment and situation. Reading in English literature and American relating to news and society.

In lessons, some of the selections tackle international issues e.g. what is happening in America and students share their opinions about issues like that. However, there are some limited ideas that should be controlled / international readings and novels/ cover the background of the authors and connect it to culture and history.

In Maths classes, teacher refers to global issues to make the lessons more interactive to make the lessons more interactive. Once, there was a project about a global issue (global warming) students searched about the topic and they had to reflect on that and how it is going to affect us (in addition to the Math part that they had to solve/ they started reflecting and seeing that the numbers are not changing. They had to stop thinking about themselves. In grade 10, lesson about areas after understanding the formula, they speak about international pyramids and discuss the background

3. How can international mindedness be incorporated in all areas of curriculum?

I think it definitely can be done in terms of English curriculum/ there is still a huge bias towards British and American writers/

In other subjects it is quite limited, however, the curriculum

In SS and ME they are doing a good job UN/poverty

Acceptance and being ready for the changing world/ it is something that may not arise it is in the background everywhere. Curriculum can provide students to reflect and be together whether they are playing sports or in the classroom

It is the opportunity to have space in each period to share their stories

4. What are the school initiatives that promote students' international mindedness?

Cultural Day / it is allocated to certain countries in which students teach others about these countries/food/clothes/ wearing clothes from the countries that they are representing. The school is multicultural but mostly they are Arab Students

Raising awareness to explore the issues around the world (MUN) where they are given problems around the world and they are trying to imitate the UN and find solutions to these problems.

Mission, Vision and core values IM is a state of living in the school. It is something you can feel more than see.

Elementary school (Elderly Day) acceptance and understanding different stages of life.

High school preparing students for AP programs /IM /prepare them to study everywhere around the world

5. What other learning opportunities does your school provide to accomplish intercultural goals and address intercultural issues?

Subject coordinators require intercultural links in the lesson plans at the subject level. Every week there are aspects to be covered that are related to IM

Presentations that students prepare and talk about antibullying and accepting different cultures and present their own opinions about different problems. They are given the opportunities to be leaders and to tackle important issues around the world. Workshops for other students.

Extracurricular activities (International days/international dances/food festival/costumes/ Highlight on global issues around the world/environmental day/address global problems/activities from the MUN.

6. Think of an internationally minded student you know. Describe him/her in detail. How do you know that he/she is internationally minded? Why do you think he/she is internationally minded?

A student (Girl) The class was preparing for a sports day and the class

She has gone beyond the idea of looking at nationalities.

There are so many well-read keep up with the daily news

Watching the inauguration of the US president and how Trump could not attend;

She is a member of the MUN (girl).

She addresses different cultural beliefs.

One student who came from Canada and it took him two weeks to be surrounded with friends/he loves talking about his experience and his dad's work / sharing his cultural background and being excited to live in Dubai. The way they interact and help each other

Community service clubs and how students are interested to join them/on raining days how students help each

7. What are the challenges that might hinder education for international mindedness at your school?

Sensitive Political issues than just talking about the culture.

At some point students are limited to some topics that they cannot discuss in class. The curriculum might be a bit limited; IM should not be incorporated in SS and ME only, it should be more into other subjects as well

Working in an international environment is not something that any one can adapt to. It should be in the PD to help them adapt with the environment/ and to transfer it properly to the classroom. Teachers need IM PD days

## Interview Questions (Heads of Departments)

1. Please describe your role as an educator in the 21<sup>st</sup> century.

Especially working with young kids is to help students achieve their full potential and to be aware of global and environmental issues/encourage students to live in harmony.

- Inspire, empower and challenge students and ensure that they are ready to move on and have the requires skills to join universities/ creativity/critical thinking

It is more of the facilitator/ to train teachers and to be part of preparing students to be ready for the real world in their own culture of globally/to be global minded students/to collaborate.

2. Can you provide examples of how you promote international mindedness in your pedagogical practices?

IM is embedded in different aspects; it is part of teachers' lesson plans in core subjects. There are links to cultural backgrounds e.g, in Math they link shapes to pyramids and building around the world. In Eng, links are made to the author background

There are always conversations with the leadership team and curriculum team to revise the plans that have IM topics. The team work collaboratively to provide teachers with the PD and resources to connect topics to culture (e.g. literature class author background/culture/social and political side)

Standards are mainly depending on skills and the global awareness of how .....

Researching about global issues and environment and global topics/the national agenda set by the UAE help facilitate this issue

3. What are the school initiatives that promote students' international mindedness?

The school provides students with different opportunities through clubs, communities, activities, sports events, international days, celebrate both national and international events. World international days. There are more than 50 nationalities in the school.

World history day that tackle culture and art/ in the school hallways they have internationalism bulletin boards that display students' work/morning assembly/MUN from grade 6-12 debating different topics about countries and they dig deep with their research about these cultures. Community service/donations/African Well.

The clubs (Cultural Club)/Environmental Club/Reading and Poetry where students tackle personal, national and international issues. (e.g. wars in the Middle East/ how people are harming the environment)/ activities that bring awareness of the environment.

4. What other learning opportunities does your school provide to accomplish intercultural goals and address intercultural issues?

The school has morning assemblies where students showcase their knowledge, In each morning there is a theme that is connected either to local or international culture. In Sec. MUN/debates/forums

Curricular and extracurricular activities. Mr. Peter develops a calendar that has international days and through these days students advance in their knowledge and celebrate them through reflections and events.

Poetry Club provides students with the freedom and opportunity to tackle these topics (Syrian student)

5. Think of an internationally minded student you know. Describe him/her in detail. How do you know that he/she is internationally minded? Why do you think he/she is internationally minded?

One student (Hana) she had an Arab dad and Chinese mum/a mixture of two nationalities She used to generate ideas of some activities that would introduce other students to different cultures/teaching them different languages like Chinese/Dutch

One of the students who graduated last year was a role model (Zahraa) was a representation of international mindedness because she is the one who initiated in planning for events that tackled IM/community service/MUN/ a club to raise awareness of IM and to be curious to learn (Cultural Club)

She has seen gradual development of all students. They have more international awareness than their more cultural awareness. Students are more exposed now to other concerns and issues; they are internally minded. In Gr. 3 one of the students had to write about France The impact of the curriculum the global mindedness and knowledge of other cultures

6. What are the challenges that might hinder education for international mindedness at your school?

1. Lack of support for such a topic like IM in order to go broader and wider for students to become internationally minded.

2. Developing teachers' IM and to provide them with the right PD programs, and also parents' engagement.

3. **Taboos don't do this as they are not culturally appropriate/ censorship/ limited to one resource in books or content**

## **Appendix (O)**

### **Sample of Focus Group Interviews' Transcript**

1. What do you see as an important social issue in the world today? What do you see as your role and responsibility in responding to this?

Segregation/ promote more social activities between boys and girls.  
Bullying/more about in school assemblies  
Education/clubs remind students of the importance of education  
Child obesity/teaching students how important it is to have a healthy lifestyle  
Arabic as a language of communication/clubs

2. What do you think an internationally minded person is like? What are the characteristics of this person that make you think he is internationally minded?

IM people (open mindedness – travelled a lot and learned about different cultures/ and how to respect these cultures)  
Open to learn about people from different cultures  
Have knowledge about different cultures around the world.  
Someone who feels that he belongs to the global community

3. What are the school initiatives that helped promote your international mindedness?

Yes, one of the examples is (Culture day in which everyone introduces something from their culture to students/International Day in which the classes decorate their doors as per country and had their passports and they moved around between countries/Clubs (Global awareness club-discuss issues that are taking place in the world e.g. human rights/black history) At school, people come from different backgrounds, this helped us to develop respect towards every culture. Activities and debate that allow each one to present his/her culture. English literature helped us to see things from different perspective.

4. Is becoming internationally minded usually a good thing or do you think there are disadvantages involved in it?

There are some disadvantages when interacting with multiple cultures, this might affect your own culture/when interacting with new cultures and go deeply into them might affect your own beliefs/brainwashed.

A person should be open to other cultures but without forgetting their own culture.

5. In terms of your own experience of international mindedness, how do you think it might be different if you attended a national school?

100% it would affect; we wouldn't be exposed to different cultures/it is never the same coming authentically from the culture itself, you wouldn't have the same mindset and openness/ the brain will be limited only to knowing specific cultures.

Technology and social media some people can talk badly about other cultures but when interacting with people from other cultures you get to know more about them/ we wouldn't be able to participate in many activities as we do now like MUN – when we go as delegates to represent a certain country, it helps us understand its culture and learn about it-it is more political (one of the boys think so).

6. What are the learning opportunities that the school provided you with to help you accomplish intercultural goals (e.g. theatre, arts, books, field trips, journals)?  
Trips to museums that shows different people who were engaged in doing things in other countries/MUN/clubs/newspaper or magazine of the school/in Arabic we learn more about other cultures/universities in Europe and to know more about the culture and how you might face when going there/donations to dig wells in Africa, donation to Lebanon after the explosion.
7. Do you think having a sense of your own culture influences a person's international mindedness? Why do you think so?  
It affects IM (adapt your own culture) we should be proud of who we are /when you know about your own culture you are able to educate other people/It could be in a negative effect, you might be less accepting to other cultures/people should have a strong sense of respect to their culture to be able to accept other cultures/ to know what is right and wrong.
8. Please provide me with examples of projects that you participated in for community service or global engagement.  
Sale to donate to people who breast cancer/Red Crescent donation/Lebanon/Green day in which students plant seeds to ensure the environment is doing well/GITEX an international community – it introduces the technology and you meet people from different countries/ In the curriculum we are taught three languages which helped us communicate with people globally/Tutor club in which student help each other
9. What do you think the role of technology in international mindedness and global education?  
  
Learning languages  
The ease of sharing something with the world  
Research centre at school  
Google earth
10. Are there specific practices or initiatives that you would like to participate in outside the school to become more internationally minded?

Expo 2021

Summer programmes that could be beneficial that is outside your country  
In Ramadan, to give food to people from different countries  
Football in which you interact with other cultures and learn more about them  
Workshops or activities that you can interact with people from other cultures  
Dubai Opera to watch performances from different countries

**Projects: Activity by MoH to learn how to do PCR**

**Project about the environment and global warming (Dubai Police Station)**

**French exam every year to encourage students to be open to learning languages**

**Recycling day**

**Plastic and cut them and make them pots for flowers**

**Elective that is called sustainability and development**