



## Global Perspectives through the Narratives of Ireland : An Evaluation

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The ISA Ireland virtual study abroad program was most recently evaluated during the fall 2021 term. In this evaluation, students completed the Global Perspectives Inventory (GPI) at the beginning (referred to as the pre-program survey) and again at the end (the post-program survey) of their virtual study abroad program. The GPI is a 32-item survey instrument that is intended to measure global perspective-taking (Braskamp et al., 2009). Engberg and Fox (2011) define global perspective-taking as “the acquisition of knowledge, attitudes, and skills important to intercultural communication, as well as the development of more complex epistemological processes, identities, and interpersonal relations” (86-87). The GPI measures global perspective-taking along three developmental domains: cognitive, intrapersonal, and interpersonal (Braskamp et al., 2014; Research Institute for Studies in Education, 2017). For measurement purposes, each domain is associated with two subscales, described in the following sections. These subscales consist of items that students rated along a Likert scale (1=strongly disagree, 5=strongly agree). The evaluation presented here uses data from a total of 82 students.

### Cognitive Domain

The cognitive domain of the GPI centers on a student’s “knowing and understanding of what is true and important to know,” focusing especially on the complexity of knowledge and the contribution of multiple perspectives to what counts as knowledge (Research Institute for Studies in Education, 2017, 8). The first subscale in this domain, cognitive knowing, assesses a student’s recognition of the importance of cultural context in determining what is important to know and value. An example item along this subscale is I consider different cultural perspectives when evaluating global problems. This subscale consists of seven items, with a minimum score of 7 and a maximum score of 35. The second subscale within the cognitive domain is cognitive knowledge. Cognitive knowledge is a student’s understanding and awareness of different cultures and their impact on the social world (Research Institute for Studies in Education, 2017). An example item along this subscale is I am informed of current issues that impact international relations. This subscale consists of five items, with a minimum score of 5 and a maximum score of 25.

Average pre- and post-program scores for the two cognitive domain subscales are displayed in Table 1. Students moved in a positive direction along both these subscales over the course of the ISA Ireland virtual study abroad program, however, the difference in pre-program and post-program scores is only significant at a standard level for cognitive knowledge.



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*Table 1: Average Scores for the GPI's Cognitive Domain Subscales*

	Pre-Program	Post-Program
Cognitive Knowing	27.96	28.84
Cognitive Knowledge <sup>1</sup>	18.83	21.16

<sup>1</sup>Pre- and post-test scores are significantly different from one another ( $p < .001$ ).

### Intrapersonal Domain

The intrapersonal domain of the GPI “focuses on becoming more aware of and integrating one’s personal values and self-identity into one’s personhood. It reflects one’s sense of self-direction and purpose in one’s life, becoming more self-aware of one’s strengths, values, and personal characteristics and sense of self, and viewing one’s development in terms of one’s self-identity” (Research Institute for Studies in Education, 2017, 9). The first subscale in this domain is intrapersonal identity, which assesses a student’s awareness and acceptance of their own identity and sense of purpose. An example item along this subscale is I have a definite purpose in my life. This subscale consists of six items, with a minimum score of 6 and a maximum score of 30. The second subscale in the intrapersonal domain is intrapersonal affect. This subscale explores respect for and acceptance of cultural differences, as well as emotional awareness. An example item along this scale is I am sensitive to those who are discriminated against. This subscale is comprised of five items, resulting in a minimum score of 5 and a maximum score of 25.

Average pre- and post-program scores for the two intrapersonal domain subscales for are displayed in Table 2. Students moved in a positive direction along both these subscales over the course of the ISA Ireland virtual study abroad program. This difference between pre-program and post-program scores is significant in the case of both subscales.

*Table 1: Average Scores for the GPI's Cognitive Domain Subscales*

	Pre-Program	Post-Program
Intrapersonal Identity <sup>2</sup>	23.52	24.94
Intrapersonal Affect <sup>2</sup>	20.17	21.33

<sup>2</sup>Pre- and post-test scores are significantly different from one another ( $p < .01$ ).



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## Interpersonal Domain

The GPI's interpersonal domain is defined as "one's willingness to interact with persons with different social norms and cultural backgrounds, acceptance of others, and being comfortable when relating to others. It includes being able to view others differently; and relating to others in terms of moving from dependency to independence to interdependence, which is considered as the most mature perspective in effectively living in a global society" (Research Institute for Studies in Education, 2017, 10). The first subscale within this domain is social responsibility, which assesses a student's interdependence and social concern for others. An example item on this subscale is I put the needs of others above my own personal wants. This subscale consists of five items, resulting in a minimum score of 5 and a maximum score of 25. The second subscale within the interpersonal domain is social interaction. Social interaction is defined within the context of global perspective-taking as engagement with those who are different and the use of cultural sensitivity in these interactions. An example item along this subscale is I frequently interact with people from a race/ethnic group different from my own. This subscale consists of four items, resulting in a minimum score of 4 and a maximum score of 20.

Average pre- and post-program scores for the two interpersonal domain subscales are displayed in Table 3. Students moved in a positive direction along both subscales over the course of the ISA Ireland virtual study abroad program; however, in neither case was this change in scores significant at a standard level.

*Table 3: Average Scores for the GPI's Interpersonal Domain Subscales*

	Pre-Program	Post-Program
Social Responsibility	17.38	18.04
Social Interaction	15.76	16.20

## References

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