Themes and Images that Transcend Cultural Differences in International Classrooms

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ABSTRACT

Educators of international students are frequently challenged to cope with a clashing diversity of cultures in a classroom setting. This is an issue of particular importance to colleges and universities in the United States enjoying the financial contributions of international students to educational coffers, while rapidly adapting to the globalizing forces in higher education. The problem this study will address is that teachers in international courses are often unable to accommodate a wide range of cultural variations among the diversity of international students. This study will consider a method to conduct more effective transcultural learning experiences in international higher educational settings. The question at hand is this: Are there certain themes and images that resonate across nationalities and cultures, which can be used to better construct an instructional framework for international education? If such tactics are identified and further developed, educators and students might benefit in a number of ways, including increased comfort levels and interaction in international educational settings. This study will employ mixed qualitative and quantitative methods to identify and analyze potential transculturally (culturally transcendent) resonant images and themes. International students will view and rate a series of video clips presented in the context of global business courses. If transcultural themes and images are identified through the study, the study findings may then be used to consider an instructional framework for more effective learning in international classroom settings, while also providing a possible foundation for international educator training and improved competitiveness in the global education marketplace.

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CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction

Educators of international students are frequently challenged to cope with a clashing diversity of cultures in a classroom setting. Likewise, international students entering a new culture may face alien circumstances "tantamount to knowing the words without knowing the music, or knowing the music without knowing the dance" (Adler, 2002, p. 99). The research question at hand is this: Are there certain themes and images that resonate across nationalities and cultures, which can be used to construct an instructional framework to ease the way for international students and educators? To that end, this study will examine international university students' reactions to various themes and images projected through video presentations, within international business courses. Data will be collected through a mix of qualitative and quantitative methods including observation, interviews, and a measurement instrument, with sufficient safeguards to ensure study reliability and validity. Following the data collection, the study will seek to identify and categorize any transcultural images and themes that may resonate across diverse national and cultural backgrounds, within a theoretical framework that may be applicable to enhanced learning in international classrooms.

The rapidly changing dynamic of education's form and function is requiring new structures and new skills in the administration and delivery of international higher education, in particular. Education is often hailed as a means for addressing and redressing many of the world's woes. As global economic developments may allow for advancements in educational inclusion, there exists an opportunity for higher education

institutions around the world to meet the demand of and competition for international students. This is an issue of particular importance to colleges and universities in the United States enjoying the financial contributions of international students to educational coffers as well as the greater economy (Rooney, 2003), while many U.S.-based traditional and online academic institutions are expanding their reach into the highly competitive global education arena (Pohl, 2003). To be successful in this outreach, institutions and instructors must be prepared to effectively deal with the demands of an international setting, where "the educational benefits of including international perspectives and traditions" are imperative (Rooney, 2003, p. 1).

Though the United States has seen a recent drop in the net numbers of international students attending American universities and colleges, a total of more than 720,000 international students for the academic year 2003/2004 still places the United States as a top choice for students studying outside of their home country, contributing some $13 billion annually to the U.S. economy (IIE, 2004). One of the common shortcomings of U.S.-based international education is that American instructors may often be unprepared for and unaccommodating of the diverse cultural variations and needs found among international students (e.g., Pinheiro, 2001). Though instructors cannot be expected to become experts on the diversity of world cultures, they may become better skilled at finding methods to adapt to the challenge in a way that—while acknowledging cultural variations—seeks to transcend them. Consideration of cultural influences in the globalizing environment of higher education, as well as the introduction of new communication technologies and their impact on the internationalization of classroom cultures, will be further explored in the Chapter 2 literature review.

This study will consider a method to conduct more effective transcultural learning experiences in international higher educational settings. If such tactics are further developed, international students could benefit in a number of ways, including an increased comfort level in a strange environment; improved bonding between students as they relate to each other on individual common ground; enhanced integration within the class by finding common group ground; improved course relevancy by seeking transcultural context for the materials; and improved application of resonant themes and images to better engage students' attention in the learning process. Finally, the study findings may be applied to instructional methods and curricula development administrators and educators might consider to improve learning opportunities for international students, and to be better prepared for the increasingly competitive globalized environment of higher education.

Problem Statement

The problem this study will address is that teachers in international courses are frequently not able to accommodate the wide range of cultural variations among a growing diversity of international students (e.g., ACE, 2002; Adam, 2003; Altbach, 2004b; Newman, Couturier, & Scurry, 2004; Pineiro, 2001). The failure of American universities to fully address international students' needs "has become cause for dissatisfaction and has impacted the academic experience of many international students" (Pineiro, 2001, p. 3). This shortcoming may be addressed in part by seeking out methods for educators to improve their interactions with international students whether in

traditional or online classrooms, so they might better "navigate the difficult terrain of cultural complexity" (Engberg & Green, 2002, p. 7)**.**

Nature of the Study

This study will employ mixed qualitative grounded theory and quantitative methods to identify and analyze potential transculturally (culturally transcendent) resonant images and themes. The study findings may then be used to prepare an instructional framework toward more effective learning in international classroom settings. The foundations of the study employ a qualitative grounded theory approach, seeking a theoretical context for researcher observations over four years teaching diverse groups of international students. For the quantitative element, a simple survey instrument will be applied to provide a measure of participant reactions to the presented themes and images within courses comprised of international students. The themes and images considered in the study were gleaned from international marketing video clips played in PowerPoint presentations during global marketing and advertising courses for international students, with student reactions measured through observation, informal interviews, and student assignments.

Study Questions

The primary research question in the study is what sorts of themes and images might create a positive transcultural resonance within an international classroom comprised of diverse nationalities and cultural backgrounds? A secondary question that follows the research is how might these culturally transcendent themes and images, if they exist, be applied to course design, both in traditional and online international

settings? The latter question will be addressed in the dissertation's Chapter 5 as consideration and application of findings. Key methodology questions will be further addressed in Chapter 3, including: How valid is the study sample? How suitable was the study environment for reliable data gathering? How qualified was the researcher to conduct this study? How are the potentially transcultural themes and images evidenced in an international classroom?

Purpose of the Study

The purpose of this study is to examine circumstances that may better empower international educators through the application of resonant themes and images in the classroom, to help improve common ground and positive interactions among students of diverse nationalities and cultures. Furthermore, the findings of the study may be useful in presentations to help prepare instructors to better meet the challenges and needs to be found in instructing international students.

Conceptual and Theoretical Framework

As detailed below, the framework governing the current study is based on a set of fundamental concepts and theories. These include, 1) Significant cultural variations exist and can be quantified, thus cultural similarities may also be measured (e.g., Hofstede, 1980; Hall, 1989; Trompenaars, 1998). 2) Certain themes and images may transcend cultural variations, such as demonstrated through universal symbols, metaphors, archetypes, and mythologies (Campbell, 1988; Jung, 1968; Lakoff & Johnson, 1980). 3) These themes and images may be effective in enhancing classroom resonance and effectiveness (Freire, 1993; Meskill & Swan, 1996; Meyer, 2002). And 4) These

transcultural themes and images may be better defined and assessed through qualitative and quantitative measures, as undertaken in the current study.

The study is based on the researcher's emergent conviction over several years teaching international university courses, that certain themes and images do indeed resonate across the wide diversity of cultural dimensions found among international students. The evidential roots of this conviction will be detailed in Chapter 3. Furthermore, it is assumed that by identifying and applying themes and images that may resonate across nationalities and cultures, instructors may be better able to prepare course materials that will enhance the learning experience as well as the personal and career development of international students.

This study is grounded in a conceptual premise that international cultural variations are profound and readily measurable. Consequently, cultural similarities may also be measured. Dutch anthropologist Geert Hofstede investigated various dimensions of culture in his original and definitive cultural study, demonstrating that cultural differences may be effectively measured by use of the survey process, producing a databank with answers to 117,000 survey questions. Subsequently, the research of Fernandez et al. (1997) expanded Hofstede's work with a quantitative examination of cultural differences in nine countries not originally included in Hofstede's study, collecting data from a sample of 7,201 respondents through surveys comprised of 5-point Lickert-type responses to questions measuring cultural variation. Although Hofstede's methodology incorporated key criteria of consistency of setting within a company culture, the aim of the study was to discover cultural variation between homogenous

groups, rather than find transcultural similarities between diverse groups—the opposite aim of the current study.

Other cultural observers have developed similar measurement tools for dissecting the mindset of a society. Hall (1989) defined various and often-cited cultural dimensions, including those of high and low context consideration of circumstances, monochronic versus polychronic perceptions of time, issues of personal space, and patterns of information flow. Trompenaars and Hampden-Turner (1998) provided an eight-dimensional algorithm for measuring cultures, with a continuum between poles of cultural characteristics. These studies demonstrate the validity of efforts to describe, quantify, and qualify cultural variations, as to be addressed in the current study. As with Hofstede's research, these studies were limited to identifying variations between cultures, rather than seeking a means to transcend those differences. However, they do provide a valuable insight into quantitative methods that may be applied to the current study, augmenting the qualitative observations with an objective quantitative measurement tool as detailed in the Chapter 3 description of the study methodology.

Among the more interesting and applicable works on culture—especially relating to issues in international education—are the writings of Paulo Freire. Freire's (1993) applied theory was actually quite simple: speak to the students using themes, images, symbols, and words that resonate. Freire proposed developing an educational curriculum that includes a group of themes that unites the educator and the educatee in a knowing process. The educator, through structured research, would need to learn the "peasants' manner of seeing the world," seeking out the themes and problems so ingrained in the peasants' way of living (Freire, 1973, p. 159). Freire (1993) attempted to identify the

resonant themes by a qualitative process of examining the students' lives, first considering some of the universal themes of life, then finding locally resonant themes through interview and observation. Freire (1973) observed the use of symbols in effective communications, where "in the relationship between communication and dialogue the Subjects engaged in dialogue express themselves through a system of linguistic signs" (p. 138). Freire found that for there to be a successful transference of meaning or learning, there should be a common frame of reference meaningful to both and all communicators.

Freire proved especially successful in adapting his teaching method and molding it into themes and images that resonated with his students—the impoverished and illiterate workers of Brazil's villages and cities (Elias & Merriam, 1995, p. 146). Although an excellent insight into the viability of effectively applied themes in the classroom, Freire's work was limited to a national sub-culture, rather than the international cultural diversity examined in the current study.

Other theorists have also specified themes and images that may resonate across differing cultures. For example, Jung (1968) identified certain archetypes that transcend cultural differences and may "reproduce themselves in any time or in any part of the world" (p. 58), such as the universal theme of a paradise or golden age. The universal resonance of certain themes and images may be found regardless of place and time, even when contributory factors such as transmission from ancestors or migratory cross fertilization may be ruled out (p. 58). The universal resonance to particular themes and symbols may reside in a collective consciousness—the "part of the psyche which retains and transmits the common psychological inheritance" of all humanity (p. 98). Jung

(1968) detailed a number of ancient symbolic images and myths that have survived to the current day through antiquity (p. 97). These archetypal themes include the *cosmogonic myth* (or the creation of the world and humanity), the symbolism of rebirth such as demonstrated in common rites of solstice, the hero in battle to rescue the distressed, sexual images of fertility, themes of shadows challenging the ego, symbols of transcendence and release, and so forth. While these themes and images may be universal, they may prove challenging to reduce to practical applications for achieving transcultural resonance in the classroom.

Campbell (1988), in a treatment on the power of mythologies, suggested as well various images and themes that may be universally resonant, as applied and passed on by storytellers and artists. Such mythologies may be considered expressions of penultimate truths—"penultimate because the ultimate cannot be put into words" (p. 206). These mythic images and themes may have been expressed by tribal cave dwellers under a flickering torch (p. 100), or by more contemporary conveyors of mythological re-enactments such as movie producers (p. 102).

Some of Campbell's (1988) identified ancient mythological themes include the mystery of death coinciding with the mystery of life, the relationship of humanity with the animal world, the motif of procuring food, the relationship of women to the outer world, the transformation of children into adults, the relationship of the individual to the group, and so on (pp. 104-105). Campbell described marriage as another culturally transcendent theme, as common mythologies reference a divided soul seeking union through the joining of man and wife (pp. 5-6). Several of these themes find a place in the current study as well, as some of the most resonant clips with international students

include themes of interpersonal relations between men and women, and images of interaction with animals.

Related research (e.g., Meskill & Swan, 1996; Meyer, 2002) has indicated that the effective use of such themes and images in the classroom may provide a common reference point and a rich method of cognitive resonance. Meyer (2002) found that meaningful learning can be assisted through the use of images when students find a cognitive engagement through a combination of *verbal* and *pictorial* processes. Verbal modes of instruction include words spoken through lecture and discussion, while pictorial modes employ the use of "static graphics (such as photographs, illustrations, figures, and charts) and dynamic graphics (such as animation and video)" (pp. 61-62). The multimedia application of themes and images may also provide a tool where students might discover and develop meaning, employing the graphic media in a student-centered experience that can encourage discourse and empower critical thinking (Meskill & Swan, 1996). While much of this research has been primarily directed at domestic students; the current study will expand the field of participants to the cultural diversity found in an international classroom.

The current study will also be grounded within the contextual relevance of a transforming academic environment, where higher education is significantly impacted by emerging forces of globalization and technological innovations. The conceptual foundation of applied cultural assessments, driving transformational forces, and the study's methodology of measuring possible transcultural resonance of themes and images will be further visited in the Chapter 2 literature review and the Chapter 3 explanation of research methods.

Operational Definitions

The aim of this study is to attempt a measure of which themes and images may create a positive resonance among international students—an upbeat and sympathetic vibration in the room. Some themes and images may create a negative resonance, or also a discordant dissonance disrupting the educational flow, or may simply incur an indifferent reaction. Within the study framework, this study relies on specifically applied terms, which—though grounded in common understanding—may be deployed with a novel application regarding the research method.

Resonance. The use of this term will borrow from the dictionary definitions relating to acoustics: An "intensification and prolongation of sound … produced by sympathetic vibration" (American Heritage Dictionary, 1991). Merriam-Webster (2005) refers to resonance as a "quality of evoking response." The term *resonance* in this study will denote an intense and prolonged common response evoked by a presented theme or image. A resonant response in the classroom may generate a commonly felt reaction or sympathetic vibration, intensified through the shared experience.

Dissonance. The use of this term will also resemble the dictionary definition relating to acoustics: "A harsh, disagreeable combination of sounds; discord" (American Heritage Dictionary, 1991). Merriam-Webster (2005) defines dissonance as a "lack of agreement." The term *dissonance* in this study will denote a disagreeable response by the students to a presented theme or image. A dissonant response may generate a discordant tension in the classroom, with expressed or unspoken antagonisms intensified through the conflicted experience.

Image. An image is a "reproduction or imitation of the form of a person or thing" (Merriam-Webster, 2005). For the purpose of this study, the presented images will be reproduction of forms through media consisting of video clips and still photographs projected through PowerPoint presentations. The image may be a realistic or abstract presentation of a person, place, or thing related to the marketing of a particular product or service.

Theme. A theme may be defined as a "subject or topic of discourse or of artistic representation" (Merriam-Webster, 2005). The term *theme* in this study will denote the unifying collective meaning of the represented images. For example, two people may be interacting with one another as part of an interpersonal relationship; an actor in a clip may be demonstrating the impact of a product on the human life cycle; or the promoter of a product may appeal to a consumer's sense of patriotism or nationalism. Within these examples, the topical themes of relationships, life cycles, and nationalism would be the measurement targets.

This study will seek out themes and images that may evoke a *positive resonance* in the international classroom. It is also possible to define a *negative resonance* (or students exhibiting a resonantly negative reaction to a theme), or a *positive dissonance* or a *negative dissonance* (or students with a net positive or negative though varied reaction), as well as an overall neutrality or indifference to the presented themes and images. The application of these terms to the research method will be further defined in Chapter 3.

Additionally, to help qualify the aspiration toward a transcultural level of interaction in the classroom, the researcher has developed a self-defined hierarchy of terms broadly describing ascending levels of cultural relations:

- *Monocultural:* cultures are segregated into their own homogeneous cultural group

- *Multicultural:* various cultures are gathered together in the same room

- *Crosscultural:* various gathered cultures are talking at one another

- *Intercultural:* various gathered cultures are communicating in understanding with one another

- *Transcultural:* various cultures have moved beyond their cultural variations into common ground, transcending the cultural differences

Assumptions, Delimitations, and Limitations

This study's framework includes a presentation of themes and images, by way of advertisements and television commercials viewed by participating international students during the regular presentation of materials in international advertising and marketing courses. A similar study might be conducted among international students relying on other thematic media such as art, music, or literature, although those media may provide a more limited variety of themes and images from which to select and measure within the constraints of classroom time. Though certain forms of images presented in the classroom (such as static paintings and photographs) may fail to operate transculturally and without regard for social contexts (Loizos, 2002, p. 96), a benefit of using commercials and other advertisements is that they provide a near-globally recognizable and familiar medium (Mueller, 1996, p. 10). Television commercials and most other forms of advertisement are efficient quantum packets of communication; demographically resonant and necessarily concise. They are commonly-accepted, practical expressions of relevant life situations and themes. However, though commercials may be a commonly recognized form of communication, it does not mean individual commercials' themes and images are

commonly interpreted across cultures. Indeed, there are numerous examples where a message resonant or appropriate in one cultural setting may prove disastrous if misapplied to another culture (Anholt, 2000, p. 17).

The images and themes referenced in this study necessarily derive from the creative mindsets and incentives of international marketing and advertising. The industry produces audience appeals covering in large part the panorama of human desires, needs, and emotions. Yet the presented images and themes are hardly representative of the great diversity of human experience in the potential realms of transcultural communications, especially in the loftier dimensions of psychology and intellect, heart and spirit. However, advertising is used in some way to promote almost every good or service consumed by almost every type of person on earth, so most fundamental human needs and aspirations are at some time likely to be addressed through the ubiquitous display of advertisements. The commercials and other advertisements used within this study were obtained through databases with vast collections of advertising messages gathered from around the world.

Groups of international students participating in the current year's courses will be in smaller classes than the prior years, following the 9/11 disaster where student visas to study in the United States have been more difficult to obtain, and some students have been more reluctant to study with US-based international programs. The average class size has dropped from more than 20 students to a class enrollment of 10 to 15 students, and some nationalities have especially curtailed attendance. However, the duration of the study has been expanded over several quarters to ensure a larger sample.

Furthermore, students attending the study's international program held at a California university typically represent some of the higher-income and more privileged classes of their home countries, for example, children of government officials, corporate officers, and land owners. Yet Hofstede (1997) indicated that the examined core cultural dimensions tend to be independent of localized social variation and stratification in such sub-groupings as religion, generation, gender, and social class (pp. 15-17). The higher social positions of the students also helps ensure they may well become key decision-makers in their home countries, underscoring the necessity for an effective and culturally enriching experience in their international studies.

There is also concern regarding research methodologies that involve more in-depth interview and survey processes, which may result in culturally skewed results based on a student's cultural proclivity to volunteer (or not) for such activity. To avoid this, the data collection process will consist of informal Q&A during regular class sessions, with the researcher relying on less intrusive observations of classroom dynamics, comments, room ambiance, and so on, as well as a simple and non-alienating measurement tool.

Finally, the theoretically transcultural images and themes visited in the study's global marketing and advertising courses are necessarily limited to those selected by message producers within the constraints and demands of the marketing industry, and the instructor's selection of these clips to illustrate industry practices. Other potentially transcultural themes and images may exist well beyond those that might be observed in the current study.

Social Significance of the Study

This study may serve to assess a method to enhance the educational experience of international students as they interact with other nationalities in the classroom. Through improved cross-cultural and transcultural interactions, international students could benefit in a number of ways, including an increased comfort level in a strange environment, where, as mentioned earlier, students may awkwardly feel as if they know "the music without knowing the dance" (Adler, 2002, p. 99). A foreign environment that provides a familiar ambience through transcultural themes and images may not only reduce the pangs of isolation, but also help improve bonding between students as they are able to better relate to each other through common ground on an individual basis, and as they also enhance their integration within the entire class by finding common group reference points (Taylor, Marienau, & Fiddler, 2000).

Furthermore, students may find an expanded content relevancy by way of a transcultural context for the course materials. Such an application of contextually resonant themes and images may serve to better engage students' attention in the learning process, as evidenced by the impressive learning results achieved by illiterate Brazilian farmers through Freire's (1993) use of resonant graphics in a "contextual reality" (p. 104).

Beyond the academic and programmatic benefits gained from enhanced interactions among international students and instructors, strained global relations call for more effective communications within other international settings. As described earlier, many of the international students are coming from rather privileged backgrounds, and may well assume leadership positions in their home countries. The international students

participating in well-designed transculturally educational programs may then progress to provide future cross-culturally skilled leadership in a conflicted global environment.

Summary

This chapter provided a general introduction to the dissertation proposal, including the research problem, the nature, purpose, and significance of the study. In short, the study will employ qualitative and quantitative methods to determine if there are themes and images that may resonate across international cultural differences, to help provide for a more engaging and enriching educational experience. In the chapters ahead, Chapter 2 will provide a review of literature supporting the study, and Chapter 3 will describe the research methodology. Within the two concluding chapters of the final dissertation, Chapter 4 will assess the research findings, and Chapter 5 will present conclusions and examine ways the findings may be applied to international course and curriculum development.

CHAPTER 2: LITERATURE REVIEW

Introduction

This chapter will provide a review of the literature topics including the need for educators in higher learning to serve a growing diversity of international cultures, the nature and needs of international students, the variety of cultural variation, and how those variations may be addressed and possibly transcended in traditional and new models of classroom settings. These topics help establish the need for the current study, provide a foundation of methodologies and findings regarding the measurement of cultural variation, and offer some guideposts toward the goal of achieving transcultural resonance in the international classroom. This chapter will also provide an overview of the methodology literature to be applied to the transcultural study in Chapter 3.

As further detailed below, an extensive review of the literature yielded some excellent classic and contemporary texts on matters and measurement of cultural variation, yet found very few journal references applicable to the current study of transculturally resonant themes and images in an international classroom. There may be good reason for the dearth of research in this area. For a study of this sort to be viable, there are three key criteria that may need to be met. First, a sample would need to be diverse enough in international composition to provide valid observations on cultural variations; yet homogenous enough in purpose to ensure consistency between sample groups and an overall replicability and applicability of results. Second, the presentation of images and themes in the studied content should be consistent and repetitious to elicit verifiable observations between groups. Furthermore, those presentations should

have some practical relevance to provide a continuous supply of participants in a

consistent setting. And third, the researcher should be competent to make global cultural

observations and assumptions over an extended period of time in the repetitious settings.

These conditions may be summed up as 1) sample diversity with context homogeneity, 2)

consistency of the studied content, and 3) researcher global competency. Chapter 3 will

provide a description of how this current study met those conditions. The review of the

literature will include consideration of how some prior studies may have met one or two

of the conditions, yet perhaps failed to achieve the convergence of all three conditions

necessary for a successful study of transcultural themes and images that may be

employed for more effective learning in international classrooms.

Literature Review Resources

The literature for this study was gathered from a number of sources including

research databases, international government and non-governmental organization reports,

and university collections of scholarly journals and related texts. Among the academic

databases relied on for the literature search:

- ERIC
- PsycINFOR
- Sociological Abstracts
- Business Source Premier
- MEDLINE
- Google Scholar

The database keyword searches were conducted with combinations of terms and

phrases including higher education, international, culture, cross-cultural, multicultural,

transcultural, and so forth. The research turned up several articles and texts addressing

cultural issues in education, yet very few studies offered any specifics on how cultural

variations might be bridged or transcended in the international classroom. Some of the best results on transcultural relations were not found in education related publications, but in business and nursing journals, where market and social pressures are most active and reactive toward effective cross-cultural relations. Perhaps the current study will help to fill the literature void in the education field.

Additionally, the commercials and other advertisements presented within the study were mostly gathered from online databases serving international advertising and marketing professionals. Those professional databases include adcritic.com and adforum.com.

<p align="center">The New Learning Environment</p>

The Demand for Cultural Awareness

Among the top priorities for American and other academic leaders around the world will be to meet the increasing local demand for higher education, as well as compete in the globally competitive marketplace for a greater share of international students (ACE, 2002). American institutions may find themselves at a disadvantage as "expanding needs, rising costs, and declining investments in international and foreign language training have led the United States to a dangerous shortfall of individuals with global competence"—a necessity not only for educational programs that appeal to international students, but to produce a knowledge of languages and cultures for a "sufficient and diverse pool of American students to meet the needs of government agencies, the private sector, and education itself" in a globalized environment (ACE, 2002, p. 7).

The American Council on Education has warned that the success of Americans involved in international endeavors including education and business will depend on the global competence of our people (ACE, 2002). "Global competence is a broad term the ranges from the in-depth knowledge required for interpreting information affecting national security, to the skills and understanding that foster improved relations with all regions of the world" (p. 7). Global competence is demonstrated by such abilities as proficiency in a foreign language, and the ability to function effectively when relating to other cultural environments and value systems (p. 7). Undeveloped global competency is a shortcoming analysts have found in many American students and institutions. Though Americans may be well grounded in the principles of free-markets and the dynamics of international competition, if American academic leaders and students are not prepared to improve their understanding of other cultures and develop the "skills to live in a global economy, they are going to have a hard time" (Adam, 2003, p. 4).

The growing numbers of worldwide learners seeking opportunities to advance through higher education, and attracted to the appeal of a U.S. degree in the international marketplace, has American institutions eager to capture a portion of the "ever-increasing global audience" (Oblinger, Barone, & Hawkins, 2001, p. 11). Higher education analysts such as Georgetown University's Martin Irvine (2003) have said this global demand matched with the enormous disparities in supply provide an "unprecedented market opportunity for educational services," along with a "huge social and economic challenge for developed nations hoping to spread the benefits of globalization to the poor countries and expand the global marketplace":

> Most people continue to see education as the only hope to forestall
> impending worldwide catastrophes and cultural misunderstanding and

economic disparity. The need to exchange knowledge and learning across
borders, cultures, and languages is felt more urgently than ever. (Irvine,
2003, p. 104)

The numbers demonstrate a precipitous worldwide climb in higher education

enrollments. From 1950 to 1997, global postsecondary education enrollments increased

from 6.5 million in 1950 to 88.2 million in 1997, and are forecasted to reach 160 million

by 2025 (Irvine, 2003). "In short, the global education marketplace represents an

extraordinary opportunity" (p. 69).

Though the United States has seen a recent drop in the net numbers of

international students attending American universities and colleges, a total of more than

720,000 international students for the academic year 2003/2004 still places the United

States as a top choice for students studying outside of their home country, contributing

some $13 billion annually to the U.S. economy (IIE, 2004). In spite of this strong

international interest in American academic institutions, those institutions offering

education to other nations may frequently be insensitive to the characteristics of a local

culture and the students' particular needs (Newman, Couturier, & Scurry, 2004). Some

analysts are criticizing that universities may offer abroad lower quality programs than are

found on the home campus, and that the program content does not focus on local

concerns, while the primary use of English as the language of instruction raises further

questions "about cultural imperialism and homogenization. Developing countries would

surely be ill-served if universities from the outside replaced local universities rather than

supplemented them" (p. 28).

While the United States may dominate the rest of the world in attracting

international students, it has often failed to offer in return much interest in the rest of the

world. The United States withdrew from UNESCO in 1984, depriving scientific

communities and higher educators of "important opportunities to participate in potentially

beneficial cultural, scientific, and educational reforms" (ACE, 2002, p. 20). Inexplicably,

state governments which have traditionally been responsible for developing American

higher education policy, have frequently been "uninterested in and even hostile to

international students, despite the fact that those students bring significant amounts of

money into local economies and provide needed help as low-paid teaching and research

assistance in public universities" (Altbach, 2004b, p. 11).

Another counter-juxtaposition of circumstance is that the demand for international

education is so high while at the same time teachers skilled with global competence are

so few (ACE, 2002). Universities and colleges lack sufficient foreign language and

international studies faculty—especially in less common languages and nations—and

faculty in professional disciplines such as "business, public health, law, and the

environment, need greater international expertise. Lack of priority, rising costs, and

dwindling funds from all sources have eroded higher education's capacity to produce the

numbers and variety of experts needed" (p. 12).

> Global transformations has made it imperative that the United States have
> citizens with a broad set of international skills and crosscultural
> understanding, and far more international experts on a greater variety of world
> regions and issues. Meeting these needs will take a generation of education
> and reform. The federal government must act now. (ACE, 2002, p. 23)

Global Technologies Link Diverse Cultures

Large numbers of potential international students are precluded from studies in

the United States due to travel, financial, and national barriers. Education analysts

forecast that the worldwide market for education could reach as high as $2 trillion in

revenues with the growth of for-profit education, along with universities opening transnational satellite campuses, and education content providers tapping communication technologies for opportunities in international *e-learning* (online and other interactive forms of higher education). This provides an opportunity for internationally and cross-culturally responsive e-learning organizations, through global outreach and agreements in opening markets (Irvine, 2000, p. 70).

Technological innovations applied to education are coming so fast that scholars are unable to keep up with the developments in books and reports, and only the daily updated output of journalists can keep up with it all (Trow, 2001). With the rapid hardware and software breakthroughs, before long newer information technology will provide human interaction in a high-definition and three-dimensional telepresence, allowing for distance education to seem comparable to a face-to-face experience (Duderstadt, 2000). Already the current experience with the asynchronous distance learning process can be just as effective as the classroom experience, in terms of learning and costs, and in some technical ways may already be superior to regular courses (Bok, 2003). Majorities of academic leaders are expressing a belief that online education on the whole may prove equal or superior to face-to-face instruction, and will become even more so in the near years ahead (Allen & Seaman, 2003).

Several countries, such as India and South Africa, are already heavy importers of distance learning programs through top exporting countries including the United States, Australia, and the United Kingdom; while other more developed countries are advancing their own distance learning technologies and programs (Eaton, 2002). Distance education and training will also likely play an important role in expanding

access to educational opportunities throughout Central and Eastern Europe, provided there is sufficient funding and regional collaboration to develop the necessary communication infrastructure (Moore & Tait, 2002, p. 54).

The World Bank (2002) found it a favorable development as new types of tertiary institutions take advantage of new education delivery opportunities provided by evolving technologies, but warned however that the dangers of digital divides within and between nations could counter the benefits. Most of the academic databases on the Internet are dominated by major universities in the northern countries, with content largely in English, which affects access and usage from other countries, particularly the poorer southern nations (Altbach, 2004c). "Academic institutions and countries unable to pay for access to these information sources find it difficult to participate fully in the networks," a problem compounded by copyright and ownership restrictions that further limit access (p. 15). The transnational initiatives in higher education typically involve a south-to-north dynamic, "almost without exception dominated by the partner institution in the north – in terms of curriculum, orientation, and sometimes the teaching staff" (Altbach, 2004b, p. 8). Typically, the language of instruction is in English, even if that is not the language of the instructed country, and there is "often little effort to adapt offshore programs to the needs or traditions of the country in which the programs are offered – they are simply exported impact" (p. 8).

The transforming capabilities of technology are empowering the rise of global universities, which are able to transcend national borders and draw together a wide range of student diversity in a virtual classroom setting (Levine, 2003). "The most successful institutions will be those that can respond the quickest and offer a high-quality education

to an international student body" (p. 19). This dynamic could be further enhanced by a "dramatic expansion in international student numbers as English becomes the world language and U.S. higher education remains the global postsecondary leader" (p. 17).

Educators succeeding within this environment of globally dispersed students will need adept adaptability to diverse demographics and learning styles, as well as profound cultural differences. This becomes especially problematic as the new technologies allow instructors to be ever more removed from the geographical and cultural settings of their students. Bruffee (2002) proposed that at the core of bridging cultural differences, resides the ability of "teaching the craft of mutual dependence and civil compatibility among diverse cultural communities," and requires people becoming more aware that "many of the cultural assumptions and practices of their peers … are deeply similar to their own and serve similar social, political, emotional, and spiritual ends" (p. 13). As the participation of diverse cultures may be especially pronounced within global distance learning programs, the program developers and educators should be especially sensitive to the range of cultural diversity within a class (Conceico, 2002).

Theories of Cultural Variation

The purpose of this current study is not to study cultural variations, but to seek resonant reactions to themes and images in an international setting, whatever cultural variations there might be. However, it is useful to have a better idea of what cultural differences the study may seek to transcend.

Cultural variations can range from different "ways of knowing" (Berrell, Gloet, & Wright, 2002), to clashes in managerial styles between Western and Asian joint-venture

executives (Elashmawi, 1998), to diametric and seemingly irreconcilable opposition in

fundamental ethical values (Singhapadki, Rawwas, Marta, & Ahmed, 1999). These

cultural conflicts have impeded globalization, international business partnerships, transfer

of economic and social ideologies, and other critical areas of interrelations, even when all

parties have a common aim of effective development in cross-cultural relations. The

cultural differences may also likely disrupt cohesion in an international classroom.

Though each of these studies mentioned here and ahead may provide reliable and valid

examinations of cultural variations and consequent problems in international settings,

they do not effectively consider methods for addressing cultural clashes in ways that—

while allowing for the differences—may serve to transcend them. This shortcoming in

the literature will be further considered below.

Some students of international relations may find assessing and assigning cultural

dimensions as a demeaning, stereotypical reduction of the rich complexities in human

diversity. However, such a negative dynamic should not necessarily be the case. Adler

(2002) observed that while it may be unethical to label people from certain ethnic groups

as *bad*, "grouping individuals into categories is neither good nor bad—it simply reduces

complexity to manageable proportions" (p. 83).

> Negative views of stereotyping simply cloud our ability to understand
> people's actual behavior and impair our awareness of our own stereotypes.
> Everyone stereotypes. Rather than pretending not to stereotype, effective
> global managers therefore need to become aware of their cultural stereotypes
> and learn to set them aside when faced with contradictory evidence. (p. 83)

Students of international relations may also have a problem separating their own

belief system when interacting with people from entirely different foundations (Adler,

2002; Calloway-Thomas, Cooper, & Blake, 1999). This may especially be the case

between national cultures with extreme differences in regards to human relations and individual rights. Quite often it is not until travelers leave their own national culture behind that they begin to appreciate how profound and deeply rooted a cultural heritage might be (Adler, 2002). "In interacting with foreigners, we learn to recognize and value our fundamental humanity—our cultural similarities and dissimilarities" (p. 35). The cultural upbringing and identity we each carry bore deep into our attitudes and thought processes. Some have compared it to a fish swimming in water; the surrounding medium so encompasses the creature, it is unaware of the water as such, but simply perceives it as an all-embracing and inseparable reality (at least until the poor thing is hooked into the open air, and, with an overwhelming infusion of oxygen, the hapless fish might have a short but illuminating glimpse of alternate dimensions—a sort of culture shock).

Hofstede (1997) refers to culture as "software of the mind," a computer-era appropriate axiom that designates the diverse selection of loaded programming each of us runs upon our not-too-dissimilar biological hardware: "Every person carries within him or herself patterns of thinking, feeling, and potential acting which were learned throughout their lifetime. Much of it has been acquired in early childhood, because at that time a person is most susceptible to learning and assimilating" (pp. 4-5). Theorists perhaps need to rethink Hofstede's computer-age cultural metaphor as our understanding of computer function becomes more sophisticated. We may come to see social, political, and economic systems as an assortment of societal software, which can be readily upgraded, purged, and over-written. Culture instead may be considered the operating system, the very operational foundation upon which the software is run. We

might have the best software program, but if it is not compatible with the native operating system, it just will not work.

In his original study, Hofstede (1980) classified dimensions of work-related value differences in 40 subject countries. The classifications may well be applied to cultural dimensions of the educational setting, including: Power Distance (or the extent to which individuals at lower levels accept their lack of autonomy and authority); Individualism (or the relative importance of self and immediate family versus the collective social grouping); Masculinity (or the extent to which traditionally "male" goals of wealth and recognition are acknowledged); and Uncertainty Avoidance (or the extent to which risk and ambiguity are acceptable). Hofstede later added a fifth dimension: Long-term Orientation (fostering virtues oriented towards future rewards), which interjected a growing understanding of Asian culture, specifically Confucian influence.

Hofstede (1984) surveyed employees of the pseudonymic "HERMES" corporation (IBM) in 66 counties from 1967-73, producing a databank with answers to 117,000 survey questions. As his subjects worked within a single company culture of a multinational corporation, he deduced that the various differences between workers in different countries were due to their national cultures. Hofstede's exhaustive treatment of the research data included frequency distributions, correlations, and factor analyses of data across individuals; analysis of variance using country, occupation, sex, and age as criteria; and ecological correlations and factor analyses. To ensure stability of the data, these analyses were limited to 40 countries (p. 39). In order to test the relative contribution to the variance in the data of the four criterion variables of country,

occupation, sex, and age, Hofstede performed a variance analysis (ANOVA) on a subsample of the data covering a wide range of respondents on all four criteria.

Although Hofstede's methodology incorporated key criteria of consistency of setting within the company culture, augmented with Hofstede's qualified global competency, the aim of the study was to discover cultural variation between homogenous groups, rather than find transcultural similarities between diverse groups—the opposite aim of the current study. Furthermore, in spite of the precision and scope of Hofstede's research, his methodology has been called into question, such as misdefinition of cultural indicators, significant cross-loadings of measurement factors, and aggregate analysis of data reducing power of subsequent analyses (Fernandez, Carlson, Setpina, & Nicholson, 1997, pp. 2-3).

Hofstede's influential work has been revisited and updated for the times. For example, Adler (2002), while incorporating Hofstede's findings and categories, modified the *masculinity* dimension with a rephrased continuum measuring cultural orientations toward *career success* and *quality of life* (p. 61). Furthermore, the research of Fernandez et al. (1997) expanded Hofstede's cultural dimensions to countries including Russia and China, which were not included in Hofstede's original work and methodology (IBM had no factories in those countries at the time—a target group of Hofstede's research). The Fernandez et al. study was a quantitative examination of cultural differences in nine countries conducted by a multinational team, collecting data in 1989 and 1990 from a sample of 7,201 respondents through surveys comprised of 5-point Lickert-type responses to questions measuring cultural variation. Respondents were business professionals and advanced business students: 1,819 respondents were from the United

States, 836 respondents were German, 285 respondents were Japanese, 748 respondents were from the former Yugoslavia, 982 respondents were from the People's Republic of China, 1,236 respondents were Russian, 879 respondents were Venezuelan, 111 respondents were Mexican, and 305 respondents were Chilean. Augmenting and adjusting Hofstede's results, the newer study demonstrates a marked similarity between Russia and China on all the selected cultural dimensions, including the highest levels of *power distance* and *uncertainty avoidance* (pp. 5-8). The United States now ranked higher in *uncertainty avoidance,* and Japan came in lower than in the original study. The United States continued to rank number one in *individualism*, while Russia topped out the scale in the realm of *collectivism*. China scored the highest on the dimension of *masculine* countries, with Russia also scoring above the mean. Germany now resided below the mean as *feminine* in the current study, a shift from the masculinity of Hofstede's study. Though the Fernandez et al. study provided another useful measurement of cultural variations and a testament to the enduring value of Hofstede's fundamental methodologies, the study also sought—as did Hofstede's and other referenced studies—to identify cultural variation between homogenous groups, rather than the opposite aim of the current study: to find transcultural similarities between diverse groups.

Numerous other theorists have set forth various models measuring cultural differences in societies around the world. For example, Ackoff (1999) echoed Hofstede, when he concluded that "culture is to society what personality is to the individual" (p. 239), along with the observation that identified personality types may also serve as cultural types. Ackoff used a personality-type model to measure the respective

personalities of selected nations. Among Ackoff's four basic personality types: 1)

Subjective-Internalizers (SIs), who characteristically respond to internal stimuli by

changing themselves; 2*) Subjective-Externalizers* (SEs), who characteristically respond to

internal stimuli by changing their environments; 3) *Objective-Internalizers* (OIs), who

characteristically respond to external stimuli by changing themselves; and 4) *Objective-

Externalizers* (OEs), who characteristically respond to external stimuli by changing their

environments (p. 224). This model allowed for the assignment of personality types to

national cultures, for example the United States as an *SE* personality-type nation, the

USSR as an *OE* nation, France as an *SI* nation, and the United Kingdom as an *OI* nation.

These national personality types may result in problems between nations when

interacting in conflicting personality modes, such as the difficulties between the SE-type

United States and the OE-type USSR over arms control during the Cold War (p. 241).

Though this study is again useful for defining cultural differences between nations, it

differed from the aim of the current study in seeking means to transcend those cultural

variations in a common setting such as the international classroom.

Harrison (2000) detailed a ten-step outline in how various cultural characteristics

can influence how societies progress and/or remain static, depending upon their attitudes

toward time, work, frugality, education, merit, community, ethics, justice, authority, and

secularism (pp. 299-300). Of these ten dimensions, at least two of them correlate with

Hofstede (1980) as he defined which cultural dimensions play a larger role in

socioeconomic development: *time orientation* and *community*. Hofstede divided these

two dimensions into terms of *uncertainty avoidance* and *individualism*. Here, Harrison

observed that progressive cultures are more focused on the future (with its degree of

uncertainty); while static cultures tend to dwell in the past or the present (a more certain

timeframe). Even more interesting is the way Harrison interpreted the role of *community*:

in progressive cultures, the bounds of interests extend beyond the family to the larger

society; while in static cultures, the family is the narrow focus of trust and identity. In

contrast, Hofstede (1997) determined a *collectivist* culture is at an economic disadvantage

to more *individualist* cultures, with individualism as a trait more prominent in fast-

developing societies (p. 77).

Other cultural observers have developed similar measurement tools for dissecting

the mindset of a society. For example, Trompenaars and Hampden-Turner (1998)

provided an eight-dimensional algorithm for measuring cultures, with a continuum

between poles of cultural characteristics that may influence socioeconomic development

(pp. 8-11):

- Relationships with people
- Universalism versus particularism
- Individualism versus communitarianism
- Neutral versus emotional
- Specific versus diffuse
- Achievement versus ascription
- Attitudes to time
- Attitudes to environment

Again, two of these dimensions (*individualism* versus *communitarianism* and

attitudes to time) correlate to two of the Hofstede dimensions key to social interrelations,

individualism and *uncertainty avoidance*. The first correlation of dimensions uses the

identical term of *individualism*; the second correlation between *uncertainty avoidance*

and *attitude to time* could measure, among other attributes, a culture's preference for

present and near-term future sureties, or a greater comfort with longer-term uncertainty.

There can be an understandable apprehension to apply such sweeping characterizations to an entire population within a culture, which may account for some of the dearth of materials addressing cultural dimensions within theories of adult education. While each culture may contain individuals with diverse positions on a cultural dimension continuum, Trompenaars and Hampden-Turner (1998) observed that it is the distribution around an average that can be used to define general cultural characteristics (p. 25). They also used an underwater metaphor reminiscent of our earlier water-world fish, in that most of a culture lies "beneath awareness in the sense that no one bothers to verbalize it, yet it forms the roots of action," much like an iceberg with its largest part beneath the sea (p. 24).

Trompenaars and Hampden-Turner (1998) offered a mixed-method treatise; an appealing combination of qualitative assessment interspersed with scholarly references. The authors describe differences in cultural orientation based on their 15 years of academic and field research, and most of the case studies and anecdotes provided throughout the book are recollections of examples gathered "in the course of more than 1000 cross-cultural training programs" given in more than 20 countries (p. 1). Though the text provides a valuable collection of qualitative impressions, the authors' findings may have been better served with additional quantitative measures, such as applied to the current study.

The various cultural dimensions may play out in various and challenging ways when intermixed in an international education setting (Calloway-Thomas, Cooper, & Blake, 1999). One of the most evident dimensions to the instructor could be the individualist/collective differences between students, where collectivist students may be

reluctant to speak up in class or challenge an instructor, while individualistic students will be more likely to engage in classroom conflicts without fear of *losing face* (pp. 195-196). Furthermore, a key factor in how instructors might effectively interact with their students is the power distance dimension. An instructor may need to vary the interaction styles between culturally varied students in an international course, depending on the student's cultural preference for a power-distanced and teacher-centered classroom, or a more egalitarian setting where students prefer self discovery and problem solving. In a learner-centered approach within small power distance societies, teachers may encourage students to initiate classroom discussions, develop their own learning paths, and even challenge and contradict the teacher (p. 196).

Educators may also need to adjust their style of interaction with students from high uncertainty avoidance cultures. This may be especially critical in the way instructors present new information, phrase discussion questions, or assign tasks, and whether students are more comfortable in highly structured learning situations, or if they would prefer a looser and more informal environment (p. 197).

Finally, effective instructors of international and culturally-diverse students might give consideration to the feminine or masculine aspects of a student's culture. This may influence the grading structure or other forms of feedback students will seek and accept in relation to their course performance.

> In feminine societies, teachers avoid openly praising students because academic achievement is less important than successful interpersonal relationships, and cooperation among students is fostered. ... In masculine societies, teachers openly praise good students because academic achievement is highly regarded and competition is fostered. (1999, Calloway-Thomas, Cooper, & Blake, p. 198)

Transcultural Learning

Given the wide and disparate range of cultural variations and the polar demands

they might place on an instructor in managing an international classroom, the challenge

to find common ground and tactics among international students may seem daunting

indeed. However some earlier studies have suggested the way. Adler (2002) advised that

"with care, we can avoid our ethnocentric default options. We can learn to see,

understand, and transcend our cultural conditioning" (p. 99).

> When working in other cultures, we can emphasize description rather
> than interpretation or evaluation, and thus minimize self-fulfilling
> stereotypes and premature judgments. We can recognize and use our
> initial stereotypes as guides rather than rejecting them as unsophisticated
> simplifications. Effective cross-cultural communication presupposes the
> interplay of alternative realities. It rejects the actual or potential
> domination of one reality over another." (Adler, 2002, p. 99)

If one is to contrast the development of children individually with the evolution of

the species (in a similar vein to Haeckel's observation that ontogeny recapitulates

phylogeny), it may be argued that signs and symbols, evolving into words, are the earliest

forms of transmitting knowledge from one developing intelligence to another, both as

individuals and as a species. Vygotsky (1978) proposed that the exchange of commonly

understood signs, symbols, and words serve "first and foremost as a means of social

contact with other people" (p. 28). The use of symbols and symbolic actions in intelligent

communication and learning may be as simple as tying a knot for a memory aid; or an

elementary pointing, which may have evolved from a lower-intelligence reaching for an

object, into a higher-intelligence cognitive abstraction of indicating with a pointed finger.

These acts of pointing or tying knots, or other such *reconstructive processes* in a human's

development, are "the creation and use of a number of artificial stimuli. These play an

auxiliary role that permits human beings to master their own behavior, at first by external means and later by more complex inner operations" (p. 73).

Freire (1973) also observed the use of symbols in effective communications, where "in the relationship between communication and dialogue the Subjects engaged in dialogue express themselves through a system of linguistic signs" (p. 138). For there to be a successful transference of meaning or learning, there should be a common frame of reference meaningful to both and all communicators. The human animal has been empowered to elevate the use of gestures, symbols, and signs through the power of spoken language, again evolving within the species and the individual as intellectual abilities unfolded. The spoken word itself became the powerful arbitrator of exchanged meaning. It is through the word that we are empowered to transfer learning and indeed transform one another on a global scale by way of communication with new technologies. Still any word is hollow without a resonant substance of meaning. The importance of Vygotsky and Freire's insights into the use of symbols, signs, words, and meaning becomes all the more clear when considering the purposes of intellectual resonance in human education.

Freire's (1993) applied theory was actually quite simple: speak to the students using themes, images, symbols, and words that resonate. Freire accused educators—as well as politicians—of often failing to communicate understandably with the peasant class "because their language is not attuned to the concrete situation of the people they address. Accordingly, their talk is just alienated and alienating rhetoric" (p. 96).

To bridge this communication schism, Freire proposed developing an educational curriculum that includes a group of themes that unites the educator and the educatee in a

knowing process. The educator, through structured research, would need to learn the

"peasants' manner of seeing the world," which contains the themes and problems so

ingrained in the peasants' way of living (Freire, 1973, p. 159). These themes in turn

generate other themes (Freire referred to them as *generative themes*), in an ongoing

process of identifying ever more resonant ways of communicating well. "If one offers the

peasants their own theme, so that in the act of knowing they can dialogue on it with the

educator … it is apprehended in its relationship with other related themes through the

transformation undergone by the perception of reality" (p. 159).

Freire (1993) attempted to identify the generative themes by working through

concentric circles of examining the students' lives, moving from the general to the

particular, such as first considering some of the universal themes of life, then finding

locally resonant themes. One such universal theme proposed by Freire was the

"fundamental theme of our epoch … that of *domination*—which implies its opposite, the

theme of *liberation*, as the objective to be achieved" (p. 103).

> It is this tormenting theme which gives our epoch the anthropological
> character mentioned earlier. In order to achieve humanization, which
> presupposes the elimination of dehumanizing oppression, it is absolutely
> necessary to surmount the limit-situations in which people are reduced to
> things. (Freire, 1993, p. 103)

To find a localized relevance for an identified theme, Freire proposed to present it

as a posed problem in a way relevant to the "significant dimensions of an individual's

contextual reality, the analysis of which will make it possible for him to recognize the

interaction of the various components" (Freire, 1993, p. 104). Once resonant themes have

been identified and codified, those themes may be represented not only through words,

but also graphically through photographs, drawings or posters. Freire warned educators to

keep in mind that a graphic is simply a tool representing a theme, and should not be treated as more than that (for example as an icon, or as an object of study in itself)—it is "merely, however, a point of reference. A visual point of reference is just that and no more" (p. 164).

Freire proved especially successful in adapting his teaching method and molding it into themes and images that resonated with his target students, in this case the impoverished and illiterate workers of Brazil's villages and cities. In fact, so successful were Freire's techniques, that within just 45 days, three hundred workers in the city of Angicos had learned to read and write (Elias & Merriam, 1995, p. 146). Although Freire provided insights into one the most important criteria undertaken in the current study—a consistency in the presentation of resonant themes and images—his research falls short in two of the other key criteria addressed in the research of transcultural applicability: multinational diversity in the sample, and a global perspective of the researcher.

In relation to a resonant spirit that may be achieved in the classroom, Goleman (1995) considered that certain emotions might be contagious between students, "a part of a tacit exchange that happens in every encounter. We transmit and catch moods from each other in what amounts to a subterranean economy of the psyche in which some encounters are toxic, some nourishing" (p. 115). These emotional exchanges may occur in imperceptible ways, but nonetheless have profound impact on our outlook and attitudes. "The way a salesperson says thank you can leave us feeling ignored, resented, or genuinely welcomed and appreciated. We catch feelings from one another as though they were some kind of social virus" (p. 115). Certain transcultural themes and images,

such as babies or personal relationships, may engender a shared emotional response, contagious in the classroom.

Among the developmental intentions both instructors and learners may employ is an andragogical focus on common experience—the experiences that both educator and educatee bring to their respective desks. This focus on experience includes "attending to experience, interpreting experience, relying on experience, using experience as a point of reference, and creating references" (Taylor, Marienau, & Fiddler, 2000, p. 43). These experiences also allow learners to engage in *reflection* and c*onstruct meaning*, both essential aspects of effective adult learning. Lakoff and Johnson (1980) also considered common experiences and reference points within cultures, exhibited in the use of metaphors. These metaphorical references may be demonstrated through conceptual constructions such as "argument is war," evidenced in such adages as "your claims are *indefensible*" or "he *attacked every weak point* in my argument" (p. 4). These common reference points may be confounded, however, when sub-themes intrude upon or obscure other aspects of an applied metaphor. For example, the metaphorical concept that "time is money" may be contained within the metaphor of "argument is war," because the participants warring through argument are also sharing their time with one another in a valuable and even cooperative exchange of discourse (p. 10). This is further complicated in international settings where metaphorical references and meaning may vary between cultures (p. 19).

Along with searching out ways to bridge cultural differences through common experience, educators may also seek ways to transcend those differences, where shared commonalities between students may help render cultural differences as a secondary

concern, as Freire sought to find themes that resonant within a cultural niche. The core of the solution to organizational and societal adaptation to cross-cultural macrosystems, Bruffee (2002) proposed, is in "teaching the craft of mutual dependence and civil compatibility among diverse cultural communities," and by people becoming more aware that "many of the cultural assumptions and practices of their peers … are deeply similar to their own and serve similar social, political, emotional, and spiritual ends" (p. 13). Bruffee suggested three principles that might help achieve a more culturally harmonious end: 1) Recognize that "most cultural communities are nearly identical in many of the most rudimentary elements of social structure, needs, and desires." 2) Further recognize that "culturally diverse communities nested together in heterogeneous societies do share solid common ground." And 3) Find that "taking the common ground requires learning the intricacies and tact of re-negotiating membership on one's own cultures and of finding new occasions to negotiate across the boundaries that divide cultural communities" (pp. 14-15).

Coinciding with resonant themes, there are certain universal characteristics that educators and students may develop to assist in assuaging cultural differences. Jongewaard (2001) identified six citizenship characteristics of *transcultural universalism*: cross-cultural adaptability, geographical global awareness, contextual global awareness, empathetic activism, shared values, and trans-cultural awareness. "Effective global citizens will have a working knowledge of these categories … Further, teachers trained in these areas will have the knowledge and skills to teach their own students about the universals that unite us all, despite our many differences" (p. 6). A drive toward such transcultural competence might be approached in three developmental stages: an

intracultural "*I* stage," or "cultural understanding in personal and micro-cultural-terms";

an intercultural "*we* stage," or "cultural comparisons in local and macrocultural terms";

and a transcultural "everybody stage" where "notions of cultural relativism and

interdependence develop, along with membership in the human family and world

citizenship (p. 6).

Well-intentioned educators should beware a difference, however, between

achieving a transcultural environment, as opposed to imposing a particular worldview on

the international classmates. Freire (1993) warned against a form of cultural invasion,

where misguided educators may "penetrate the cultural context of another group, in

disrespect of the latter's potentialities; they impose their own view of the world upon those

they invade and inhibit the creativity of the invaded by curbing their expression" (p. 152).

There a number of ways instructors of international students may develop

appropriate skills to employ appropriate transcultural contexts for learning. As one such

example, Klapan (2001) observed that the educational needs and abilities of all adults

might be regarded as both human and societal, motivating and encouraging individual

development in accordance with the greater social and even global needs. Further,

Calloway-Thomas et al. (1999, p. 246) proposed ten fundamental rules for achieving

intercultural effectiveness:

1. Give people the benefit of the perceptual doubt.
2. Minimize confrontations.
3. Ask for clarification.
4. Use "I" instead of "you" to deflect blame.
5. Try to look at people as individuals rather than as members of ethnic groups.
6. Seek common ground.
7. Be flexible in selecting words and actions.
8. Learn how to distinguish between "because" and "in spite of" reactions.
9. Recognize the fact that people communicate differently.
10. Develop empathy.

Researchers have determined that American institutions—among the primary providers of distance learning—may do more to address the particular needs of international students (e.g., Pineiro, 2001; Udoh, 2000; Macia, 1999). Pineiro (2001) proposed that "international students' academic needs as learners may have been overlooked by American universities. This has become cause for dissatisfaction and has impacted the academic experience of many international students" (p. 3). International students may achieve more learning success through an enhanced experience of engagement and connectedness. "Positive participation was described as experiences where learners and teachers were actively engaged as co-learners and co-decision makers in the teaching-learning process … the readings and the discussions in the classroom were relevant to the needs and interests of the learners and took into consideration the learners' previous knowledge and professional experience" (p. 6).

Udoh (2000) based a quantitative dissertation on the premise that foreign students frequently encounter problems adjusting to new social environments while attending institutions of higher education. The purpose of this study was to describe the level of social difficulty experienced by foreign students from different regions of the world while studying in the United States, specifically at Louisiana State University. The target population for this study's survey consisted of 748 undergraduate foreign students enrolled at Louisiana State University (LSU) in the spring of 2000. The sample consisted of 178 of such students enrolled in English classes during the spring 2000 semester. The number of actual participants was 105, which represented 59% of the sample. The instrument used in this study was a Social Situation Questionnaire. Survey data comparisons between such characteristics as gender, marital status, length of experience in home country, field of

study, and so forth were conducted using ANOVA and t-tests. The study concluded that

undergraduate foreign students at LSU experience low levels of social difficulty. The areas

witnessing the largest levels of social distress included "making friends your own age" and

"appearing in front of an audience" (p. 83). To address this finding, the author

recommended that the university international center should provide more opportunities for

cross-cultural interactions. This study provided a useful example of methodology; however

it provided little insight into the current study's purpose of seeking means to transcend

cultural variation in the international classroom.

Macia (1999) prepared a qualitative dissertation exploring the transcultural

experiences of ESOL students from Cuba, and sought to connect their lived experiences

to literature in the classroom. The purpose of the study was to describe and explain the

transcultural perspectives of six high school and community college students—four

Cuban-born and two American-born but raised in the Cuban-American culture. It

investigated their lived transcultural experiences. The data were collected through student

interviews, a researcher's journal, and document reviews. Among the exploratory

questions which guided the study: What are the underlying themes that account for the

Cuban NNS students' transcultural experiences? What are the universal structures found

among Cuban NNS students' transcultural experiences and the Cuban-American, native

English/Spanish speaking (NESS) students' experiences? Macia observed that the study's

survey provided a better understanding of the participating students' transcultural

experiences, and showed the potential of connecting their perspectives to literature in the

classroom. Macia concluded that secondary and higher educators, administrators, and

curriculum specialists should use "more qualitative research to investigate the

transcultural experiences of ESOL students from different cultures, emphasizing the cultural needs of each school and/or college," as this might lead to a better understanding of students' needs (p. 178). This study is especially relevant to the current research into themes and images that may transcend a specific cultural foundation, however limited it was to the consideration of a single culture's experience.

Especially in settings with increasing numbers of international students as institutions seek to expand their enrollments beyond national borders, curricula and pedagogies may need to be adapted to a wider array of cultural and linguistic differences (OECD, 2003). Wilson (2001) proposed there is simply not enough time in the highly diverse classroom "to bring forward examples that appeal to everyone's interest and draw on everyone's experiences" (p. 206). The instructor may have to rely on a limited set of options to illustrate a concept, based upon a limited knowledge of student interests, experiences, learning styles, abilities, and so on. This limitation may be mitigated through the use of a technology-enhanced environment, where "one need not restrict the number of examples or make often-unwarranted assumptions about the characteristics of the students" (p. 206).

While higher educators may devote an enormous amount of pedagogical effort to teaching the precise methods of science and rational thought, education may be served by expending efforts to address the narrative realities of students' diverse perspectives and ways of living that occupy the bulk of their hours (Bruner, 1996). The benefits from advancing such cross-cultural fluency in the classroom may translate into valuable skills beyond the academic degree. The ability to find common terms and reference points, even in an attenuate form, is a "valuable asset in an increasingly global world. Corporate,

nonprofit, and governmental leaders increasingly have no choice but to engage in multinational cooperative endeavors" (Keohane, 2001, p. 187). This is an especially important skill to develop in American students, where the perceived supremacy of the United States in scientific, economic, and military circles—along with the use of English as the global language and the international prestige of American universities and colleges—have "fueled the American tendency to believe that our own history, language, and culture are all that matter" (Engberg & Green, 2002, p. 7). To counter this, broad-visionary instructors should develop a multicultural perspective, continually striving to find common ground between diverse individuals, especially in the classroom.

> A multicultural perspective permits disagreement without anyone
> necessarily being wrong. If culture in all its complexity is understood as
> an individual's attempt to navigate the river of life, then cultural
> differences can be understood simply as pragmatic acts of navigation and
> can be judged accordingly. (Cushner, McClelland, & Safford, 2000, p. 68)

The American models of learning may set a pattern for the rest of the world to follow, and we may retain prominence as the nation of choice for international students. However, "we cannot claim to have the best system of higher education in the world unless graduates can free themselves of ethnocentrism bred of ignorance and can navigate the difficult terrain of cultural complexity" (Engberg & Green, 2002, p. 7)**.**

Ultimately, educators should be seeking for their students those transcendent moments, the *aha!* experience when a new concept is realized, a fresh perspective is born, a transforming flash of insight, "when the abstract word becomes flesh! I know that moment by the quality of the silence that pervades the room, whether it is filled with a thousand, a hundred, ten adults, or just two of us" (Vella, 2002, pp. 98-99). It is that unifying quality of pervading silence or effective cross-cultural discourse, which may be

sought through the introduction of transculturally resonant themes and images in the international classroom.

Applying Themes and Images in the International Classroom

As noted above, Freire (1993) found significant success in applying themes and images that resonated with his Brazilian students, where after just 45 days, three hundred workers in the city of Angicos had learned to read and write (Elias & Merriam, 1995, p. 146). Other researchers as well have found a successful application of images and themes in the classroom, in particular employing technologies allowing for presentations of video, graphics, and text (e.g., Loizos, 2002; Meskill & Swan, 1996; Meyer, 2002).

The use of images in the classroom may be especially useful for those international students who only speak elementary English, although their cognitive and intellectual skills may be highly developed as adults in their native language. Reacting as a child might without the verbal skills to fully respond to their environment, the international student may best relate to images rather than lecture and discussion:

> Seeing comes before words. The child looks and recognizes before it can speak. It is seeing which establishes our place in the surrounding world; we explain that world with words, but words can never undo the fact that we are surrounded by it. (Berger, 1972, p. 7)

Meyer (2002) found that meaningful learning can be assisted through the use of images when students find a cognitive engagement through a combination of *verbal* and *pictorial* processes. Verbal modes of instruction include words spoken through lecture and discussion, while pictorial modes employ the use of "static graphics (such as photographs, illustrations, figures, and charts) and dynamic graphics (such as animation and video)," (pp. 61-62). The multimedia application of themes and images

may also provide a tool where students might discover and develop meaning,

employing the graphic media in a student-centered experience that can encourage

discourse and empower critical thinking (Meskill & Swan, 1996).

Some media formats for the projection of themes and images may prove more

effective than others. Loizos (2002) argued that it is a fallacy to believe that a static

photograph is "universally accessible to everyone in the same way—that it operates

transculturally, and without regard for social contexts, in such a way that everyone

will both see and perceive the same content in the same photograph" (p. 96). Among

the flaws in relying on still photographs to convey cross-cultural thematic experiences

is that people insulated from the global economy may be unused to photographs while

others may give a different meaning to the pictures according to their biographies

(p. 96). However, this shortcoming found in static photographs to relay themes and

images may be overcome in the classroom by employing richer video presentations

instead.

> Video has an obvious data recording function whenever some set of
> human actions is complex and difficult for a single observer to describe
> comprehensively while it unfolds. ... There are no obvious limits to the
> range of human actions and narratives that might be recorded, using
> image and sound together, on video film. (Loizos, 2002, p. 103)

The use of video clips within PowerPoint presentations will be the primary media

format for presenting themes and images in the current study. How these clips will be

applied is detailed below and in the Chapter 3 description of the study's methodology.

Transcultural Study Methodology

This mixed qualitative grounded theory and quantitative method study will incorporate methods of observation, interview, and measurement, examining student responses to a series of marketing messages that may or may not contain transculturally resonant themes and images. A group of participants for the study will include students from numerous countries enrolled in global business courses with an international program through a California university. The student participants will complete a simple assessment form as they respond to various international marketing messages and video clips containing a wide array of themes and images.

A Mixture of Methods

To mitigate the researcher influences through a purely qualitative study, the study will employ a mixed method approach, balancing the inexact though rich data of qualitative research with the precise yet reduced data of quantitative. Leedy and Ormrod (2001) provide a concise and cogent contrast between quantitative and qualitative methods. Though both models of research may involve similar scientific processes (e.g., hypothesis, experiment, conclusion), quantitative researchers seek to isolate a study's variables with strict controls and precise analysis of research data, while qualitative researchers may often simply watch and ask, then end up with "tentative answers or hypotheses about what was observed" (p. 101). Glazer and Strauss (1967) wrote that in many instance both forms of data collection methods may be necessary, "not quantitative used to test qualitative, but both used as supplements, as mutual verification and, most important for us, as different forms of data on the same subject, which, when compared, will generate theory" (p. 18). Thus, quantitative and qualitative methods each offer their

own value, and a strategic mixed-method of research may provide the best of both

worlds: the richness of a qualitative experience, with the precision and replicability the

quantitative research helps to ensure.

Qualitative Measures

Studies of cultural interactions, by their very complex nature, are frequently

served by a qualitative approach to understanding. The role of the observer in a

qualitative study is irrevocable, where "all observation involves the observer's

participation in the world being studied" (Denzin & Lincoln, 1998, p. 49). Patton (1990)

wrote the "validity, meaningfulness, and insights generated from qualitative inquiry have

more to do with the information-richness of the cases selected and the

observational/analytical capabilities of the researcher than with sample size" (p. 185).

Once the interview data have been collected, the possible methods for presenting the

results and analysis are varied. Merriam (1998) observed how, despite applied techniques

of qualitative data analysis, there is still "little doubt that the process is highly intuitive; a

researcher cannot always explain where an insight (that may later be a finding) came

from or how relationships among data were detected" (p. 156). Glesne (1998) advised

researchers to take preliminary data gathered through methods such as observational

notes and interview transcripts, then put "like-minded pieces together into data clumps"

to help create an organizational framework (p. 135).

The roots of the current study spring from a grounded theory research method

(Cresswell, 1998; Leedy & Omrod, 2001), beginning with data gathered from informal

interviews and observations within an international classroom, ending with a constructed

theoretical model to be tested with a quantitative measurement tool. Leedy and Ormrod

(2001) suggested qualitative researchers should "construct interpretive narratives from their data and try to capture the complexity of the phenomenon under study" (p. 103). A grounded theory approach places considerable onus on the researcher to present and interpret the study from a more subjective perspective, which Cresswell (1998) observed benefits from a "procedure that is thoroughly discussed and systematic," as well as the necessity that the "language and feel of the article are scientific and objective while, at the same time, addressing a sensitive topic effusively" (p. 34). Using this approach, the current study includes narrative describing the cultural concepts and categories of cross-cultural communication, a general background on the students (including data on nationality, gender, and age), as well as treatment of the marketing messages, themes, images, and so forth considered in the study. The research conclusions will "construct interpretive narratives from their data and try to capture the complexity of the phenomenon under study," as is requisite of effective qualitative researchers (Leedy & Ormrod, 2001, p. 103).

The findings will be rounded out with quoted comments from the students, gathered through informal interviews during the course discussions, adding deeper dimension to the quantitative data. Hatch (2002) suggested that informal interviews might serve well to allow participants to provide context and reflect on what they have already said or done within a study (p. 93), such as providing the participants a chance to elaborate on what a survey response means in greater depth.

The process of effective interviews is further complicated when the examination of various cultural dimensions become part of the process. Hofstede (1984) observed that "culture is to a human collectivity what personality is to an

individual" (p. 21). Unraveling the cultural dimensions in a study can thus be as

problematic as examining the multiple layers and dimensions of an individual's

personality and psychological underpinnings—an involved process based largely on

trust between the interviewer and the interviewed. Prior to conducting effective

cultural interviews, it may be necessary to convince the participants that it is okay and

safe to talk about personal matters, no matter how ordinary they might seem; perhaps

by seeking ways to establish to the interviewees that the researcher is "really not such

an outsider after all" (Rubin & Rubin, 1995, p. 172). The researcher attempts to

establish common ground with the international students by sharing examples of his

own cross-cultural experiences abroad.

As this study will involve students from a wide array of national cultures and

language differences, the interview process may pose a number of problems. These

include the students' use of ordinary English terms that may mean something else to them

or not fully convey their intended response within a limited English vocabulary. This may

cause them to omit detail that might be "difficult to put into words or appear to the

respondent to be impolite or insensitive" (Gaskell, 2002, p. 44). To counter these

limitations that may lead to invalid observations, the researcher should avoid taking a

participant's comments for granted at face value, interactively probing for more detail

than may be offered on the participant's first reply, and accumulating insights from sets

of interviews spread across groups of respondents (p. 44).

Because a qualitative study requires a greater degree of research participation in

the data gathering, it may skew the data results through the researcher's inadvertent

biases or cues. Merriam (1998) referred to researcher participation in a study as a

"schizophrenic activity," where the researcher is a part of a study, yet disengaged enough to objectively observe and analyze the process. "It is a marginal position and personally difficult to sustain" (p. 103). In spite of the traditional research model where the scientific ideal calls for objectivity and detachment, where the qualitative researcher in a study is also the interviewer and the "primary instrument of data collection, subjectivity and interaction are assumed. The interdependency between the observer and the observed may bring about changes in both parties' behaviors" (Merriam, 1998, pp. 103-104). While this may be unavoidable, simple acknowledgement of the dynamic may help to mitigate it some through conscious effort. It may be further mitigated by the introduction of quantitative methods.

Quantitative Measures

Leedy and Ormrod (2001) observed that quantitative researchers "identify one or a few variables that they intend to study and then collect data specifically related to those variables" (p. 102). Quantitative research typically relies on descriptive statistics used to "summarize or describe the important characteristics of a set of data" (Triola, 2001, p. 34), measuring such characteristics of the data as *center, variation, distribution, outliers*, and *time*. There are several types of descriptive quantitative research: correlational, developmental, observation, and survey. These are good to use when the researcher wants to identify the characteristics of a phenomenon or find possible correlation between two or more phenomena. Leedy and Ormrod (2001) wrote, "The researcher . . . wants to determine the nature of how things are" (p. 210). Observing, interviewing, and sampling are ways of obtaining the data. Leedy and Ormrod (2001) stated that this type of research does not "involve changing or

modifying the situation under investigation" (p. 191). Along with other forms of quantitative research, descriptive research offers objectivity, the advantage of working with numbers, and the potential for deduction (Ross & Chadwick, 1999). In addition, Ross and Chadwick pointed out that this type of study can be used "to develop theory, identify problems with current practice, make judgments or identify what others in similar situations may be doing" (p. 7).

The survey component of the study will measure the reaction of students to video clips and images presented within the normal content of international business courses. Though the average class size may be small (ranging from 10 to 20 students per class), the diversity of the students is wide, typically representing cultural extremes from nations of Europe, Africa, South American, Eastern Europe, and Asia. Such cultural extremes allow for a form of *maximum variation sampling*, a sampling strategy that may turn the weakness of a small sample into strength (Patton, 1990):

> Any common patterns that emerge from great variation are of particular interest in value in capturing the core experiences and central, shared aspects are impacts of a program. How does one maximize variation in a small sample? One begins by identifying diverse characteristics or criteria for constructing the sample. (Patton, 1990, p. 172)

Glazer and Strauss (1967) observed that when researchers can maximize the differences within comparative groups, they may bring out the "widest possible coverage on ranges, continua, degrees, types, uniformity's, variations, causes, conditions, consequences, probabilities of relationships, strategies, process, structural mechanisms, and so forth, all necessary for elaboration of the theory" (p. 57). This will be further considered in Chapter 3.

Summary

This chapter considered the literature relating to the research study, including the context of the globalizing educational environment calling for improved abilities to serve diverse international students, the nature and composition of international students, the forms of cultural variation, possible means of transcending cultural variation, and the qualitative and quantitative research methodologies to be applied. The application of the research methods to the study will be further considered in Chapter 3.

CHAPTER 3: RESEARCH METHOD

Introduction

As stated in Chapter 1, the problem this study will address is that teachers in international courses are frequently not able to accommodate the wide range of cultural variations among a growing diversity of international students (page 3). The primary research question in the study (page 4) is what sorts of themes and images might create a positive transcultural resonance within an international classroom comprised of diverse nationalities and cultural backgrounds? Key methodology questions to be addressed in this chapter include: How valid is the study sample? How suitable was the study environment for reliable data gathering? How qualified was the researcher to conduct this study? How are the potentially transcultural themes and images evidenced in an international classroom?

This mixed qualitative grounded theory and quantitative method study will examine student responses to a series of marketing message clips that may or may not contain transculturally resonant themes and images. The participants in the study will include students from numerous countries enrolled in global business courses through a California university's international program. The clips in the study will be selected according to an ongoing qualitative consideration of international student reactions to various themes and images displayed over several years of course presentations. The participants will complete a simple quantitative assessment form as they respond to various international marketing messages and video clips containing a wide array of themes and images.

It is no simple prospect to examine the effective application of themes and images for enhanced teaching across multiple nationalities. It will require a diverse group of international participants gathered over an extended period of time and comfortable enough in a cross-cultural setting to express viewpoints perhaps opposed to others in class; as well as consistent exposure to numerous images and themes; and an attentive researcher/observer who might make some theoretical assumptions.

These combined challenges may explain why an extensive literature review turned up so few references on the topic. This current study has a happy intersection of all three requirements: the diverse nationalities of students attending a California university international program; exposure to hundreds of themes and images through video clips presented in global marketing and advertising courses; and a researcher trained and experienced in international broadcast production and journalistic observation, and professional expertise in cross-cultural public education.

Because this particular study on transcultural resonance is without identifiable precedent, the research methodology was designed unique to the study as well. Abiding by the policies of the Walden University Internal Review Board (IRB), the study research methods will be approved by the IRB and the administration of the hosting university international program, and the participating students will have provided their consent. The students are free to decline participation without any adverse impact on their grades or standing, and their anonymity will be protected, as testified in the student consent form (Appendix B).

Setting and Sample

The Students

Since 2001, more than 200 international students have taken my courses taught at an international program provided through a California university. These students have come from countries including Austria, Benin, Bolivia, Brazil, Chile, China, Denmark, Germany, India, Iran, Japan, Mexico, Russia, Saudi Arabia, South Korea, Spain, Sweden, Switzerland, Taiwan, Thailand, Turkey, Ukraine, Uzbekistan, and Venezuela. The majority of students have come from Japan (30%), South Korea (23%), Turkey (11%), Brazil (9%), and Germany (7%). The students have been about 55% female and 45% male; mostly in their early 20s through mid-30s. They are often college graduates or current students in their home country. They frequently stay for two or more quarters in the United States—not an inexpensive proposition in the California university's city. They typically come from upper-income and well-placed families in their home country.

The Courses

The courses I have taught in international advertising, global marketing, and marketing communications were appropriate for laying the early foundations of this study. Over a single quarter, the participating international students may view 200 or more television commercials and advertisements from around the world. Though certain forms of images presented in the classroom (such as paintings and photographs) may fail to operate transculturally and without regard for social contexts (Loizos, 2002, p. 96), a benefit of using commercials and other advertisements is that they provide a near-globally recognizable and familiar medium (Mueller, 1996, p. 10). Television

commercials and most other forms of advertisement are efficient quantum packets of communication; demographically resonant and necessarily concise. They are commonly-accepted, practical expressions of relevant life situations and themes.

The Researcher

I have a professional background working with video images and themes in international settings. I was employed as a reporter, anchor, bureau chief, and producer in local and international television news from 1986 through 2000, responsible for selecting video clips to support diverse storylines. My international media experience also included five years as a journalist and television producer in Eastern Europe (Russia and Ukraine). I spent four years in management for a mass-media public education program in Ukraine, developing television, radio and print campaigns targeting a national Ukrainian audience as well as diverse subcultures within the Ukrainian population. While based in Ukraine, I also completed a master's degree in business communications, with an emphasis on cross-cultural management. I have taught international university students since 2001, in courses including international advertising, global marketing, marketing communications, and global economics.

Though it may prove difficult for a researcher to objectively distance her or his self as an active participant in a study (Denzin & Lincoln, 1998), I will seek to mitigate the subjectivity through the application of an objective measurement tool, as described in the quantitative research design section ahead. Furthermore, any personal observations apart from the direct quotation of participant comments or application of descriptive data will be identified as such. Additional steps to minimize subjective predispositions and biases will be addressed in the quantitative design section below.

Qualitative Seeds of the Study

The roots of the current study spring from a grounded theory research method (Cresswell, 1998; Leedy & Omrod, 2001), beginning with data gathered from informal interviews and observations within an international classroom, ending with a constructed theoretical model to be tested with a quantitative measurement tool. As considered above in Chapter 2, a grounded theory approach places considerable onus on the researcher to present and interpret the study from a more subjective perspective, which requires a "procedure that is thoroughly discussed and systematic," as well as a necessity that the "language and feel of the article are scientific and objective while, at the same time, addressing a sensitive topic effusively" (Cresswell, 1998, p. 34). Furthermore, the study is grounded in a form of action research, with a rich tradition in educational settings (Hatch, 2002). Action research is typically undertaken "for the sake of investigating practice, usually in concert with those working on the front lines, and improving that practice based on what is discovered" (p. 31). Action researchers may seek to identify a problem through observation and sometimes a collection of quantitative data, and define possible methods to address that problem with practical tools and experience (p. 31).

The participating international students are advanced English students enrolled in business courses that are to approximate as closely as possible the experience they will face once they take regular university courses, while still however accommodating their diverse language needs and cultural adjustments. During classroom sessions, international students may tend to sit in small groups of nationality (from 1 to 5 students per seating group, depending upon the size of the class and the national mix): Turks with the Turks, Koreans with their own, Japanese with their own, Brazilians with other

Brazilians, and so forth. It is common for the students to interact within their groups

during the playing of video clips, communicating among their own cultural group when a

clip in particular interests them along linguistic or cultural lines. A transcultural response

to a displayed video clip or image may be evidenced when discussions among students go

beyond their group seating. A positive transcultural resonance to a presented image

and/or theme may be demonstrated when the cross-group discussion is energetic, upbeat,

laughing; a cross-culture dissonance may be evidenced when the discussions turn

confrontational and argumentative between seating groups. Other indicators of student

response to themes and images that transcend cultural differences may include:

a) Entire class focus on the screen projection in an intense and unified manner.
b) Unified and attentive silence.
c) Unified laughter.
d) Unified chatter.
e) Cross-cultural comments and questions within and outside of class to particular themes and images.

Over repeated courses, the researcher began to theorize categorical groupings for

the themes and images that created and encompassed the reactions described above.

These topic groups include humor, sex, religion, and nationalism—mostly evident

because of the heated arguments and classroom dissonance those topics may evoke.

Topic categories that appeared to generate more harmonious discussions involved themes

and images such as animals, relationships, babies, sports, water, life cycles, and self

image. These last three topics may need just a few more words of expansion. A common

experience among my international students at this coastal university is their attraction to

the Pacific Ocean stretching along the campus shoreline. They show a similar response to

advertising clips that include some sort of water imagery, perhaps echoing Herman

Melville's line in *Moby Dick* about water: "There is a magic in it. Stand a man on his legs, set his feet a-going, and he will infallibly lead you to water, if water there be. As everyone knows, meditation and water are wedded for ever."

The thematic grouping of *life cycles* reflects the fundamental and commonly shared human process. We all are born, live, and die—the rest is just details (a line that usually gets a laugh from the class). The grouping of *self image* has more to do with our curiosity over how others see themselves, rather than a focus on our own image. We may not understand another human or group, and we may not even want to be like them, but we still are intrigued by their own self image. This dynamic, beyond some selected video clips, is also evident during one of the popular sessions with students in a presentation on flags and national anthems from around the world.

Based on repeated observations of students' reactions to particular images and themes within these general groupings, the researcher selected a collection of clips for the study. The goal was to attempt a measure of which themes and images may create a positive resonance—a sympathetic vibration in the room. Some themes and images may create a negative resonance, or a discordant dissonance disrupting the educational flow, or may simply incur an indifferent boredom; so it is useful to identify those as well.

Quantitative Research Design

The Sample

The group of participants for the quantitative study includes university students from diverse countries enrolled in several of my global business courses with the university international program during the academic years 2004-2005, for a total participant sample ranging from 40 to 60 students. This grouping of participants may be

considered a convenience sample as they are readily accessible and enrolled in courses in which the images and themes are both presented as subject matter, and examined as part of the current study. However, this selection of participants is also more than a simple convenience sample; this sample is not only representative but indeed is the bulk of the population of the university's international program. After participation in a series of smaller groups based on particular language levels and needs, the students are promoted to the advanced language program, with a requirement that they take an elective course presented in English at a level appropriate to regular university studies. I was hired to teach those courses; one in international advertising, and another in global economics. The class size of the students in the individualized language courses prior to the elective course would have a range of six to nine students per class. In the combined advanced elective courses, the student count could be two or three times that size (typically 18 students). The students in these elective courses are not only representative and substantially inclusive of the diversity of international students in the language program (page 58), but are also representative of the population of international students studying throughout the United States; a preponderance of the students from Asia, with strong representation from Europe, and developing southern nations (OECD, 2003).

Though the average class size may be small (ranging from 10 to 20 students per class), the diversity of the students is wide, typically representing vast cultural differences from nations of Europe, Africa, South American, Eastern Europe, and Asia. Such cultural extremes allow for a form of *maximum variation sampling*, a sampling strategy that may turn the weakness of a small sample into strength (Patton, 1990). Glazer and Strauss (1967) observed that when researchers can maximize the differences within comparative

groups, they may bring out the "widest possible coverage on ranges, continua, degrees, types, uniformity's, variations, causes, conditions, consequences, probabilities of relationships, strategies, process, structural mechanisms, and so forth, all necessary for elaboration of the theory" (p. 57).

The Presentation

The student participants will complete a simple assessment form as they observe a PowerPoint presentation, responding to various international marketing messages and video clips containing an array of themes and images. The preliminary selected clips are described in Appendix C. These clips will be presented to the study participants as part of the regular context of materials within the course during normally scheduled class hours. While it may provide better researcher controls to hold a presentation session apart from the regular class, that would require a considerably higher degree of voluntary student participation, and could serve better as a study of cultural proclivity to volunteer, rather than serving the study at hand. Furthermore, the study is seeking to address the applicability of themes and images within regular class sessions with all the related factors and influences, so assessing the effectiveness of the presentation within a regular class session may be more appropriate.

The complexity of the themes and images contained within the presented multimedia video clips also poses methodological problems in isolating participant reactions to specific themes. However, as considered in Chapter 2 (pages 48-49), less complex static photographs provide an inferior means for assessing and bridging cultural diversities, which may better be addressed by employing richer though more complex video images enhanced by audio narratives (Loizos, 2002, p. 103). The dissertation's

Chapter 5 will seek to identify methods that may apply transculturally resonant themes in international classroom settings, themes which are unavoidably complex with sub-themes and overtones. The current study itself should address that challenge to the best extent possible. Methods to further mitigate the influence of confounding factors in the assessment of participant reactions will be further described in the study validity section below.

Measurement Instrument Reliability

The measurement instrument will employ a simple seven-point summated scale, on a multi-page form where participants rate their reactions to a selection of 33 video clips and images projected through a PowerPoint presentation. The instrument response choices will range from *strongly dislike* to *strongly like*, with a *no opinion* option in the middle (Appendix A). The simplicity of the form and process measuring participant reaction to the clips will help to protect against linguistic problems, and offer a sufficient range of options to provide a fine resolution for the measurement of variations. The selection of a seven-point Likert-type scale is supported in the earliest works by Pemberton (1933), where test reliability was found to achieve a maximum at seven intervals, but decreased in reliability with additional intervals. Likert (1932) himself did not consider the number of choices on a scale to be a critical issue, and left it "implied that the actual number of choices may be left to the tastes of individual researchers. In practice researchers often do assign the number of choices arbitrarily according to personal taste or past convention" (Munshi, 1990).

The measurement instrument for this study has been tested for reliability. Though a pilot study test of the instrument found a 6 percent drop in the average raw rating and a

33 percent increase in the average variance between the written and oral participant responses—perhaps due in part to participant fatigue—there was no significant net change in the response classification as determined by the formulae described below, indicating an acceptable reliability of the instrument for the purpose of this study. Further consideration of the instrument reliability test is detailed in the pilot study section of this chapter.

Study Validity

This study will apply sufficient controls to help ensure the research findings and conclusions are warranted by the data, as required by the precepts of research validity (Leedy & Ormrod, 2001, p. 105). Among the controls, the research methodology will include informal follow-up interviews during regular class sessions to be conducted once the written survey has been administered. These interviews will be recorded and digitally stored, gathering additional detail on students' reaction to the presented themes and images. Open-ended interview questions will seek further description of the students' reaction to the presented themes and images, probing for insights into the aspects of the themes and images that may contribute to transcultural resonance or dissonance. The interviews will also question where sub-themes or other incidental factors (such as the music selection, cast of characters, or even a dog breed) may have influenced or subverted the participant's reaction to a primary theme, as further considered below in the section on data analysis. Excerpted student comments will be used to illustrate these influences as warranted. The informal interviews will be conducted as part of the normal classroom group activities, rather than relying on more structured one-on-one interviews that may require a higher level of student volunteer participation. Such a circumstance in

one-on-one interviews could become more a measure of a cultural proclivity to volunteer, rather than an assessment of transcultural response. Another consideration in the interview process is that because the international students frequently have limited English skills, it may require a higher degree of researcher interactivity during the interviews (Gaskell, 2002, p. 44). I will employ to the best of my abilities my 20 years of experience as a professional international print and broadcast journalist, probing though not leading the relevant responses, helping the respondent to speak in her or his own voice, but addressing the topic at hand, through an interview exchange that is engaged though objective as possible.

To further ensure the study's validity, the research methodology will combine an assortment of clips within the central group headings to mitigate the influences of sub-themes and other skewing factors. The selection of clips throughout the study may need to be modified if follow-up interviews indicate sub-themes or other incidental factors are imposing upon the impact and measurement of the clip's central theme. These modifications will be detailed in the dissertation Chapter 4 analyses of results.

Data Analysis

The goal of this study is to seek positive resonance in themes and messages, which may allow for an upbeat and supportive exchange of ideas in a transcultural spirit. To identify these transcultural themes, the clips will be rated according to their levels of negative, neutral, and positive reactions combined with the degree of resonance and dissonance in each instance. All descriptive statistics in the analyses as detailed below will be rounded to the nearest tenth, unless by rounding up or down it will move the ranking into a different category.

Each clip to be presented in the survey, though categorized according to a primary theme, typically and unavoidably also contains one or more sub-themes. For example, a primary theme of relationships may contain a sub-theme of sexuality, which could skew the participant assessment of the primary theme. To mitigate skewed responses to a mix of sub-themes within any clip, the data analysis will combine three clips within a thematic grouping (e.g., the humor group, nationalism group, life cycles group, water group, and so on), so high and/or low outlying variations attributable to sub-themes might be mitigated between the clips. Thus, for the thematically grouped clips, the number of sample responses (n) will encompass the total data for the subgroup of three clips combined. These groupings and composite clips are described in Appendix C.

The classification formulae described below will rely on a data mean for determining negative and positive reactions to a clip. However, the data analysis will also include a median analysis to identify possible skewing of the data by participant response outliers. Some of the participants in a pilot study admitted to ranking a particular response to a clip at an extreme, for reasons that had little to do with the theme or image itself. For example, one student did not like the particular breed of dog in the clip; another student simply did not like a clip's music score. Instructors may need to acknowledge such outliers in the classroom because they are a common fixture, and just one extreme viewpoint can shift the character of the class.

Furthermore, the analysis of study findings in the dissertation Chapter 4 will include a significance test (Bulmer, 1979) comparing participant response distribution along the classification formulae of positive and negative as well as resonant and dissonant reactions to the presented clips. This test will also help to ensure external

validity to the study and the extent to which the findings and conclusions might be

generalized and applied to other contexts (Leedy & Ormrod, 2001, p. 105). The

significance test will seek to answer questions surrounding the study findings including:

Is the response by culturally diverse students to different images significantly different?

Is response to some images significantly more dissonant or resonant? Is response to some

images significantly more positive or negative?

Classification Formulae

The aim of the classification formulae is to help identify which themes and

images may help to evoke a positive resonance within international and culturally diverse

classrooms. The classification of clips will be a combination of two factors: one, rating a

clip's positive, neutral or negative impression on the group; the other factor, assessing the

level of resonance or dissonance the clip evoked within the group. To ensure a clear

division between negative, neutral, and positive reactions, a one-point range on either

side of the seven-point scale's mid-point of 4 will quantify a neutral response. Group

responses with a mean ($\bar{x}$) greater than or equal to ($\geq$) 5 will be classified as positive;

those less than or equal to ($\leq$) 3 will be classified as negative. Thus:

$$\text{Positive: } \bar{x} \geq 5$$
$$\text{Neutral: } 3 < \bar{x} < 5$$
$$\text{Negative: } \bar{x} \leq 3$$

To ensure a conservative division between classifications of resonance

or dissonance, the study will employ a variance (VAR or s^2) of greater than or equal to 3,

to indicate a dissonance. A reaction with a variance less than 3 will indicate a resonance,

whether that resonance relates to a generally positive, neutral, or negative reaction to the

clip. This scale will enable a definitive distinction, allowing for clear delineation of

dissonance, but may provide yet an accommodating margin of disagreement within a resonant category. Thus:

Dissonance: VAR ≥ 3
Resonance: VAR < 3

The aim of this study is to identify themes and images within clips that may evoke a positive resonance in the classroom. The possible combinations of the two factors described above give a number of possible combinations (the sought-after positive resonance, positive dissonance, neutral resonance, neutral dissonance, negative resonance, and negative dissonance). Thus:

$\bar{x} \geq 5$ with VAR < 3 indicates a Positive Resonance
$\bar{x} \geq 5$ with VAR ≥ 3 indicates a Positive Dissonance

$\bar{x} > 3$ but < 5 with VAR < 3 indicates a Neutral Resonance
$\bar{x} > 3$ but < 5 with VAR ≥ 3 indicates a Neutral Dissonance

$\bar{x} \leq 3$ with VAR < 3 indicates a Negative Resonance
$\bar{x} \leq 3$ with VAR ≥ 3 indicates a Negative Dissonance

The descriptive analyses of the survey data will also include a sum of the seven-point scale responses ($\sum x$), providing a raw rating of the clip. A maximum clip rating would be the number of responses (*n*) multiplied by 7, the score at the high end of the scale. A relatively high rating with a high variance indicates positive dissonance; a low rating with a high variance indicates a negative dissonance. A high rating with a low variance indicates a positive resonance.

The sub-grouped clips will be randomized on the measurement instrument to mitigate data skews possibly caused by initial responses with no comparative context, sub-group overlap, and participant fatigue. The measurement analysis will provide descriptive data including median, mean, variance, and raw score, as well as the clip

classification the analyses indicate. The individual clip analysis will be aggregated for the respective thematic group score, to be included in the dissertation's Chapter 4 covering the study's findings.

Pilot Study Results

Introduction

A pilot study was conducted to determine the reliability of the research methodology and survey instrument. The participant group for the pilot study was comprised of ten international students, representing countries including South Korea, Japan, Turkey, Germany, and Austria. The survey instrument employed a simple seven-point summated scale, on a multi-page form where participants rated their reactions to an initial selection of 22 video clips and images projected through a PowerPoint presentation. The entire survey procedure administered on October 22, 2004 took about 20 minutes, including five minutes explaining the procedures and student rights while gathering their consent forms. Every student in the class consented to participate. The students were instructed to refrain from talking or laughing or other such expression during the presentation and survey, to avoid a *diffusion effect* of opinions (Glesne, 1998, p. 171). The presentation took another 15 minutes to display the 22 clips in the PowerPoint show (two clips from each of 11 categorical groupings).

Participant Response

Immediately following the survey and collection of forms, after a short break, a follow-up discussion and oral survey of the students was conducted to ensure the oral responses coincided with the written survey forms, and to discern whatever procedural

confusion may have existed, or glean whatever improvements might be made in the process. The students expressed no problems with any aspect of the survey process and the survey instrument.

Instrument Reliability

I conducted a follow-up oral survey on six of the previously presented clips using the same seven-point scale as the written survey, to compare and ensure that the students' written responses on the survey instrument was a reliable representation of their intent, and that they clearly understood the survey instructions. After the survey was completed and collected, the students were asked to again rank their reactions to six selected clips by a show of their hands. The pilot study test of the instrument found a 6 percent drop in the average raw rating and a 33 percent increase in the average variance between the written and oral participant responses. However, the comparison of oral and written responses coincided in general categorical rankings (for example, *positive resonance, positive dissonance, neutral resonance*, and so forth), except for one instance out of the six selected clips. This difference between written and oral responses may be attributable to the fatigue setting in about 45 minutes into the class, as well as what one student suggested: "The first time looking at the commercial was interesting; the second time I just wanted it to end."

Appendix D contrasts the differences between the written and oral survey results. Except for the modest lower oral ranking of the clips and the larger variance, the comparison and consistency of classifications between selected written and orally rated clips indicated the simple survey instrument was reliable.

In addition, a follow-up informal interview was conducted and recorded gathering additional detail on students' reaction to the presented themes and images. Excerpts from these comments will be included in the Chapter 4 dissertation analysis of results, along with data gathered from additional participant surveys, to further enhance the validity of the study.

Modifications

There were several student suggestions and researcher observations incorporated into a second survey conducted in the following class session on October 25, 2004. The participant consensus was that the first survey with 22 clips and running 20 minutes long could have been extended by another 10 minutes and 10 clips, with no adverse impact on the participants from fatigue. Furthermore, one student suggested that his rating of clips may have been skewed up front until he found a comparison level for ranking ensuing clips. Another student suggested it would have been easier to mark the form if there were clearer divisions between the numbered response lines. The modified survey instrument was 11 questions long, with clearer delineations between response lines, and future surveys toward the dissertation will have clip categories shuffled to help protect against answer skews or duration fatigue. The participants expressed general satisfaction with the survey instrument improvements and the overall process. The results from the first and second surveys were combined for the data analyses.

Furthermore, the pilot study relied on an analysis of the data median in the formulae classifying the participant reaction to the presented clips. To ensure against possible misleading or skewing in comparing a data median with the variance results

calculated around a mean, the classification of clips in the dissertation will use a formula based on an analysis of the data mean, as described above.

Preliminary Findings

      The pilot study indicated a positive resonance to the group categories of babies, animals, relationships, sports, self image, life cycles, and water; and neutral or dissonant reactions to group categories of humor, sex, religion, and nationalism (see Appendix E). These preliminary findings will be compared and incorporated with the study results in the dissertation's Chapter 4.

<div align="center">Summary</div>

      The research methodology for the study will employ both quantitative and qualitative methods to identify and measure images and themes that may transcend cultural variations. The thematic and image groupings were grounded in observations gleaned over four years that the researcher taught a series of business courses for international students. The group categories for the study will include samples of clips within subject headings of humor, sex, religion, nationalism, babies, animals, relationships, sports, self image, life cycles, and water. The study instrument will measure students reactions to images and themes presented within PowerPoint presentations as part of the regular content within student coursework. Additional student response augmenting the measurements will be gathered by the researcher through informal interviews following the survey measurement. A pilot study provided evidence of reliability for the measurement instrument, and indicated a positive resonance to the group categories of babies, animals, relationships, sports, self image, life cycles, and water; and neutral or dissonant reactions to group categories of humor, sex, religion, and nationalism.

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Appendix A: Measurement Instrument

Please rate your opinion of the video clips as presented on a scale ranging from 'strongly dislike' through 'strongly like.' Please also provide the demographic information to the questions below. As detailed in your consent form, all responses are confidential.

Nationality: _____

Gender: _____ **Age:** _____ **Length of time in the United States:** _____

Clip 1: "Fish Love"

Strongly Dislike____ Moderately Dislike____ Slightly Dislike____ No Opinion____ Slightly Like____ Moderately Like____ Strongly Like____

Clip 2: "Up & Go"

Strongly Dislike____ Moderately Dislike____ Slightly Dislike____ No Opinion____ Slightly Like____ Moderately Like____ Strongly Like____

Clip 3: "Heads"

Strongly Dislike____ Moderately Dislike____ Slightly Dislike____ No Opinion____ Slightly Like____ Moderately Like____ Strongly Like____

Clip 4: "Headache"

Strongly Dislike____ Moderately Dislike____ Slightly Dislike____ No Opinion____ Slightly Like____ Moderately Like____ Strongly Like____

Clip 5: "The Haka"

Strongly Dislike____ Moderately Dislike____ Slightly Dislike____ No Opinion____ Slightly Like____ Moderately Like____ Strongly Like____

Clip 6: "Elevator Fantasy"

Strongly Dislike____ Moderately Dislike____ Slightly Dislike____ No Opinion____ Slightly Like____ Moderately Like____ Strongly Like____

Clip 7: "Pope"

Strongly Dislike____ Moderately Dislike____ Slightly Dislike____ No Opinion____ Slightly Like____ Moderately Like____ Strongly Like____

Clip 8: "The Internet"

Strongly Dislike____ Moderately Dislike____ Slightly Dislike____ No Opinion____ Slightly Like____ Moderately Like____ Strongly Like____

Clip 9: "Confused Dog"

Strongly Dislike____ Moderately Dislike____ Slightly Dislike____ No Opinion____ Slightly Like____ Moderately Like____ Strongly Like____

Clip 10: "American"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 11: "Quick Soup"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 12: "Swimming"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 13: "Sign Baby"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 14: "Whassup"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 15: "Seniors"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 16: "Marry Me?"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 17: "Football"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 18: "Odyssey"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 19: "Peanut Butter"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 20: "Love Kiss"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 21: "Priest & Nun"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 22: "Anthem"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 23: "Sprinkler"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 24: "The Rant"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 25: "Popping"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 26: "Snoring"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 27: "Rabbi"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 28: "Old Man"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 29: "Champagne"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 30: "Proof"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 31: "Water"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 32: "Soccer"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Clip 33: "Cry Baby"

Strongly Dislike____   Moderately Dislike____   Slightly Dislike____   No Opinion____   Slightly Like____   Moderately Like____   Strongly Like____

Appendix B: Student Consent Form

Steven R. Van Hook
PhD in Education Program, Walden University

Informed Consent for Research Involving Human Subjects

You are being invited to participate in a research study. This form is designed to provide you with information about this study. The Investigator (Steven R. Van Hook) will describe this study to you and answer any of your questions.

This research study is attempting to measure your reaction to various themes and images presented in brief video clips. The study will include a simple survey form, and may also involve tape recordings of classroom discussions and questions, and excerpts from work you may complete in the class. All information gathered is confidential and anonymous. Your participation is limited to this quarter, and your participation HAS NO EFFECT on your grade for the course. If you decline to complete the survey document, your grade will not be affected.

Results of this research may be included in a pilot study and a doctoral dissertation, and may be presented at scholarly meetings and in articles for publication. No participant's identity will be revealed in any written materials or presentations.

If you give your consent to have your responses included in the research study, please print your name then sign on the signature line, including today's date.

Thank you.

_____

I agree to allow my survey responses, comments and material from work I submit for this course to be used for academic purposes by the investigator, including (but not limited to) preparation of a pilot study and dissertation, and such forums as presentation at conferences and publication in scholarly journals. I understand that my anonymity will be safeguarded in the process.

Name (please print): _____

Signature: _____ Date: _____

Appendix C: Sub-Group Descriptions

Each group heading of clips will be comprised of three sub-group clips categorized according to the overall group theme. By this process, the impact of sub-themes within individual clips may be mitigated. Following are detail on classifications of subject groups, as well as summaries of the component clips.

Humor Group Summaries

Clip Name: Fish Love
Country: Singapore
Running Time: 35 seconds
Description: The scene is an apartment with a young man sitting on a couch, while a young woman prepares to leave for the day. There is a large fish in an aquarium. When the young woman leaves, the young man takes the fish and dances with it, romances it on the couch, shares a milkshake with it. When the young woman suddenly returns, the man takes a cleaning spray to remove the apartment of fish smells, so the woman would not know what had been happening.

Clip Name: Whassup
Country: U.S.A.
Running Time: 60 seconds
Description: A dog exits a rural house during an evening party, runs to a vacant field, and is transported aboard a spaceship on a light beam. The ship flies home through space, and at a gathering of aliens, the dog removes its costume to reveal an alien inside, who had been spying on earth. An official at the gathering asks the spy what it learned, and after a pause, the alien says in an exaggerated street voice, "Whassup?" The other aliens begin to mimic the word, which is heard by an earthbound military listener, who declares, "We are not alone." The spot ends with a logo for a beer brand.

Clip Name: Love Kiss
Country: Russia
Running Time: 20 seconds
Description: The song *Love me Tender* plays in the background while various Russian leaders (e.g., Brezhnev, Khrushchev, and other prominent dignitaries) exchange formal kisses taken from news clips, on the mouth as is common in Russian culture. After a dozen seconds of this, the tagline comes on for a breath mint, which is the "secret of the long kiss."

Sex Group Summaries

Clip Name: Headache
Country: Brazil
Running Time: 40 seconds
Description: The spot is Brazilian Portuguese, with English subtitles. A couple is reading in bed, when the man turns romantically to the woman. "Not tonight, I have a headache," she says. The man then reaches over and offers the woman a diamond ring. "What do you mean by that? That I'm a prostitute?" the woman responds. Then, after a pause, "Or a nurse? Or a high school cheerleader in a skirt this short? Or a stewardess?"

Clip Name: Quick Soup
Country: U.K.
Running Time: 30 seconds
Description: A man and woman in bed just finish having sex, the man grins and rolls over for a nap, and the woman gets up to go to the kitchen, just as the timer on the microwave oven preparing her soup hits the two-minute mark and shuts off. As she eats her two-minute soup, she shakes her head with a wry smile.

Clip Name: Proof
Country: U.K.
Running Time: 95 seconds
Description: An attractive woman saunters on to a stage, and says she is about to demonstrate how the lingerie she is wearing is the world's most erotic. As proof, she hops on and rides a mechanical bull, undulating in sensual and provocative motions. A matronly woman watches the display. Afterwards, the women invite the men in the audience to stand; suggesting the men—too embarrassed to stand—are proof of the lingerie's effect.

Religion Group Summaries

Clip Name: Pope
Country: Multi-country magazine ad
Running Time: Still photo
Description: A look-alike for the pope is purchasing condoms from a hallway vending machine. The marketing message is that the condoms are such high quality, that even the pope chooses them.

Clip Name: Rabbi
Country: Multi-country magazine ad
Running Time: Still photo
Description: A rabbi look-alike is sitting at a kitchen table, smearing a ham spread on a slice of bread. The marketing message is the ham spread is so delicious, even rabbis will eat it.

Clip Name: Priest & Nun
Country: Multi-country campaign
Running Time: Still photo
Description: As part of a series of *shock-ads* promoting brand awareness, this magazine photograph displays a Roman Catholic priest kissing a nun.

Nationalism Group Summaries

Clip Name: American
Country: U.S.A.
Running Time: 60 seconds
Description: A wide assortment of Americans representing various races and demographics repeat over and over in brief individual segments the words, "I am an American." The spot was produced following the 9/11 attack on the World Trade Center, to bolster American unity and pride.

Clip Name: The Haka
Country: Belgium
Running Time: 45 seconds
Description: Two opposing football (soccer) teams face each other on a field. The New Zealand team performs a Maori battle chant, challenging the Scottish players. After the Maori chant is done, the Scots stand for a moment, then lift up their kilts toward the New Zealanders in a show of nationalism, promoting a brand of Scotch Whiskey.

Clip Name: The Rant
Country: Canada
Running Time: 60 seconds
Description: A young Canadian man walks on to a stage in a large auditorium with a Canadian flag and other images projected on a background screen. He begins to address various clichés about the Canadian people, and explains the ways Canadians are different from Americans. As he builds in intensity, he ends the spot promoting Canadian beer with, "My name is Joe—and I am Canadian!"

Babies Group Summaries

Clip Name: Sign Baby
Country: U.S.A.
Running Time: 30 seconds
Description: A baby is swinging in a mechanical swing, laughing on the upswing and beginning to cry on the downswing. After several repetitions of this, the perspective turns to show that as the swing goes high, the baby is able to see McDonald's golden arches through a window, which on the downswing the baby is not able to see. A similar spot has run in other countries, replacing the American baby with a regional nationality.

Clip Name: Up & Go
Country: Sweden
Running Time: 45 seconds
Description: A diapered baby is comfortably seated on a living room rug, as dramatic strains of Strauss' *Thus Spake Zarathustra* begin to play. As the music continues, the baby turns to crawl, and then, with a breakthrough effort as sunlight beams through picture windows, stands for the (apparently) first time, with a marketing message that it is time for a new style of diaper.

Clip Name: Cry Baby
Country: France
Running Time: 40 seconds
Description: A baby is crying fitfully on a public bus loaded with other passengers. A man offers to take the baby from the distraught mother, and begins to perform a tune-up, so the baby now cries in a well-running pitch, rather in than burps and squawks. The man exits the bus with a satisfied smile, as the slogan proclaims the mechanic's work is never done.

Relationships Group Summaries

Clip Name: Marry Me?
Country: China
Running Time: 30 seconds
Description: The ad is in Chinese with English subtitles. A young couple sit in a McDonald's restaurant, the male nervously commenting on the food (how fresh the french fries are, how cold the coke, etc.). He then hands the young woman a box of chicken wings, which she opens to find, instead of wings, a diamond engagement ring. A pause in the flow, then, "Where are the wings?" she asks.

Clip Name: Heads
Country: U.S.A.
Running Time: 30 seconds
Description: A young computer-animated couple is dining at a table in the woman's apartment, while the man rambles on about his work day. As the woman gets increasingly bored with the prattle, she rises, pulls the head off her dinner partner, and goes to her closet full of other animated men's heads. After selecting a more romantic model, she places the new head on her dinner date. Her improved evening continues, with a marketing message that sometimes a change in furnishings helps.

Clip Name: Moving Van
Country: U.S.A.
Running Time: 30 seconds
Description: A young woman is shown opening the back door of a moving van as it speeds down a busy four-lane highway. She begins to toss out boxes, furniture, golf clubs, and rolls a motorcycle out into the road, as following traffic swerves to avoid and hits the items. When the back of the van is empty, she climbs to the front of the van, where she looks innocently at the driving young man, and says, "What?" The marketing message was she needed to create room for new shoes now on sale.

Animals Group Summaries

Clip Name: Peanut Butter
Country: U.S.A.
Running Time: 30 seconds
Description: A young boy is sitting on a front porch eating peanut butter from a spoon and sipping milk through a curly straw, while a large dog hopefully watches. The boy extends the spoon to the dog who gratefully takes a bite, then begins to repeatedly lick its tongue to work the peanut butter off the roof of its mouth. The marketing message is sometimes milk comes in handy.

Clip Name: Confused Dog
Country: Singapore
Running Time: 30 seconds
Description: A dog happily runs home after a day of play, entering through a swinging doggie door, to be confused by the living room which has been freshly and attractively refurnished. The dog runs outside, checks the number by the door, and returns inside in continued confusion.

Clip Name: Happy Cows
Country: U.S.A.
Running Time: 30 seconds
Description: Two bulls with computer-generated mouth movements are grazing in bountiful and sun-drenched fields, commenting in English how nice the California life is, when an attractive cow saunters by. They bulls make some stereotypical male comments, such as "whoa—do you work out?" and other banter. The marketing message is great cheese comes from happy cows, and happy cows live in California.

Sports Group Summaries

Clip Name: Anthem
Country: Poland
Running Time: 45 seconds
Description: Two raucous groups of opposing football (soccer) fans meet up at an alleyway intersection, and square off with one another in challenging stares. Suddenly a cell phone tone begins to play the Polish national anthem, and "in the spirit of the world cup" they soften and hug in the realization that a kindred commonality transcends rivalries.

Clip Name: Soccer
Country: U.S.A.
Running Time: 30
Description: A young man is facing a string of challengers on the soccer field, as he maneuvers to kick an impressive goal. The dreamy image fades into a man standing in a sporting goods store holding a soccer ball, and a pregnant women asks him, "And honey–if it's a girl?" The dream image returns, this time with a girl kicking the winning goal.

Clip Name: Football
Country: Netherlands
Running Time: 60 seconds
Description: A group of young male athletes perform numerous feats and tricks with a soccer ball, with no narrative and music, other than the rhythmic pounding of the ball and feet. This continues for almost the full commercial with no marketing message at all, save for a sports logo in the last few seconds of the clip.

Self Image Group Summaries

Clip Name: Popping
Country: U.S.A.
Running Time: 30 seconds
Description: A friendly group of teenagers is driving around the city at night, in a moody ambience set by music and contemporary dancing moves. The marketing tactic seeks to have potential buyers associate that car model with the appealing atmosphere created by the commercial.

Clip Name: Odyssey
Country: U.K.
Running Time: 60 seconds
Description: A young man in a bleak and sparse apartment house opens a room door and begins running strongly and free, bursting through interior building walls. About midway through the run, a young woman joins in, also breaking through a series of walls. They pause a moment, exchange glances, then continue on with their run, through the last wall of the building, up a towering tree, then leaping free into open air. The marketing message is the runners' blue jeans give them freedom to move.

Clip Name: The Internet
Country: Global play on CNN
Running Time: 30 seconds
Description: A montage of images, situations, nationalities, and demographics flit across the screen, with a high-tech music track, as spokespeople espouse on the multifaceted character of the Internet, as contributed to by an international service provider.

Life Cycle Group Summaries

Clip Name: Old Man
Country: Thailand
Running Time: 30 seconds
Description: A younger man sits in a sparse yet warm apartment reading a newspaper when the light burns out. A close-up shows his youngish face as he replaces the light bulb then returns to his seat and newspaper. Moments later, the bulb burns out once more. As the light returns after he again replaces it, the close-up shows the same man though considerably aged by decades, thanks to a long-lasting light bulb.

Clip Name: Elevator Fantasy
Country: U.S.A.
Running Time: 60 seconds
Description: A young man and women get on an elevator, both in attractive blue jeans, exchanging sideways glances as they check each other out. Suddenly their eyes lock and they slip into a fantasy vision of running through a field hand-in-hand to romantic music, then to a chapel where they are getting married, then on to a honeymoon suite, and finally to a hospital delivery room, where the vision ends in a shriek of sweaty panic as they resume their elevator ride. The two hastily leave the elevator, heading in opposite directions.

Clip Name: Champagne
Country: U.K.
Running Time: 50 seconds
Description: This commercial was pulled from the air by the BBC after a number of viewers complained over its intensely graphic nature. A woman in a hospital delivery room, in a final push, expels her newborn through the hospital window with such force that it arcs across the sky, aging in extended flight as it goes, shooting through boyhood, puberty, manhood, into decaying old age as he finally lands with a crash into a gravesite. The marketing message from an electronic game company: "Life is short—play more."

Water Group Summaries

Clip Name: Water
Country: U.S.A.
Running Time: 30 seconds
Description: A hospital promotes itself as a healing environment with a series of dissolves though consistently water-themes images such as a saline drip, washing hands in a splashing sink, a whirlpool bath, an indoor tropical fountain enclosure, a fish aquarium, and dewdrops falling from a healthy leaf. Soothing music and a calming voice underscore the imagery.

Clip Name: Swimming
Country: Thailand
Running Time: 35 seconds
Description: In a televised swim competition with the crowd cheering, a swimmer passes past the video screen holding a fast-food sandwich aloft, taking a bite after alternating strokes, in a testimony to just how tasty the sandwich must be.

Clip Name: Seniors
Country: France
Running Time: 45 seconds
Description: As the narrator extols in French about the benefits of the advertised bottled water for good health, this commercial provides a glorified romp of water acrobatics performed by senior citizens enjoying an expansive and brilliantly adorned swimming pool, to an engaging music soundtrack of the Beach Boys' *Wouldn't it be Nice*.

Appendix D: Instrument Reliability Data

Comparison of results between written survey and oral follow-up for survey.

"American" (original) $n = 10$ Median = 6.0 $\bar{x} = 5.3$ VAR = 5.0 $\sum x = 51$ Clip Classification: Positive Dissonance	**"American" (follow-up)** $n = 10$ Median = 5.0 $\bar{x} = 4.5$ VAR = 5.8 $\sum x = 45$ Clip Classification: Positive Dissonance

"Up & Go" (original) $n = 10$ Median = 6.0 $\bar{x} = 6.2$ VAR = 0.8 $\sum x = 62$ Clip Classification: Positive Resonance	**"Up & Go" (follow-up)** $n = 10$ Median = 6.0 $\bar{x} = 5.8$ VAR = 2.2 $\sum x = 58$ Clip Classification: Positive Resonance

"Confused Dog" (original) $n = 10$ Median = 6.0 $\bar{x} = 5.8$ VAR = 1.5 $\sum x = 58$ Clip Classification: Positive Resonance	**"Confused Dog" (follow-up)** $n = 10$ Median = 6.0 $\bar{x} = 5.6$ VAR = 2.0 $\sum x = 56$ Clip Classification: Positive Resonance

"Popping" (original) $n = 10$ Median = 5.5 $\bar{x} = 5.4$ VAR = 1.6 $\sum x = 54$ Clip Classification: Positive Resonance	**"Popping" (follow-up)** $n = 10$ Median = 5.0 $\bar{x} = 5.4$ VAR = 1.8 $\sum x = 54$ Clip Classification: Positive Resonance

"Old Man" (original) $n = 10$ Median = 5.0 $\bar{x} = 5.1$ VAR = 1.7 $\sum x = 51$ Clip Classification: Positive Resonance	**"Old Man" (follow-up)** $n = 10$ Median = 4.0 $\bar{x} = 3.9$ VAR = 2.99 $\sum x = 51$ Clip Classification: Neutral Resonance

"Water" (original) $n = 10$ Median = 4.0 $\bar{x} = 4.2$ VAR = 1.7 $\sum x = 42$ Clip Classification: Neutral Resonance	**"Water" (follow-up)** $n = 10$ Median = 3.5 $\bar{x} = 3.6$ VAR = 1.6 $\sum x = 36$ Clip Classification: Neutral Resonance

Appendix E: Pilot Study Descriptive Analyses

Humor Group Descriptive Analysis

> Group Classification: Positive Dissonance
> $n = 30$
> Median = 5.0
> $\bar{x} = 4.6$
> VAR = 3.8
> $\sum x = 138$

Humor subgroup descriptive analyses.

"Fish Love" $n = 10$ Median = 5.5 $\bar{x} = 5.3$ VAR = 1.8 $\sum x = 53$ Clip Classification: Positive Resonance	**"Whassup"** $n = 10$ Median = 6.0 $\bar{x} = 5.2$ VAR = 5.3 $\sum x = 52$ Clip Classification: Positive Dissonance
"Love Kiss" $n = 10$ Median = 3.0 $\bar{x} = 3.3$ VAR = 2.2 $\sum x = 33$ Clip Classification: Neutral Resonance	

Sex Group Descriptive Analysis

> Group Classification: Neutral Resonance
> $n = 30$
> Median = 4.5
> $\bar{x} = 4.1$
> VAR = 2.3
> $\sum x = 123$

Sex subgroup descriptive analyses.

"Headache" $n = 10$ Median = 3.8 $\bar{x} = 4.0$ VAR = 1.1 $\sum x = 38$ Clip Classification: Neutral Resonance	**"Quick Soup"** $n = 10$ Median = 5.0 $\bar{x} = 4.6$ VAR = 2.3 $\sum x = 46$ Clip Classification: Positive Resonance

"Proof" $n = 10$ Median = 4.0 $\bar{x} = 3.9$ VAR = 3.9 $\sum x = 39$ Clip Classification: Neutral Dissonance	

Religion Group Descriptive Analysis

Group Classification: Neutral Resonance
$n = 30$
Median = 4.5
$\bar{x} = 4.5$
VAR = 2.5
$\sum x = 134$

Religion subgroup descriptive analyses.

"Pope" $n = 10$ Median = 4.5 $\bar{x} = 4.8$ VAR = 3.4 $\sum x = 44$ Clip Classification: Neutral Dissonance	**"Rabbi"** $n = 10$ Median = 4.0 $\bar{x} = 3.9$ VAR = 1.0 $\sum x = 39$ Clip Classification: Neutral Resonance
"Priest & Nun" $n = 10$ Median = 5.5 $\bar{x} = 5.1$ VAR = 2.8 $\sum x = 51$ Clip Classification: Positive Resonance	

Nationalism Group Descriptive Analysis

Group Classification: Neutral Dissonance
$n = 30$
Median = 6.0
$\bar{x} = 5.0$
VAR = 3.4
$\sum x = 149$

Nationalism subgroup descriptive analyses.

"American" $n = 10$ Median = 6.0 $\bar{x} = 5.3$ VAR = 5.0 $\sum x = 51$ Clip Classification: Positive Dissonance	**"The Haka"** $n = 10$ Median = 4.0 $\bar{x} = 4.2$ VAR = 3.3 $\sum x = 42$ Clip Classification: Neutral Dissonance
"The Rant" $n = 10$ Median = 6.0 $\bar{x} = 5.4$ VAR = 1.8 $\sum x = 51$ Clip Classification: Positive Resonance	

Babies Group Descriptive Analysis

Group Classification: Positive Resonance
$n = 30$
Median = 6.0
$\bar{x} = 6.2$
VAR = 1.0
$\sum x = 185$

Babies subgroup descriptive analyses.

"Sign Baby" $n = 10$ Median = 7.0 $\bar{x} = 6.4$ VAR = 1.6 $\sum x = 64$ Clip Classification: Positive Resonance	**"Up & Go"** $n = 10$ Median = 6.0 $\bar{x} = 6.2$ VAR = 0.8 $\sum x = 62$ Clip Classification: Positive Resonance
"Cry Baby" $n = 10$ Median = 6.0 $\bar{x} = 5.9$ VAR = 0.8 $\sum x = 59$ Clip Classification: Positive Resonance	

Relationships Group Descriptive Analysis

Group Classification: Positive Resonance
$n = 30$
Median = 5.5
$\bar{x} = 5.0$
VAR = 2.6
$\sum x = 151$

Relationships subgroup descriptive analyses.

"Marry Me?"	**"Heads"**
$n = 10$	$n = 10$
Median = 6.0	Median = 6.0
$\bar{x} = 5.7$	$\bar{x} = 5.0$
VAR = 2.2	VAR = 3.3
$\sum x = 57$	$\sum x = 50$
Clip Classification: Positive Resonance	Clip Classification: Positive Dissonance
"Moving Van"	
$n = 10$	
Median = 5.0	
$\bar{x} = 4.4$	
VAR = 1.8	
$\sum x = 44$	
Clip Classification: Positive Resonance	

Animals Group Descriptive Analysis

Group Classification: Neutral Resonance
$n = 30$
Median = 6.0
$\bar{x} = 5.3$
VAR = 2.9
$\sum x = 161$

Animals subgroup descriptive analyses.

"Peanut Butter"	**"Confused Dog"**
$n = 10$	$n = 10$
Median = 7.0	Median = 6.0
$\bar{x} = 6.3$	$\bar{x} = 5.8$
VAR = 1.6	VAR = 1.5
$\sum x = 63$	$\sum x = 58$
Clip Classification: Positive Resonance	Clip Classification: Positive Resonance

"Happy Cows" $n = 10$ Median = 4.5 $\bar{x} = 4.0$ VAR = 2.9 $\sum x = 40$ Clip Classification: Neutral Resonance	

Sports Group Descriptive Analysis

Group Classification: Positive Resonance
$n = 30$
Median = 6.0
$\bar{x} = 5.7$
VAR = 2.1
$\sum x = 170$

Sports subgroup descriptive analyses.

"Anthem" $n = 10$ Median = 6.0 $\bar{x} = 5.4$ VAR = 2.7 $\sum x = 54$ Clip Classification: Positive Resonance	"Soccer" $n = 10$ Median = 6.0 $\bar{x} = 5.5$ VAR = 1.6 $\sum x = 55$ Clip Classification: Positive Resonance
"Football" $n = 10$ Median = 7.0 $\bar{x} = 6.1$ VAR = 2.1 $\sum x = 61$ Clip Classification: Positive Resonance	

Self Image Group Descriptive Analysis

Group Classification: Positive Resonance
$n = 30$
Median = 5.5
$\bar{x} = 5.5$
VAR = 1.5
$\sum x = 166$

Self image subgroup descriptive analyses.

"Popping" $n = 10$ Median = 5.5 $\bar{x} = 5.4$ VAR = 1.6 $\sum x = 54$ Clip Classification: Positive Resonance	**"Odyssey"** $n = 10$ Median = 7.0 $\bar{x} = 6.3$ VAR = 0.9 $\sum x = 63$ Clip Classification: Positive Resonance
"The Internet" $n = 10$ Median = 5.0 $\bar{x} = 4.9$ VAR = 1.2 $\sum x = 49$ Clip Classification: Positive Resonance	

Life Cycle Group Descriptive Analysis

Group Classification: Positive Resonance
$n = 30$
Median = 5.5
$\bar{x} = 5.1$
VAR = 2.1
$\sum x = 154$

Life cycle subgroup descriptive analyses.

"Old Man" $n = 10$ Median = 5.0 $\bar{x} = 5.1$ VAR = 1.7 $\sum x = 51$ Clip Classification: Positive Resonance	**"Elevator Fantasy"** $n = 10$ Median = 6.0 $\bar{x} = 5.8$ VAR = 0.6 $\sum x = 58$ Clip Classification: Positive Resonance
"Champagne" $n = 10$ Median = 5.5 $\bar{x} = 4.5$ VAR = 3.6 $\sum x = 45$ Clip Classification: Positive Dissonance	

Water Group Descriptive Analysis

Group Classification: Positive Resonance
$n = 30$
Median = 5.0
$\bar{x} = 4.5$
VAR = 2.5
$\sum x = 134$

Water subgroup descriptive analyses.

"Water"	**"Swimming"**
$n = 10$	$n = 10$
Median = 4.0	Median = 5.0
$\bar{x} = 4.2$	$\bar{x} = 4.4$
VAR = 1.7	VAR = 2.3
$\sum x = 42$	$\sum x = 44$
Clip Classification: Neutral Resonance	Clip Classification: Positive Resonance
"Seniors"	
$n = 10$	
Median = 5.0	
$\bar{x} = 4.8$	
VAR = 2.2	
$\sum x = 48$	
Clip Classification: Positive Resonance	