

Knowledge Area Module 7

CASE STUDY METHOD: TRANSCULTURAL EDUCATION

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December 15, 2004

Walden University

Ph.D. in Education Program
Specialization: Transcultural Distance Learning

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Introduction

This Knowledge Area Module applies to my self-designed doctoral program, with a particular emphasis on transcultural issues in education. This KAM helped to fortify my understanding of assessing, developing, and implementing case study research methods within an international environment. The KAM work especially related to my dissertation research investigating tactics for improving cross-cultural engagement in international educational settings.

For the Breadth Section, I defined, compared, and contrasted various types of research methodologies of particular relevance to my own research, using a selected bibliography to evaluate the methods. The Breadth Section includes consideration of how the methodologies might be applied to my Application case study and my dissertation research.

For the Depth Section, I further considered and refined research methodologies that may be effectively employed in the Application case study. I also prepared an annotated literature review including particularly relevant texts and dissertations, and an assessment of the research methods and findings covered in the literature, which may be applied to my case study and dissertation.

For the Application Section, I developed and executed a pilot study measuring the reliability of the methodology and survey instrument to be employed for my dissertation research. I prepared a written assessment of the methodology, including an assessment of the study's validity and consideration of necessary modifications.

Knowledge Area Module 7

CASE STUDY METHOD: TRANSCULTURAL EDUCATION

Breadth Section

EDUC 8710: Case Study Method

Case Study Method: Transcultural Education

Introduction

The objectives for this Breadth Section were to define and assess various research methodologies, as well analyze the methodologies in how they relate to the specific use of case studies, which is to be further considered in the Depth Section. Toward this end, I detailed and charted various disciplinary approaches to research design. To assist with this, I prepared a bibliography covering research methodologies, which concludes the Breadth component. Immediately below is an evaluation of selected quantitative and qualitative research methods, with particular consideration of the methodologies that might be applied to my case study and dissertation research. This section also includes an introduction to my case study, as well as consideration of some of the research methodologies that may apply.

Choosing Quantitative and/or Qualitative Methods

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).

Qualitative research may be said to search for the *why* of a matter (McBride & Schostak, 2003), while quantitative research may attempt to calculate *how many*.

Qualitative research may also involve a more holistic approach to a subject, taking a perhaps braver stab at examining the greater significance of a matter, not easily measured and quantified in much less subjective units of data. Given a proclivity to seek a systems context for social issues and the interrelatedness of diverse fields, I tend to focus on the *why* questions. As a journalist for more than 10 years, I discovered the *why* questions are typically the hardest for a newsmaker to answer, and the sort of questions you gradually work up to through a process of quantitative inquiry (the *who*, *when*, and *what* data). These quantitative questions tend to be simpler to answer, and develop a rhythm and confidence in the newsmaker's answers. Then come the more difficult, yet more crucial and illuminating *why* questions which frequently get to the heart of the story.

Psychologist Viktor Frankl (1973) was often to quote Nietzsche in the observation that those who have a *why* can suffer any *how*. *Why* provides meaning, *why* provides context, *why* provides a heart to our qualitative research; at least to the issue of *why* it matters. Children are too often the embodiment of a qualitative researcher, with their endless *why* questions. As children do, the qualitative researcher may be defined as one to satisfy a wonder by wandering to "where the action is and simply watching and listening" (Babbie, 2001, p. 291).

Qualitative research may provide a richer context for the research results, though qualitative research may provide data that are more precise. There may be an arguable parallel to the quantitative versus qualitative preference in the comparison of analog and digital systems. Analog waves provide a rich continuum of quality source information, large and full, chewing up high levels of bandwidth. Digital signals, however, provide a

finite sampling of the infinite spread of an analogue wave, reducing the data to a much smaller quantity, which serves to translate the full analogue signal to an acceptably inferior though handier substitute. Analog signals are of a higher quality, at least in terms of fidelity to the original source. Digital signals, though inferior to the original fullness of the signal, provide easily replicable content in discrete measurements of quantifiable data.

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. Hoping to bring the best of both to my research, my case study will involve qualitative research methods of observation and interview. It will also employ a simple survey instrument for collecting quantifiable data. My dissertation research will employ a grounded research methodology engaging a triangulated mixture of quantitative and qualitative techniques.

Select Aspects of Quantitative Research

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).

In selecting a research sample, the researcher must make sure that the subset he or she chooses is truly representative of the whole population to be studied. If not, the researcher cannot generalize the findings from the sample to the whole population. Another problem that quantitative researchers encounter is the possibility of data contamination due to bias, which the researcher must acknowledge. Some bias can be avoided, for example, if the researcher is careful to check the wording of a questionnaire, compare quick questionnaire returns with those that took longer, and try to give a short form of the questionnaire on the phone with a random sample of those who refused to participate (p.223).

There are four primary forms of quantitative research design— *pre-experiment*, *true experiment*, *quasi-experiment*, and *factorial* (Leedy & Ormrod, 2001). These design forms are compared in the following chart:

Comparison and contrast of four types of quantitative research designs.

Point of Comparison	Pre-Experiment	True Experiment	Quasi-Experiment	Factorial
Designs	<ul style="list-style-type: none"> • One-shot experimental case study. • One-group pretest-posttest. • Static group comparison. 	<ul style="list-style-type: none"> • Pretest-posttest control group design. • Solomon four-group design. • Posttest-only control group design. 	<ul style="list-style-type: none"> • Nonrandomized control group pretest-posttest. • Time-series experiment. • Control group, time series design. • Equivalent time-samples. 	<ul style="list-style-type: none"> • Study of two or more independent variables in a single study.
Aim of research	<ul style="list-style-type: none"> • Attempt to explain consequence in terms of antecedent. • Evaluate influence of a variable. • Determine the influence of a variable on one group but no another. 	<ul style="list-style-type: none"> • Studies the effect of an influence on a carefully controlled sample. • Investigates the possible effect of pretesting. • Evaluates a situation that cannot or should not be pretested. 	<ul style="list-style-type: none"> • Investigates a situation where random selection and assignment are not possible. • Determines the influence of a variable introduced after initial observations with only one group. • Bolsters internal validity with addition of control group. 	<ul style="list-style-type: none"> • Determines whether independent variables interact in some way as they influence the dependent variable.
Aspects and comments	<ul style="list-style-type: none"> • Prematurely links antecedents and consequences. • Provides a measure of change but yields no conclusive results. • Fails to determine preexperimental equivalence of groups. 	<ul style="list-style-type: none"> • Controls for many threats to internal validity. • Enables researcher to determine how pretesting might affect outcomes of treatment. • Random assignment to groups critical. 	<ul style="list-style-type: none"> • Differs from experimental designs because test and control groups are not equivalent. • External validity can be increased by repeating experiment in different places under different conditions. 	<ul style="list-style-type: none"> • Participants randomly assigned to groups in a true experiment study, but also possible to combine elements of experimental and causal-comparative research into single factorial design.

(Leedy & Ormrod, 2001)

Select Aspects of Qualitative Research

In qualitative research, the means of data collection may be applied and intermixed according to the particular study and research method (Leedy & Ormrod, 2001). For example, a *case study* may collect extensive data on individuals, programs, or events through observations, interviews, documents, past records, and audiovisual materials (p. 149). An *ethnographic researcher* engages in “participant observation, becoming immersed in the daily life of the people,” perhaps gaining access to the inner circles of a target group or community through a “gatekeeper, a person who can provide smooth entrance” into the group to be studied (p. 151). In a *grounded theory study*, interviews are a prime source of data collection, “but observations documents, historical records, videotapes, and anything else of potential relevance to the research question may also be used,” with a caveat that the collected data “must include the perspectives and voices of the people being studied” (p. 154).

Leedy and Ormrod (2001) wrote the primary advantage to be gained from observational studies is flexibility, where “the researcher can easily shift focus as new data come to light,” while a primary disadvantage is by the researcher’s “very presence, the researcher may later what people say and do and how significant events unfold” (p. 158). To ensure the most effective results from observational studies as a method of data collection, the authors suggested tips including experimentation with data recording strategies, familiarity between the researchers and the study group, inconspicuous and low-key presence, and keeping detailed field notes (p. 158).

Creswell (1998) suggested seeking out multiple sources for qualitative data collection—especially suitable for a case study—turning to information repositories such as documents, archival records, physical artifacts, and so on (p. 65). However, considerable effort may be expended in researching and gathering those materials, winnowing them down to a usable sample, and keeping on top of the most current research. Merriam (1998) rightly noted one of the most important aspects of reviewing the literature for data collection is knowing when to stop, which she suggests as recognizing when you have saturated the available literature and begin to see references repeated several times, and realizing when “you know the literature. You can cite studies, people, dates, theories, historical trends, and so on. You have a command of the literature. It is time to quit” (p. 54).

Merriam (1998) observed that no matter the form of qualitative research, “some and occasionally all of the data are collected through interviews” (p. 71). Yet another form of data collection specific to qualitative research involves observation, either as a “relative outsider, or in the case of an ethnographer, as a participant observer” (Leedy & Ormrod, 2001, p. 158). In addition, a third form of data collection involves a review of materials gathered from sources such as documents, archival records, physical artifacts, and so forth (Creswell, 1998, p. 65).

For conducting effective interview studies, Leedy and Ormrod (2001) warn that when a researcher inquires about past events and behaviors, “interviewees must rely on their memories, and memory is notoriously inaccurate” (p. 159). The authors provided that while unstructured interviews are “more flexible and more likely to yield information

the researcher hadn't planned to ask for," a disadvantage if found when researchers get "different information from different people and may not be able to make comparisons among the interviewees" (p. 159).

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). Creswell (1998) recommended three strategies for qualitative data analysis, including a general review of information, reducing the information through codes and categories, and preliminary counts of data to determine frequently occurring codes (pp. 141-142). 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).

There are numerous types of qualitative research design, including ethnography, case study, grounded theory, and phenomenology. A *phenomenological study* may rely on data collected by way of a partnership with the study participants, where a "typical interview looks more like an informal conversation, with the participant doing most of the talking and the researcher doing most of the listening" (Leedy & Ormrod, 2001, p. 153). A *content analysis study* may collect data by examining "forms of human communication, including books, newspapers, films, television, art, music, videotapes of human interactions, and transcripts of conversations" (p. 155). Creswell (1998) describes

another form of research methodology, the *biographical study*, which—similar to an ethnographic approach—relies on data gathered directly from individual “and her or his experiences as told to the researcher or found in documents and archival material” (p. 47). The following chart compares and contrasts the four fundamental types of qualitative research design:

Point of Comparison	Ethnography	Case Study	Grounded Theory	Phenomenology
Focus of research	<ul style="list-style-type: none"> Describe and interpret a cultural and/or social group. Gain access to participants through ‘gatekeeper.’ 	<ul style="list-style-type: none"> Develop an in-depth analysis of a single case or multiple cases. Bounded in space and time. 	<ul style="list-style-type: none"> Develop a theory grounded in data gathered from field. Begins with data, ends with constructed theoretical model. 	<ul style="list-style-type: none"> Understanding the essence of experiential phenomena. Seek participant’s perception of an event’s meaning.
Philosophical roots	<ul style="list-style-type: none"> Social anthropology and sociology. 	<ul style="list-style-type: none"> Social sciences including political science, sociology, urban studies, and so on. 	<ul style="list-style-type: none"> Sociology. 	<ul style="list-style-type: none"> Philosophy, sociology, psychology.
Sample	<ul style="list-style-type: none"> Observations and interviews, investigation of artifacts during extended field work. 	<ul style="list-style-type: none"> Sources including documents, archival records, interviews, observations, physical artifacts. 	<ul style="list-style-type: none"> Interviews and observations in ‘saturated’ categories to form a detailed theory. 	<ul style="list-style-type: none"> In-depth interviews (with up to ten people).
Analysis	<ul style="list-style-type: none"> Description Interpretation 	<ul style="list-style-type: none"> Description Themes Assertions 	<ul style="list-style-type: none"> Coding Conditional matrix 	<ul style="list-style-type: none"> Statements Meanings Themes Descriptions of experiences
Narrative form	<ul style="list-style-type: none"> Description of group and/or individual cultural behavior. 	<ul style="list-style-type: none"> In-depth study and presentation of a case. 	<ul style="list-style-type: none"> Theory or theoretical model. 	<ul style="list-style-type: none"> Description of an experience’s ‘essence.’

(Creswell, 1998; Leedy & Ormrod, 2001)

I found it particularly appealing and suitable for a grounded theory approach where 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). Similarly, I also admired Creswell’s (1998) observation on an effective writing style for a qualitative study, to ensure that the “language and feel of the article are scientific and objective while, at the same time, addressing a sensitive topic effusively” (p. 34). It is inspiring to see that a scholarly approach to research can embrace such a wide range of styles in analysis and assessment, within appropriate constraints for study authenticity and credibility.

I benefited from further clarification of research methods, and means of data collection and analysis as they relate in general and specifically to modes of qualitative research, in particular observation, interview, and literature review. Merriam (1998) identified several methods of qualitative data analysis that may be useful for my grounded theory dissertation, including epoche, bracketing, imaginative variations, first- and second-order knowledge, and so on (p. 158). Also useful may be the constant comparative method, where the researcher “begins with a particular incident from an interview, field notes, or document and compares it with another incident in the same set of data or in another set” (p. 159). Especially useful for my grounded theory study are Creswell’s (1998) suggested analytical procedures including *open*, *axial*, and *selective coding* (p. 150). Glesne (1998) also provided some valuable insights into data coding and display (e.g., pp. 135-144).

Selecting the Research Problem

Leedy and Ormrod (2001) advised researchers to articulate a research problem so that “it is carefully phrased and represents the single goal of the total research effort” (p. 52). It may be especially challenging to keep a research topic focused to a single goal; an important incremental component of the scientific process. It is quite impractical to state a research topic, “How do we make the world better?”—though that may be the central theme of the researcher’s ambitions.

Merriam (1998) wrote research problems can “emanate from current social and political issues” (p. 57); the sort of problem requiring *action* to resolve conflicts in social practice. Merriam pointed to the difficulty of selecting samples and sample sizes for a study, which depends on many variables including the “questions being asked, the data being gathered, the analysis in progress, the resources you have to support the study” (p. 64). Toward the formulation of my study’s problem, I am fortunate that for nearly the last four years I have been instructing courses in cross-cultural advertising and marketing for the International Program of the University of California at Santa Barbara. I teach the UCSB-IP courses four times each year, with class sizes ranging from 12-20 students, representing diverse nations and cultures including those of Europe, Asia, Eastern Europe, South America, and Africa. The students are exposed to numerous international advertising and marketing messages throughout the course, and I have observed patterns of response to various message themes and images based on students’ cultural background. I am especially interested in reactions (whether positive or negative) that transcend cultural variations. I have taught nearly identical courses for

primarily American students at Antioch University, so I have considerable domestic student input as well.

Applying Research Methods to the Case Study

The Application case study will incorporate a triangulated mixed method of observation, interview, and survey. A group of participants for the study will include international university students enrolled in global marketing and advertising courses with the UCSB International Program during the academic year 2004. The case study will examine international university students' responses to commercial clips from around the world projected through PowerPoint presentations in international marketing and advertising courses. This will be done in an attempt to determine what images and themes—if any—may resonate across diverse nationalities and cultures. The research methodology will incorporate a qualitative grounded theory approach seeking ways to identify and analyze transculturally resonant messages and themes, which may then be used to augment an instructional framework for more effective learning in international classroom settings.

The study will include a brief narrative describing the theoretical underpinnings of cross-cultural communication, a background on the participating students, as well as comprehensive treatment of the marketing messages, themes, images, and so forth considered in the study. Using a quantitative survey research tool, the sample students will be asked to complete an opinion measurement form as they view various commercials and marketing messages throughout the course, on a summated scale

of seven, rating the degree of appeal or repulsion to the theme, images, and messages contained in the clips. The data will be analyzed seeking negative and positive patterns of reaction to the various measured aspects (i.e., themes and imagery), which may be then be assessed and accounted for within and beyond cultural variations. The spots that are rated consistently high in appeal regardless of the rater's cultural background could be considered *transcultural* in appeal. The applied statistical analyses will be described in the study's methodology section.

A grounded theory research method 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 study will include extensive 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 comprehensive 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).

Introduction to the Case Study

Educators of international students may be challenged to address the ranging diversity of cultures in a classroom setting. The question at hand is this: Are there certain themes and images that resonate across nationalities and cultures, which can be used to more efficaciously construct an instructional framework for international education? This grounded theory study will examine international university students' reactions to various themes and images projected through video presentations, within international marketing and advertising courses. Data will be collected through a variety of methods including observation, interviews, and document review, 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.

Background to the Study

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. Foreign students contributed \$12 billion to the U.S. economy in the 2002-2003 academic year (Rooney, 2003), and many U.S.-based online education institutions are expanding their reach into the 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).

Nature of the Problem

One of the common criticisms against U.S.-based international education is that American instructors may often be ignorant 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 can become better skilled at finding methods to adapt to the challenge in a way that—while acknowledging cultural variations—seeks to transcend them. The problem that this study will address is how to develop more effective transcultural communication methods in international classroom settings. Perhaps the process of cross-cultural communications could be enhanced by analyzing efficacious models where cultural differences are not only bridged, but also transcended.

Purpose and Scope of the Study

This study will be a grounded theory consideration of means to analyze transculturally (culturally transcendent) resonant images and themes, which may then be used to prepare an instructional framework for more effective learning in international classroom settings. The themes and images examined over the study will be gleaned from international marketing video clips played in PowerPoint presentations within global marketing and advertising courses for international students, with student reactions measured through observation, informal interviews, and student assignments.

Assumptions

The case study is based on an emergent conviction that certain themes and images do indeed resonate across the wide diversity of cultural dimensions found among international students, subsequent to my experience teaching international courses in marketing and advertising, as well as my experiences as an overseas journalist and international public education project manager. Furthermore, it is assumed that by identifying 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.

Research Question

What sorts of themes and images might create transcultural resonance and dissonance within an international classroom comprised of diverse nationalities and cultural backgrounds?

Social Significance

The study may serve to identify possible methods to enhance the educational experience of international students as they interact with other nationalities in the classroom. 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. The international students participating in well-designed educational programs may then progress to provide future cross-culturally skilled leadership in a conflicted global environment.

Study Methodology

The study will incorporate a triangulated method of observation, interview, and survey, 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 international university students enrolled in global marketing and advertising courses with the UCSB International Program during the academic year 2004. 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. Abiding by the policies of the Walden University Internal Review Board, the study research methods will be approved by the administration of the UCSB International Program, and participating students will have provided their consent.

Data Collection

The sample in this study will include international students participating in advertising, marketing, public relations, and management courses, representing diverse nations of Asia, Africa, Europe, Eastern Europe, South America, and so forth. The observation and interview research will involve currently enrolled international students. Direct quotes may be used from the students gleaned through normal classroom discussions and written materials such as emails and class assignments.

Observation. The classroom dynamics will be observed during the presentation of video clips within international courses in marketing and advertising. During classroom sessions, international students 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 on. 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 clip may indicate transcultural significance when discussions expand beyond cultural seating groups.

Survey. Leedy and Ormrod (2001) observe 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). Using a quantitative survey research tool, the sample students would be asked to complete an opinion measurement form as they view various commercials and marketing messages throughout the course, on a summated scale of seven rating the degree of appeal or repulsion to the theme, images, and messages contained in the clips. The data would be analyzed seeking negative and positive patterns of reaction to the various measured aspects (i.e., themes and imagery), which may be then be assessed and accounted for within and beyond cultural variations. The spots that were rated consistently high in appeal regardless of the rater’s cultural background could be considered *transcultural* in appeal.

Interview. The study interviews will consist of informal Q&A during the class sessions, rather than more formal and in-depth interview sessions and surveys. Students may be asked open-ended questions to identify components of a message they might find especially appealing or repulsive, with a particular emphasis assessing themes and images. More intensive and intrusive interview methods could prove problematic,

where the necessarily voluntary participation might well become more of a cultural measurement of a participant's proclivity to volunteer, yielding culturally skewed results. While the students would be asked to voluntarily participate in class discussions for informal observation, the imposition would be minimal and less likely to raise objections or cultural variations in consent (e.g., reluctant acquiescence from the more power-distance oriented cultures where the instructor is not to be questioned). Any student(s) who declined participation will not be quoted or otherwise referenced in the case study research.

Methodology Limitations

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.

Groups of international students participating in the current year's courses will be in smaller classes than the prior 3 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 to often under 10 students, and some nationalities (such as Turkish and South Korean) have especially curtailed attendance.

Furthermore, students attending the USCB International Program typically represent some of the higher-income and more privileged classes of their home countries, for example, children of diplomats and coffee plantation owners. Yet Hofstede (1997) indicates 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, fortifying the necessity for an effective and culturally enriching experience in their international studies.

As mentioned above, there is also concern regarding 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 interview process will consist of informal Q&A during regular class sessions, with the researcher relying on less intrusive observations of classroom dynamics and comments, recorded and inscribed within field notes. Voluntary student comments provided during breaks or otherwise outside of the regular class may be included, as useful and appropriate.

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. Other potentially transcultural themes and images may exist well beyond those that might be observed in the current study.

Conclusion

This Breadth Section provided a focused survey of general research methods that may apply directly to my case study and dissertation to come. More specific research methodologies and findings in related articles, texts, and dissertations will be explored in the Depth Section ahead.

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Knowledge Area Module 7

CASE STUDY METHOD: TRANSCULTURAL EDUCATION

Depth Section

EDUC 8720: Current Research and Analysis of Transcultural Education

Current Research and Analysis of Transcultural Education

Introduction

The objectives for this Depth Section were to help define and refine the research methodology to be employed in the Application case study and my dissertation (a pilot study of a survey instrument measuring participant reaction to possibly transcultural themes and images), specifically considering the advantages and limitations of the methods. I prepared an annotated literature review including texts, studies, and dissertations that assess and/or apply similar research methodologies, or that relate to the subject matter of the Application case study.

Applied Quantitative Research Methodologies

As covered in the Breadth section, quantitative research provides an exacting methodology to isolate a study's variables with strict controls and precise analysis of research data. This subsection will consider the quantitative methodologies found in texts, articles, and dissertations with a particular relevancy to my own case study and dissertation methodology and subject matter. In particular, the quantitative survey instrument in my case study and dissertation will be used to measure cultural variations and similarities in reaction to presented video clips and images.

Dutch anthropologist Geert Hofstede is the grandest father of cultural investigation, who has investigated various dimensions of culture in his original and definitive quantitative cultural study. Hofstede (1984) surveyed employees of the pseudonymic "HERMES" corporation (IBM) in 66 countries from 1967-73, producing a

databank with answers to 117,000 survey questions. Since 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.

Based on evaluation of the research data, Hofstede devised a theory that world cultures vary—and often significantly—along a series of different dimensions, including power-distance, collectivism, masculinity, and uncertainty avoidance. His research, though sometimes questioned over aspects of his methodologies, has held up well in ensuing studies (e.g., Fernandez, Carlson, Stepina, & Nicholson, 1997). Hofstede's methodology and findings have been invaluable to me throughout my doctoral and master's research.

Fernandez, Carlson, Setpina, and Nicholson (1997) conducted a study that provides a follow-up to Hofstede's definitive study on cultural dimensions. The authors attempted to address some of the criticisms aimed at Hofstede's original methodologies, such as misdefinition of cultural indicators, significant cross-loadings of measurement factors, aggregate analysis of data reducing power of subsequent analyses (pp. 2-3). The

current study was a quantitative examination of cultural 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 Likert-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.

Fernandez et al.'s (1997) study 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—IBM providing a sample group for Hofstede's research). 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 ranks higher in uncertainty avoidance, and Japan comes in lower than in the original study. The United States continues to rank number one in individualism, while Russia tops 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 resides below the mean as feminine in the current study, a shift from the masculinity of Hofstede's study.

Fernandez et al. (1997) attempted to distinguish subcultures within a surveyed country, for example, the White, African American, Hispanic, and Asian American

subcultures within the United States. Collective country scores rating cultural dimensions were calculated by summing the responses for each measure across individuals within a given country and calculating the mean of those scores. Standardized scores were calculated to compare study's findings with Hofstede's original rankings. Seven of the nine studied countries could be directly compared between the current study and Hofstede's original study that did not include Russia and China. The findings and methodologies in the study are valuable to my own research in several ways. First, the study supports the use of Hofstede's original work as a continuing viable source of data. Second, it adds cultural data for the important countries of Russia and China. Third, it offers insight into the precision necessary for credible and respectable research methodologies.

Field surveys can provide a means of gathering considerable amounts of data. Block (2002) conducted a quantitative correlational field study to examine the relationship between leadership and organizational culture within a privately owned company. The study's methodology included surveys of 782 employees using the Multifactor Leadership Questionnaire and the Organizational Culture Survey—both instruments requested the participants' response according to a 5-point Likert-type scale. The managers' leadership styles were assessed according to ratings of their direct reports, and the employees' surveyed perceptions of the organizational culture were assessed from organizational and hierarchical perspectives. The data were analyzed with a t test corresponding to an assortment of null-hypotheses.

Block's (2002) results indicated that leadership styles are significantly related to employee perceptions of an organizations' culture. Supervisors who had high ratings in *transformational* leadership were perceived by their employees as having higher levels of

mission, adaptability, involvement, and consistency, as opposed to leaders perceived with a *transactional* leadership style. The study also found that the leaders more immediately above the employees had a greater impact on the employees' perception of organizational culture, than those leaders at other levels in the organization. The researcher concluded through exploratory factor analyses that proactive leaders had a significant positive impact on employees' perception of the organizational culture, while passive leaders had an equally significant negative impact. This study is useful to my research, both through consideration of the methodology, and the insights into the influences affecting cultural environments.

Some studies, though not directly relevant to my own research, offer a wealth of research methodologies. Pershing (2004) prepared a quantitative dissertation for Walden University with an extensive and excellent treatment of methodologies—both the methods used, and the methods considered then discarded. The author devoted numerous pages simply to the development of the survey instrument, and in particular the application of a Likert-type scale—a scale I will use in both my Application case study as well as my dissertation research. Pershing also devoted in-depth treatment to research methodologies including data collection methods, survey validity, population and sample selection, as well as identification of dependent and independent variables.

Pershing (2004) examined beliefs regarding the appropriate degree of directiveness in a managerial relationship, while also investigating correlations between beliefs about management and the survey participants' demographics along the lines of age, gender, nationality, level of education, functional area, and hierarchical level. Pershing provided an electronically distributed survey to 2,000 staff members of an

international organization, and applied a factor analysis to develop a summated rating scale for each of the independent variables. Differences between participant subgroup response means were examined using ANOVA and t tests. The study found that differences between all independent variables reached high levels of significance ($p < .001$). The study concluded that the study results suggest managers might use information about subgroup membership to help better meet the needs of a diverse workforce. Pershing found that a concept of directiveness proved highly effective in predicting outcomes of worker reaction, but the concept but requires refinement and further research.

Other quantitative studies offer a direct relevance to my own research, along with providing useful quantitative methodologies I might engage as well. Mueller and Clarke (1998) found that cultural issues are frequently disregarded or dismissed in the development and application of management theories. This oversight becomes especially problematic in current-day international socioeconomic relations. The authors' quantitative paper contrasted in particular the effectiveness of merit-pay systems in the United States and republics of the former Soviet Union, and the differing cultural response to issues of "fairness of reward distribution across political-economic contexts." The findings belie a Western perception that changes in the Central and Eastern European social environment and processes along Western ideals will be embraced in a universal response.

Mueller and Clark's (1998) study used a survey instrument, measuring university student responses in 15 countries under solid methodology controls, while enhancing "cross-cultural comparability" with a similar demographic base in each country (e.g., age,

work experience. The researchers administered the survey in 1994 to 2,267 third- and fourth-year university students who were taking business or economics courses at 25 universities in 15 countries. The researchers utilized university students as participants since, as business and economics students, they represented the future of enterprise leadership; and, since as readily accessible participants representing a fairly common homogeneity across countries, the university students enhanced a cross-cultural comparability for the study. The survey was conducted again two years later with common samples from the United States and Central and Eastern European countries to verify and replicate the first study's results. The study assessed participant norms of equity versus equality, where the equity norm proposes distribution of incremental rewards for enhanced levels of performance; while under an equality norm, all recipients are rewarded the same regardless of their contribution. The article identified three categories of workers along a continuum of equity sensitivity, including "benevolents," "equity sensitives," and "entitleds." The results of the study challenge the universality of an equity norm.

In another dissertation with both methodology and subject matter directly relevant to my own study, Udoh (2000) conducted quantitative research 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.

Udoh's (2000) 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.

Another quantitative study (Singhapakdi, Rawwas, Marta, Ahmed, 1999) asked the research question: "How do ethical values of individuals differ when they are reared in different cultures?" The authors hypothesized that consumers from different cultures will tend to hold different views of ethical issues. They suggested that American multinational marketers operating in other cultures with ethical values that differ significantly from American standards could meet with "disastrous" results. To test the hypotheses of cultural impacts on ethical values, data were collected from U.S. and Malaysian consumers through a self-administered questionnaire. For the U.S. group, the researchers selected a household panel from a major southern university. For the Malaysian group, the researchers randomly selected 250 households from various regions of the country. The study concluded that, yes indeed, cultural foundations do impact ethical values, especially notable in the two measurement groups of Americans and

Malaysians, falling at opposite extremes on some cultural dimensions (e.g., power distance and individualism).

For expatriates/sojourners to understand better how best to adapt to new sociocultural environments, it is useful to first be acquainted with the adaptation challenges and dynamics involved. Ward and Kennedy (1999) provided a decisive examination of the construct of sociocultural adaptation. Their paper offered a quantitative examination of the “construct of sociocultural adaptation.” The authors proposed that “cross-cultural adaptation may be meaningfully divided into two domains: psychological (emotional/affective) and sociocultural (behavioral)” (p. 660).

Psychometric analyses of the Sociocultural Adaptation Scale (SCAS) were presented based on compiled data collected from a large number of participant samples, measuring patterns of sociocultural adaptation through 16 cross-sectional samples, 4 longitudinal samples, and 1 paired-comparison between sojourning and sedentary samples. The authors reported on selected cross-sample comparisons, and discussed the relationship between sociocultural and psychological adjustment across samples. The study was primarily concerned with issues of sociocultural adaptation, measured by such items including expatriate abilities at making friends, using the transport system, making yourself understood, going shopping, understanding jokes and humor, following rules and regulations, dealing with people in authority, dealing with people staring at you, making yourself understood, understanding the local value system, and etc. (p. 663).

For nearly half a century, accepted opinion assumed the acculturation of expatriates and sojourners followed a *U-pattern* of adjustment. The U-curve proposition was based in earlier studies which identified the U-pattern was molded by an initial honeymoon euphoric

state of the cross-cultural transition, followed “first by a period of crisis, distress, hostility and withdrawal,” then by a transition stage and “finally by a period of adjustment, integration and enjoyment” (Ward, Okura, Kennedy, & Kojima, 1998, p. 278). In this quantitative study, the authors examined the time implications on student sojourners’ psychological and sociocultural adjustment during the cross-cultural transition to their host countries, measured through questionnaires completed by the participants in time segments of 24 hour after arrival, with follow-up after 4, 6 and 12 months in New Zealand. The survey instrument utilized a 5-point scale with endpoints ranging from no difficulty through extreme difficulty in adjustment. Preliminary data analysis consisted of testing each of the scale’s internal reliability by using Cronbach’s alpha test. One-way analyses of variance were applied to evaluate the ranges of participant adjustment from the participant’s time of entry through 12 months. The initial hypothesis was that the adjustment patterns would follow a projected U-curve over the timeframe. Instead, the results demonstrated that adjustment problems were greatest at the entry point, and decreased over time.

Applied Qualitative Research Methodologies

The mixing, merging, and sometimes melding of culture in international settings can provide a valuable synthesis of perspectives, new modes of thinking, new elements formed through combinations of cultural chemistry; sometimes producing a golden alchemy, other times explosive mixtures of incompatible and volatile elements. Studies of cultural interactions, by their very complex nature, are frequently served by a qualitative approach to understanding.

Qualitative Observers

Berrell, Gloet, and Wright (2002) undertook a study that gathered information on managerial behavior through researcher observation of participants. The researchers combined analytical methods common to semiology and anthropology, where the observed managerial behavior was inscribed as text by noting forms of behavior on a continuum defined by poles of cultural groupings in categories including individual/collective, hierarchical/devolved, universalistic/particularistic, and so on. The resulting paper addressed three primary questions: (1) What is the impact of national culture on organizational learning? (2) What are the implications for international managers? (3) In what ways can management development enhance organizational learning?

Berrell et al. (2002) summed up the challenge facing international cross-cultural operatives in the understatement, that “in JVs [joint ventures] where the discourses of national culture collide rather than converge, harnessing the various aspects of intellectual capital as a core competency is a significant challenge” (p. 3). The researchers attributed much of this problem to a shortage of “managerial talent capable of operating internationally,” and a reluctance or incapability by international workers to “generate global learning practices” (p. 7).

Elashmawi (1998) conducted a similar qualitative study of cultural clashes among managers of joint ventures, relying on observations of participants from different cultural backgrounds in managerial settings. The case study observed daily interactions between American, Japanese, Asian, and European managers during daily activities such as business meetings, presentations, and technology transfers.

The author compared and contrasted the cultural differences and conflicts that occurred during managerial interactions and activities. The author also describes a Multicultural Management (MCM) Process, which has been employed worldwide as a means to improve cross-cultural relations among international managers.

Elashmawi warned of the problems sure to occur if the cultural influences in the day-to-day operations are overlooked. “These are the issues that can make or break an expensive joint venture operation. . . . Multicultural incompetence affects the joint venture’s bottom line” (pp. 2-4). Failure to account for and accommodate these cultural differences ultimately costs not only the interpersonal relationships, but also diminishes the final tally of quality end-products and enterprise profits. This dynamic may well apply in an educational setting as well. The author used a case-study approach with observation and narrative analysis of cultural interactions, rather than quantitative analyses, though some supporting data could have been quantified. For example, how does the return on investment (ROI) in cross-cultural joint ventures compare to mono-cultural ventures within the company? What is the rate of cross-cultural venture failures in contrast to mono-cultural?

Among the more interesting and applicable qualitative 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’s text provided qualitative ethnographic ruminations, experiences and impressions gleaned through practice, rather than precise quantitative measurements. 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. 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). 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).

As a Brazilian educator, Freire proved especially successful in adapting 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). A plan was formulated in Brazil to teach twenty million illiterates through twenty thousand discussion groups, furthering Freire's intent of utilizing education to "bring about social, political, and economic changes in society" (p. 139). Yet Freire and his revolutionary ideals may have been betrayed by his own success.

Widespread opposition began to develop in Brazilian conservative circles, however, and Freire was accused of using his literacy method to spread subversive and revolutionary ideas. Freire's literacy work in Brazil was brought to an abrupt end in April 1964. A military coup toppled the Goulart government and along with many other leaders of leftist groups, Freire was jailed. (Elias & Merriam, 1995, p. 146)

Another renowned observer of cultural characteristics, Hall (1989) provided a qualitative first-person odyssey, based in large part on personal experience, observations and anecdotes. He employed a narrative style, weaving in well-documented references through an extensive bibliography and detailed endnotes. The text is in part ethnography, and in part personal rumination. I admire the effective use of narrative as a valuable way to transmit observations based in life experience; an important form of knowledge gathering and transmission.

Hall (1989) may have been alluding to the shortcomings of quantitative measurements when he observed that, "the instruments we have created are like ill-fitting shoes. By creating extensions that don't fit or don't work, humans have failed to develop some of the most important aspects of their own psychic and physical potential" (p. 5). In this text, Hall 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. Different cultures rubbing against one another's distinct and differing dimensions may experience misunderstanding and frustration. One of the cultural dimensions that might induce the most heated friction between cultures may be differences in time perceptions, which Hall described as M-time (monochronic time) emphasizing a fondness for schedules and structured time allocation, and P-time (polychronic time) where people are comfortable with looser allocation of time and multiple events happening within given time period.

Other cultural observers have developed similar measurement tools for dissecting the mindset of a society. For example, Trompenaars and Hampden-Turner (1998) offered a mixed-method treatise; an appealing combination of qualitative assessment interspersed with quantitative references. The authors describe differences in cultural orientation based on their 15 years of academic and field research, which is cited throughout the text. Much of the book is written in a declarative narrative style without specific citation; frequently the writing invokes literary allusions. Other parts may reference a related study applied to a current circumstance, such as Tom Cottle's *circle test*, which was used to measure cultural approaches to time. Many 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). The authors have disguised the companies' names in most of the cases. In spite of the mishmash of methods and inconsistent application of scholarly standards, the book provided valuable insights into cultural dimensions. The authors' findings provided an eight-dimensional algorithm for measuring cultures, with a continuum between poles of cultural characteristics (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

Qualitative Interviewers

Woodbridge (2003) prepared her Walden University dissertation with the premise that technology is a valuable instructional tool for delivering, presenting, exploring, analyzing, and synthesizing curriculum content. The mixed-method exploratory case study included classroom observations, interviews, and a survey: 42 observations in 16 classrooms, 20 interviews, and 27 responses to an online survey. Teachers participating in the case study had a common background in integrated learning through technology, had all graduated from Jacksonville University's program in Integrated Learning with Education Technology (p. 226). As part of the dissertation study, teachers were asked, "How should technology be used in the classroom?" Some of the responses included:

1. Enhance, emphasize, and expand learning and teaching strategies.
2. Inform, begin research, reinforce skills and content, allow investigation, and be used as a presentation tool.
3. Teach technology skills within the context of content the students are studying.
4. Provide enrichment and give teachers survival skills to deal with the clerical work they must do while teaching.
5. Improve communication for development of the learning community with parents and students.
6. Participants agreed to the teacher should not use technology just for technologies sake. Instruction should reflect research-based teaching strategies that are considered the best teaching practices. Technology should be integrated, engaging, and encourage student exploration to learn independently (pp. 235-236).

Another quantitative interviewer, Michailova (1999) conducted fieldwork over nine months in 1994, interviewing some 54 subjects as part of her ethnographical study of a Bulgarian industrial organization, examining the subcultures that might exist in the organization in both socialist and post-socialist eras (i.e., members of the management subcultures are by rule communists before 1989 and respectively non-communists in the first years after 1989). The article is based on a case study of an organization given the pseudonym SOBIO (abbreviation of State-Owned Bulgarian Industrial Organization). Since the author had spent some 14 years of her early life living in the same community and had personal experiences with the company, she admitted certain biases that might influence her research. She addressed this in an interesting and insightful passage:

My subjective impressions and my own biases, attitudes, beliefs and opinions influenced by my expectations presented a potential difficulty in gathering data. This difficulty was perpetuated by the fact that data collection and analysis were interwoven into each other during the whole field study. I had certain expectations from the field that have been raised and made even more detailed by the theoretical approaches I was dealing with. At the same time, I was curious and not resistant to any kind of surprises. On the contrary, I expected them and in some cases I was not only surprised, but shocked and this was a creative source of inspiration for analyzing the collected data. To use Stein's expression, I was able to move from my inner world into SOBIO's world and I could "trust that I am using myself rather than being stuck in myself." (p.89)

Macia (1999) also collected dissertation data through student interviews, a researcher's journal, and document reviews, exploring the transcultural experiences of ESOL students from Cuba. 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 investigates their lived transcultural experiences. 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? These questions are especially relevant to my own research into themes and images that may transcend a specific cultural foundation.

In Pinheiro's (2001) qualitative study, the author interviewed nine participants representing three regions of the world (Asia, Africa, and Latin America), asking them to reflect on their teaching-learning experiences in the United States. Pinheiro 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).

Qualitative Reviewers

Zakaria and Keda (2000) relied on extensive literature review and critique of concepts such as acculturation, culture shock, cross-cultural training, and intercultural communication competence. By reviewing, assessing, and incorporating prior research, their article addressed the problem of training challenges faced by transnational organizations as they attempt to adapt to globalized markets and a diverse workforce. The study's main purpose was to "highlight the effects of cross-cultural training on the acculturation process of the global workforce on meeting a foreign culture" (p. 3). The authors found two assessed models of acculturation and training limited to meet the current transnational needs, and proposed a synthesis of the models into a third *integrated cross-cultural training model*, where "training is explicitly shown as a sub-process to

stress the importance of providing training prior to cultural contact and before acculturation process,” which would link the “effectiveness of the training programs to the process of acculturation” (pp. 6-7). The study concludes that “expatriates require more in-depth training, which involves better preparation and leads to distinct mindset changes” (p. 10).

Low (2001) employed a literature review of Tao Zhugong’s writings, who was a military and business strategist living in China some 2,500 years ago. By comparing the earlier writings with contemporary business and management texts, Low proposed that ancient Chinese business and management practices are still relevant for contemporary managers working at individual, company, national, and international levels. The author argued that Western managers might find lessons for their own leadership methods, especially for cross-cultural business relations in China and other parts of the world. The author provided anecdotal evidence supporting the thesis, with a survey of Tao Zhugong’s business principles, interspersed with contemporary references and citations testifying how those principles are relevant and demonstrated in our modern global business culture.

Textbooks in particular may offer an extensive literature review, assessment, and application of research. Calloway-Thomas, Cooper, and Blake’s (1999) book considered how various cultural dimensions might interact when intermixed in an education setting. The authors’ research determined instructors might need to adapt interaction styles between students in a course, depending on a student’s cultural foundation. For example, none of the most evident dimensions to the instructor could be the individualist/collective differences between international students. In collectivist cultures, students expect to

learn how *to do*, and speak up in class only when called upon personally to by the teacher. On the other hand, in individualistic cultures, students expect to learn how *to learn* and will speak up in class in response to a general invitation by the teacher (pp. 195-196). Though little if any was presented in the way of original research, the collection and assessment of existing research was valuable, to both my own research, as well as the teaching methods I might employ with my international students.

Methodologies and Techniques for Application Case Study

My Application case study, as described in the Breadth Section, will employ mixed methodologies combining the richness of a qualitative approach, supported with the validity and replicability offered by quantitative methods. Glazer and Strauss (1967) wrote that in many instance both forms of data 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).

My ideal mixed-approach incorporating both quantitative and qualitative methods would combine the observational—even visionary—abilities of Freire (1993), Hall (1989), and Michailova (1999); with the analytical powers engaged by Calloway-Thomas et al. (1999), Mueller and Clark (1978), Trompenaars and Hampden-Turner (1998); with the quantitative precision of Hofstede (1984), Fernandez et al. (1997), and Pershing (2004). Patton (1990) advised it is possible to cut across research approaches through a triangulated combination of quantitative and qualitative methods (p. 188); in the case of my grounded theory research, a mixture of observation, interview, and survey.

Observation Methods

The skills in observing and assessing what is observed may be among the most important aspects of a mixed method study. Those refined abilities may even have larger significance than the number of participants in a study, which is fortunate for my research with limited though diverse pool of students in my international courses. 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). 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).

There is no pure, objective, detached observation; the effects of the observer’s presence can never be erased. Further, the colonial concept of the subject (the object of the observer’s gaze) is no longer appropriate. Observers now function as collaborative participants in action inquiry settings. (Denzin & Lincoln, 1998, p. 49)

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). The ideal amount of time spent on observations has no set formula, and the specific study will need to adjust the observation pattern according to “the purpose of the study and practical constraints” (p. 98). Unfortunately, observational researchers rarely have as much time to spend as they might need to complete a thorough study. Hatch (2002) pointed out that most decisions about how long to devote to observations will typically be made during the design phase, rather

than be adjusted as necessary during the course of a study. “Most of data collection phases will end when the researchers’ time is up, the term ends, the research bargain is fulfilled, or, if they are lucky enough to have financial support, when funding runs out” (p. 89). Thus, researchers must carefully monitor the data collection during the observation process to ensure they are gathering the amount of information necessary for successful completion of the research (p. 89).

Interview Methods

There are three fundamental approaches to the interview process: informal, formal, and standardized (Hatch, 2002). The interview process may combine one, two, or all three approaches. Rubin and Rubin (1995) wrote each interview approach is built up from three types of questions: a *main question*, which begins and guides a discussion; a *probe question*, which allows the interviewer to help complete or amplify a response; and a *follow-up question*, which helps to pursue the fulfillment of the main question, or serves to further the examination of “central themes or events, or ask for elaboration about core ideas and concepts” (pp. 145-146).

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.

My case study and dissertation will rely on informal interviews. The primary reason for such informality is that since my research will be involving students from a wide array of cultural background, formal interviews requiring higher levels of student commitment could wind up instead more as a measure of a cultural proclivity to volunteer. 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 is 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).

Why should people take the time to teach you how they go about their daily business? They might consider many ordinary matters, child-rearing practices, for instance, to be none of your business. At the beginning of the study you have to persuade interviewees to allow you, an outsider, to learn about their cultural arena. (Rubin & Rubin, 1995, p. 169)

Survey Methodology

The survey component of my case study and dissertation will measure the reaction of international students to video clips and images presented within the normal content of global marketing and advertising 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 a 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 are 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). Furthermore, maximum variation in a sample may also provide for outlier *critical cases*, which may exemplify the main findings if a mean pattern holds, permitting for a “logical generalization and maximum application of information to other cases” (Miles & Huberman, p. 28).

The survey instrument will be comprised of a simple seven-point summated scale, on a multi-page form where participants will rate their reactions to a video clips and images projected through a PowerPoint presentation, with response choices ranging from

strongly dislike to *strongly like*, with a *no opinion* option in the middle. The clips included in the survey have been selected based on my prior years' experience teaching the courses, as clips that have engendered a particularly strong student reaction (a process to be described in greater depth in the Application Section). 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). Furthermore, the presented selection includes clips from an array of countries to contribute to a balance of differing national and cultural influences.

The simplicity of the form survey form and process measuring participant reaction to the clips will help to ensure against linguistic problems, and provide 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).

Once the survey is conducted, it will require careful consideration of the methods for evaluating the survey data once obtained, and assigning some sort of meaning to the survey results. This will be further visited in the Application Section ahead.

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Depth Annotated References

Berrell, M., Gloet, M., & Wright, P. (2002). Organizational learning in international joint ventures. *The Journal of Management Development*. 21 (2), 83-100.

This qualitative study gathered information on managerial behavior through researcher observation of participants. The researchers combined analytical methods common to semiology and anthropology, where the observed managerial behavior was inscribed as text by noting forms of behavior on a continuum defined by poles of cultural groupings in categories including individual/collective, hierarchical/devolved, universalistic/particularistic, and so on. The resulting paper addressed three primary questions: (1) What is the impact of national culture on organizational learning? (2) What are the implications for international managers? (3) In what ways can management development enhance organizational learning?

The authors' research into "ways of knowing" would have direct applicability to considering the learning patterns and styles of other cultures, for example, international students in an online environment. In the case at hand, the researchers contrast and compare the "ways of knowing" of Australian and Malay managers. Going beyond prior studies which demonstrate the existence of two cultures within an organization—"systems" and "organizational" culture—this article proposes that national culture too has a significant impact on organization learning in international joint ventures.

The authors incorporate components of prior research (e.g., aspects of intellectual capital as a driver in organizational learning and management development), and then turns to a case study of Australian and Malay managers co-working in a collaborative venture in Malaysia. The case study provides an observational overview of the issues

involved in cross-cultural management, from which generalized conclusions may be developed. The article uses the results of the case study to determine conclusions and recommendations regarding effective international and cross-cultural joint venture management.

The authors explore ways in which organizational learning and management behavior are shaped by the often-intangible influences of national culture. Using qualitative methods, the study gathered anecdotal data about managerial behavior via observation. The study found considerable differences between mindsets of the Australian and Malaysian groups of managers, and that the differences in national culture “ways of knowing” influenced the ways each cultural group performed in the joint-venture setting, and the successful harnessing of intellectual capital in the organizational learning processes.

The article also stresses the importance of matching the dissemination of all information within a JV, including knowledge about national culture, with the preferred learning styles of the target group. In light of the sweeping implications of the findings, and to better support these conclusions and recommendations, the article may have included case studies beyond the single referenced case if the authors hope to better support the authoritative posture they have assumed. However, the article does support the thesis that cultural considerations are fundamental in international social and socioeconomic situations, especially in cross-cultural initiatives and educational settings.

Block, L. (2002). *The relationship between leadership and organizational culture: An exploratory investigation*. Unpublished doctoral dissertation, Walden University.

Block conducted a quantitative correlational field study to examine the relationship between leadership and organizational culture within a privately owned company. The study's methodology included surveys of 782 employees using the Multifactor Leadership Questionnaire and the Organizational Culture Survey – both instruments requested the participants' response according to a 5-point Likert-type scale. The managers' leadership styles were assessed according to ratings of their direct reports, and the employees' surveyed perceptions of the organizational culture were assessed from organizational and hierarchical perspectives. The data were analyzed with a *t* test corresponding to an assortment of null-hypotheses.

Block's results indicated that leadership styles are significantly related to employee perceptions of an organization's culture. Supervisors who had high ratings in *transformational* leadership were perceived by their employees as having higher levels of mission, adaptability, involvement, and consistency, as opposed to leaders perceived with a *transactional* leadership style. The study also found that the leaders more immediately above the employees had a greater impact on the employees' perception of organizational culture, than those leaders at other levels in the organization. The researcher also concluded through exploratory factor analyses that proactive leaders had a significant positive impact on employees' perception of the organizational culture, while passive leaders had an equally significant negative impact. This study is useful to my research, both through consideration of the methodology, and the insights into the influences affecting cultural environments.

Calloway-Thomas, C., Cooper, P., & Blake, C. (1999). *Intercultural communication: Roots and routes*. Needham Heights MA: Allyn & Bacon.

This text offered an extensive literature review, assessment, and application of research that relates to intercultural communications. Though little if any was presented in the way of original research, the collection and assessment of existing research was valuable, to both my own research, as well as the teaching methods I might employ with my international students.

The authors found that various cultural dimensions may play out in various and challenging ways when intermixed in an education setting. One of the most evident dimensions to the instructor could be the individualist/collective differences between students.

In collectivist cultures students expect to learn how to do, speak up in class only when called upon personally to by the teacher, and see education as a way of gaining prestige within their social environment and of joining a higher status group. Formal harmony is important and neither a teacher nor any student should ever be made to lose face. On the other hand, in individualistic cultures, students expect to learn how to learn and will speak up in class in response to a general invitation by the teacher. (Calloway-Thomas, Cooper, & Blake, 1999, p. 195-196)

The authors' research determined instructors might need to adapt interaction styles between various students in a course, depending on a student's cultural foundation. One key factor in how instructors might effectively interact with their students is the power distance dimension. 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. Finally, instructors should 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.

Elashmawi, F. (1998). Overcoming multicultural clashes in global joint ventures. *European Business Review*. 98 (4), 211-216.

The author conducted a qualitative study of cultural clashes among managers of joint ventures, relying on observations of participants from different cultural backgrounds in managerial settings. The case study observed daily interactions between American, Japanese, Asian, and European managers during daily activities such as business meetings, presentations, and technology transfers. The author compared and contrasted the cultural differences and conflicts that occurred during managerial interactions and activities. The author also describes a Multicultural Management (MCM) Process, which has been employed worldwide as a means to improve cross-cultural relations among international managers.

The author uses a case-study approach with observation and narrative analysis of cultural interactions, rather than quantitative analyses, though some supporting data could have been quantified. For example, how does the return on investment (ROI) in cross-cultural joint ventures compare to mono-cultural ventures within the company? What is the rate of cross-cultural venture failures in contrast to mono-cultural?

The research provided insights into useful observational processes. The article findings also help to illustrate the contention that cultural differences influence international interactions in social, economic, and business spheres.

Fernandez, D., Carlson, D., Stepina, L., & Nicholson, J. (1997, February 1). Hofstede's country classification 25 years later. *The Journal of Social Psychology*.

This study provides a follow-up to Geert Hofstede's definitive study on cultural dimensions. The authors attempt to address some of the criticisms aimed at Hofstede's original methodologies, such as misdefinition of cultural indicators, significant cross-loadings of measurement factors, aggregate analysis of data reducing power of subsequent analyses (pp. 2-3). The current study was a quantitative examination of cultural 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 Likert-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.

The researchers attempted to distinguish subcultures within a surveyed country, for example, the White, African American, Hispanic, and Asian American subcultures within the United States. Collective country scores rating cultural dimensions were calculated by summing the responses for each measure across individuals within a given country and calculating the mean of those scores. Standardized scores were calculated to compare study's findings with Hofstede's original rankings. Seven of the nine studied countries could be directly compared between the current study and Hofstede's original study that did not

include Russia and China (IBM had no factories in those countries at the time—a target group of Hofstede’s research).

Augmenting and adjusting Hofstede’s results, the current 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). Largely, Hofstede’s original findings were validated through the current study, however the United States now ranks higher in uncertainty avoidance and Japan comes in lower than in the original study. The United States continues to rank number one in Individualism, while Russia bottoms out the scale the in the realm of collectivism. China scored the highest on the dimension of masculine countries, with Russia also scoring above the mean. Germany was ranked as a “feminine” culture in the current study, a shift from Hofstede’s study.

The findings and methodologies in the study are valuable to my own research in several ways. First, it supports the use of Hofstede’s original work as a continuing viable source of data. Second, it adds cultural data for the important countries of Russia and China. Third, it offers insight into the precision necessary for respectable research methodologies.

Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum.

Freire's text provides qualitative ethnographic ruminations, experiences and impressions gleaned through practice, rather than precise quantitative measurements. These impressions can be considered valid, perhaps more so than the reductionistic assessments restricted by statistical measurements. Though Freire's findings my lack quantitative substance, subsequent research as found that his teaching techniques have proven quite effective (e.g., Elias & Merriam, 1995). Both his methodology and findings are immensely valuable to my own research.

Freire 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. Once 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).

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).

Hall, E. (1989). *Beyond culture*. New York: Doubleday.

Hall provides a qualitative first-person odyssey, based in large part on personal experience, observations and anecdotes. He employs a narrative style, weaving in well-documented references through an extensive bibliography and detailed endnotes. The text is in part ethnography, and in part personal rumination. I admire the effective use of narrative as a valuable way to transmit observations based in life experience; an important form of knowledge gathering and transmission.

Hall may have been alluding to the shortcomings of quantitative measurements when he observes that, “the instruments we have created are like ill-fitting shoes. By creating extensions that don’t fit or don’t work, humans have failed to develop some of the most important aspects of their own psychic and physical potential” (p. 5).

In this text, Hall 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. Different cultures rubbing against one another’s distinct and differing dimensions may experience misunderstanding and frustration. One of the cultural dimensions which may induce the most heated friction between cultures may be differences in time perceptions, which Hall described as M-time (monochronic time) emphasizing a fondness for schedules and structured time allocation, and P-time (polychronic time) where people are comfortable with looser allocation of time and multiple events happening within given time period.

Hofstede, G. (1984). *Culture's consequences: International differences in work-related values*. Newbury Park CA: SAGE Publications.

Dutch anthropologist Geert Hofstede, in this original and definitive quantitative study, surveyed employees of the pseudonymic “HERMES” corporation (IBM) in 66 countries from 1967-73, producing a databank with answers to 117,000 survey questions. Since 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.

Based on evaluation of the research data, Hofstede devised a theory that world cultures vary – and often significantly – along a series of different dimensions, including power-distance, collectivism, masculinity, and uncertainty avoidance. His research, though sometimes questioned over aspects of his methodologies, has held up well in ensuing studies (e.g., Fernandez, Carlson, Stepina, & Nicholson, 1997). Hofstede’s methodology and findings have been invaluable to me throughout my doctoral and master’s research.

Low, S. (2001). Chinese business principles from the eastern Zhou dynasty (770-221 BC): are they still relevant today? *Marketing Intelligence & Planning*. 19 (3), 200-208.

Low's paper employs a literature review of Tao Zhugong's writings, who was a military and business strategist living in China some 2,500 years ago. By comparing the earlier writings with contemporary business and management texts, Low proposed that ancient Chinese business and management practices are still relevant for contemporary managers working at individual, company, national, and international levels. The author argued that Western managers might find lessons for their own leadership methods, especially for cross-cultural business relations in China and other parts of the world.

The author provided anecdotal evidence supporting the thesis, with a survey of Tao Zhugong's business principles, interspersed with contemporary references and citations testifying how those principles are relevant and demonstrated in our modern global business culture. The paper carried the tone of more a philosophical rather than scientific treatise, however much the author presented his case in a scientific format.

Still, the paper provided a useful tool for demonstrating cultural foundations, their impact and permanence, and how some cultural principles might transcend time and place in common universalities. It also provided another instance where applied ruminations can provide valuable insights into subject areas where quantitative measurements are problematic if not impossible.

Macia, J. J. (1999). *Transcultural experiences: A literature bridge to English for ESOL students from Cuba*. Unpublished doctoral dissertation, Florida International University. (ERIC Document Reproduction Service No. ED446445)

This qualitative dissertation explored 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 investigates 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? These questions are especially relevant to my own research into themes and images that may transcend a specific cultural foundation.

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).

Michailova, S. (1999). Exploring subcultural specificity in socialist and postsocialist organizations: The case of Bulgaria. Paper presented at the SCOS conference, Anderson School of UCLA, Los Angeles, CA.

This qualitative research article does not include a hypothesis, per se, but rather seeks to provide an empirical and seemingly ethnographical study of a Bulgarian industrial organization, examining the subcultures that might exist in the organization in both socialist and post-socialist eras (i.e., members of the management subcultures are by rule communists before 1989 and respectively non-communists in the first years after 1989). The article is based on a case study of an organization given the pseudonym “SOBIO” (abbreviation of State-Owned Bulgarian Industrial Organization). The author conducted fieldwork over nine months in 1994, interviewing some 54 subjects to formulate her conclusions.

Since the author had spent some 14 years of her early life living in the same community and had personal experiences with the company, she admitted certain biases that might influence her research. She addressed this in an interesting and insightful passage:

My subjective impressions and my own biases, attitudes, beliefs and opinions influenced by my expectations presented a potential difficulty in gathering data. This difficulty was perpetuated by the fact that data collection and analysis were interwoven into each other during the whole field study. I had certain expectations from the field that have been raised and made even more detailed by the theoretical approaches I was dealing with. At the same time, I was curious and not resistant to any kind of surprises. On the contrary, I expected them and in some cases I was not only surprised, but shocked and this was a creative source of inspiration for analyzing the collected data. To use Stein’s expression, I was able to move from my inner world into SOBIO’s world and I could “trust that I am using myself rather than being stuck in myself” (p.89).

The author cited her empirical findings, with the conclusion that SOBIO’s subcultural composition includes hierarchically based, occupationally based and age

differentiated subcultures. In the case of Bulgaria the separation is according to whether organizational actors are members of the communist party or not. This conclusion further underscores the importance of considering traditional and cultural influences on socioeconomic systems involved in international interplay.

This article had a rather narrow scope, and the results were not extrapolated to support some greater hypothesis. Given the tightly focused topic, and the ethnographical feel of the article, the qualitative research approach seemed appropriate and perhaps even necessary for the nature of the study.

Mueller, S. & Clarke, L. (1998). Political-economic context and sensitivity to equity: Differences between the United States and the transition economies of Central and Eastern Europe. *Academy of Management Journal*. Vol. 41, 06-01-1998, pp. 319-330.

This quantitative paper contrasted in particular the effectiveness of merit-pay systems in the United States and republics of the former Soviet Union, and the differing cultural response to issues of “fairness of reward distribution across political-economic contexts.” The findings belie a Western perception that changes in the Central and Eastern European social environment and processes along Western ideals will be embraced in a universal response.

The study used a survey instrument, measuring university student responses in 15 countries under solid methodology controls, while enhancing “cross-cultural comparability” with similar a demographic base in each country (e.g., age, work experience). The researchers administered the survey in 1994 to 2,267 third- and fourth-year university students who were taking business or economics courses at 25 universities in 15 countries. The researchers utilized university students as participants since, as business and economic students, they represented the future of enterprise leadership; and, since as readily accessible participants representing a fairly common homogeneity across countries, the university students enhanced a cross-cultural comparability for the study. The survey was conducted again two years later with common samples from the United States and Central and Eastern European countries to verify and replicate the first study’s results.

The study assessed participant norms of equity versus equality, where the equity norm proposes distribution of incremental rewards for enhanced levels of performance; while under an equality norm, all recipients are rewarded the same regardless of their

contribution. The article identified three categories of workers along a continuum of equity sensitivity, including “benevolents,” “equity sensitives,” and “entitleds.” The results of the study challenge the universality of an equity norm.

The authors provided an extensive survey of existing literature, insightful analyses, and well-supported conclusions. The authors also offered a degree of self-criticism in the study’s limitations (e.g., the cross-sectional rather than longitudinal target group), and suggested areas for future research, including follow-up studies to examine how attitudes toward equity change as transitions to free-market systems are more fully implemented.

Pershing, J.L. (2004). *Beliefs about the appropriate degree of directiveness in the management relationship, as related to demographic characteristics, educational background, and organizational position*. Unpublished doctoral dissertation, Walden University.

This quantitative dissertation provided an extensive and excellent treatment of methodologies – both the methods used, and the methods considered then discarded. The author devoted numerous pages simply to the development of the survey instrument, and in particular the application of a Likert-type scale – a scale I will use in both my Application case study as well as my dissertation research. Pershing also devoted in-depth treatment to research methodologies including data collection methods, survey validity, population and sample selection, as well as identification of dependent and independent variables.

Pershing examined beliefs regarding the appropriate degree of directiveness in a managerial relationship, while also investigating correlations between beliefs about management and the survey participants' demographics along the lines of age, gender, nationality, level of education, functional area, and hierarchical level. Pershing provided an electronically distributed survey to 2,000 staff members of an international organization, and employed a factor analysis to develop a summated rating scale for each of the independent variables. Differences between participant subgroup response means were examined using ANOVA and t tests. The study found that differences between all independent variables reached high levels of significance ($p < .001$).

The study concluded that the study results suggest managers might use information about subgroup membership to help better meet the needs of a diverse workforce. Pershing also found that a concept of directiveness proved highly effective in predicting outcomes of worker reaction, but the concept but requires refinement and further research.

Pinheiro, S. O. (2001). *Perceptions versus preferences: Adult international students' teaching-learning experiences in an American university*. (ERIC Document Reproduction Service No. ED452785)

In this qualitative study, the author proposed that “international students’ academic needs as learners may have been overlooked by American universities. This have become cause for dissatisfaction and has impacted the academic experience of many international students” (p. 3). This study examined international students’ perceptions of and preferences for the teaching-learning process in a U.S. university. The study included nine participants representing three regions of the world (Asia, Africa, and Latin America), who were interviewed and asked to reflect on their teaching-learning experiences.

The students identified three key domains in the study: (1) the role of participation; (2) the learner’s prior experiences; and (3) the teacher’s role. Positive and preferred experiences were characterized by the themes of engagement and connectedness, while negative experiences were characterized by disengagement and disconnectedness (p. 6). Among the study’s conclusions: “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). The study concluded that the international students’ preferred experiences reflect what Knowles advocated in the andragogical model for effective adult learning principles. It would have been interesting to see what variations there may have been in the students’ responses along their respective cultural backgrounds, though the study did not address that.

Singhapakdi, A., Rawwas, M., Marta, J., & Ahmed, M. (1999). A cross-cultural study of consumer perceptions about marketing ethics. *Journal of Consumer Marketing*, 16 (3), 275-272.

The article offers this research question: "How do ethical values of individuals differ when they are reared in different cultures?" The authors hypothesize that consumers from different cultures will tend to hold different views of ethical issues. They suggest that American multinational marketers operating in other cultures with ethical values that differ significantly from American standards could meet with "disastrous" results.

The authors cite prior research into various national cultures and accepted norms of ethical behavior within those nations' legal and social structures. To test the hypotheses of cultural impacts on ethical values, data were collected from US and Malaysian consumers through a self-administered questionnaire. For the US group, the researchers selected a household panel from a "major southern university." For the Malaysian group, the researchers randomly selected 250 households from various regions of the country. The study concludes that, yes indeed, cultural foundations do impact ethical values, especially notable in the two measurement groups of Americans and Malaysians, falling at opposite extremes on some cultural dimensions (e.g., power distance and individualism).

This study determines its conclusions based on the data gathered comparing just two different cultures (US and Malaysian) to answer its original and much broader research question. However, it does seem to be a valid and valuable piece of research supporting the thesis of culture's impact on socioeconomic systems development, particularly in areas impacted by ethical standards.

Trompenaars, F., & Hampden-Turner, C. (1998). *Riding the waves of culture: Understanding diversity in global business*. New York: McGraw-Hill.

This text offers a mixed-method treatise; an appealing combination of qualitative assessment interspersed with quantitative references. The authors describe differences in cultural orientation based on their 15 years of academic and field research, which is cited throughout the text. Much of the book is written in a declarative narrative style without specific citation; frequently the writing invokes literary allusions. Other parts may reference a related study applied to a current circumstance, such as Tom Cottle's *circle test*, which was used to measure cultural approaches to time. Many 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). The authors have disguised the companies' names in most of the cases.

In spite of the mishmash of methods and inconsistent application of scholarly standards, the book provided valuable insights into cultural dimensions. The authors' findings provided an eight-dimensional algorithm for measuring cultures, with a continuum between poles of cultural characteristics (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

Udoh, B. O. (2000). *Cultural adjustment of foreign students in an institution of higher education*. Unpublished doctoral dissertation, Louisiana State University. (ERIC Document Reproduction Service No. ED464560)

Udoh based this 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.

The dissertation provided an interesting look at research methodology, and was remarkably candid in the conclusions that contradicted the foundational premise described above. As the local institutional culture at LSU is not necessarily reflective of other campuses in the United States, it would be risky to extrapolate any great of significance to the conclusions.

Ward, C., & Kennedy, A. (1999, August). The measurement of sociocultural adaptation. *International Journal of Intercultural Relations*. 23 (4), 659-677.

This paper provided a quantitative examination of the “construct of sociocultural adaptation.” The authors proposed that “cross-cultural adaptation may be meaningfully divided into two domains: psychological (emotional/affective) and sociocultural (behavioral). The former refers to psychological well being or satisfaction; the later is related to the ability to ‘fit in,’ to acquire culturally appropriate skills and to negotiate interactive aspects of the host environment” (p. 660).

Psychometric analyses of the Sociocultural Adaptation Scale (SCAS) were presented based on compiled data collected from a large number of participant samples, measuring patterns of sociocultural adaptation through 16 cross-sectional samples, 4 longitudinal samples, and 1 paired comparison between sojourning and sedentary samples. The authors reported on selected cross-sample comparisons, and discussed the relationship between sociocultural and psychological adjustment across samples.

This current study was primarily concerned with issues of sociocultural adaptation, measured by such items including expatriate abilities at making friends, using the transport system, making yourself understood, going shopping, understanding jokes and humor, following rules and regulations, dealing with people in authority, dealing with people staring at you, making yourself understood, understanding the local value system, and etc. (p. 663).

The study concludes, based on analyses of its application, that the SCAS has “been presented as a reliable, valid and extremely versatile instrument for the measurement of intercultural competence or behavioral adaptability” (p. 673). The study is useful in both providing clarity in terminology, as well as its documenting the valuable measurement tool of the SCAS.

Ward, C., Okura, Y., Kennedy, A., & Kojima, T. (1998, August 1). The U-Curve on trial: a longitudinal study of psychological and sociocultural adjustment during Cross-Cultural transition. *International Journal of Intercultural Relations*. 22 (3), 277-291.

In this quantitative study, the authors examined the time implications on student sojourners' psychological and sociocultural adjustment during the cross-cultural transition to their host countries, measured through questionnaires completed by the participants in time segments of 24 hour after arrival, with follow-up after 4, 6 and 12 months in New Zealand. The survey instrument utilized a 5-point scale with endpoints ranging from no difficulty through extreme difficulty in adjustment. Preliminary data analysis consisted of testing each of the scale's internal reliability by using Cronbach's alpha test. One-way analyses of variance were applied to evaluate the ranges of participant adjustment from the participant's time of entry through 12 months. The initial hypothesis was that the adjustment patterns would follow a projected U-curve over the timeframe. Instead, the results demonstrated that adjustment problems were greatest at the entry point, and decreased over time.

The U-curve proposition was based in earlier studies which identified the U-pattern was molded by an initial "honeymoon" euphoric state of the cross-cultural transition, followed by "first by a period of crisis, distress, hostility and withdrawal," then by a transition stage and "finally by a period of adjustment, integration and enjoyment" (p. 278). Instead, the current study concluded that, rather than euphoria, psychological distress "appeared to characterize entry to a foreign milieu," with adjustment difficulties decreasing from then onward. The study group demonstrated a "magnitude of the relationship between sojourners'

psychological and sociocultural adjustment” increased over time, demonstrating an increased strength and efficacy in adaptation (p. 286).

The authors conclude that “despite its popular and intuitive appeal, the U-curve model of sojourner adjustment should be rejected, and more promising conceptual perspectives such as stress and coping theories and culture learning approaches should be further and more profitably investigated” (p. 290).

Woodbridge, J. (2003). *Technology integration as a teaching strategy*. Unpublished doctoral dissertation, Walden University.

Woodbridge prepared her dissertation with the premise that technology is a valuable instructional tool for delivering, presenting, exploring, analyzing, and synthesizing curriculum content. The mixed-method exploratory case study included classroom observations, interviews, and a survey: 42 observations in 16 classrooms, 20 interviews, and 27 responses to an online survey. Teachers participating in the case study had a common background in integrated learning through technology, had all graduated from Jacksonville University's program in Integrated Learning with Education Technology. (p. 226).

As part of the dissertation study, teachers were asked, "How should technology be used in the classroom?" Some of the responses included:

7. Enhance, emphasize, and expand learning and teaching strategies.
8. Inform, begin research, reinforce skills and content, allow investigation, and be used as a presentation tool.
9. Teach technology skills within the context of content the students are studying.
10. Provide enrichment and give teachers survival skills to deal with the clerical work they must do while teaching.
11. Improve communication for development of the learning community with parents and students.
12. Participants agreed to the teacher should not use technology just for technologies sake. Instruction should reflect research-based teaching strategies that are considered the best teaching practices. Technology should be integrated, engaging, and encourage student exploration to learn independently (pp. 235-236).

Instructor interviews conducted as part of the study found common agreement in that teachers should not use technology for the sake of using technology, but "should be integrated, engaging, and encourage student exploration to learn independently" (p. 236). While it was interesting and useful to see how a designated and related group of instructors employed technology in education, there was little in the dissertation that has not been covered extensively elsewhere.

Zakaria, N., & Keda, J. (2000). The effects of cross-cultural training on the acculturation process of the global workforce. *International Journal of Manpower*, 21 (6), 492-510.

The researchers relied on extensive literature review and critique of concepts such as acculturation, culture shock, cross-cultural training, and intercultural communication competence. By reviewing, assessing, and incorporating prior research, this article addressed the problem of training challenges faced by transnational organizations as they attempt to adapt to globalized markets and a diverse workforce. The study's main purpose was to "highlight the effects of cross-cultural training on the acculturation process of the global workforce on meeting a foreign culture" (p. 3).

The authors found two assessed models of acculturation and training limited to meet the current transnational needs, and proposed a synthesis of the models into a third *integrated cross-cultural training model*, where "training is explicitly shown as a sub-process to stress the importance of providing training prior to cultural contact and before acculturation process," which would link the "effectiveness of the training programs to the process of acculturation" (pp. 6-7).

The study concludes that "expatriates require more in-depth training, which involves better preparation and leads to distinct mindset changes" (p. 10). The authors provide little in the way of new data or insights, yet they do provide an interesting synthesis and integration of existing studies and data.

Knowledge Area Module 7

CASE STUDY METHOD: TRANSCULTURAL EDUCATION

Application Component

EDUC 8730: Transcultural Learning: Case Study Report & Evaluation

Transcultural Learning: Case Study Report and Evaluation

Introduction

The objectives for this Application Section were to consider the research and findings from the Breadth and Depth sections of KAM 7, as well as additional relevant materials, toward the development and execution of a pilot study measuring the reliability of a survey process to be employed for my dissertation research. The survey was designed to measure participant reaction to potentially transcultural themes and images in international higher education courses. For this paper, I devised the methodology, conducted the study, then assessed the study's validity and considered modifications that may be necessary before applying the methodology and survey instrument to my dissertation work. I also prepared an initial analysis of the study data.

This pilot study provides a thumbnail overview of some general background information to create a context for the study; the dissertation of course will provide much greater detail. Note that the hyperlinks in this study are only operable within the CD-ROM version of the report.

The Problem

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 ignorant 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 can become better skilled at finding methods to adapt to the challenge in a way that—while acknowledging cultural variations—seeks to transcend them.

The problem that this study will address is how to conduct more effective transcultural learning experiences in international higher educational settings. If such methods 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.

The Research Questions

The research questions for this Application pilot study are two. The primary question: what sorts of themes and images might create a positive transcultural resonance within an international classroom comprised of diverse nationalities and cultural backgrounds? The secondary question: will the survey instrument and methodology tested in this pilot study provide reliable and valid research data for my dissertation research?

Methodology

It is no simple prospect to examine the effective application of themes and images for teaching across multiple nationalities. It well requires 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 challenges may explain why an extensive literature review turned up so few references on the topic. This case study had 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 with international experience in broadcast production and cross-cultural public education.

The Students

Since 2001, nearly 200 international students have taken my courses at the International Program of the University of California, Santa Barbara. These students have come from countries including Austria, Benin, Bolivia, Brazil, Chile, China, Denmark, Germany, India, Iran, India, Japan, Mexico, Russia, Saudi Arabia, South Korea, Spain, Switzerland, Taiwan, Thailand, Turkey, Uzbekistan, and Venezuela. The majority of students have come from Japan (60%), South Korea (22%), Turkey (11%), and Brazil (9%). The students have been about 56% female and 44% 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 Santa Barbara. They typically come from upper-income and

well-placed families in their home country. A specific breakdown of the students' nationalities is available by clicking [here](#).

The Courses

My courses in international advertising, global marketing, and marketing communications were appropriate for laying the early foundations of this study. Over a single quarter, my 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

The researcher has a professional background in working with video images and themes in international settings. He 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 and images to support diverse storylines. The researcher's international media experience also included five years as a journalist and television producer in Eastern Europe (Russia and Ukraine). He 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 ([samples](#)). While based in Ukraine, the researcher also completed a master's degree in business communications, with an emphasis on cross-cultural management. He has taught international students at the University of California Santa Barbara (UCSB) since 1990, in courses including international advertising, global marketing, marketing communications, and global economics. (See [biography](#) for further detail.)

Seeds of the Study

During classroom sessions, international students 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 screen 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. An almost universal experience among my international students 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, as may be viewed by clicking [here](#).

Based on repeated observations of students' reactions to particular images and themes within these general groupings, I 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 I was interested in identifying those as well.

Study Methodology

The group of participants for this current study included international university students enrolled in global marketing courses with the UCSB International Program during the academic year 2004. The student participants completed a simple assessment form as they observed a PowerPoint presentation, responding to various international marketing messages and video clips containing an array of themes and images. The study was approved by the Walden University Internal Review Board (Appendix 1), was also approved by the administration of the UCSB International Program (Appendix 2), and participating students provided their signed consent (Appendix 3). Students were not required to participate, and they were assured that participating in the study or not would have no impact on their grades.

Data Collection

The participant group for this case study was comprised of ten international students, representing countries including South Korea, Japan, Turkey, Germany, and Austria. 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 a 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 survey instrument employed a simple seven-point summated scale, on a multi-page form where participants rated their reactions to a selection of 22 video clips and images projected through a PowerPoint presentation. The survey response choices ranged from *strongly dislike* to *strongly like*, with a *no opinion* option in the middle (Appendix 4). The simplicity of the survey form and process measuring participant reaction to the clips helped to protect against linguistic problems, and provided 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).

Student Response to the Process

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).

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. 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 valid representation of their intent, and that they clearly understood the survey instructions. The students expressed no problems with any aspect of the process, and the comparison of oral and written responses coincided in general categorical rankings, except for the slightly lower overall ratings of the clips in the oral survey. This 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 6 contrasts the minor differences between the written and oral survey results. Except for the lower oral ranking of the clips, the comparison between selected written and orally rated clips indicated the simple survey instrument was reliable and valid.

There were several student suggestions and researcher observations I 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 (Appendix 5) 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 initial-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.

Data Analysis

The goal of this study was 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 were 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 were rounded to the nearest tenth, unless by rounding up or down it would have moved the ranking into a different category, which occurred in only one instance.

Each clip presented in the survey, though categorized according to a primary theme, typically and unavoidably also contained one or more sub-themes. For example, a primary theme of relationships may have contained 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 combined 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) encompassed the total data for the subgroup of three clips combined.

Furthermore, and also to minimize skewing of survey responses, I selected to use a data median rather than a mean, to mitigate outlier responses. Some of the participants admitted 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. However, instructors may need to acknowledge such outliers in the classroom since they are a common fixture, and just one extreme viewpoint can shift the character of the class. So the response mean (\bar{x}) with its possible skewing by outliers is also reported in the data analysis.

The classification of clips was 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 quantified a neutral response. Group responses greater than or equal to (\geq) 5 were classified as positive; those less than or equal to (\leq) 3 were classified as negative. Thus:

Positive: median ≥ 5

Neutral: $3 < \text{median} < 5$

Negative: median ≤ 3

To ensure a conservative division between classifications of resonance or dissonance, I selected 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 indicates a resonance, whether that resonance relates to a generally positive, neutral, or negative reaction to the clip. This scale enabled a definitive distinction, allowing for clear delineation of dissonance, but provided yet an accommodating margin of disagreement within a resonant category.

Thus:

Dissonance: $VAR \geq 3$

Resonance: $VAR < 3$

The aim of this study was 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:

Median ≥ 5 with $VAR < 3$ indicates a Positive Resonance.

Median ≥ 5 with $VAR \geq 3$ indicates a Positive Dissonance.

Median > 3 but < 5 with $VAR < 3$ indicates a Neutral Resonance

Median > 3 but < 5 with $VAR \geq 3$ indicates a Neutral Dissonance

Median ≤ 3 with $VAR < 3$ indicates a Negative Resonance

Median ≤ 3 with $VAR \geq 3$ indicates a Negative Dissonance

The descriptive analyses of the survey data 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.

Initial Data Analyses

While a primary purpose of this pilot study was to determine the reliability and validity of the research methodology and survey instrument to be applied toward my dissertation, it is possible to attempt some initial analyses of the data with the results at hand. While the overall numbers and classifications may change with the dissertation research, the analytical process will remain fundamentally unchanged. As described in the study methodology, each topic group category is comprised of three video clips. Following are analyses and classifications of subject groups, as well as summaries of the component clips.

Humor Group

The humor group descriptive analysis determined a borderline median of 5.0, with the variance between participant responses relatively high at 3.8, or well within the *dissonance* scale. The study analysis methodology would classify these findings as a positive dissonance, or as a category that might not well serve the purposes of transcultural relations.

Humor Group Clip Summaries

Clip Name: [Fish Love](#) (click link to play)

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](#) (click link to play)

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](#) (click link to play)

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.”

Humor Group Descriptive Analysis

Group Classification: Positive Dissonance

$n = 30$

Median = 5.0

$\bar{x} = 4.6$

VAR = 3.8

$\Sigma x = 138$

Click [here](#) to view the humor subgroup analyses or see Appendix 7.

Sex Group

The sex group descriptive analysis determined a median of 4.5, with the variance between participant responses at 2.3. The study analysis methodology would classify these findings as a neutral resonance, or as a category that might not well serve the purposes of transcultural relations.

Sex Group Clip Summaries

Clip Name: [Headache](#) (click link to play)

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](#) (click link to play)

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](#) (click link to play)

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.

Sex Group Descriptive Analysis

Group Classification: Neutral Resonance

$n = 30$

Median = 4.5

$\bar{x} = 4.1$

VAR = 2.3

$\sum x = 123$

Click [here](#) to view the sex subgroup analyses or see Appendix 7.

Religion Group

The religion group descriptive analysis determined a median of 4.5, with the variance between participant responses at 2.5. The study analysis methodology would classify these findings as a neutral resonance, or as a category that might not well serve the purposes of transcultural relations, especially if a religion is portrayed from an outsider or pejorative position.

Religion Group Clip Summaries

Clip Name: [Pope](#) (click link to view)
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](#) (click link to view)
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](#) (click link to view)
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.

Religion Group Descriptive Analysis

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

Click [here](#) to view the religion subgroup analyses or see Appendix 7.

Nationalism Group

The nationalism group descriptive analysis determined a median of 6.0, with the variance between participant responses at 3.4. The study analysis methodology would classify these findings as a positive dissonance, or as a category that might not well serve the purposes of transcultural relations.

Nationalism Group Clip Summaries

Clip Name: [American](#) (click link to play)

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](#) (click link to play)

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](#) (click link to play)

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!”

Nationalism Group Descriptive Analysis

Group Classification: Neutral Dissonance

$n = 30$

Median = 6.0

$\bar{x} = 5.0$

VAR = 3.4

$\sum x = 149$

Click [here](#) to view the nationalism subgroup analyses or see Appendix 7.

Babies Group

The babies group descriptive analysis determined a median of 6.0, with the variance between participant responses at 1.0. The study analysis methodology would classify these findings as a positive resonance, or as a category that might serve the purposes of transcultural relations.

Babies Group Clip Summaries

Clip Name: [Sign Baby](#) (click link to play)

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](#) (click link to play)

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](#) (click link to play)

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 than burps and squawks. The man exits the bus with a satisfied smile, as the slogan proclaims the mechanic's work is never done.

Babies Group Descriptive Analysis

Group Classification: Positive Resonance

$n = 30$

Median = 6.0

$\bar{x} = 6.2$

VAR = 1.0

$\Sigma x = 185$

Click [here](#) to view the babies subgroup analyses or see Appendix 7.

Relationships Group

The relationships group descriptive analysis determined a median of 5.5, with the variance between participant responses at 2.6. The study analysis methodology would classify these findings as a positive resonance, or as a category that might serve the purposes of transcultural relations.

Relationships Group Clip Summaries

Clip Name: [Marry Me?](#) (click link to play)

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](#) (click link to play)

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](#) (click link to play)

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.

Relationships Group Descriptive Analysis

Group Classification: Positive Resonance

$n = 30$

Median = 5.5

$\bar{x} = 5.0$

VAR = 2.6

$\Sigma x = 151$

Click [here](#) to view the relationships subgroup analyses or see Appendix 7.

Animals Group

The animals group descriptive analysis determined a median of 6.0, with the variance between participant responses at 2.9. The study analysis methodology would classify these findings as a positive resonance, or as a category that might serve the purposes of transcultural relations.

Animals Group Clip Summaries

Clip Name: [Peanut Butter](#) (click link to play)

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](#) (click link to play)

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](#) (click link to play)

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.

Animals Group Descriptive Analysis

Group Classification: Neutral Resonance

$n = 30$

Median = 6.0

$\bar{x} = 5.3$

VAR = 2.9

$\Sigma x = 161$

Click [here](#) to view the animals subgroup analyses or see Appendix 7.

Sports Group

The sports group descriptive analysis determined a median of 6.0, with the variance between participant responses at 2.1. The study analysis methodology would classify these findings as a positive resonance, or as a category that might serve the purposes of transcultural relations.

Sports Group Clip Summaries

Clip Name: [Anthem](#) (click link to play)

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](#) (click link to play)

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 woman 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](#) (click link to play)

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.

Sports Group Descriptive Analysis

Group Classification: Positive Resonance

$n = 30$

Median = 6.0

$\bar{x} = 5.7$

VAR = 2.1

$\Sigma x = 170$

Click [here](#) to view the sports subgroup analyses or see Appendix 7.

Self Image Group

The self image group descriptive analysis determined a median of 5.5, with the variance between participant responses at 1.5. The study analysis methodology would classify these findings as a positive resonance, or as a category that might serve the purposes of transcultural relations.

Self Image Group Clip Summaries

Clip Name: [Popping](#) (click link to play)

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](#) (click link to play)

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](#) (click link to play)

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.

Self Image Group Descriptive Analysis

Group Classification: Positive Resonance

$n = 30$

Median = 5.5

$\bar{x} = 5.5$

VAR = 1.5

$\Sigma x = 166$

Click [here](#) to view the self image group analyses or see Appendix 7.

Life Cycle Group

The life cycle group descriptive analysis determined a median of 5.5, with the variance between participant responses at 2.1. The study analysis methodology would classify these findings as a positive resonance, or as a category that might serve the purposes of transcultural relations.

Life Cycle Group Clip Summaries

Clip Name: [Old Man](#) (click link to play)

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](#) (click link to play)

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](#) (click link to play)

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.”

Life Cycle Group Descriptive Analysis

Group Classification: Positive Resonance

$n = 30$

Median = 5.5

$\bar{x} = 5.1$

VAR = 2.1

$\sum x = 154$

Click [here](#) to view the life cycle group analyses or see Appendix 7.

Water Group

The water group descriptive analysis determined a median of 5.0, with the variance between participant responses at 2.5. The study analysis methodology would classify these findings as a positive resonance, or as a category that might serve the purposes of transcultural relations.

Water Group Clip Summaries

Clip Name: [Water](#) (click link to play)

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](#) (click link to play)

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](#) (click link to play)

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 Beachboys' *Wouldn't it be Nice*.

Water Group Descriptive Analysis

Group Classification: Positive Resonance

$n = 30$

Median = 5.0

$\bar{x} = 4.5$

VAR = 2.5

$\Sigma x = 134$

Click [here](#) to view the water group analyses or see Appendix 7.

Preliminary Study Conclusions

Based on the limited results of this pilot study, there are indications that transcultural relations in an international classroom may be assisted by the hypothesized group topics of babies, animals, relationships, sports, self image, life cycles, and water. These issues will be further explored in my dissertation. If the findings warrant, the dissertation will also include a consideration of how the transcultural themes and images might be applied to a course in global economics serving international students.

Application References

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Appendix 1: IRB Approval



To: Steve R. Van Hook

cc: Dr. Iris Yob
Shawn Hubert, Academic Advisor
Student Records

From: Jeffrey Ford, Research Coordinator

Date: October 6, 2004

Re: Request to the Institutional Review Board for Approval to Conduct Research

Enclosed please find a copy of your **approved** *Request to the Institutional Review Board for Approval to Conduct Research* form.

You may begin the research phase of your KAM immediately. This letter does not imply approval to conduct research for use a dissertation or thesis. If there are any changes to your research protocol, you must submit a new *Request to the Institutional Review Board for Approval to Conduct Research* form.

If you have any questions regarding the processing of your project, please contact your academic advisor at 1-800-925-3368, option 3.

Thank you.

Jeffrey Ford

Appendix 2: Institution Approval

MEMORANDUM

TO: NANCY MONDOK, ASSOCIATE DEAN FOR ACADEMIC AFFAIRS
UNIVERSITY OF CALIFORNIA SANTA BARBARA EXTENDED LEARNING SERVICES

FROM: STEVEN R. VAN HOOK

SUBJECT: PERMISSION TO CONDUCT A DOCTORAL RESEARCH PROJECT FOR WALDEN UNIVERSITY

DATE: 10/4/2004

I am requesting permission to conduct a research project that will allow me to survey students in my courses at UCSB Extended Learning Services. The survey will examine the students' perceptions of various themes and images presented in brief video clips. I am required to submit proof of permission to conduct this research to my faculty supervisor(s) and the Walden University Institutional Research Board.

The data collected as part of this project may be used to complete a survey pilot study, and may be applied as well to my dissertation research and future academic works. I will acquire assent of the participants by explaining the nature of the study in appropriate language and obtaining their signed consent.

Please indicate your willingness to allow a survey of students at your institution by filling in the following information directly on this memo and providing a signature.

Institution: UCSB **Phone:** 760-833-8000

Address: 4751 La Jolla Village Drive

City: San Diego **State:** CA **Zip:** 92161

Signature and Title: Nancy Mondok **Date:** 10/4/04

Appendix 3: 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 refuse 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 4: Survey Instrument

Survey on Student Reaction to Video Clips

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: "Whassup"

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

Clip 3: "Headache"

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

Clip 4: "Quick Soup"

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

Clip 5: "Pope"

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

Clip 6: "Rabbi"

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

Clip 7: "American"

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

Clip 8: "The Haka"

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

Clip 9: "Sign Baby"

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

Clip 10: "Up & Go"

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

Clip 11: "Marry Me?"

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

Clip 12: "Heads"

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

Clip 13: "Peanut Butter"

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

Clip 14: "Confused Dog"

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

Clip 15: "Anthem"

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

Clip 16: "Soccer"

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

Clip 17: "Popping"

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: "Old Man"

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

Clip 20: "Elevator Fantasy"

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

Clip 21: "Water"

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

Clip 22: "Swimming"

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

Appendix 5: Follow-Up Survey Instrument

Survey on Student Reaction to Video Clips

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 23: "Love Kiss"

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

Clip 24: "Proof"

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

Clip 25: "Priest & Nun"

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

Clip 26: "The Rant"

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

Clip 27: "Cry Baby"

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

Clip 28: "Moving Van"

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

Clip 29: "Happy Cows"

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

Clip 30: "Football"

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

Clip 31: "The Internet"

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

Clip 32: "Champagne"

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

Clip 33: "Seniors"

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

Appendix 6: Comparison of Results between Survey 1 and Follow-up for Survey 1

<p>“American” (original) $n = 10$ Median = 6.0 $\bar{x} = 5.3$ VAR = 5.0 $\sum x = 51$ Clip Classification: Positive Dissonance</p>	<p>“American” (follow-up) $n = 10$ Median = 5.0 $\bar{x} = 4.5$ VAR = 5.8 $\sum x = 45$ Clip Classification: Positive Dissonance</p>
<p>“Up & Go” (original) $n = 10$ Median = 6.0 $\bar{x} = 6.2$ VAR = 0.8 $\sum x = 62$ Clip Classification: Positive Resonance</p>	<p>“Up & Go” (follow-up) $n = 10$ Median = 6.0 $\bar{x} = 5.8$ VAR = 2.2 $\sum x = 58$ Clip Classification: Positive Resonance</p>
<p>“Confused Dog” (original) $n = 10$ Median = 6.0 $\bar{x} = 5.8$ VAR = 1.5 $\sum x = 58$ Clip Classification: Positive Resonance</p>	<p>“Confused Dog” (follow-up) $n = 10$ Median = 6.0 $\bar{x} = 5.6$ VAR = 2.0 $\sum x = 56$ Clip Classification: Positive Resonance</p>
<p>“Popping” (original) $n = 10$ Median = 5.5 $\bar{x} = 5.4$ VAR = 1.6 $\sum x = 54$ Clip Classification: Positive Resonance</p>	<p>“Popping” (follow-up) $n = 10$ Median = 5.0 $\bar{x} = 5.4$ VAR = 1.8 $\sum x = 54$ Clip Classification: Positive Resonance</p>
<p>“Old Man” (original) $n = 10$ Median = 5.0 $\bar{x} = 5.1$ VAR = 1.7 $\sum x = 51$ Clip Classification: Positive Resonance</p>	<p>“Old Man” (follow-up) $n = 10$ Median = 4.0 $\bar{x} = 3.9$ VAR = 2.99 $\sum x = 51$ Clip Classification: Neutral Resonance</p>
<p>“Water” (original) $n = 10$ Median = 4.0 $\bar{x} = 4.2$ VAR = 1.7 $\sum x = 42$ Clip Classification: Neutral Resonance</p>	<p>“Water” (follow-up) $n = 10$ Median = 3.5 $\bar{x} = 3.6$ VAR = 1.6 $\sum x = 36$ Clip Classification: Neutral Resonance</p>

Appendix 7: Subgroup Descriptive Analyses and Classifications

Humor subgroup descriptive analyses.

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

Sex subgroup descriptive analyses.

<p>“Headache” $n = 10$ Median = 3.8 $\bar{x} = 4.0$ VAR = 1.1 $\sum x = 38$ Clip Classification: Neutral Resonance</p>	<p>“Quick Soup” $n = 10$ Median = 5.0 $\bar{x} = 4.6$ VAR = 2.3 $\sum x = 46$ Clip Classification: Positive Resonance</p>
<p>“Proof” $n = 10$ Median = 4.0 $\bar{x} = 3.9$ VAR = 3.9 $\sum x = 39$ Clip Classification: Neutral Dissonance</p>	

Religion subgroup descriptive analyses.

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

Nationalism subgroup descriptive analyses.

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

Babies subgroup descriptive analyses.

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

Relationships subgroup descriptive analyses.

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

Animals subgroup descriptive analyses.

<p>“Peanut Butter” $n = 10$ Median = 7.0 $\bar{x} = 6.3$ VAR = 1.6 $\sum x = 63$ Clip Classification: Positive Resonance</p>	<p>“Confused Dog” $n = 10$ Median = 6.0 $\bar{x} = 5.8$ VAR = 1.5 $\sum x = 58$ Clip Classification: Positive Resonance</p>
<p>“Happy Cows” $n = 10$ Median = 4.5 $\bar{x} = 4.0$ VAR = 2.9 $\sum x = 40$ Clip Classification: Neutral Resonance</p>	

Sports subgroup descriptive analyses.

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

Self image subgroup descriptive analyses.

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

Life cycle subgroup descriptive analyses.

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

Water subgroup descriptive analyses.

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